

The Influence of Peripheral Illustrations on Listening Comprehension case of Iraqi EFL Learners' at the Primary Level

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Abstract:

The study aims to investigate the impact of peripheral illustrations on the listening comprehension skills of EFL learners. The researcher selects 34 pupils from Isin Primary School in Al-Qadisiyah, Iraq. The age range of the individuals are 12 to 13, and they are all male. The Oxford Quick Placement Test (OQPT) administers to learners in order to ensure uniformity among participants. The learners divides into two groups: the experimental and control groups. They are at the same level of proficiency. The pre-test conducts for both groups, and the results determine. Then the post-test conducts for the two groups. The experimental group exposes to listening to the dialogue with peripheral illustrations hanging on the board, while the control group listens to the same dialogue but without using these illustrations. After that, the two groups answer the dialogue questions. The findings demonstrates that peripheral illustrations significantly influence the listening comprehension skills of the experimental group. The study's findings facilitate teachers in establishing conditions for peripheral learning, enabling learners to acquire knowledge without constant focus on the content.

Keywords: *peripheral illustrations, listening comprehension, EFL Learners'*

تأثير الرسوم التوضيحية المحيطية في حالة الاستماع الاستيعابي لدى متعلمي اللغة الإنجليزية
كلغة أجنبية في العراق في المرحلة الابتدائية

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الملخص:

الهدف من هذه الدراسة هو دراسة تأثير الرسوم التوضيحية المحيطية على مهارات الفهم الاستماعي لدى متعلمي اللغة الإنجليزية كلغة أجنبية. اختار الباحث ٣٤ تلميذاً من مدرسة ايسين الابتدائية في مدينة القادسية بالعراق. وتتراوح أعمار الأفراد بين ١٢ و ١٣ عاماً، وجميعهم من الذكور. تم إجراء اختبار أكسفورد السريع لتحديد المستوى من أجل ضمان التوحيد بين المشاركين. وقد تم تقسيم الدارسين إلى مجموعتين: المجموعة التجريبية والضابطة. و كانوا على نفس المستوى من الكفاءة. تم إجراء الاختبار القبلي لكلا المجموعتين وتم تحديد النتائج. ومن ثم تم إجراء الاختبار البعدي للمجموعتين. استمتعت المجموعة التجريبية إلى الحوار مع الرسوم التوضيحية الطرفية المعلقة على السبورة، بينما استمتعت المجموعة الضابطة إلى نفس الحوار ولكن دون استخدام هذه الرسوم التوضيحية. وبعد ذلك قامت المجموعتان بالإجابة على أسئلة الحوار. أظهرت النتائج أن الرسوم التوضيحية المحيطية أثرت بشكل كبير على مهارات الفهم السمعي للمجموعة التجريبية. تسهل نتائج الدراسة على المعلمين تهيئة الظروف للتعلم المحيطي، وتمكين المتعلمين من اكتساب المعرفة دون التركيز المستمر على المحتوى.

الكلمات المفتاحية : الرسوم التوضيحية المحيطية، الفهم السمعي، متعلمين EFL



Introduction

Peripheral learning is a crucial strategy in the desuggestopedia approach. This approach enables students to absorb a significant amount of knowledge from their classroom surroundings using images and posters that are not part of their allocated study materials (Fatimie, 2013). Peripheral learning occurs when pupils absorb knowledge from their surroundings without intently concentrating on it (Freeman, 2011, p. 18).

Comprehension of what is being heard is an essential component of language acquisition. Learners are interested in comprehending native speakers as well as a great deal of multimedia content such as DVDs and the Internet. According to Rost (2001), Vandergrift (2007), and Kurita (2012), effective listening is one of the most important skills to cultivate when learning a second language. One of the most significant differences between learners who are more successful and those who are less successful is related to their capacity to use listening as a learning tool, as stated by Rost (2001) and Kurita (2012). For this, this paper will trace if peripheral learning has a positive effect on efficiency of Listening Comprehension for Iraqi primary EFL Learners'.

1.1 Statement of the Problem

In Iraq, there are a few studies that are both in-depth and comprehensive, and they have offered information that is specific and informative regarding the challenges that primary English as a Foreign Language (EFL) learners encounter when listening to comprehension. Some primary school students, when listening to audio dialogue in English, some of them find it difficult to comprehend what the dialogue is about. Others have difficulty connecting the events of the dialogue, while others are not focused. Therefore, in this study, we will try to use peripheral learning to attract students' attention and help them understand the unity of the subject through some pictures hanging on the walls of the classroom.

1.2 Research Questions

1. Do Iraqi EFL students' listening comprehension skills under peripheral and non-peripheral conditions differ significantly from one another?
2. What are Iraqi EFL learners' perspectives of peripheral learning activities?

1.3 Research Hypothesis

H01. There is a considerable disparity between the listening comprehension abilities of Iraqi students of English as a foreign language under peripheral and non-peripheral conditions.

1.4 Significance of the Study

Contemporary learners, raised in a technologically advanced society, seem to lack the endurance required to maintain full focus and concentration during the entire class duration. They have become accustomed to acquiring knowledge while using the internet, engaging in computer games, or interacting with other digital platforms. As a result, the purpose of this study is to make an effort to provide a method that will enable learners in general, and learners of English as a Foreign Language (EFL) Listening Comprehension in particular, to acquire knowledge without having to be focused and concentrated on the material, and to improve both the quality and quantity of learning by simultaneously utilizing focused attention and peripheral attention. The ultimate goal of students who are learning Listening Comprehension, which is to take in as much information as they can in the time they have available, can be accomplished using this method.

1.5 Limitations of the Study

The present study like many other studies is not an exception of having some limitation. This study is limited to a study sample (34 students) from Al-Qadisiyah, Iraq. Besides, the findings of the current study cannot be overgeneralized to all

samples because it has been accomplished with a limited sample and also accomplished on learners with different cultural and geographical differences.

2.1 Literature Review

Despite the sixteenth to nineteenth century tendencies that mostly concentrated on teaching language through grammar, literature, and translation, other techniques and methods for teaching foreign or second languages had emerged by the twentieth century (Titone, 1968). The emphasis was on interactional and utilitarian traits rather than dialect's auxiliary and syntactic features (Richards & Rodgers, 2014). Suggestopedia is one of these methods that aims to introduce a dialect to external pupils through suggestive education, even though it initially does not focus on teaching the structure of the distant or second dialect. This method organizes the humanistic and mental factors that are either consciously or unintentionally ignored by the majority of outside dialect teaching methods (Schiffler, 1992; Ziad, 2014).

Peripheral information might motivate pupils to be more curious and utilize extra resources to enhance their language input for better language acquisition. Students can create phrases describing a specific area in an English-speaking country by analyzing the posters on the classroom wall. Engaging in these activities will boost pupils' confidence. Pictures are viewed as more than mere entertainment (Zyzik, 2009). Anglin, Vaez, and Cunningham (2004) emphasized that the significance of perception in comprehending images is derived from research on visual representations

When data is viewed as a significant part of the world, rather than as something "to be gone to," students can obtain it "easily" via peripheral learning. Understudies can better understand the significance of the structures they haven't mastered in a meaningful environment (Lightbown & Spada, 2003). photographs or designs as cheat sheets, large backdrops, photographs, or representations have consistently been used to promote learning (Harmer, 2001). The blurbs are shown before the structures are highlighted in class, and the target structures are displayed inactively in a seductive and vibrant shape that displays structures and ideal models in Suggestopedia (Bancroft, 1995). Accordingly, the structures are semi-intentionally and inadvertently learned. Fringe data might encourage understudies to try new

things and use more resources to contribute to their dialect learning. For example, by looking at the publications on the classroom divider, students can illustrate a particular location in an English-speaking country and construct a few words using the linguistic framework.

2.2 The Importance of Listening

Listening comprehension requires focused attention and rapid comprehension. When listening, it is important to focus on specific factors. Context, facial expressions, and body movements play a crucial role in aiding listeners to comprehend the message delivered by speakers (Ziane, 2011). Listening comprehension is crucial for learning as it is the method by which we receive input. Without understanding what we hear, learning cannot take place, as stated by Rost (1994) and Ziane (2011). Doff (1995) and Ziane (2011) stated that listening plays a crucial role in enhancing speaking skills. We must enhance our listening capacity in order to improve our speaking ability.

2.3 What are the Techniques for Developing Listening

According to Rixon (1986) and Rubin (1995), teachers should employ a variety of strategies, including the use of technology and real-world materials. In the same vein, McBride (2009) and Rost (2007), students' listening comprehension can be enhanced through the use of technology by accessing engaging resources. Videos, computers, and the Internet are examples of technology, while melodies, TV serials, movies, and documentaries are examples of authentic materials. Authentic materials and technology are inextricably linked, as the former is essential for the operation of the latter. According to Jansen and Vinther (2003), McBride (2011), Robin (2007), Zhao (1997), and Ak (2012), the application of technology to genuine materials can resolve issues associated with authenticity. A substantial amount of research has been conducted on the impact of integrating technology and real-world materials into the classroom on students' comprehension of speech. Özgen (2008) investigated the impact of realistic movies with captions on auditory comprehension. The research revealed that students who viewed the videos with annotations performed better than those who viewed the videos without.

Research on the impact of subtitled videos on listeners' ability to understand was conducted by Hayati and Mohmedi (2011). Thirdly, there was a control group that did not have subtitles, an L2 group that did, and an L1 group that did have subtitles. The group that had English subtitles performed better than the others, according to the results. Learners should employ several language skills to enhance the development of each skill. It makes no sense to separate abilities while carrying out a task inside a particular class. Activities can be made more meaningful, learners can be motivated, and interesting circumstances can be created through the use of diverse talents. Several authors have argued that listening can help students with other skills, including reading, speaking, and pronunciation (Fotos, 2001; Hinkel, 2006; Murphy, 1991; Snow, 2005; Ak, 2012).

2.4 Peripheral Learning

Lazanov (1978) posits that peripheral learning is designed to promote the 'paraconscious' aspect of the mind. Peripheral teaching is a method that enables pupils to acquire information from their environment without direct attention, in an unconscious manner. For this specific reason, the researcher affixed colored posters to the walls of the experimental group classroom. Images are displayed on posters in conjunction with lexical information. Posters were replaced biweekly to create a sense of freshness.

2.5 Implicit Learning

In the article "Second Language Acquisition," Ellis states that there is a distinction that can be drawn between implicit and explicit knowledge (Ellis 1994). Ellis , further ,defines implicit learning as "the acquisition of knowledge about the underlying structure of the complex stimulus environment by a process which takes place naturally, simply, and without conscious operation." In other words, implicit learning is acquisition of knowledge about the inner workings of the environment (Ibid.) . Hulstijn (2005) defines explicit as " input processing with the conscious intention to find out whether the input information contains regularities and if so , to work out the concept and rules with which these regularities can be captured " .

3. Methodology

3.1 Overview

The information regarding the participants and the environment in which the study was conducted was initially presented by the researcher in this chapter. Within the next section, an investigation was conducted into the instrumentations that were utilized as well as the process of data collection for the research.

3.2 Participants

Isin primary School in AL-Qadisiyah, Iraq, provided the participants for this study, which included thirty-four pupils in the sixth grade. Every single one of them was a boy, and their ages ranged from 12 to 13. A test called the Oxford Quick Placement Test (OQPT) was administered to the students in order to ensure that all of the participants were similar. On the other hand, the researcher chose the participants whose score range was one standard deviation above and below the mean (also known as mean+1). Following the completion of the homogenization process, the researcher separated the subjects into two equal groups: one control group and one experimental organization.

3.3 The Survey

With respect to the open-ended survey questions, seventeen students who were members of the experimental group were requested to assess their opinions regarding the peripheral learning activities that were made available to them. Item1: "I would like my teacher to display posters and images with text on the wall." Are you in agreement or disagreement with the statements? Kindly provide a concise explanation of your stance on the matter. Item 2: "Do you have any recommendations for the effective method?" The objective of these open-ended questions was to investigate students' perspectives on activities that are regarded as peripheral to learning, as well as to elicit their own ideas and suggestions for strategies for learning orthography through responses to the statements.

3.4 Instrumentation

The OQPT was used in the study to make the responders more uniform. This tool was used to gather data on the students' competence . It included 25 multiple-choice items and the students whose scores were above 23 selected .

3.5 Procedure of Data Collection

The present study was accomplished over a period of around seven weeks. As mentioned earlier, "Oxford Placement Test (OPT) was given to homogenize them. Therefore, 34 homogeneous intermediate primary school student's who are in the sixth grade at Isin School from city of Al-Qadisiyah, Iraq. One week prior to the first treatment session, all of the participants took a pre-test named "listening comprehension pretest designed to measure their listening comprehension ability. After the pre-test and for the treatment phase of the study, the participants were assigned into two groups: experimental and control group. Then, using the various listening comprehension passages which were selected from Select Reading (elementary level), The first group listened to the dialogue twice, the first time reading slowly and the second time normally with posters hung on the blackboard contain pictures of the main characters and events included in the dialogue While the second group listened to the same dialogue with same manner, but without pictures or posters (only audio) The dialogue questions were answered by both groups. The scores were calculated and processed statistically to obtain the results.

3.6 Procedure of Data Analysis

The researcher used independent samples t-test plus the SPSS program 21 in order to measure the performance of the language learners in both groups.

3.7 Results

The t-test procedure was implemented by the researcher to compare the data obtained from the assessments between the peripheral learning group and the non-peripheral learning group in order to identify any discrepancies. The researcher implemented all formulations with a significance level of 0.05 in all applications. Table 4.1 illustrates the outcomes of the t-test.

Table 1: Results of Comparison between Peripheral and Non-Peripheral Groups In Pretest

Groups	N	Mean	SD	Sig
Experimental	17	4.4118	1.87279	0.493
Control	17	3.9412	2.07577	

The predetermined significance level of 0.05 for the study is surpassed by the calculated significance value of 0.493 in Table 1. There was no statistically significant difference between the group that underwent peripheral learning and the group that did not, during the pretest.

Table 2: Results of Comparison between Peripheral and Non-Peripheral groups in Posttest

Groups	N	Mean	SD	Sig
Experimental	17	13.5294	1.58578	0.000
Control	17	6.4118	2.31999	

The computed significance, as shown in Table 2, is equal to 0.000, which is less than the study's predetermined significance level of 0.05. This supports the finding that there was a statistically significant difference in the posttest scores between the peripheral learning group and the non-peripheral learning group, indicating that peripheral learning had a positive impact on students' capacity to listen comprehension.

3.8 Discussion

With respect to research question1,“ Is there any significant difference among Iraqi EFL learners in Listening comprehension ability under peripheral and non-peripheral conditions?”

The findings demonstrated that although both groups experienced an improvement in their scores from the pre-test to the post-test, the peripheral instruction proved to be more effective than the non-peripheral methods of education. On the other hand, this demonstrates that a combination of many methodologies for teaching is more valuable and effective than a single method of learning. In addition, the findings

suggest that students can greatly benefit from peripheral learning as a means of enhancing their listening comprehension. In the current investigation, as well as the use of words, posters, and bulletins, there were also some photos. The findings suggest that the individuals who concentrated on realia and photographs were able to acquire knowledge more effectively than those who did not. In other words, it will be more beneficial to make use of both elements of learning in order to make the most of the time spent in school and absorb as much information as possible.

With regard to research question 2, “What are Iraqi EFL learners’ perspectives of peripheral learning activities?”, the findings indicate that the majority of students who responded to the survey questionnaires preferred the peripheral learning activities. This is due to the fact that the activities assisted them in improving their ability to comprehend what they were listening to, having more positive attitudes and motivation regarding the learning of the second language, shifting their learning from being teacher-centered to learner-centered, and improving their attention, autonomy, and confidence.

The findings of this study indicate that students who engage in peripheral perception, whether they are presented with comprehensible data or information, consistently fall below their threshold for purposeful learning (Taylor, 1990). This impression will have an impact on the students' future actions, as per Ramsoy and Overgaard (2004). This implies that the learning process could be significantly improved, particularly in the context of listening skills, through the integration of conscious learning and peripheral awareness. Furthermore, the results of the present investigation suggested that learners' exposure to faint stimuli may lead to learning without awareness, a phenomenon known as subliminal communication. Consequently, students of differing levels of aptitude and ability are able to acquire knowledge by utilizing the peripheral aspects of the educational environment.

Conclusions

The findings of the current study, which examined the impact of peripheral learning on the listening comprehension ability of Iraqi EFL learners, suggest that the nature of the instructions significantly influences the learners' listening proficiency. Teachers may utilize the findings of this research to devise a more engaging and efficacious strategy for their pupils, given that they struggle with English proficiency and listening. The findings additionally illustrated that students' ability to process the lists of words thoroughly influences their ability to acquire them. Hence, in addressing the study's research inquiries, it can be asserted that the outcomes validated the efficacy of both intentional and peripheral learning.

Pedagogical Implications

The most significant theoretical inference that can be drawn from this research is that peripheral learning can be characterized as an efficient method for enhancing listening technique. The findings of this study demonstrated that students with varying levels of aptitude and intellect are able to acquire knowledge by utilizing the educational setting's periphery opportunities. The findings of this research are beneficial for educators, as they can allow them to improve both the quality and quantity of instruction through the utilization of indirect methods. In conclusion, but certainly not least, the data indicate that the utilization of indirect methods as instructional tools has the potential to boost the learners' levels of motivation and confidence. When it comes to the process of education, teachers have the ability to make use of not just the learners' concentrated attention but also their peripheral attention.

To help pupils absorb the important information, hang posters on the classroom walls that highlight linguistic and grammatical aspects of the target language. Students' self-assurance grows in direct proportion to the degree to which they are able to do tasks on their own. Research like this helps EFL students in many ways: they learn more effectively by making use of the space around them in class, remember more of what they've learned, improve their ability to learn on their own, feel more confident in themselves, and be more motivated to succeed. Teachers can enhance the amount and quality of learning with minimal effort and ensure student accountability by utilizing the approaches outlined in this research. The present study is advantageous for textbook designers as it allows them to develop materials that are legible using peripheral vision as well as the standard focused vision (Bahmani et al., 2012).

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