

1.0 Introduction

1.1 Peripheral Learning

English language is considered as one of the most important languages in the world and it is important in a lot of fields such as education and business .

English language is described as a language used to help people who don't speak the same mother tongue to communicate , so it is a means of communication used by people among the speakers of other languages .

(Gezer , Sen , Alci, 2012 , 19)

Mcglathlin (1997) cited in Brown (2007: 301) , believes that the first language acquisition is mainly peripheral , because the child doesn't use the language for his own sake and never pays attention to the language by any means . For a child the language is considered as a means to an end , that is , his joy.

Second language acquisition can be achieved by two important processes as stated by (Huslstijn , 1990) . First of all , controlled processes which means that the capacity is limited and temporary . In this processes when any one learn any skill or anything , only few elements will retained since the capacity is limited . Second , the automatic processes which means that the capacity is relatively permanent. In this processes the brain has the ability to keep hundreds and thousands of bits of information . The two processes occur with either focal or peripheral attention to the available tasks , which it is mainly conscious one .

Many controlled processes are focal , but some of them are peripheral such as the first language acquisition or the acquisition of another skill without clear instruction at the same time. Many of the automatic processes are peripheral and some of them are focal (Brown , 2007, 300).

Peripheral learning is one of the important techniques in desuggestopedia method in which the students can learn a lot of things that they can see around them (in the environment of the class) through pictures and posters that students are not assigned to study (Fatimie pour, 2013 , 1394) .

This technique is based on the idea that human being perceive much more in the environment than that to which human can consciously attend. By putting posters about the target language on the classroom walls , students will absorb the important fact effortlessly (Freeman , 2000) .

Peripheral learning is where students learn from what is present in the environment even if their attention is not directed to it . (Freeman , 2011, 18) .

It can also be defined as one of the key feature borrowed from suggestopedia , and refer to the learning from the environment that students are present in (Fatemi pour , 2013, 1395) .

Fatemi pour(ibid) states that the word peripheral can be considered synonyms with words like unimportant, minor , secondary or marginal .

Two studies tackle peripheral learning , both of them is done by Fatemi Pour (2013), the first one applied in India in which English language is considered as the second language . The university students have already much more vocabularies in their minds which enable them to use them in their life and practice them peripherally . This is the main reason that allowed the Indian students to keep English words in their minds without losing them with the passage of time . They provided with a lot of opportunities which help them to use the English language such as (Television channels , Mobiles , Internet , Advertisement , products labels , Traffic signs , Media of instruction and communications) .

The second study has been applied in Iran in which the English language is considered as a foreign language , the Iranian students learn English words and remain in their minds for a short time because they learn what they want to know for the exam without using them in their life . In Iran English language is not used practically out of the class , although there is a lot of ways to provide Iranian university students with opportunities through which they can acquire the language or at least practice peripherally the language that they taught .

The results of these two studies indicated that learning the grammatical rules is not enough , because the native speakers themselves don't use it in their daily speech , and the most important thing is to learn words but at the same time must not ignore the grammatical rules .

1.2 Implicit Learning

Implicit learning appears as a fundamental process in cognition. Although its definition remains a central challenge for a long time , but scientist finally defined it as learning without awareness .

Ellis cited in (Second Language Acquisition , 1994 : 1) that a distinction is made between implicit and explicit knowledge . First of all , Ellis defines implicit learning as " The acquisition of knowledge about the underlying structure of the complex stimulus environment by a process which takes place naturally , simply and without conscious operation " .

While explicit learning is defined as " a more conscious operation where the individual makes and tests hypotheses in a search for structure " Ellis , 1994 :1) . In these definitions Ellis doesn't refer to input processing (Gass and Selinker , 1994 : 243) .

While Hulstijin (2005) defines explicit as " input processing with the conscious intention to find out whether the input information contains

regularities and if so , to work out the concept and rules with which these regularities can be captured " (Gass and Silnkers , 1994,243).

Secondly explicit linguist knowledge are the facts that a person knows about language and the ability to explain those facts in different ways . While implicit linguistic knowledge can be defined as the information that is automatically and spontaneously used in language but don't have access to an explanation , explicitly of those rules . Implicit process enable a learner to perform language but not necessarily to use rules governing the performance (Brown , 2007 ; 302) .

Implicit and explicit feature distinguish between automatic and non-automatic processing based Mclaughins conception of atomicity . Automatic can be defined as the knowledge that can be retrieved easily and quickly . While non- automatic is the knowledge that take time and effort to retrieve (Brown , 2007, 2003) .

Both types of knowledge can be used in certain utterance by both native and non- native speakers depend much less on explicit than on implicit knowledge , because the use of explicit knowledge may led to particular difficulties such as the lie –lay distinction in English . It is easier to conceptualize explicit knowledge becoming implicit through (practice , drills etc) and vice versa (Gass, Selinker, 1994 ; 243) .

Peripheral learning is regarded to be implicit as apposed to explicit learning , and incidental as opposed to internal learning . Unlike explicit learning which refers to conscious learning , Implicit refers to unconscious learning (Swanborn and Glopper , 2002) .Or as Beider (2003) concludes , incidental learning is composed of implicit learning processes which happen without the learner' s awareness and / or explicit learning processes which take place without learning intention but never the less involve online awareness and hypotheses formation (Reider ,A,

2005,12,024-39) . (Swabor n , M.S.L and de slopper , K , 2002 : 52 , 95-117) .

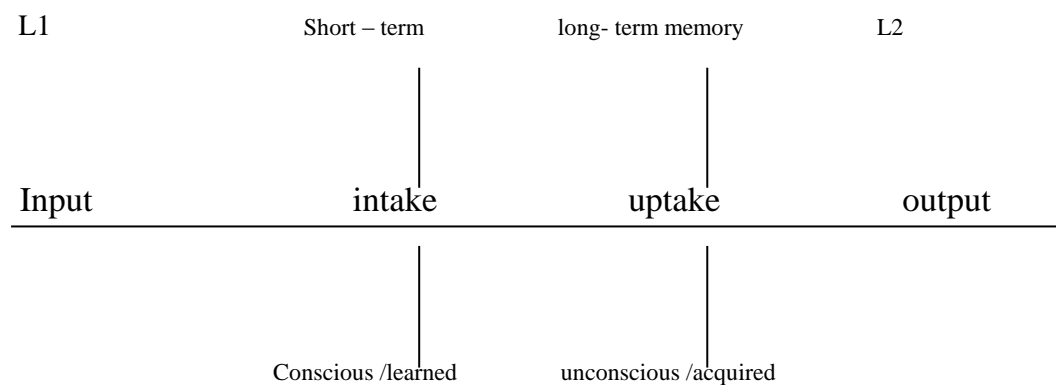
1.3 Long and Short Term Memory

Long term memory is a kind of filling system that has a capacity and its content are durable over time . Long term memory is not always as long as we would wish , rather it occupies a continuum from "the quickly forgotten " to "the never forgotten " , the challenge of the check is to transfer the information from the quickly to the never forgotten (The Role of short and Long- term memory in language learning , 2016).

Long – term memory is commonly labeled as explicit memory (declarative) as well as episodic memory, semantic memory, autobiographical memory and implicit memory (procedural memory) (wikipedia . org) .

Long term memory refers also to events , facts , or experiences that were laid down weeks , months , or even years ago (ibid) .

It is worth mentioning that language input becomes intake or part of the short term memory of the learner , This is consciously attended to and learned by learner . When structure and vocabulary become uptake part of the long term memory , it is considered subconscious and acquired , the uptake is the proficiency level of the lamer (The Role of short and Long-term memory in language learning , 2016). as clarified in the diagram below :



(Vanpatten ,1996)

When students take a quiz , the new material and do well it is because they are being assessed on their short – term memory (intake) . When new material comes along and that older materials has not moved on to long- term material (uptake) it is replaced by the newer material. (The Role of short and Long- term memory in language learning , 2016)

Most people think of long- term memory when they think of " memory" it self , but more experts believes information must first pass through sensory and short term memory before it can be stored as a long-term memory (Mohs 2018: 3) .

Short- term memory on the other hand , is the capacity for holding but not manipulating a small amount of information in mind in active readily available state for short period of time (Ibid) .

Short-term memory will remain between 30 seconds and several days (because no body can remember that they are fort the last ten years), it is also used to remembering what the breakfast of the day or the TV show that watched last night are constitute short-tem memory , or show it is some time called primary or active memory , So , this studey tries to assess the impact of using peripheral learning technique on students short and long – term memory .

1.4 The Statement of the Problem

In the late 70s , Georgi Lozanov . a Bulgarian psychologist argued that student set up a psychological barriers to learning – based on fears that they will be unable to perform and have limited ability to learn .

Harmer cited in (The Effect of Peripheral Learning Applied in English Instruction on English Idioms Learning , 2001 :20) asserts that using pictures and posters will help the students connect new terms , pictures make there crucial contribution to language teaching .First of all , through pictures we can avoid verbalism secondly , they are very useful in creating context , lastly , they give the students an opportunity to

change the given structure since the present different context , he emphasize on the importance of the pictures because he believes that suggestopedia develop by Lozanov sees the physical surrounding and atmosphere of the class as a vital importance.

Harmer also indicates that in order to facilitate learning , pictures or graphics in the form of flashback , photographs are used to illustrate and display the target structure in the form of attractive and colorful way . These colorful poster will attract the students and give them the motivation to learn more especially when they come at the beginning of the course , but in the classroom not attractive motivation will not be initiated in this way .

So , this study tries to answer the following questions:

- Is there any impact of peripheral learning on intermediate school student's short and long-term memory ?

1.5 Objective of the Study :

The present study aims at finding out the impact of peripheral learning on Iraq EFL intermediate school students short- long term memory .

1.6 Hypothesis:

To fulfill the objectives of the study , the following null hypothesis have been postulated :There is no statically significant difference between the mean score of the experimental group who exposed to peripheral learning and that of the control one.

2. Methodology

2.1 The Experimental Design

In order to achieve the objectives and to verify a hypothesis of the study, the researcher has utilized " The post Test Only Control Group Design ". The design of the experiment illustrated In table (1) below :

Group	The independent variable	Test
The experimental Group	Lectures with peripheral learning	Post-test
The control Group	Lectures without peripheral learning	Post-test

The Experimental Design (Table 1)

2.2 The Experimental Application

The experiment started on 15th of February 2018 and lasted for six weeks to end up on 1st of April 2018 . The lessons have been arranged as the students schedule indicate . The subject of the experiment was English antonyms . The researchers hang different sets of English antonyms on the walls of classroom that carried the experiment .

2.3 The Experimental Group

The use of peripheral learning was for the experimental group only . In each of the lessons , the researcher hang pictures of antonym words on the wall of the class and teach students their prescribed material of their English language books without paying attention to these pictures .

2.4 The Control Group :

The control group has been taught by the researchers using the traditional way of teaching without using peripheral learning in class . The researchers used the same units that exist in the book .

2.5 Instrument of the Study

The first tool is a post written achievement test which is used to measure students long – term memory by measuring the retention of

English antonyms (see appendix 1) . Short- term memory is measured orally by teachers observation using the following technique:

- 1.Presentation of the word in isolation .
- 2.Giving a short explanation about their part of speech .

2.6 Final Administration

After ensuring its face validity (exposing it to a group of specialist) and pilot administration , the achievement test has been administrated to both groups on Thursday 29March 2018.

2.7 Results

As the hypothesis indicated that there is no statically significant difference between the mean score of the experimental group who exposed to peripheral learning and that of the control one.

Using the T- test for two independent samples at 0.05 level of significance and 58 degrees of freedom , the results reveals that the mean score of the experimental group is 37.93 , and that of the control group is 31.23.The computed t–value (4.040) is higher than the table t-value. As for the oral test . The researchers test the students orally three times during the experiment . All students show positive responses to the researchers questions about antonyms that hanged on the walls of their classroom .

This result shows that there is a statistically significant difference between the two groups in the written test of the students that suppose to measure the long – term memory in favor of the experimental group. Thus , the hypothesis is rejected .

3. Conclusions

In the light of the achieved results and in relation to the researchers own observation , the following conclusion are drawn :

1. The results prove that student's achievement of the experimental group is higher than that of the control one .
2. The positive impact of peripheral learning is very clear on students short and long- term memory , as clarified by the results of oral and written tests .
3. This study proves that it is very important to exploit the environment of the classroom in motivating students towards learning .
4. Classroom environment plays a pivotal role in the retention of the information whether in short or long – term memory .
5. The experiment represent a kind of natural learning as the student supposed to learn new things without conscious noticing .

4. Recommendations

In the light of the findings achieved and conclusions derived , the following pedagogical recommendations are drawn :

1. It is recommended to use different activities . Accordingly, teachers need to be experiment with a variety in situational method.
2. The best way of using peripheral learning is by offering the material that the student have to learn by using colorful and clear posters hanging in the classroom walls.
3. Training courses for teachers or renew trends of teaching are necessary to help them benefits from all the available resources in the classroom.
4. Achieving on ideal atmosphere for using peripheral learning by providing the class with authentic materials and pictures containing the chosen topics that we need to teach for the students .
5. The hope remains that despite some obstacles , using peripheral learning support a richer and more open – ended correction.

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Appendix 1

The Final Version of The Test Questions

Q1/ Circle the correct answer :

- 1- Hot x ----- (a- old , b- small , c- cold)
- 2- Dirty x ----- (a- clean, b- hot , c- empty)
- 3- Small x -----(a- short , b- full , c- big)
- 4- Happy x -----(a- sad , b- hot , c- small)
- 5- Empty x----- (a-old , b- full , c- big)
- 6- Down x----- (a- small , b- up, c- old)
- 7- Old x ----- (a- new , b- cold , c- long)
- 8- Strong x ----- (a- good , b- bad , c-weak)
- 9- Soft x ----- (a- up , b- strong , c- hard)
- 10- Bad x ----- (a- small , b- good , c- weak)
- 11- Fat x----- (a- thin , b- old , c- weak)
- 12- Short x----- (a- new , b- long , c- full)

Q2/ Match the following words with their opposites :

- | | |
|-----------|-----------|
| 1. Clean | a- soft |
| 2. Hot | b- full |
| 3. Weak | c- thin |
| 4- Small | d- old |
| 5- Fat | e- strong |
| 6. Long | f. short |
| 7- Happy | g- dirty |
| 8- Hard | h- up |
| 9- New | i- big |
| 10- Bad | j- soft |
| 11- Down | k- good |
| 12- Empty | k- cold |

Q3/ Write (T) or (F) :

- 1- Big x hot ()
- 2- Clean x dirty ()
- 3- Hard x small ()
- 4- Bad x good ()
- 5- Cold x small ()
- 6- Old x new ()
- 7- Happy x soft ()
- 8- Weak x strong ()
- 9- Empty x full ()
- 10- Sad x happy ()
- 11- Up x thin ()
- 12- Short x long ()

Q4/ Complete the following :

- 1- Happy x -----
- 2- Old x -----
- 3- Clean x -----
- 4- Small x-----
- 5- Short x -----
- 6- Full x -----
- 7- Cold x -----
- 8- Weak x -----
- 9- Thin x -----
- 10- Hard x -----
- 11- Down x -----
- 12- Bad x -----

Appendix 2

