



HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education
English Language Teaching Program

PERIPHERAL LEARNING AND ITS EFFECTIVENESS IN INTENSIVE ENGLISH
CLASSES



Nizamettin Bleda DEMİRAĞ

Master's Thesis

Ankara, (2018)



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YOĞUN İNGİLİZCE SINIFLARINDA ÇEVRESEL ÖĞRENME VE ETKİNLİĞİ

Nizamettin Bleda DEMİRAG

Master's Thesis

Ankara, (2018)

Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis entitled "Peripheral Learning and Its Effectiveness in Intensive English Classes" has been approved as a thesis for the Degree of **Master** in the **Program of English Language Teaching/Foreign Languages Education** by the members of the Examining Committee.

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This is to certify that this thesis has been approved by the aforementioned examining committee members on 29/05/2018 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Master's Thesis** in the **Program of English Language Teaching/Foreign Languages Education** by the Board of Directors of the Graduate School of Educational Sciences on/...../.....

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Abstract

The idea that being exposed to information contained in the learning environment over a period of time causes subconscious learning is called 'peripheral learning'. This term was coined by Georgi Lozanov in the 1970's, who viewed the learning environment as a crucial part of the learning process and emphasized the optimization of the environment for the learning process. Utilizing this phenomenon in the classroom could lead to effortless and automatic learning. The aim of this study was to explore the potential benefits of peripheral learning via the use of colorful, illustrative educational posters within the classroom and the cognitive and emotional effects of using such posters on university English preparation students in Turkey. One such classroom in a foreign languages department was decorated with 27 different posters containing grammatical and lexical items along with illustrative and written examples, which remained for a total of 12 weeks. Two midterm exams were conducted by the department during this period (the first after four weeks of exposure, the second after 12 weeks of exposure). The scores of the experimental group (24 students) were compared to those of a control group (21 students). It was found that the experimental group had somewhat significantly higher grammar and vocabulary scores in the first exam, and significantly higher grammar and vocabulary scores in the second exam. A comparison of each group's progress between the first and second midterms also showed a significant difference in favor of the treatment group. Furthermore, interviews with the students exposed to the posters showed that students generally tended to have positive feelings towards them and tended to examine the posters often.

Keywords: peripheral learning, incidental learning, implicit learning, subconscious learning, posters in the classroom, english language teaching

Öz

Öğrenme ortamında bulunan bilgilere bir süre maruz kalmanın bilinçaltı öğrenmeye yol açtığı iddiasına ‘çevresel öğrenme’ denir. Bu terim, 1970’li yıllarda, öğrenme çevresini öğrenme sürecinin en önemli faktörlerinden biri olarak gören ve çevreyi öğrenme işlemi için en ideal şekle getirmenin önemini vurgulayan Georgi Lozanov tarafından oluşturulmuştur. Bu fenomenden sınıfta yararlanılarak, zahmetsiz ve otomatik öğrenmeye yol açılabilir. Bu araştırmanın amacı, çevresel öğrenmenin renkli ve resimli eğitimsel posterler aracılığıyla sınıfta kullanılmasının potansiyel faydalarını ve böyle posterlerin Türkiye’de üniversite İngilizce hazırlık öğrencileri üzerindeki bilişsel ve duygusal etkilerini incelemektir. Bu doğrultuda, bir hazırlık sınıfı gramer ve kelime bilgileri ile örnekler içeren 27 posterle donatıldı ve bu posterler toplam 12 hafta sınıfta asılı kaldı. Bu süre içinde kurum tarafından iki ara sınav yapıldı (ilki 4 hafta sonra, ikincisi 12 hafta sonra). Deney grubunun (24 öğrenci) puanları aynı seviyedeki bir kontrol grubunun (21 öğrenci) puanları ile karşılaştırıldı. Deney grubunun ilk sınavdaki gramer ve kelime puanlarının biraz daha yüksek olduğu ve ikinci sınavdaki gramer ve kelime puanlarının önemli derecede daha yüksek olduğu bulundu. Grupların birinci ve ikinci ara sınavlar arasında gösterdikleri ilerleme karşılaştırıldığında da deney grubunun lehine önemli bir fark bulundu. Ayrıca, öğrenciler ile yapılan mülakatlar sonucunda öğrencilerin genellikle posterlere olumlu düşünceler beslediği ve onları sıklıkla incelediği ortaya çıkmıştır.

Anahtar kelimeler: çevresel öğrenme, rastlantısal öğrenme, örtülü öğrenme, bilinçaltı öğrenme, sınıfta posterler, İngilizce öğretimi

Acknowledgements

This thesis was made possible with the guidance and supervision of Asst. Prof. Dr. İsmail Fırat Altay, to whom I express my deep gratitude. I would also like to thank my dear wife Ayşe for the emotional support that she has given me through the process of completing this study. Finally, I am eternally indebted to my family, whose lifelong support has brought me to where I am today.



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Symbols and Abbreviations

ELT: English Language Teaching

EFL: English as a Foreign Language

L1: First/Native language

L2: Second/Foreign language



Chapter 1

Introduction

In the field of foreign language education, there is a constant search for more effective and efficient ways of teaching language. Educators carry the responsibility of keeping up to date with current trends in educational sciences and applying related knowledge to their approaches to teaching. However, various circumstances that exist in different education systems or schools can make it impossible or significantly difficult to convert theoretical knowledge into actual practice. These circumstances can include factors such as limited learning time, low learner motivation, and so on. Furthermore, most educators and researchers tend to focus on developing the activities and exchanges that take place during lessons. Much less attention is paid to optimizing the conditions of the learning environment and increasing learner immersion to the target language. To put it briefly, most of the focus is on *what* is done during the teaching and learning process, with little emphasis on the effect of *where* it is done. This is truly perplexing when one considers that when asked what the quickest and easiest way of learning a foreign language is, the answer that immediately comes to mind is “living in a foreign country”.

When considering the limiting circumstances of education systems as well as the importance of where language learning is done, it becomes apparent that foreign language learning should be made a more automatic and effortless endeavor by simulating an environment where the foreign language is natively spoken. One method that does place great importance on the features of the learning environment is Lozanov's Desuggestopedia, previously referred to as Suggestopedia or The Lozanov Method. As Harmer (2001) states, the physical learning environment is the most crucial aspect of Desuggestopedia. In this method, however, most of the focus is on the emotional factors, as opposed to the cognitive factors, imposed by environmental conditions on learners. To clarify, Desuggestopedia emphasizes the importance of optimizing the learning atmosphere by reducing the presence of anxiety-causing factors, and thus increasing the efficiency of the learning process. Harmer explains that the learners' affective filter, a mental block caused by anxiety, needs to be lowered in

order to maximize learning, which occurs by ensuring that they are relaxed and comfortable (p. 68).

Lozanov does not entirely ignore cognitive factors in his Desuggestopedia method, however. One concept he introduces, which does not get as much spotlight as his other ideas, is peripheral learning. Peripheral learning deals not with emotions, but instead with subconscious learning. This theory of peripheral learning states that people have the ability to learn effortlessly and subconsciously simply by being exposed to information for an extended period of time. McGlothlin (1997) states that the acquisition of one's native language happens peripherally, because children do not focus on the language they are acquiring. Instead, they are immersed in the language and acquire it unintentionally.

Statement of the Problem

Learning to understand and produce a foreign language is a challenging task, which is especially true for learners who are not immersed within the target language and culture yet who have an unrealistically short time to learn it. As English is the language of instruction in most Turkish universities, the majority of university students in Turkey have to overcome the challenge of successfully completing English preparation programs by achieving a yearly average grade of 60 or 70 before proceeding to their studies at their own faculties. This proves to be a quite difficult yet very important challenge for many students, mainly due to lack of immersion to L2 and a very limited time factor, which are often accompanied by lack of motivation as well. As a result, such students are forced to lose an extra year by repeating their studies or even to give up their studies altogether if unsuccessful for a second year.

This is actually a multi-faceted problem, as a) years of students' lives are wasted, b) it creates a shortcoming in tertiary education attainment in Turkey by imposing a difficult-to-overcome hurdle for those who want a university education, and c) it creates a lack of English competence in the Turkish workforce. It is for these reasons that the allotted time for English preparation needs to be optimized, and immersion to L2 in the classroom needs to be maximized with the goal of reducing the number of failing students in university preparation programs nationwide.

Educators and educational researchers in Turkey have a responsibility to lower the number of failing students in preparation schools, but the main focus to that end is on how lessons can be designed to teach English more effectively (which is often limited due to the circumstances of the education system). Unfortunately, not enough attention is given to the role of the learning environment, which can have a great effect on the learning process, be it a positive one or a negative one. Classrooms in Turkish universities are generally bland and undecorated, containing only the bare necessities, unlike classrooms in primary and secondary education institutions, which often contain educational and motivational decorations such as maps and scientific or historical posters.

Aim and Significance of the Study

When talking about learning efficiency within the classroom, peripheral learning is of utmost importance, as it produces virtually effortless and automatic learning via immersion. As Larsen-Freeman (2000) claims, “we perceive much more in our environment than that to which we consciously attend” (p. 84). She explains that students can effortlessly absorb information, such as grammatical forms, placed on the walls of a classroom. Despite all of its potential benefits, the peripheral learning phenomenon and its possible uses in the classroom have not been thoroughly researched, as there are an insufficient amount of studies focusing on its utilization in the classroom, and most of the research that does exist involves vocabulary learning only.

The present study aims to serve as a type of action research for the researcher, who is an instructor at an English preparation school in Turkey, as the results of the study can be used to modify the researcher’s own teaching strategies. It also aims to bring light to the topic of peripheral learning in the classroom by showing whether the usage of colorful educational posters in university EFL classrooms may be motivating for students and/or affect their EFL exam performance.

Research Questions

The present study was inspired by Georgi Lozanov’s ideas as well as other relevant studies which will be discussed more in detail. The study aimed to investigate the effectiveness of peripheral learning via educational posters with

regard to exam performance as well as the potential emotional benefits on students of having a multitude of colorful, illustrative educational posters within an EFL classroom, or more specifically, an English preparation classroom in a Turkish university. Three research questions were aimed to be answered within the scope of this study:

1. Does the presence of a multitude of informational and illustrative posters throughout the classroom affect student performance with regard to language learning?
2. What are students' beliefs and attitudes toward such posters being present in the classroom?
3. In what ways and to what degree do students tend to examine such posters present in the classroom?

With the aim of answering the first question, independent pair t-tests were used to compare the exam scores of a poster-exposed group of students with a control group of students. With the aim of answering the second and third questions, interviews were done to discover the poster-exposed students' attitudes and behaviors related to the use of posters.

Assumptions

Before the study was carried out, some assumptions were made by the researcher. It was expected that the presence of many colorful, informative, illustrative posters decorating the walls of the classroom would be difficult to ignore by the students, especially considering that their quantity was high, that they were to be placed all around the classroom, and that they were to remain for a period as lengthy as 12 weeks. As such, the students were expected to become familiar with much of the content of the posters, either by intentionally inspecting them for benefit or by subconsciously noticing them at times, i.e., when the posters "caught their eyes". It was also expected that students would not have negative feelings towards the posters, as they would be prepared to be aesthetically pleasing and helpful. Whether students would have positive or neutral feelings toward them remained to be seen. It was also expected that the posters' effect on performance might be more significant in grammar and vocabulary performance, as the content of the posters was focused on grammar and vocabulary.

Furthermore, it was expected that students would generally examine posters closer to where they are generally seated, as experience shows that after a few weeks of lessons, most students tend to choose a preferred spot and sit in that general proximity for the remainder of the year. To avoid this potential problem, group work obligating students to move around and change seats was conducted frequently during lessons. Moreover, the posters' locations were rearranged at times during the experimental period in order to give every student the opportunity to see each poster more closely.

It is also assumed that there was no difference in the English education received by the two groups besides the presence or absence of educational posters in the learning environment, as both groups were taught by the same two lecturers, used the same textbooks, were subject to the same curriculum, and received equal hours of lessons weekly (21 hours per week). None of the students were known to be taking any private tutoring or courses of any kind alongside their preparation school education.

Limitations

The aim of this study is to examine two topics: 1) the effects of peripheral learning via exposure to a multitude of colorful, illustrative, and informative posters on the exam performance of students in English preparation schools, and 2) students' resulting behaviors and attitudes towards such posters and towards their English lessons. It needs to be noted that the study aims to measure the effects of peripheral learning on English exam performance, and so the results of this study may not clearly illustrate relationships between peripheral learning and communication skills. Moreover, any differences found between the experimental and control groups in exam scores cannot be attributed only to the presence of posters in the experimental group's classroom, as differences may also be related to various outside factors, such as what happens outside of school. Furthermore, because the number of participants is not very high, and because of the specific content of the posters used, the results may not be generalizable outside of their specific context. The use of posters containing different content may produce different results. As the content of the posters prepared for this study is heavily grammar and vocabulary-based, future studies may need to measure the effects of using posters which contain different content, such as common speaking

expressions, written dialogues, comics, and so on. Such studies can be conducted to clarify the effects of peripheral learning in relation to developing communicative competence in a foreign language. A larger scale study may be carried out in order to produce results that can be generalized outside of their specific context.

Definitions

Before the current literature on the topic is discussed, certain frequently mentioned terms need to be defined and explained. Definitions related to the current study are also given in this section for clarity.

Color-coding. Wu & Yuan (2003) describe color-coding as a method of highlighting text by combining colors with the purpose of facilitating perception or increasing reading speed. They state that a “method of dealing with information overload is to improve the way that it is organized and displayed so that people can process it more efficiently,” (p. 617) and go on to emphasize the role of color-coding text in doing so. According to Christ (1975), “colors can be identified more accurately than sizes, brightnesses, familiar geometric shapes, and other shape or form parameters” (p. 560). In the present study, color-coding has been thoroughly used in the preparation of posters to increase processing of the information contained within them.

Poster. Posters, specifically educational posters, are defined by Çetin and Flamand (2013) as “two-dimensional visual learning aids”, who further explain that they generally contain images as well as text (p. 51). Rickards (1970) outlines three essential features of a poster: a) being a separate piece of paper hung on a surface, b) containing some sort of message as opposed to simply being ornamental, and c) having the purpose of being exhibited out in the open. According to Hubenthal, O'Brian, and Taber (2011), a classroom offers a different type of interaction between a poster and a viewer than other public places where posters may be displayed. “Educational posters may foster sporadic, individual, incidental learning” (p. 196). Osa and Musser (2004) state that an effective educational poster has to motivate students to learn, raise their interest in what is taught, and help students to understand concepts by way of illustration. They also group posters into four categories by purpose: a) illustrating a concept or thing b)

demonstrating a process c) differentiating between similar things, or d) drawing interest/creating emotion (p. 17).

Peripheral learning. The concept of peripheral learning was formulated in the 1970s by Georgi Lozanov as a part of his method of language teaching, Desuggestopedia. To understand peripheral learning, one must understand what is meant by peripheral. Bahmani, Pazhakh, and Sharif (2012) explain that peripheral refers to what is happening at the sides as opposed to the center. Fatemipour (2013) defines peripheral as “secondary and marginal” (p. 1395). Peripheral learning, then, can be taken to mean the learning of everything that is present aside from what is at the center of focus.

Bahmani et al. (2012) define peripheral learning to be a type of incidental and implicit learning occurring due to continuous exposure to information. It is incidental because it is unintentional, and it is implicit because it is a subconscious occurrence. Fatemipour (2013) states that “peripheral learning can be defined as learning from the environment,” and that “[it] is encouraged through the presence in the learning environment of posters and decorations...” (p. 1395). Embellishing the learning environment with such things as posters containing target words, phrases, and structures, pictures or realia demonstrating meaning, or perhaps even light background sounds containing the target language are all ways of imitating an authentic target language environment and thus increasing the learner's immersion. As Rokni, Porasghar, and Taziki (2014) summarize, peripheral learning is simply learning information without focusing on said information.

Implicit learning. The concept of implicit learning has an important role in the present study, because it describes learning without explicitly focusing on what is to be learned, where the stimulus present in the environment is of utmost importance. The idea of the present study was not to have the students actively study the information present in the posters throughout the classroom (though some may have done so), but to increase the input present in the learning environment in order to make use of implicit learning alongside the explicit learning that normally takes place in a classroom. There have been findings “indicating that implicitly acquired knowledge may transfer across modalities; for example,

learning from a task involving written letters (visual stimuli) can transfer to performance in a task involving letter sounds (auditory stimuli)", though there have also been findings indicating that knowledge acquired in implicit learning situations amount to "short fragments or chunks" (Frensch & R nger, 2003, p. 17).

There are various definitions and descriptions of implicit learning in the literature. According to Reber (1989), implicit learning comes from the environment and it is "the induction of an abstract representation of the structure that the stimulus environment displays" (p. 219) He states that implicit learning takes place without conscious attempts to learn, and that this process results in implicit (or tacit) knowledge. Implicit knowledge is that which is known but which cannot be verbalized, due to an unawareness of it (Hulstijn, 2005 & Suzuki, 2017). An example of this is a child's ability to understand and correctly produce one's native language while being unable to explain its grammatical rules.

One of the earliest discussions of implicit learning was authored by Gibson and Gibson (1955), who also emphasized the role of the environment, though they used the term perceptual learning instead. They discussed how an organism "becomes sensitive to the information already inherent in the stimulus display", and that learning through perceiving "is assumed to develop by constant exposure to the sources ... in the environment" (as cited in Reber, 1967, p. 855).

Hulstijn (2005) defines explicit and implicit learning in contrast to each other, where explicit learning is "input processing with the conscious intention to find out whether the input information contains regularities and, if so, to work out the concepts and rules with which these regularities can be captured," and implicit learning is "input processing without such an intention, taking place unconsciously." (p. 129)

In terms of the acquisition of grammatical competence, Reber (1967) claims that repeated exposure to grammatical stimuli should be sufficient for students to learn to respond correctly to them. Bancroft (2005) defines implicit learning with regards to language learning as learning "a second or foreign language ... through indirect attention or unconscious assimilation" (p. 1).

Incidental learning. Another relevant term often encountered in the literature is incidental learning, which often carries similar definitions to those of peripheral and implicit learning. Hale and Piper (1973) use the term incidental learning to mean the opposite of what they call central learning. According to them, central learning refers to the learning of what is at the main point of focus, and thus, incidental learning is the learning of extraneous information present during the process. Hawkins (1973) also uses the term in contrast to central learning, and in fact uses incidental learning and peripheral learning interchangeably. Marsick and Watkins (1990) define incidental learning as “a byproduct of some other activity, such as task accomplishment, interpersonal interaction, sensing the organizational culture, trial-and-error experimentation, or even formal learning” (p. 12). They state that incidental learning occurs when learners are not aware of its occurrence.

One way of creating incidental learning opportunities is via the use of visuals and posters in the learning environment. According to Çetin and Flamand (2013), along with facilitating explicit learning, visual aids “may also provide valuable incidental learning opportunities even when a teacher does not utilize them directly” (p. 54).

Visual aid. Visual aids are images shown to learners during the teaching process with the aim of helping them more easily comprehend and retain the material to be learned (Mathew & Alidmat, 2013). Some examples of visual aids are drawings, diagrams, charts, graphs, models, and maps (Mishra & Yadav, 2014). Visual aids are often combined with audial aids and referred to as audio-visual aids.

Chapter 2

Literature Review

The inspiration for the current study comes from ideas already present in the literature as well as a number of studies that have been carried out. The concepts of peripheral and incidental learning, visual and verbal input, the importance of the learning environment and the role of emotional factors in the learning process have all been discussed for decades. This chapter will provide a background for the current study by initially explaining approaches and methods in language teaching which are relevant to the study, then describing theories on learner differences, and finally giving an overview of studies that have investigated peripheral learning and visual aids in the classroom.

Approaches and Methods in Language Teaching

Within the scope of approaches and methods in language teaching, one can often find mentions of the concepts of immersion, input, peripheral/incidental/implicit learning, the role of the environment, and the affective filter. However, two approaches particularly stand out in relation to the present study: Georgi Lozanov's Desuggestopedia and Stephen Krashen and Tracy Terrell's natural approach.

Desuggestopedia. Formulated by Georgi Lozanov in the 1970s, Desuggestopedia (often referred to as the Lozanov Method or Suggestopedia) is a method of language teaching with strong ties to the Soviet science of the era. In fact, at the time of its conception, Desuggestopedia was so different to the language teaching methods of the western world that it was largely received as a mystical or even pseudoscientific method (Richards & Rodgers, 2014). This was in part due to Lozanov's excessive use of unfamiliar terminology in his efforts to explain the method. One such term was Suggestology, which comprises the basis of Desuggestopedia, and which can be defined as a branch of "science ... concerned with the systematic study of the nonrational and/or nonconscious influences" that people are constantly exposed to in life (Stevick, as cited in Richards & Rodgers, 2014, p. 317).

Suggestology is shortly the science of suggestions, which are the aforementioned influences affecting the unconscious mind, ranging from music to visual stimuli to breathing. Mateva (1997) describes suggestions as “multilevel, complex stimuli” which stimulate “one’s emotions, conscious and subconscious mind simultaneously” (p. 66). Lozanov (1978) believed that the science of suggestions could be used in all areas of public life to control and improve the functioning of the brain. He believed, for instance, that “hypermnnesia, or super-memory, can be achieved by a suggestive set-up or set, i.e., subsensory stimuli or signals directed towards the memory reserves of the unconscious” (Bancroft, 2005, p. 19)

Desuggestopedia, then, is the pedagogical application of Suggestology. Indeed, the latent workings of the unconscious are at the forefront of Suggestology and Desuggestopedia. According to Bancroft (2005), the Suggestology theory outlines three categories of unconscious activities, which are a) those that take place during sleep, b) those that take place during hypnosis, and c) those that take place when awake. Out of these three categories, those occurring during a state of wakefulness are the main concern here, as Desuggestopedia focuses on the various stimuli present in the learning environment, i.e., the classroom. According to Mateva (1997), the aim of Desuggestopedia is to bring out the maximum potentials of learners by controlling such stimuli.

According to Güçlü and Ayhan (2015), “Suggestopedic teaching focuses on 3 key features in language learning which are a comfortable environment, use of music which is mostly baroque type of 17th century, and peripheral learning provided by posters or extra materials provided during the process of learning.” (p. 105). The first key feature, a comfortable environment, has to be achieved by controlling many factors present in the classroom. A Suggestopedic classroom should not look or feel like a traditional classroom, since a pleasing environment is more stimulating and is crucial to the facilitating learning (Alban Rodriguez, 2011). Instead, the classroom should include pleasing decorations and the lighting should be soft to avoid being overbearing (Bancroft, 1978). Moreover, the student must feel safe in the classroom. In such a classroom, “Students are encouraged and complimented in a positive and hopeful manner. If mistakes are made, they are corrected, but in a quiet and non-critical way” (Caskey & Flake, 1976, p. 13).

The second key feature, music, is also repeatedly mentioned in the literature. According to Bancroft (1978), classical music is played in the classroom in order to enable the students to enter a state of relaxation, which is critical to lowering the affective filter, or the obstruction of learning caused by anxiety, of the learners and allowing them to unconsciously absorb the provided input. Caskey and Flake (1976) claim that music played during the lesson period acts “as a medium to activate the subconscious” and that “by being in a relaxed and tranquil state augmented by a musical background, there can be a direct flow of information to the unconscious regions which results in automatically assimilating the material with speed and economy of effort, not possible under any other learning conditions” (p. 10).

The third key feature of Desuggestopedia is peripheral learning, which is at the forefront of the present study. A Suggestopedic classroom is an environment from which the student can induce knowledge about the target language and culture. Bahmani, Pazhakh, and Sharif (2012) explain that the *peripheral* in *peripheral learning* refers to what is happening at the sides as opposed to the center. They describe peripheral learning as a type of incidental and implicit learning occurring due to continuous exposure to information. Fatemipour (2013) states that “peripheral learning can be defined as learning from the environment,” and that “[it] is encouraged through the presence in the learning environment of posters and decorations...” (p. 1395). Embellishing the learning environment with such things as posters containing target words, phrases, and structures, pictures or realia demonstrating meaning, or perhaps even light background sounds containing the target language are all ways of imitating an authentic target language environment and thus increasing the learner's immersion.

Although somewhat different to those listed by Güçlü and Ayhan, Bancroft (1978) also outlines three necessary features of Desuggestopedia. Though she does not list peripheral learning as one of the main features, she does emphasize the importance of the environment and the affective filter of students:

Three elements of the Lozanov Method are considered essential for the system to work effectively: 1) an attractive classroom (with soft lighting) and a pleasant classroom atmosphere; 2) a teacher with a dynamic personality who is able to act out the material and motivate the students to

learn; 3) a state of relaxed alertness in the students (achieved by, among other things, physical exercises to relieve bodily tension; mind-calming exercises; deep, rhythmic breathing to improve concentration; rhythmic presentation of the material over a background of baroque music) (p. 172).

According to Caskey and Flake (1976), Desuggestopedia was initially utilized as a means of teaching foreign languages to adults, after which it was expanded to the teaching of various other subjects. It was viewed as a method which could reduce the time required to learn a foreign language by optimizing the learners' intake and in turn the efficiency of the learning process. Caskey and Flake (1976) claim that somewhere between five to fifty times the amount of material covered in traditional language classes can be taught in an effortless manner within the same period of time, "with retention equal to or exceeding traditional methods" (p. 5).

The natural approach and the input hypothesis. Formulated by Stephen Krashen and Tracy Terrell in the 1970s and 1980s, the natural approach is an approach to language learning which emphasizes acquiring L2 in a natural way similar to acquiring L1: by receiving input. Krashen and Terrell (1995) posit that comprehensible input not only enables learners to acquire vocabulary and expressions needed to carry out tasks, but it is also expected to allow them to acquire syntax and morphology (p. 71). According to Krashen (2009), even competence in productive skills like speaking require understanding input rather than producing output to develop (p. 60).

Within the framework of the natural approach, second language acquisition is dependent primarily on one variable, input, which refers to the target language that the learner hears or reads, and secondarily on another variable: the affective filter, which acts as a debilitating or facilitating factor (Krashen, 2009, p. 32) depending on whether it is raised or lowered. The affective filter refers to the various factors which affect the success of second language acquisition, such as motivation, self-confidence, and anxiety (p. 31).

Krashen (2009) has also created a theoretical model to correspond with the natural approach, referred to as the input hypothesis or the Monitor Model, which consists of five distinct but related hypotheses:

- a) *The acquisition-learning distinction*, which maintains that adults can develop competence of a language in two ways: acquisition and learning. These two are independent of each other, and language acquisition is a subconscious process, whereas language learning is conscious and deliberate (p. 10).
- b) *The natural order hypothesis*, which states that grammatical structures are acquired in a predictable order. This is true not only for children acquiring L1, but also for adults acquiring L2, although the order may be slightly different (p. 12).
- c) *The monitor hypothesis*, which claims that conscious learning of linguistic rules can be used to monitor language acquisition, that is, to find and fix mistakes in language use (p. 15).
- d) *The input hypothesis*, which states that language is acquired by receiving large amounts of input, or more specifically input that is comprehensible yet slightly above the learner's level (p. 20).
- e) *The affective filter hypothesis*, which outlines how affective factors play a role in the processing of input and thus the acquisition of language. According to this hypothesis, if the learner has low motivation, a poor self-image or high anxiety, acquisition will be mitigated, even if input is received and understood (p. 31).

Krashen (2009) proposes six requirements for optimal input when evaluating various methods of language teaching, five of which are directly relevant for the current study. First, optimal input is comprehensible. What is meant by this is that the receiver must understand some of the message, or it will only be received as noise (p. 63). Krashen and Terrell (1995) state that "The requirement that input be comprehensible ... implies that whatever helps comprehension is important. This is why visual aids are so useful. Pictures and other visuals supply for the adult what the 'here and now' does for the child" (p. 55). Thus, educational posters containing illustrations along with color-coded L2 input is an effective way to provide input that is comprehensible. Krashen states that at least up to the intermediate level, the classroom can be much more effective at providing input than the informal environment if we "fill our second

language classrooms with input that is optimal for acquisition” (Krashen, 2009, p. 58).

Second, optimal input is interesting or relevant to the receiver (p. 66). Besides ensuring that the contents of input is related to learner interest, which can be difficult in a traditional classroom as individuals have different interests, one way of making written input more interesting for everyone is to decorate it with colorful, pleasing, or even humorous images, and another is to make the text as colorful as possible. This has been done in the posters used in the current study with the goal of drawing the learners’ attention frequently.

Third, optimal input is not grammatically-sequenced. What Krashen basically means by this is that input need not or perhaps even should not focus on one structure at a time, and instead be comprehensive. The main reason for this is that every learner in a class will not be in the same stage of acquisition or have the same speed of acquisition (p. 68). In the case of the present study, although each poster generally focuses on one subject at a time, the posters containing all of the subjects were placed in the classroom at the same time as opposed to being placed gradually over time based on content. This means that environmental input via posters was provided in an integrated manner.

Fourth, optimal input must be in sufficient quantity (p. 71). This is one of the main inspirations for the current study. The amount of input that can be provided within a limited timeframe in the classroom is insufficient, and so utilizing the environment to provide color-coded examples of L2 use along with illustrations is a way of increasing input quantity. After all, input need not be only audial.

Fifth, students’ affective filters should not be raised, so that they are not closed to the input (p.73). This is another point which is highly relevant to the current study, and it has also been emphasized in Desuggestopedia. According to Krashen (2009), “the classroom should help only to the extent it supplies comprehensible input in an environment conducive to a low filter” (p. 33). It is obvious that providing a learning environment filled with educational posters which not only contain aesthetically pleasing, colorful content, but which can also be used by students as an always-present and easy-to-use source of information

whenever they feel confused or forget certain items is a way of lowering students' affective filters.

Krashen's method seems to carry certain similarities to Lozanov's Desuggestopedia. Krashen (2009) posits that Desuggestopedia is one of the most favorable methods when it comes to maximizing input, and that "Elements that Lozanov might consider to invoke hyper- or super-memory, or that 'desuggest' limitations, are, in our terms, conditions that lower the affective filter and that allow the subconscious language acquisition system to operate at full, or near full capacity and efficiency" (p. 146).

Differences Among Learners and Learner Needs

Another inspiration for the current study comes from the humanistic idea that not all learners are the same, and that individuals have significantly differing styles for learning as well as different strengths and weaknesses which need to be addressed by educators. These differences pose the challenge of ensuring each student in a class has an equal opportunity to learn by shaping and modifying the teaching and learning process to fit varying learner needs, which is seldom done in tertiary education. Two forms of learner differences that need to be taken into account are learning styles and the multiple intelligences, which are distinct concepts but often discussed together in the literature.

Learning styles. Individuals have different preferred ways of learning and receiving information, which is not a new idea (Fleming 1995). These preferred ways are often referred to as learning styles or learning modalities. Although there is no single agreed-upon framework for which styles exist, many propositions include a distinction between verbal and visual learners (Barbe & Milone, 1981; Felder & Silverman, 1988; Fleming, 1995; Fleming & Baume, 2006). Verbal learners are those who are more partial to learning through readings, lectures, and discussions, whereas visual learners have a better time learning through the use of pictures, diagrams, charts, animations, and so on (Felder & Silverman, 1988).

According to Felder & Silverman (1988), "Most people of college age and older are visual" (p. 676). Unfortunately, however, formal education (especially at the tertiary level) caters almost exclusively to verbal learning. University education

consists mostly of lectures and discussions making use of plain textbooks or text-heavy PowerPoint slides, book or article readings, and so on. Fleming (1995) claims that visual learners especially “are not well served by present day methods of teaching in a university” (p. 2). Although university students are generally required to demonstrate what they have learned in a written form, “there is no reason why this has to be the way in which information is taken in by students nor stored in a student’s long term memory” (Fleming, 1995, p. 1). It may be beneficial to diversify the ways of delivering information (and input in the context of ELT) to students because it would help account for individual learner preferences or differences and create a learning environment that offers more equal opportunities. Increasing the use of visual aids in universities, such as posters containing visual information, may be an effective way of remedying this problem.

The theory of multiple intelligences. In the 1980s, Howard Gardner postulated the idea that humans do not have a single general-purpose intelligence but instead have several types of intelligences used for different purposes and in different situations. Gardner (1995) defines an intelligence as “a capacity, with its component processes, that is geared to a specific content in the world (such as musical sounds or spatial patterns)” (p. 202-203). Gardner and Hatch (1989) claim that there are seven types of intelligences, including *logical-mathematical* – related to understanding and manipulating numbers and patterns; *linguistic* – related to perceiving the features of language, words, and their sounds; *musical* – related to producing musical sounds and appreciating the qualities of sound; *visual-spatial* – related to perceiving visual information and understanding shapes and transformations; *bodily-kinesthetic* – related to controlling body movements; *interpersonal* – related to understanding and responding to other people’s behaviors and emotions; *intrapersonal* – related to understanding the self and accessing one’s own emotions and inner world.

According to Gardner and Hatch (1989), all humans have each of these intelligences, yet there are individual differences, i.e., strengths and weaknesses, resulting from genetic factors as well as environmental ones (p. 5). Although some of these intelligence types may be inapplicable to the context of ELT, the presentation of information in an ELT classroom can be diversified by taking the various intelligences into account. As Grinder and Bandler (1981) state,

When we process information internally, we can do it visually, auditorily, kinesthetically, olfactorily or gustatorily. As you read the word 'circus', you may know what it means by seeing images of circus rings, elephants or trapeze artists; by hearing carnival music; by feeling excited; or by smelling and tasting popcorn or cotton candy. It is possible to access the meaning of a word in any one, or any combination, of the five sensory channels (p. 238).

Thus, it is not sensible to limit presented information to a single sense by teaching only verbally, which is exactly what takes place in most formal education institutions. Although the senses of smell, movement, or taste may not be easily applicable to teaching language, sight certainly is, and easily at that, with the use of various forms of visual aids, including posters, cards, videos, animation, realia, and so on. Why is it, then, that visual intelligence "is underrecognized, undervalued, underappreciated, and therefore, underinstructed"? (The National Research Council, 2006, p. 14-15).

Relevant Studies

The current literature is somewhat lacking in the quantity of studies dealing with peripheral learning or the use of educational posters in the classroom. Of the studies that have been conducted, most of them were done to measure the effectiveness of peripheral learning with regard to learning vocabulary specifically (Badri, Badri, & Badri, 2015; Bahmani, Pazhakh, & Sharif, 2012; Rokni, Porasghar, & Taziki, 2014; Şener & Bostan, 2017). One of these (Bahmani, Pazhakh, & Sharif, 2012) involved 80 female participants who were randomly placed into an experimental group or a control group. A content-based test was used as a pre-test, and three post-tests (on immediate recall, delayed recall, and long-term retention) respectively, were administered after eight class sessions in which the experimental group was treated to a continuously playing slideshow of vocabulary words and illustrations. "The results demonstrated a significant difference between the two groups for each post-test. ... peripheral exposure of vocabulary to the participants had a very significant impact on the participants' vocabulary acquisition, retention, and recall." (Bahmani et al., 2012, p. 44)

Another such study (Rokni, Porasghar, & Taziki, 2014) investigated the effects of peripheral learning on learning the spellings of various vocabulary items. The participants were English learners at a language institute in Iran. They were

divided into two groups, one experimental group and one control group. The experimental group was exposed to posters displaying vocabulary items on the walls of their classroom, whereas the control group was not. This study showed that there was a significant difference in spelling performance in favor of the experimental group after long-term exposure.

A further similar study (Badri, Badri, & Badri, 2015) investigated learning vocabulary via peripheral learning from pictorial input along with reading. The study included 30 female EFL learners who were randomly placed into a control or an experimental group. Two vocabulary tests were utilized, one serving as a pre-test and the other as a post-test. Between the two tests, both groups were treated to reading lessons, but unlike the control group, the experimental group was further exposed to the target words present in the readings via pictorial posters on the walls of the classroom. The post-test results showed, once again, that the group receiving peripheral teaching performed significantly better in vocabulary recall after the treatment.

A final vocabulary-related study worth mentioning (Şener & Bostan, 2017) used a pre-test and post-test method to investigate the effect of vocabulary posters on elementary school students. It was found that despite a lack of teacher instruction, the posters increased vocabulary test scores significantly. Interestingly, this study also found that girls benefited more from the posters than boys, which the authors attributed to girls possessing more talent for learning foreign languages than boys, which is debatable.

Though not involving vocabulary learning exactly, it can be argued that the study of Gezer, Şen and Alıcı (2012) is a very similar case. They used a pre-test and post-test framework in order to examine the effect of peripheral learning on learning idiomatic expressions in English, and whether the extent of the effect showed any differences in relation to the gender of the learner. The participants were 43 female and 68 male students at Yıldız Technical University School of Foreign Languages in Istanbul. The study found that there was a statistically significant difference between the results of the post-test (conducted one month after decorating the classroom with posters illustrating the meanings of English idioms) and the results of the pre-test (conducted before hanging the posters),

implying that peripheral learning via posters was beneficial for learning idioms. Unlike the research done by Şener and Bostan (2017), this study did not find a significant difference in the extent of peripheral learning with relation to gender.

Besides studies dealing with peripheral learning, a number of studies have investigated visual aid use in the classroom. One study which stands out is Takahashi and Matsuya (2013), who conducted a study on Japanese college students involving learning phrasal verbs by way of computer-assisted visual aids. They found that when the meanings of phrasal verbs were demonstrated via moving pictures, learners gained a better understanding of them regardless of their proficiency level.

There are also studies which have investigated the beliefs and attitudes of teachers and students towards in-class visual aid usage (Al Mamun, 2014; Dolati & Richards, 2012; Mohamadpur, 2013). For instance, Al Mamun (2014) conducted a study involving five English teachers as well as twenty-five students, in which used observation and interviews to uncover the participants' feelings towards visual aids. He found that the teachers believed visual aids were helpful in livening up the classroom, providing context, and overall facilitating the teaching process (p. 30-31). He also found that all of the students agreed that visual aids help them to learn language (p. 36).

Furthermore, by interviewing 15 primary school English teachers, Dolati and Richards (2012) found that nearly all teachers believe that visual aids have a positive effect on the learning process, and that teachers used visual aids for various reasons. Some teachers believed that verbal input becomes easier to comprehend when it is accompanied by visuals (p. 2586). Some stated that visual aids increase motivation and encourage students to participate more often. Some mentioned that visual aids help to increase retention of what is learned (p. 2586). They also found that the use of flash cards containing visuals motivated students to speak more often (p. 2581).

One final study to note investigated the effects of in-class poster use on learner motivation (Mohamadpur, 2013). It was found that the use of pictorial posters significantly boosted learners' motivation, and more students reported

having preferred to learn vocabulary via posters present on the walls of the classroom than any other method.

Thus, although the number of studies focusing on peripheral learning or the use of posters in the classroom is low, the studies that have been done follow a clear pattern: educational, illustrative posters are not only beneficial for vocabulary learning, but they also increase motivation by offering an aesthetically pleasing and stimulating environment to students in which they feel safer due to the accessibility of information when needed.



Chapter 3

Methodology

The present study is a mixed study, meaning that both quantitative and qualitative research methods have been utilized. It is a form of action research, as the results are expected to have an impact on the teaching practices of the researcher. The study has involved overviewing the curriculum and course books used in a preparation school and accordingly preparing and hanging educational posters consisting of illustrations, color coding, linguistic information, and examples of usage. The effects of the presence of posters were investigated by comparing the results of two midterm exams of experimental and control groups. The study has also involved interviewing poster-exposed participants to discern students' behaviors and feelings towards the posters placed in the classroom.

Setting and Participants

The study was carried out in two separate classrooms in the Foreign Languages Department of a state university in Turkey. The participants consisted of two classes in the English preparation program of the university, one having 24 participating students and the other having 21 participating students. The 24-student group was taken as the experimental group, whereas the 21-student group was taken as the control group in the scope of the present study.

The students started at approximately the same level in English competence, as both classes were deemed as *elementary* level classes at the beginning of the term, which is the terminology used by the department to refer to the A2 level in the Common European Framework. As for how students are placed into classes, the department prepares and administers a placement exam in order to measure students' competence levels at the beginning of the academic term, and places them accordingly. Within each level, the classes are heterogeneous, meaning that placement exam results show equal variance. The placement exam results of the participating classes are given in Table 1:

Table 1

Placement Test Results

Poster		Control	
Student 1	68	Student 25	70
Student 2	81	Student 26	59
Student 3	58	Student 27	74
Student 4	62	Student 28	68
Student 5	57	Student 29	75
Student 6	72	Student 30	70
Student 7	58	Student 31	72
Student 8	66	Student 32	77
Student 9	60	Student 33	70
Student 10	N/A	Student 34	73
Student 11	67	Student 35	57
Student 12	80	Student 36	56
Student 13	72	Student 37	67
Student 14	78	Student 38	79
Student 15	N/A	Student 39	80
Student 16	58	Student 40	70
Student 17	69	Student 41	N/A
Student 18	75	Student 42	78
Student 19	58	Student 43	71
Student 20	77	Student 44	54
Student 21	71	Student 45	56
Student 22	57		
Student 23	46		
Student 24	66		
Mean	66.18	Mean	68.80

Note that each class contains one or two students without placement exam scores, as these students did not take the placement exam. In their case, scores from the earlier proficiency exam were used as a deciding factor, which was administered two weeks prior to the placement exam. When these scores are analyzed via an independent t-test, the results of which can be found in Tables 2, 3, and 4, it is clear that there was no significant difference in exam performance between the two groups at the start of the term.

Table 2

Placement Test Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Placement	1.00	22	66.1818	9.12159	1.94473
	2.00	20	68.8000	8.17956	1.82901

Table 3

Placement Test T-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Placement	Equal variances assumed	.431	.515	-.976	40	.335
	Equal variances not assumed			-.981	39.995	.333

Table 4

Placement Test T-Test

		t-test for Equality of Means			
		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
				Lower	Upper
Placement	Equal variances assumed	-2.61818	2.68387	-8.04249	2.80613
	Equal variances not assumed	-2.61818	2.66969	-8.01385	2.77748

Data Collection

The study was a mixed qualitative-quantitative study. 27 different posters of A2 size containing English structures and lexical items along with examples and illustrations were prepared by the researcher. They were then hung on the walls of the classroom at the beginning of a semester, and their positioning was changed at 3-4 week intervals to ensure all students could see each poster closely. The placement of the posters can be seen in Figures 1, 2, and 3.



Figure 1. Placement of the posters in the classroom.



Figure 2. Placement of the posters in the classroom.



Figure 3. Placement of the posters in the classroom.

The first of the research questions, i.e. whether there is a positive effect of educational posters on exam scores, was studied quantitatively. The required data for student performances was taken from the results of the official midterm exams administered by the university's Foreign Languages Department. Two midterm exams testing competences in listening, use of English (grammar and vocabulary), reading, writing, and speaking were administered during the 12-week period in which the posters were displayed. The first of the midterm exams took place in the 4th week, whereas the second exam took place at the end of the 12th week. For both exams, all of the participant students' scores (total scores as well as the scores in each skill) were collected with the permission of the Foreign Languages Department and the university. They were then analyzed using an independent samples t-test in order to determine whether there is a significant difference in exam performance in favor of the experimental group.

The second and third research questions, pertaining to student behaviors and attitudes, were studied qualitatively via interviews. Each student in the poster group was interviewed individually in Turkish and asked three questions:

1. Have the posters in the classroom helped you in terms of exam performance? To what degree? Why?
2. How often did you look at the posters in the classroom? In what ways did you look at them? Why?
3. How has having posters in the classroom throughout the semester made you feel? Why?

The students were told beforehand that they were expected to answer in Turkish for them to be able to answer as accurately and comfortably as possible. They were assured that their answers would have no impact on them whatsoever and that they were free to and expected to answer as fully and honestly as possible. The questions were asked in order and each student was given one minute to ponder each question before answering to ensure that the responses were complete. As each student gave his or her answers, the researcher conducting the interview noted down what was said as completely as he could, politely asking the student to slow down if it was necessary. Subsequently, each response was translated into English.

Instruments

Several instruments were utilized in the current study. The first of these was the multitude of educational posters prepared to enable peripheral learning in the experimental classroom. The second instrument consisted of two integrated midterm exams prepared by the school in order to test students' English performances. The third instrument was the statistical analysis software IBM SPSS Statistics 20, which was used to look for differences in exam scores between the poster and control groups. The fourth and final instrument was an interview consisting of three questions.

Instrument 1. Twenty-seven posters (Appendix-B) containing information on English grammar, vocabulary, and expressions of speech were prepared by computer and hung on the walls of the classroom of the experimental group using removable adhesive in order to provide students with a visual and verbal source of peripheral information. The posters contain grammatical items such as verb tenses and sentence structures, demonstrating the correct form via examples as well as explaining the usage of such items, along with relevant vocabulary items and expressions found within the textbook to be used throughout the academic year. The posters are colorful and illustrative in order to be motivational and catch the learners' attention. They were printed in A2 size to ensure that they are visible from every part of the classroom.

Instrument 2. Two paper-based midterm exams were prepared and administered by the Foreign Languages Department of the university, the results of which were analyzed and compared with the aim of answering the first research question (related to students' English performance after poster exposure). These exams were prepared to measure various English skills, including reading, listening, speaking, and writing competence as well as grammar and vocabulary knowledge.

Instrument 3. The statistical analysis software IBM SPSS Statistics 20 was used to analyze the exam results via independent samples t-tests with the aim of answering the first research question (related to students' English performance after poster exposure).

Instrument 4. Three interview questions were prepared, and each poster-exposed student was interviewed with the aim of answering the first and second research questions (related to the behaviors and attitudes of students towards educational posters in the classroom respectively). The interview questions were as follows:

1. Have the posters in the classroom helped you in terms of exam performance? To what degree? Why?
2. How often did you look at the posters in the classroom? In what ways did you look at them? Why?
3. How has having posters in the classroom throughout the semester made you feel? Why?

Data Analysis

The data was analyzed quantitatively for the first research question and qualitatively for the second and third research questions. For the question pertaining to the effect of educational posters on exam performances, data analysis software IBM SPSS Statistics 20 was used to perform independent samples t-tests to compare the mean scores of the two groups and find out whether the poster-exposed group had significantly higher exam scores. An independent samples t-test is a statistical test used to compare the means of two independent score groups (Kim, 2015). A t-test is valid provided that the scores are distributed normally (Ghasemi & Zahediasl, 2012). Two common tests for checking normality are the Shapiro-Wilk test and the Kolmogorov-Smirnov test (Ghasemi & Zahediasl, 2012; Kim, 2015). Both of these tests were done via IBM SPSS Statistics 20, and the results showed (Appendix-A) that the datasets were indeed distributed normally. A one-tailed t-test (hypothesizing specifically that the poster group may have significantly greater test scores than the control group) was preferred over a two-tailed t-test (hypothesizing that the compared groups have significantly different scores). Ruxton and Neuhäuser (2010) state that a one-tailed t-test has greater power in detecting differences, but that it is only appropriate if two conditions hold true: a) if the effect can logically be expected to be in one particular direction only, and b) if an observed effect in the opposite direction would not be treated differently to not observing any significant effect at

all. In the case of this study, both of these conditions hold true as a) it is only logical to think that educational posters would increase learning, not hinder it, and b) if there was indeed an effect in the opposite direction (if the control group had significantly higher scores), the results would be treated identically to not finding any effect: by continuing business as usual and not bothering with the preparation or use of posters in the classroom.

The analysis process was first carried out for the total scores received in the two midterm exams, and then for the scores received specifically in the use of English sections of the exams consisting only of grammar and vocabulary. The reason for this was that the content of most of the posters consisted of grammatical structures and lexical items along with examples of their usage, so it was hypothesized that the posters may have had the strongest effect on the exam sections related to grammar and vocabulary.

For the second and third questions, interviews were conducted and each student's attitudes and behaviors towards the posters were noted down and translated into English. The responses were then examined, certain patterns were discovered, and categories of responses were created accordingly, each response being placed in the suitable category. Finally, the overall response patterns were evaluated and discussed.

Chapter 4

Findings

This chapter provides the results of the two midterm exams for each group of students, followed by independent t-test results comparing the mean total scores as well as mean use of English (grammar and vocabulary) scores for each exam. Afterwards, every student's progress (or difference in score) between the two exams is listed, again followed by a comparison between the two groups via t-test. Finally, the responses for each interview question are given.

Midterm Exam Results

The total scores as well as the sectional scores of the poster and control groups in the first midterm exam, administered after four weeks of poster exposure, are given in Tables 5 and 6 respectively:

Table 5

Midterm 1 Results – Poster Group

<i>Poster</i>	Listening	Use of English	Reading	Writing	Speaking	Total
Student 1	15	19.5	17.0	11.75	11	74.25
Student 2	17	26.5	18.5	11.75	15	88.75
Student 3	11	12.0	14.0	9.50	10	56.50
Student 4	15	17.0	10.5	12.75	13	68.25
Student 5	17	20.5	19.5	12.25	14	83.25
Student 6	17	21.5	17.5	10.25	11	77.25
Student 7	15	17.5	18.0	10.50	7	68.00
Student 8	17	21.5	16.5	11.00	10	76.00
Student 9	17	21.5	18.5	12.25	12	81.25
Student 10	17	21.5	17.0	11.75	8	75.25
Student 11	16	26.5	19.0	13.75	9	84.25
Student 12	17	26.5	20.0	13.50	12	89.00
Student 13	16	22.0	18.5	12.00	11	79.50
Student 14	17	19.5	19.5	12.75	17	85.75
Student 15	15	18.5	19.0	10.00	10	72.50
Student 16	17	9.5	14.5	0.00	8	49.00
Student 17	15	28.0	18.0	12.75	18	91.75
Student 18	17	23.5	19.5	12.25	13	85.25
Student 19	17	23.5	18.0	10.75	7	76.25
Student 20	17	23.0	13.0	11.25	11	75.25
Student 21	16	17.0	19.5	10.25	12	74.75
Student 22	17	21.5	17.5	9.00	7	72.00
Student 23	14	8.5	16.5	9.75	6	54.75
Student 24	17	19.0	19.5	13.75	12	81.25
<i>Mean</i>	<i>16.08</i>	<i>20.23</i>	<i>17.46</i>	<i>11.06</i>	<i>11.00</i>	<i>75.83</i>

Table 6

Midterm 1 Results – Control Group

<i>Control</i>	Listening	Use of English	Reading	Writing	Speaking	Total
Student 25	17	19	20	12.5	10	78.5
Student 26	17	14.5	15.5	8.5	12	67.5
Student 27	17	21.5	18.5	12.25	14	83.25
Student 28	15	17.5	11.5	10.25	11	65.25
Student 29	17	20.5	17	13.25	16	83.75
Student 30	17	18.5	15.5	10.75	17	78.75
Student 31	16	16.5	19	10.5	13	75
Student 32	17	20	18.5	12	16	83.5
Student 33	16	22.5	19.5	14.25	20	92.25
Student 34	17	17	20	12.5	15	81.5
Student 35	17	10.5	13.5	12.5	8	61.5
Student 36	17	12.5	13.5	10	17	70
Student 37	16	21	19	12.25	15	83.25
Student 38	17	19	18	13.25	10	77.25
Student 39	17	23	19	13	18	90
Student 40	15	18.5	17	12.75	19	82.25
Student 41	16	15	16.5	12.75	14	74.25
Student 42	17	22	18.5	13.5	12	83
Student 43	17	17.5	17	12.75	15	79.25
Student 44	12	14	16.5	11.25	11	64.75
Student 45	17	21	17.5	12.75	11	79.25
<i>Mean</i>	<i>16.38</i>	<i>18.17</i>	<i>17.19</i>	<i>12.07</i>	<i>14.00</i>	<i>77.81</i>

The total scores as well as the sectional scores of the poster and control groups in the second midterm exam, administered after 12 weeks of poster exposure, are given in Tables 7 and 8 respectively:

Table 7

Midterm 2 Results – Poster Group

<i>Poster</i>	Listening	Use of English	Reading	Writing	Speaking	Total
Student 1	7	18.5	10.5	8.75	12	56.75
Student 2	11	30.0	13.5	12.25	18	84.75
Student 3	5	10.0	7.5	8	9	39.50
Student 4	9	13.0	7.5	7.75	18	55.25
Student 5	9	22.5	11.5	12.75	18	73.75
Student 6	8	17.5	12	7	11	55.50
Student 7	10	17.0	10	9	11	57.00
Student 8	6	21.0	10	9.75	8	54.75
Student 9	11	23.5	11	12	15	72.50
Student 10	10	17.0	11.5	10	12	60.50
Student 11	13	23.0	12.5	9.25	20	77.75
Student 12	14	24.0	13	10.5	16	77.50
Student 13	8	18.0	10.5	9	11	56.50

Student 14	13	20.5	14	12.5	19	79.00
Student 15	10	16.5	9.5	8.75	13	57.75
Student 16	7	9.5	5	10	14	45.50
Student 17	11	27.0	14.5	11.5	20	84.00
Student 18	9	19.5	12.5	14	17	72.00
Student 19	10	24.0	14	11	18	77.00
Student 20	9	18.0	11	11.5	15	64.50
Student 21	7	15.5	8.5	9.25	15	55.25
Student 22	7	19.0	11.5	11.75	10	59.25
Student 23	5	10.5	3.5	9.5	9	37.50
Student 24	12	20.0	7.5	12.75	15	67.25
<i>Mean</i>	<i>9.21</i>	<i>18.96</i>	<i>10.52</i>	<i>10.35</i>	<i>14.33</i>	<i>63.38</i>

Table 8

Midterm 2 Results – Control Group

<i>Control</i>	Listening	Use of English	Reading	Writing	Speaking	Total
Student 25	6	14.5	10	8.5	15	54
Student 26	8	12.5	10	9	9	48.5
Student 27	11	17	7	11.75	14	60.75
Student 28	4	15.5	8	8.25	13	48.75
Student 29	8	18.5	13	13	17	69.5
Student 30	10	13.5	9.5	8.25	16	57.25
Student 31	9	11.5	11.5	11.5	12	55.5
Student 32	6	16	7.5	11.75	16	57.25
Student 33	11	27	11.5	11.5	13	74
Student 34	12	20.5	12.5	14	16	75
Student 35	9	8.5	4.5	7.5	9	38.5
Student 36	8	13.5	8	10.75	15	55.25
Student 37	6	14	11	9.25	17	57.25
Student 38	12	22	14	10.75	12	70.75
Student 39	11	24	11.5	13	17	76.5
Student 40	8	12	8	11.75	16	55.75
Student 41	10	16.5	8.5	8.75	9	52.75
Student 42	10	19.5	14.5	12	12	68
Student 43	11	17.5	12	10.75	16	67.25
Student 44	9	15	6.5	7.25	14	51.75
Student 45	10	18	8	10	11	57
<i>Mean</i>	<i>9.00</i>	<i>16.52</i>	<i>9.86</i>	<i>10.44</i>	<i>13.76</i>	<i>59.58</i>

First, the total scores for each exam were analyzed via the software IBM SPSS Statistics 20. The group statistics for each exam in relation to total scores are given in Table 9:

Table 9

Midterm Exam Total Scores Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
M1 Total	Poster	24	75.8333	10.77050	2.19852
	Control	21	77.8095	8.16161	1.78101
M2 Total	Poster	24	63.3750	13.21396	2.69729
	Control	21	59.5833	9.95689	2.17277

The independent t-test results for the total scores in the first and second exams are given in Tables 10 and 11:

Table 10

Midterm Exam Total Scores T-Tests

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (1-tailed)
M1 Total Score	Equal variances assumed	.582	.450	-.686	43	.752
M2 Total Score	Equal variances assumed	2.532	.119	1.074	43	.144

Table 11

Midterm Exam Total Scores T-Tests

		t-test for Equality of Means			
		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
				Lower	Upper
M1 Total Score	Equal variances assumed	-1.97619	2.88207	-7.78843	3.83605
M2 Total Score	Equal variances assumed	3.79167	3.52930	-3.32585	10.90918

For the total scores in the first midterm exam, administered four weeks after the hanging of the posters, there was no significant difference between the poster-exposed group ($M=75.83$, $SD=10.77$) and the control group ($M=77.81$, $SD=8.16$); $t(43)=-0.686$, $p=0.752$.

For the total scores in the second midterm, there was again no significant difference between the poster-exposed group ($M=63.38$, $SD=13.21$) and the control group ($M=59.58$, $SD=9.96$); $t(43)=1.07$, $p=0.144$, though the difference in means shifted from being in favor of the control group in the first exam to being in favor of the poster group in the second one, which was administered 12 weeks after the hanging of the posters.

Midterm Exam Use of English Scores

It was hypothesized that since the content of the posters was almost completely related to grammar and vocabulary, any potential effects would most likely be seen most clearly in the use of English sections of the exams, consisting of grammar and vocabulary items. Thus, the scores for the use of English sections of each exam were also analyzed separately from the total scores, again with an independent samples t-test. The group statistics for each exam in relation to use of English scores are given in Table 12:

Table 12

Midterm Exam Use of English Scores Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
M1 Grammar & Vocabulary	Poster	24	20.2292	4.99125	1.01883
	Control	21	18.1667	3.39975	.74189
M2 Grammar & Vocabulary	Poster	24	18.9583	5.11374	1.04384
	Control	21	16.5238	4.39453	.95897

The independent t-test results for the use of English sections of the first and second exams are given in Tables 13 and 14:

Table 13

Midterm Exam Use of English Scores T-Tests

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (1-tailed)
M1 Grammar & Vocabulary	Equal variances assumed	1.425	.239	1.596	43	.059
M2 Grammar & Vocabulary	Equal variances assumed	.327	.571	1.700	43	.048

Table 14

Midterm Exam Use of English Scores T-Tests

		t-test for Equality of Means			
		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
				Lower	Upper
M1 Grammar & Vocabulary	Equal variances assumed	2.06250	1.29219	-.54345	4.66845
M2 Grammar & Vocabulary	Equal variances assumed	2.43452	1.43208	-.45355	5.32260

For the use of English scores in the first exam, there was a nearly significant difference (at the $\alpha=0.05$ level) between the poster-exposed group ($M=20.23$, $SD=4.99$) and the control group ($M=18.17$, $SD=3.40$); $t(43)=1.60$, $p=0.059$).

For the use of English scores in the second exam, there was a significant difference between the poster-exposed group ($M=18.96$, $SD=5.11$) and the control group ($M=16.52$, $SD=4.39$); $t(43)=1.70$, $p=0.048$).

Progress Between the First and Second Exams

It was hypothesized that the potential effect of the posters would increase with a longer exposure period, and so the effect would be clearer in the second

exam in comparison to the first exam, which would mean that the poster group's progress between the two exams would be greater than that of the control group. To test this idea, the differences between each student's performances in the first and second exams (midterm 1 total score subtracted from midterm 2 total score) were analyzed. The differences for both groups are given in Table 15:

Table 15

Progress Between Midterm 1 and Midterm 2

Poster (M2-M1)		Control (M2-M1)	
Student 1	-17.50	Student 25	-24.5
Student 2	-4.00	Student 26	-19
Student 3	-17.00	Student 27	-22.5
Student 4	-13.00	Student 28	-16.5
Student 5	-9.50	Student 29	-14.25
Student 6	-21.75	Student 30	-21.5
Student 7	-11.00	Student 31	-19.5
Student 8	-21.25	Student 32	-26.25
Student 9	-8.75	Student 33	-18.25
Student 10	-14.75	Student 34	-6.5
Student 11	-6.50	Student 35	-23
Student 12	-11.50	Student 36	-14.75
Student 13	-23.00	Student 37	-26
Student 14	-6.75	Student 38	-6.5
Student 15	-14.75	Student 39	-13.5
Student 16	-3.50	Student 40	-26.5
Student 17	-7.75	Student 41	-21.5
Student 18	-13.25	Student 42	-15
Student 19	0.75	Student 43	-12
Student 20	-10.75	Student 44	-13
Student 21	-19.50	Student 45	-22.25
Student 22	-12.75		
Student 23	-17.25		
Student 24	-14.00		
Mean	-12.46	Mean	-18.23

The changes in total scores from midterm 1 to midterm 2 were analyzed via the software IBM SPSS Statistics 20. Most students received lower scores in the second midterm exam than in the first midterm exam, as the level of difficulty had increased. The reduction in total score between the two midterms was compared between the poster-exposed and control groups via an independent samples t-test. The group statistics for the change in total scores are given in Table 16:

Table 16

Progress Between Exams Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
M1 to M2 Change	Poster	24	-12.4583	6.08708	1.24252
	Control	21	-18.2262	5.99265	1.30770

The independent samples t-test results are given in Tables 17 and 18:

Table 17

Progress Between Exams T-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (1-tailed)
M1 to M2 Change	Equal variances assumed	.019	.891	3.194	43	.001

Table 18

Progress Between Exams T-Test

		t-test for Equality of Means			
		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
				Lower	Upper
M1 to M2 Change	Equal variances assumed	5.76786	1.80579	2.12613	9.40959

For the total score change from midterm 1 to midterm 2, there was a clearly significant difference (at the $\alpha=0.05$ level) between the poster-exposed group ($M=-12.46$, $SD=6.09$) and the control group ($M=-18.23$, $SD=5.99$); $t(43)=3.19$, $p=0.001$). The control group's reduction in mean total score from the first midterm to the second midterm was 5.77 points more than that of the poster-exposed group.

Interview Results

Each student in the poster group was interviewed individually in Turkish and asked three questions:

1. Have the posters in the classroom helped you in terms of exam performance? To what degree? Why?
2. How often did you look at the posters in the classroom? In what ways did you look at them? Why?
3. How has having posters in the classroom throughout the semester made you feel? Why?

The students were told beforehand that they were expected to answer in Turkish for them to be able to answer as accurately and comfortably as possible. They were assured that their answers would have no impact on them whatsoever and that they were free to and expected to answer as fully and honestly as possible. The questions were asked in order and each student was given one minute to ponder each question before answering to ensure that the responses were complete.

As each student gave his or her answers, the researcher conducting the interview noted down what was said as completely as he could, politely asking the student to slow down if it was necessary. Subsequently, each response was translated into English. The responses are given below, where student names have been substituted with letters.

Interview question 1. Have the posters in the classroom helped you in terms of exam performance? To what degree? Why?

Student A. About the posters, I initially thought “What’s the point?” and didn’t care about them. But after a while they began to draw my attention and my eyes quickly got used to them. In fact, when they were taken off the walls one day, the classroom felt very empty and I found it weird. Thanks to these posters, which caught your eye whether you liked it or not, I was helped with remembering vocabulary and the past tense forms of verbs. To put it briefly, I think these posters were what made the class what it was and were something indispensable.

Student B. Yes, they've helped me. I learned the past tense forms of many English verbs, which I didn't know before. The posters helped me a lot especially in terms of grammar. I learned the spellings and meanings of new words. So, it was easy for me to use them during exams.

Student C. The only classroom with posters is our classroom. When we look around, even if randomly, we see subject information or words related to our lessons. Since there are related pictures over the words, I am able to remember them. Seeing the subjects that we have covered creates a familiarity with them. This enables me to retain even the earliest topics that we have covered. Honestly, I think that they have helped me with my exams.

Student D. They haven't helped too much. I only looked at them when I needed to. If I examined them more, they would have helped more, but they helped when I needed them. I was able to learn without too much effort. The things I remembered helped me during exams.

Student E. They've helped me. They were a reminder of what I had learned in high school, and because they were short and concise, they enabled me to understand without any confusion. I reviewed them before doing writing and before quizzes. But besides that, I wasn't able to progress much because I wasn't able to tend to my studies.

Student F. They have. There were vocabulary words that I couldn't remember during exams. Sometimes, I remembered them from the posters that I had seen. I think that they are effective in terms of vocabulary. However, I think they weren't of much help in terms of grammar. The reason for this is that they were a little complicated.

Student G. The posters helped me before exams to remember the topics that I had forgotten, even if occasionally. And the vocabulary words that caught my eye before exams helped me during exams.

Student H. They've partially helped me. I don't think that they've affected me too much... I've only seen an effect with regard to what I've examined in

the posters. So, it has had a small effect on my grades. But I think that the effect would increase if examined more.

Student I. The posters in the classroom have improved my performance. After a topic is covered in class, you sometimes motivate us by telling us that the topic can be found in the posters. When learning that topic, I can look at the posters and remove any confusion afterwards. Because I've gotten used to them, when I go to another classroom, the emptiness is very glaring. There is also a psychological effect, because inspecting the posters and other resources instead of asking our teacher when we don't understand increases our overall understanding.

Student J. The posters have helped me considerably in terms of exam performance. I am not a student who studies very much, but when I want to study for an exam, I look for the tenses in the posters. Since they are given clearly along with examples, I understand them easily.

Student K. They have affected my exams positively. I've learned some of the vocabulary words from the posters, and whenever I saw these words on the exam, the picture in the poster would appear in my mind and I'd remember its meaning. I also learned some grammar structures by looking at the posters every day because of course we're in the classroom 5 hours a day and there are aesthetically pleasing posters on the walls. I looked at them even if out of the corner of my eye, and by doing that every day, it just stuck in my mind.

Student L. Our classroom is on the top floor, so going downstairs during break time is boring and wastes time. So, I stay in class and study grammar and vocabulary from the posters. My friend and I go to the area where vocabulary words are located, and one of us chooses a word and describes it to the other in English, and we try to guess. This has helped me very much with English speaking and thinking. When it comes to whether my grades have improved, not really yet, but this doesn't and shouldn't matter because if I've had fun thanks to these posters and I believe that they have made a contribution to me, I think the rest doesn't matter.

Student M. The posters have helped me in terms of exam performance. Because I learned some vocabulary words and grammar structures that I didn't know. Consequently, my grades have begun to gradually improve.

Student N. I don't know how beneficial they have been with exams, but they have helped me when learning grammar during lessons. The posters with pictures drew my attention more. I was attracted to them more. But the ones that helped me most were the ones where the past tense forms of words were written. During exercises, I got help from them when using the past forms. I think it was a great project, so thanks to everyone involved.

Student O. Since they have strengthened our understanding of the topics covered in class, they have helped, even if indirectly.

Student P. They have helped improve my English. They have helped me learn words I did not know, and these words happened to be on the exam. Also, I saw benefits not only with vocabulary but with grammar, too. They provided me with clues on tenses I did not know, and I was able to understand the topics better. That's not all; I also ended up learning the infinitive, simple past, and past participle forms of irregular verbs. Honestly, I believe that they have had a positive effect on my exams.

Student Q. I believe they have had a positive effect, even if small, because they have helped me with topics I did not know.

Student R. The poster with the irregular verbs was very useful to me during class. During exams, some vocabulary items popped into my mind visually. I don't think they have had a huge effect, because I didn't read most posters.

Student S. I believe that they have had a positive effect on me in exams. Especially the posters with pictures right in front of me have stuck in my mind. There has been information that I remembered during the exams by thinking about the posters. Also, I believe that being constantly exposed to information makes learning easier. That's why there was a positive effect.

Student T. They have helped. I was able to look at the usages I was confused about on the posters and find answers before exams. I believe

they were around 70% useful. Since my visual intelligence is higher, they have helped me remember. However, since the images are meshed together, they can be a bit tiring for the eye.

Student U. They were of medium benefit. I had the opportunity to look at the vocabulary and grammar subjects where I had some shortcomings. They were good for me in this aspect. Since I was responsible for these topics, they helped me with exams.

Student V. There were adjectives that I sometimes confused, especially during writing exams. For instance, I often confused words like scary and scared, exciting and excited. I was always unable to choose the correct word during exams, but I think seeing these words next to their illustrations has had a very big effect. Not only for adjectives. Seeing when and how verbs were used all in one place and always having them right in front of us whenever we got confused enabled us to become familiar with them. However, the transitional expressions that we use when writing paragraphs were not very memorable, because they were given by themselves.

Student W. During lessons I looked at the posters and because I saw the posters every day, most things in grammar became familiar to me. The posters helped me to remember certain words and grammar structures that I saw on exams more easily, even if not too often. However, I don't think there has been a significant change in my grades.

Student X. Firstly, thanks a lot for these posters. My English has improved a lot because of these posters. When I first came to this school I knew very little, but now I know an average amount. They will be beneficial for me in the future, too.

Interview question 2. How often did you look at the posters in the classroom? In what ways did you look at them? Why?

Student A. Honestly, I didn't go and look at every break. Like I said, my eye caught them all the time but before quizzes I carefully looked at the grammar topics that I didn't remember. I can say that I looked at the colorful pictures and words almost every day, even if not attentively.

Student B. I look at the posters almost every day. Since they are part of our immediate surroundings, it's easy for us to see them. As they are explanatory, when we look at them, we see what we want.

Student C. I always look at the posters in class when I forget the past form of a word or when I'm not sure how it's written, when my friends in class try to describe a word on them in English to each other and we try to guess, when I go to hang my coat, when I go to examine the examples of a topic I do not understand.

Student D. I only looked at them when I needed to. I looked at the words I didn't know the meanings of and the simple past and past participle forms of verbs. I knew most of the things on the posters, so I did not have to examine them very attentively.

Student E. Whenever I was bored in class or whenever I needed them, if there was something I didn't know, I looked. Whenever there was an activity on a topic that I didn't understand or that I didn't listen to, I studied from them and got an idea.

Student F. I examined the posters that were in front of me or close to me whenever I got bored. The posters with pictures had more of an effect. I believe they got my attention more and were more memorable.

Student G. Sometimes when I got bored in class, I especially read the vocabulary words on the posters. Their illustrations helped them to stick in my mind.

Student H. I looked during break times or during class when there was a topic I was lost on, but I can't say that I inspected them very meticulously, because I don't think I'm devoted enough to study from posters.

Student I. I was able to look more at the posters close to me because I have an eye problem. The posters are easy to understand and not convoluted. I studied the words that change forms. I looked at the writings with pictures. I especially like the writings with pictures, because understanding the definition of a word by illustration is more effective than

directly getting its Turkish equivalent. It's like teaching a newborn baby how to say, "Come here," by using a hand motion.

Student J. I looked at the posters with pictures every day; they aroused my attention. Seeing new words or ones that I'd had trouble memorizing in an illustrated way allowed them to stick in my mind.

Student K. At first, I looked at them all the time, but because my eyes got used to them, I began to look at them less, but when I realized that they were helping me, I looked at them every day. When I lost my concentration during class or when I finished what I had to do early, I generally found myself examining the posters in some way.

Student L. I can say that I looked at almost every break. Coming in and going out of the classroom, hanging my coat, they always caught my eye. In fact, they once made me curious about a topic that I didn't even know existed, so I researched it. A month after I had learned it myself, we learned that topic in class, and since I knew it already, I had no trouble understanding it, and I helped my friends who had trouble understanding the topic by giving them examples from the posters during breaks, and I ended up comprehending even better.

Student M. I looked at the posters in the classroom during breaks and sometimes to learn a word I did not know. I took photographs of the posters containing grammar structures and examined them at home when studying for exams.

Student N. I looked and got help during exercises. I don't remember ever looking during breaks. They were generally more useful to me during class. They helped at points when I got confused.

Student O. I looked at them during class periods all the time. They acted as supplementary examples. I examined words that I didn't know and their spellings.

Student P. I look at the posters in the classroom at least 10-15 times at every class period. Because they are related to the lessons. Sometimes they are very useful for understanding and remembering what was

forgotten. We understand complexities with tenses more clearly. There are times when I look some more during breaks, too.

Student Q. I looked at times to learn words and rules I didn't know. The visuals drew my attention.

Student R. When they were first hung up, I skimmed through and read them all. I looked at the ones around the whiteboard more often. I didn't examine the ones on the side walls too much. The size of the text was a bit small for me, so I was not able to read all of them. I read the parts that would be useful for me in the sections that we covered in class. The posters with pictures on them were more attention-grabbing.

Student S. I looked at the posters in the classroom whenever I got confused about something. To learn about the questions in my mind and other aspects, I examined them at length. Also, whenever I came to class early in the morning or during my free time between class periods, I skimmed each poster briefly, especially the ones that drew my attention with their pictures, to take advantage of my free time.

Student T. Coming in and getting out of the classroom, whenever I lost my concentration in class, when doing exercises and using the simple past and past participle forms of verbs, I looked. By taking their photographs, I got help from them when studying at home. They provided easier access to information.

Student U. I looked whenever I felt the need. I examined them carefully. They helped me with my shortcomings. They also helped me with remembering the parts that I had forgotten.

Student V. I can say this about myself: as someone who prefers to spend my breaks in class, I don't have to focus on the whiteboard, so naturally I look around. Also, as a result of being bored, they drew my attention when looking left and right. I would suddenly start examining them without realizing it. During class time, I only looked at the uses of different verb tenses. We would choose a word on the posters with a few classmates and describe it in English. They gave us that opportunity, and we sometimes

looked at them for a game. Shortly, I spent my breaks mostly with the posters.

Student W. During lessons, I looked at structures that I was confused about to see how they are used. I generally looked at the irregular verbs poster. I looked at pictures that interested me to see if I knew the meaning, and I learned certain words from posters, but I didn't look at the posters very frequently. When they were first hung up, I checked them out, but then I only looked at the interesting pictures or structures that I had forgotten; I didn't look at the other posters. If the pictures on the posters were bigger I would have looked at them more. Whenever I got bored of the lesson, I glanced at the posters.

Student X. So far, I've looked at them twice a day, because I was a bit foolish. I would like to look at them more from now on. I examined them and processed them in my mind. Sometimes I reviewed them by talking to my classmates about them. You've gone through a great deal of work for our benefit, so we should make use of them. Thank you.

Interview question 3. How has having posters in the classroom throughout the semester made you feel? Why?

Student A. I felt like it reminded me that I was in class, specifically a preparation class. It made me feel much better than it would have had it stayed blank and boring. Thanks for taking the time and turning the boring classroom into fun one.

Student B. I think this is a good thing. Because as we keep seeing the same things, learning them becomes easier and more permanent. We can look at the posters any time during the semester and make use of them whenever we need to.

Student C. Having the walls of the classroom not blank and instead relevant to English makes me feel good. The fact that there are posters with pictures and that they are colorful arouses interest. Once, because there was going to be an exam, the posters were taken down for one or two days, and we felt like we were inside a box. Simply, they make me feel good.

Student D. Since I could look at the posters and learn whenever I felt lost, they made me feel more relaxed. Having posters instead of empty walls was more useful.

Student E. It was a nice thing from my point of view; I was able to find something when I needed to, without having a hard time or searching for it.

Student F. They made me feel good. They helped me realize the importance of the class. They made me feel like I was immersed in English. However, I think the posters' places should be changed at times. In that way, we could see more posters.

Student G. I didn't feel strongly about this subject, but sometimes, whenever I got help, I enjoyed this situation.

Student H. It has made me feel good on the grounds that the classroom is a perfect example of a classroom where English education is given. There are many posters in which both visual and verbal examples are given. In a way, they add color to both the lesson and the class. Because when the classroom is plain, it's a great thing to have posters which grab a person's attention and help to concentrate on the lesson at the same time.

Student I. Having posters in class throughout the semester was quite good for me. Because it both changes the classroom atmosphere and makes me feel relaxed. Whenever I turn my head left and right, it's better for me to encounter and skim through them than to look at blank walls.

Student J. When I looked at and examined the posters, it made me feel peaceful to see that I knew something or had learned something. It allowed me to say that I have actually learned something.

Student K. I think it was quite good. I believe that it has contributed so much to me. Especially in terms of learning vocabulary because there are pictures on the posters and by learning with visual memory it was more permanent for me.

Student L. Instead of looking at bare walls, beneficial information catching my eye and arousing my interest, causing me to go by and read them, has helped me a lot. Before the posters, the classroom used to feel very empty

but after the posters were hung up, I started to feel at home. Because I think that they have added color to our classroom.

Student M. I felt like having posters in the classroom made it a very convenient environment for me and thus I have improved my vocabulary and speaking skills by learning many things.

Student N. When there are no posters, the classroom is so plain and empty. Since I do not like plainness, the posters feel nice to me. Especially the posters with pictures on them add liveliness to the classroom. I love that they are colorful.

Student O. They have made me feel happy, because the design of the selected posters and pictures were very pleasing. Having illustrative posters as opposed to blank walls has made the classroom feel special.

Student P. They have made me feel positively because I believe that by looking and seeing, learning has become more permanent. Because of this, I'd like to thank you.

Student Q. It made me feel special because I saw that our teacher was making an effort for us.

Student R. The classroom felt complete. Having posters about tenses was especially good because they enabled me to make use of them whenever I needed to.

Student S. I think having posters in our classroom was good for me, so I felt good. I believe that getting familiar by sight is necessary when learning a subject.

Student T. Having them in class was attention grabbing and intriguing. Since I had gotten used to having posters in class, whenever I went to other classrooms I felt like I had come to a very empty place. Because they allowed us to review the information we had learned.

Student U. They have made me feel good. Because they have been a means for reviewing at any moment whenever we need help. It has been a nice project.

Student V. At first, I found it a bit weird; it was sort of childish. But in the end, I quit thinking that way because it ended up helping me. So, I started to feel lucky to have been presented such an opportunity. People should hang such large posters where they spend most of their time to learn a language.

Student W. When the posters were first hung up, it felt good, but then it began to feel ordinary because there were always the same posters. Seeing the same things all the time is not intriguing. Regularly changing the posters would have been better.

Student X. It made me feel happy, since there were topics I didn't know. This system is a lot like the American school system. I would like to ask for more posters about other structures. Thank you.

Chapter 5

Discussion

This section consists of a discussion of the findings and reflection on what the findings mean for each of the three research questions. The quantitative findings, i.e., exam scores and t-test results are discussed for research question 1. Subsequently, a discussion of the qualitative findings, i.e. interview responses, follows for research questions 2 and 3. Finally, the chapter concludes with a summary of the discussion.

Research Question 1

Within the 12-week treatment period, two midterm exams (assessing the four communicative skills as well as grammar and vocabulary knowledge) were prepared and administered by the school, the results of which were compared for the poster-exposed class and a similar class with no treatment for the purpose of investigating the potential effects of posters on performance.

In terms of total score, the exam results did not show clearly significant differences between the two groups at the $\alpha=0.05$ level ($p=0.752$ for midterm 1, $p=0.144$ for midterm 2). However, it must be mentioned that the poster-exposed group progressed from having the lower mean total score by 1.98 points in midterm 1 (at only 4 weeks of exposure) to having the higher mean total score in midterm 2 by 3.79 points (at 12 weeks of exposure). This seems to suggest that the posters were more effective after having stayed for a longer period of time.

When it comes to use of English (grammar and vocabulary) score, however, the first exam showed a nearly significant difference ($p=0.059$) in favor of the poster-exposed group, and the second exam showed a significant difference ($p=0.048$) in favor of the poster-exposed group. What this suggests is that although the posters do not appear to have been very effective in terms of total score, they were effective in terms of grammar and vocabulary learning. This can be attributed to the contents of the posters, which were almost exclusively grammar and vocabulary based.

As for progress between the two exams, i.e., change in total score from midterm 1 to midterm 2, there was a clearly significant difference in favor of the poster-exposed group ($p=0.001$). In other words, although both groups received lower scores in the second midterm exam due to increased difficulty level, the control group's reduction in mean total score from the first midterm to the second midterm was 5.77 points more than that of the poster-exposed group. This clearly suggests that the posters had more of an effect after staying up for 12 weeks compared to after having stayed up for only four weeks.

In summary, the exam results showed that the poster-exposed students performed better in the grammar and vocabulary sections than the control students, which was seen more clearly in the second exam. This suggests that the posters were more effective in supporting grammar and vocabulary learning, due to their grammar and vocabulary-focused content, which is in line with previous studies which concluded that peripheral learning was helpful with vocabulary acquisition (Badri, Badri, & Badri, 2015; Bahmani, Pazhakh, & Sharif, 2012; Rokni, Porasghar, & Taziki, 2014; Şener & Bostan, 2017). In addition, the poster-exposed students had much better progress from the first exam (at four weeks of exposure) to the second one (at 12 weeks of exposure), suggesting that the posters became much more effective after a longer period of exposure.

Research Question 2

At the end of the 12-week period, interviews were done with each student in the poster group to discover their beliefs and attitudes towards the posters, or simply, whether they found the posters to be helpful and how the posters made them feel. Two questions were asked during the interviews with the purpose of learning about student attitudes: *"Have the posters in the classroom helped you in terms of exam performance? To what degree? Why?"* and *"How has having posters in the classroom throughout the semester made you feel? Why?"*

For the question of whether students found the posters to be helpful, the responses were overwhelmingly positive. 19 out of 24 students stated that the presence of posters has affected their exam scores positively to some degree. The remaining 5 out of 24 students gave mixed responses, stating that the posters had

helped in some areas and not in others, that the effect was a small one, that they were unsure, or something similar. No students stated outright that the posters were ineffective.

As for the question of how the posters made the students feel, the answers were once again overwhelmingly positive. 15 out of 24 students answered that the presence of posters had made them feel good, happy, nice, or generally positive. 10 students said that the classroom felt more fun, lively, colorful, special, or complete. 5 students claimed that they felt the classroom was boring or bland before the hanging of the posters or that going into other classrooms during breaks made them realize how boring they were. 4 students stated that they felt relaxed, peaceful, or at home due to the presence of colorful posters. 4 students said that the posters made them feel interested or intrigued. 2 students stated that they felt lucky to have the posters. Only 1 student claimed to have no strong feelings about the matter.

These results are in line with previous studies on the effects of poster and visual aid use on student motivation (Al Mamun, 2014; Dolati & Richards, 2010; Mohamadpur, 2013). The interview results clearly show that the inclusion in the classroom of a convenient information source which also adds color and liveliness to the environment can help lower the affective filter and increase motivation. Such a practice is perfectly in line with Krashen's (2009) claim that "the classroom should help ... [by supplying] comprehensible input in an environment conducive to a low filter" (p. 33).

Research Question 3

During the same interviews, students were also asked about their behaviors toward the posters in the classroom, i.e., how often and in what ways they examined the posters. To that end, one question was asked: "*How often did you look at the posters in the classroom? In what ways did you look at them? Why?*" The most common response, mentioned by 11 out of 24 students, was that the student looked at the posters during class hours whenever they forgot something about the subject, needed to check some information, or did not understand something during the lesson. 7 out of 24 replied that they examined the posters

every day or all the time. 6 out of 24 claimed that they examined the posters during breaks, 2 of which mentioned having used the posters to play vocabulary games with friends. Another 6 stated that they found themselves looking at the posters whenever they became bored or lost concentration. 2 students stated that they took photographs of the posters to study from them at home. Thus, it is apparent that students do take advantage of such posters as opposed to ignoring them and that they do so in various ways.

Summary

The study aimed to explore peripheral learning and in-class poster use in an intensive English class with respect to not only student performance on exams but also student behaviors and beliefs. The results of both data collection instruments, i.e., the exams as well as the interviews, show that the inclusion of the posters in the learning environment was beneficial cognitively and emotionally. The students took advantage of the posters throughout the term and learned vocabulary and grammar topics more effectively. Although a difference between the poster-exposed and control groups in total exam scores could not be shown clearly, the poster-exposed group had much better progress between two exams, suggesting an increased effect after longer exposure. Moreover, the posters made students feel safer and more interested. Thus, it is clear that the inclusion of the posters was advantageous to the learning process.

Chapter 6

Conclusion and Suggestions

In this chapter, a concise overview of the study is given initially, highlighting its aims, process, and results. Afterwards, the pedagogical implications of the findings are discussed along with recommendations to foreign language teachers. Lastly, suggestions are made on further areas of study needed to shed more light on peripheral learning in the classroom.

Overview of the Study

Though central learning may indeed have a critical role in the learning process in formal education, peripheral learning is often neglected or forgotten altogether by educators. This is disappointing when the educational value of the learning environment is taken into consideration. This value stems not only from the role that the environment plays in incidentally giving students information, but also from the role it plays in influencing the atmosphere and affective, or emotional, factors present in the classroom. Moreover, students in Turkish universities where English is used as a medium of instruction spend one or two years preparing for their university education by trying to learn English, many of whom fail. This proves to be difficult due to the time factor and the lack of exposure to English outside of the classroom. This situation creates a need for optimizing the time spent in the classroom by maximizing students' exposure to English.

It is for these two reasons that the present study has aimed to take advantage of peripheral learning via the use of color-coded and illustrative posters in order to increase students' exposure to the target language in an intensive English classroom. More specifically, the study has aimed to investigate the potential benefits of such posters with regard to student performances on exams as well as student behaviors and attitudes towards the inclusion of such posters in the classroom. To that end, twenty-seven posters containing vocabulary items, color-coded structures and sentences as well as relevant illustrations were prepared and hung on the walls of a classroom, where they stayed for 12 weeks. Two exams were administered during this period, the results of which showed that

the poster-exposed group performed better in vocabulary and grammar and had better progress between exams than the control group. Interviews with poster-exposed students showed that they tended to make use of the posters by inspecting them frequently and that the presence of posters was very well-received by the students.

Pedagogical Implications

We are surrounded by various factors present in our environment at all times, and it is clear that these factors have an impact on our knowledge, our emotions, and our behaviors. According to Kolb and Kolb (2005), "Learning results from synergetic transactions between the person and the environment" (p. 194). The onus is on educators to ensure that the learning environment is ideally set up to facilitate learning for students.

The present study has shown that the presence of educational posters in the learning environment helped preparation students with grammar and vocabulary learning as well as helping them to feel more comfortable in the classroom and more interested in the subject. Students have made it clear that they welcome and take advantage of such practical and convenient tools in the classroom. Unfortunately, the use of educational posters in preparation schools nationwide is quite negligible. Although posters are sometimes used in primary and, to a lesser degree, secondary education settings, even then they are generally only used in teaching certain subjects such as geography and science. Their potential in giving grammatical and lexical input has not yet been realized. It is suggested, then, that educators and departments of foreign languages in universities nationwide make the effort to enhance their classrooms and lecture halls with stimulating and informational input in the form of posters and visual aids. As multiple studies have shown, students stand to benefit from them both emotionally (Al Mamun, 2014; Dolati & Richards, 2010; Mohamadpur, 2013) and cognitively (Badri, Badri, & Badri, 2015; Bahmani, Pazhakh, & Sharif, 2012; Rokni, Porasghar, & Taziki, 2014; Şener & Bostan, 2017). Moreover, posters can be used to provide students with knowledge of the target culture, which, according to McKay (2011), may increase interest in the subject. To realize the full potential of educational posters in the classroom, however, it is advised that poster placement

is changed at certain intervals to provide every student the chance to view each poster closely. It is also advised that such posters be made large enough to be seen even from far away and to be memorable. In addition, poster use need not be limited to the classroom; school hallways, libraries, or other school facilities where students are often present can be utilized to provide visual learning opportunities.

Besides making use of educational posters, teachers as well as school administrators should be aware of the effects of peripheral learning and set up classrooms and schools accordingly. For instance, low-volume English songs or other forms of English speech playing in the background during lessons can provide peripheral learning opportunities for students as well as lowering their affective filters. Simply hearing English words and sentences in the background every day can be an excellent way to increase peripheral input. Repeated listening of the same material can even increase comprehensibility with each repetition (Krashen 1996, p. 98).

Furthermore, it is suggested that educators take into consideration the individual differences of their students in the form of learning styles and intelligence types when preparing and carrying out their lessons. The use of illustrations, diagrams, color-coding, and audiovisual materials can not only make lessons more interesting, but they can also facilitate the intake and retention of information. The improvement of technology on audiovisual material preparation has been exceptional (Mathew & Alidmat, 2013), and such technology provides teachers with an opportunity to easily use multimedia to avoid monotony in their lessons. Such audiovisual materials can and should be used for vocabulary and grammar teaching to ensure a deeper understanding and better retention of the presented topics as well as for skills development by providing students with input that is more interesting and more comprehensible.

Suggestions for Further Research

The current study was a small-scale one, and the posters used consisted mainly of grammatical and lexical content along with relevant examples and some illustrations. A larger scale study may be carried out to produce more

generalizable results. In addition, though the benefits of peripheral learning with regard to vocabulary and grammar learning have been demonstrated, potential benefits regarding the development of the four communicative skills (reading, writing, listening, and speaking) are largely unknown, and a follow-up study may be carried out in a similar fashion to discover such benefits. A study aiming to measure the effects of peripheral learning with regard to improving speaking skills may utilize posters which focus on common speaking expressions, for instance. Perhaps a study aiming to explore peripheral learning in relation to the writing skill may involve decorating a classroom with graphic novels or comics. Moreover, studies investigating peripheral learning have focused on visual input in the periphery, whereas the effect of audial input that may be continually present in the environment remains largely untested. Thus, a study similar to the current one which focuses on the use of background sounds in the classroom may provide better insight into peripheral learning in formal education settings.

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APPENDIX-A: Tests of Normality

Table 19
Tests of Normality

	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
M1Total	Control	.153	21	.200*	.945	21	.274
	Poster	.153	24	.154	.923	24	.069
M2Total	Control	.212	21	.015	.945	21	.274
	Poster	.132	24	.200*	.947	24	.232
M1UoE	Control	.110	21	.200*	.957	21	.464
	Poster	.142	24	.200*	.924	24	.073
M2UoE	Control	.088	21	.200*	.974	21	.825
	Poster	.107	24	.200*	.973	24	.752

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

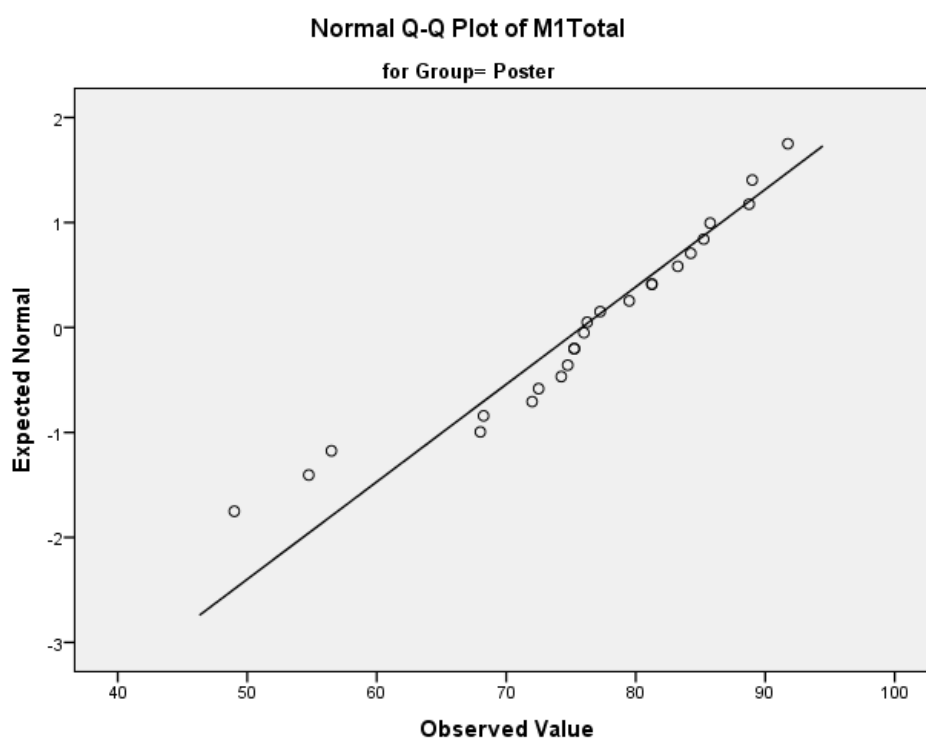


Figure 4. Normality plot for poster group midterm exam 1 scores.

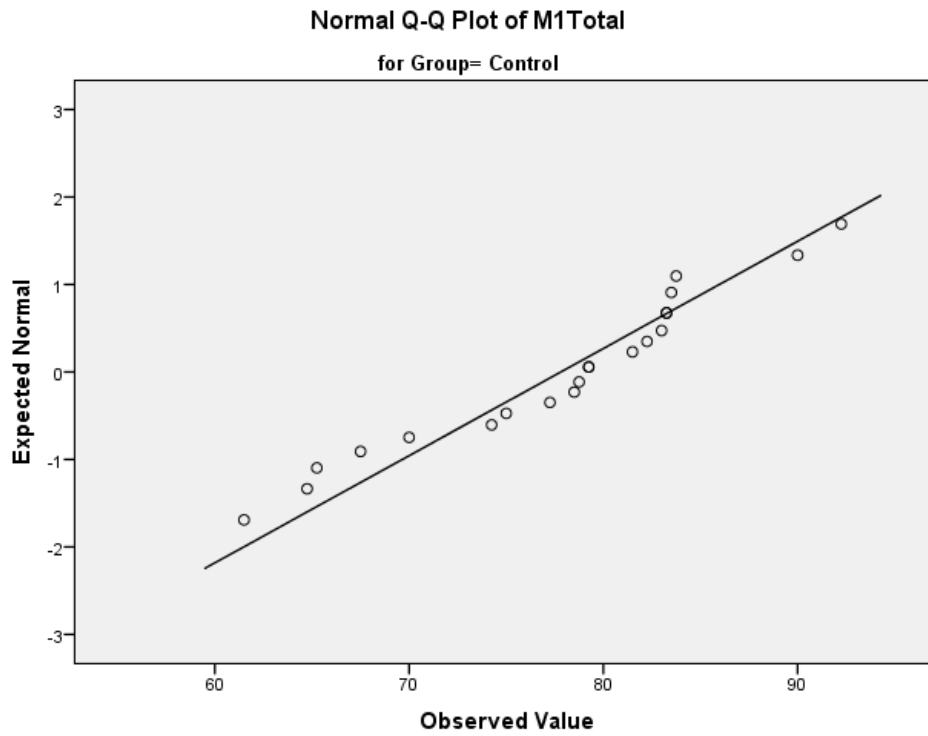


Figure 5. Normality plot for control group midterm exam 1 total scores.

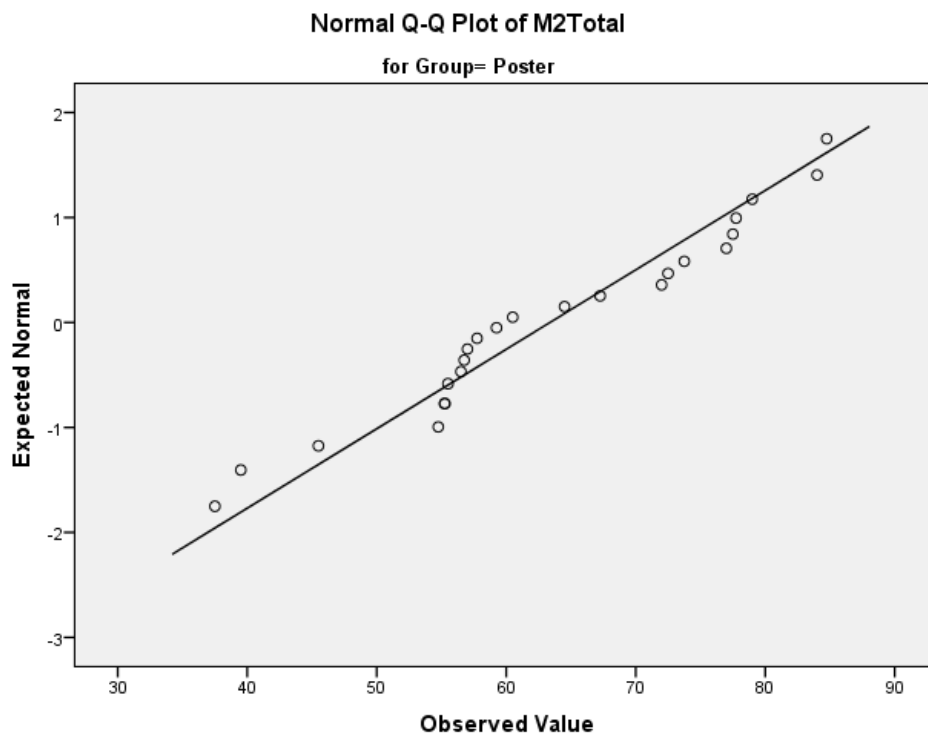


Figure 6. Normality plot for poster group midterm exam 2 total scores.

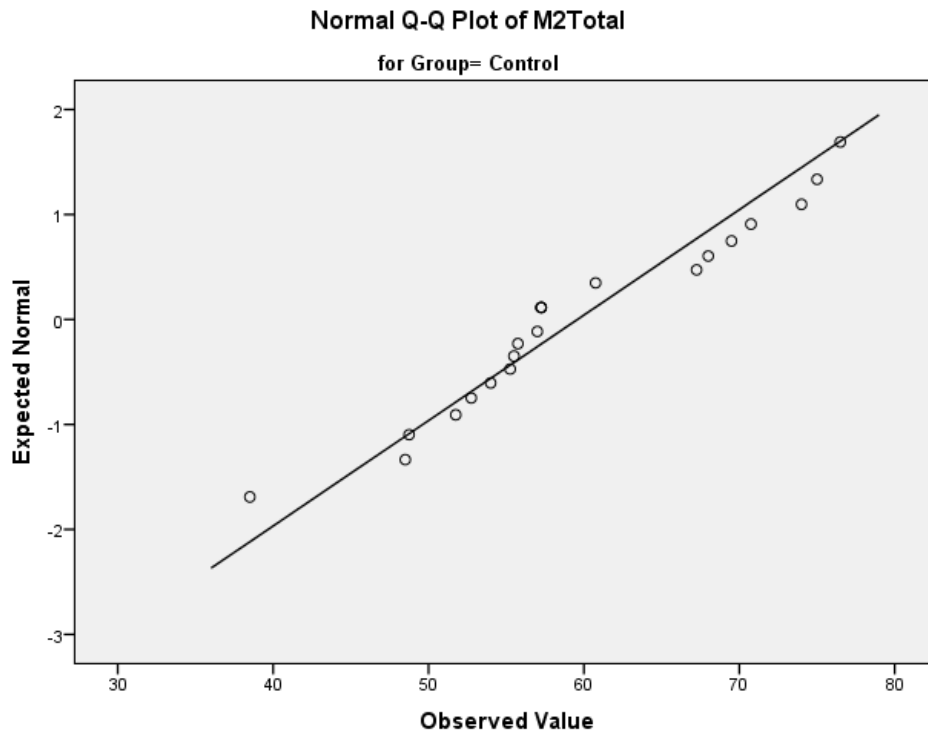


Figure 7. Normality plot for control group midterm exam 2 total scores.

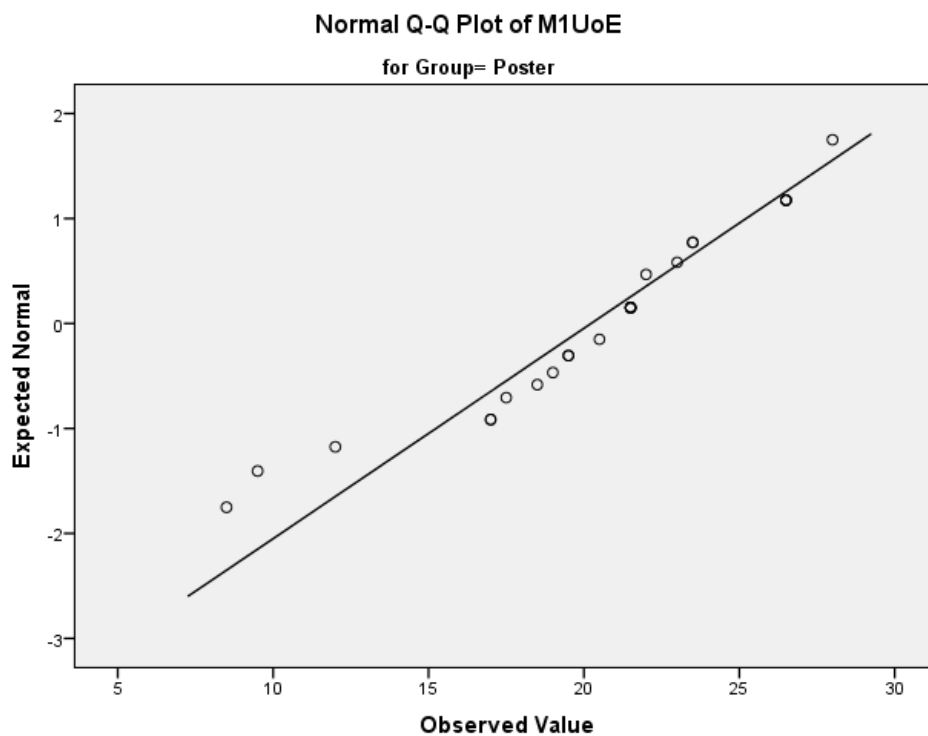


Figure 8. Normality plot for poster group midterm exam 1 use of English scores.

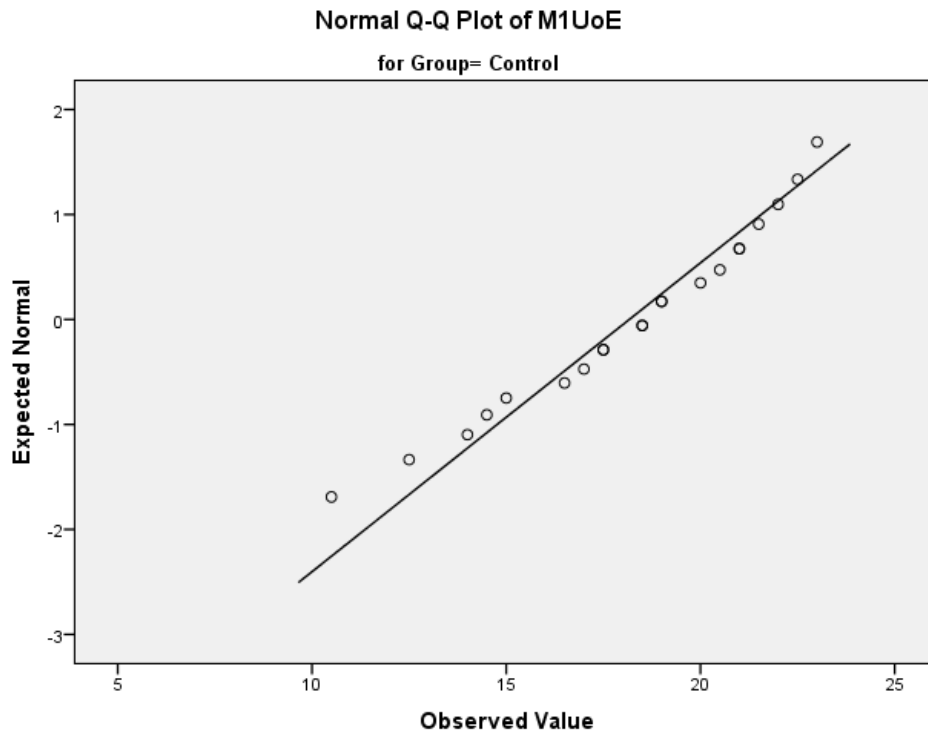


Figure 9. Normality plot for control group midterm exam 1 use of English scores.

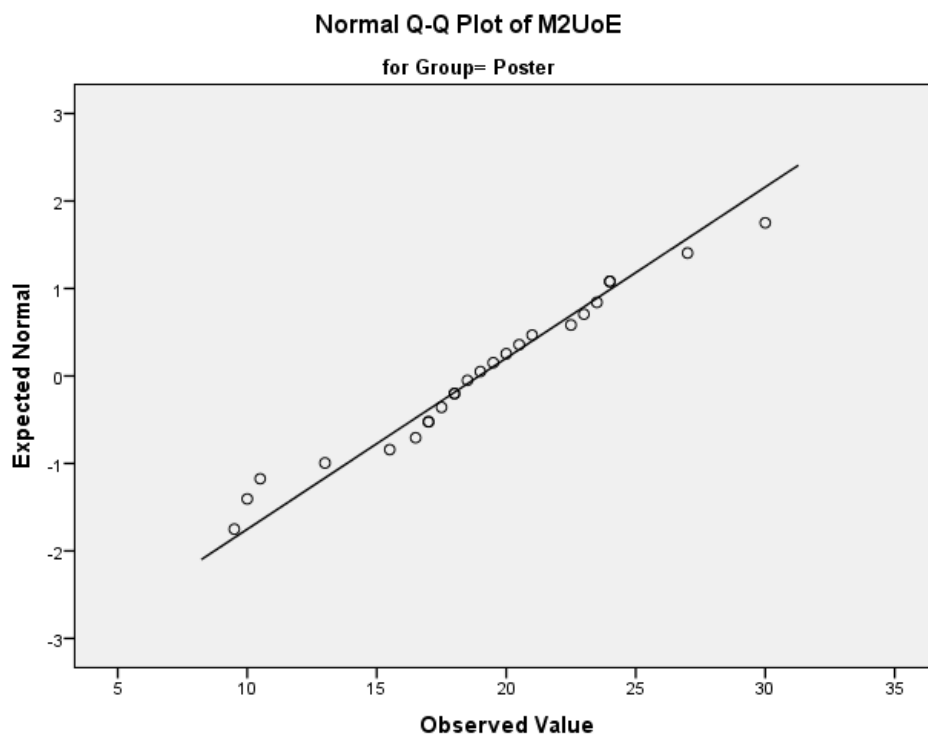


Figure 10. Normality plot for poster group midterm exam 2 use of English scores.

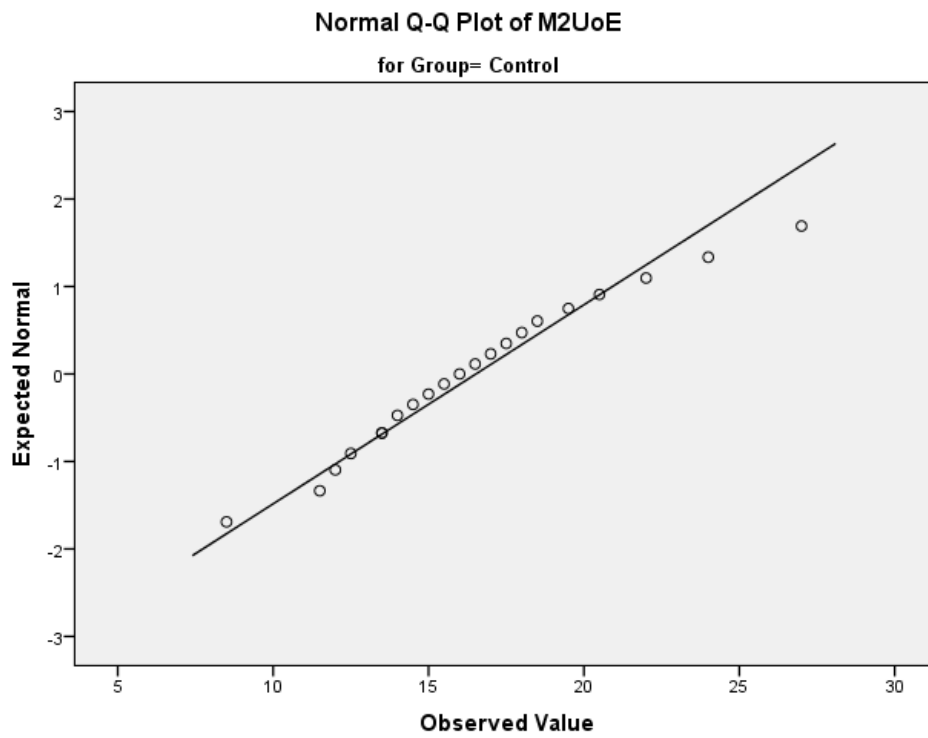


Figure 11. Normality plot for control group midterm exam 2 use of English scores.

APPENDIX-B: Educational Posters for Peripheral Learning



NOUNS



COIN



COMPANY



CHESS

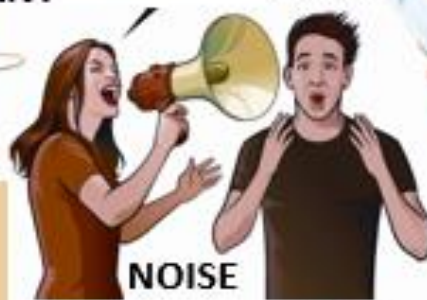


NURSE

RECEIPT



PRICE



NOISE



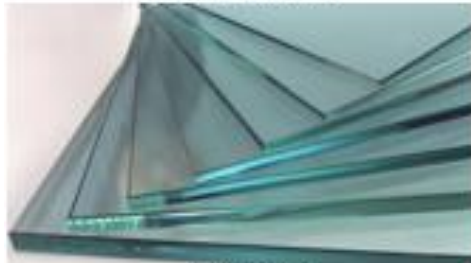
JEWELLERY



JOURNALIST



PAVEMENT



GLASS



FLAG



PEAK



PURSE



WALLET



MUSHROOM



BEEF



GLOVES



RICE



SCARF



SALT



NEWSPAPER



BOTTLE



BEACH



PEDESTRIAN

NOUNS



ISLAND



PIER



PLATE

FORK



KNIFE SPOON



BOWL



LIBRARY



FOREST



LIGHTNING



DEGREE



RIVER



DESERT



CONVERSATION



UMBRELLA



DOCTOR

PATIENT

PILLOW



SPICES



TRAINERS/SNEAKERS



POOL



MOUNTAIN



STOVE



HERBS

CORN

PASTA



HOODIE



DISCOUNT



COAT



STATUE/SCULPTURE



SKYSCRAPER



DRAWING



DENTIST



PRESENT/GIFT



TIE

ADJECTIVES



SHORT

VINTAGE



TALL



DIRTY

CLEAN



CROWDED



OLD-FASHIONED



DANGEROUS



dry

wet



HARD



SOFT



CHEAP



EXPENSIVE



VALUABLE



MYSTERIOUS



UGLY



BEAUTIFUL/PRETTY



FREEZING



WINDY



DIFFERENT

SIMILAR/SAME

CLUMSY



USEFUL



FLAT



CLOUDY



FOGGY



FREE



FREE



full



empty



SLOW

FAST/QUICK

VERBS





COMPARING TWO THINGS

Long adjectives
(2+ syllables)

Oranges are **more delicious than** apples.

more + adjective
+ than + object

iPhones aren't **more useful than** Android phones.

Short adjectives
(1 syllable) or
adjectives that
end with y:

Are you **taller than** your brother?

This guy is **funnier than** Cem Yilmaz.

adjective +
er/r/ier + than +
object

My father is **braver than** your father.

COMPARING MANY THINGS

Long adjectives
(2+ syllables)

Ferrari isn't **the most expensive** car.

the most +
adjective

Is Tokyo **the most crowded** city in the world?

Short adjectives
(1 syllable) or
adjectives that
end with y:

They are **the kindest** people I've ever met.

Deserts are **the driest** places on Earth.

the + adjective +
est/st/iest

The largest continent is Asia.

Irregulars

good-better-best

much-more-most

far-farther-farthest

bad-worse-worst

little-less-least

Irregular Verbs

BASE FORM (V₁)

PAST SIMPLE (V₂)

PAST PARTICIPLE (V₃)

be

was/were

been

become

became

become

begin

began

begun

break

broke

broken

bring

brought

brought

build

built

built

buy

bought

bought

can

could

been able to

catch

caught

caught

choose

chose

chosen

come

came

come

cost

cost

cost

cut

cut

cut

do

did

done

draw

drew

drawn

Irregular Verbs

BASE FORM (V₁)

PAST SIMPLE (V₂)

PAST PARTICIPLE (V₃)

drink

drank

drunk

drive

drove

driven

eat

ate

eaten

fall

fell

fallen

feel

felt

felt

find

found

found

fly

flew

flown

forget

forgot

forgotten

get

got

got/gotten

give

gave

given

go

went

gone/been

grow

grew

grown

have

had

had

hear

heard

heard

keep

kept

kept

Irregular Verbs

BASE FORM (V₁)

PAST SIMPLE (V₂)

PAST PARTICIPLE (V₃)

know

knew

known

learn

learned/learnt

learned/learnt

leave

left

left

lose

lost

lost

make

made

made

meet

met

met

pay

paid

paid

put

put

put

read

read

read

ride

rode

ridden

run

ran

run

say

said

said

see

saw

seen

sell

sold

sold

send

sent

sent

Irregular Verbs

BASE FORM (V₁)

PAST SIMPLE (V₂)

PAST PARTICIPLE (V₃)

sing

sang

sung

sit

sat

sat

sleep

slept

slept

speak

spoke

spoken

spend

spent

spent

stand

stood

stood

swim

swam

swum

take

took

taken

teach

taught

taught

tell

told

told

think

thought

thought

understand

understood

understood

wear

wore

worn

win

won

won

write

wrote

written

Opposing Adjectives

above below
awake asleep
beautiful ugly
best worst
big small
bitter sweet
calm nervous
cheap expensive
clean dirty
close far / distant
correct incorrect
curly straight
different similar / same
difficult / hard easy
good bad
early late
fast / quick slow
fat thin
full empty
high low
hot cold
happy sad/unhappy
hardworking lazy
hungry full
modern old-fashioned

Opposing Adjectives

new old
nice nasty
intelligent stupid
interesting / exciting boring / dull
light heavy
on off
open closed
polite rude / impolite
poor rich
public private
quiet noisy
right wrong
safe dangerous
short long / tall
small / little big / large
smart / intelligent dumb / stupid
soft hard
special ordinary
single married
thin thick
top bottom
true false
well ill / unwell
wide narrow
wise foolish

Can / Could

(can / could) + (verb)

We use it to:

- talk about **ability**:

I can swim well.

- talk about **possibility**:

You can lose your way in the dark.

Positive:

Present

Subject + can + V₁

- **I can ride** a bicycle.

Negative:

Subject + cannot + V₁

- **Our team can't lose** to the opposing team.

Question:

Can + subject + V₁?

- **Can you use Euros** in Norway?

Past

Subject + could + V₁

- **I could ride** a bicycle

when I was 10.

Subject + could **not** + V₁

- **We couldn't win** the previous World Cup.

Could + subject + V₁?

- **Could you buy** a computer in the 1970s?

Simple Present

(verb) + (s or es - if using the 3rd person)

X X X X X X X X X X

← Past Present Future →

We use it to:

- talk about **habits**:

I get up at 9:00 every morning.

- talk about things that are **generally true**:

Pandas live in the forest.

Positive:

I/You/We/They + V₁

OR

He/She/It + V₁ + (e)s

- **I brush** my teeth every morning.

- **He goes** to the dentist every year.

Negative:

I/You/We/They + **do not** + V₁

OR

He/She/It + **does not** + V₁

- **We do not study**

enough.

- **She does not speak**

Japanese.

Question:

Do + I/you/we/they + V₁?

OR

Does + he/she/it + V₁?

- **Do you study** every evening?

- **Does he speak**

Turkish?

Simple Past

(verb) + (ed) or irregular

X



We use it to:

- talk about **finished** actions/states in **the past**

Positive:

Subject +

V₂

- **I brushed** my teeth

five minutes ago.

- **She woke up** at 10

o'clock this morning.

Negative:

Subject +

did not +

V₁

- **You did not brush** your

teeth yesterday.

- **He did not wake up**

early today.

Question:

Did +

subject +

V₁?

- **Did you brush** your

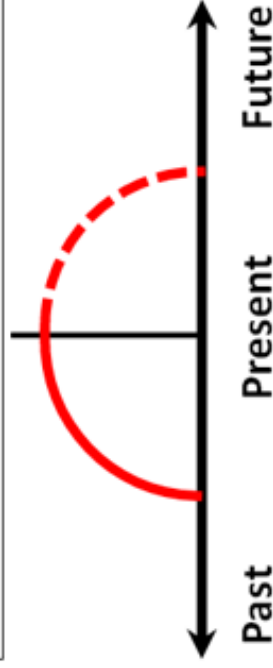
teeth after breakfast?

- **Did they wake up** on

time this morning?

Present Continuous

(am / is / are) + (present participle)



We use it to:

- talk about something happening **now** or **around now**

Positive:

Subject + am/is/are +

V_{ing}

Negative:

Subject + am/is/are +

not + V_{ing}

Question:

Am/Is/Are + subject +

V_{ing}?

• **I am cleaning** my

room.

• **You are not cleaning** your

room.

• **Are you cleaning** your

room?

• **You are laughing** too

loudly!

• **I am not laughing** too

loudly.

• **Am I laughing** too

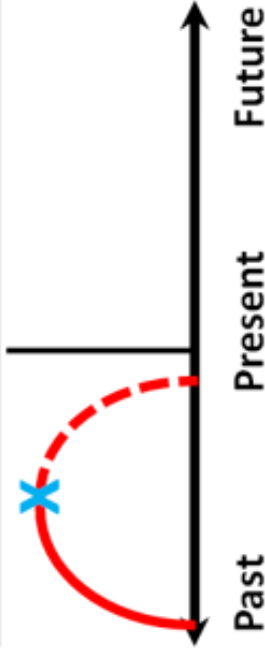
loudly?

• **He is preparing** dinner.

• **Is she preparing** dinner?

Past Continuous

(was / were) + (present participle)



We use it to:

- talk about actions which were **unfinished in the past.**

Positive:

Subject + was/were +

V_{ing}

Negative:

Subject + was/were +

not + V_{ing}

Question:

Am/Is/Are + subject +

V_{ing}?

- **I was studying** when

the phone rang.

- **They were** still

working at 10:00 p.m.

- **You weren't studying**

last night.

- **I was not laughing** too

loudly.

- **Were the children**

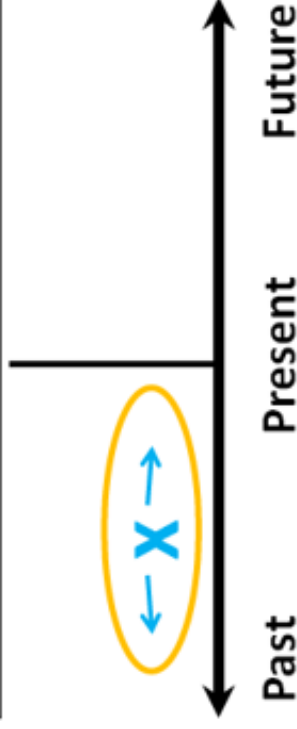
studying?

- **Was he** already

working here last year?

Present Perfect

(has / have) + (past participle)



We use it to:

- talk about ***past events without a specific time***
- talk about ***past experiences***

The present perfect is about the **present state!**

Positive:

Subject + have/has + V₃ Subject + have/has + **not** + V₃ Have/Has + subject + V₃?

Negative:

Question:

• **I have already seen**

• **You haven't studied** yet.

• **Have they been to**

that movie before.

• **She has not learned**

Turkey?

• **He has done** his

Japanese.

• **Has she eaten** yet?

work.

Simple Future (going to)

(am / is / are) + (going to) + (verb)



We use it to:

- talk about **future plans**:

I'm going to buy some groceries.

- make **predictions**:

I think it's going to be sunny today.

Positive:

Subject + am/is/are +
going to + V₁

- **I am going to clean** my

room.

- **You are going to fall!**

- **He is going to move** to

Canada.

Negative:

Subject + am/is/are +
not going to + V₁

- **You are not going to pass**

the exam.

- **I am not going to talk** to

her.

- **It is not going to rain** today.

Question:

Am/Is/Are + subject +
going to + V₁?

- **Are you going to eat?**

- **Are you going to finish**

your project?

- **Is she going to go** to the

doctor?

Possessive Determiners

They **must** be used
before a noun.

my

This is **my** computer.

your

Is that **your** car?

his

His essay is the best.

her

Those aren't **her** glasses.

its

The dog is eating **its** food.

our

Our class is the best.

their

Their job is the most
difficult.

Possessive Pronouns

They **cannot** be used
before a noun.

mine

This computer is **mine**.

yours

Is that car **yours**?

his

The best essay is **his**.

hers

Those glasses aren't **hers**.

ours

The best class is **ours**.

theirs

The most difficult job is
theirs.

Subject + Verb + Object

Subject Pronouns

I

I gave Steve my laptop.

you

You need to talk to Mary.

he

He works with Miguel.

she

She invited Jasmine to dinner.

it

It doesn't like Rebecca.

we

We should apologize to Luis.

they

They came with Jamal.

Object Pronouns

me

Steve gave **me** his laptop.

you

Mary needs to talk to **you**.

him

Miguel works with **him**.

her

Jasmine invited **her** to dinner.

it

Rebecca doesn't like **it**.

us

Luis should apologize to **us**.

them

Jamal came with **them**.

To Be

	Positive	Negative	Question
Present simple	• I am ...	• I am not ...	• Am I...?
	• He/She/It is ...	• He/She/It is not ...	• Is he/she/it...?
	• You/We/They are ...	• You/We/They are	• Are
		not ...	you/we/they...?
Past simple	• I/He/She/It	• I/He/She/It	• Was
	was ...	was not ...	I/he/she/it...?
	• You/We/They	• You/We/They	• Were
	were ...	were not ...	you/we/they...?

To Be

	Positive	Negative	Question
Present perfect	- I/You/We/They have been... - He/She/It has been...	- I/You/We/They have not been... - He/She/It has not been...	Have I/you/we/they been...? Has he/she/it been...?
Future (going to)	I am going to be... - He/She/It is going to be... - You/We/They are going to be...	I am not going to be... - He/She/It is not going to be... - You/We/They are not going to be...	Am I going to be...? Is he/she/it going to be...? Are you/we/they going to be...?

Wh- Questions

	Function	Example
What	asking for information about something	What is your name? What did you do?
Who	asking about which person or people	Who are you talking to? Who is your wife?
When	asking about time	When did you graduate? When is your birthday?
Where	asking about place	Where is your house? Where have you been?
Why	asking for reasons	Why don't you ask him? Why are you angry?
Which	asking about choice	Which burger should I get? Which car is hers?
How	asking about methods or qualities	How do you read so fast? How can you stay awake?
How + adj/adv	asking about degree	How often do you study? How long did you walk? How far is your house? How much does this cost?
What kind of + noun	asking about types/genres or asking for a description	What kind of books does your sister like? What kind of car is it?
What time	asking about exact time	What time should we meet? What time is the meeting?

Relative Clause

We use the relative clause to identify what we are talking about.

thing + that/which + verb	a cat which doesn't like cheese (peynir sevmeyen bir kedi)
person + who/that + verb	the woman who is wearing a hat (şapka takan kadın)
place + that/which + verb	the park that has a lake (gölü olan park)
time + that/which + verb	years that have passed (geçmiş olan yıllar)
thing + (that/which) + subject + verb	the book (that) she is reading (onun okuduğu kitap)
person + (who/that) + subject + verb	the student (who) the teacher helped (öğretmenin yardım ettiği öğrenci)
place + (where) + subject + verb	the city (where) my father was born (babamın doğduğu şehir)
time + (when) + subject + verb	the day (when) we got married (evlendiğimiz gün)

Transitional Words and Phrases

Add an idea:

First of all,
Secondly,
Thirdly,
Also,
Moreover,
Furthermore,
In addition,

Give a result:

As a result,
Because of this,
Hence,
Thus,
Consequently,

Order by time:

First,
Then,
Later,
After that,
Suddenly,
Immediately,
Finally,

Add an opposing idea:

However,
On the other hand,
In contrast,
Despite this,

Give examples:

For example,
For instance,
To illustrate,

Conclude:

In summary,
To summarize,
To sum up,
All in all,
To conclude,

APPENDIX-C: Ethics Committee Approval



T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

Sayı : 35853172/

433-4232

18 Aralık 2017

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi: 24.11.2017 tarih ve 2417 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitim Bilim Dalı yüksek lisans programı öğrencilerinden Nizamettin Bleda DEMİRAĞ'ın Yrd. Doç. Dr. İsmail Fırat ALTAY danışmanlığında yürüttüğü "Yoğun İngilizce Sınıflarında Çevresel Öğrenme ve Etkinliği" başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun 05 Aralık 2017 tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Rahime M. NOHUTCU
Rektör a.
Rektör Yardımcısı

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Ayrıntılı Bilgi için:
Yazı İşleri Müdürlüğü
0 (312) 305 1008

APPENDIX-D: Declaration of Ethical Conduct

I hereby declare that...

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

05.06.2018



Nizamettin Bleda DEMİRAĞ

APPENDIX-E: Thesis Originality Report

05.06.2018

HACETTEPE UNIVERSITY

Graduate School of Educational Sciences

To The Department of Foreign Languages Education/English Language Teaching

Thesis Title: Peripheral Learning and Its Effectiveness in Intensive English Classes

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

Time Submitted	Page Count	Character Count	Date of Thesis Defence	Similarity Index	Submission ID
04/06/2018	109	112560	29/05/2018	13%	955567325

Filtering options applied:

1. Bibliography excluded
2. Quotes included
3. Match size up to 5 words excluded

I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Name Lastname: Nizamettin Bleda DEMİRAĞ

Student No.: N14224362

Department: Foreign Languages Education

Program: English Language Teaching

Status: ☒ Masters ☐ Ph.D. ☐ Integrated Ph.D.

Signature



ADVISOR APPROVAL



APPROVED

Asst. Prof. Dr. İsmail Firat ALTAY

APPENDIX-F: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversite'ye verilen kullanım hakları dışındaki bütün fikrî mülkiyet haklarım bende kalacak, tezimin tamamının veya bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinleri yazılı izin alarak kullandığımı ve istenildiğinde suretlerini Üniversite'ye teslim etmeyi taahhüt ederim.

☒ **Tezimin/Raporumun tamamı dünya çapında erişime açılabilir ve bir kısmı veya tamamının fotokopisi alınabilir.**

(Bu seçenekle teziniz arama motorlarında indekslenebilecek, daha sonra tezinizin erişim statüsünün değiştirilmesini talep etseniz ve kütüphane bu talebinizi yerine getirse bile, teziniz arama motorlarının ön belleklerinde kalmaya devam edebilecektir)

☐ **Tezimin/Raporumun tarihine kadar erişime açılmasını ve fotokopi alınmasını (İç Kapak, Özet, İçindekiler ve Kaynakça hariç) istemiyorum.**

(Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin/raporumun tamamı her yerden erişime açılabilir, kaynak gösterilmek şartıyla bir kısmı veya tamamının fotokopisi alınabilir).

☐ **Tezimin/Raporumun tarihine kadar erişime açılmasını istemiyorum ancak kaynak gösterilmek şartıyla bir kısmı veya tamamının fotokopisinin alınmasını onaylıyorum.**

☐ **Serbest Seçenek/Yazarın Seçimi:**

.....
.....
.....

05.06.2018
NBD

Nizamettin Bleda DEMİRAĞ

