THE EFFECT OF PERIPHERAL LEARNING ON IRANIAN EFL LEARNERS' KNOWLEDGE AND RETENTION OF PHRASAL VERBS AMONG THIRD GRADE HIGH SCHOOL STUDENTS

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ABSTRACT

The current study aimed to identify the effects of peripheral approach on teaching phrasal verbs (PVs) on improving Iranian EFL learners' separable and inseparable verbs. In the first step, 75 male students from three high schools of Ramhormoz, Iran were selected. They were required to sit for a proficiency test (OQPT) to deduce their proficiency levels in terms of homogeneity. They were assigned to three groups including two experimental groups (i.e., inseparable and separable experimental groups) and one control group. Then, three different researcher-made pre-tests; each included 20 multiple-choice phrasal verb items were given to the three groups. After that, inseparable and separable PVs groups were taught peripherally. On the other hand, control group received traditional learning of grammatical patterns of PVs through using their text book. The treatment lasted 6 sessions for the experimental groups. After the treatment, the researcher administered the modified version of the pre-tests as the post-tests to measure the effectiveness of the peripheral learning on the participants' PVs learning. The collected data were analyzed through One-way ANOVA, Post-hoc Scheffe Test and Paired Samples Test. Results showed that there was a significant difference between the post- test scores of control group and the post- test of separable and inseparable experimental groups ($p<0.05$). Experimental groups outperformed the control group in the post-test.

Keywords: Peripheral learning, phrasal verbs, grammar

INTRODUCTION

Preliminaries

Grammar is considered as one of the most important aspects of English language that students want to master in order to ensure success in learning L2 especially in writing. It seems that with high grammar knowledge, English learners tend to make greater progress in other areas of language learning. Grammar should be an active process to involve learners to use it in real contexts. Grammar is being taught in Iranian context explicitly most of the time, but this method of teaching is not effective anymore. The focus of this study is on teaching PVs peripherally or implicitly. Peripheral learning is one of the most effective techniques in Suggestopedia method.

Suggestopedia, as one of the humanistic approaches which was developed in the 1970's by the Bulgarian educator Georgi Lozanov, encourages the students to apply language more independently, take more personal responsibility for their own learning and get more confidence. Peripheral information can also help to encourage students to be more experimental, and look to sources other than the teacher for language input. For example, the students can make some sentences using the grammatical structures placed on the classroom's wall; describe a particular place in an English speaking country by looking at the

poster on the wall, etc. When the students are successful in doing such self-activities, they will be more confident. Ellis (2008) defines peripheral learning as learning of more difficult information incidentally rather than consciously. Generally, this type of learning occurs without attention.

Peripheral learning is regarded to be implicit as opposed to explicit learning, and incidental as opposed to intentional learning. In the present study the term 'peripheral' means everything which happens in the margin rather than the center. 'Peripheral learning' refers to a sort of perception occurring implicitly and incidentally as a result of continuous exposure to the increasing quantity of information (Bahmani, Pazhakh & Raeesharif, 2012). It is a way of encouraging students to get involved in learning through indirect techniques. Regarding peripheral learning, it is said that we perceive much more in our environment than that to which we consciously attend. Students can absorb information effortlessly when it is perceived as a part of environment, rather than the material 'to be attended'. It is claimed that, putting posters containing some language features and grammatical information about the target language on the classroom walls, will enable learners to absorb the necessary facts effortlessly. The posters are changed from time to time to provide language information that is appropriate to what the students are studying. A student can learn from what is present in the environment, even if his attention is not directed to it. Moreover, peripheral learning is basically a way of encouraging learners to indulge in self-learning through indirect techniques. So students can incidentally improve their English language. Moreover, Nation (2001) said that peripheral learning refers to the process in which learners focus on some other features, usually the message that is conveyed by speaker or a writer. Peripheral learning is one of the most important strategies for learning vocabulary, grammatical points and spelling. However, concentrating on peripheral learning alone is not sufficient. Many researchers believe that teachers cannot teach all the words and grammatical points directly; they can utilize different techniques such as pictures, posters, gestures and realia. It is believed that students learn more through the context in which they are; they learn from the provided input in their surroundings. Realia in the classroom aids students to learn language effortlessly without paying much attention to them. Through looking at the posters on the classroom wall, students can make some sentences using the grammatical structure and describe a particular place in an English speaking country. By doing such activities successfully, students will become more confident. It can be said that pictures are far more than mere entertainment (Zyzik, 2009).

Consequently, it is necessary to provide a positive atmosphere and environment to help students learn more comfortably. Peripheral learning, bright decoration, arrangement of the classroom, the personality of the teacher, positive suggestion, 'infantilization', and relaxation are some of the most important characteristics of Suggestopedia (Larsen-Freeman, 2003). Everything in the classroom should be bright and colorful with windows and natural daylight. To inspire the English environment, there ought to be posters with scenes from some English speaking countries and some which contain grammatical information.

In this study, peripheral learning was employed to improve Iranian EFL learners' Phrasal Verbs (PVs). According to Trask (1993), a PV is a lexical verb "which consists of a simple verb combined with one or more particles and whose meaning is typically unpredictable" (p. 208). PVs are called the "most prolific source" of new words in English (Bolinger, 1971). According to Gardner and Davies (2007), "learners will encounter, on average, one PV construction in every 150 words of English they are exposed to" (p. 347). PVs are inherently difficult for EFL learners to master. This suggests a need for a more complete understanding of this grammatical structure, and calls for new teaching strategies that can help Iranian EFL

learners to improve their phrasal verb knowledge. This study surveyed the peripheral learning hoping that it assists Iranian EFL learners in the acquisition of PVs.

STATEMENT OF THE PROBLEM

In Iran, there are a few in-depth and comprehensive studies which have provided detailed information regarding the difficulties that EFL learners face during learning phrasal verbs. English PVs are one of the most puzzling structures for English language learners and students of English avoid using PVs while speaking and writing due to their difficulty. As a result, it is imperative to determine the best way in which students can understand and use them correctly. The old ways of presenting the lesson for the students in which the teachers are always active and students are passive listeners does not work any longer. Students should be involved in learning process; they should be active; they should enjoy the environment in which they are studying and they should learn from the surrounding contexts. They should be exposed to the meaningful learning to retain the learned materials for a long time. Learning should be attractive for the learners, so the present study will focus on peripheral learning and its probable impacts on improving Iranian intermediate EFL learners' phrasal verbs. He will put the learners into a near authentic context and provides real posters and pictures in the classroom setting for the students so that they learn peripherally through the context.

OBJECTIVES OF THE STUDY

Using PVs when speaking is a distinctive characteristic of native speakers' every day speech and should be one key feature when learning and teaching English as a foreign or second language. The way in which PVs should be presented to students has been an issue and has evolved as linguists have started to understand their importance, and the way in which the students learn them best. Different techniques have been used as professors have gained insights into what kind of approaches work better in the learning process. The technique which the present study wanted to focus on is peripheral learning. The purpose of the current study was to identify the effects of peripheral learning on improving Iranian EFL learners' phrasal verb knowledge.

RESEARCH QUESTIONS

The research questions addressed in this study were as follows:

1. Does peripheral learning have any impact on improving Iranian EFL learners' separable PVs?

2. Does peripheral learning have any impact on improving Iranian EFL learners' inseparable PVs?

SIGNIFICANCE OF THE STUDY

This study is significant because the researcher will add something to usual learning conditions; he will decorate the classroom wall with attractive pictures and posters which may present more than pictures as they include learning materials. By doing so, students may not only enjoy a colorful classroom but also they may learn English PVs effortlessly. It is important since it has some implications for students and teachers. It helps the learners to learn more through the context without much trouble. It aids the teachers to apply peripheral learning in their classrooms and teach incidentally. It is a time-consuming technique for teachers.

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REVIEW OF THE LITERATURE

Peripheral Learning

As it went on, one of the Suggestopedia's techniques is peripheral teaching. It provides students a cheerful situation to help them learn from the environment indirectly, even if they don't pay attention purposefully. Lazanov (1978) proposed that the purpose of peripheral learning is to trigger 'paraconscious' part of the mind. Smith (2009) said that peripheral learning is a good compensation for the lack of information that is caused by the lack of attention during central teaching. Rich (2009) also added that since young children's central vision is not yet damaged they are able to see visuals, pictures, posters and realia much easier. Once they go to class they are advised to utilize their vision in a certain manner, and progressively they lose their regular auric sight. He said that for any of you out there who are doing speed reading or trying to learn it may already know of this. For the individuals who are attempting and having a trouble, or even the individuals who have terrible vision, this is a good way to highly enhance their peripheral vision (looking out the corner of your eye) that will cost you nothing but a few minutes every day. This skill will assist you with things like reading, driving, games exercises; even simply watching out your window will feel so different because of your vision range (Rich, 2009).

In peripheral learning, realia are used to decorate the classes and to make them more attractive. When students walk into an attractive situation at the beginning of a course, it may help to raise their motivation as the process going on but, when they come to an unattractive place, their motivation may be abated in this way. A meaningful context can help students to understand the meaning of those structures which they have not mastered (Lightbown & Spada, 2003). In order to facilitate learning, pictures or graphics in the form of flashcards, large wall papers, photographs or illustrations have always been used (Harmer, 2001). In Suggestopedia, target structures are presented passively in an attractive and colorful form which displays structures and paradigms; the posters are put up before the forms are emphasized in class (Bancroft, 1995). In this way, the structures are learnt peripherally and semi-consciously. Peripheral information can provoke students to be more experimental, and use more sources to gain more language input to learn language better. For example, through looking at the posters on the classroom wall, students can make some sentences using the grammatical structure and describe a particular place in an English speaking country. By doing such activities successfully, students will become more confident. It can be said that pictures are behind a mere entertainment (Zyzik, 2009). According to Anglin, Vaez, and Cunningham (2004), the realization of the fundamental role of perception in picture interpretation derives from research in visual representations. How we interpret the picture depends on our cognition: we actively construct the meaning in the picture. Though they are used by native speakers, not most of them are understood well enough. It is commonly believed that if learning environment is more pleasant and cheerful, the more success and achievement will be gained. Consequently, it is incumbent to provide a positive atmosphere and environment to help students learn more comfortably. Peripheral learning, bright decoration, arrangement of the classroom, the personality of the teacher, positive suggestion, 'infantilization', and relaxation are some of the most important characteristics of Suggestopedia (Larsen-Freeman, 2003). Everything in the classroom should be bright and colorful with windows and natural daylight. To inspire the English environment, there ought to be posters with scenes from some English speaking country and some which contain grammatical information. This could be conjugation of the verb 'to be', or a list of irregular verbs. Larsen-Freeman (2003) also stressed that posters which display grammatical information help students to take advantage of peripheral learning. This supports the learners to learn both from direct instructions and from the around environment. In the current study

the term 'peripheral' means posters and pictures which are pasted on the wall of the classroom and students can learn more by exposing to them. As Bahmani, Pazhakh and Raeesharif (2012) said peripheral learning' is a way of absorbing information occurring indirectly and incidentally as a result of continuous exposure to the increasing quantity of information.

Phrasal Verbs (PVs)

PVs are typical of the English language (Moon, 2005). As stated by McArthur (1989), they have always represented 'a vigorous part of English'. PVs indeed make up one-third of the English verb vocabulary (Li, Zhang, Niu, Jiang, & Srihari, 2003). Besides, there are about 3,000 established PVs in English, including 700 in everyday use (McArthur & Atkins, 1974). In addition to the great number of existing phrasal verbs, new ones are constantly being coined. As noted by Bolinger (1971), they constitute a highly productive category: an explosion of lexical creativeness that surpasses anything else in our language.

There is no universal definition of phrasal verb. Indeed, as underlined by Gardner and Davies (2007), linguists and grammarians struggle with nuances of phrasal verb definitions. One of the reasons for this lack of consensus (Sawyer, 2000) is that some linguists qualify phrasal verb as the combination of a verb and a preposition or an adverbial particle whereas others only consider a PVs as a verb followed by an adverbial particle. PVs have, however, traditionally been understood as consisting of a verb and an adverbial particle. As regards to the meanings of phrasal verbs, they may range from directional, or literal, or transparent, (e.g., stand up, and take away) to aspectual, or completive, (e.g., burn down, eat up) to non-compositional, or idiomatic, or opaque, (e.g., face off, figure out) (Bolinger, 1971). The semantic classes of PVs can thus be represented on a broad continuum between compositional (directional and aspectual) meanings and non-compositional (idiomatic) ones (Bolinger, 1971; Moon, 1998) (Figure 1).
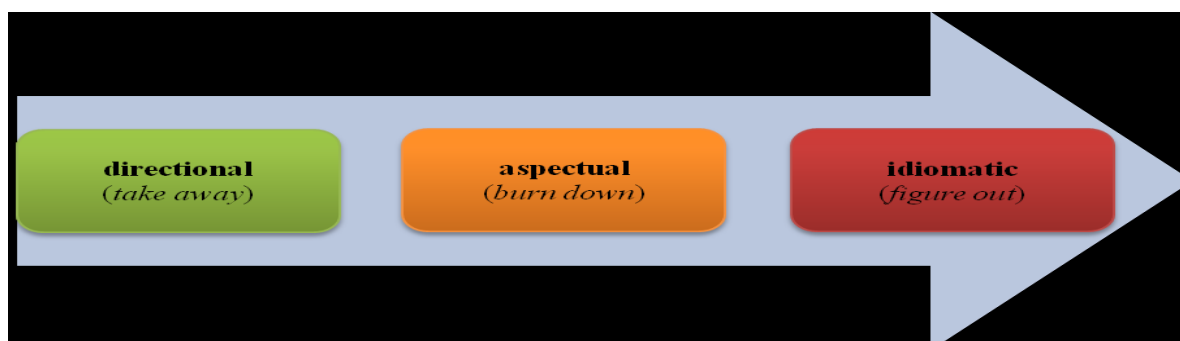

Figure 1. Semantic Continuums of PVs

Many linguists and researchers have recognized the importance of multiword expressions as they attest to mastery of English (Folse, 2004). PVs can thus assess the level of English language proficiency. Cowie (1993) viewed them as 'a nettle that has to be grasped if students are to achieve native-like proficiency in speech and writing. Cullen and Sargeant (1996) explained that understanding and being able to use these constructions correctly in spoken and written English is essential if the learner is to develop a complete command of the language. Nonetheless, only a limited number of languages possess PVs (Celce-Murcia & Larsen-Freeman, 1999), which necessarily limits the possibility of successful transfer (Kellerman, 1983) for those learners whose mother tongues lack verb-particle constructions. There has been considerable discussion about the challenges imposed by PVs to foreign learners of English. Indeed, not only may verb-particle constructions have reduced syntactic flexibility, but they may also be semantically more figurative.

METHOD

Participants

This work was carried out on 75 third grade high school students from three high schools of Ramhormoz, Iran. They were all male and their age range was 16 to 17. They were selected out of 100 students based on their performance on the Oxford Quick Placement Test (OQPT). Based on the results of the test, the students who scored under 23 were determined as elementary students (high school students). After making them homogenous, the researcher divided them into three equal groups of 25- one control and two experimental groups- separable and inseparable.

Instrumentation

The first instrument which was utilized in the current study to make the respondents homogenous was the OQPT. This instrument was utilized to collect information on the learners' proficiency. It included 60 multiple-choice items and the students whose scores were under 23 were determined as the elementary level. The second instrument for gathering information was three different researcher-made pre-tests. The first one included 20 items related to separable phrasal verbs. All the items of this test were multiple-choice and it was answered by participants of separable group. The second pre-test had 20 items related to inseparable phrasal verbs. Twenty multiple-choice items were included in this test and respondents in inseparable group answered them. The third pre-test included 10 separable and 10 inseparable multiple-choice items which were answered by the control group. It should be noted that the mentioned pre-tests were piloted on three similar classes in other schools. All the pre-tests were validated by three English experienced teachers. The reliabilities of separable and inseparable pre-tests and control group pre-test were computed through KR-21 and they were 0.76, 0.77, and 0.79 respectively. The modified versions of the pre-tests were used as the post-tests (only the places of items and options were changed in the post-test) of the study to determine the effects of the treatment on the participants.

Procedure

In the first step, 75 male students from three high schools of Ramhormoz, Iran were selected. They were required to sit for a proficiency test (OQPT) to deduce their proficiency levels in terms of homogeneity. They were assigned to three groups- two experimental groups (inseparable experimental group and separable experimental group) and one control group. A week after making them homogenous through OQPT; the mentioned three researcher-made pre-tests were administered to the three groups. The researcher also clarified the process of answering pre-tests for the participants. Then, the researcher taught the experimental groups peripherally. They were exposed to some realia, attractive pictures and posters containing PVs. Inseparable PVs were taught to inseparable experimental group and separable PVs were taught to separable experimental group. Each session some pictures and posters plus text were pasted on the classroom walls and next session they were removed and the new ones were replaced. The pictures and posters contained sentences related to both separable and inseparable PVs. On the other hand, control group was deprived of this instruction. The treatment lasted 6 sessions for the experimental groups. After the treatment, the researcher administered the modified version of the pre-tests as the post-tests to find out the effectiveness of the peripheral learning on the participants' PVs learning. …………………

Data Analysis

After collecting the sufficient data through the mentioned instruments, the researcher analyzed them based on the objectives of the study to obtain the related results. Then he used SPSS software, version 22 to analyze the data. Finally, One-way ANOVA, Post-hoc Scheffe

Test, and Paired Samples Test were used to find out the impacts of peripheral learning on EFL learners' PVs.   .

RESULTS

In order to analyze data obtained from the pre and post-tests, the SPSS (22) package was utilized.

Table 1. Descriptive Statistics (Pre-tests)

Groups	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	Upper Bound	Min.	Max.
Control	25	14.35	2.30	.51440	13.2734	15.4266	12.00	19.00
Experimental Separable	25	14.50	2.35	.52566	13.3998	15.6002	12.00	19.00
Experimental Inseparable	25	14.65	2.34	.52453	13.5521	15.7479	12.00	19.00
Total	75	14.50	2.29	.29640	13.9069	15.0931	12.00	19.00

Table 1 depicts the descriptive statistics of control and experimental groups on the pre-tests. Based on the above table, the mean of control group on the pre-test is 14.3500; the mean of separable experimental group on the pre-test is 14.5000 and the mean of inseparable group is 14.6500. As it is shown in the table, all the three groups had almost equal performance on the pre-tests. Their mean scores is a testimony for our claim.

Table 2. One-way ANOVA (Pre-test)

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.900	2	.450	.083	.921
Within Groups	310.100	57	5.440		
Total	311.000	59			

Table 2 indicates the scores of the three groups on the pre-test. Since the observed *F* (.083) is less than the critical *F* (3.150) with df=2/57, the difference between the groups is not significant at (p<0.05). In effect, all the three groups performed the same on the pre-test.

Table 3. Descriptive Statistics (Post-tests)

Groups	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	Upper Bound	Minimum	Maximum
Control	25	14.5000	2.46021	.55012	13.3486	15.6514	12.00	19.00
Experimental Separable	25	16.5000	2.21241	.49471	15.4646	17.5354	14.00	20.00
Experimental Inseparable	25	16.6500	2.25424	.50406	15.5950	17.7050	14.00	20.00
Total	75	15.8833	2.47764	.31986	15.2433	16.5234	12.00	20.00

Table 3 shows the descriptive statistics of control and experimental groups on the post-tests. Based on the above table, the mean of control group is 14.5000; the mean of separable experimental group is 16.5000 and the mean of inseparable group is 16.6500. As it is observed in the above table, both experimental groups had better performance than control group on the post-test. There is a significant difference between the performance of experimental groups and control group. It should be noted that there is not a significant difference between separable and inseparable mean scores on the post-test.

Table 4. One-way ANOVA (Post-test)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	57.633	2	28.817	5.393	.007
Within Groups	304.550	57	5.343		
Total	362.183	59			

Table 4 demonstrates the post-test scores of control and experimental groups. Since the observed F (5.393) is greater than the critical F (3.150) with df=2/57, the difference between the groups is significant at ($p<0.05$). The experimental groups got better scores on the post-test. It can be concluded that the treatment had positive effects on the performance of the experimental groups on the post-test.

Table 5. Post-hoc Scheffe Test

(I) VAR00001	(J) VAR00001	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1.00	2.00	-2.00000*	.73096	.030	-3.8373	-.1627
	3.00	-2.15000*	.73096	.018	-3.9873	-.3127
2.00	1.00	2.00000*	.73096	.030	.1627	3.8373
	3.00	-.15000	.73096	.979	-1.9873	1.6873
3.00	1.00	2.15000*	.73096	.018	.3127	3.9873
	2.00	.15000	.73096	.979	-1.6873	1.9873

*. The mean difference is significant at the 0.05 level.

Table 5 compares the scores of all groups on the post-test. Based on the above table, there is a significant difference between the post- test scores of inseparable experimental group and the post- test of control group ($p<0.05$). There is a significant difference between the scores of the separable experimental group and the post- test of control group ($p<0.05$). There is a significant difference between the post- test scores of control group and the post- test of separable and inseparable experimental groups ($p<0.05$). There is not a significant difference between the post- test scores of separable experimental group and the post- test of inseparable experimental group ($p<0.05$).

Table 6. Descriptive Statistics (Pre vs. Post-tests)

	Groups	Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Control	14.3500	20	2.30046	.51440
	Post-test Control	14.5000	20	2.46021	.55012
Pair 2	Pre-test Experimental Separable	14.5000	20	2.35081	.52566
	Post-test Experimental Separable	16.5000	20	2.21241	.49471
Pair 3	Pre-test Experimental Inseparable	14.6500	20	2.34577	.52453
	Post-test Experimental Inseparable	16.6500	20	2.25424	.50406

Table 6 clearly compares the descriptive statistics of all groups' pre and post-tests. The means of control group on the pre and post-tests are 14.3500 and 14.5000 respectively. It means that they had no improvement on the post-test. The mean of separable experimental group on the

pre-test is 14.5000 and on the post-test their mean is 16.5000. It is concluded that peripheral technique helped this group to learn separable PVs successfully. According to the above table, the means of inseparable experimental group on pre and post-test are 14.6500 and 16.6500 respectively. It is obviously clear that the treatment had positive impacts on their performance on the post-test.

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Pre vs. post-test Control	-.15000	.36635	.08192	-.32146	.02146	-1.831	19	.083
Pair 2	Pre vs. post-test Experimental Separable	-2.0000	.45883	.10260	-2.21474	-1.78526	-19.494	19	.000
Pair 3	Pre vs. post-test Experimental Inseparable	-2.0000	.56195	.12566	-2.26300	-1.73700	-15.916	19	.000

Since the observed t (1.831) is less than the critical t (2.000) with df=19, the difference between the pre and post-tests of control group is not significant at (p<0.05). The second t-test shows that the observed t (19.494) is greater than the critical t (2.000) with df=19, the difference between the pre and post-tests of separable experimental group is significant (p<0.05). The third t-test shows that the observed t (15.916) is greater than the critical t (2.000) with df=19, the difference between the pre and post-tests of inseparable experimental group is significant (p<0.05).

DISCUSSION

This section elaborates on the results and findings presented in the previous part. To discuss the results of the research, the research questions raised earlier in the study will be referred to as follows:

RQ 1. Does peripheral learning have any impact on improving Iranian EFL learners' separable PVs?

This study aimed to examine the improvement of PVs learning among Iranian EFL learners through applying peripheral learning. Separable PVs were taught to one experimental group by employing peripheral learning in the classroom. Some posters and pictures with texts related to the separable PVs were pasted on the walls of the classroom. Students learned through these pictures incidentally. This process kept on till the sufficient data were collected. The gathered data were analyzed and the results depicted that there was not a significant difference between the performances of the three groups in the pre-test; they were at the same level before receiving the treatment. After receiving the treatment, all groups took a post-test. Regarding their scores in the post-test a significant difference was observed between experimental groups and control group (p<0.05). It was proved that separable experimental group who was taught via peripheral learning strategy got better scores and their performance was better than the control group. In fact, the peripheral instruction was more effective than non-peripheral instruction. The outcomes showed that peripheral learning is a beneficial strategy for learning separable PVs. Pictures and posters which were hung in the classroom made a cheerful environment for the students to learn separable PVs peripherally without direct attention. By comparing the mean and standard deviation in pre-test and post-test, it

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was considerable that the peripheral learning had significant effects on PVs learning. The reasons behind this result could be discussed regarding the effectiveness of peripheral learning strategy on learners' PVs knowledge.

The results of this study are congruent to the study of Mehmet, Burcu, and Bulent who (2012) investigated the effect of peripheral learning on English idioms. The results showed that peripheral learning was effective on English idioms learning for both experimental groups. Based on the findings obtained from this study, pictures and posters can play an important role in helping students learn English language more easily. The findings of this study were also supported by Fang (1996) who said that "the contributions of pictures to the overall development of children's literate behavior seems to be overwhelmingly greater than its potential dangers" (p. 136).

RQ 2. Does peripheral learning have any impact on improving Iranian EFL learners' inseparable PVs?

With respect to the second research question, the inseparable experimental group was exposed to pictures and posters and they received peripheral instruction. Some beautiful pictures with texts related to inseparable PVs were hung in the classroom. Every session that the students attended the class saw those pictures willy-nilly. As the researcher observed, pupils loved the pictures and posters and they wanted the researcher to paste more and more lovely pictures in the classroom. After the peripheral instruction, the researcher administered a post-test to see if a significant difference exists between separable and inseparable groups and also to compare the performance of inseparable group in pre and post-tests. According to the obtained results in chapter 4, inseparable experimental group got very better scores in their post-test in comparison to their pre-test. The reason of their better performance may be due to pictures and posters with text on the wall. It should be noted that no significant difference was found between separable and inseparable experimental groups. Both groups had the same scores and performance in pre and post-tests. Students in both experimental groups enhance their PVs learning thanks to using peripheral learning instruction. When students attended the class, they saw the posters incidentally and this peripheral technique helped them to absorb the materials effortlessly. Picture aid in improving students' learning grammar is consistent with the previous studies like Farzami pooya (2014) who confirmed the impacts of visuals and pictures; he investigated the effects of visual dictation as a technique on learning grammar throughout low-elementary children. The findings suggested the effectiveness of visual dictation as a pedagogical technique when it comes to teaching grammar. The finding of the present study also demonstrated that learners' exposure to comprehensible input can lead to learning without awareness. Thus, pupils of all levels of intelligence and aptitude can use the periphery of the educational setting to acquire knowledge.

CONCLUSION

In this research peripheral learning on English PVs was found as an effective technique for this sample group. According to the results of pre and post-tests analysis, separable and inseparable PVs learning via visuals does not differ. Students' PVs learning thanks to peripheral learning enhanced significantly. Posters about the PVs on the classrooms' walls helped students to learn English separable and inseparable successfully. Students learned the grammatical structures passively as Bancroft (1995) said in Suggestopedia, target structures are presented passively in the form of attractive, colorful posters which display structures and paradigms. By putting posters about the target language on the classroom walls, students will absorb the important facts effortlessly (Larsen-Freeman, 2000). To conclude, peripheral learning technique is very influential and applicable in PVs teaching.

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