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The influence of peripheral learning for teaching vocabulary to EFL sixth-grade students in a public school in Cuenca, Ecuador

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Resumen

La siguiente investigación es un estudio de investigación-acción que busca resolver un problema recurrente observado por las investigadoras durante el programa de prácticas en una escuela en Cuenca, Ecuador. El problema recurrente fue la falta de efectividad de la metodología del tutor profesional para enseñar vocabulario, que consiste en la repetición, el uso de tarjetas didácticas, el uso de la primera lengua, juegos como el ahorcado y actividades del libro para practicar las palabras del vocabulario. A pesar del uso de múltiples estrategias o técnicas de aprendizaje intencional, los estudiantes no adquirían las palabras del vocabulario. Por lo tanto, este problema se propuso resolver mediante la aplicación de la técnica de aprendizaje periférico, un tipo de aprendizaje inconsciente que se da por medio de la constante exposición al material visual.

Las investigadoras usaron carteles con el fin de exponer a 22 estudiantes de sexto grado a las palabras del vocabulario sobre los medios de transporte. Por lo tanto, los participantes se encontraron expuestos diariamente al vocabulario durante un mes. A modo de observar el efecto de esta técnica, las investigadoras usaron dos instrumentos. Los instrumentos usados durante este estudio fueron una evaluación diagnóstica y final y tres grupos focales. Luego de analizar los datos obtenidos, las investigadoras concluyeron que el uso del aprendizaje periférico es una técnica efectiva para la adquisición de vocabulario. Debido al incremento de las calificaciones de los participantes en la evaluación final y las opiniones positivas que fueron compartidas durante los grupos focales.

Palabras clave: vocabulario, técnica de aprendizaje periférico, adquisición, inglés.

Abstract

The following research is an action research study aimed at addressing a recurring problem observed by the researchers during the internship program at a school in Cuenca, Ecuador. The recurring problem was the lack of effectiveness of the professional tutor methodology in teaching vocabulary, which consists of repetition, the use of flashcards, the use of the first language, games such as hangman, and book activities to practice vocabulary words. Despite the use of multiple intentional learning strategies or techniques, students were not acquiring vocabulary words. Therefore, this problem was proposed to be solved by applying the technique of peripheral learning, a type of unconscious learning that occurs through constant exposure to visual material.

The researchers used posters to expose 22 sixth-grade students to vocabulary words related to means of transportation. Therefore, the participants were exposed to the vocabulary on a daily basis for a month. To observe the effect of this technique, the researchers used two instruments. The instruments used during this study were a diagnostic and final evaluation, and three focus groups. After analyzing the data obtained, the researchers concluded that the use of peripheral learning is an effective technique for vocabulary acquisition. This conclusion was drawn from the increase in participants' scores in the final evaluation and the positive opinions shared during the focus group discussions.

Key words: vocabulary, peripheral learning technique, acquisition, English



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Chapter One

1. Introduction

1.1. Context

The Ecuadorian Ministry of Education has made multiple changes to enhance English language teaching practices over the years. In 2008, the Ministry of Education initiated a project called “Project for Improving English”. It included creating a new English as a Foreign Language (EFL) curriculum, using Common European Framework indicators, providing free EFL textbooks to public school students, and requiring in-service teachers to have a B2 level of English proficiency (Cajas et al., 2023). Eight years later, the Ecuadorian government implemented the new English as a Foreign Language curriculum to train strong and independent readers and writers. Additionally, this curriculum aims to teach people how to use various tools to share ideas, become better learners, and expand their knowledge by providing them with multiple opportunities to use the English language in different contexts (Ministerio de Educación del Ecuador [MinEduc], 2019).

Despite the changes made by the Ecuadorian government, several international studies have shown that English proficiency levels remain low in Ecuador. Therefore, determining which aspects affect the domain of the English language will guide the improvement of learning this language (Sevy-Biloon et al., 2020). According to Surmanov and Azimova (2020) “Acquisition of vocabulary is important for the successful use of a second language and plays an important role in the formation of complete oral and written texts” (p. 146). Hence, looking for

strategies, techniques, and tools that allow teachers to enhance the acquisition of words in students is the basis for the development of their English skills.

Having a wide range of vocabulary when learning English as a Second Language is crucial to guaranteeing effective communication in the language. In Ecuadorian EFL education, two crucial processes, learning and acquisition, play equally essential roles. Based on Krashen's distinction between acquisition and learning, both are vital aspects. As Jegerski (2021) emphasizes, the goal of language learners and educators should be to foster the acquisition and implicit knowledge, which is crucial for meaningful real-time communication. However, Ecuadorian English teachers have not paid much attention to ensuring vocabulary acquisition. Krashen (1981) points out that language acquisition, like first language development in children, is a subconscious process in which individuals are often unaware of ongoing language acquisition. Given that the approach of the peripheral learning technique is an unconscious process, our research will focus on and be guided by the acquisition of vocabulary.

1.2. Diagnosis of the situation/theme

The internship was carried out at a public school in Cuenca, Ecuador. During the practicum program, the researchers worked in the morning shift with a group of twenty-two sixth-grade students from ten to eleven years old, of whom six were male, and sixteen were female. It is worth mentioning that the classroom was spacious enough for the teacher and the number of learners. However, the students did not have any visual material such as posters in their classroom. As for the professional teacher of the students, she had a graduate certificate from the university as “Licenciada en Ciencias de la Educación especialidad Lengua y Literatura

Inglesa” and 14 years of experience working as an English teacher. In addition, she had a C1 English certificate from the International English Proficiency Test (iTEP).

During the four months of the internship, the researchers were able to identify a specific problem and look for techniques to increase the effectiveness of vocabulary lessons. During the first vocabulary lessons in which the researchers were involved, they observed that the professional teacher started vocabulary classes by reviewing the latest vocabulary items taught with the whole class. The teacher used Spanish, English, and the repetition method while students pointed with their fingers at the words in the book. At first, she made all the students repeat all the words from the vocabulary and then asked for volunteers. Next, for the last time, students repeated all the words altogether. However, not all students were paying attention and not everyone was participating. Further, to review what words learners retained in their minds, she showed them flashcards and asked for the words while translating them into Spanish. Moreover, the teacher made students work on completing the suggested activities in the book during the vocabulary lessons. To give feedback to students, the teacher asked pupils to go to the front and write on the board the correct answers. Finally, as a wrap-up activity, she made them play the hangman game in groups with the words just learned. Although the teacher used these four ways of intentional learning, students still did not fully acquire the vocabulary words. Moreover, the teacher did not put special emphasis on teaching vocabulary but tended to focus on grammar.

In addition, when the researchers graded the unit tests, they realized that the students did not learn the spelling, and meaning of the words since these young learners were not able to write or use the vocabulary correctly. Consequently, the students' grades were low, and they did

not reach the required English vocabulary level. Thus, the researchers developed a proposal that sought to use the peripheral learning technique as an effective solution to the lack of students' vocabulary acquisition. Hence, to carry out the plan of this technique, the investigators had to create posters to be pasted around the walls of the classroom. However, this technique was applied as a complement to the English lessons given by the researchers who followed the same methodology of the professional tutor to teach vocabulary. In this way, students would be surrounded by vocabulary words all day, and they could go through an unconscious process to acquire the words discovered by themselves. This is related to the suggested technique in which students can acquire new vocabulary by using their peripheral vision when seeing the posters on the wall. Additionally, with the peripheral learning technique, the researchers expected students to acquire vocabulary by learning the meaning, and correctly spelling the words. Further, the investigators were aware that EFL learners face some challenges in knowing the meaning of some words when they are learning them. As Afzal (2019) mentions in his study about vocabulary learning problems, it is difficult to learn vocabulary mainly because non-native speakers of English encounter problems when they have to relate the meaning to the new words.

1.3. Importance of the study

Vocabulary is an essential part of the process of learning a new language. According to Dakhi and Fitria (2019), vocabulary is the basis for language skills, namely, listening, speaking, reading, and writing. Without learning vocabulary, it is difficult to attain any language proficiency since "Vocabulary is the basis of acquiring a second language" (Afzal, 2019, p. 82). Therefore, the practicum students thought it was vital to investigate and apply an innovative technique that not only makes it easier for students to learn new words but also ensures their

retention in long-term memory, laying a solid foundation for their mastery of the language and future success. The suggested solution to the current problem of a lack of vocabulary in English language learners was to use the peripheral learning technique to expose students to vocabulary words learned daily. Besides, prior research showed a certain degree of effectiveness of this technique on vocabulary acquisition. Nevertheless, these investigations have gaps that must be taken into consideration, which will be explained in the literature review chapter.

In addition, it is worth mentioning that there exists a limited amount of literature on this technique and most studies found were from more than 5 years ago and none of them were developed in Ecuador. Hence, the investigators decided to carry out a current study that shows the impact of this technique on vocabulary acquisition. Additionally, the investigation of the peripheral learning technique is considered important since finding new teaching techniques can improve the level of English of the students. Therefore, understanding the mechanisms of peripheral learning and its implications for education and training can help educators and trainers design more effective learning experiences that leverage the power of peripheral learning technique.

1.4. Research questions

For the purpose of developing the present study, the researchers created the following main research question:

- What is the effect of the peripheral learning technique through posters on students' acquisition of vocabulary?

Furthermore, researchers designed two sub-questions that could help them to respond to the main research question.

- To what extent does peripheral learning technique influence the students' vocabulary acquisition?
- What are the students' perceptions in relation to the use of posters as part of the peripheral learning technique?

1.5. Objectives

Also, the investigators created one general and two specific objectives that guided them during the research procedure.

- **General**
 - To determine the influence of peripheral learning technique through posters in students' vocabulary acquisition.
- **Specific**
 - To assess the extent to which the peripheral learning technique influences students' vocabulary acquisition by comparing grades before and after implementation.
 - To analyze students' perceptions about the use of posters as part of the peripheral learning technique in English classes.

Chapter Two

2. Literature review

The following chapter presents an overview of previous studies that have researched the peripheral learning technique on students' vocabulary acquisition. Likewise, it introduces the theoretical framework employed by the authors and describes some key concepts in order to understand the different terms such as suggestopedia, peripheral learning, and vocabulary.

2.1. *Previous studies*

Nowadays, educational research has highlighted the importance of applying techniques and strategies for teaching or acquiring vocabulary that can catch students' attention in EFL classrooms (Egamova & Sharofova, 2022). Unfortunately, peripheral learning is a technique that has not been widely studied within the field of education, and no research about it has been carried out in the Ecuadorian context. Therefore, the current chapter is only based on international studies. In addition, most of the research cited in the literature review was carried out more than five years ago. However, this does not impede carrying out future research that may show the effect of this technique on learners' vocabulary acquisition.

Peripheral learning technique for acquiring vocabulary. Gezer et al. (2012) conducted a study with 111 mixed-gender university students in Türkiye. They focused on teaching English idioms through the peripheral learning technique, and the results indicated that the chosen technique had a beneficial impact on the acquisition of idioms. Besides, they set up a focus group discussion in which students revealed that the idioms on the wall were useful for

catching the meaning of the expressions. Also, it showed that students appreciate colorful visuals since they are attracted to the images that motivate them to understand the content.

In line with Gezer et al.'s research project, the experimental study developed by Bahmani et al. (2012) attempted to research the effect of peripheral learning on Iranian EFL female learners' vocabulary acquisition, retention, and recall. For this study, the researchers worked with 80 female participants between eighteen to twenty-three years old pupils in Iran. After the implementation of the technique with PowerPoint format slides presenting the vocabulary, the investigators administered post-tests to the students that showed the efficacy of peripheral learning. The authors concluded that "This experiment demonstrated that learners' exposure to weak stimuli can cause learning without awareness, so pupils of all levels of intelligence and aptitude can use the periphery of the educational setting to acquire knowledge" (Bahmani et al., 2012, p. 50). Hence, using peripheral treatment is a useful technique to boost the acquisition of vocabulary in students.

Likewise, Rokni (2014) carried out a mixed-method study to determine the effect of peripheral learning technique. This study focused on the improvement of thirty-four female learners' spelling in Iran. The researcher used two data collection methods. First, there was a spelling test with ten items to see if the students improved or not with the use of the peripheral learning technique. Second, there was an open-ended questionnaire to explore the subjects' perceptions of the applied technique. At the end of the study, the results revealed that the improvement of the spelling of the learners depended on two factors: word processing and the type of instruction. Hence, the researcher established that the applied technique optimizes the

acquisition process of words since “The results also indicate that peripheral learning is a useful way of acquiring vocabulary and learning its spelling” (Rokni, 2014, p. 66).

Badri et al. (2015) experimented with thirty female Iranian EFL learners who were between ten and twelve years old. The quantitative study wanted to find out if the peripheral learning technique increases the amount of vocabulary in pupils. Therefore, they used reading comprehension tests and two parallel tests for the diagnostic and final evaluation. After applying the treatment during an entire semester of classes, Badri et al. (2015) found that “participants who were taught based on peripheral technique generally tended to score higher in vocabulary test” (p. 17). In addition, peripheral learning not only positively impacted the participants' vocabulary retention, but the researchers believe this teaching technique can be beneficial for students at all levels of language proficiency and in various academic subjects.

Additionally, Hashemifardnya et al. (2017) conducted a study with seventy-five Iranian high school male students, which were divided into three groups; two experimental groups and one control group. The study's results showed a significant difference between the scores of the three groups since the experimental groups got higher scores compared to the control group. Consequently, Hashemifardnya et al. (2017) concluded that peripheral learning through the use of attractive posters is a technique that allows students to effortlessly learn separable and non-separable phrasal verbs.

Further, Saputra et al. (2019) designed a mixed-method study to explore the effect of peripheral learning on elementary students' vocabulary acquisition. During the first week of the intervention through posters, Saputra et al. (2019) observed that “The students were really independent in knowing the word as well as increasing their motivation in learning” (p. 5).

Besides, the students' grades in the questionnaires after the treatment indicated an increment in students' lexical knowledge. Therefore, the researchers concluded that supportive learning material displayed around the classroom helped pupils learn new words from their surroundings independently. Additionally, Al-Obaydi (2020) conducted an experimental study where the researcher tested two implicit learning techniques on primary students (peripheral learning technique and input flooding). After six weeks of application, the results in the oral and written post-tests showed that both techniques had a positive impact as the students' vocabulary increased.

Altogether, the studies cited above show that the peripheral learning technique does have a positive impact on vocabulary acquisition and these findings are independent of the learners' gender or age.

Peripheral Learning Technique Application. The studies found in the literature showed different ways of applying the peripheral learning technique, these variations are shown in the materials used, and how they were created and presented.

Material used. Multiple studies that applied peripheral learning showed that posters were an effective way to present the English language to pupils since they are large and allow the addition of printed images, vocabulary, or grammar content. (Gezer et al., 2012; Badri et al., 2015; Hashemifardnya et al., 2017; Rokni, 2014). Bahmani et al. (2012) developed a study in which the students' peripheral vision was activated with the use of a television located on a wall in the classroom. This screen changed the PowerPoint slides which presented vocabulary words and referent images every ten seconds. This way of using technology to apply peripheral learning techniques emerges as an innovative concept. However, the context of the classroom must be

taken into consideration since not all classes have the necessary technology to carry out this type of intervention.

Further, Fatemipour (2013) stated that “‘Peripheral’ learning is encouraged through the presence in the learning environment of posters and decorations featuring the target language and different grammatical information” (p. 1395). Likewise, Mohamadpur (2013) pointed out that peripheral learning refers to the acquisition of knowledge through means other than reading the text directly. This could involve the use of images, whether they are purposely or inadvertently present in the surroundings, as well as gestures, and physical actions. Therefore, studies showed that posters have advantages that allow students to absorb the language effortlessly.

Furthermore, the literature showed that all material created for the use of the peripheral learning technique must be appealing to students (Al-Obaydi, 2020; Gezer et al., 2012; Hashemifardnya et al., 2017) As Al-Obaydi (2020) said, “In this type of learning, teachers exploit each minute of learners’ school time by exposing them to an environment that is full of colourful pictures with familiar and striking characters” (p. 1108). Therefore, even though in at least one instance, television was used to allow for peripheral learning, in the majority of cases, colourful and appealing posters were used.

Creation of material. Most studies emphasize that teachers or researchers are in charge of creating the material (Badri et al., 2015; Gezer et al., 2012; Hashemifardnya et al., 2017). Nevertheless, a study developed by Mohamadpur (2013) made the students create the material; they had to read what they had been taught in the previous classes and make a drawing of the vocabulary or sentences about what they read. Then, the pupils had to present their images to the rest of the class and hang them on the wall.

Presentation of material. Several studies established that researchers should not focus on teaching the material displayed to students on the walls, but rather on the content presented during class. As Al-Obaydi (2020) mentioned “The learners dealt with these pictures by themselves without the teacher drawing their attention to them” (p. 1105). Consequently, teachers should not mention the material to the students since they are the ones who are supposed to notice it (Al-Obaydi, 2020; Bahmani et al. 2012; Gezer et al., 2012). In a study conducted by Bahmani et al. (2012), the teacher did not give any emphasis on teaching the content displayed on the screen, and the television was turned off at the end of the class. Hence, the students were only exposed to this material during English lessons. However, not all authors agree with this approach. For example, Saputra et al., (2019) mentioned that “The teacher may or may not call attention to the posters so the students are not assigned to study them” (p. 3). Nevertheless, the authors suggested that teachers should provide clear guidance so that students become aware of the shown material. This guide might help students to be aware of the intended learning outcomes and how the posters relate to the course content.

Altogether, it seems that language educators do not fully agree whether students’ attention should be drawn to the fact that there is peripheral information that they could use to expand their vocabulary.

2.2. Theoretical framework

Language learning theories. Mitchell et al. (2019) affirmed that theories of language learning are essential to understanding the complex process of second language acquisition as people often struggle to articulate the internalized linguistic system and the mechanisms responsible for processing, storing, and retrieving aspects of the new language.

Humanistic theory. According to Tolstova and Levasheva (2019), the humanistic educational theory encompasses nurturing "human" values in students, the teacher's capacity to empathize with students, the teacher's attentiveness to students' emotions, and the engagement of students in the learning journey. In Muhajirah's (2020) view, humanistic theory stands out for being exceptionally abstract and closely aligned with the realm of philosophy rather than the practical world of education. In simpler terms, this theory is more concerned with the notion of learning in its most impeccable state, rather than with the typical learning experiences we encounter in our daily lives. Moreover, Al-Obaydi (2023) holds that humanistic education only occurs when the cognitive and affective domains are involved in individual or group learning. In a similar vein, Tay and Uran (2023) have suggested that an effective human-centered strategy for enhancing students' fundamental English language skills is the utilization of the Suggestopedia method, particularly for improving vocabulary retention. Ivanova and Dimova-Severinova (2021) believe that before delving into the Suggestopedia method, it is important to focus on the broader concept of human emotions, which encompass intricate interactions between personal feelings and various physiological and behavioral reactions which, in turn, is related to the humanistic approach. Hence, an effective humanistic strategy for vocabulary acquisition would be the Suggestopedia method.

Suggestopedia method. Suggestopedia is a teaching method established by the Bulgarian educator, physician, neurologist, brain physiologist, and psychiatrist Georgi Lozanov (Ivanova & Dimova-Severinova, 2021). Suggestopedia focused on creating a relaxed and stress-free environment, primarily employed for acquiring proficiency in foreign languages. According to this method, by fostering a state of relaxation in both the body and the mind, individuals'

capabilities can be optimized (Medina et al., 2019). Therefore, this method creates a calm and peaceful atmosphere that can reduce anxiety and tension in learners, leading to a more receptive state of mind for learning. Additionally, Putri and Kurniawati (2022) mentioned that there are nine techniques that are part of the Suggestopedia method. These techniques are: choosing a new identity, passive concert, positive suggestion, peripheral learning, creative adaptation, classroom set-up, role play, active concert, and primary activation.

Peripheral learning technique. Peripheral learning is one of the techniques in the Suggestopedia method that helps students to absorb knowledge unconsciously. Lozanov (1978) suggested that the purpose of the peripheral learning technique is to make the conscious part of the brain work by using our peripheral vision (when we look out of the corner of our eye). Al-Obaydi (2020) stated that peripheral learning “refers to the kind of learning that occurs unintentionally as a result of a large amount of exposure to the intended material” (p. 1103). Consequently, students are expected to acquire new knowledge even if they are not staring or paying full attention to the surrounding material.

According to Gezer et al. (2012), the theory behind the peripheral learning technique is that humans are more perceptive of their surroundings than they are consciously aware of. Hence, learners are exposed to information in a variety of ways, which can increase retention. Besides, Bahmani et al. (2012) mentioned that peripheral learning is in opposition to explicit and intentional learning. Therefore, they considered this learning technique as incidental since students are exposed to a large amount of input to provoke incidents in which they acquire new information. In the case of peripheral learning, incidents refer to when students look at the exposed material with their peripheral vision. Furthermore, Rokni (2014) said “Moreover,

peripheral learning is basically a way of encouraging learners to indulge in self-learning through indirect techniques” (p. 63).

Language. Following Fowler (2022), language represents the most essential and powerful of humanity's exceptional capabilities since through language, humans shape their social interactions, foster intellectual connections with the world, and establish stability. Also, Ribeiro et al. (2023) stressed that a language is more than just a collection of words; it finds its identity through the intricate connections between words, and grammar, which builds intricate networks of relationships between words.

Second language. Mitchell et al. (2019) defined Second Language (L2) as the process of acquiring any language, regardless of the level, as long as it occurs at some point after learning a first language during infancy or early childhood (around age 4). Second languages encompass any language acquired after early childhood, whether it is the L2 with which the student works, or his or her third, fourth, or even fifth language. According to Abdullaev (2021), it is essential to make a difference between the processes of second language learning and second language acquisition. In this context, he defines acquisition as the natural assimilation of a second language through exposure and immersion, while learning denotes the deliberate and systematic study and acquisition of a language through conscious effort and planned educational activities. These two distinct terms encapsulate the different paths individuals can take when becoming proficient in a second language, whether through immersion or structured educational approaches.

Vocabulary. Vocabulary is a fundamental aspect of language learning that can be defined in various ways. To'laganova and Panabayeva (2022) indicate that vocabulary refers to

the set of crucial terms a person knows and uses to communicate. Likewise, Azim et al. (2020) describe vocabulary as a compilation of distinct terms, each of which has a predetermined definition. From an educational point of view, Simamora and Oktaviani (2020) define vocabulary as a set of phrases and words that students need to know to succeed in academic and social contexts. Ajisoko (2020) stresses that “Vocabulary is a core component of language proficiency and provides much of the basic how well learners speak, listen, read, and write” (p. 149). In conclusion, vocabulary is a multifaceted concept that is defined in various ways. Understanding these distinct perspectives can help us appreciate the importance of vocabulary in different contexts. Ultimately, it seems that even if there might be some disagreement as to how vocabulary is exactly to be defined, there appears to be a consensus that vocabulary is an essential part of language learning and its expansion should be given due attention in the learning and teaching process.

Vocabulary nature. The receptive and productive terms within vocabulary refer to all the aspects of knowing a word. Receptive knowledge and use indicate recognizing the form of a word, while productive knowledge entails conveying a message through verbal or written means, along with the ability to recall and generate suitable spoken or written language (Nation, 2001). The receptive and productive terms involve three general aspects of knowing a word which are: meaning, form, and use. Such aspects can be observed in Table 1 developed by Nation (2019), who presents what knowing a word entails and how it may be learned:

Table 1

What is involved in knowing a word?



| | | | |
|---------|------------------------|---|---|
| Form | Spoken | What does the word sound like? | R |
| | | How is the word pronounced? | P |
| | Written | What does the word look like? | R |
| | | How is the word written and spelled? | P |
| | Word parts | What parts are recognizable in this word? | R |
| | | What word parts are needed to express this meaning? | P |
| Meaning | Form and meaning | What meaning does this word form signal? | R |
| | | What word form can be used to express this meaning? | P |
| | Concept and references | What is included in the concept? | R |
| | | What items can the concept refer to? | P |
| | Associations | What other words does this make us think of? | R |
| | | What other words could we use, instead of this one? | P |
| Use | Grammatical functions | In what patterns does the word occur? | R |
| | | In what patterns must we use this word? | P |
| | Collocations | What words or types of words occur with this one? | R |
| | | What types of words must we use with this one? | P |
| | | Where, when, and how often would we expect to meet this word? | R |
| | Constraints on use | Where, when, and how often can we use this word? | P |

Note. R = receptive, P = productive.

Hariyono (2020) emphasizes that “Teachers must have knowledge of vocabulary which should cover the form, the meaning and the use of the word” (p. 42). Therefore, the process of acquiring or learning vocabulary encompasses the three previously mentioned general aspects as well as the extensive details contained in Nation’s list.

Vocabulary acquisition. According to Richards (2015), “Vocabulary acquisition is a gradual process as different aspects of vocabulary knowledge are learned” (p. 306). This process is controlled by various factors such as: group or individual tasks, motivation strategies, educational programs, and explicit and implicit learning techniques (Al-Khresheh & Al-Ruwaili, 2020). Explicit or intentional vocabulary learning refers to the process in which the learner is aware of the acquired knowledge, while incidental vocabulary learning is an unconscious process that requires minimal attention from the student (Bahmani et al., 2012). Although there have been multiple discussions about which of these two processes is more effective, Azim et al. (2020) denote that both processes are essential for vocabulary acquisition.

Importance of vocabulary in learning English. As explained by Al-Khresheh and Al-Ruwaili (2020), vocabulary plays a crucial role in learning English and is a key indicator of a person's language proficiency. Recent studies have shown that vocabulary is a fundamental part of learning English since it enables students to master the four major skills: writing, reading, speaking, and listening (Egamova & Sharofova, 2022; Octaberlina & Anggarini, 2020; Raw & Ismail, 2021). Hence, learners who lack vocabulary struggle to communicate their thoughts, emotions, and concepts effectively, while also facing difficulties in comprehending written and spoken content (Tran, 2020). Kärbla et al. (2020) developed an experimental study with 257

sixth-grade students in Estonia to evaluate the effect of text comprehension strategies on students' vocabulary and text comprehension. The results showed that the students with an average vocabulary knowledge were the more benefited. Consequently, having a wide range of vocabulary is fundamental if students want to succeed when learning the English language.

Chapter Three

3. Methodology

For the current study, the researchers followed a qualitative approach. This approach focuses on context and interpretation, prioritizing the process or trends in development rather than the results of the research (Nassaji, 2020). Therefore, it enables inquirers to obtain a detailed analysis and in-depth understanding of a phenomenon. Additionally, the research design of this study was exploratory action research (EAR). As defined by Clark et al. (2020), “Action research is an approach to educational research that is commonly used by educational practitioners and professionals to examine, and ultimately improve, their pedagogy and practice” (p. 8). Hence, action research permits teachers to reflect on their own practices, and take action on them to promote an enhancement in how they teach.

3.1. Participants and settings

The present study was conducted at a public school in Cuenca, Ecuador in a face-to-face environment. The school offers primary school, elementary school, and high school education. Also, it has standard facilities such as an English laboratory, computer laboratory, projectors, an auditorium, and a teachers' room. The research subjects were 22 sixth-grade students, 6 male, and 16 female pupils, between 10 and 11 years old. The participants had three English classes per week, and each one lasted forty-five minutes. The students were supposed to have an A2.1 level of English according to the Ecuadorian English Curriculum. Regarding the physical setting of the classroom, it was medium-sized, which suited the number of students per class, which was

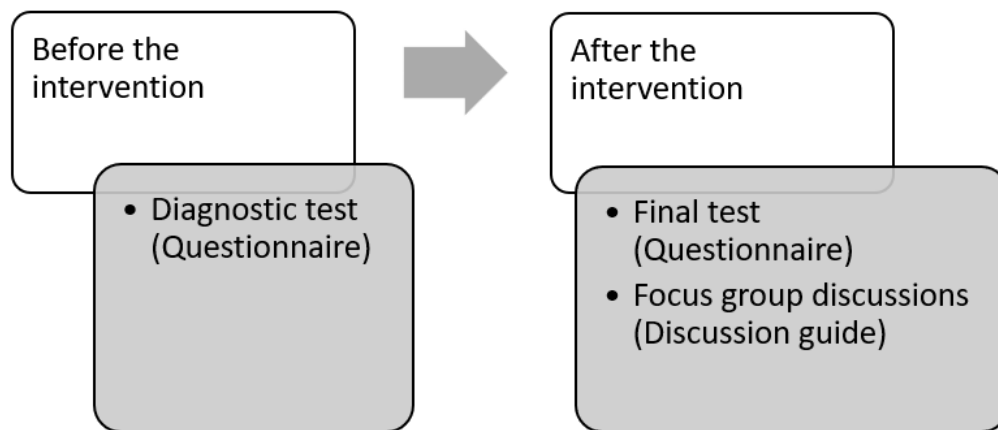
thirty-five. Moreover, the classroom had good lighting and ventilation since there were two large windows on the right-hand side.

3.2. Data collection methods

Action research has a large list of data collection methods that can be used. As Clark et al. (2020) stresses, “Logically, researchers will use whatever validated methods help them to address the issue they are researching and will develop a research plan around activities to implement those methods” (p. 74). Hence, the researchers made use of two data collection methods to answer the research questions.

Figure 1

Techniques and instruments



Note. Data by the authors

Figure 1 shows the techniques and instruments used by the researchers for the data collection as well as the procedure followed to use the data collection methods.

Diagnostic and final evaluations. The inquirers aimed to explore the influence of peripheral learning on students' vocabulary acquisition. Diagnostic tests are designed to assess a specific aspect of language and provide teachers insight into students' current knowledge, while

final tests aim to determine the mastery of educational standards and students' readiness to advance to the next level of education (Hakimova, 2021; Cherdyntseva et al., 2020). Hence, the researchers applied a diagnostic and a final evaluation to assess the extent to which the peripheral learning technique influences students' vocabulary acquisition by comparing grades before and after implementation. Both tests were filled out during one English class and the final evaluation was applied after four weeks of using the peripheral learning technique. It should be noted that the result obtained by the students in the tests did not count in their grade records. In this manner, these grades did not affect their school average.

Focus group discussion. Focus group discussion (FGD) is a cost-effective, convenient, and quick method of collecting information from many participants in a single session, especially with younger participants who tend to be nervous in individual interviews. Moreover, pupils have more trust and are more open to discussion in the company of other participants. (Adler et al., 2019; Busetto et al., 2020; Efron & Ravid, 2019; Hennink et al., 2019; Warghoff et al., 2020).

Consequently, the inquirers planned to develop three focus group discussions (FGDs), two with seven students, and the third one with eight students to analyze their perceptions about the use of the peripheral learning technique through posters to acquire vocabulary. The two first FGDs were conducted in the auditorium of the school during their English class. However, the third FGD was held virtually through the ZOOM platform since the students were not receiving face-to-face classes due to the armed conflict that occurred in the county. To follow ethical guidelines, the researchers sent an informative note to the parents asking them to have students join the virtual meeting in the afternoon when the learners finished all their classes for the day.

However, two of the students did not join the virtual meeting. The FGDs were conducted by one moderator and one observer who recorded the FGDs. Furthermore, the FGDs lasted between 16 to 23 minutes since Adler et al. (2019) suggest that a FGD with children should last around 20 minutes to avoid tiring the young participants.

3.3. Data collection instruments

Questionnaires. The researchers prepared two paper-based questionnaires, one for the diagnostic test and the other one for the final test. The construction of these tests was based on three books (Efron & Ravid, 2019; Richards, 2015; Ur, 2012), the students' course book, and the can-do statements that a learner with an A2 level should achieve, provided by the CEFR (see Appendix A and B). As mentioned above, Nation (2019) contends that there are three general aspects of knowing a word: meaning, form, and use. However, the inquirers decided to test students' vocabulary knowledge based on two aspects only, namely, meaning and form since they observed a lack of students' ability to create sentences.

Both the diagnostic and final questionnaires had two questions, one about spelling and the other about meaning. Each question had 4 items which gave a total of 8 points for the entire test. In the first question, the students were asked to write the correct word according to the picture to evaluate if they knew how the word is written and spelled. In the second question, they had to match the word with its definition to assess if they could relate the learned word with the appropriate meaning. For the validity of the tests, the researchers asked for the opinion of three experts, two of whom are teachers at UNAE, while the third is an English teacher with 10 years of experience as an English teacher in public and private schools.

Discussion guide. The researchers developed a discussion guide with four main questions in total as their data collection instrument. For the creation of this instrument, the investigators followed the basic points provided by Adler et al. (2019). Although the study focuses on vocabulary acquisition, the word "learning" was used to make the questions easier for the students during the FGDs. Additionally, the concept of peripheral learning was discussed during the FGDs but was adapted in the questions so that students can understand it (see Appendix C). In the following table, the objectives for the development of each question of the discussion guide are laid out.

Table 2

Focus group discussion questions

| Objective | Main Questions | Translation |
|---|---|--|
| To find out if the students noticed the posters on the classroom walls. | 1. ¿Notaron algo diferente en el aula de clase desde que nosotras empezamos a trabajar con ustedes? | 1. Have you noticed anything different in the classroom since we started working with you? |
| To know students' points of view regarding the design and use of the posters as part of the peripheral learning technique in the English classes. | 2. ¿Qué piensa sobre los posters que estaban en el aula de clase? | 2. What do you think about the posters that were in the classroom? |
| To get insights into the students' perspective towards the use of posters as part of the peripheral learning technique. | 3. ¿Cómo se siente de que sus maestras hayan | 3. How do you feel that your teachers have |

| | | |
|---|---|---|
| | usado carteles (posters) en el aula de clase? | used posters in the classroom? |
| To identify improvements that can be made in the design of the posters or their use within the English classes. | 4. ¿Tiene alguna sugerencia sobre los carteles (posters)? | 4. Do you have any suggestions about posters? |

Note. Table 2 indicates the objectives established for each question asked in the focus groups as well as its translation into English.

The researchers decided to pilot the questions to be asked in the FGDs. Pilot tests allow researchers to obtain feedback on the clarity and meaning of the interview questions from representatives of the target group, ensuring that the questions are well understood. Additionally, a pilot test provides information on the effectiveness of the moderator, allowing for modifications in the level of participation during the actual interview contributing to the overall reliability and validity of focus groups (Breen, 2006). The pilot test was developed with a group of participants who shared similar characteristics to the principal subjects of the study.

3.4. Ethical Considerations

To start with, the university students asked the school authorities (school principal and teacher) for permission to conduct the research process within the school through a consent letter (see Appendix D). In addition, the researchers sent a letter of consent to the pupils' parents to get their permission to gather the necessary information for the study (see Appendix E). This was deemed necessary as the participants of the study were minors. This consent letter was sent two

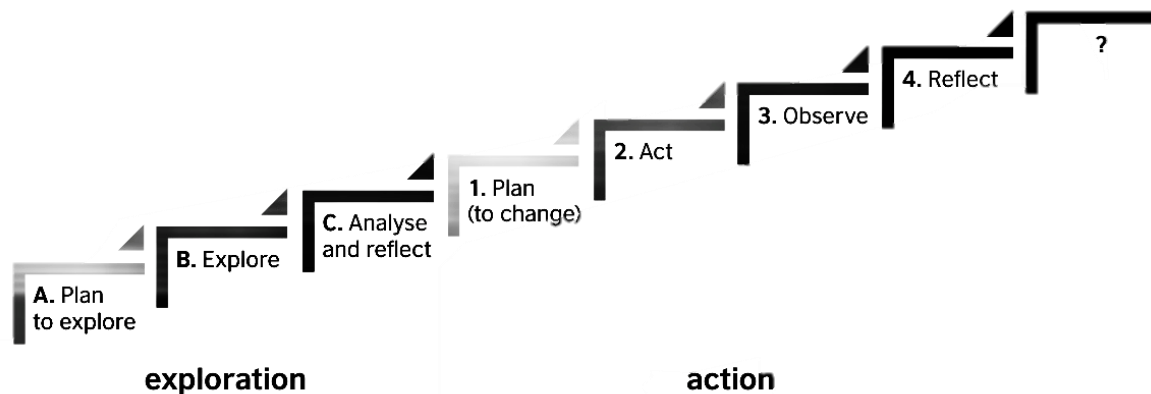
months before the intervention and application of any data collection method. Furthermore, the researchers asked the permission of the principal of the school so that they were allowed to stick the visual material on the walls in order to apply the peripheral technique.

3.5. Procedure

Exploratory Action Research has two phases: exploration and action. The present study was developed following those two phases and the seven steps which are presented in Figure 2.

Figure 2

Exploratory Action Research steps



Note. From “A Handbook for Exploratory Action Research,” by R. Smith and P. Rebolledo, 2018, British Council. Reprinted with permission.

In the exploration phase, teachers develop a plan to explore and collect data to understand the problems. The second phase is the action process that contains four steps in which teacher-researchers choose what they will change, implement the change, observe what has changed, and interpret it (Smith & Rebolledo, 2018).

During the exploratory phase, the researchers observed if students had any problems when learning English. For that, they designed an exploration plan to gather data that helped them to understand the current situation. This was carried out by participant observation in the classroom with the sixth graders. The researchers carried out their classes normally and the observation process lasted four weeks. Additionally, the researchers observed the scores obtained by the students in tasks and tests, thus noticing that the students had problems with vocabulary acquisition. Next, the investigators reflected on the data obtained and started to think and search for solutions that could solve the situation observed. The information search phase was carried out through literature review, and conversations with the researchers' classmates and teachers to look for an effective technique to improve students' vocabulary acquisition. After analyzing the gathered data, the investigators entered the action phase where they followed the four previously mentioned steps. First, they established a plan to change: they decided to improve the vocabulary acquisition of the students using the peripheral learning technique. Prior to the implementation of the technique, the researchers carried out a diagnostic test to measure the vocabulary level on the words' forms and meanings.

For the creation of the visual material, the investigators used a poster for each vocabulary word presented in unit 2 of the students' course book. The A3 posters contained the vocabulary word, a printed picture, and the meaning of the word; they were hung up on the walls of the classroom when the students were not there. The posters were colorful to grab the students' attention (Hashemifardnya et al., 2017; Al-Obaydi, 2020). It is worth mentioning that the position of the posters was changed each week to ensure that all students were able to observe them (Rokni, 2014) (See Appendix F, G, H, I, J, K, L, M, and N). Meanwhile, the researchers

used the same method and tools that the professional tutor used to teach vocabulary (flashcards, repetition method, games, and use of the Spanish language in the classroom). The participants were not advised about the use of the peripheral learning technique for their learning process. Consequently, the teachers continued with their English lessons normally without mentioning the presence of the posters.

Next, the researchers continued with the observation phase. Thence, they arranged to apply a final test that took place after a month of using the peripheral learning technique with the students in the class. The final evaluation followed a similar structure as the diagnostic evaluation to assess the form and the meaning of the words. In this way, the researchers observed whether the students acquired the vocabulary words. The next step was to conduct FGDs with the students to analyze their opinions regarding the use of the peripheral learning technique. Subsequently, the investigators continued with the data analysis to move to the following step in the action phase, which was reflection on the data. Therefore, the researchers analyzed and drew conclusions from the gathered information.

3.6. Data analysis methods

After the data collection, the researchers carried out the analysis of the information gathered. First, the assembled data from the scores obtained in the diagnostic, and final evaluation were transferred to an online Excel document, Google sheets. The researchers registered the score that the students obtained on each question, the grade they got out of 8 and the score out of 10 points. Also, the student-teacher researchers created some tables to compare the scores obtained by the students in each question.

For the data analysis of the FGDs, the researchers transcribed all the audio recordings of the focus groups in three different documents in Google Docs. In addition, the researchers did a manual coding of the qualitative data. The investigators decided to use coding to analyze the data since it helps in the organization and consolidation of the information, allowing the formation of meaningful and manageable segments to draw conclusions from (Clark et al., 2020). Then, the investigators developed emerging categories and themes joining the produced codes. All the codes, categories, and themes were organized in a table to make the process of data analysis easier (see Appendix O).

Finally, the researchers carried out triangulation. According to Clark et al. (2020), triangulation enhances the reliability of data by verifying evidence from multiple sources. This process reduces the bias that could appear in the researcher's interpretations of the data. Therefore, the researchers compared the information obtained in the diagnostic and final tests, and the students' responses in the FGS.

Chapter Four

4. Results

The results of the study are presented in detail in the following chapter according to the questions developed for this research.

4.1. Diagnostic and final evaluation

The diagnostic and final evaluation scores were organized in tables to reach the first specific objective of the present study in which the researchers wanted to assess the extent to which the peripheral learning technique influences students' vocabulary acquisition by comparing grades before and after implementation. The tables present the scores gathered by the pupils for each question of the two tests. The following two tables are just used for visual aid purposes for the reader to understand the data obtained.

Table 3 shows the students' scores obtained in the first question in the final and diagnostic evaluation.

Table 3

Students' results in the first question (spelling) from the diagnostic and final evaluation



| 1st Question | | | | | | | | | | |
|---------------------------|-----------------------|---------|---------|--------|--------|------------------|-----|---------|---------|---------|
| | Diagnostic evaluation | | | | | Final evaluation | | | | |
| Number of correct answers | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |
| Number of students | 9 | 5 | 5 | 2 | 1 | 0 | 0 | 4 | 9 | 9 |
| Number of students % | 40.91 % | 22.72 % | 22.72 % | 9.10 % | 4.55 % | 0 % | 0 % | 18.18 % | 40.91 % | 40.91 % |

The first question evaluated the spelling of the students related to the means of transportation. The results of the diagnostic test showed that 40.91% of the students scored zero, whereby the students demonstrated a lack of knowledge in the spelling of the words. Only 4.55% of the students performed with a perfect score of four which means that they have an excellent knowledge of the vocabulary. In general, 63.63% of the participants were in the lowest two levels to be scored. In the final test, the results were different from the diagnostic one. There is a decrease of 40.91% in the zero feature, which means that none of the students had a complete lack of correct spelling. After the implementation, it can be seen that 81.82% were in the highest two scores, and 18.18% were in the middle. Consequently, it can be inferred that the students' spelling of the words about means of transportation improved considerably.

Table 4 illustrates the pupils' scores obtained in the second question in the diagnostic and final evaluation that was related to the meaning of the words.

Table 4

Students' results in the second question (meaning) from the diagnostic and final evaluation

| 2nd Question | | | | | | | | | | |
|---------------------------|---------|---------|---------|--------|-----|------------------|--------|---------|---------|---------|
| Diagnostic evaluation | | | | | | Final evaluation | | | | |
| Number of correct answers | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |
| Number of students | 12 | 6 | 3 | 1 | 0 | 0 | 1 | 4 | 5 | 12 |
| Number of students % | 54.55 % | 27.27 % | 13.63 % | 4.55 % | 0 % | 0 % | 4.55 % | 18.18 % | 22.72 % | 54.55 % |

The results of the diagnostic test revealed that 54.55% of the pupils scored zero and there were no students who obtained a score of four points, showing a lack of knowledge about the meaning of the words related to the means of transportation. Altogether, 95.45% of the students got the lowest three scores and there were 4.55% who obtained a score of three in the diagnostic evaluation.

However, the final evaluation indicates very different scores from the ones obtained in the diagnostic test. As can be seen, the number of students who obtained low scores decreased to the point that no student obtained a score of zero on the final test. Furthermore, it can be observed that 77.27% of the students obtained the highest scores, and 18.18% were in the middle range showing an increase in the students' knowledge of the meaning of the words. Hence, it can be inferred that students' knowledge about the meaning of the words about means of transportation increased.

In general, comparing the results obtained by the learners in the first and second question, it can be observed that students improved both words spelling and meaning of the vocabulary related to the means of transportation. Therefore, the peripheral learning technique had a positive impact on students' vocabulary acquisition.

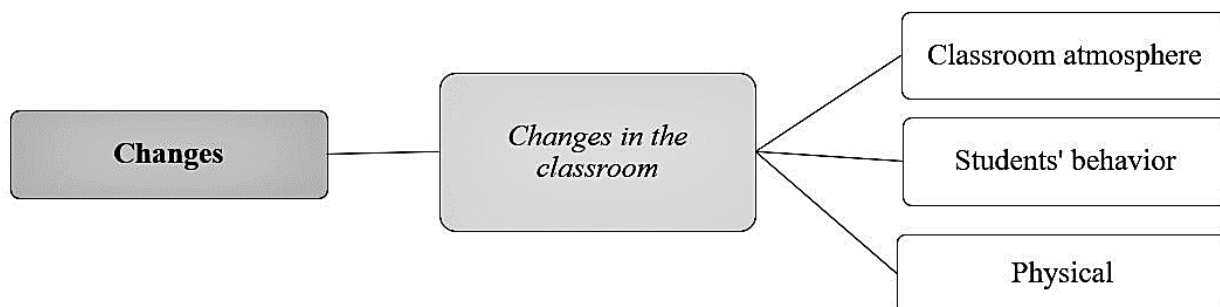
4.2. Focus group discussion

As it was mentioned previously, the researchers set up three FGDs to achieve the second specific objective of the study, namely, to analyze students' perceptions about the use of the peripheral learning technique in their English classes. The pupils' responses were analyzed by codes, and categorized to be presented by themes in the following section. It is worth mentioning that the extracts obtained from the FGDs were translated into English. Furthermore, to maintain the anonymity of the participants, they were given a number to tell them apart.

The coding is illustrated in the figures below presented in this chapter. Figure 3 indicates the themes, categories, and subcategories related to the changes that students noticed in their English classes during the implementation of the peripheral learning technique.

Figure 3

Coding students' perceptions of changes in the classroom.



Note: Data by the authors

Changes in the classroom. During the focus groups, participant 8 expressed a common view among the research subjects about the changes in the classroom, saying, “It felt more, like, happier in the classroom”. This opinion was shared by the other participants in the group such as Participant 13 who said “It felt calmer”. These excerpts manifest the shared view within the group regarding the calmer and more cheerful environment created after the researchers started to teach. Likewise, the participants considered that the change in the class environment caused their classmates to behave better during English lessons as Participant 3 mentioned “There was noise and when you arrived it was like our classmates were distracted and began to pay more attention”. Similarly, Participant 9 stated, “All the classmates behaved more...better”.

The data also showed that the interviewees did notice the presence of the posters, as Participant 16 noted: “The images that were posted on the wall every day”. Furthermore, it was not only the students who noticed the presence of the posters, but teachers also took notice of them and even inquired about their creator as participant 1 mentioned in the next excerpt “Even other teachers asked me who put that in. I said it was you and they said it was very nice”. Therefore, the data indicated that, even without informing the pupils that the researchers were responsible for putting up the posters in class, they deduced it on their own.

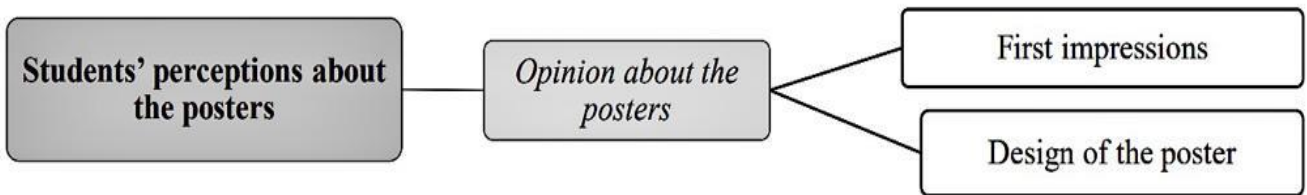
Additionally, Participant 2 said that posters “... caught our attention more than the class”. This opinion was echoed by other participants in the FGDs, such as Participant 15 who mentioned “... when I was distracted, I had nothing to do, I looked at the posters” or Participant 12 who recalled, “When we were in free time, we started playing saying..., saying the information in English and we had to guess”. These extracts demonstrate a change in students’

behavior when they went from lounging between classes to being engaged in activities such as playing guessing games with the posters or looking at them during their leisure time.

Next, Figure 4 presents the themes, categories, and subcategories related to the students' attitudes towards the posters.

Figure 4

Coding students' perceptions about the posters



Note: Data by the authors

Figure 4 reveals that students had two main opinions about the visual material used during the implementation phase. First, the students talked about their first impressions when they saw the posters and what they thought about their design.

Opinions about the posters. The presence of the posters triggered different emotions and feelings in the participants. First, the students manifested that they felt happy and surprised when the visual material appeared. Participant 17 claimed, “I felt like...happy because there were the posters”. Sharing the same view, Participant 2 stated “I mean, when I arrived, I was surprised because I didn't know who the posters were, so and he, he, uh, I thought it was from another afternoon class” manifesting that initially the students had a mix of emotions, such as happiness and surprise.

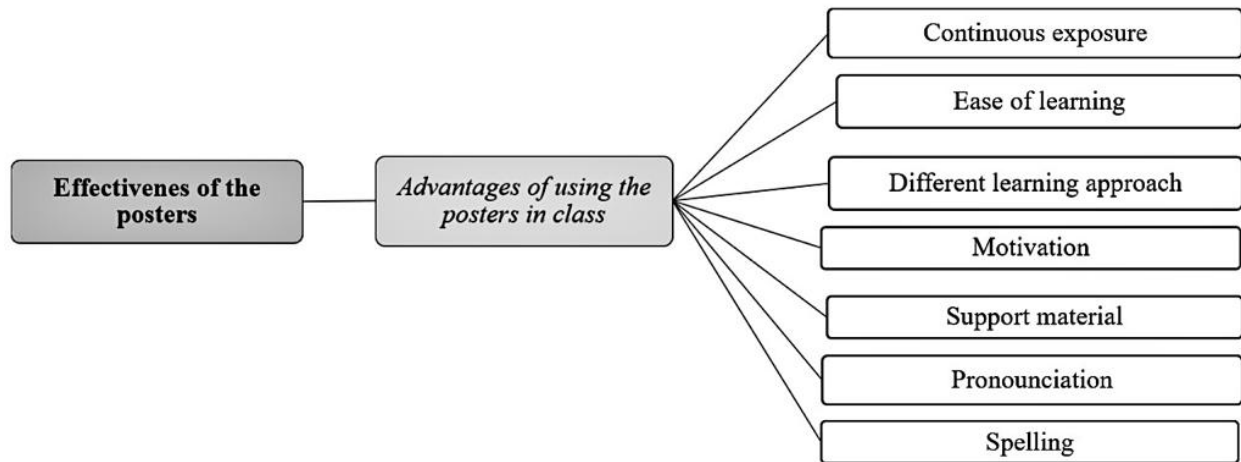
Nevertheless, the participants' responses also revealed negative emotions about the use of posters as part of the peripheral learning technique in the class such as Participant 3 who said, "This made us feel nervous because we thought they were going to send us to do something for the next week and we thought we were going to have to present". Similarly, Participant 11 commented, "We felt strange that for the first time, we see posters sometimes posted and never seen them before". These extracts underscore the negative feelings that students had the first time they observed the posters since they did not know who put them up and if they would be used for extracurricular activities in future English classes

Further, Participants 8, 13, and 16 expressed their thoughts about the color and images of the poster as the following excerpts show "... they are colorful and have pretty images", "I liked that it was well cut because it looked as if it were printed", and "... they had many images". In addition, Participant 16 mentioned that "They had good handwriting" while Participant 14 claimed that "... they were so pretty and they had all the information there". In general, it can be said that the interviewees liked the visual material posted on the walls for their neat handwriting, sufficient quantity and quality of accompanying images, adequate information, and attractive colors.

Figure 5 indicates the themes, categories, and subcategories related to the benefits highlighted by the students about using posters in the classroom.

Figure 5

Coding effectiveness of the posters



Note: Data by the authors

Figure 5 indicates that students considered that using posters had multiple advantages in their English learning process.

Advantages of using the posters in class. During the focus groups, interviewees commented on the multiple benefits that peripheral learning technique through the use of posters brought to them. First, Participant 16 said, “Because seeing those images every day, those words and sentences easily remain in memory”, expressing the opinion that continuous exposure to the material helped students to acquire the words easily. This perspective was shared by Participant 8 who said “Also, because they were always there all the time, we could do it in a free hour, we could read that and learn”. This is same ide as that of Participant 10, whose reasoning was: “Because you could see it everywhere”. These perspectives show that the peripheral learning technique helped students to acquire vocabulary words consistently, even outside of English class hours.

Also, the students talked about the speed with which they acquired the vocabulary words as Participant 12 commented in the following excerpt “Because that way we could learn faster.” Likewise, Participant 8 mentioned that the technique allowed students “to memorize those learnings faster”. Other participants agreed with this sentiment, and they added more advantages such as Participant 8 who said “Because we learn new words”. Participant 14 mentioned that “... posters helped us to be able to learn more and more about transportation when you are not there”. In general, participants denoted that having the posters in the classroom allows them to acquire more vocabulary words in a quick and independent manner.

Furthermore, the participants' responses revealed that they perceived the peripheral learning technique as a different method for acquiring vocabulary. Participant 9 expressed that the posters in the class helped students “To learn in other ways”, while Participant 10 established that the peripheral learning technique allows them “To learn in a fun way”. Similarly, Participant 15 shared that the use of posters “makes the classes more didactic”. These extracts indicate that students found the use of the peripheral learning technique an enjoyable and distinct manner to acquire new words.

Moreover, participants talked about the motivational effect that the posters had on them. Participant 18 shared that “They left us more eager to learn about the subject”. This is the same opinion that Participant 7 stated saying that, “Eh, they could also, eh, motivate us to be able to search for many more means of transportation and learn more about means of transportation in English”. These excerpts highlight the positive effect that the peripheral learning technique using posters had on students not only in the acquisition of vocabulary but also in motivating them to want to learn more.

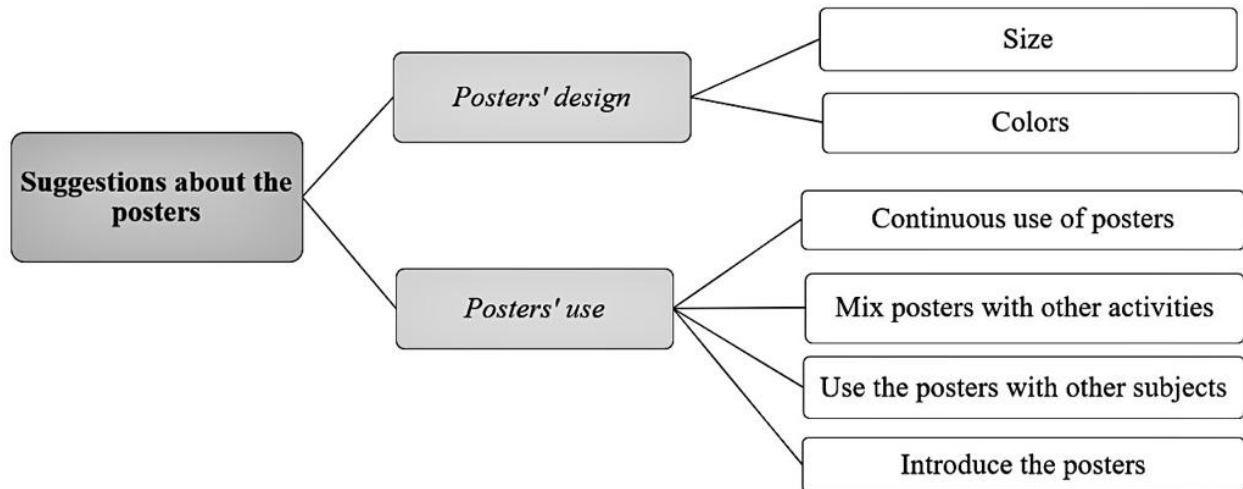
During the FGDs, participants discussed the use of posters as support material during English classes. Participant 1 indicated that “They help us do the exercises in the text” while Participant 12 said, “Thanks to that we can do tasks faster”. Similarly, Participant 3 established that posters help them “... to be able to answer any questions.” Therefore, these extracts illustrate that students considered that another advantage of the posters as part of the peripheral learning technique is helpful for the development of activities and tasks during English classes.

In addition, the interviewees also mentioned advantages related to improving the pronunciation and spelling of words. Participant 3 expressed a common opinion among the participants, saying, “It helped us to be able to pronounce, write, and read the words. This, and know what means of transportation it was”. This perspective was shared by Participant 2, who said that “the posters helped us to learn the ways to pronounce the words ...” and Participant 3, who said, “This, they helped us to be able to know more, I mean, when we had to write a word if we did not know, we could see it from the poster...”. Likewise, Participant 1 denoted the advantage of the use posters as part of the peripheral learning technique by saying “Sometimes, I had to read the posters to be able to write the word correctly”. All these extracts indicate that students believed that having the posters hanging on the walls helped them improve their pronunciation and the spelling of words, as they could refer to them at any time.

Figure 6 denotes the themes, categories, and subcategories of the suggestions provided by the students to improve the design and use of posters in the English classes.

Figure 6

Coding suggestions about the posters



Note: Data by the authors

Figure 6 shows that students had various recommendations to improve the structure of the posters mentioning the size and colors. Further, they suggested making some changes in the way the posters are utilized during the English lessons.

Suggestions about the posters. The two main suggestions that the participants made about the design of the posters referred to their size and color. First, Participant 9 indicated, “Eh, the posters have to be a little bigger”. This opinion was echoed by several others in the discussion since they believed that having bigger posters would allow, as Participant 8 mentioned, “to give more information” and Participant 11 “to, to make the letters bigger”. Besides, Participant 9 indicated that it is necessary to have bigger posters “Because there are people who hardly see much (Participant 11 nodded and said “Aha” at this point) because they are very far away”. Furthermore, Participant 16 established that posters should have “Other colors to make it more striking”.

Furthermore, the students provided several recommendations regarding how to use the peripheral learning technique through posters in classes. First, Participant 5 indicated, “Eh (takes a while to think of an answer) put up posters to learn more things”, just like Participant 3, who said, “This, put up more posters for different topics that we are seeing today, for us to be able to learn from the posters as much as from you and the teacher so we can learn from there and advance a little faster...”. These excerpts revealed that the participants would like the peripheral learning technique to be implemented in future lessons with other English topics to facilitate continuous learning.

Additionally, Participant 9 suggested mixing the use of posters “with dynamics and games”. Similarly, Participant 12 said, “Because when we are going to make more posters, we can do dynamics and with the dynamics, we can learn faster”, indicating that students preferred that the teacher use the posters as learning material during the English classes. Moreover, participants thought that peripheral learning could be a technique that can be used with other subjects, such as Participant 11, who said “I would also recommend another teacher so that we, uh, so that when we have free hours, we can do it” and Participant 2 who claimed “It would be good because the rest of us could learn more while the teachers are already finishing their class hour...”.

Finally, some participants shared their thoughts on whether or not teachers should mention the presence of posters in class. Participant 20 clearly stated, “Yes, mention them” and the others shared the same point of view and even indicated some reasons why teachers should mention and use posters during English classes. Participant 14 said, “Because sometimes the teachers explain and someone does not understand and the posters are posted there and they can

understand better”. Participant 11 indicated, “Because we want to know and memorize well so that when we have a lesson or test, we memorize it and we already know”. These extracts manifest students preferred that the teacher mention the presence of the posters in classes since it could help them to understand the information and pay attention to the information on the posters to memorize it.

Chapter Five

5. Discussion

Below it will be considered how far the researchers were able to confirm the general and specific objectives of the present exploratory action research study. This, firstly, requires a comparison of the students' grades before and after the implementation of the new tool, namely using the peripheral learning technique to enhance students' vocabulary acquisition. Secondly, the main outcomes of the FDGs will be interpreted, providing insight into the students' perception of using posters to promote peripheral learning. Altogether, as will be discussed below, the researchers were able to prove that there has been an improvement in the students' vocabulary test grades, and their perception of the innovative use of posters was positive.

The data obtained from the diagnostic and final evaluation scores, as well as the focus group discussions, provide meaningful findings to respond to the main question of the present study which was: What is the effect of the peripheral learning technique through posters on students' acquisition of vocabulary? For the data analysis, the diagnostic and final evaluation scores were organized in tables, which facilitated a comparison of students' grades in pre-and post-tests about vocabulary. The results showed a positive impact of the peripheral learning technique on students' vocabulary acquisition, as evidenced by improvements in their grades. Similarly to our study, Badri et al. (2015) observed a positive correlation between peripheral learning and vocabulary acquisition among learners. In the same manner, the research by Hashemifardnya et al. (2017) supports the findings collected about the advantages of peripheral

learning in vocabulary acquisition, which was evidenced in the significant difference in scores between the experimental and control groups carried out respectively in their study.

Furthermore, the results of the present study show an improvement in word spelling skills. This is in line with the study conducted by Rokni (2014), which shows that students who were taught with peripheral instruction obtained better results on spelling tests than those who did not receive peripheral instruction. It demonstrates that continuous exposure through posters leads students to faster acquisition of vocabulary words.

Additionally, the focus group discussions revealed students' attitudes toward posters, the perceived benefits of using posters in class, and suggestions for improving the design and use of posters. Participants provided suggestions for enhancing poster design and recommended integrating posters with other activities in English classes to maximize learning outcomes. Further, learners acknowledged the presence of posters as an attention-grabbing resource, which contributed to a more visually appealing space in the class. According to research, using visually attractive materials, such as posters, helps create a learning-inducive environment, and creates opportunities for peripheral learning. Consistent with the findings of this study, previous research has highlighted the importance of material design, presentation, and appeal in facilitating effective peripheral learning (Gezer et al., 2012; Badri et al., 2015; Hashemifardnya et al., 2017). Moreover, students perceived posters as beneficial for vocabulary acquisition, pronunciation, spelling, and overall class engagement. Bahmani et al. (2012) and Rokni (2014) emphasized the incidental nature of learning facilitated by the peripheral learning technique, which resonates with the results regarding students' independent acquisition of vocabulary from the surrounding material.

Another aspect to highlight is the motivating effect that the peripheral learning technique had on the students. The results obtained in the FGDs revealed that the posters motivated the students to continue searching for more vocabulary words about means of transportation. Rokni (2014) employed a similar open-ended questionnaire to learn about students' perspectives on the use of peripheral learning in classes. The results indicated that students viewed the use of posters as a form of autonomous learning that has the learner as the central focus of the class and that motivates them to continue learning.

However, while our findings align with previous research on the positive impact of peripheral learning, there are differences in the application of this technique. For instance, the study developed by Bahmani et al. (2012) used technology such as PowerPoint slides to implement the peripheral learning technique, while our study mainly focused on the use of posters in the classroom. Furthermore, there are variations in how to present the materials to students. While some research (Bahmani et al., 2012; Al-Obaydi, 2020) call for less teacher intervention, others (Saputra et al., 2012; Al-Obaydi, 2020) recommend teachers to provide clear instruction while using such material.

The results collected provide concrete evidence of the impact of peripheral learning on students' vocabulary acquisition, which addresses the research objectives. The effectiveness of the peripheral learning technique was demonstrated by the considerable increase in students' vocabulary knowledge that emerged when diagnostic and final evaluation grades were compared.

Furthermore, favorable perspectives on the usage of posters in the classroom were indicated by the analysis of students' perceptions through focus group discussions. Pupils highlighted their motivation, engagement, and satisfaction while emphasizing how much they

thought peripheral learning added to their overall learning. Altogether, the study contributes to the existing literature by providing empirical support for the effectiveness of the peripheral learning technique in vocabulary acquisition, while also offering insights into its practical implementation and students' perceptions in an English language classroom setting.

Chapter Six

6. Conclusion

The purpose of the present action research study was to determine the influence of the peripheral learning technique on students' vocabulary acquisition. The following section presents the conclusions drawn after the analysis of the data obtained through the two research instruments, which directly respond to the sub-questions of the investigation. First, the comparison of the scores obtained by the students in the diagnostic and final tests indicated a significant increase in the vocabulary words acquired by the students. The results showed that after the application of the peripheral learning technique, the students improved the two tested aspects necessary to know a word. Therefore, the implementation of the peripheral learning technique through posters positively influenced the 22 sixth-grade students with regard to improving the acquisition of words form and meaning.

Furthermore, the FGDs provided valuable insights into students' perceptions. The analysis of the FGDs results indicated that the students noticed several changes within the classroom after the researchers began applying the peripheral learning technique. However, these changes may not be completely due to the implementation of the technique but also to the presence of the teachers in class. The students commented that their classmates began to behave better, thus creating a calmer and happier atmosphere in the classroom. Moreover, the posters in the classroom were noticed by both students and teachers, even though the researchers did not explicitly mention them. This circumstance implied that students were not simply unconsciously exposed to visual material, but also actively engaged with the vocabulary words during their

leisure time. Consequently, this dual state of conscious and subconscious exposure stimulated the mechanisms underlying vocabulary acquisition and learning.

Additionally, the data obtained showed that the application of the learning technique through posters caused positive and negative emotions in the students. The positive emotions emerged thanks to the design of the posters, which attracted the participants due to its colors, images, neat writing, and information. In addition, participants mentioned that they were happy to have visual material since no other teacher had used this technique before. However, the presence of posters also caused negative emotions in the participants because initially, they did not know who had put them on the walls or the purpose for which they would be used.

Moreover, the students' responses revealed that they considered that the peripheral learning technique had multiple advantages in their vocabulary acquisition process. For the students, this technique allowed them to acquire vocabulary more easily and quickly since they could see and read the words at any time of the day. In addition, the students also mentioned that daily exposure to vocabulary allowed them to improve their pronunciation and spelling of the words in addition to serving as support material for completing tasks and answering questions during English classes. For the students, the peripheral learning technique through posters made the participants feel more motivated to learn since they thought this was a different and fun technique to acquire new vocabulary words.

The results also indicated several suggestions proposed by the students to improve the use of the peripheral learning technique through posters. First, the students commented that the posters should be bigger to allow better viewing for all participants. Although the students

mentioned that the posters were colorful, they also believed that using other colors would be useful to make the posters more eye-catching. Further, the participants gave suggestions about the use of the peripheral learning technique in classes. The participants' responses revealed that they hope to continue using this technique with more topics in English and even with other school subjects to advance more quickly in their English language learning process. In addition, they consider that this technique should be mixed with other activities and dynamics in English classes to enhance their learning. Finally, the participants suggested that mentioning the use of the peripheral learning technique is necessary so that they can be aware of the visual material posted on the walls and use it when they need it.

In general, it can be concluded that the peripheral learning technique has a positive effect on the vocabulary acquisition of sixth-grade students. This effect can be observed in the improvement of the acquisition of words meaning and form in students when comparing the grades obtained before and after implementation. Likewise, the perceptions of the students in the FGDS show us the positive impact that the peripheral learning technique had since they mention the advantages that helped them acquire the words in a better way as well as its effect on other factors, such as their motivation to learn. However, the participants' responses also presented several suggestions that should be taken into account to improve the application of the peripheral learning technique in future classes.

6.1. Limitations

One notable limitation is related to the relationship between the students and the researchers. Despite the researchers' efforts to align with the English teacher's teaching

methodology, they observed a student behavior change. Notably, students showed greater empathy and security when interacting with us than in their interactions with their English teacher. This change may have influenced their motivation and engagement in the learning process, and probably had an impact on the overall efficacy of the peripheral learning technique for the acquisition process.

During the carrying out of this research study, some other limitations also arose. Students missed some days of class due to the festivities and programs planned by the institution. Therefore, they were not exposed to the visual material on the walls for the entire month. Additionally, another constraint was the maintenance and vulnerability of the materials exposed on the classroom walls. While the use of visual aids on the walls was an integral part of the peripheral learning technique, it became evident that constant monitoring was essential. In the case of this study, the researchers faced some situations where the posters fell off the wall and were damaged by the students. Therefore, it is crucial to monitor and promptly act to ensure the integrity of the educational materials used in the peripheral learning implementation phase.

Likewise, the classroom infrastructure was a constraint while applying the peripheral learning technique. As mentioned in the study, the posters were located on the side walls of the classroom. However, the right side had windows that students sometimes opened due to the hot weather. Therefore, the display of two posters was blocked, which did not allow constant exposure of the visual material to the students. Furthermore, the country went through a dangerous situation when the FGDs were meant to take place. Consequently, this data collection method had to be applied virtually on one occasion. This situation complicated the data collection process with the participants because two of them did not attend the virtual meeting.

6.2. Recommendations

Based on the identified limitations encountered during the study on the use of peripheral learning techniques for vocabulary acquisition, several recommendations may be provided for future researchers interested in exploring the use of this technique. Initially, considering the behavioral difference and higher level of involvement that students showed while interacting with the researchers as opposed to their English teacher, it is important for future research projects to carefully investigate how interpersonal dynamics may affect the efficacy of peripheral learning. Investigating the subtleties of the connections between students and teachers, as well as how these interactions affect motivation and learning results may yield insightful information. Researchers may want to collaborate closely with teachers, ensuring alignment with their teaching methodologies while also being attuned to potential unintended consequences on student attitudes and behaviors. Moreover, to enhance the efficacy of the peripheral learning technique on students, it is advised to expand the vocabulary used in preparing posters and the assessment process. This addition would facilitate a more comprehensive evaluation of the peripheral learning technique's effectiveness on students' learning outcomes.

Second, getting authorization is essential when using the peripheral learning technique particularly when using classroom walls. It is recommended that future researchers proactively obtain clearance far in advance of the study from school authorities, instructors, and other relevant stakeholders. Researchers should also be aware of any school-specific regulations pertaining to the hanging of instructional materials on walls. Implementation will go more smoothly if such policies are known about and followed. This will help to avoid any potential setbacks. Furthermore, considering the vulnerability of materials displayed on classroom walls,

constant monitoring and maintenance are imperative. Future researchers should develop strategies for the regular inspection and replacement of educational materials to prevent damage caused by the students. This proactive approach will contribute to the sustained effectiveness of the peripheral learning technique and enhance its potential as a viable method for vocabulary acquisition. By addressing these recommendations, future researchers can build upon the insights gained from this study and advance the understanding and application of peripheral learning in educational settings.

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Appendixes

Appendix A: Questionnaire about vocabulary (Diagnostic test)





VOCABULARY PRE-TEST

Name: _____

Date: _____

Class: _____

1. Write the name of each means of transportation.

| | |
|--|---|
|  _____ |  _____ |
|  _____ |  _____ |



2. Match the word with its correct meaning. There is one extra option.

- | | |
|--|---------------|
| 1. _____ a large vehicle used for transporting large amounts of goods. | A. car |
| | B. helicopter |
| 2. _____ a road vehicle with an engine, four wheels, and seats for a small number of people. | C. truck |
| | D. motorcycle |
| 3. _____ a vehicle with two wheels and an engine. | E. subway |
| 4. _____ a type of aircraft without wings but with large blades that spin on top. | |

TOTAL: /8







Appendix B: Questionnaire about vocabulary (Final test)

VOCABULARY POST-TEST

Name: _____ Date: _____ Class: _____

1. Write the name of each means of transportation.

| | |
|--|---|
|  _____ |  _____ |
|  _____ |  _____ |



2. Match the word with its correct meaning. There is one extra option.

- | | |
|--|---------------|
| 1. _____ a vehicle with wagons that circulates on rails. | A. airplane |
| 2. _____ a small vehicle for traveling on water. | B. train |
| 3. _____ a vehicle with wings, powered by engines and having the ability to fly. | C. subway |
| 4. _____ an underground, electric railroad in a city. | D. boat |
| | E. motorcycle |

TOTAL: /8



Appendix C: Focus group guide



GUÍA DE DISCUSIÓN

Buenos días, queridos participantes, mi nombre es _____ y yo les haré unas preguntas hoy sobre nuestro proyecto de investigación que estamos desarrollando para graduarnos de la universidad.

Por favor respondan con honestidad y si tienen alguna pregunta levantan la mano. Les comentamos que vamos a grabar esta entrevista, ¿tienen algún problema con eso?

Entrevistados: _____

Para responder a las preguntas alcen su mano y nosotros diremos su nombre para oír su respuesta.

¿Tienen alguna pregunta antes de empezar?

Entrevistados: _____

Warm-up question:

Primero cuéntenos ¿Creen que pueden aprender algo sin darse cuenta?

Entrevistado: _____

Main questions:

Ahora le haremos algunas preguntas para conocer su opinión sobre un tema específico.

- 1. ¿Notaron algo diferente en el aula de clase desde que nosotras empezamos a trabajar con ustedes?**

Entrevistado: _____

- 2. ¿Qué piensa sobre los posters que estaban en el aula de clase?**

Entrevistados: _____



3. ¿Cómo se siente de que sus maestras hayan usado carteles (posters) en el aula de clase?

Entrevistados: _____

4. ¿Tiene alguna sugerencia sobre los carteles (posters)?

Entrevistados: _____

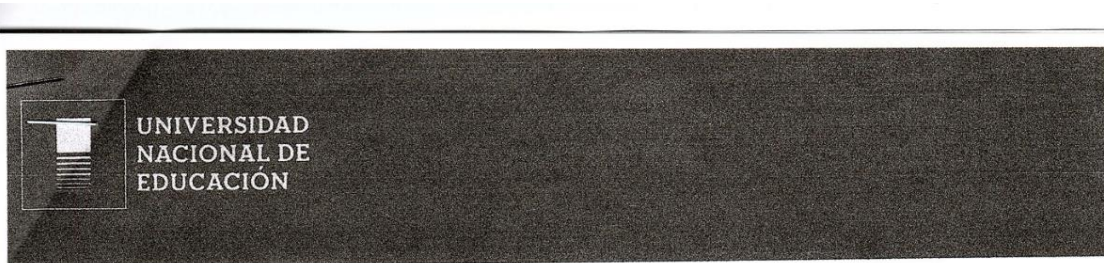
Muchas gracias por su participación. ¿Alguien desea decir algo más sobre lo que hablamos?

Entrevistados: _____

Muchas gracias.



Appendix D: Letter of consent for the school



CONSENTIMIENTO INFORMADO PARA LA REALIZACIÓN DE
ESTUDIO EDUCATIVO PARA PROYECTO DE TITULACIÓN
EN MODALIDAD PRESENCIAL

Cuenca, 06 de Septiembre, 2023

1. DATOS INFORMATIVOS:

| | |
|---|---|
| 1.1 Apellidos y nombres: Alison Camila Bustos Jiménez Andrea Micaela Chalco Campoverde | |
| 1.2 Carrera: Pedagogía de los Idiomas Nacionales y Extranjeros | 1.3 Itinerario: Horas de la materia de inglés de los estudiantes de Sexto año de Básica |
| 1.4 Ciclo: Noveno ciclo | 1.5 Paralelo: Pine 9_P2 |



Mg. Mónica Elizabeth Ávila Duran

Rectora de la institución Educativa Francisca Dávila de Muñoz.

Mediante el siguiente documento nosotras Alison Bustos y Andrea Chalco, nos dirigimos a usted muy respetuosamente para solicitar una autorización de ingreso a la Unidad Educativa Francisca Dávila de Muñoz, con el objetivo de ejecutar un estudio educativo como parte de nuestro Proyecto de Titulación, el cual se desarrollará en modalidad presencial durante las clases de inglés.

A continuación, detallamos nuestro estudio educativo:

En la siguiente propuesta de investigación acción con el título "The influence of peripheral learning for teaching vocabulary to EFL six-grade students in a public school in Cuenca, Ecuador". La propuesta a desarrollar tiene como objetivo aplicar la técnica de aprendizaje periférico para enseñar vocabulario a los estudiantes de sexto año de básica. La técnica de enseñanza consiste en colocar posters con palabras, imágenes u oraciones en las paredes del aula. De esta manera, los estudiantes podrán adquirir vocabulario inconscientemente. Para determinar la eficacia de esta técnica, las estudiantes encargadas del estudio aplicaran un cuestionario antes y después de la intervención. Además, se enviará una carta de consentimiento a los padres de familia para realizar una entrevista a los estudiantes para conocer su percepción con respecto a la técnica del aprendizaje periférico. Todo el proceso para esta investigación se realizará del día 12 de septiembre del presente año hasta el día 08 de enero del 2024.

Luego de lo antes declarado, en pleno uso de nuestras facultades mentales, siendo total y enteramente responsables, manifiéstanos nuestra disposición para realizar este estudio educativo en la modalidad establecida por la institución educativa.

Esperando su favorable acogida y autorización.

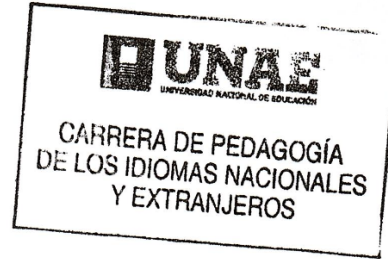
Atentamente,

Alison Camila Bustos Jiménez
C.I. 0106058548

Andrea Micaela Chalco Campoverde
C.I. 0105578710



Autorizado por,



Mg. Mirdelio Esteban Monzón Gómez

DIRECTOR DE LA CARRERA DE PEDAGOGÍA
DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Mg. Mónica Elizabeth Ávila Duran

RECTORA DE LA INSTITUCIÓN EDUCATIVA
FRANCISCA DÁVILA DE MUÑOZ



Sello de la institución:

Appendix E: Letter of consent for the parents

Carta de autorización para publicación de trabajos, o fotografías del estudiante de la Unidad Educativa Francisca Dávila de Muñoz

Estimado padre/madre o representante legal:

Me dirijo a usted para solicitar su autorización para que los practicantes de la Universidad Nacional de Educación (UNAE), de la carrera Pedagogía de los Idiomas Extranjeros y Nacionales de noveno ciclo, paralelo 2 que realizan sus prácticas preprofesionales en la Unidad Educativa Francisca Dávila de Muñoz puedan realizar una entrevista a su representado/a en la cuál su voz será grabada, la presente entrevista será realizada dentro de la institución junto con otros estudiantes y, esta servirá únicamente con fines educativos y de investigación.

Si brinda su autorización, la UNAE podría publicar con fines académicos y de investigación en diversos formatos las fotografías, muestras del trabajo que haya realizado su representado/a. Las publicaciones podrían ser: boletines (en línea y forma impresa), Internet, sitios web intranet, revistas, periódicos locales y en el Repositorio de la Biblioteca de la UNAE

A continuación, detallamos nuestro estudio educativo: Este estudio está enfocado en el área de inglés, con el fin de que los estudiantes mejoren su vocabulario en inglés. Durante este tiempo, los alumnos de sexto de básica deberán colaborar con ciertas actividades como exámenes, entrevistas grupales con la finalidad de que los estudiantes puedan practicar y mejorar el inglés de manera efectiva. El estudio se realizará durante las horas de inglés, por lo cual ya nos hemos comunicado con el docente de inglés de este curso para pedir su debida autorización.

De igual manera se dará a conocer a los representantes de cada alumno/a acerca de las actividades que se van a realizar con ellos por medio de mensajes de whatsapp enviados por la maestra de inglés.

Al firmar el presente consentimiento usted estaría de acuerdo con lo siguiente:

1. Se puede reproducir la fotografía de su representado/a ya sea en color o en blanco y negro.
2. La UNAE no usará las fotografías para ningún fin que no sea la educación de los practicantes, la promoción general de la educación pública o de la UNAE, en los trabajos realizados en las prácticas preprofesionales y de investigación, es decir, no lo utilizará con fines comerciales y publicitarios.
3. Todas las fotografías tomadas se conservarán sólo por el tiempo que sea necesario para los fines anteriormente mencionados y serán guardadas y desechadas en forma segura.
4. La UNAE actuará con la normativa ecuatoriana vigente relacionada a protección de derechos de niños, niñas y adolescentes.
5. La UNAE puede garantizar que no se le podrá identificar por su fotografía o trabajo al representado/a.



6. Aún en los casos permitidos por la ley, no se podrá utilizar públicamente la imagen de un adolescente mayor de quince años, ¡sin su autorización expresa; ni la de un niño/a o adolescente menor de dicha edad, sin la autorización de su representante legal, quien sólo la dará si no lesiona los derechos de su representado. Si está de acuerdo en permitir que los estudiantes de la UNAE tomen fotografías de su representado/a y las publique de la manera detallada anteriormente, sírvase completar el formulario de consentimiento y devuélvalo a la escuela. Este consentimiento, si está firmado, estará vigente hasta el momento que usted informe a la escuela de lo contrario.

FORMULARIO DE CONSENTIMIENTO PARA PUBLICACIÓN DE TRABAJOS O FOTOGRAFÍAS DEL ALUMNO

De conformidad a lo dispuesto en el inciso final del articulado 52 del Código de la Niñez y Adolescencia, estoy de acuerdo, sujeto a las condiciones establecidas antes expuestas, en que se tomen fotografías de mi representado durante actividades escolares, para ser usadas por la UNAE en la educación de los estudiantes y promoción de la UNAE y educación pública. Así mismo estoy de acuerdo en la publicación de fotografías y muestras de trabajos de mi representado/a. Por lo que no exigiré retribución alguna por su uso. Comunicaré a la UNAE si decido retirar esta autorización:

Nombre del/la estudiante:

..... Maylin Odolis Marquez Jimbo

Nombre completo padre/madre/representante legal:

..... Andrea Marina Marquez Jimbo

Cédula de ciudadanía: 0150329712.....

Firma del padre/ madre/ representante legal:

Fecha: 30 de Octubre del 2023

Appendix F: Posters in the first week (left side)



Appendix G: Posters in the first week (left side)



Appendix H: Posters in the first week (right side)



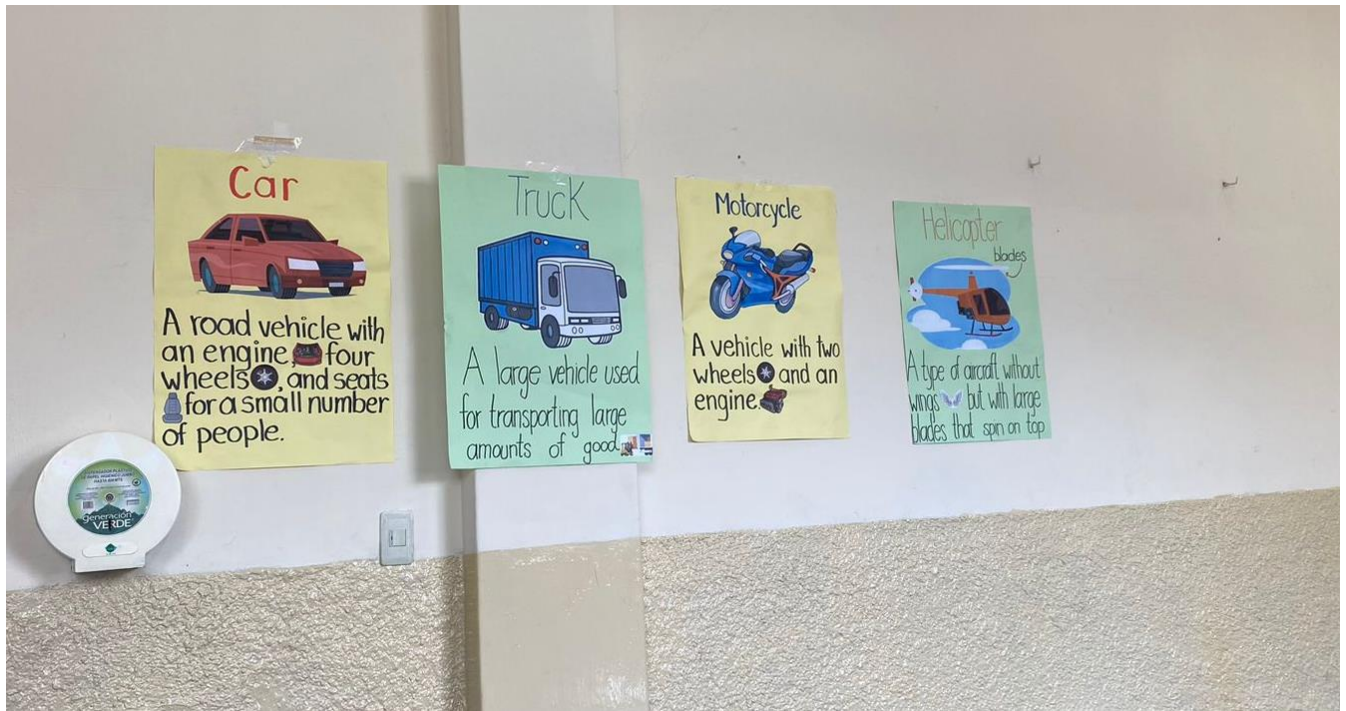
Appendix I: Posters in the second week (left side)



Appendix J: Posters in the second week (right side)



Appendix K: Posters in the third week (left side)



Appendix L: Posters in the third week (right side)



Appendix M: Posters in the fourth week (left side)



Appendix N: Posters in the fourth week (right side)



Appendix O: Table to organize the created themes codes and categories

| Themes | Categories | Subcategories | In vivo codes | Translation |
|---------|--------------------------|----------------------|--|--|
| Changes | Changes in the classroom | Classroom atmosphere | <ol style="list-style-type: none"> 1. Se sentía más, como más alegre en el aula. (P8) 2. Se sentía más tranquilo. (P13) 3. Se sentía como algo raro por primera vez. (P11) | <ol style="list-style-type: none"> 1. It felt more, like, happier in the classroom. (P8) 2. It felt calmer. (P13) 3. It felt strange for the first time. (P11) |
| | | Student' behavior | <ol style="list-style-type: none"> 1. Había bulla y cuando ustedes llegaron es como que nuestros compañeros se distrajeron y empezaron a prestar más atención. (P3) 2. Toditos los compañeros se comportaba ma... mejor. (P9) 3. Que cuando estábamos en horas libres comenzabamos a jugar diciendo que, diciendo la información en inglés y teníamos que adivinar. (P12) | <ol style="list-style-type: none"> 1. There was noise and when you arrived it was like our classmates were distracted and began to pay more attention. (P3) 2. All the classmates behaved more...better. (P9) 3. When we were in free time, we started playing saying..., saying the information in English and we had to guess. (P12) 4. ... when I was distracted I had nothing to do, I looked at the posters. (P15) 5. That caught our attention more than the class. (P12) |



| | | | | |
|--|-------------------------------|--------------------------|---|--|
| | | | <p>4. ...cuando estaba distraído no tenía nada que hacer miraba los carteles. (P15)</p> <p>5. Nos llamaba más la atención eso que la clase. (P12)</p> | |
| | | Physical | <p>1. Eh sí, sí, los los cartelitos. (P4)</p> <p>2. Carteles. (P12)</p> <p>3. Las imágenes que cada día venían pegadas en la pared. (P16)</p> <p>4. Incluso otros profesores me preguntaron que quién puso eso yo lo dije que ustedes y dijeron que estaba muy bonito. (P1)</p> | <p>1. Eh, yes, yes, the posters. (P4)</p> <p>2. Posters (P12)</p> <p>3. The images that were posted on the wall every day. (P16)</p> <p>4. Even other teachers asked me who put that in. I said it was you and they said it was very nice. (P1)</p> |
| Students' perceptions about the posters | Opinion of the posters | First impressions | <p>1. Eh, pensamos que nos iban a tomar algo o como una prueba o un examen, o una lección oral este para ver cuánto hemos avanzado en nuestra profe de ingles. <i>(estudiante esta nerviosa y se rie mientras habla)</i> (P3)</p> | <p>1. Eh, we thought that you were going to take us something like a test or an exam, or an oral lesson to see how much we have advanced in our English teacher. <i>(student is nervous and laughs while she speaks)</i> (P3)</p> <p>2. I mean, when I arrived I</p> |



| | | | | |
|--|--|--|--|--|
| | | | <p>2. Que osea cuando yo llegué sí me sorprendí porque yo no sabía de, de, de quiénes eran los carteles entonces y el, el, eh yo pensé que era de de otra clase de la tarde. (P2)</p> <p>3. Que nos sentíamos raros de que por primera vez veamos carteles a veces pegados y nunca vistos. (P11)</p> <p>4. Porque no sabíamos quién había puesto y... nos llamaba más la atención de leer. (P11)</p> <p>5. Que el aula se veía decorada y bonito. (P10)</p> <p>6. Me llamó la atención. (P20)</p> <p>7. Este nos agarró una sensación de nervios por lo que pensábamos que nos iban a mandar a hacer algo para la otra semana y pensamos que iba íbamos a tener que exponer. (P3)</p> <p>8. Ah, a mí me sorprendió. (P1)</p> | <p>was surprised because I didn't know who the posters were, so and he, he, uh, I thought he was from another afternoon class.</p> <p>3. We felt strange that for the first time we see posters sometimes posted and never seen before. (P11)</p> <p>4. Because we didn't know who had put it and... it caught our attention more to read. (P11)</p> <p>5. That the classroom looked decorated and pretty. (P10)</p> <p>6. It called my attention. (P20)</p> <p>7. This made us feel nervous because we thought they were going to send us to do something for the next week and we thought we were going to have to present. (P3)</p> <p>8. Ah, I was surprised. (P1)</p> <p>9. I felt like...happy because there were the posters. (P17)</p> |
|--|--|--|--|--|



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| | | | 9. Yo me sentí como...feliz porque habían los carteles. (P17) | |
| | | Design of the posters | <ol style="list-style-type: none">1. ... son coloridos y tienen imágenes bonitas.(P8)2. Me gustó la información. (P8)3. ... estaba muy bonito y estaba toda la información ahí. (P14)4. Que eran muy bonitos. (P17)5. Que tenía una bonita letra. (P16)6. Que a mí me gustaba que estaba bien recortado porque parecía como si eso estuviera impreso. (P16)7. ... son muy llamativos y te puedes aprender cuando no entiendes. (P9)8. ... tenían muchas imágenes. (P13)9. Porque... eran divertidos. (P13) | <ol style="list-style-type: none">1. .. they are colorful and have pretty images.(P8)2. I liked the information. (P8)3. ... they were so pretty and they had all the information there. (P14)4. They were beautiful. (P17)5. They had good handwriting. (P16)6. I liked that it was well cut because it looked as if it were printed. (P16)7. ... they are very striking and you can learn when you don't understand. (P9)8. ... they had many images. (P13)9. Because... they were funny. (P13) |



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| <p>Advantages of using posters in the English classes</p> | <p>Benefits of using posters</p> | <p>Continuous exposure</p> | <ol style="list-style-type: none"> 1. También porque siempre estaban ahí en cualquier hora podíamos realizar en una hora libre podíamos leer eso y ahí aprendernos. (P8) 2. Porque se podía ver en todo lado. (P10) 3. Porque eso de ahí, está pegado y nunca se va a ir así que nosotros podemos estar leyendo cada rato. (P8) 4. Porque leemos casi todos los días. (P9) | <ol style="list-style-type: none"> 1. Also, because they were always there at any time we could do it in a free hour, we could read that and learn. (P8) 2. Because you could see it everywhere. (P10) 3. Because that thing over there is stuck and will never go away so we can be reading all the time. (P8) 4. Because we read them everyday. (P9) |
| | | <p>Ease of learning</p> | <ol style="list-style-type: none"> 1. ... los carteles nos, nos ayudaron para para poder aprender cada vez más sobre los transportes cuando ustedes no están en otras horas de clase. (P4) 2. Porque es más fácil enseñar. (P8) 3. También para memorizarnos más rápido esas, esos aprendizajes. (P8) | <ol style="list-style-type: none"> 1. ...posters helped us to be able to learn more and more about transportation when you are not there. (P4) 2. Because it is easier to teach. (P8) 3. Also to memorize those learnings faster. (P8) 4. Because seeing those images every day those words and sentences easily remain in memory. (P16) 5. To learn faster and we can |



| | | | | |
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| | | | <p>4. Porque ver esas imágenes cada día se quedan a memoria fácilmente esas palabras, oraciones. (P16)</p> <p>5. Para aprender más rápido y que ya podemos como a.. aprendernos las palabras. (P8)</p> <p>6. Porque esa forma podíamos aprender más rápido. (P12)</p> <p>7. Porque aprendemos palabras nuevas. (P8)</p> <p>8. Porque nos enseñan más. (P11)</p> | <p>now, like... learn the words. (P8)</p> <p>6. Because that way we could learn faster. (P12)</p> <p>7. Because we learn new words. (P8)</p> <p>8. Because they teach us more. (P11)</p> |
| | | Different learning approach | <p>1. Para aprender de forma divertida. (P10)</p> <p>2. Para que la clase no sea aburrida. (P9)</p> <p>3. Para aprender de otras maneras. (P9)</p> <p>4. Hace las clases más didácticas. (P15)</p> | <p>1. To learn in a fun way. (P10)</p> <p>2. So the class is not boring. (P9)</p> <p>3. To learn in other ways. (P9)</p> <p>4. It makes the classes more didactic. (P15)</p> |
| | | Supportive material | <p>1. Gracias a eso podemos hacer más rápido las tareas. (P12)</p> <p>2. Nos ayudan a realizar los ejercicios en el texto. (P1)</p> | <p>1. Thanks to that we can do tasks faster. (P12)</p> <p>2. They help us do the exercises in the text. (P1)</p> <p>3. ... to be able to answer any questions. (P3)</p> |



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| | | | <p>3. ... para poder responder alguna pregunta. (P3)</p> <p>4. Para saber qué transportes es. (P12)</p> | <p>4. To know what mean of transportation is. (P12)</p> |
| | | Pronunciation | <p>1. Para, para mejorar la pronunciación. (P2)</p> <p>2. Nos ayudó a poder pronunciar tanto a escribir y leer las palabras. Este y saber qué medio de transporte era. (P3)</p> <p>3. Que los posters nos servían para poder aprender las formas de de pronunciar bien las palabras ... (P2)</p> | <p>1. To, to improve pronunciation. (P2)</p> <p>2. It helped us to be able to pronounce, write and read the words. This and know what means of transportation it was. (P3)</p> <p>3. That the posters helped us to learn the ways to pronounce the words... (P2)</p> |
| | | Spelling | <p>1. Nos ayudaba a no confundirnos en el rato de escribir. (P4)</p> <p>2. Algunas veces tenía que leer los carteles para poder escribir bien la palabra. (P1)</p> <p>3. Este, nos ayudaron para poder este saber más osea cuando teníamos que escribir una palabra si no</p> | <p>1. It helped us not to get confused when writing. (P4)</p> <p>2. Sometimes I had to read the posters to be able to write the word correctly. (P1)</p> <p>3. This, they helped us to be able to know more, I mean, when we had to write a word if we did no't know, we could see it from</p> |



| | | | | |
|--|--|------------------------|--|--|
| | | | <p>sabíamos podíamos ver del cartel.... (P3)</p> <p>4. Que podemos ir aprendiendo con los carteles podemos ir aprendiendo la escritura y después en un tiempo más adelante podemos ya escribir sin sin cometer errores. (P7)</p> <p>5. Para cuando nos pongan una tarea escribir bien y no con faltas de ortografía. (P13)</p> | <p>the poster... (P3)</p> <p>4. That we can learn with the posters, we can learn writing and then at a later time we can write without making mistakes. (P7)</p> <p>5. For when you give us a task, write well and not with spelling mistakes. (P13)</p> |
| | | Motivati on | <p>1. Eh que nos podían eh también motivar para poder buscar muchos más transportes y conocer más sobre transportes en inglés. (P7)</p> <p>2. De que nosotros también podamos aprender sin sin su ayuda y poder aprender tanto cuando estamos en otras horas de clases. (P3)</p> | <p>1. Eh, they could also, eh, motivate us to be able to search for many more means of transportation and learn more about means of transportation in English. (P7)</p> <p>2. That we can also learn without your help and be able to learn so much when we are in other class hours. (P3)</p> <p>3. They left us more eager to learn about the subject. (P18)</p> |



| | | | | |
|---|---|-------------------------------------|---|---|
| | | | <ol style="list-style-type: none"> 3. Nos dejaron más ganas de aprender sobre el tema. (P18) 4. Porque teníamos ganas de aprender. (P10) | <ol style="list-style-type: none"> 4. Because we wanted to learn. (P10) |
| Suggestio ns about the posters | Suggesti ons for the posters design | Size | <ol style="list-style-type: none"> 1. Eh los carteles tienen que ser un poquito más grandes. (P9) 2. Para que de más información. (P8) 3. Para, para que las letras sean más grandes. (P11) 4. Porque hay personas que casi no ven mucho (Participant 11 said "Aja") porque están muy lejos. (P9) | <ol style="list-style-type: none"> 1. Eh the posters have to be a little bigger. (P9) 2. To give more information. (P8) 3. To, to make the letters bigger. (P11) 4. Because there are people who hardly see much (Participant 11 said "Aha") because they are very far away. (P9) |
| | | Colors | <ol style="list-style-type: none"> 1. Otros colores. (P16) 2. Para que sea más llamativo. (P16) | <ol style="list-style-type: none"> 1. Other colors. (P16) 2. To make it more striking. (P16) |
| | Suggesti ons on the use of posters. | Continu ous use of posters | <ol style="list-style-type: none"> 1. Eh (<i>se toma un memento para responder</i>) que pongan carteles para aprender más cosas. (P5) | <ol style="list-style-type: none"> 1. Eh (<i>take a while to think of an answer</i>) put up posters to learn more things. (P5) 2. This, put up more posters for different topics that we are seeing today, for us to |



| | | | | |
|--|--|---|---|---|
| | | | <p>2. Este que pongan más carteles para de diferentes temas que estamos viendo hoy, este, para nosotros poder aprender desde los carteles tanto como de ustedes y la teacher para poder aprender desde ahí y avanzar un poco más rápido de lo que estamos atrasados. (P3)</p> | <p>be able to learn from the posters as much as from you and the teacher so we can learn from there and advance a little faster than we are behind. (P3)</p> |
| | | <p>Mix posters with other activities</p> | <p>1. Pero con dinámicas y juegos. (P9) 2. Porque cuando vamos a hacer más carteles, podemos hacer dinámicas y con las dinámicas podemos ir aprendiendo más rápido. (P12) 3. Que los niños con eso pueden aprender más y les puede quedar grabado. (P18)</p> | <p>1. But with dynamics and games. (P9) 2. Because when we are going to make more posters, we can do dynamics and with the dynamics we can learn faster. (P12) 3. That children can learn more with that and it can stay with them. (P18)</p> |
| | | <p>Use the posters with</p> | <p>1. Porque podríamos mezclar el inglés con la otra materia la clase y, y</p> | <p>1. Because we could mix English with the other subject the class and, and</p> |



| | | | | |
|--|--|------------------------------|--|--|
| | | other subjects | <p>ha ser así entreverado, eh, poder, eh, la materia, poder pronunciar en inglés. (P2)</p> <p>2. Sería bueno porque los demás podríamos aprender más mientras los profesores ya acaban su hora... (P2)</p> <p>3. También le recomendaría a otro maestro para que nos, eh, para que cuando tengamos horas libres podamos hacerlo. (P11)</p> | <p>it would be mixed, eh, being able to, eh, the subject, being able to pronounce in English. (P2)</p> <p>2. It would be good because the rest of us could learn more while the teachers are already finishing their class hour... (P2)</p> <p>3. I would also recommend another teacher so that we, uh, so that when we have free hours we can do it. (P11)</p> |
| | | Introduce the posters | <p>1. Que sí, que mencionen. (P20)</p> <p>2. Porque a veces los profesores explican y alguien no entiende y ahí están pegados los carteles y pueden entender mejor. (P14)</p> <p>3. Porque queremos nosotros saber y memorizarnos bien para que cuando nosotros tengamos alguna una lección o prueba eh</p> | <p>1. Yes, mention them. (P20)</p> <p>2. Because sometimes the teachers explain and someone does not understand and the posters are posted there and they can understand better. (P14)</p> <p>3. Because we want to know and memorize well so that when we have a lesson or test, we memorize it and we already know. (P11)</p> |



| | | | | |
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| | | | nos memorizamos y ya sabemos. (P11) | |
|--|--|--|-------------------------------------|--|



DECLARATORIA DE PROPIEDAD INTELECTUAL Y CESIÓN DE DERECHOS DE PUBLICACIÓN
PARA EL TRABAJO DE INTEGRACIÓN CURRICULAR
DIRECCIONES DE CARRERAS DE GRADO PRESENCIALES - DIRECCIÓN DE BIBLIOTECA

Yo, *Alison Camila Bustos Jiménez*, portador de la cedula de ciudadanía nro. 0106058548, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en el marco establecido en el artículo 13, literal b) del Reglamento de Titulación de las Carreras de Grado de la Universidad Nacional de Educación, declaro:

Que, todas las ideas, opiniones y contenidos expuestos en el trabajo de Integración curricular denominada *The influence of peripheral learning for teaching vocabulary to EFL sixth-grade students in a public school in Cuenca, Ecuador* son de exclusiva responsabilidad del suscriptor de la presente declaración, de conformidad con el artículo 114 del Código Orgánico de la Economía Social de los Conocimientos, Creatividad e Innovación, por lo que otorgo y reconozco a favor de la Universidad Nacional de Educación - UNAE una licencia gratuita, intransferible y no exclusiva para el uso no comercial de la obra con fines académicos, además declaro que en el desarrollo de mi Trabajo de Integración Curricular se han realizado citas, referencias, y extractos de otros autores, mismos que no me tribuyo su autoría.

Asimismo, autorizo a la Universidad Nacional de Educación - UNAE, la utilización de los datos e información que forme parte del contenido del Trabajo de Integración Curricular que se encuentren disponibles en base de datos o repositorios y otras formas de almacenamiento, en el marco establecido en el artículo 141 Código Orgánico de la Economía Social de los Conocimientos, Creatividad e Innovación.

De igual manera, concedo a la Universidad Nacional de Educación - UNAE, la autorización para la publicación de Trabajo de Integración Curricular denominado *The influence of peripheral learning for teaching vocabulary to EFL sixth-grade students in a public school in Cuenca, Ecuador* en el repositorio institucional y la entrega de este al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor, como lo establece el artículo 144 de la Ley Orgánica de Educación Superior.

Ratifico con mi suscripción la presente declaración, en todo su contenido.

Azogues, 07 de marzo de 2024

Alison Camila Bustos Jiménez
C.I.: 0106058548



DECLARATORIA DE PROPIEDAD INTELECTUAL Y CESIÓN DE DERECHOS DE PUBLICACIÓN
PARA EL TRABAJO DE INTEGRACIÓN CURRICULAR
DIRECCIONES DE CARRERAS DE GRADO PRESENCIALES - DIRECCIÓN DE BIBLIOTECA

Yo, *Andrea Micaela Chalco Campoverde* portador de la cedula de ciudadanía nro. *0105578710*, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en el marco establecido en el artículo 13, literal b) del Reglamento de Titulación de las Carreras de Grado de la Universidad Nacional de Educación, declaro:

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Ratifico con mi suscripción la presente declaración, en todo su contenido.

Azogues, 07 de marzo de 2024



Andrea Micaela Chalco Campoverde
C.I.: 0105578710



**CERTIFICACIÓN DEL TUTOR PARA
TRABAJO DE INTEGRACIÓN CURRICULAR
DIRECCIONES DE CARRERA DE GRADO PRESENCIALES**

Carrera de: Pedagogía de los Idiomas Nacionales y Extranjeros

Yo, Verónica Alexandra Herrera Caldas, tutor del Trabajo de Integración Curricular de Carreras de Grado de Modalidad Presencial denominado "The influence of peripheral learning for teaching vocabulary to EFL sixth-grade students in a public school in Cuenca, Ecuador" perteneciente a los estudiantes: Alison Camila Bustos Jiménez con C.I. 0106058548, Andrea Micaela Chalco Campoverde con C.I. 0105578710. Doy fe de haber guiado y aprobado el Trabajo de Integración Curricular. También informo que el trabajo fue revisado con la herramienta de prevención de plagio donde reportó el 3 % de coincidencia en fuentes de internet, apegándose a la normativa académica vigente de la Universidad.

Azogues, 07 de marzo 2024



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