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THEME: Peripheral Learning and Vocabulary

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I, Lcda. Dorys Maribel Cumbe Coraizaca Mg., holder of the I.D No 1803694569, in my capacity as supervisor of the Research dissertation on the topic:

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DEDICATION

TO:

My parents Verónica Tustón and Darwin Zurita who were my motivation to move forward. To my brother and sister who were there for me in the most difficult moments. Finally, to God for giving me wisdom, to my grandmother and cousin who are my angels that take care of me and are my guides.

Betsabe.

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THEME: Peripheral Learning and Vocabulary

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ABSTRACT

The primary aim of this research was to assess the efficacy of peripheral learning techniques in enhancing vocabulary acquisition among students. The study adopted a pre-experimental design with a quantitative approach, as the data collected were capable of being quantified. The research focused on a sample of 28 eighth-grade students attending "Unidad Educativa Camilo Gallegos Domínguez" in Shell, Ecuador. The sample consisted of 17 male and 11 female students, aged between 12 and 13 years. To evaluate the outcomes, the researchers utilized the Key English Test (KET), specifically targeting the reading and writing sections (parts 2, 6, and 7). These sections were deliberately selected due to their explicit emphasis on vocabulary subskills, comprising a total of 20 questions. The classroom environment was suitably modified to incorporate various teaching aids, including interactive anchor charts, vocabulary anchor charts, and strategy charts. These aids were implemented to facilitate the teaching of new vocabulary. The initial and final interventions involved administering a pretest and posttest, respectively. The collected data were analyzed using the Statistical Package for the Social Sciences (SPSS), with hypothesis testing conducted using the Wilcoxon test. The findings of this study demonstrated the significant impact of peripheral learning techniques on improving vocabulary mastery in various topics, such as people at school, greetings and introductions, marital status and professions, countries and nationalities, introductions, greetings and farewells, and family tree. Throughout the interventions, students displayed a remarkable increase in their enthusiasm and interest in language acquisition.

Key words: Peripheral learning, vocabulary, anchor charts, English Language Teaching.

TEMA: Peripheral Learning and Vocabulary

AUTOR: Shirley Betsabe Zurita Tustón

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RESUMEN

El objetivo principal de esta investigación fue evaluar la eficacia de las técnicas de aprendizaje periférico y la adquisición de vocabulario en los estudiantes. El estudio empleó un enfoque de diseño preexperimental con una metodología cuantitativa, ya que los datos recopilados estaban sujetos a cuantificación. El eje de la investigación fue una población de 28 estudiantes del octavo grado de educación general básica de la "Unidad Educativa Camilo Gallegos Domínguez", ubicada en Shell-Ecuador. (17 estudiantes varones y 11 mujeres, con edades comprendidas entre 12 y 13 años). Además, para evaluar los resultados, los investigadores utilizaron el Key English Test (KET), centrándose específicamente en sus secciones de lectura y escritura, solo las partes 2, 6, y 7. Estas secciones fueron elegidas deliberadamente debido a su énfasis explícito en la sub habilidad del vocabulario, y abarcan un total de 20 preguntas. El entorno del aula se modificó adecuadamente para incorporar diversas ayudas didácticas, como gráficos de anclaje interactivos, gráficos de anclaje de vocabulario y gráficos de estrategias, con la intención principal de facilitar la enseñanza del nuevo vocabulario. Las intervenciones inicial y final se centraron en la administración del pretest y pos- test, respectivamente. Para analizar los datos recopilados, los investigadores utilizaron el Paquete Estadístico para las Ciencias Sociales (SPSS) y para la prueba de hipótesis se utilizó la prueba de Wilcoxon. Los hallazgos Los resultados de este estudio revelaron la contribución significativa de las técnicas de aprendizaje periférico a la mejora del dominio del vocabulario en temas como personas en la escuela, saludos y presentaciones, estado civil y profesiones, países y nacionalidades, presentaciones, saludos y despedidas, árbol familiar. Además, a lo largo de las intervenciones, los estudiantes mostraron un aumento notable en su entusiasmo e interés por la adquisición del lenguaje.

Palabras clave: Aprendizaje periférico, vocabulario, gráficos de referencia, enseñanza del idioma inglés.

B. CONTENT

CHAPTER I.

THEORETICAL FRAMEWORK

1.1 Research Background

As the research needs to be properly supported by scientific and reliable articles and theses, the following bibliographic sources were chosen as they provide essential information to analyze in depth the two variables under study in an efficient manner. The following bibliographic sources were chosen as they are the ones that provide us with essential information to analyze in depth the two variables under study in an efficient way. It should be noted that the following sources were relevant to us as they were carried out by specialists and professionals in the pedagogical field.

Al-Obaydi (2020) conducted an experimental study in Iraq with the objective of investigating implicit vocabulary acquisition among third-grade elementary school students. The research employed two types of tests, namely a pre-test and a post-test, to assess the students' vocabulary acquisition. The first test consisted of 50 written items, including multiple-choice, matching, and true or false questions. The second test was an oral assessment, wherein the researcher presented ten images to each student, who had to identify the antonym corresponding to each image. The study spanned a duration of six weeks and involved the division of participants into two groups: an experimental group and a control group. The experimental group was exposed to antonym pictures displayed on the classroom wall, while the control group did not receive any additional information regarding antonyms. The findings of the study revealed that peripheral learning, as opposed to explicit learning methods, proved to be more effective in facilitating vocabulary acquisition.

Saputra (2019) carried out research in the fifth grade of elementary school, the objective was to develop peripheral learning materials in order to improve vocabulary. The methodology used was an explanatory mixed method using the ADDIE (Analyze, Design, Develop, Implement and Evaluate) model proposed by McGriff. In this research, five stages were developed, which are: analyze, design, develop, implement, and evaluate. Information was collected through the utilization of questionnaires and interviews. In addition, students' needs were investigated in order to develop good material to be placed in the classroom. The development of this research yielded an excellent result. The peripheral learning material was the support learning material attached around the

classroom where students can learn independently of their environment, and likewise, they developed their literacy by reading the posters that were placed in the classroom.

Hashemi et al. (2017) conducted a study with the aim of investigating the impact of peripheral approaches on the teaching of phrasal verbs (PV). The study involved a sample of 75 male students aged 16-17. To gather data, the researchers utilized two instruments. First, the Oxford Quick Placement Test (OQPT) was administered to assess the students' proficiency level. Second, three sets of pretests consisting of 20 items each were conducted by the researchers, specifically focusing on PVs. The participants were divided into two groups: a control group and an experimental group. The treatment phase of the study spanned six sessions. During this period, the researchers displayed visually appealing and colorful posters depicting VP examples on the classroom walls. The students were exposed to these posters passively, facilitating their acquisition of grammatical structures.

Rokni (2014) conducted an experimental study to investigate the impact of peripheral learning on spelling abilities among foreign language learners. The research involved two groups, each consisting of 34 students aged between 12 and 14 years. The participants were divided into an experimental group and a control group. Before the study commenced, a spelling test was administered to both groups. Subsequently, the experimental group received treatment, which involved the use of photographs, texts, and posters containing elements from the illustrated Oxford dictionary of vocabulary and spelling. These materials were displayed on the classroom wall. To analyze the data, the t-test formula was utilized to compare the two groups. The Statistical Package for Social Sciences (SPSS 16) was employed for data analysis. The results from the pre-test indicated that the experimental group achieved a mean score of 4.41118, while the control group obtained a mean score of 3.9412. In the post-test, the experimental group achieved a mean score of 13.5294, compared to a mean score of 6.4118 for the control group. These findings demonstrated a significant statistical difference, confirming that peripheral learning enhances students' spelling abilities, as well as the acquisition, retention, and recall of vocabulary among the participants.

Fitriani (2019) conducted a quantitative study to examine the impact of peripheral learning on the vocabulary proficiency of English as foreign language students. The research involved a population of 25 seventh-grade students. Both a pre-test and a post-test consisting of multiple-choice questions were administered. A t-test was performed to

analyze the results. The findings revealed that the t-count value (8.2) exceeded the critical t-value (2.06) at the chosen significance level, leading to the rejection of the null hypothesis. Consequently, the alternative hypothesis, which states that peripheral learning significantly affects students' vocabulary mastery, was accepted. This suggests that peripheral learning is highly effective in teaching vocabulary to English as a foreign language learner and can be utilized by English teachers for vocabulary instruction.

Based on the research conducted by Demirağ (2018) the primary aim of this study was to explore the potential benefits, of peripheral learning through the use of colorful and illustrative educational posters in the classroom and the cognitive and emotional effects of using the posters. The methodology was experimental using a pre-test and a post-test, conducted at the English Language Training University in Turkey with 45 students who were divided into two groups: 24 students in the experimental group and 21 students in the control group. In addition, 27 different posters containing grammatical and written elements were placed in the classroom for 12 weeks, and the results showed that the experimental group obtained better results in grammar and vocabulary than the control group, and the interviews conducted with the students exposed to the posters showed that the students had positive feelings and examined the posters frankly.

Badri et al. (2015) the researchers aimed to investigate the effects of peripheral teaching on the improvement of English as a Foreign Language (EFL) vocabulary. The study selected two classes consisting of 30 female students aged between 10 and 12 years in an elementary school. One group was not exposed to the targeted vocabulary, while the other group received exposure to the vocabulary through colorful and attractive posters displayed in the classroom. To measure the results, a pre-test and a post-test were administered. The findings revealed that the participants who were exposed to the vocabulary through the posters exhibited high performance, indicating the effectiveness of this peripheral teaching approach.

Mehmet et al. (2012) conducted research with the objective of investigating the impact of peripheral learning on English idioms. The research design was experimental, with a sample population consisting of 111 students from the School of Foreign Languages at Yıldız Technical University. The study utilized a pre-test and post-test methodology, consisting of 25 multiple-choice questions as assessment instruments. Over a period of one month, posters depicting idioms were displayed in the classroom. The findings of the study revealed that the utilization of posters featuring diverse images as a

means of learning idioms resulted in a significant improvement in students' learning outcomes.

Bahmani et al. (2012) conducted an experimental study to examine the impact of peripheral learning on vocabulary acquisition, retention, and recall among Iranian learners of English as a foreign language. The research comprised a sample of 80 students, aged between 18 and 23 years. The participants were divided into two groups: an experimental group consisting of 40 students, and a control group with an equal number of participants. Both groups underwent a pre-test and a post-test. The findings, analyzed using the least significant difference (LSD) test, revealed that during the eight-session treatment involving the use of decorative posters, the control group scored 4.50 in the pre-test, while the experimental group obtained a 4.25. In the post-test, the experimental group achieved a score of 8.93, while the control group scored 5.97. These results demonstrated a significant difference between the two groups, indicating that the experimental group had a substantial impact on the acquisition, retention, and recall of vocabulary among the participants

The articles presented in the investigative background allowed the author to have a better understanding of the variables of the object of study, which are peripheral learning and vocabulary. Helping the author with different types of concepts and enriching conclusions in order to have a better understanding of the relationship between the two variables. In the same way that the present articles were taken from scientific journals or theses, and most of them implement the use of posters and a good environment to improve vocabulary, such tools have been effective. Therefore, this research is relatively innovative as it provides an aid for students and teachers when learning vocabulary.

Theoretical foundation

1.1.1 Independent variable

Language Teaching Methods

According to Sánchez (2009), it is noted that the 18th century witnessed the emergence of the first professional method for teaching foreign languages. This method was essentially derived from the teaching techniques and procedures employed for classical languages. Additionally, Professor Sears, an American scholar, contributed to the dissemination of the fundamental principles of the traditional method, which had been proposed in the mid-18th century and further refined during the 19th century. As a result, this paved the way for the establishment of the various language teaching methods that exist today. The author described different methods which will be detailed below.

The Direct Method was introduced by Maximilian Berlitz in 1872 as a response to the learning challenges and limitations experienced by students in the traditional language teaching approach. Berlitz placed greater emphasis on oral expression as opposed to written expression. In this method, the importance of grammar was secondary to vocabulary acquisition, dialogues, and oral interaction. Berlitz's teaching procedure followed an inductive approach, allowing students to learn through practical examples and real-life situations.

The audio-lingual method, also known as the structural method, was developed by Fries in the 20th century. This approach considers language learning as the process of acquiring a series of habits that involve the repetition of phonetics and grammatical structures through written exercises. The audio-lingual method is grounded in the linguistic theory of structuralism and draws from principles of behavioral psychology.

The Situational Method, also known as the Oral Approach, was developed by Palmer, Hornby, and Pittman during the years 1930-1960. This method is rooted in the behaviorist theory, which places emphasis on grammatical content. The teaching approach of this method was gradual and followed an inductive procedure, allowing learners to gradually acquire language skills.

Total Physical Response, developed by psychologist Asher in the 20th century, is a natural language learning method that draws parallels between learning a foreign language and acquiring a native language. This method is based on Piaget's constructivist principles, which are built upon the stimulus-response model. TPR gives priority to listening comprehension and places equal importance on grammar as well.

The Natural Approach, developed by Terrel and Krashen in 1983, focuses on the comprehension of meanings as its primary objective. According to this theory, exposure and immersion in the target language are considered more important for language acquisition. In this approach, students play a leading and active role, while grammar instruction is minimized, and there is no emphasis on repetitive practice of structures.

Suggestopedia, introduced by psychotherapist and psychiatrist Lozanov in 1978, is a language learning method that places emphasis on relaxation and concentration techniques. These techniques are essential for retaining large amounts of vocabulary and grammatical structures. Contextual elements, such as background music, posters, and games, play an important role in this method, creating an immersive and engaging learning environment.

According to Rodgers (2001) the theories of classical language and second language acquisition (SLA) explain how language is learned. These theories can also incorporate design features that are connected to actual teaching and learning practices. Rodgers (2001) referred to the periods of the 1950s and 1980s as "The era of methods," characterized by the implementation of various structured approaches in language teaching that consisted of specific and detailed instructions.

Furthermore, Rodgers stated that "the notion of a systematic set of teaching practices based on a particular theory of language and language learning." (p.1-4). This means that the emergence of the concept of method is very important because it revolutionized education since it seeks different ways to teach a language and in the same way for students to learn. On the other hand, according to Renau (2016) referred to the general principles, pedagogy, and strategies for classroom instruction. Good teaching depends on the choice of depends on the educational philosophy, the demographics of the classroom, the subject matter and the mission of the institution. In addition, they reference that a teaching methodology is divided into two categories or approaches which are: teacher-centered and student-centered.

Thornbury (2020) asserted in his scholarly article that the methodology functions as a valuable resource for educators by offering solutions to inquiries such as: How should I started? Which resources and activities should be employed? In what sequence? And what are the desired outcomes? It serves as a pedagogical guide, enabling teachers to effectively tailor their instruction to meet the students' individual needs. This method

provides a range of procedures and activities that teachers can utilize within the classroom setting to enhance student learning outcomes.

Teaching Approach

According to Hoque (2016), teaching approach is a set of principles, beliefs, or ideas about the nature of learning that are translated into the classroom. In addition, an approach is a way of looking at teaching and learning; behind any teaching approach is a theoretical view of what a language is and how it is learned. On the other hand, an approach gives rise to methods, the way of teaching something, what activities or techniques are used in the classroom in order to help students learn a second language.

Mandal and Sumitha (2021) have posited that the concept of a teaching approach encompasses a broader scope and consists of a collection of ideas. Furthermore, they highlight that an approach may encompass multiple methods. In essence, a teaching approach refers to the manner in which instruction is delivered or the methodology employed. In line with this, there exist various primary approaches, including but not limited to:

Student centered approach: Inductive learning, discovery learning, or inquiry learning, place a strong emphasis on the learner's active role in the learning process. In contrast to the teacher-centered approach, the child-centered approach affords students a greater degree of autonomy and involvement in their own learning. Consequently, there is a reduced level of direct control exercised over what and how students learn. It is important for educators to consider the benefits and limitations of each approach and select the most appropriate one based on the educational context and the specific needs of the students.

Inductive and Deductive approach: When discussing teaching approaches, it is important to distinguish between the inductive and deductive methods. In the inductive approach, students are guided from specific instances to broader generalizations. This method involves presenting students with numerous examples and allowing them to draw their own conclusions based on the information provided. On the other hand, the deductive approach takes a contrasting approach. Here, students are first presented with a principle or rule, which is then elucidated through the use of examples.

The choice between these approaches depends on various factors, including the learning objectives, the subject matter, and the students' prior knowledge. Educators must

carefully consider the benefits and drawbacks of each method to determine the most effective approach for facilitating meaningful learning experiences for their students.

Herbartian approach: Johan Friederich Herbart was its creator in the 19th century, when it was developed mainly for adolescent students. The approach at hand is rooted in the mass appraisal theory of learning, which places significant emphasis on the teacher's delivery of information. According to this theory, learners begin with a blank slate, and all knowledge they acquire is derived externally and can be retained for extended periods of time. Similarly, the instructional content should be presented in discrete units, with each unit being logically and sequentially organized, further underscoring the importance of content delivery. In this context, Herbert proposed a five-step framework for implementing this approach. These steps include preparation, presentation, comparison and abstraction, generalization, and application. Each step serves to systematically guide the instructional process, ensuring a structured and coherent learning experience for the students.

Evaluation approach or Bloom's approach: The evaluation approach, commonly referred to as the Bloom's approach, places significant importance on aligning assessments with teaching methods and ensuring that activities are directly connected to instructional objectives. This approach involves the creation of an annual plan and a unit plan, with a clear emphasis on formulating educational objectives, facilitating meaningful learning experiences, and evaluating changes in behavior. Moreover, Bloom's framework encompasses six key categories: knowledge, comprehension, application, analysis, synthesis, and evaluation. By adhering to the evaluation approach, educators can strategically design assessments that accurately measure student progress and understanding. Furthermore, this approach allows for the systematic evaluation of instructional effectiveness, facilitating continuous improvement in the teaching and learning process.

Furthermore, Hoque (2016) stated that “your educational philosophy, classroom demographic, subject area(s) and school mission statement. Teaching theories primarily fall into two categories or approaches teacher-centered and student-centered.” (p.4). This means that in order to choose a teaching method it is important that it adapts to the needs of the students so that they can have a better learning experience and have no gaps or shortcomings at the time of learning. On the other hand, according to Soltis et al. (2004), a teaching approach is one that looks at the way students are taught, the type of teaching

and learning activities the teacher conducts and the ways in which the teacher seeks to engage students with the subject matter, adapting new material to what students have already acquired, facilitates interaction and generates enthusiasm for learning.

Suggestopedia

According to Richards and Rodgers (1986), suggestopedia is a learning method that was developed in Bulgaria by psychiatrist Gerogi Lozanov. It is based on a specific set of learning recommendations derived from suggestiology, which Lozanov defined as the science pursued by the systematic study of nominal and non-conscious influences that elicit conscious responses from human beings. Bancroft (1999) explained that the theoretical foundations of suggestopedia stem from the concept of unconscious mind activity and emphasize the importance of creating a relaxed environment for students. The main techniques employed in the classroom include authority, infantilization, intonation, rhythm, and concentrated pseudo-passivity. These elements serve as stimuli to elicit unconscious mental reactions from students, while infantilization plays a crucial role in enhancing memorization.

Gold (2020) postulated that the primary objective of suggestopedia is to stimulate cognitive capabilities by establishing an environment that fosters risk-taking among students, free from the apprehension of criticism or derision. Moreover, Richards and Rodgers (1986) mentioned that “The most conspicuous characteristics of Suggestopedia are the decoration, furniture, and arrangement of the classroom, the use of music, and the authoritative behavior of the teacher” (p.100). In essence, the acquisition of knowledge is contingent upon the establishment of a favorable classroom environment, enabling students to experience enhanced learning and skill advancement.

Ivanova and Dimova (2021) asserted that their approach incorporates extensive use of dialogue, accompanied by a comprehensive vocabulary list and grammatical explanations. They also emphasize the significance of feedback, as it plays a pivotal role in enabling students to comprehend the potential benefits of their suggestions. Moreover, their method encompasses the process of unloading unwanted or blocked memories from the memory banks, while simultaneously loading desired memories and facilitators. The combination of these two elements aims to minimize the affective filter and actively engage learners in accelerating their language acquisition, allowing them to effectively communicate and achieve optimal learning outcomes. Furthermore, Richards and Rodgers (1986) attributed considerable importance to the role of suggestion. They

advocate for students to not only memorize vocabulary, but also acquire speech patterns and habits through meaningful communication with others. They emphasize the creation of a relaxed and motivating environment, which fosters students' genuine interest in the learning process and enhances their overall engagement.

Furthermore, according to Gold (2020), suggestopedia was characterized by four fundamental principles. First and foremost, it emphasizes that students should not be burdened with feelings of shame and guilt when they make mistakes. It is unfortunate that some teachers instill fear, shame, and guilt in their students because they fear losing control. This approach hinders learning as fear triggers the release of adrenaline and cortisol, impeding blood flow to the neocortex and hindering the absorption of new knowledge into the brain. On the contrary, long-term memory is greatly influenced by emotions and feelings. This is why a skilled teacher will impart important knowledge with a positive and enjoyable meaning, creating an environment where students can truly enjoy learning. Additionally, it is crucial for important information to be perceived holistically, with simultaneous teaching of various elements for both direct and indirect perception. Moreover, teachers should utilize colorful materials that capture students' attention, facilitating the storage of information in long-term memory. Lastly, it is essential for assimilation to precede analysis. Encouraging students to analyze concepts they have previously encountered helps them gain a better understanding and alleviates the fear of failure or psychological blocks.

In conclusion, Richards and Rodgers (1986) highlighted the crucial role of the teacher in establishing and conveying sufficient authority within the instructional setting. To this end, Lozanov delineates several expected behaviors that the teacher should exhibit. These include demonstrating unwavering confidence in the chosen teaching method, displaying exemplary conduct, manners, and attire, effectively organizing and strictly adhering to the initial stages of the learning process (including music selection and punctuality), and maintaining a high level of enthusiasm throughout the instructional sessions. These recommendations underscore the significant influence of the teacher's demeanor and professional conduct on the overall effectiveness of the learning environment.

Peripheral Learning

Lozanov (1978) proposed a language learning approach where students can acquire knowledge from their surroundings. He asserts that language acquisition primarily occurs peripherally, with the classroom environment playing a significant role. This is achieved through the use of posters and decorations that present the target language and provide grammatical information. Students effortlessly absorb this information as it aligns with their daily environment. Additionally, Bancroft (1999) highlighted the effectiveness of constructing vivid mental images associated with vocabulary items, particularly when the images are brightly colored. This aids in easier recall. Many teachers unconsciously employ visualization techniques, suggesting visual, sensory, or multi-sensory images to facilitate students' comprehension, retention, and long-term memory recall. For instance, vocabulary learning can be enhanced through the use of visual aids. Teachers can prompt students to observe the picture before writing and then compare the words with the pictures after writing. This practice proves beneficial during exams or assessments.

Furthermore, Fatemipour (2013) emphasized that vocabulary acquisition plays a significant role in language learning, as it enables learners to comprehend spoken and written language more effectively. The more vocabulary learners acquire, the greater their understanding of auditory and written input becomes. Additionally, Kırkgöz (2013) highlighted the importance of utilizing educational visuals both inside and outside the classroom to facilitate peripheral learning. This approach not only benefits young learners and adults alike but also enhances spelling proficiency and aids in the retention and recall of vocabulary and related expressions. Furthermore, incorporating educational images fosters a more enjoyable learning environment and, most importantly, motivates students to engage in English language acquisition.

Bancroft (1999) acknowledged that adopting a holistic approach to education, especially through the indirect presentation of educational material using artistic forms like songs, drawings, dances, and posters, can significantly enhance learning. Similarly, in the development of classroom materials, suggestopedia embraces a more traditional yet artistic approach. Kırkgöz (2013) proposed that peripheral learning should involve creating a vibrant, colorful, and cheerful classroom environment. This can be achieved by incorporating various materials, such as colorful pictures and posters that display information related to the target vocabulary. Students should be encouraged to actively participate in creating their own materials. It is crucial to maintain these posters for a

specific duration to establish a sense of exposure for the students. This fosters the perception that learning the target language is not only easier but also more enjoyable, thanks to the influence of a decorated and informative classroom.

According to Bancroft (1999), the role of the environment, encompassing both the physical and social aspects, holds significant importance as it impacts both the conscious and unconscious mind. In the context of Sugestology, the individual is not considered separate from the environment they belong to. The concept of "double plenitude" refers to the unintentional stimuli that emanate from the environment, such as the classroom decor. Besides, the personality of the teacher, including their tone of voice and gestures, plays a crucial role as they can influence the student's unconscious mind. These stimuli greatly influence the student's learning capacity. Bancroft asserted asserts that the appearance of the classroom is of utmost importance. Utilizing soft colors to create a pleasant environment, adorning the walls with maps, photographs, colorful posters, and visuals that illustrate elements of the foreign language being taught, such as specific vocabulary related to body parts, contribute to the overall efficacy of the learning environment.

According to Nation (2001), peripheral learning encompasses the process in which learners focus on various characteristics, such as the intended message conveyed by the speaker or writer. This type of learning plays a crucial role in vocabulary and spelling acquisition. Conversely, Ellis (2008) defined peripheral learning as the acquisition of more complex information in an incidental and non-conscious manner. Typically, this form of learning takes place without deliberate attention, occurring involuntarily. Nonetheless, peripheral learning stands as one of the most important techniques for acquiring vocabulary and spelling. Recognizing that teachers cannot directly teach every single word, many researchers emphasize the significance of utilizing diverse materials, such as images, posters, body gestures, and real objects, to facilitate enhanced vocabulary and grammar acquisition among students.

In her work, Arulselvi (2017) outlined five key principles for achieving effective peripheral learning. These principles are as follows:

Table 1

Principles for achieving effective peripheral learning

Principles for achieving effective peripheral learning	Meaning
Joyful Learning Environment	Learning should be characterized by a sense of joy and the absence of tension. This can be facilitated by creating an environment that promotes positivity and enjoyment.
Unconscious and Paraconscious Learning	Humans have the ability to learn from their environment even when their attention is not explicitly directed towards it. This unconscious and paraconscious learning process should be recognized and utilized in educational settings.
The Power of Suggestion	Suggestion plays a significant role in learning, as it taps into mental reserves that are not typically utilized in the learning process. By leveraging the power of suggestion, students can enhance their learning experience.
Addressing Psychological Barriers	Teachers need to acknowledge that students may bring psychological barriers to the learning situation. It is the responsibility of the teacher to identify and eliminate these barriers, creating a more conducive environment for effective learning.
Relaxation and Confidence	When students are relaxed and confident, the process of language acquisition becomes natural and effortless. By fostering an environment that promotes relaxation and confidence, students can learn more effectively without exerting excessive effort.

Note: taken from Arulselvi (2017), explains the five principles of Peripheral Learning.

By adhering to these principles, educators can facilitate peripheral learning and optimize the language acquisition process for their students.

The teacher's role

Arulselvi (2017) asserted that the primary role of the teacher is to address the psychological barriers that students face during the learning process. This entails speaking with confidence and creating an atmosphere that fosters the belief that learning the language is both easy and enjoyable. Once students begin to trust the teacher and gain confidence, they will be more likely to retain the information being taught. The ultimate objective of the teacher is to assist students in overcoming barriers to learning and developing their communicative skills. Therefore, teacher participation in activities is crucial. Lozanov (1992) proposed several methods that are necessary for teachers to achieve success. These include not prioritizing the coverage of a large amount of learning material, structuring the material in a suggestopedia manner, possessing a prestigious and trustworthy professional demeanor, and treating students with love and respect as individuals. The use of play and art as teaching tools is also emphasized. Following Lozanov's suggestions is essential in becoming an effective teacher, particularly when it comes to facilitating second language acquisition without creating unnecessary difficulties for students.

The role of the student

In accordance with the findings of Alkhateeb (2007), a crucial aspect of the student's role is to establish a foundation of trust and respect for their teacher. As the student develops a stronger bond of trust with their teacher, they will experience an increase in self-assurance, spontaneity, and a reduced fear of making mistakes. It is essential, therefore, that students cultivate a state of relaxation and confidence, as this facilitates a natural acquisition of the target language, minimizing the need for excessive effort in the learning process

Use of Anchor-charts for peripheral learning

According to Mulvahill (2023), anchor charts serve as a valuable support tool for teachers during the instructional process. These charts are collaboratively created with students during the lesson to highlight and reinforce the most essential concepts. Furthermore, the use of anchor charts fosters a literacy culture within the classroom by making visible the thoughts and ideas of both the teacher and the students. On the other hand, Davies (2021) provided an explanation of anchor charts as teaching aids that visually capture crucial information from the lesson. These charts are developed in real-

time during instruction to emphasize and reiterate key information, procedures, processes, or skills being taught. Some anchor charts also offer interactivity, allowing students to actively participate in the lesson by writing directly on the chart or using sticky notes.

In summary, anchor charts serve as powerful teaching tools that support student learning and create a collaborative and engaging classroom environment. They visually represent important information, facilitate comprehension and retention, and encourage student participation in the learning process.

Importance of use anchor-charts

Davies (2021) emphasized the significance of using anchor charts in the classroom due to their ability to facilitate various aspects of learning. These charts effectively teach vocabulary, clarify complex concepts, provide illustrative examples, and enhance the learning experience by making it visually engaging and enjoyable for students. Furthermore, anchor charts offer valuable support for students who struggle with attention-related difficulties, as they help to develop a more robust and enduring understanding of the material. In similar vein, Samuel (2019) highlighted the value of anchor charts as visual reminders that can be routinely utilized in the classroom. These charts serve as accessible resources to which students can refer, rather than consistently relying on the teacher for information. By doing so, students become active participants in their own learning process, fostering a sense of independence and empowerment.

Additionally, certain anchor charts can remain visible over an extended period, serving as a constant reference point, while others can be employed during specific lessons and then reutilized for test reviews, ensuring their continued relevance and utility.

According to Davies (2021), anchor charts can generally be categorized into four main types: interactive charts, vocabulary charts, strategy charts, and procedural charts. Interactive anchor charts are intended to complement the lesson process and can be used repeatedly throughout a thematic unit. For instance, students can create a central idea for a topic and use sticky notes to add secondary topics. These types of anchor charts are useful for formative assessments. See annex 3

Vocabulary anchor charts focus on content-specific vocabulary and typically include visual examples, definitions, and additional details. These charts aid students in recalling and utilizing the vocabulary in their spoken and written communication, promoting long-term memory retention. See annex 4

Strategy charts provide students with step-by-step instructions and strategies to refer to when working on assigned tasks. They often include examples, graphic organizers, or acronyms to facilitate comprehension and execution. See annex 7

Classroom procedure charts serve as reminders of classroom expectations and can encompass routines, procedures, and guidelines for structuring and completing student work. These charts may also be used by teachers to annotate or label assignments. See annex 2

In addition to engaging students during classroom lessons, visual aids such as anchor charts promote self-directed learning. Instead of solely relying on the teacher for answers, students can consult posters and anchor charts for clarification and guidance.

Dependent variable

English Learning

According to Brown (1994), learning is a process of interaction of students with educators and learning resources in a learning environment, in other words, learning English is due to the environment in which the student is, in addition, the good interaction and communication with the teacher. Furthermore, according to Tomlinson (1998) learning is a conscious process that involves the memory associated with the information being studied, using language rules and vocabulary.

On the contrary, Tomlinson and Masuhara (2004), asserted that language learning can leverage knowledge of language systems and language use, involving institutions, instructors, learners, and resources. They also emphasize the importance of prioritizing learning experiences, self-appreciation, emotional engagement, connected learning with reflective thinking, communicative language use, and learning materials that foster learners' creativity. In essence, the acquisition of English necessitates active communication, access to quality learning materials, and student involvement to ensure a comprehensive understanding. Therefore, active participation from the institution, instructor, and student becomes imperative. Similarly, Spratt et al. (2011) proposed that foreign language learning occurs through exposure to the language, primarily through listening and immersion, without the need for formal study. They argue that language acquisition happens naturally and unconsciously. In this regard, language learning unfolds through exposure, analogous to how we acquire our first language during infancy.

According to Nishanthi (2018), English holds the distinction of being the most widely spoken language globally. Consequently, there exist numerous compelling reasons why it is crucial to acquire proficiency in this language. Firstly, English serves as a lingua franca in many regions, enabling effective communication between individuals from different countries and cultures. This linguistic universality plays a pivotal role in various sectors, particularly in business and travel, facilitating seamless interactions across international borders. Furthermore, English is consistently incorporated into educational curricula worldwide, even in countries where it is not the official language. It is often taught as a second language from an early age in educational institutions. Additionally, a substantial amount of academic and research information is documented in English, making it essential for scholars and researchers to possess a working knowledge of the language. Lastly, the majority of websites, including news outlets and literary works, are predominantly available in English. This widespread availability of digital content further enhances opportunities for individuals to learn and enhance their English language skills. In conclusion, due to its global prevalence and significance in various domains, acquiring proficiency in English is indispensable for effective communication, educational pursuits, and accessing a wide range of digital resources.

Components for successful communication

Munodawafa (2008) asserted that communication entails the transmission of messages, both verbal and nonverbal, and involves a sender, a receiver, and a communication channel. Successful communication necessitates a comprehensive understanding of the behaviors exhibited by the sender and receiver, as well as the identification and mitigation of potential barriers. This is crucial as communication can involve conveying complex, sensitive, and occasionally controversial information. Therefore, active listening is of utmost importance to avoid future conflicts arising from miscommunication. In the other hand Harris (1969) emphasized that effective communication in the English language requires the speaker to possess a deep understanding of various essential components. These components contribute to conveying views and ideas successfully. Comprehension, vocabulary, grammar, pronunciation, and fluency are key elements in achieving effective communication.

Comprehension is enhanced by familiarizing oneself with the vocabulary used, allowing a better understanding of the message being conveyed. Background knowledge, acquired through prior experiences and receptive skills, enables individuals to connect new information with existing knowledge, facilitating comprehension. Text structure is

another important aspect, as it provides a framework for organizing information in a text, thereby enhancing reading comprehension.

Richards and Rodgers (2001) vocabulary refers to the total number of words that a learner knows, understands their meanings, and can use effectively. In addition, emphasize the significance of vocabulary in foreign language learning, particularly in reading skills. It is considered an essential component of reading proficiency and oral production.

Grammar plays a crucial role in spoken language. It involves understanding how words can be combined to form coherent and comprehensible messages. Grammar encompasses parts of speech (such as nouns, pronouns, verbs, adjectives, prepositions, conjunctions, and interjections), verb tenses (past, present, future), sentence structure (simple, compound, complex), and punctuation (comma, exclamation mark, question mark, semicolon, apostrophe).

Accurate pronunciation is equally important in effective communication. It refers to the way words sound in a particular language. Mispronunciation can lead to misunderstandings and hinder comprehension. Emphasis and intonation are two key aspects of pronunciation. Emphasis refers to the stress placed on a particular syllable within a word, while intonation relates to the rise and fall of the voice when speaking

Speaking a language necessitates not just memorizing as many words as possible but also understanding how to combine words to produce a comprehensible message. Thus, grammar refers to the set of rules that inform us how to arrange words to form a phrase. Parts of speech (noun, pronoun, verb, adjective, preposition, conjunction, interjection), verb tenses (past, present, future), sentence structure (simple, compound, complicated), and punctuation (comma, exclamation mark, question mark, semicolon, apostrophe) are all examples of grammar.

Baker and Westrup (2003) fluency referred to the ability to speak or write a language effortlessly and without dwelling on potential errors It involves the capacity to communicate smoothly and coherently. Exposure to the language is instrumental in improving fluency for individuals learning English as a second language. According to Willkomm (2018), there are four distinct categories of communication that serve different purposes, but ultimately aim to convey information. The first category is verbal communication, which occurs when people are engage in spoken conversations with

others, using mediums such as telephone, Zoom, or Skype. Verbal communication can range from informal chats with friends in a café to more formal interactions, like those in a business meeting. It involves not only the choice of words but also the complexity of language and the way we combine them to convey a comprehensive message, including intonation.

Willkomm (2018) mentioned that the second category is non-verbal communication, which encompasses facial expressions, posture, eye contact, hand movements, and touch. These non-verbal cues play a significant role in conveying messages and expressing emotions. Written communication, on the other hand, encompasses various forms such as emails, notes, website publications, contracts, and others. Regardless of the medium, the purpose remains the same: to disseminate information clearly and concisely. Lastly, visual communication refers to the use of images, drawings, graphics, and other visual elements to convey a message. For instance, the images we publish on websites are intended to convey meaning without relying on words. In our visually-oriented society, the strategic use of colors can capture attention and convey messages without the need for any written language.

Vocabulary learning

Molina et al. (2018) proposed that vocabulary acquisition plays a crucial role in the overall language learning process as it is intricately connected to various linguistic units. They argue that vocabulary should be approached as a means to an end rather than an end in itself, as without a solid grasp of vocabulary, linguistic learning loses its purpose and functionality. To ensure effective vocabulary learning, it is essential to provide students with relevant content tailored to their interests.

Additionally, vocabulary should be presented in context rather than in isolation, taking into account the students' level of learning. Encouraging the creative use of vocabulary, including compound words and words from different semantic fields, is also emphasized. In relation to vocabulary acquisition, Spratt et al. (2011) emphasized the importance of recognizing that the meanings of words are derived from various sources, such as collocations, expressions, idioms, and chunks. Furthermore, the form of vocabulary items, including prefixes, suffixes, and compounds, can also contribute to their meaning. To effectively learn vocabulary, it is necessary to comprehend not only the pronunciation and spelling but also the form and meaning of words. This underscores

the need for repeated exposure to vocabulary over an extended period to facilitate its storage in long-term memory.

Chimbo (2018) highlighted the notion that vocabulary acquisition is not limited to the natural environment where individuals unconsciously acquire new words through listening. Instead, both direct and indirect methods and techniques are employed. Sabzehparvar (2021) explained that direct vocabulary learning entails a structured teaching process within academic settings. Conversely, indirect vocabulary learning occurs when individuals are exposed to the language, such as through visual stimuli like images or movies in English.

West (2023) emphasized that students who struggle with reading comprehension often lack the necessary vocabulary and word recognition skills to comprehend text and face challenges in communication. This underscores the significance of vocabulary, which extends to spelling and speaking. For instance, if a student cannot differentiate between words, they may skip or cease reading altogether. Consequently, teachers should prioritize vocabulary development right from the beginning of a student's education in order to foster strong word skills. This necessitates pre-teaching key words across all subjects, with a particular focus on word roots, prefixes, and suffixes to enhance students' understanding of their meanings.

On the other hand, Alqahtani (2015) suggested that teachers should approach vocabulary instruction in a new and distinct manner compared to the students' native language. Furthermore, they should acknowledge that teaching English to young learners differs significantly from teaching it to adults. As a result, teachers should familiarize themselves with various methodologies and techniques to effectively teach vocabulary in English to ensure optimal learning outcomes.

According to Alqahtani (2015), vocabulary knowledge is widely recognized as an essential tool for second language learners, as a limited vocabulary in a second language hinders effective communication. This highlights the significance of vocabulary acquisition. Additionally, the importance of vocabulary is evident not only in educational settings but also in everyday life. In the classroom, students who excel academically tend to possess a more extensive vocabulary.

This emphasizes the fundamental role of vocabulary for students, as a lack of vocabulary hampers their ability to communicate effectively with others. Moreover, a

successful student is often characterized by their extensive vocabulary. In the other hand Chiekezie and Inyang (2021) discussed various approaches to teaching vocabulary, particularly in academic settings, where direct vocabulary development is emphasized. These approaches encompass visual and aural strategies among the techniques employed for vocabulary instruction. Visual techniques can be used by English educators to present new vocabulary in class. It helps pupils recall new target words by linking them with visual resources, which aids in knowledge retention. Visual aids and reality are two of these strategies. Flashcards, diagrams, posters, photographs, and picture books are examples of visual aids. Realia, on the other hand, is the use of real-life physical items to teach vocabulary and assist students' learning. One advantage of using these tactics in the classroom is that knowledge learned through realia or visual aids lasts longer in students' minds than verbal information.

Types of vocabulary

Vocabulary can be categorized into two groups: receptive and productive. These groups encompass both written and spoken vocabulary, and each type of vocabulary complements the other in terms of its scope and usage. Vedantu (2020) provided a description of each of these two groups.

Receptive

Auditory vocabulary refers to the words that are acquired through listening. This type of vocabulary development begins when the fetus is in the womb and continues throughout adulthood, with a gradual increase in vocabulary acquisition. It is through auditory input that individuals learn and understand spoken language. However, it is important to note that individuals with hearing impairments rely on visual listening through sign language.

Reading vocabulary is built through the process of reading. It involves encountering written words and comprehending their meanings. Reading vocabulary is receptive in nature, as individuals understand the words, they read but may not have actively learned them lexically. Reading plays a significant role in expanding vocabulary and enhancing language skills.

Productive

Oral vocabulary refers to the words that we have previously learned through written or auditory means and can express through spoken language. This type of

vocabulary is used in conversations or when giving instructions. Compared to auditory vocabulary, the number of words in oral vocabulary is relatively smaller.

Written vocabulary consists of expressions conveyed through writing. It is influenced by words that individuals can spell correctly. This type of vocabulary varies based on personal experiences and exposure to written texts.

It is crucial to acknowledge that the various categories of vocabulary play a vital role in the comprehensive development of language skills and the enhancement of effective communication abilities.

Techniques to learn vocabulary

In accordance with Alqahtani (2015) , it is imperative to emphasize that the following techniques have been intentionally planned and designed to cater to the diverse types of learning or learners' specific needs.

The first technique involves the utilization of objects, which is particularly advantageous for beginners due to its incorporation of real-life objects that aid in the easy retention of vocabulary. By associating vocabulary with tangible items present in their surroundings, students are able to establish meaningful connections. These objects can be readily accessible within the classroom environment.

Another effective technique entails the use of images or illustrations. This approach allows learners to connect their existing knowledge with new vocabulary in the second language they are acquiring. Various visual aids such as infographics, posters, brochures, murals, photographs, magazines, and flashcards can be employed to facilitate this learning process.

Techniques to teach vocabulary

English language learners encounter challenges in comprehending information when they possess limited knowledge of vocabulary and its corresponding meanings. Consequently, the acquisition and mastery of vocabulary are deemed essential components in the language learning process, as they empower learners to effectively express themselves and comprehend messages conveyed by others. Chiekezie and Inyang, (2021) have identified various techniques that prove advantageous in the instruction of vocabulary, particularly in academic environments. These techniques primarily revolve around direct vocabulary learning and encompass visual and auditory approaches.

Visual techniques

Visual techniques serve as a valuable tool for English educators to introduce new vocabulary to their students. This pedagogical approach enhances the retention of information, as students can readily recall unfamiliar words by connecting them with visual materials. Two commonly utilized visual techniques are visual aids and realia. Visual aids encompass a range of resources, including flashcards, diagrams, posters, pictures, photos, and picture books. Conversely, realia involve the utilization of tangible, real-life objects to teach vocabulary and facilitate students' learning. One noteworthy advantage of incorporating these techniques within the classroom is that information acquired through realia or visual aids tends to remain in students' memory for a longer period when compared to solely verbal instruction.

Auditory techniques

Auditory techniques cater specifically to students with an auditory learning style, who prefer to acquire information through hearing rather than reading or visual stimuli. By incorporating activities that emphasize auditory processing in an English classroom, teachers not only facilitate the learning of new words but also enhance students' listening and pronunciation skills. These techniques encompass the utilization of audio-visual aids and English songs.

Additionally, the integration of English songs not only aids in vocabulary acquisition but also fosters a favorable learning environment due to their enjoyable and engaging nature. It is vital for teachers to carefully select songs, ensuring that they contain appropriate language and align with the students' proficiency level.

Criteria for evaluating vocabulary

The assessment of vocabulary in English is conducted using various important criteria, as it is intertwined with the four language skills: speaking, reading, writing, and listening. English teachers must, therefore, determine the expected proficiency level of students in these skills at the conclusion of the test. The assessment criteria for vocabulary differ depending on the chosen test format

Multiple- Choice format

Gyllstad et al. (2015) explained that multiple-choice (MC) format involves incomplete sentences or "roots" along with a list of possible answers. Among the given options, only one is correct, while the others serve as distractors. One advantage of using

the MC format for vocabulary assessment is the ability to evaluate the recognition of a large number of lexical items in a short amount of time. Additionally, the scoring process is simpler and faster.

Cloze test format

The cloze test format focuses on vocabulary production. Target words are removed from a passage, creating blanks that students are required to fill with the most appropriate words. It is crucial for teachers to create their own passages rather than relying on internet or external resources, as the passages should be readable and contain vocabulary suitable for the students' level.

Inference meaning

This format assesses not only the recognition of words but also their meaning. Inference meaning presents students with clues, definitions, or information that describe a specific word. Students are then asked to write the most appropriate word based on the given clues.

Gap-Fill format

According to Kilickaya (2019), this format presented sentences with blanks, requiring students to carefully read each sentence and provide an appropriate word to complete it. The focus of this format is to encourage students to produce vocabulary based on context rather than solely relying on studying the meaning of individual words.

It is important to note that a vocabulary test can include a combination of different formats, rather than just a single one. An ideal test incorporates various formats that assess multiple aspects of vocabulary production. Furthermore, English teachers should ensure that vocabulary tests always assess knowledge that students have previously learned in the classroom.

In addition, Read (2004) mentioned various test formats exist for assessing vocabulary, depending on the specific dimension being evaluated. Furthermore, the selection of a suitable test format hinges upon the target population. For instance, definitions categorized by occupations prove more effective for children under 10 years old, as it presents a more tangible task. Conversely, multiple-choice formats are deemed more suitable for children over 10 years old, as they are inclined towards abstract and

analytical tasks. The subsequent table provides a concise overview of the advantages and disadvantages associated with each test format.

Table 2

Descriptions of the different test formats

Test format	Description
Knowledge scale	Scale administered to test- takers in order to get their own thoughts about knowledge of targeted words.
Multiple matching	Correctly paired items from two different list of items.
Multiple choice	Selecting the one right answer to a question form distractor.
C- test	Completing a text with missing words.
Yes/ no test	Answering questions with yes or no.
Open- ended questions	Answering questions or generating definitions.

Note: It shows the descriptions of the six test formats giving their definition.

1.2 Objectives

General Objective

- To determine the effectiveness of peripheral learning and vocabulary in the students of “Unidad Educativa Camilo Gallegos Dominguez” school in the academic period 2023-2024.

Specific Objectives

- To explain the importance of peripheral learning in the vocabulary learning.
- To identify the level of English vocabulary in the students in the eighth grade.
- To compare pre-intervention and post-intervention results based on the intervention, apply it to students in the eighth grade.

1.2.3 Fulfillment of the objectives

The teacher's enhanced understanding of the application of peripheral learning resulted from a thorough analysis of its use, enabling them to determine the appropriate type, timing, and methodology for implementation in the classroom. The analysis focused on the definition and recommended approaches for applying peripheral learning.

It was imperative to administer a pre and post-test, specifically the Reading and Writing section of the Key English Test (KET) from Cambridge, to evaluate the students' progress before and after implementing peripheral learning. This timed test, conducted within a 40-minute timeframe, specifically assessed the students' vocabulary skills.

The results obtained from the pre- and post-test enabled us to identify notable disparities in vocabulary sub-skills following the three-week intervention. Subsequently, the SPSS Statistical Package for Social Sciences was employed to analyze and interpret the obtained results.

CHAPTER II.

METHODOLOGY

The purpose of this chapter was to provide a comprehensive understanding of the procedures, methods, and techniques employed in data collection. It also discusses the research methodology, encompassing the tools, instruments, techniques, and procedures utilized, as well as the sources employed to conduct the study. Lastly, it focuses on elucidating the process of configuring the data for subsequent evaluation.

2.1 Materials

In order to conduct this research, it was necessary to utilize various human, technological, and educational resources. The implementation of the study involved the participation of 28 eighth -grade students from the "Unidad Educativa Camilo Gallegos Domínguez" in the General Basic Education (EGB) program, with a language proficiency level classified as A2. In addition, financial resources were allocated, which encompassed the printing of various materials and the manual creation of certain resources. Furthermore, a sound loudspeaker was employed, as the research also placed emphasis on the integration of technology.

For data collection of the pre-test and post-test, the Key English Test (KET) provided by Cambridge was utilized, with a particular focus on the vocabulary component comprising three sections: multiple-choice questions, inference of meaning, and fill-in-the-blank questions. Within the classroom setting, didactic materials such as markers, anchor charts, colors, and images were employed to enhance the students' comprehension and implementation of vocabulary. The research results were analyzed using the IBM Statistical Package for the Social Sciences (SPSS) software.

2.2 Methods

Research approach

The research was conducted using a quantitative approach in order to assess the progress of vocabulary learning. The study employed a pretest and posttest to measure the impact of interventions on students' vocabulary acquisition. The objective was to achieve a significant improvement in students' performance by implementing peripheral learning techniques and collecting statistical data.

According to Watson (2015), the research methodology employed in this study incorporated various data collection methods that are subsequently analyzed using mathematical techniques, particularly statistical methods. As a result, this study is

considered quantitative in nature, as it utilizes a pre-test and post-test to obtain numerical results. Additionally, Cornell (2023) asserted that quantitative research enables researchers to systematically collect and analyze data, facilitating the acquisition of valuable information through surveys and questionnaires that yield measurable and unbiased data. Furthermore, this approach provides numerical and statistically-based information, allowing researchers to quantify and examine factors such as attitudes, opinions, and behaviors through the analysis of statistical data.

Modality

Field Research

According to Academy Enago (2022), the present research adopted a field research methodology, which involves the collection of data through qualitative methods. Field research aims to observe and interpret the subject of study within its natural environment, making it particularly relevant in the fields of human studies and healthcare professions. Additionally, field research bridges the gap between theoretical and practical aspects of research by qualitatively analyzing the collected data. Therefore, this research will be classified as field research, as it will be conducted on a sample of 28 eighth-grade students from the Camilo Gallegos Dominguez, Shell -Puyo -Ecuador. The data will be collected directly from the institution itself.

Bibliographic research

According to Ocaña and Fuster (2021), bibliographic research was defined as an observational, retrospective, and systematic methodology that aims to select, analyze, and discuss theoretical positions, with the results and conclusions presented in scientific articles available across various media, including virtual libraries, digital videos, images, web pages, and other sources. This approach is employed to gather relevant information on a chosen topic in recent years, with the intention of aiding in problem-solving endeavors.

Based on the description above, the research work in question was classified as bibliographic research. This classification is warranted as the information was sourced from a variety of bibliographic sources, including but not limited to Google Scholar and Scielo. In addition, the researchers made use of educational documents and academic papers. The information obtained was acquired through the consultation of virtual books or physical materials.

Type of research

Exploratory research

The present research can be classified as exploratory due to its focus on a previously unstudied topic, namely the use of peripheral learning for vocabulary acquisition. This represents an innovative approach within the field. Additionally, this study can be categorized as an experimental investigation based on the definition provided by Frey (2018) described exploratory research as research methodologies that involve observing a subject or group after the application of a treatment, with the aim of testing whether the treatment has the potential to bring about change. Furthermore, pre-experiments are considered a more basic form of experimental design, intended to anticipate any challenges that may arise in later experiments concerning causal inference.

Therefore, this research can be labeled as experimental research, as it will involve implementing a procedure to validate the hypothesis and obtain information on cause and effect through the demonstration of results.

Research design pre- experimental

According to Campbell and Stanley (1963) , pre-experimental designs are so named because researchers initially aim to determine if their interventions will have an effect on a small group of people before conducting an actual experiment. As part of this process, a pre-test and a post-test are conducted on a group of participants, allowing researchers to observe and experiment with the same group both before and after the treatment. Consequently, the inclusion of a control group or comparison groups is not necessary.

Techniques/tools

This study employed an experimental design, as it incorporated a pre-test and post-test to assess the impact of peripheral learning on the vocabulary acquisition of eighth grade students at the Camilo Gallegos Domínguez school. The initial intervention involved administering a pre-test to gather information about the students' vocabulary proficiency. Subsequently, eight interventions were conducted wherein the peripheral learning was applied. Following these interventions, a post-test was implemented to analyze and compare the results, with the aim of determining whether the peripheral learning had a positive influence on the students' ability to acquire new vocabulary.

Both the pre-test and post-test were based on the Cambridge KET English Test for School, utilizing a selection of twenty questions from parts 1, 6, and 7 of the reading and writing sections. The test itself required a duration of 45 minutes. Throughout the

research process, a total of eight interventions were conducted, with the initial intervention dedicated to administering the pre-test and the final intervention focused on conducting the post-test.

Session 1

During the initial intervention, the researcher provided the students with instructions regarding the test. The students were required to answer 20 test questions accurately using an answer sheet within a time limit of 40 minutes. Additionally, a mutual agreement was established, where the students willingly agreed to cooperate and actively participate in the research.

Session 2

During the second intervention, the focus of the class shifted towards vocabulary related to individuals and people within the school context. The teacher utilized a didactic anchor chart to actively engage and involve the students in manipulating the content. A significant portion of the class time was dedicated to group work, where various learning strategies, including note-taking and the use of visual aids, were employed to enhance students' comprehension and acquisition of new vocabulary. Additionally, the use of materials such as poster boards, markers, worksheets, pictures, and a serene background music played a pivotal role in effectively carrying out the assigned activities by the teacher.

Session 3

In the third intervention, vocabulary related to greetings and introductions was initiated. The teacher exhibited an anchor chart containing phrases pertaining to the vocabulary, and the students predominantly engaged in group activities. The materials utilized to facilitate the execution of various activities encompassed worksheets, cards, colors, markers, audio recordings, and tranquil background music. Additionally, note-taking strategies, visual aids, and the incorporation of actions were employed during the lessons to enhance the learning experience.

Session 4

In the third intervention, vocabulary related to marital status and jobs using a didactic anchor chart that allowed students to actively engage and learn. Additionally, throughout the lesson, the students worked in groups and actively participated in the entire process. The materials utilized in this session included worksheets, poster boards, images, markers, and tranquil music, creating a pleasant environment for the students during each activity.

Session 5

In the fifth intervention the class began with vocabulary related to countries and nationalities using a didactic anchor chart, which served as a valuable tool for facilitating student learning. Besides, throughout the lesson, students collaborated in groups to successfully complete the activities, while the teacher posed relevant questions related to the vocabulary. Moreover, note-taking strategies, visual aids, and the integration of actions were employed during the lessons to optimize the overall learning experience. The materials employed in this intervention encompassed images, poster boards, markers, colors, and tranquil music, all of which were carefully chosen to create an environment conducive to effective learning.

Session 6

In the sixth intervention, vocabulary related to farewells was introduced through a brainstorming session, where students actively participated by suggesting various formal and informal ways of saying goodbye. Additionally, the students collaborated in groups to accomplish the activity assigned by the teacher. The materials utilized for this intervention included worksheets, markers, paints, images, and soft music, creating a serene and tranquil atmosphere to facilitate concentration on the task at hand.

Session 7

In the seventh intervention, vocabulary related to classroom objects and different parts of the school was introduced. The teacher utilized a didactic anchor chart that allowed students to actively manipulate and learn from the content. Additionally, the materials employed during the intervention included poster boards, markers, colors, images, and shooting music, which aimed to create a serene environment for the students. Furthermore, note-taking strategies, visual aids, and the integration of actions were implemented during the lessons to enhance the overall learning experience.

Session 8

In the eighth session, a post-test was conducted, delivering a concise explanation of the instructions for the Key English Test (KET) concerning vocabulary and the designated time frame for the test.

Population

The study population comprised the students enrolled in the "Camilo Gallegos Domínguez" educational unit, located in the Shell of the Pastaza Province. The study sample consisted of 28 students in the eighth grade of general basic education (EGB), ranging in age from 12 to 13 years. Of the participants, 17 were male and 11 were female.

Table 3

Population

Population	Pre-experimental group	Percentage
Male	17	60,71%
Female	11	39,29%
Total	28	100%

Note: These data were based on students from the eighth grade of general basic education from Camilo Gallegos Domínguez.

Hypothesis

Alternative Hypothesis

Peripheral learning is effective in the English language vocabulary of "Camilo Gallegos Domínguez" students.

Null Hypothesis

Peripheral learning is not effective in the English language vocabulary of "Camilo Gallegos Domínguez" students.

CHAPTER III.

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter presents the findings, analysis, and interpretation of the data collection. The Statistical Package for Social Sciences (SPSS) was used to derive statistical information regarding the pre-test and post-test results. In addition, a comparative table was created to assess the significant difference in the students' performance before and after the implementation of peripheral learning over a period of three weeks to enhancing vocabulary. The program utilized the nonparametric Wilcoxon test to determine whether the null hypothesis is accepted or rejected. The effect obtained can be better understood by observing the findings, which are presented in tables.

3.1.1. Pre- test results

Table 4

Descriptive statistics Pre- test

	N	Minimum	Maximum	Mean
Pretest	28	,00	5,00	1,0179
Valid N	28			

(listwise)

Note: Results before the interventions.

Analysis and interpretation

Table 4 shows that the calculated mean values are below the standard mean of 2.5. The final calculated mean is 1.01, indicating that the test of the participants does not possess specific reading and writing skills that would enable them to enhance their English language proficiency. The table also reveals a minimum value of 0 and a maximum value of 5. This suggests that at the time of the initial intervention, the students achieved a maximum score of 5 points, which falls short of meeting the standardized requirements of the administered test.

3.1.2. Post- test results

Table 5

Post- test results

	N	Minimum	Maximum	Mean
Posttest	28	3,00	8,50	5,3536
Valid N (listwise)	28			

Note: Results after interventions.

Analysis and interpretation

Table 5 presents the mean value resulting from the interventions conducted among the population, providing more pertinent data, including the minimum and maximum scores obtained in the administered exam. Among the 28 students, the minimum score was 3, while the maximum score reached 8.50 out of 10, aligning with the rubric for the KET English exam.

Moreover, it is evident that the calculated mean has surpassed the standard mean of 2.5, indicating the highly effective nature of the interventions carried out over the course of three weeks. The final mean of the posttest is 5.35, further confirming the effectiveness of the sessions and the duration of the experimentation. In conclusion, it can be confidently asserted that the sessions and the allocated time frame have successfully yielded the desired outcomes.

3.1.2. Comparative results

Table 6

Differences

	Pretest	Posttest	Difference
Part 1	0.77	2.25	1.48
Part 2	0.09	2.01	1.93
Part 3	0.16	1.11	0.95
TOTAL	0.34	1.79	1.45

Note: The differences between pretest and posttest scores in three different parts.

Analysis and interpretation

Table 6 shows the differences between pretest and posttest scores in three different parts, as well as the total difference. Each part is identified as "Part 1," "Part 2," and

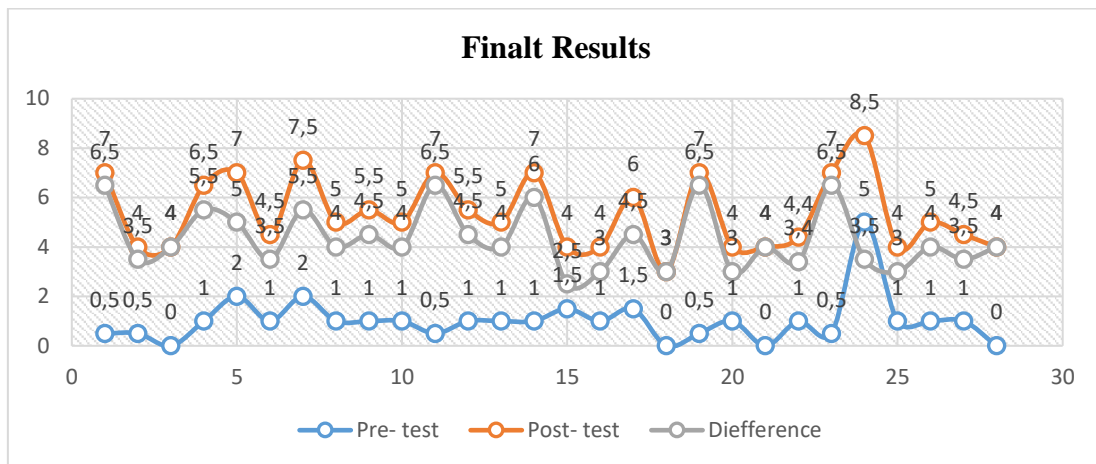
"Part 3." The pre-test column shows the scores obtained in the pretest, while the post-test column shows the scores obtained in the posttest. The difference column shows the difference between the pretest and posttest scores for each part and the total difference. The last row of the table shows the total differences for each level of difference, from 0 to 2.5. For example, the total difference of 1.45 indicates that, on average, the posttest scores were 1.45 points higher than the pretest scores. Finally, this table shows an improvement in the posttest scores compared to the pretest in all parts and in the total difference. The greatest improvement is observed in part 2, with a difference of 1.93 points. No decrease in scores is observed in any of the parts.

Table 7

Difference between pre- test and post- test scores

Students	Pre- test	Post- test	Difference
1	0,5	7	6,5
2	0,5	4	3,5
3	0	4	4
4	1	6,5	5,5
5	2	7	5
6	1	4,5	3,5
7	2	7,5	5,5
8	1	5	4
9	1	5,5	4,5
10	1	5	4
11	0,5	7	6,5
12	1	5,5	4,5
13	1	5	4
14	1	7	6
15	1,5	4	2,5
16	1	4	3
17	1,5	6	4,5
18	0	3	3
19	0,5	7	6,5
20	1	4	3
21	0	4	4
22	1	4,4	3,4
23	0,5	7	6,5
24	5	8,5	3,5
25	1	4	3
26	1	5	4
27	1	4,5	3,5
28	0	4	4

Figure 1



Note: Overall mean of the pre-test and post-test outcomes and the disparity between them

Analysis and interpretation

Table 7 presents the final results, displaying the individual scores of the participants on the pretest, post-test, and the variation between the two. Each line corresponds to the participant's score on the pretest, post-test, and the difference between these measurements. For instance, the first participant obtained a score of 0.5 on the pretest, a score of 7 on the post-test, and a difference of 6.5 between the two. Similarly, the second participant achieved a score of 0.5 on the pretest, a score of 4 on the post-test, and a difference of 3.5 between the two.

This figure 1 facilitates the analysis of individual results for each participant and allows for a comparison of their performance on the pretest and post-test. Additionally, it enables the calculation of the mean and standard deviation of scores at both time points, providing an overview of the group's performance.

It is important to note that the table 6 does not include information about the sample size, the methodology employed in the study, or the statistical significance of the results. The varying percentages in each test section indicate that students possess different levels of proficiency in the different areas assessed. The sum total of the percentages indicates that a total of 28 students were evaluated.

3.2 Verification of hypotheses

In order to develop the hypothesis testing, the following research hypotheses are established.

H0: Peripheral learning is not effective in the English language vocabulary of "Camilo Gallegos Dominguez" students.

H1: Peripheral learning is effective in the English language vocabulary of "Camilo Gallegos Dominguez" students.

3.2.1 Wilcoxon signed ranks test

Table 8

Ranks

		N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	0 ^a	,00	,00
	Positive Ranks	28 ^b	14,50	406,00
	Ties	0 ^c		
	Total	28		

a. Posttest < Pretest

b. Posttest > Pretest

c. Posttest = Pretest

Note. Wilcoxon obtained from 8vo the Statistical Package for Social Sciences (SPSS)

Analysis and interpretation

Table 8, which presents the analysis of ratings to validate the hypothesis, provides further evidence to support the previously established data. In this context, a comparison of total ratings, evaluated on a 10-point scale, is conducted for both the Pretest and Posttest. A non-parametric test was employed for two equal samples, revealing that among the 28 students who underwent the intervention, no negative values were observed, indicating that in the Posttest, the scores are lower than those in the Pretest.

Conversely, positive ranges were identified, suggesting that in the Posttest, the averages are higher than in the Pretest. This finding is supported by the significant improvement observed in the grades of all 28 students, with a mean value of 14.50. This substantial improvement is highly satisfactory and reliable in terms of supporting the research objectives.

It is noteworthy that no student presents identical values in both the Posttest and Pretest, indicating that the use of these strategies did not have a significant impact on their reading skill development. These results provide a detailed and robust understanding of the impact of the implemented strategies, thereby strengthening the validity of the research and offering valuable insights for future pedagogical applications in reading skills development.

Table 9

Test Statistics^a

	Posttest -Pretest
Z	-4,636 ^b
Asymp. Sig. (2-tailed)	,000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Note: This table presents the implementation of the non-parametric method, specifically the Wilcoxon test, to validate the hypothesis of the research work.

Analysis and interpretation

In Table 9, the hypothesis is examined using the statistical test, which is calculated using the nonparametric Wilcoxon test. This test allows for the evaluation of the changes observed before (Pretest) and after (Posttest) an experimentation conducted on a population within the research. The objective is to identify positive, negative, or equal ranges.

In this particular research, the calculated p-value is found to be 0.000, which is lower than the standard p-value of 0.05. As a result, it is determined that the calculated p-value is smaller than the standard p-value. Consequently, the null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted. The alternative hypothesis suggests that Peripheral learning is effective in enhancing the English language vocabulary of the "Camilo Gallegos Dominguez" students.

Discussion of the results

The study on "Peripheral Learning and Vocabulary" has provided profound and enlightening insights into the relationship between peripheral learning and vocabulary expansion. The findings and analyses made throughout this research offer significant

contributions to the field of education and open new perspectives for improving vocabulary teaching and learning strategies.

In this regard Lozanov (1978) made the assertion that language acquisition primarily occurs through peripheral learning, with the classroom environment playing a significant role by utilizing anchor boxes. These anchors enable the absorption of information by seamlessly integrating into individuals' daily surroundings. As a result, this study had a positive impact as it provided evidence to support the effectiveness of peripheral learning in vocabulary expansion.

In this regard, Rokni (2014) discusses in his article the utilization of visual aids such as pictures, texts, and vocabulary-based posters displayed on classroom walls to facilitate vocabulary acquisition. Furthermore, Bancroft (1999) underscores the efficacy of creating vivid mental images associated with vocabulary items, particularly when these images are visually captivating or brightly colored, in enhancing retention. Many educators naturally employ visual techniques to enhance comprehension, retention, and recall, thereby promoting long-term memory in students. The aforementioned points put forth by the author provide substantial evidence that the participants in this study experienced improvements in their vocabulary proficiency through the use of peripheral learning strategies.

On the other hand, Kırkgöz (2013) emphasized the significance of incorporating educational visual materials both within and beyond the confines of the classroom to facilitate peripheral learning. This approach not only enhances spelling skills and promotes vocabulary retention, but also creates a more engaging learning environment that motivates students to actively participate. Furthermore, it is crucial to maintain anchor charts for a designated period of time to ensure learners are consistently exposed to the information. These points were exemplified in the present research, where students easily acquired new vocabulary by utilizing anchor charts during eight intervention sessions. Additionally, the implementation of the Communicative Language Teaching (CLT) method in lesson planning not only improved students' vocabulary knowledge, but also enhanced their communicative skills.

Research has provided insights into the positive influence of peripheral learning on the acquisition of vocabulary. Notably, participants who were exposed to peripheral learning techniques demonstrated significant advancements in their ability to comprehend vocabulary within its contextual framework. In support of this, Hashemi et al. (2017)

discuss in their article the implementation of colorful and visually appealing posters during the treatment phase, which effectively facilitated language acquisition and yielded favorable outcomes. Additionally, Davies (2021) emphasizes the significance of utilizing anchor charts as a valuable instructional tool in the classroom, as it serves to facilitate various aspects of the learning process. These anchor charts not only effectively teach vocabulary, but also aid in clarifying complex concepts, providing illustrative examples, and enhancing the overall learning experience through visually appealing and engaging materials. Moreover, anchor charts offer valuable support to students with attention difficulties, thereby contributing to the development of stronger and more enduring comprehension abilities.

The implications of this finding for pedagogy are significant, underscoring that prioritizing peripheral learning can have a positive impact not only on the acquisition of individual words, but also on overall content comprehension.

In conclusion, this study emphasizes the importance of peripheral learning as a valuable tool for expanding vocabulary. The identification of effective strategies and the positive outcomes in reading comprehension pave the way for the development of pedagogical practices aimed at enhancing language skills. This area of research has the potential to revolutionize our understanding and implementation of strategies for enriching vocabulary, promoting a more comprehensive and contextualized approach to language instruction.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

After analyzing and interpreting the gathered information from this research, the subsequent conclusions and recommendations have been formulated.

4.1 Conclusions

The research has shed significant light on the significance of peripheral learning in the vocabulary acquisition process employed in the English as a foreign language (EFL) classroom. The findings have unequivocally demonstrated that contextual and natural exposure to terms and concepts is of paramount importance in enriching students' lexical repertoire. Furthermore, the incorporation of anchor charts, including interactive anchor charts, strategy charts, and other varieties, has been identified as a pivotal factor in adapting the classroom environment to facilitate enhanced vocabulary enrichment for students during the process of acquiring new vocabulary.

The purpose of administering the Cambridge KET English Test for School to eighth grade students was to evaluate their command of vocabulary that had been previously acquired prior to the implementation of the instructional materials. The results of the test provided insights into the students' level of proficiency in vocabulary. It is worth noting that a modest yet discernible improvement was observed subsequent to the utilization of the technique peripheral learning, which covered a range of topics including individuals in an educational setting, greetings and introductions, marital status and professions, countries and nationalities, as well as introductions, greetings, farewells, and family relationships. These findings lend support to the alternative hypothesis that the integration of peripheral learning aids in the development of vocabulary. The variation in performance among students emphasizes the importance of addressing the distinct needs of individuals through targeted interventions that cater to their specific levels of lexical proficiency.

The research paper findings were compared to the results of the international Cambridge KET English Test for School to conduct a comprehensive comparative analysis. This analysis, which included data from both before and after the intervention, demonstrated a positive impact of the intervention on eighth grade students. Furthermore, the analysis indicated that all post-test scores surpassed the respective pre-test scores. These findings indicate that the intentional incorporation of targeted peripheral learning

strategies can effectively enhance vocabulary proficiency among this particular demographic group.

4.2 Recommendations

Vocabulary acquisition can be enhanced by systematically integrating peripheral learning strategies into the curriculum for eighth-grade students. This can be achieved through the seamless integration of instructional activities and resources that facilitate contextual exposure to vocabulary, as well as the utilization of instructional materials like anchor charts to inspire and motivate students in their learning journey.

In order to cater to the diverse range of vocabulary levels among students, it is advisable to create regular vocabulary assessments that enable continuous monitoring of progress. This approach will enable personalized modifications in interventions and pedagogical strategies, ensuring that individual needs are met and facilitating the acquisition of new vocabulary for students.

It is recommended to foster learning environments that encourage the contextualization of vocabulary and motivate students through the utilization of multimedia resources, interactive activities, and projects. These approaches facilitate the active and meaningful acquisition of vocabulary. Moreover, it is advised that teachers analyze whether their teaching techniques are suitable for the students, ensuring that the chosen methods align with their needs and learning preferences.

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ANNEXES

ANEX 1



UNIDAD EDUCATIVA “CAMILO GALLEGOS DOMINGUEZ”



CAMBRIDGE ENGLISH FIRST: KET EXAM

PRE- TEST

VOCABULARY

INSTRUCTIONS

1. Please, write your full name (Last names first).
2. The exam has 20 questions.
3. You will need a blue pencil.
4. Read each question carefully.

Good luck!

Candidate name: _____

Date:

Time: You have 40 minutes to respond.

Difficulty: A 2

PART 1

1. Read the sentences about an internet café. Choose the best word (A, B or C) for each space. For questions 1 – 5, mark A, B or C on your answer sheet.

Example:

0. Last month an internet café near Ivan's house.
- A. opened
 - B. began
 - C. arrived

Answer:

0	A	B	C
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. The internet café quickly became With Ivan and his friends.
- A. favourite
 - B. popular
 - C. excellent
2. it only Ivan five minutes to get to the café.
- A. takes
 - B. has
 - C. gets
3. Ivan often his friends there after school.
- A. waits
 - B. meets
 - C. goes
4. The café has different of computer games that they can play.
- A. things
 - B. ways
 - C. kinds
5. Ivan thinks there is a lot of Information on the internet.
- A. certain
 - B. sure
 - C. useful

PART 2

2. Read the descriptions of some words about the free time that people have.

What is the word for each one?

The first letter is already there. There is one space for each other letter in the word.

For questions 6- 10, write the words on your answer sheet.

Example:

0. If you like reading about music and fashion, you may buy this. **m** _ _ _ _ _

Answer:

o	<i>m a g a z i n e</i>
----------	------------------------

6. People who like watching football often go to this place. **s** _ _ _ _ _

7. If you enjoy taking photographs, you will need this. **c** _ _ _ _ _

8. People who like swimming in the sea often go here. **b** _ _ _ _

9. You may play this instrument if you like music. **g** _ _ _ _ _

10. If you enjoy camping, you will need to take this with you. **t** _ _ _

PART 3

3. Complete the message left on the internet by a girl from Mexico City

Write ONE word for each space.

For questions 11- 20, write the words on your answer sheet.

0	is
---	----

Example:

My name **(0)** Elisa Valdez. I'm twelve and I live in Mexico City. I **(11)** two brothers, Emilio and Miguel. Both of **(12)** are few years older **(13)** me. My sister, Maria, is **(14)** youngest in my family and it was her tenth. Birthday **(15)** week.

I love spending time **(16)** my friends. We often **(17)** shopping or play volley bay together. I really enjoy dancing too. I joined a dance school five years **(18)** And I got there twice **(19)** Week to practice. I've learned a **(20)** of interesting things about my country's music and dancing.

ANSWER SHEET

INSTRUCTIONS

For part 1 mark ONE letter for each question. For example, if you think C in the right answer to the question, mark answer sheet like this:

0	A	B	C

For parts 2 and 3: Write your answers in the spaces next to the numbers like this:

0	<i>magazine</i>
----------	-----------------

PART 1	
1	A. <input type="radio"/> B. <input type="radio"/> C. <input type="radio"/>
2	A. <input type="radio"/> B. <input type="radio"/> C. <input type="radio"/>
3	A. <input type="radio"/> B. <input type="radio"/> C. <input type="radio"/>
4	A. <input type="radio"/> B. <input type="radio"/> C. <input type="radio"/>
5	A. <input type="radio"/> B. <input type="radio"/> C. <input type="radio"/>

PART 2	
6	
7	
8	
9	
10	
PART 3	
11	
12	
13	
14	
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19	
20	

ANSWER KEY

The researcher developed an answer key as an aid to score the students.

Part 1 (2,5 Marks)	Part 2 (2,5 Marks)	Part 3 (Marks)
1. B	6. stadium	11. have
2. A	7. camera	12. them
3. B	8. beach	13. than
4. C	9. guitar	14. the
5. C	10. tent	15. last-this
		16. with
		17. go
		18. ago
		19. each-every-a-per
		20. lot

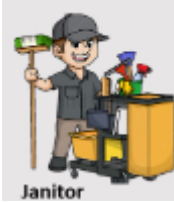
LINK

<https://www.dayday30.cn/rw/resources/pdf/KET-cambridge-english-key-for-schools-sample-paper.pdf>

ANEX 2

UNIVERSIDAD TECNICA DE AMBATO - INTERVENTION N° 1

CLASS: Eight grade EGB “D” DATE: November 8 st , 2023 TEACHER’S NAME: Betsabe Zurita		TOPIC: What’s your name? TIME: 45 minutes		
GENERAL COMPETENCE: To develop effective communication skills through language proficiency by employing a novel technique that caters to the student's age and individual requirements, while exemplifying the importance of practical application.		LESSON OBJECTIVES: GENERAL: - At the end of the lesson, students will be able to develop their skills in asking and stating the names of people using the present simple tense, specifically the verb "to be" SPECIFIC: - To practice vocabulary words related to the topic of people. - to use common nouns related to people. - to memorize the vocabulary related to the topic of people.		
METHODOLOGY USED: Communicative Language Teaching (CLT)		FOCUS ON VALUES: Cooperation, responsibility, and respect.		
CONTENT: Simple present: be				
PROCEDURE				
STAGES AND TIME	ACTIVITIES	LEARNING STRATEGY	MATERIALS	EVALUATION
Warm up (5 minutes)	<ul style="list-style-type: none"> - Teacher begins by welcoming the students. - The teacher plays a game called "hot potato" and asks the students questions. <ul style="list-style-type: none"> • What is your name? • How old are you? • The person sitting on the right or left, is it a boy or a girl? - The students answer the questions. 	Overcoming limitations in speaking.	Students’ participation	Teacher’s observation
Pre- task (10 minutes)	<ul style="list-style-type: none"> - First, the teacher puts up a poster about vocabulary related to people. - Then, the teacher starts reading and teaching about people's vocabulary. Additionally, the teacher asks the students to repeat after her. - The students are expected to repeat after the teacher. - After that, the teacher shows the same anchor chart but only with pictures and asks questions about the vocabulary they 	Imagery Auditory Employing actions Recombination	Posters Students’ participation	Teacher’s observation






	<p>have learned. For example, "Is the person a boy or a girl?"</p> <ul style="list-style-type: none"> - The students are required to choose the correct answer. 			
During- task (25 minutes)	<ul style="list-style-type: none"> - The teacher will utilize soothing music to maintain a tranquil and focused atmosphere among the students. - The students will work on pages 8 and 9 of the book. In this exercise, students are required to engage in Activity B, which focuses on listening and completing the missing words. Additionally, they are expected to participate in Activity E, which is designed to enhance their understanding of grammar. - The teacher will arrange the students into groups of six students and provide them with instructions to create an anchor chart that incorporates the vocabulary they have acquired. Additionally, they will be tasked with formulating three sentences using the present tense of the verb "to be". For example:  <p>Janitor</p> <p>He is a man. He is Justin. He is a janitor. He is a good person.</p> <ul style="list-style-type: none"> - The students will then collaborate as a group to solve the task. 	<p>Note-taking</p> <p>Elaboration</p>	<p>Book</p> <p>Posters</p>	<p>Teacher's observation</p>
Post- task (10 minutes)	<ul style="list-style-type: none"> - The teacher will instruct the students to present their work as a group, ensuring that everyone in the group actively participates. - Students are encouraged to ask questions if they have any doubts or difficulties understanding a particular topic. 	<p>Recombination</p> <p>Asking questions for clarification.</p>	<p>Students' posters</p> <p>Classroom</p>	<p>Teacher's observation</p>

TOTAL	45 minutes
--------------	------------



ANEXO



<p>GROUP 1</p> 	<p>GROUP 2</p> 	<p>GROUP 5</p> 
<p>GROUP 6</p> 	<p>GROUP 7</p> 	

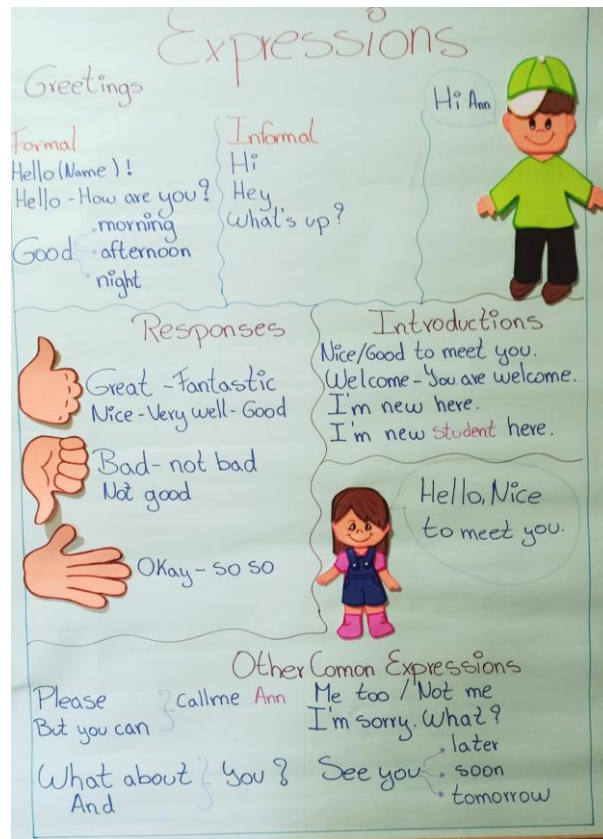
ANEX 3

UNIVERSIDAD TECNICA DE AMBATO - INTERVENTION N° 2

CLASS: Eight grade EGB “D” DATE: November 8 st , 2023 TEACHER’S NAME: Betsabe Zurita		TOPIC: I’m the teacher TIME: 45 minutes		
GENERAL COMPETENCE: To develop effective communication skills through language proficiency by employing a novel technique that caters to the student's age and individual requirements, while exemplifying the importance of practical application.		LESSON OBJECTIVES: GENERAL: - At the end of the lesson, students will be able to demonstrate their ability to make simple sentences using contractions with vocabulary related to greetings and introductions. SPECIFIC: - To practice vocabulary words related to greetings and introductions. - To use contractions and understand - To memorize the vocabulary related to greetings and introductions.		
METHODOLOGY USED: Communicative Language Teaching (CLT)		FOCUS ON VALUES: Cooperation, responsibility, and respect.		
CONTENT: Short forms (contractions)				
PROCEDURE				
STAGES AND TIME	ACTIVITIES	LEARNING STRATEGY	MATERIALS	EVALUATION
Warm up (5 minutes)	<ul style="list-style-type: none"> - Teacher begins by welcoming the students. - The teacher will instruct the students to form a circular arrangement and start a discussion on the subject of Animals. - Subsequently, the students will be required to promptly contribute a word that is associated with the preceding word, while ensuring that they do not display any hesitation or repetition of previously mentioned words. - In the event that a student hesitates or repeats a word, they will be eliminated from the activity and requested to take a seat. 	Overcoming limitations in speaking.	Students’ participation	Teacher’s observation
Pre- task (10 minutes)	<ul style="list-style-type: none"> - Initially, the teacher will be presenting anchor chart containing vocabulary about words and phrases utilized in greetings and introductions. - The students will then be instructed to engage in repetition exercises following the teacher’s lead. 	Imagery Auditory Employing actions Recombination	Posters Students’ participation	Teacher’s observation

	<ul style="list-style-type: none"> - Subsequently, the teacher will distribute a fill-in-the-blanks activity to the students, wherein they will be required to form five groups consisting of six individuals each. Each group will be assigned the task of attentively listening to an audio recording and subsequently completing a conversation between Frank and Cynthia. 			
During- task (25 minutes)	<ul style="list-style-type: none"> - The teacher will utilize soothing music to maintain a tranquil and focused atmosphere among the students. - The students will work on pages 11 of the book. In this academic setting, students are required to actively participate in Activity E, which is specifically designed to provide them with opportunities to practice and enhance their understanding of grammar. This activity involves filling in the blanks, allowing students to apply their knowledge in a practical manner. - The teacher will instruct the students, who will be working in the same groups, to complete the descriptions of greetings and introductions. Each word will already have its first letter provided, and there will be a space for each letter of the word, which the students should read and match with the corresponding vocabulary word. - The students will then collaborate as a group to solve the task. 	<p>Note-taking</p> <p>Elaboration</p>	<p>Book</p> <p>Posters</p>	<p>Teacher's observation</p>
Post- task (10 minutes)	<ul style="list-style-type: none"> - The teacher will instruct the students to present their work as a group, ensuring that everyone in the group actively participates. - Students are encouraged to ask questions if they have any doubts or difficulties understanding a particular topic. 	<p>Recombination</p> <p>Asking questions for clarification.</p>	<p>Students' posters</p> <p>Classroom</p>	<p>Teacher's observation</p>

ANEXO



CONVERSATION 1

Man: a) _____ morning, Cynthia.

Cynthia: Hey, Frank. How b) _____ you?

Frank: Not c) _____, Thanks. And you?

Cynthia: I'm d) _____.

CONVERSATION 2

Man: Hi. I'm Robert Dixon, but, please a) _____ me Bob.

I'm a new teacher b) _____.

Woman: It's nice to c) _____ you, Bob.

ANSWER KEY

Conversation 1	Conversation 2
a. Good	a. call
b. are	b. her
c. bad	c. me

GROUP WORK

Read the descriptions of some words about greetings and introductions. What is the word for each? The first letter is already there. There is a space for each letter of the word.

1. When we arrive, we say? **H** _ _ _ _ .
2. When we leave, we say? **G** _ _ _ _ _ .
3. When we meet a person for the first time we say. **N** _ _ _ _ **t** _ _ _ _ _ .
4. If someone says "Thank you", you say. **Y** _ _ _ **a** _ _ _ _ _ .
5. When you want to get someone's attention you can say. **E** _ _ _ _ _ .
6. When you arrive at a hotel the receptionist will say. **W** _ _ _ _ _ .
7. At 9 o'clock a.m., you say. **G** _ _ _ _ _ .
8. At 9 o'clock p.m., you say. **G** _ _ _ _ _ .
9. At 3 o'clock p.m., you say. **G** _ _ _ _ _ .
10. If something goes wrong you say. **N** _ _ _ _ .

ANSWER KEY- GROUP WORK

Read the descriptions of some words about greetings and introductions. What is the word for each? The first letter is already there. There is a space for each letter of the word.

1. When we arrive, we say? **Hello**.
2. When we leave, we say? **Goodbye**.
3. When we meet a person for the first time we say. **Nice to meet you**.
4. If someone says "Thank you", you say. **You are welcome**.
5. When you want to get someone's attention you can say. **Excuse me**.
6. When you arrive at a hotel the receptionist will say. **Welcome**.
7. At 9 o'clock a.m., you say. **Good morning**.
8. At 9 o'clock p.m., you say. **Good night**.
9. At 3 o'clock p.m., you say. **Good afternoon**.
10. If something goes wrong you say. **Not bad**.

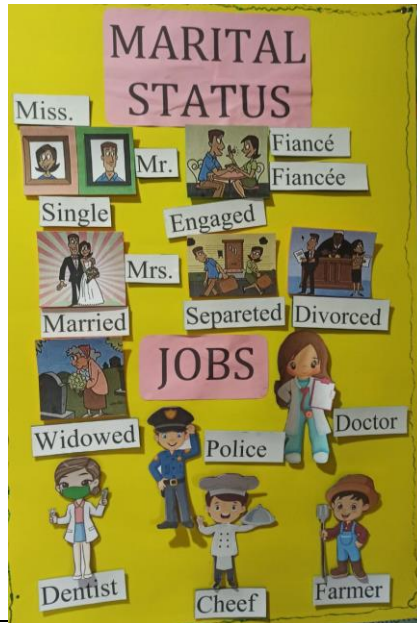
ANEX 4

UNIVERSIDAD TECNICA DE AMBATO - INTERVENTION N° 3

CLASS: Eight grade EGB “D” DATE: November 10 st , 2023 TEACHER’S NAME: Betsabe Zurita		TOPIC: Tittles TIME: 45 minutes		
GENERAL COMPETENCE: To develop effective communication skills through language proficiency by employing a novel technique that caters to the student's age and individual requirements, while exemplifying the importance of practical application.		LESSON OBJECTIVES: GENERAL: - At the end of the lesson, students will be able to demonstrate their ability to make simple sentences using contractions in negative statements with vocabulary related to marital status and jobs. SPECIFIC: - To practice vocabulary words related to marital status and jobs. - To use negative contractions and understand - To recognize personal details and titles.		
METHODOLOGY USED: Communicative Language Teaching (CLT)		FOCUS ON VALUES: Cooperation, responsibility, and respect.		
CONTENT: Short forms (contractions) in negative statements				
PROCEDURE				
STAGES AND TIME	ACTIVITIES	LEARNING STRATEGY	MATERIALS	EVALUATION
Warm up (5 minutes)	- Teacher begins by welcoming the students. T WELCOM - The teacher engages in an activity that is connected to the vocabularies learned. During this activity, she presents flashcards containing pictures, and the students are required to provide the corresponding definitions.	Overcoming limitations in speaking.	Students’ participation	Teacher’s observation
Pre- task (10 minutes)	- The teacher will introduce vocabulary about marital status, including personal titles, as well as vocabulary associated with professions. Subsequently, students will be instructed to repeat the vocabulary after the teacher. Following this, the teacher will conduct an activity wherein students will be required to fill in the missing words.	Recombination	Posters Students’ participation	Teacher’s observation
During- task (25 minutes)	- The teacher will use soothing music to maintain a tranquil and focused atmosphere among the students. - The students will work on pages 13 of the book. In this academic setting, students are required to actively participate in Activity F, which is	Fill in the blanks Note-taking	Book Posters	Teacher’s observation


	<p>specifically designed to provide them with opportunities to practice and enhance their understanding of grammar. This activity involves filling in the blanks, allowing students to apply their knowledge in a practical manner.</p> <ul style="list-style-type: none"> - The teacher will form five groups, each consisting of six people. The teacher will assign each group the task of creating an ancho chart about the visa application, which should include relevant information. The groups are allowed to incorporate drawings into their posters, and it is mandatory for all participants to actively collaborate and contribute to the activity. 	Elaboration		
Post- task (10 minutes)	<ul style="list-style-type: none"> - The teacher will instruct the students to present their work as a group, ensuring that everyone in the group actively participates. - Students are encouraged to ask questions if they have any doubts or difficulties understanding a particular topic. 	<p>Recombination</p> <p>Asking questions for clarification.</p>	<p>Students' posters</p> <p>Classroom</p>	Teacher's observation
TOTAL	45 minutes			


ANEXO





ACTIVITY 1


1. Please read the descriptions of several words regarding marital status and occupations. first letter of each word has already been provided, and there is a space for each subsequent letter of the word.

a)  He broke up with his girlfriend. S _ _ _ _ _.

b)  They have been together for ten years. M _ _ _ _ _.

c)  They didn't get along. D _ _ _ _ _.

d)  Her husband died. W _ _ _ _ _.

e)  He proposed to her marry to him. She said "YES". F _ _ _ _ _.

ANSWER KEY

- a) single
- b) married
- c) divorced
- d) widow
- e) fiancé

ACTIVITY 2

In the part of the profession, you should write a complete sentence

VISA APPLICATION

Visa application time: 9:00- 11:00 a.m

Visa pick-up time: 11:00 a.m. – 12:00 p.m.

Part 1: Personal Information

Name (first name):

Surname (Family Name):

Title:

Marital status:

Profession:

ANEX 5

UNIVERSIDAD TECNICA DE AMBATO - INTERVENTION N° 4

CLASS: Eight grade EGB “D” DATE: November 15 st , 2023 TEACHER’S NAME: Betsabe Zurita		TOPIC: Where are you from? TIME: 45 minutes		
GENERAL COMPETENCE: To develop effective communication skills through language proficiency by employing a novel technique that caters to the student's age and individual requirements, while exemplifying the importance of practical application.		LESSON OBJECTIVES: GENERAL: - At the end of the lesson, students will be able to develop their ability to make simple sentences using Be questions with questions words with vocabulary related to country and nationalities. SPECIFIC: - To practice vocabulary words related to country and nationalities. - To use country names and nationalities - To use ask and answer questions about nationality.		
METHODOLOGY USED: Communicative Language Teaching (CLT)		FOCUS ON VALUES: Cooperation, responsibility, and respect.		
CONTENT: Be questions with question words				
PROCEDURE				
STAGES AND TIME	ACTIVITIES	LEARNING STRATEGY	MATERIALS	EVALUATION
Warm up (5 minutes)	<ul style="list-style-type: none"> - Teacher begins by welcoming the students. - The teacher engages the students in a game known as "hot potato" while presenting visual stimuli in the form of pictures, subsequently asks the students questions. <ul style="list-style-type: none"> • Is he married? • Are they divorced? • Is he a doctor? • Is she a teacher? <p>The students answer the questions.</p>	Overcoming limitations in speaking.	Students’ participation	Teacher’s observation
Pre- task (10 minutes)	<ul style="list-style-type: none"> - The teacher will teach vocabulary related to nationalities and countries by presenting an anchor chart. Additionally, the teacher will show different flags and ask questions such as: <ul style="list-style-type: none"> • "Which country does this flag represent?" • "What is the corresponding nationality?" <p>The students will be required to attentively answer the questions posed by the teacher.</p>	Recombination	Posters Students’ participation	Teacher’s observation

ANEXO



IMAGES



Introducing other people

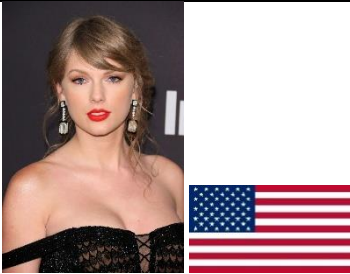
1. Give the people name, Jobs, country, nationality and titles. Are they married?



First name: Neisi
 Last name: Dajomes
 Marital status: Single
 Job: Weightlifter
 Country: Ecuador
 Nationality: Ecuadorian
 Title: Ms.



First name:
 Last name:
 Marital status:
 Job:
 Country:
 Nationality:
 Title:



First name:
 Last name: Swift
 Marital status:
 Job:
 Country:
 Nationality:
 Title:



First name:
 Last name:
 Marital status:
 Job:
 Country: Germany
 Nationality:
 Title:



First name:
 Last name:
 Marital status:

Job: Country: South korea Nationality: Title:	
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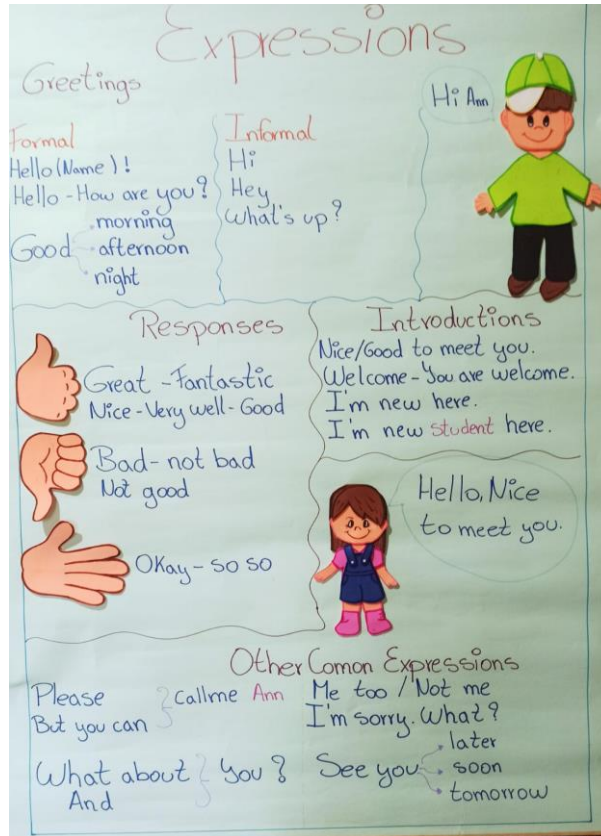
ANEX 6

UNIVERSIDAD TECNICA DE AMBATO - INTERVENTION N° 5

CLASS: Eight grade EGB “D” DATE: November 15 st , 2023 TEACHER’S NAME: Betsabe Zurita		TOPIC: Bye. TIME: 45 minutes		
GENERAL COMPETENCE: To develop effective communication skills through language proficiency by employing a novel technique that caters to the student's age and individual requirements, while exemplifying the importance of practical application.		LESSON OBJECTIVES: GENERAL: - At the end of the lesson, students will be able to develop their ability to make simple sentences using possessive adjectives with vocabulary related to farewell. SPECIFIC: - To practice vocabulary words related to farewell. - To use possessive adjectives. - To use basic introductions, greetings, and farewells.		
METHODOLOGY USED: Communicative Language Teaching (CLT)		FOCUS ON VALUES: Cooperation, responsibility, and respect.		
CONTENT: Possessive’s adjectives				
PROCEDURE				
STAGES AND TIME	ACTIVITIES	LEARNING STRATEGY	MATERIALS	EVALUATION
Warm up (5 minutes)	- Teacher begins by welcoming the students. - The teacher will conduct an activity known as "My Little Paper Boat," during which she will incorporate vocabulary related to countries and nationalities. The objective of this activity is to prevent students from repeating the countries and nationalities mentioned by their peers. For instance, in the context of this activity, teacher say, "My little paper boat is filled with countries and nationalities, including New Zealand."	Overcoming limitations in speaking.	Students’ participation	Teacher’s observation
Pre- task (10 minutes)	- The teacher will conduct a vocabulary brainstorming activity using expressions for farewells. Additionally, at the conclusion of the class, the teacher will once again engage in a vocabulary brainstorming activity. It is expected that students actively participate in this activity alongside the teacher.	Recombination	Posters Students’ participation	Teacher’s observation
During- task (25 minutes)	- The teacher will utilize soothing music to maintain a tranquil and focused atmosphere among the students.	Note-taking	Book Posters	Teacher’s observation

	<ul style="list-style-type: none"> - The teacher will arrange the students into groups of six students. Within these groups, students will be responsible for creating an anchor chart describing the situations in the images. Additionally, all students actively collaborate and participate in the development of the poster. 	Elaboration		
Post- task (10 minutes)	<ul style="list-style-type: none"> - The teacher will instruct the students to present their work as a group, ensuring that everyone in the group actively participates. - Students are encouraged to ask questions if they have any doubts or difficulties understanding a particular topic. 	Recombination Asking questions for clarification.	Students' posters Classroom	Teacher's observation
TOTAL	45 minutes			

ANEXO



GROUP 1

Describe the situations on the pictures.



What farewells do the people use?

1. The woman:
2. The father:
3. The mechanic:

Make a short paragraph using the above information and possessive adjectives.

GROUP 2



What farewells do the people use?

1. The father:
2. The father:
3. The boy:

Make a short paragraph using the above information and possessive adjectives.

GROUP 3

Describe the situations on the pictures.



What farewells do the people use?

1. The woman:
2. The father:
3. The doctor:

Make a short paragraph using the above information and possessive adjectives.

GROUP 4



What farewells do the people use?

1. The father:
2. The father:
3. The boy:

Make a short paragraph using the above information and possessive adjectives.

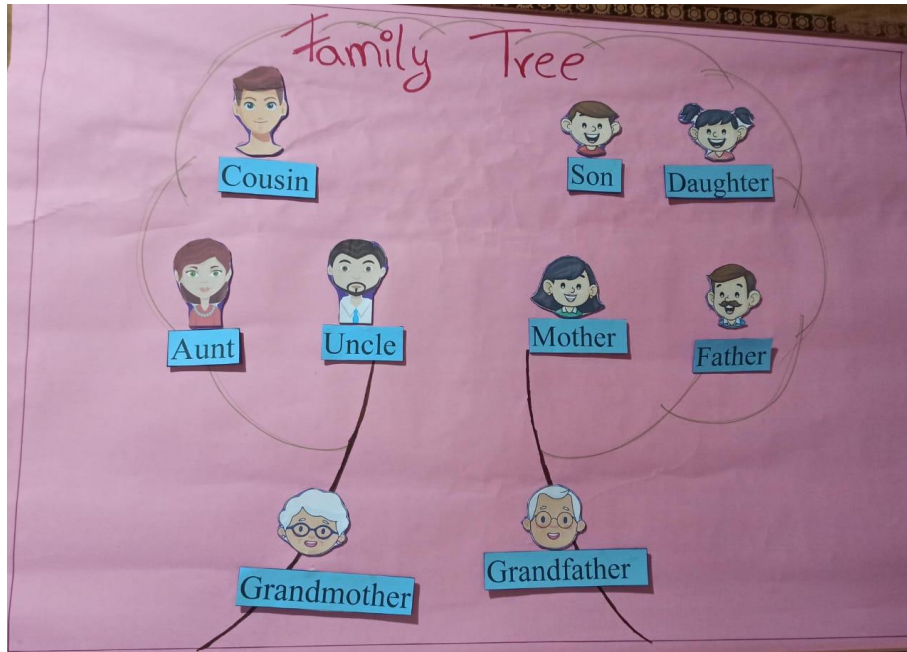
ANEX 7

UNIVERSIDAD TECNICA DE AMBATO - INTERVENTION N° 6

CLASS: Eight grade EGB “D” DATE: November 17 st , 2023 TEACHER’S NAME: Betsabe Zurita		TOPIC: What do you have in here? TIME: 45 minutes		
GENERAL COMPETENCE: To develop effective communication skills through language proficiency by employing a novel technique that caters to the student's age and individual requirements, while exemplifying the importance of practical application.		LESSON OBJECTIVES: GENERAL: - At the end of the lesson, students will be able to develop their ability to make simple sentences using articles “a” and “an” with vocabulary related to family tree. SPECIFIC: - To practice vocabulary words related to family tree. - To use articles “a” and “an”. - To produce basic descriptions of their family tree.		
METHODOLOGY USED: Communicative Language Teaching (CLT)		FOCUS ON VALUES: Cooperation, responsibility, and respect.		
CONTENT: Articles a and an				
PROCEDURE				
STAGES AND TIME	ACTIVITIES	LEARNING STRATEGY	MATERIALS	EVALUATION
Warm up (5 minutes)	<ul style="list-style-type: none"> - Teacher begins by welcoming the students. CHANGE - The activity will involve the teacher instructing the students to select a number, after which they will be asked a corresponding question. <ul style="list-style-type: none"> • #1 What country are you from? • #2 What is your nationality? • #3 The person sitting on the right or left, is it a boy or a girl? • #4 When we meet a person for the first time, what do we say? - The students answer the questions. 	Overcoming limitations in speaking.	Students’ participation	Teacher’s observation
Pre- task (10 minutes)	<ul style="list-style-type: none"> - First, the teacher puts up an anchor chart about vocabulary related to family tree. - Then, the teacher starts reading and teaching about family tree Additionally, the teacher asks the students to repeat after her. - The students are expected to repeat after the teacher. - Afterwards, the teacher shows the same anchor chart but only with pictures and asks questions about the vocabulary they have learned. 	Recombination	Posters Students’ participation	Teacher’s observation

	<ul style="list-style-type: none"> - The students are required to choose the correct answer. - Then, students should make their own family tree. 			
During- task (25 minutes)	<ul style="list-style-type: none"> - The teacher will utilize soothing music to maintain a tranquil and focused atmosphere among the students. - Firstly, the students will be divided into groups of six students, and their task will be to collaboratively construct an anchor chart focusing on the vocabulary they have learned. The teacher will provide them with relevant visuals, or alternatively, the students may opt to draw pictures themselves. The chart should encompass the grammar associated with the articles "a" and "an." Moreover, it should incorporate complete sentences that describe both the color and size of the objects in question. - Lastly, it is expected that all students actively participate in this activity. 	<p>Note-taking</p> <p>Elaboration</p>	Posters	Teacher's observation
Post- task (10 minutes)	<ul style="list-style-type: none"> - The teacher will instruct the students to present their work as a group, ensuring that everyone in the group actively participates. - Students are encouraged to ask questions if they have any doubts or difficulties understanding a particular topic. 	<p>Recombination</p> <p>Asking questions for clarification.</p>	<p>Students' posters</p> <p>Classroom</p>	Teacher's observation
TOTAL	45 minutes			

ANEXO







1. Write the indefinite article a or an. Write X when the word does not use "a" or "an". Also use complete sentences by answering the following questions.

- What is the color of the object?
- What size is the object?

FOR EXAMPLE:



- It is a pencil.
- It is small.
- It is yellow.

GROUP 1	GROUP 2	GROUP 3	GROUP 4
			

ANNEX 5 URKUND REPORT

ORIGINALITY REPORT			
3%	%	%	3%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS
PRIMARY SOURCES			
Exclude quotes	On	Exclude matches	< 12 words
Exclude bibliography	On		



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B. CONTENT

CHAPTER I.

THEORETICAL FRAMEWORK

1.1 Research Background

As the research needs to be properly supported by scientific and reliable articles and theses, the following bibliographic sources were chosen as they provide essential information to analyze in depth the two variables under study in an efficient manner. The following bibliographic sources were chosen as they are the ones that provide us with essential information to analyze in depth the two variables under study in an efficient way. It should be noted that the following sources were relevant to us as they were carried out by specialists and professionals in the pedagogical field.

Al-Obaydi (2020) conducted an experimental study in Iraq with the objective of investigating implicit vocabulary acquisition among third-grade elementary school students. The research employed two types of tests, namely a pre-test and a post-test, to assess the students' vocabulary acquisition. The first test consisted of 20 written items, including multiple-choice, matching, and true or false questions. The second test was an oral assessment, wherein the researcher presented ten images to each student, who had to identify the antonym corresponding to each image. The study spanned a duration of six weeks and involved the division of participants into two groups: an experimental group and a control group. The experimental group was exposed to antonym pictures displayed on the classroom wall, while the control group did not receive any additional information regarding antonyms. The findings of the study revealed that peripheral learning, as opposed to explicit learning methods, proved to be more effective in facilitating vocabulary acquisition.

Suarez (2019) verified her research in the fifth grade of elementary school, the objective was to develop peripheral learning materials in order to improve vocabulary. The methodology used was an explanatory mixed method using the ADDIE (Analyze, Design, Develop, Implement and Evaluate) model proposed by McGRIFF. In this research, five stages were developed, which are: analyze, design, develop, implement, and evaluate. Information was collected through the utilization of questionnaires and interviews. In addition, students' needs were investigated in order to develop good material to be placed in the classroom. The development of this research yielded an excellent result. The