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**Theme:**

**THE PICTURE WORD INDUCTIVE MODEL AND VOCABULARY  
LEARNING**

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I, Dra. Mg. Elsa Mayorie Chimbo Cáceres, holder of the I.D No. 180269645-8, in my capacity as supervisor of the Research dissertation on the topic: “THE PICTURE WORD INDUCTIVE MODEL AND VOCABULARY LEARNING” investigated by Miss Joselyn Belén Naranjo Chimborazo with I.D No. 185103247-2, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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## **DEDICATION**

**TO:**

I dedicate this research work to God for giving me strength and being with me in every moment of my life, who has never left me alone during my process. To my parents, María Chimborazo, and Euclides Naranjo, who supported me in each of my decisions. For being those wonderful pillars, because without their support, nothing would have been possible. To my siblings, Ángeles and Santiago, who are my inspiration to be better every day. To Xavier, who encouraged me to keep going forward in every stumble in my life.

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**THEME:** The Picture Word Inductive Model and Vocabulary learning

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### **ABSTRACT**

As a basis for communication, vocabulary is an essential part of learning a second language. People who lack sufficient vocabulary in a language lack the ability to express themselves. For this reason, this study aimed to determine the influence of the Picture Word Inductive Model (PWIM) on the vocabulary learning of students in the fifth grade at Unidad Educativa "Luis Felipe Borja." A pre-experimental, one-group pretest-posttest design with a quantitative approach was used for this study, involving 20 students, 10 females and 10 males, with an age range of 8 to 10 years old. The instrument used for this research was A1 Movers, taken from the Cambridge English YLE (Young Learners Exams). The questions were taken from the reading and writing papers, parts 1, 3, 4, and 6, with 21 questions in total. Six interventions were conducted over a five-week period, introducing new vocabulary words through visual association. Additionally, the Communicative Language Teaching (CLT) approach was used in each lesson plan, in which students participated in various PWIM activities, such as word-picture, labeling, word sorting, and Pictionary, among others, to teach new vocabulary words. The Statistical Package for the Social Sciences (SPSS) was used to compare the results obtained and analyze the hypothesis through a nonparametric test related to the Wilcoxon test. The results showed that the use of the Picture Word Inductive Model improved students' vocabulary performance, which confirmed the acceptance of the alternative hypothesis. In fact, it corroborated that the PWIM was effective in enhancing vocabulary learning because the visual association appears to positively impact students' understanding and retention of new vocabulary, indicating its potential as a valuable instructional approach for educators.

**Keywords:** Picture Word Inductive Model (PWIM), English Language Learning, visual strategies, vocabulary learning.

**TEMA:** The Picture Word Inductive Model and Vocabulary learning

**AUTOR:** Joselyn Belén Naranjo Chimborazo

**TUTOR:** Dra. Mg. Mayorie Elsa Chimbo Cáceres

### **RESUMEN**

Como base de la comunicación, el vocabulario es una parte esencial del aprendizaje de una segunda lengua. Las personas que carecen de vocabulario suficiente en un idioma no tienen la capacidad de expresarse. Por esta razón, este estudio tuvo como objetivo determinar la influencia del Modelo Inductivo de Palabras con Imágenes (PWIM) en el aprendizaje de vocabulario de los alumnos de quinto grado de la Unidad Educativa "Luis Felipe Borja". Para este estudio se utilizó un diseño pre-experimental, pretest-posttest de un grupo con un enfoque cuantitativo, en el que participaron 20 estudiantes, 10 mujeres y 10 varones, con un rango de edad de 8 a 10 años. El instrumento utilizado para esta investigación fue A1 Movers, extraído del Cambridge English YLE (Young Learners Exams). Las preguntas se extrajeron de las pruebas de lectura y escritura, partes 1, 3, 4 y 6, con 21 preguntas en total. Se realizaron seis intervenciones durante un periodo de cinco semanas, en las que se introdujeron nuevas palabras de vocabulario mediante asociación visual. Además, se utilizó el enfoque de la Enseñanza Comunicativa de Lenguas (CLT) en cada plan de clase, en el que los alumnos participaron en diversas actividades PWIM, como palabra-imagen, etiquetado, clasificación de palabras y Pictionary, entre otras, para enseñar nuevas palabras de vocabulario. Se utilizó el Statistical Package for the Social Sciences (SPSS) para comparar los resultados obtenidos y analizar la hipótesis mediante una prueba no paramétrica relacionada con la prueba de Wilcoxon. Los resultados mostraron que el uso del Modelo Inductivo de Palabras Ilustradas mejoró el rendimiento en vocabulario de los alumnos, lo que confirmó la aceptación de la hipótesis alternativa. De hecho, corroboró que el PWIM era eficaz para mejorar el aprendizaje de vocabulario porque la asociación visual parece influir positivamente en la comprensión y retención de nuevo vocabulario por parte de los estudiantes, lo que indica su potencial como enfoque instructivo valioso para los educadores.

**Palabras clave:** Modelo Inductivo Imagen Palabra (PWIM), Aprendizaje del Idioma Inglés, estrategias visuales, aprendizaje de vocabulario.

## **CHAPTER I. THEORETICAL FRAMEWORK**

### **1.1 Research background**

The current research is supported by different scientific articles and academic journals that are associated with the variables of the Picture Word Inductive Model and Vocabulary learning. It was necessary to read different articles with the two variables to gather reliable information. The articles and journals were extracted from the Internet, especially from academic websites such as Scielo, Google Scholar, ResearchGate, Eric, etc.

Kamarudin (2021) aimed to discover whether or not using the Picture Word Inductive Model (PWIM) improved students' vocabulary knowledge. The study used experimental research, using a pre-test and post-test with a quantitative design. There were 26 second graders at MTs NW Lingsar in the population. The researcher used a pretest-posttest design on one group, administering the pre-test to students to figure out their ability prior, and then administering the treatment to the students. The researcher employed this method and vocabulary activities to supplement it in the treatment utilizing TPWIM. Finally, the researcher used the post-test. The results showed that TPWIM significantly impacted MTs' language acquisition in second grade at NW Lingsar.

Gu and Lornklang (2021) carried out research to find out how Chinese primary EFL learners learned vocabulary using the Picture Word Inductive Model (PWIM). A single group was included in the quantitative-experimental design used in this study. An experimental methodology with a pre-test and post-test design was employed in this study on 34 children from a primary school in China to investigate their vocabulary background knowledge. The results showed that using a PWIM to study English is a great way to increase students' vocabulary learning success since it gives them opportunities to practice vocabulary and visual support.

Mukadar et al. (2021) managed a study with the primary goal of determining whether or not seventh-grade students at SMP Negeri 2 Jikumerasa benefit from using the Picture Word Inductive Model (TPWIM) approach for vocabulary learning. The research sample consisted of 26 Negari students in the seventh grade. A pretest-

treatment-posttest was used in a single group as part of a quantitative and experimental design. In order to gather data, the researcher applied students pre-test and post-test. The pre-test measured students' vocabulary understanding before using the Picture Word Inductive Model, and the post-test measured students' vocabulary competence following its application. The researcher examined the ratings from both the pre-test and post-test to determine the mean media. The result found that using Picture Word Inductive Model enhances students' English vocabulary. The PWIM proved helpful in increasing pupils' Negeri vocabulary.

Marpaung (2023) supervised research involving 20 eighth-grade students at SMPN 3 Parongpong. The main goal of the research was to address the following question: Does the vocabulary knowledge of students taught using the Picture Word Inductive Model (PWIM) differ significantly from that of students taught using the traditional method? A quasi-experimental methodology combining quantitative and qualitative research was employed in the study. The students were separated into two groups: one used the PWIM, while the other used the traditional method. The findings showed that students who were taught using the PWIM and those who were taught using the traditional technique significantly differed in their improvement of vocabulary knowledge.

Bermillo and Remollo (2022) led a research study whose goal was to determine the impact of the Picture Word Inductive Model (PWIM) on the attitude and vocabulary achievement of eighth grade students. A quasi-experimental approach was utilized. There were two groups of 50 individuals each: 25 from the PWIM group and 25 from the non-PWIM group. In vocabulary learning, the experimental group was exposed to the PWIM method, whereas the control group was not. The study revealed that students exposed to PWIM increased their attitude toward vocabulary learning. Students exposed to PWIM had considerably higher vocabulary achievement than students who were not exposed to PWIM.

Sirande (2019) explored the importance of the Picture Word Inductive Model (PWIM) for vocabulary learning. The purpose of the research was to figure out if the PWIM is beneficial for teaching vocabulary to eighth-grade pupils at SMPN 2 Buntu Pepasan. A pre-test and post-test were utilized in a quantitative technique using an experimental design. The researcher used cluster sampling to choose students from

class VIII A, which had 19 individuals. The analysis of written test data indicated that the mean pre-test score was 53.73, which was a poor score, and the mean post-test score was 75.15. It demonstrated that the mean score after the exam was greater than the mean score before the test. The results of the study showed that after receiving PWIM treatment, pupils' vocabulary increased dramatically.

All this previous research has contributed to the current study by proving that the Picture Word Inductive Model (PWIM) may have a major impact on the growth of vocabulary learning. As a result, students feel more secure and confident while engaging in communication activities, which affects oral ability as well. In brief, this strategy is beneficial and suggested since it makes learning the English language easy, fun, and creative.

## **1.2 Theoretical foundation of the variables**

### **1.3 Independent variable**

#### **1.3.1 Teaching strategy**

Teaching strategies are actions or activities to help students understand the specific course material and create achievable goals for the future. These teaching strategies are designed to engage students' interest, encourage active learning, and enhance the teaching and learning process. Furthermore, a teaching strategy is also detailed in the lesson plan, which includes instructional aims, a framework, and an explanation of the planned methods for implementing the strategies. Teaching effectively involves not just using strategies, methods, and tactics to help students learn more but also understanding context, how students learn, how they take in knowledge, what motivates them to learn more, and what gets in the way of their learning (Sarode, 2018).

A teaching strategy refers to a systematic and organized technique that educators use to facilitate learning and help students acquire knowledge, skills, and understanding. There are various teaching strategies, and educators often choose and adapt them based on their teaching goals, the subject matter, the needs of their students, and the learning environment. Moreover, they bring a wealth of knowledge and experience to the classroom. A variety of strategies are often employed to establish a dynamic and engaging learning environment that accommodates the needs of every

student. Additionally, modern education increasingly integrates technology and digital resources to enhance teaching and learning experiences (Fievre, 2021).

Abulhul (2021) defined teaching strategies as activities or techniques that educators use to facilitate effective learning and engage students in the learning process. Besides this, teaching techniques and classroom activities can improve and promote students learning. Educators will continue to investigate and create new techniques to address the diverse needs of learners in the twenty-first century as education changes and our understanding of good teaching practices increases. For instance, within the teaching strategies, teachers found class discussions in which students could share ideas, ask questions, and engage in critical thinking. Further, teachers may use gamification to make the learning process more interesting and motivational by including game aspects such as points, challenges, and prizes (Sirode, 2023).

### **1.3.2 Cooperative Language Learning**

According to Birt (2023), Cooperative Language Learning (CLL) is part of a broader teaching method known as Collaborative Learning (CL). It entails learners cooperating as they work in small groups to reach a common goal. Teachers of any grade level can adopt this strategy. Interaction and open debates allow them to learn from one another. It is a structured method that encourages students to collaborate, communicate, and actively engage with the material and their peers. The CLL goal is not only to enhance academic learning but also to develop important social skills and promote positive interdependence among group members through communication.

Cooperative Language Learning (CLL) promotes teamwork, communication, and people skills. Students learn how to express their ideas, listen to others, resolve conflicts, and cooperate effectively, skills that are valuable in both academic and real-world settings. However, collaborative settings can boost motivation as students feel a sense of responsibility toward their group members. Moreover, working together is important for building teamwork, communication, and social competence skills (Willis, 2021). Cooperative Language Learning is an effective teaching method that encourages students' active participation, teamwork, and critical thinking abilities. Furthermore, the CLL promotes the growth of people skills and encourages students to take an active role in the learning process. The CLL is based on the notion that

when students work together and interact with their peers, they can learn more effectively and develop a range of important skills (Mendo-Lázaro et al., 2022).

According to Keramati and Gillies (2021), Cooperative Language Learning (CLL) is characterized by students working in small groups to optimize both their own and one another's learning while also promoting a range of beneficial cognitive, communicative, emotional, and social benefits. Students work together on tasks, discussions, and projects, fostering interaction and communication. This promotes communication, discussion, and the sharing of ideas, allowing for collaborative problem-solving and learning. In addition, cooperative learning is characterized by several key features that distinguish it from others. These characteristics include:

*Teacher support and facilitation:* Effective cooperative learning requires teacher guidance and support. Teachers should supply clear instructions, monitor group progress, and help when needed.

*Classroom environment:* A supportive and inclusive classroom environment fosters successful cooperative learning. Teachers can create such an environment by promoting respect, trust, and open communication.

*Peer interaction and communication:* Communication and interaction among students are crucial in collaborative learning. Students exchange ideas, clarify concepts, and learn from each other's perspectives.

Cooperative Language Learning is an educational strategy where students collaborate in groups or in pairs to reach common learning goals. The successful implementation of cooperative learning requires careful planning, clear aims, and continuous support from educators. Teachers play a crucial role as facilitators, guiding students through the collaborative process and fostering a positive and inclusive classroom environment. Therefore, CLL creates such a comfortable atmosphere for students to engage with one another that knowledge is socially created, and connections are formed (Keramati & Gillies, 2021).

### **1.3.3 Inductive teaching**

Inductive teaching does not have a single inventor or originator, as it has evolved over time, and it has been influenced by various educational philosophers and practitioners. However, all authors agree that inductive teaching is a method where



students take part in experimentation, observation, and comprehension of a certain idea. The students learn from their experiences at their own pace. Inductive teaching involves supplying examples and allowing students to draw conclusions independently and develop rules. Learners actively engage with specific examples to generalize and build their understanding (Smith, 2022).

According to Obeidat and Alomari (2020), inductive teaching is a method that involves presenting specific examples to students and then guiding them to generalize, infer, or derive broader concepts from those examples. Inductive teaching methods are student-centered, which means that students are presented with a series of examples and asked to produce their own ideas. In inductive teaching, students must analyze the information in front of them, come to conclusions, and even if they are wrong, the process helps them better engage with the information so they can build their own learning. In brief, inductive teaching is a method that involves presenting students with specific examples or observations and then helping them derive general principles or concepts from those examples. This method promotes critical thinking and involves active participation and long-term learning. However, it is essential to understand the differences between deductive and inductive teaching methodologies since they offer unique benefits and are appropriate for diverse learning goals and contexts (Mathur, 2022).

### **Differences between deductive teaching and inductive teaching**

#### **Deductive teaching**

The teacher introduces the students to the lessons and explains the topics to them. Deductive teaching is an instructional method where the teacher presents a general concept, rule, or principle first and then supplies specific examples or applications to illustrate how the general idea works (Mahdi & Ismail, 2023).

#### **Inductive teaching**

Inductive teaching is an instructional method that involves presenting learners with specific examples or observations and then guiding them to discover or generalize underlying principles, concepts, or rules on their own. In this method, students actively explore, analyze, and make connections between different examples or cases to derive overarching principles or theories (Huang, 2023).

Shirav and Nagai (2022) defined inductive teaching as rule-discovery learning. Students are encouraged to examine the examples supplied and develop their own rules using critical thinking, prior language knowledge, and language-learning methods. Inductive teaching is also more experimental, student-centered, and focused on fostering critical thinking and critical thinking skills. It begins by presenting students with specific instances, data, or examples that they can examine and analyze. In the case of the inductive method, rules are usually found rather than directly established. Instead, students learn the rules via examples and practice (Obeidat & Alomari, 2020).

Active learning, critical thinking, and problem-solving abilities are emphasized in the inductive teaching method. In addition, it promotes inquiry, autonomy, and helps students solve problems in the real world (Huang, 2023). Therefore, the method encourages participation, curiosity, and the acquisition of lifelong learning abilities, making it a useful tool for teachers who want to enable their pupils to become autonomous and effective learners (Mahdi & Ismail, 2023).

Inductive teaching starts with specific examples or observations and encourages learners to draw general conclusions or principles from them. It emphasizes discovery, exploration, and constructing knowledge from specific instances. This method encourages students to actively explore and discover knowledge rather than passively receiving information. For instance, group discussions and debates encourage students to engage in discussions or debates on a topic, which can lead to the inductive discovery of new perspectives and ideas. It promotes critical thinking and communication skills (Shirav & Nagai, 2022).

According to Tyadav (2023), in the inductive teaching method, learners are guided from particular or specific instances to a general conclusion (specific to general). Inductive teaching is valuable for promoting deeper understanding, critical thinking, and independent learning. It encourages learners to actively construct knowledge and connect specific examples to broader concepts, fostering a deeper and more meaningful grasp of the subject matter.

#### **1.3.4 The Picture Word Inductive Model**

According to Oktafiani and Husnussalam (2021), Emily Calhoun developed the Picture Word Inductive Model as a teaching strategy in 1998. Calhoun describes

the PWIM as an inquiry-based language arts technique that draws words from students' spoken and auditory vocabularies via the use of pictures of common things and activities. Using illustrations of familiar items and behaviors, this technique helps people decode what they have heard and spoken. To help students in exploring on their own how to add words to their vocabularies. Students search for patterns and use them to decipher the meanings of words. It elicits words from learners' speaking and listening vocabularies using images of common objects, actions, and scenarios (Meehan, 2022).

According to Meliasari et al. (2018), the Picture Word Inductive Model is a technique that may be applied in a large class, small groups, or one-on-one. The purpose of using words and images is to encourage children to think deductively. Furthermore, all of this involves fundamental actions, including object identification, word searching, listening, and proper pronunciation. The PWIM is an efficient teaching strategy for children of all ages and academic levels since they may use games and activities that are based on pictures and vocabulary phrases to learn from real-world resources. This teaching technique, the instructor may incorporate vocabulary terms, reading, speaking, and writing exercises into a quick procedure.

The Picture Word Inductive Model is an important teaching strategy to learn vocabulary words, phrases, and paragraphs inductively. TPWIM shows images of familiar environments, and students must extract words by finding known items, behaviors, and characteristics. This forces students to find words that may be used to describe the things or activities in the exposed pictures. Students are instructed to draw a line from the items where the term is written on a chart, linking the things they recognize to words in their already extensive listening and speaking vocabularies (Zhao & Lornklang, 2019).

According to Lee et al. (2021), through the use of the Picture Word Inductive Model (PWIM), learners are encouraged to learn more about words, expand their vocabulary for writing and sight reading, identify structural patterns, and apply analysis and observation while learning about reading, understanding, writing, and creating. The technique builds on learners' current speaking and listening skills, as well as their prior exposures. The strategy may be especially effective for learners in the first stages of language learning. Nevertheless, the PWIM technique has been shown

to be an effective teaching model or strategy for improving students' reading abilities and vocabulary knowledge (Ilahi & Prayogo, 2022).

According to Gustiana et al. (2023), the Picture Word Inductive Model is a helpful strategy for developing vocabulary and abilities. Learning sessions begin with students making word associations from the visuals shown. Using the image, learners see it as a starting point; the students organize their ideas to create a word. Students' ability to reason will also be enhanced through the process of examining words through visuals. PWIM is also seen as a successful method for speakers of all English levels and abilities. The PWIM is not the sole strategy for improving students' critical thinking. On the other hand, PWIM may be used to give learners a rigorous English language learning experience in both written and spoken forms (Rosyada, 2018).

The Picture Word Inductive Model is used to enhance spelling, sentence structure, and paragraph organization. Furthermore, the PWIM is regarded as a helpful guide for teachers of all ages who are working with beginning language learners. The needs of the learners are taken into consideration during the teaching and learning process, particularly when it comes to the development of visual vocabulary. This is carried out by using pictures to improve recall and retention of the target term; the learning is reinforced by using written words. The Picture-Word Inductive Model is an effective teaching strategy that combines visual and linguistic elements to promote vocabulary development and language acquisition, especially for English language learners (ELLs). This strategy is particularly useful for teaching unfamiliar words and concepts (Nurani & Rosyada, 2017).

### **Process the Picture Word Inductive Model**

According to Zhao (2019), the Picture Word Inductive Model is used to direct learners as they expand their creative thinking and sentence-building abilities. As teachers use this teaching technique, they often do it in a variety of ways, all with the same goal in mind. The teacher decides the process.

The Picture Word Inductive Model is a very adaptable teaching strategy. It creates a welcoming environment for both students and teachers. The following is how the picture-word inductive model functions: (1) The educator chooses a picture related to any subject; (2) The instructor requests that the students explain what they

see in the image; (3) Label the picture's component names; (4) Read aloud the picture-word chart; (5) Request that the pupils read the words and arrange them into several categories; (6) Examine and read the picture-word chart, being sure to pronounce, spell, and repeat each word; (7) As needed, add words to the word banks and picture-word chart; (8) Request that students write sentences or paragraphs based on the picture-word chart; Finally, read the sentences and paragraphs again (Hafiz & Azhar, 2021).

According to Rethinasamy (2018), the processes of the Picture Word Inductive Model (PWIM) are: choosing an image, creating words based on it, categorizing words based on word banks, building sentences using those phrases, structuring sentences into effective paragraphs, and editing and reworking those paragraphs. PWIM may also be used in conjunction with other approaches and techniques to help students of all ability levels learn English as a foreign language. The picture-word inductive model is a lively, cooperative, and enjoyable teaching technique. The method is intended to take advantage of students' inductive thinking abilities. This process can help teachers promote good learning (Sinurat, 2019).

*Request that learners identify what they see in the image.* In this step, it is important to aid pupils in finding what they see in the image. Asking that they link the images to their daily lives before encouraging them to take part in classroom activities.

*Label the recognized image categories.* Drawing a line from the assigned item or place to find the visual components that the learners have recognized. Then, have students spell and pronounce the word.

*Request that learners read the words.* Students read the words and divided them into various categories.

*Read and go over the image word chart again.* Students pronounce a word, spell it, and then speak it again. Ask learners to identify as many words as they can that fit into useful groups.

*Suggest that learners create a sentence or paragraph with respect to the picture word chart.* Ask them to group sentences into several categories, and then walk them through the steps of structuring the sentences into an effective paragraph

in which each student's goal is to develop fluent reading skills for the sentences and paragraphs (Sinurat, 2019).

### **The function of visuals in the teaching and learning of English**

The use of visuals has significant effects on how non-native English speakers learn and teach the language. The visual may frequently keep learners motivated to continue studying English since it has high artistic value, which piques their attention. A teacher can communicate any creativity that is appropriate for the requirements of the children through an image. In other words, image media can help EFL students become more fluent in English (Birdsell, 2017).

### **Visual Aid**

A visual aid is a teaching or presentation tool that is used to enhance communication, convey information, or illustrate concepts through visual means. Teachers must teach learners with different methods if they want students to learn effectively. This is because most people learn best when they are visually stimulated. Visual aids are an essential additional tool in the teaching-learning process because they energize, support, and keep students' attention on the classroom activities, which improves learning. Furthermore, visuals enhance students' acquisition and learning, making lessons more appealing and participatory (Pateşan et al., 2018).

### **Types of visual aid**

Nowaday, educators use visual aids like models, real objects, charts, maps, pictures, flashcards, bulletin boards, whiteboards/chalkboards, and slides as teaching and learning tools because they can draw students' attention, inspire motivation, and make the material engaging for them (Chundung et al., 2020). However, visual aids may include blackboards, textbooks, real objects, charts, number cards, magnetic boards, slides, wall charts, photographs, diagrams, images, posters, books, and drawings, which have been used for a long time and until now (Wiyati & Marlina, 2021).

According to Hussain and Khan (2022), visual aids are resources used to promote teaching and learning because this material helps English-language learners improve their vocabulary, speaking, listening, and writing skills, as well as becoming

more creative and developing deep thinking. Image utilization that is effective may be beneficial and add to long-term learning while also assisting with information delivery.

### **Pictures**

According to Nurdini (2018), the image has a high creative value, which may captivate learners and keep them engaged while they study English. Using a picture, a teacher can communicate any creativity that is appropriate for the needs of children. However, pictures are very useful because they appeal to students' visual learning styles and assist them in comprehending complicated concepts, remembering information, and remaining interested when utilizing pictures in class, teachers should keep in mind their students' ages and learning styles (Hasper, 2018).

### **Flashcards**

Dutta (2021) stated that flashcards are an adaptable and successful teaching tool that may be utilized in a wide range of educational contexts and with students of all ages. Flashcards are a simple yet powerful tool for both teachers and students. They are used as a learning tool to aid in memorization and quick recall of information.

### **Charts**

According to Ulusoy (2019), charts are effective teaching tools for graphically representing and conveying information in a clear and orderly manner. They are particularly useful for depicting complicated facts, relationships, and concepts. Charts in the classroom may make difficult material more accessible and entertaining for students.

### **Advantages**

Furthermore, the Picture Word Inductive technique has five advantages in the classroom. Firstly, PWIM uses realistic pictures to assist learners in learning new words, phrases, and sentences. Secondly, PWIM teaches learners how to use labeled pictures to ask questions about the structure of words and sentences. Students, on the other hand, may organize words into distinct groupings. Thirdly, PWIM can assist students in employing new words found in the image to form sentences. After that, students can learn to construct sentences by employing PWIM and benefiting from instructor modeling of keywords and concepts through repetition. Finally, by

focusing the session on organizing and comprehending the information, PWIM can aid teachers in establishing greater curricular and instructional balance by focusing the session on subject organization and comprehension (Ermita et al., 2019).

Additionally, an engaging and fun strategy is the Picture Word Inductive Model. The learners like classifying words and sentences, identifying things and events in pictures, looking at how their words and phrases are written and incorporated into the curriculum, and picking up generalizations and helpful language concepts. Although the PWIM focuses on the question of how learners learn and how to enhance their learning, which includes language development, writing learning, and writing connection, learners develop when applying the model (Oktafiani & Husnussalam, 2021).

According to Sari and Santika (2020), as a strategy for enhancing students' skills, the Picture Word Inductive Model acts as a stimulus. Furthermore, the concept is intended to leverage children's capacity to reason inductively (from the specific to the general). It also values their ability to think. Students can create their work using this technique by starting with the basics, such as vocabulary. On the other hand, PWIM is utilized to help learners expand their creativity and ideas for sentences.

#### **1.4 Dependent variable**

##### **1.4.1 English language**

Nordquist (2019), English is the predominant language of a number of countries, including Australia, Canada, New Zealand, the United Kingdom, and the United States, as well as the second language of a number of multilingual countries, including India, Singapore, and the Philippines. Nonetheless, English is taught to learners as a foreign language in classrooms all around the world, and when individuals from different nations meet for tourism, commerce, or other reasons, they often find that they have something in common. The English language is a living organism that develops, adapts, and evolves with humans.

As an international language spoken in many countries, English is sometimes referred to as a "global" language. The English language is a widely spoken and written language that people all over the world use for communication and expression. It is the official language of several countries, including the United States, the United Kingdom, Canada, Australia, and many more. It is recognized as one of the most



important and dominant languages in the world. As a result, there are several reasons to study English as a preparation for life in general, and communicative language capacity is separated into five abilities, which divide speaking into two skills: spoken production and spoken interaction (Dermawana, 2021).

According to Aarts and Meijs (2022), the English language is a widely utilized and powerful language that has evolved through millennia and is used as a primary or secondary language in a range of places around the world. Furthermore, the English language has evolved into a worldwide language, allowing diverse groups to share their thoughts and experiences and connect with the rest of the globe. English is a global language studied and used by both native and second-language speakers, and it is surely employed in every area, including business, technology, medicine, tourism, and communication. The most significant aspect of English is its position as a worldwide lingua franca that promotes communication, allows access to opportunities, and links people and cultures all over the world (Prasanna, 2023).

#### **1.4.2 Language learning**

Language learning is carried out through the use of a formal educational system in which students are formally trained by teachers who give them defined guidelines and norms or rules. As a result, they teach the learners grammatical rules, structures, and vocabulary. Students, like adults, appreciate clear instructions and explanations. The process of learning the ability to read, write, understand, and speak a foreign language includes learning how to successfully communicate and engage with others in the selected language (Sethmini, 2022).

Language learning is a direct result of direct education in linguistic rules. Learning to understand, speak, read, and write in the target language is all part of this. Language learning can be formal or casual, and it can take place anywhere, including schools, language classrooms, self-study, immersion programs, and encounters with native speakers. Furthermore, this refers to a conscious effort to learn a new language, usually as a second or foreign language. It entails deliberate study, practice, and exposure to the language. Language learning fosters greater communication skills expanded employment options, cultural enrichment, and a larger viewpoint, as well as improved cognitive and problem-solving abilities (Limacher, 2018).

According to Kidspot (2022), language learning requires deliberate and intentional effort on the part of the learner, and the educator uses formal pedagogical approaches to teach that language and aid in the understanding of its principles. In addition, language learning is a conscious and intentional process. It involves formal instruction, study, and explicit knowledge of grammatical rules and vocabulary. Language learners actively look to acquire the language through study materials, courses, textbooks, and structured lessons. This process is often associated with second language learning or foreign language learning. Typically, it involves structured lessons, textbooks, grammar rules, vocabulary lists, and explicit instruction. Learners actively engage with the language through formal education or self-study. In addition, there are some key aspects of learning a language, including language skills and language competence (Vazquez, 2023).

### **Language skills**

*Listening:* The ability to understand spoken language, including comprehension of various accents and intonations.

*Speaking:* The capacity to produce spoken language and communicate effectively with others.

*Reading:* The skill of understanding written text in the target language, including vocabulary and grammar comprehension.

*Writing:* The capacity to communicate thoughts, ideas, and facts in writing using the script and norms of the target language.

### **Language components**

*Grammar:* The rules and structure governing how words are used in sentences.

*Vocabulary:* The set of words and phrases in a language.

*Pronunciation:* The correct way of producing sounds and words in a language.

### **1.4.3 Communicative competence**

According to Whyte (2019), the concept of communicative competence was introduced by linguist Hymes and later expanded upon by linguist Dell Hymes in the 1960s and 1970s. It emphasizes that language proficiency goes beyond just knowing vocabulary and grammar; it also involves the ability to use language effectively in

different social and cultural contexts. Communicative competence may be defined as the learner's capacity to utilize language effectively in diverse settings in order to achieve the communication objective.

Communicative competence refers to a person's ability to communicate in each language or communication system effectively and appropriately. It goes beyond just knowing the grammar and vocabulary of a language and encompasses the ability to communicate in everyday settings to convey meaning and achieve communicative goals. This concept was initially developed by linguists Dell Hymes and Hymes in the 1960s as a response to the limitations of Chomsky's theory of linguistic competence, which focused solely on the grammatical aspects of language (Ahmed, 2019).

Communicative competence means having 'an ability to communicate'. This competency can be expressed orally, in writing, or even nonverbally. In language teaching and learning, communication competence is often stressed as an aim because it encourages learners to focus on functional language abilities and real-world conversation rather than merely memorizing grammar rules and vocabulary. Effective language learners not only gain linguistic information but also become adept at using the language effectively in a variety of social and professional situations (Savignon, 2017).

According to Kiessling and Götz (2021), communication competence is a skill that people acquire over the course of their lives through sequences of repeated encounters that follow a set pattern. Additionally, it effectively carries out communication goals in front of society since it helps with the proper selection and use of abilities in every situation. The learners' prior experience is crucial since it makes it easier for them to pick up motor and cognitive abilities. Furthermore, students who have not honed their communication skills will feel overwhelmed because they will not be able to release their cognitive ability in a conflict situation. The students who have more experience tend to resolve conflicts more quickly because they have been enriched with knowledge that supports the development of brief critical thinking (Douglas & Rosvold, 2018).

Furthermore, it is necessary to know that proper communication is of the utmost importance in order to maintain a social life by interacting correctly with other people. To achieve this goal, it is important to have a series of skills that can help convey ideas correctly, whether orally or in writing. This is where what is known as communicative competence comes to play a very important role. However, communicative competence is a key goal, particularly in approaches like CLT, which stands for Communicative Language Teaching. CLT attempts to improve learners' capacity to utilize language for meaningful communication by emphasizing real-life scenarios and realistic language use rather than rote memorization of vocabulary and grammar rules. Communicative competence encompasses not only the mastery of linguistic knowledge (grammar, vocabulary, and pronunciation) but also the ability to use language in culturally and socially appropriate ways to achieve communication goals (Rosvold et al., 2018).

Communicative competence encompasses not only the mastery of linguistic knowledge (grammar, vocabulary, and pronunciation) but also the ability to use language in culturally and socially appropriate ways to achieve communication goals. In addition, communicative competence also includes the ability to use language fluently and smoothly in real-time communication without frequent hesitations or disruptions. However, it involves understanding the rules and structures of a language, including syntax, morphology, and semantics. In brief, good communication is fundamental to building and maintaining positive relationships with friends, family, and colleagues. Communicative competence allows individuals to connect, empathize, and resolve conflicts in interpersonal relationships. Teachers and educators rely on communicative competence to facilitate learning. They use effective communication to explain complex concepts, engage students, and provide constructive feedback (Whyte, 2019).

#### **1.4.4 Vocabulary learning**

Vocabulary learning is the process of learning and expanding one's knowledge of words and their meanings in a language. It is a key component of language acquisition and is required for efficient communication, reading comprehension, and writing abilities. Vocabulary encompasses a wide range of words, including nouns, verbs, adjectives, adverbs, and more, as well as their meanings, pronunciation, and

usage in context. Furthermore, vocabulary is the basis of all languages; it is critical for developing communicative skills when learning. Learning vocabulary is the basic content that allows us to communicate our ideas and thoughts, exchange knowledge, understand others, and build interpersonal connections (Nation, 2022).

According to Keen (2018), vocabulary learning begins with the ability to recognize and understand words when encountered in spoken or written form. This includes both recognizing familiar words and learning new ones. Learners need to understand the meanings of words, including their definitions, synonyms, antonyms, and connotations. However, understanding word meanings in context is particularly important. Vocabulary learning is an ongoing and dynamic process. It requires regular exposure to new words, engagement with various forms of language input (e.g., reading books, watching films, conversing with native speakers), and deliberate practice to enhance vocabulary knowledge and usage. Effective vocabulary learning strategies vary from person to person, but they often involve a combination of context-based learning, active practice, and exposure to diverse language materials.

According to Lingamar (2022), learning vocabulary involves going through a process that refers to how the brain organizes information in order to keep and remember it. The first category covers metacognitive, affective, and social strategies, while the second category includes memory, cognitive, and compensatory techniques. Furthermore, Gu and Johnson further identified six types of learning vocabulary techniques in 2021: guessing, using a dictionary, taking notes, practicing, memorizing, and activating. The process of developing autonomous vocabulary skills is dynamic and demands a great deal of interest from the learner. It also calls for the practice of many different skills (Ghalebi et al., 2020).

### **Bloom's Taxonomy (LOTS and HOTS)**

According to Bloom's taxonomy, cognitive processes were divided into higher- and lower-order thinking skills. Low Order Thinking Skills (LOTS) are the ability to remember, understand, and apply information, whereas High Order Thinking Skills (HOTS) are the ability to analyze, evaluate, and create. The purpose of education is to encourage the development of both LOTS and HOTS in students, since they complement each other. These phrases are often connected with Bloom's Taxonomy,

a paradigm that categorizes cognitive talents into a hierarchy spanning from lower-order to higher-order thinking skills (Pasani & Suryaningsih, 2021).

Benjamin Bloom, an educational psychologist, and his colleagues created Bloom's Taxonomy in the 1950s. Its goal is to recognize and classify different cognitive learning and thinking process levels, as well as to supply an organized method for understanding and assessing the complexity of mental activities involved in learning and problem-solving. However, Anderson revised the document in 2001 and Krathwohl adopted its definitive version accordingly (Ulum, 2022). Bloom's revised taxonomy is the most widely used model of the cognitive process. It moves from simpler tasks like information recall to more complex ones like knowledge production. Because it considers both higher- and lower-level cognitive skills, Bloom's taxonomy of educational aims is essential for developing learning activities, assessment tools, and course materials. The reason for this is that meaningful learning requires assessments of students' application and comprehension of material (Köksal et al., 2023).

### **Low Order Thinking Skills (LOTS)**

LOTS are also known as lower-level cognitive skills or basic cognitive skills. They typically involve simpler mental processes and focus on recalling or rote memorization of information. There are many fundamental skills necessary for learning and understanding more complex concepts. Although low order thinking skills include remembering facts, dates, and basic information; identifying and defining terms; recognizing patterns and basic concepts; and listing or describing events in a sequence (Watson, 2019).

### **High Order Thinking Skills (HOTS)**

Therefore, HOTS include synthesizing, analyzing, reasoning, understanding, applying, and evaluating. High-order thinking skills (HOTS) are essential for problem-solving, creativity, and decision-making, including analyzing information to identify patterns or trends, synthesizing information from multiple sources to generate new ideas, evaluating arguments, hypotheses, or evidence, and solving complex problems that do not have straightforward solutions (Watson, 2019). The use of learning activities using Bloom's Taxonomy revision in the teaching and learning process has

a significant impact on enhancing students' knowledge, particularly procedural knowledge, since learning activities are created to be more creative and diverse. Remembering, understanding, applying, analyzing, evaluating, and creating are all included in the cognitive process's part (Aryawan et al., 2023).

The original Bloom's Taxonomy, which was revised in 2001, consists of six hierarchical levels, each standing for a different level of cognitive complexity. Each category can be associated with specific teaching and learning strategies. On the other hand, the following are some strategies with different activities that educators can use to facilitate each of the cognitive processes within the cognitive processes dimension of Bloom's Taxonomy (Fastiggi, 2022).

**Remembering:** This is the lowest level of cognitive skill. It involves the ability to recall facts, information, or concepts. There are several activities under this category that teachers may use in their lesson plans, such as definitions, labelling activity, listing activity, supplying examples, text reading, finding terms, multiple choice, etc. Some of the strategies that can be used in this category are briefly explained below.

*Labeling activity:* The teacher can label objects in the classroom or learning environment with pictures and their corresponding names. Encourage learners to associate the picture with the word.

*Matching activity:* It typically involves pairing or matching items from one column with corresponding items from another column based on certain criteria or relationships.

*Word repetition/spelling:* The teacher can read the vocabulary word, and then he or she asks to repeat the word. As a result, the teacher instructs students to spell and read the word aloud.

**Understanding:** Learners at this level display material understanding. They can understand information and describe ideas or thoughts in their own terms. Understanding goes beyond mere memorization. There are several activities under this category that teachers may use in their lesson plans, such as analogies, discussion boards, drawing or illustration, outlining, easy comparison, etc. Some of the strategies available in this category are briefly described below.

*Sentence completion:* Teachers give learners incomplete phrases with blanks and ask them to fill in the holes with the appropriate vocabulary term.

*Brainstorm keywords:* Ask students to brainstorm and share words or phrases that describe what they see in the picture. Encourage them to consider nouns, verbs, adjectives, and other word types.

*Conceptual/ word analogies:* Teacher provides students with analogies that require them to understand the relationships between different concepts (e.g., "Hand is to glove as foot is to \_\_\_\_\_," where the answer is "shoe").

*Word/ vocabulary games:* Incorporate word games like crossword puzzles, word searches, and Scrabble into the lessons. These can make learning vocabulary fun and engaging.

**Applying:** In this level, learners apply the knowledge and understanding they have gained to solve problems or complete tasks. This often involves using concepts in practical or real-world situations. There are different activities under this category that teachers may use in their lesson plans, such as graphs, presentations, role play, projects, show and tell, simulations, etc. The strategies available in this category are briefly described below.

*Interactive activities:* Teacher must engage in interactive activities such as group discussions, role-playing, or storytelling using the target word. These activities reinforce comprehension and usage.

*Presentations:* Assign students a topic and have them create a brief presentation or poster to explain it using vocabulary words in front of the class.

*Word Journals:* Have students keep vocabulary journals where they write short stories or paragraphs using newly learned words.

**Analyzing:** Analyzing requires learners to break down material into its part elements and explore the links between them. The learners can identify patterns, differences, or inconsistencies in the information. There are several activities under this category that teachers may use in their lesson plans, such as discussions, comparisons, graphs, questionnaires, reports, etc. The strategies available in this category are briefly described below.



*Word maps/charts and graphic organizers:* The teacher can create word maps, semantic webs, or concept maps to visually be relationships between words.

*Comparison:* It is the process of comparing two or more things, objects, concepts, or entities to obtain a greater understanding of their features, qualities, or attributes.

*Word Sorts:* Students must categorize vocabulary words into groups based on shared characteristics, such as synonyms, antonyms, or parts of speech.

*Categorizing:* Also known as classification or categorization, is a cognitive and organizational activity that involves grouping.

**Evaluating:** At the evaluation stage, learners make value or quality judgments about concepts, resources, or procedures based on criteria. Learners can also supply reasoned arguments to support their judgments. There are various activities under this category that teachers may use in their lesson plans, such as debates, evaluations, projects, surveys, written conclusions, arguments, and recommendations, among others. The strategies available in this category are briefly described below.

*Word Quizzes/tests:* Teacher can administer quizzes or tests to assess students' understanding and retention of vocabulary words.

*Picture-based conversations:* Teacher can engage learners in conversations about pictures. Ask open-ended questions that encourage them to use new vocabulary in context.

*Debate:* Teacher may organize class debates where students must evaluate and defend different viewpoints or arguments.

**Creating:** This is the highest level of Bloom's taxonomy. At this level, learners are expected to synthesize information, concepts, and ideas to generate new and original solutions, products, or designs. There are different activities under this category that teachers may use in their lesson plans, such as projects, inventions, proposals, experiments, creating an application, simulations, etc. Some of the strategies that can be used in this category are briefly explained below.

*Picture presentation and discussion:* Display a picture related to the target vocabulary. Begin the lesson by having students see the picture and engage in a class discussion about what they see in the image. Encourage them to share their thoughts and describe the details.

*Creative writing:* Encourage students to write short stories, poems, or creative essays that incorporate a variety of vocabulary words.

*Project-Based Learning:* Assign open-ended tasks, such as a presentation, report, which encourage students to produce something new.

In education, Bloom's Taxonomy is used to develop curricula, examinations, and learning aims. Educators use it to encourage students to progress through these cognitive levels, promoting deeper understanding and critical thinking skills. By understanding where a learner is on this cognitive hierarchy, educators can tailor their teaching methods and assessments to promote higher-order thinking and intellectual growth. Learning requires doing and accumulating experiences to achieve the desired outcomes; it is not only about memorization of facts or knowledge. Consequently, learning techniques must promote student involvement, and teachers must take imaginative steps to create learning activities that encourage student participation (Sudirtha et al., 2022).

### **Vocabulary learning strategies**

Vocabulary learning strategies are defined as systematic and intentional techniques used by individuals to acquire, learn, remember, and expand their vocabulary in a foreign language or even in their native language. These techniques assist students in learning new words, comprehending word meanings, and successfully communicating with them. Effective vocabulary-learning strategies can significantly enhance language acquisition and proficiency. Both teachers and students use certain tactics to significantly enhance the results of the work at hand, which is vocabulary learning, during the learning process (Knez, 2018).

According to Goundar (2019), vocabulary learning strategy is considered a tool that learners use to learn vocabulary. Learners may use several learning tactics that they believe are useful for gaining vocabulary. It is also necessary to include language learning strategies (LLSs), which are defined as "techniques that students use to

comprehend, maintain, and remember information and skills." As a result, effective VLS are individualized and may vary from person to person based on their learning style and preferences. Successful language learners often use a combination of these strategies to build a rich and diverse vocabulary over time. Some vocabulary learning strategies are mnemonics, flashcards, word maps, word games, readings, audio/visual aids, realia, categorization, analogies, vocabulary quizzes, online resources, and visual imagery, among others.

## **1.5 Objectives**

### **1.5.1 General objective**

- To determine the influence of the Picture Word Inductive Model on vocabulary learning in the students of 5th E.G.B. at Unidad Educativa "Luis Felipe Borja" in the academic period 2023-2024.

### **1.5.2 Specific objectives**

- To support theoretically how the use of the Picture Word Inductive Model contributes to vocabulary learning.
- To analyze students' vocabulary development before and after the treatment.
- To demonstrate the effectiveness of the Picture Word Inductive Model to improve vocabulary learning in the students.

## **1.6 Fulfillment of objectives**

The first objective was achieved through the collection of different scientific articles that are part of the theoretical framework of this study to learn more about the research topic. This research was an argument from previous studies of the variables under study. The second objective was fulfilled through the application of a pre-test and a post-test. These were completed by the students before and after the treatment process. Finally, the third objective was accomplished through hypothesis testing, analysis, and comparison of the pretest and posttest results to determine whether or not there was effectiveness.

## **CHAPTER II. METHODOLOGY**

### **2.1 Materials**

The employment of human, material, and financial resources was essential to the development of this research. The fifth-level students at the Unidad Educativa “Luis Flelpe Borja” were the substantial human resource. Furthermore, physical resources such as blackboards, markers, didactic materials, worksheets, cardboard, among others were employed to conduct the research. Finally, financial resources were linked to the amount of money spent on printing materials.

### **2.2 Methodology**

### **2.3 Research Approach**

The use of measurable data and numerical values to describe, evaluate, and draw conclusions about a phenomenon or study topic is referred to as a quantitative approach. It describes a variety of strategies, procedures, and hypotheses used to look at numerical patterns to study psychological, social, and economic processes (Ahmad et al., 2019). This study used a quantitative approach because numerical data was collected through a before and post-test to obtain the most precise results possible, which were analyzed through statistical data.

### **2.4 Basic mode of research**

#### **Field**

According to Bhat (2018), field research is the act of obtaining data, performing observations, and collecting information directly from the natural environment with the goal of observing their behavior. This study was conducted in the field because it would take place in a real-world setting where face-to-face interaction between the researcher and the participants was essential. In addition, individuals were closely watched in their natural context, where the problem occurs. Furthermore, the research was carried out to collect contextual data in the field modality.

#### **Bibliographic**

This research was a bibliographic study because the variables the "Picture Word Inductive Model" and "Vocabulary learning" were supported with information from articles, e-books, projects, reports, and journals to create solid bases to understand the most valuable information of each variable. The primary goal of the

bibliographic study was to investigate problem solutions and find relevant sources that contribute to the research to have an overview of what we wanted to carry out with this research (Menendez, 2018).

## **2.5 Type of research**

### **Experimental research**

Sirisilla (2022) suggested a controlled and systematic approach to studying causal links between variables, known as experimental research. A major goal of experimental research is to determine if variations in the independent variable result in variations in the dependent variable. A researcher can get the information required to establish the investigation's facts and make better research decisions with the help of experimental research. This research was experimental since it allows us to get to know the problem in depth, examine multiple points of view, and gather data.

## **2.6 Research design**

### **Pre-experimental design**

According to Bin-Hady et al. (2020), pre-experimental design reveals the source and effect of a phenomenon through observation. Typically, it involves manipulating or introducing an independent variable and seeing its effects on a dependent variable. The same pre-test and post-test were applied to find the results. This study had a pre-experimental design in which a single group was examined through the Cambridge English YLE (Young Learners Exams) A1 Movers that determined the cause and effect of the Picture Word Inductive Model and vocabulary learning of students. This research was divided into three parts: a pre-test, a treatment, and a post-test, through which it was possible to determine the relationship between the two variables. The researcher was able to assess the efficiency of the intervention after the post-test by using the strategies to increase vocabulary learning.

## **2.7 Instrument**

To evaluate the effectiveness of the interventions, the researcher employed a pre-test and post-test instrument, which involves assessing participants before and after the interventions. This research instrument allows us to measure changes in various parameters and offers valuable insights into the potential effects of the intervention. This part was important because it helped to achieve the research

objectives. The research instrument was a pre-test and a post-test based on the Cambridge English YLE (Young Learners Exams) A1 Movers. There were 4 parts selected from parts 1, 3, 4, and 6 of the reading and writing paper, but these focused on the vocabulary parts. This test had four parts, such as matching question (5 marks), gap-filling question (6 marks), multiple-choice question (5 marks), and closed question (5 marks), each item was worth 1 mark with a total of 21 marks to be answered in 35 minutes. The final grade was obtained with the application of rule of three out of 10 points. A pre-test was used to collect information on the vocabulary background of students. After 6 interventions were applied during the five weeks (two days a week in a 45-minute class) of face-to-face classes. Finally, a post-test was implemented to determine the influence of the Picture Word Inductive Model teaching strategy on vocabulary learning. The researcher could analyze and compare the results. The post-test followed the same format as the pre-test. It was beneficial to observe and understand the distinctions between these two tests. The goal of this teaching strategy was to compare students' performance before and after the treatment.

### **Procedure**

The researcher started the study procedure by looking for the instrument. This was the Cambridge English YLE (Young Learners Exams) A1 Movers. After that, six interventions were carried out, with 6 appropriate lesson plans used to teach students vocabulary using the Picture Word Inductive Model (PWIM) teaching strategy applied with different activities that promote vocabulary learning. The methodology used in each lesson plan was Communicative Language Teaching (CLT), which places special emphasis on developing learners' ability to use the language for communicative purposes rather than simply memorizing grammar and vocabulary. The framework used was Project-Based Learning (PBL). They placed a strong emphasis on interaction and collaboration among all students to develop vocabulary learning through communication.

The researcher began the study by applying a pre-test. Then the author informed the students that they would be given a 35-minute pretest to determine their vocabulary knowledge and explained to them how to answer each of the test questions. Subsequently, the researcher described the guidelines that the students had to follow

throughout the interventions and explained to them that during the interventions they would work on different activities and projects to improve vocabulary learning.

The first intervention focused on means of transport vocabulary and it was based on the picture presentation strategy, where the researcher started by showing the pictures to her students' without supplying any words or labels. Different images were used to see and discuss to encourage students to make observations and predictions. The vocabulary was taught from the context in which the learners worked in groups most of the time. Students had to present a poster about "Transportation Explorer's Poster" in which students described and used the vocabulary words learned. In this lesson, flashcards, a word poster, a worksheet, a white board, and markers were used to implement the Picture Inductive Word Model by applying learning activities such as yes/no questions, filling in the blanks, brainstorming, labeling, spelling, and PWIM charts.

In the second intervention, this lesson focused on vocabulary about professions. The vocabulary games strategy was applied in the lesson plan, in which the researcher used word games like Pictionary and crossword puzzles to make learning fun. The vocabulary was learned in a meaningful context, making it easier for students to understand and remember. The students worked in groups where they presented a project called "What do I want to be?" to describe and use vocabulary about professions. The researcher used resources such as an image roulette wheel, cards, descriptions of Who Am I? a crossword puzzle, and reading passages to facilitate the teaching of new vocabulary were used to implement the Picture Inductive Word Model by applying learning activities such as classifications, reading comprehension activities, hangman games, and guessing activities.

In the third intervention, the word sort strategy as a tool in teaching vocabulary was adapted to the lesson plan, where the research asked students to categorize the new vocabulary words based on their characteristics or meanings. The teacher implemented a lesson about zoo animal vocabulary. This lesson focused on developing writing skills using vocabulary in context. The students worked in groups on some of the planned activities. The strategy that contributed to the teaching process was the use of the picture word inductive model to infer meaning from the context through the visualization of images. In this lesson plan, resources such as posters, labels,

worksheets, and a postcard design were used to carry out the project called Zoo Animal Postcards. Students performed activities such as searching and forming sentences, comparing, answering questions, describing, and spelling.

The fourth intervention focused on teaching clothing vocabulary. In the lesson, the strategy of word maps and graphs was applied. This strategy shows the relationships between different concepts or ideas. The teacher created word maps or concept maps to visually stand for the relationships between words. This helped students see how words are connected, read their own sets of words, and classify words according to their properties. This lesson used vocabulary in context to develop reading and writing skills; most of the time, students worked in pairs. Resources such as photographs, a reading passage, teaching aids such as flashcards, and worksheets were used in this lesson plan. In addition, activities such as open questions, reading comprehension activities, and word search activities were implemented for the presentation of a project called Fashion Poster with the purpose of describing and using the vocabulary learned in each of the previous activities.

In the fifth intervention, the class focused on food vocabulary. The debate and discussion strategy were implemented in the lesson. This strategy helped to use the words in debates and class discussions, encouraging students to express their opinions. Learning vocabulary from context encourages students to use the words they have learned when speaking and writing. The project for this lesson was to create a healthy plate poster where students described each food category. The researcher introduced new vocabulary words using various materials, such as posters, images, a set of food item cards, and paintings, with different vocabulary activities such as matching, categorizations, labeling, and sorting. The students were able to describe each of the foods and divide them according to their categories using new words, which were essential for the execution of the project.

In the sixth intervention, the realia strategy was used in the lesson plan. This strategy helped students relate to the perspectives in the central text. The research used real objects, artifacts, or props to further illustrate the meaning of vocabulary words. The lesson focused on utensils and fruit vocabulary to create a class project called "Fruit Salad," where all the vocabulary learned during the lesson was used. Additionally, students learned how these vocabulary words are used in real-life



situations. In this lesson plan, the researcher used real things, such as fruits and utensils, word searches, and a set of cards with images and words. Students performed activities such as answering open questions, playing guessing games, making word maps, and filling in the blanks, where they developed oral skills and interacted with the entire work group.

The researcher applied the post-test, which was the same as the pre-test. The author explained how to answer each of the test questions, adding that a 35-minute test would be administered again to figure out details about students' performance throughout the vocabulary learning interventions. Finally, a statistical analysis was performed on the data obtained from the tests administered before and after to the students to determine which tests had the lowest and highest scores and whether they were effective.

## 2.8 Population

The current research was carried out with 20 students in the fifth grade of Educación General Básica at Unidad Educativa "Luis Felipe Borja" in Ambato, Tungurahua. The students are Ecuadorians who speak Spanish as their first language. There were 10 males and 10 females between 8 and 10 years of age in this total population with an A1 level of English proficiency based on the Common European Framework of Reference for Languages (CEFR).

**Table 1**

*Population*

<b>Population</b>	<b>Participants</b>	<b>Percentage</b>
<b>Male</b>	10	50%
<b>Female</b>	10	50%
<b>Total</b>	20	100%

*Note.* Total number of participants.

## **2.9 Hypothesis**

### **Null Hypothesis**

**H0:** The Picture Word Inductive Model does not have a positive effect on vocabulary learning from fifth-grade students at Unidad Educativa "Luis Felipe Borja".

### **Alternative Hypothesis**

**H1:** The Picture Word Inductive Model has a positive effect on vocabulary learning from fifth-grade students at Unidad Educativa "Luis Felipe Borja".

## **CHAPTER III. RESULTS AND DISCUSSION**

### **3.1 Analysis and discussion of results**

This chapter discusses the statistical results, analysis, and interpretation of the information collected in the pre-test and post-test used in the first and last interventions. Both tests were based on the Cambridge English YLE (Young Learners Exams) A1 Movers. The tests were crucial to find out if the Picture Word Inductive Model used by 20 students of fifth grade from Unidad Educativa "Luis Felipe Borja" helped in their vocabulary learning.

The quantitative information collected from the pre-test and post-test was assessed based on the instrument applied to obtain the results which was divided into four parts as follows: matching question section (5 marks), gap filling question section (6 marks), multiple choice question section (5 marks), and closed question section (5 marks). These questions received a score out of 21; however, a rule of three was used to get a result out of 10.

To collect data, the before and after results of the instrument obtained from the standardized test were used. The Statistical Package for the Social Sciences (SPSS) was used to obtain statistical data about the pre-test and post-test results. The program used the non-parametric Wilcoxon test to determine whether to accept or reject the null hypothesis. The reader can better understand the effect gained by looking at the findings, which are displayed in tables. Likewise, each table is followed with analyses and interpretations that summarize the investigation's findings.

### 3.1.1. Results of pre-test and post-test

**Table 2**

*Pre-test results*

Types of questions	N	Minimum	Maximum	Mean	Std. Deviation
<b>Matching question (5 marks)</b>	20	0	5	3,30	1,455
<b>Gap-filling question (6 marks)</b>	20	0	5	2,65	1,565
<b>Multiple-choice question (5 marks)</b>	20	0	5	1,45	1,605
<b>Closed question (5 marks)</b>	20	0	2	,75	,910
<b>Valid N (listwise)</b>	20				

*Note:* Average of the pre-test results obtained after applying YLE Movers A1.

#### **Analysis and interpretation**

Table 2 shows the results of the pre-test calculated mean values. The instrument applied was the Cambridge English YLE (Young Learners Exams) A1 Movers. The test consisted of 21 questions divided into four parts, such as matching questions, gap-filling questions, multiple-choice questions, and closed questions. The implementation of the pre-test was necessary to obtain information about the vocabulary performance of the learners. Firstly, the matching question (5 marks) had a mean of 3,30. Secondly, for the gap-filling question (6 marks), a mean of 2,65 was calculated. Thirdly, for the multiple-choice question (5 marks), the mean calculated is quite low at 1,45. Finally, in the last part of the test, which was the closed question (5 marks), the mean calculated was 0,75, which is considered deficient.

The results indicated that students had more difficulty with the closed-ended and multiple-choice question sections. Ahmed (2019) mentioned that closed-ended questions are designed to have a single correct answer or a limited set of correct choices. In this part of the test, this showed a lack of communication skills on their side because the questions were based on authentic statements that people use in

certain situations. Likewise, students showed low performance in multiple-choice questions because reading passages were used to evaluate vocabulary, indicating a deficiency in their reading comprehension. However, in this part, students had to respond with only one choice, because only one response was to be regarded as right, and it is likely that the students simply guessed it, giving them a 25% chance of getting it right. According to Birdsell (2017), objective assessment employs standardized criteria or measures to assess a learner's performance or understanding in a clear and consistent manner. It has many advantages, such as reliability, objectivity, efficiency, clarity, and transparency, but one of the disadvantages is the lack of depth in language use. For instance, it allows for guessing, and students might arrive at the correct answer by chance. This might not accurately reflect a student's depth of understanding, especially if they have partial knowledge.

Furthermore, although the means of the matching question and gap-filling question were the highest, it was not enough to have good results. Chundung et al. (2020) mentioned that teachers can promote a more complete and successful approach to teaching and assessing vocabulary by incorporating matching and gap-filling questions into vocabulary learning activities, increasing better knowledge, retention, and application of new words and phrases. For this reason, the researcher had to take urgent improvement actions, both in the learning strategies and in the resources that must be implemented by the research.

### 3.1.2. Post-test results

**Table 3**

*Post-test results*

Types of questions	N	Minimum	Maximum	Mean	Std. Deviation
<b>Matching question (5 marks)</b>	20	2	5	4,25	1,164
<b>Gap-filling question (6 marks)</b>	20	0	6	4,25	1,970
<b>Multiple-choice question (5 marks)</b>	20	1	5	3,20	1,436
<b>Closed question (5 marks)</b>	20	1	5	3,55	1,234
<b>Valid N (listwise)</b>	20				

*Note:* Average of the post-test results obtained after applying YLE Movers A1.

#### **Analysis and interpretation**

Table 3 shows the results of mean values of the post-test, which means that the students, after their interventions in relation to the study variables and the applied strategies, significantly improved their vocabulary learning. Therefore, the calculated means improved in each of the parts of the applied test. It is worth mentioning that all the means calculated for the post-test were above the standard mean.

In the matching question, the calculated mean was 4,25. To improve this section, the researcher implemented strategies such as flashcards and labeling in order to reinforce the students' ability to remember and recall information. According to Birt (2023), teachers apply flashcards to encourage active engagement, which aids memory retention. When students actively construct their learning, they are more likely to recall and apply the principles they have learned in a variety of circumstances. For the gap-filling questions, the final mean was 4,25. The researcher used strategies such as reading passages and vocabulary games (puzzles, riddles, guessing, etc.) to improve this section. Bin-Hady et al. (2020) stated that the implementation of vocabulary games stimulates students' active engagement and interaction in order to promote and expose

new terms in an entertaining and interactive manner. In the multiple-choice question, the mean was 3,20. In this section, it was necessary to use strategies such as word analogies and word sorts. Douglas and Rosvold (2018) mentioned that the use of word sorts and word analogies promotes language development, critical thinking, vocabulary growth, and comprehension abilities. Finally, for the closed question, the mean was 3,55. The researcher used strategies such as yes/no questions, and pop quizzes to improve this part of the test. According to Dermawana (2021), closed questions are designed to have a single correct answer or a limited set of correct options. For this reason, the use of yes/no questions in pop quizzes assesses understanding, encourages participation, and provides feedback, contributing to an active and effective learning environment.

The results obtained confirm that the implementation of the Picture Word Inductive Model contributed to vocabulary learning since their performance increased in relation to the pre-test scores. In fact, the PWIM is based on the principles of visual learning, contextual learning through pictures, inductive reasoning, active participation, vocabulary expansion, and application of learned concepts. It aims to provide a comprehensive and engaging approach to language development and vocabulary learning for students. Additionally, matching and gap-filling were the highest-scoring questions, followed by a closed question and a multiple-choice question. It was concluded that the data increased considerably in the post-tests, so the interventions carried out gave quite positive results.

### 3.1.3. Comparative results between pre-test and post-test

**Table 4**

*Comparative results between pre-test and post-test*

<b>PARTS</b>	<b>PRETEST</b>	<b>POSTEST</b>	<b>DIFFERENCE</b>
<b>PART I</b>	3,30	4,25	0,95
<b>PART II</b>	2,65	4,25	1,60
<b>PART III</b>	1,45	3,20	1,75
<b>PART IV</b>	0,75	3,55	2,80
<b>TOTAL</b>	<b>2,04</b>	<b>3,81</b>	<b>1,78</b>

*Note.* Total mean of the pre-test and post-test scores, as well as the variation between them.

## **Analysis and interpretation**

Table 4 presents the comparative results between the pre-test and post-test. The total results of the pre-test were 2,04, while the post-test obtained 3,81. It was clear that the final mean difference was 1,78, which was positive in the investigation. To achieve these results, the researcher applied different strategies and activities for each of the interventions. For instance, strategies such as word sorting, flashcards, labeling, vocabulary games, pop quizzes, discussions, viewpoints, pictures, categorization charts, realia, and the other strategies mentioned above were effective in improving each section of the test. According to Dutta (2021), using a variety of teaching strategies helps to create a dynamic and comprehensive learning environment that caters to students' diverse needs while improving their understanding, retention, and application of knowledge, all of which contribute to improved test or assessment performance. As a result, the final means had remarkable significance in the matching question; from an initial mean of 3,30 after the interventions, the students improved their score, having a final mean of 4,25 with a difference of 0,95. In the same way, the gap-filling question started with a mean of 2,65, and after the interventions were applied, the mean was calculated at 4,25 with a difference of 1,60. Then, in the multiple-choice question, it had an initial mean of 1,45 but later obtained a mean of 3,20 with a difference of 1,75. Finally, the closed question was the most significant in its changes at the moment of calculating the mean, since in this section the students obtained a mean of 0,75. However, at the end of the activities and interventions applied, they had a final calculated mean of 3,55 with a difference of 2,80. Therefore, it was concluded that the interventions applied were a success for vocabulary learning. Since the strategies and resources used in each lesson plan were adequate for the research to be significant in its final results.

Communicative Language Teaching (CLT) was the strategy used in each lesson plan. It gave positive results, as did the use of the Picture Word Inductive Model (PWIM) in vocabulary learning. According to Aryawa et al. (2023), CLT emphasizes the use of communication and interaction as the principal means of learning a language. CLT has benefits such as a focus on communication, authentic language use, adaptability, and developing fluency and accuracy, among others. To improve post-test results in matching questions, gap-fill questions, multiple-choice questions, and



closed questions. The researcher used activities like debates, pair or group discussions, information gap activities, group presentations, and language games. Also, the researcher used visual elements such as graphs, photographs, images, charts, posters, pictures, realia, and flashcards to promote the use of PWIM.

All these strategies were applied to improve vocabulary learning. Certainly, CLT focuses on four principles: notional, functional, situational, and grammar - based. Noval and Srivastava (2019) mentioned that the notional principle organizes language around concepts. For this reason, learners learned vocabulary in context, understanding how words relate to specific concepts or ideas. Additionally, functional language teaching focuses on language learning for usages or functions. As a result, students learned vocabulary that enabled them to perform specific language functions. Furthermore, situational language teaching focuses on learning language in specific situations or contexts. Vocabulary was taught in context, helping students to acquire vocabulary applicable to a variety of situations. In addition, the grammar-based principle involves teaching grammar in context and using it as a tool to facilitate communication. Although it is true that grammar is important in CLT, it is developed at the end since fluency has a higher degree of connotation. Understanding grammar helped learners understand word order, sentence structure, and word usage, contributing to vocabulary learning, but fluency helped learners enable effective communication. Both CLT and PWIM are related to improving communication and interaction skills in order to promote language teaching and learning.

### **3.2 Verification of hypotheses**

For the development of the hypothesis testing, the following research hypotheses are established.

**H0:** The Picture Word Inductive Model does not have a positive effect on vocabulary learning from fifth-grade students at Unidad Educativa "Luis Felipe Borja".

**H1:** The Picture Word Inductive Model has a positive effect on vocabulary learning from fifth-grade students at Unidad Educativa "Luis Felipe Borja".

### 3.2.1 Wilcoxon signed ranks test

**Table 5**

*Ranks*

		<b>N</b>	<b>Mean Rank</b>	<b>Sum of Ranks</b>
	Negative Ranks	1 <sup>a</sup>	1,50	1,50
<b>Total posttest</b>	Positive Ranks	18 <sup>b</sup>	10,47	188,50
<b>- Total pretest</b>	Ties	1 <sup>c</sup>		
	Total	20		

a. Total posttest < Total pretest

b. Total posttest > Total pretest

c. Total posttest = Total pretest

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

#### **Analysis and interpretation**

Table 5 reports the analysis of the ranks for the verification of the hypothesis, which confirms the data previously established. According to McClenaghan (2023), the use of the Statistical Package for Social Sciences (SPSS) is important to decide whether the data the researcher worked with was based on a normal distribution or not. The Wilcoxon method was used since, according to the values, the data did not follow a normal distribution. In this case, the comparison was carried out using the data obtained in the pre-test and the post-test. Considering the non-parametric verification of two equal samples. It was clear that of the total of 20 students to whom the interventions were applied in each of the parts of the test, there was a negative value of 1,50 where the post-test was lower than the pre-test. However, there were a total of 18 students who improved their scores. Therefore, the mean value is 10,47, in which there were positive ranges where the post-test averages were higher than the pre-test because all of the above strategies focused on the PWIM. It was considered highly satisfactory and reliable for the research. On the other hand, a student had an equal value for both the post-test and the pre-test because it was possible that the student's performance remained constant. Finally, it was shown that one student did not alter the use of the Picture Word Inductive Model in vocabulary learning because the

student's motivation and level of engagement might have decreased, or the student did not attend all the interventions.

### 3.2.2 Hypothesis test

**Table 6**

*Test Statistics*

<b>Test Statistics<sup>a</sup></b>	
Total posttest - Total pretest	
<b>Z</b>	-3,765 <sup>b</sup>
<b>Asymp. Sig. (2-tailed)</b>	,000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

*Note.* It shows the validity of the hypothesis.

### Analysis and interpretation

Table 6 shows the hypothesis with the table of the statistical test, which is calculated based on the non-parametric Wilcoxon test. Schwaid (2017) mentioned that the Wilcoxon signed-ranks test is used to compare two related samples, measuring the before (pre-test) and after (post-test) of an experiment performed on a population for the purpose of finding positive, negative, or equal ranks. Therefore, for this research, a calculated value of .000 is the same as when checking with the standard value, which is 0.05. It was decided that the calculated P value was lower than the standard P value. As a result, the null hypothesis (H0) was rejected, and the alternative hypothesis (H1) was accepted. As mentioned, the Picture Word Inductive Model had a positive effect on vocabulary learning among fifth-grade students at Unidad Educativa "Luis Felipe Borja." The pre-experimental research concluded that vocabulary learning improved with the use of the PWIM.

### 3.2.3 Discussion of the results

This work shows the data obtained before and after the treatment that was applied to the students of the fifth grade at Unidad Educativa "Luis Felipe Borja." After analyzing the results, it could be determined that the Picture Word Inductive

Model had a positive effect on vocabulary learning. Indeed, after the interventions, the post-test showed high scores in each section of gap-fill questions, matching questions, multiple-choice questions, and closed questions. The total score obtained on the pre-test was 2,04, while that obtained on the post-test was 3,81, with a difference of 1,78. This showed that the PWIM was an effective strategy for vocabulary learning, and the results were a success for this research. Bermillo and Remollo (2022) stated that the Picture Word Inductive Model (PWIM) has a positive effect and is designed to teach vocabulary by associating pictures with words. The educators who advocate for this teaching strategy emphasize that visual learning has a positive impact on language learning.

During the interventions, the researcher used different activities and strategies that positively facilitated vocabulary learning. Chundung et al. (2020) mentioned that the Picture Word Inductive Model (PWIM) is a teaching strategy that uses visual aids, specifically pictures or images, to teach vocabulary and enhance language learning. Learners have varied learning preferences and learning styles, such as visual, auditory, and kinesthetic (not all students learn in the same way). For instance, visual learners benefit significantly from the use of images or pictures, as it appeals to their preferred learning style. PWIM caters to this learning diversity by incorporating visual elements into the teaching process. This is significant because it provides a multisensory approach to teaching vocabulary, improves understanding, engages students, and supports a variety of learning styles and abilities (Aryawan et al., 2023).

According to Fievre (2021), different teaching strategies keep students engaged and interested in the subject. Interactive and diverse methods, such as group discussions, hands-on activities, multimedia presentations, and debates, can captivate students' attention and keep their interest in the lesson. The participants demonstrated that their vocabulary mastery improved significantly after six interventions in which different teaching strategies were applied, such as flashcards, images or pictures, word sorting, charts, and vocabulary games with group activities. In addition, the learners not only improved their vocabulary knowledge but also their communication and skills. The Communicative Language Teaching (CLT) method was used in lesson planning, where participants learned to use and communicate with others in real contexts instead of studying grammatical rules.

Gu and Lornklang (2021) mentioned that incorporating visual strategies into teaching methodologies can significantly enhance the learning experience by making content more accessible, engaging, and memorable for students. After obtaining the pre-test and post-test results, it became clear that there were significant changes in the post-test. The researcher applied different visual strategies, activities, and materials during the interventions. This was thanks to the use of strategies such as picture presentation, vocabulary games, debate or class discussion, word maps, word sort, flashcards, and realia. Teaching visual strategies plays a vital role in creating a dynamic and effective learning environment that supports the holistic development of students academically, socially, and emotionally (Ghalebi et al., 2020).

Associating words with images helps to better encode and retrieve vocabulary. It helps connect abstract words or concepts with real-world images, making it easier for students to remember and use new words in context. For language learners, particularly those learning a second language, the PWIM strategy helps develop vocabulary and understand new words within the context of visual representations. All these points were shown in the positive results of this study (Ermita et al., 2019).

The results of the post-test showed that the use of PWIM was effective in vocabulary learning because higher scores were obtained than in the pre-test. During the interventions, it was necessary to implement activities to improve each part of the pre-test. Abulhul (2021) stated that matching questions allow reinforcing connections between related items, concepts, or terms; therefore, labeling activities were used. Filling the gap questions allow reinforcing comprehension, vocabulary, grammar, and critical thinking skills; reading passages were used for this purpose. Multiple-choice questions encourage effective decision-making and a deeper understanding of the topic; therefore, word analogies were used. Closed questions encourage comprehension, critical thinking, and the ability to give concise and specific answers; pop quizzes were used in the interventions (Aryawan et al., 2023).

In fact, the Picture Word Inductive Model is based on the principles of visual learning, contextual learning through pictures, inductive learning, active participation, vocabulary expansion, sequential process, and application or reinforcement of learned concepts. It aims to provide a comprehensive and engaging approach to language development and vocabulary learning for students. Finally, this research showed that

the application of the PWIM strategy was effective in teaching and learning new vocabulary by combining different strategies, activities, and materials. Additionally, various teaching techniques for different learning styles have been considered to foster interest and motivation. This teaching strategy has provided a number of benefits to the students, but most importantly, it has brought their vocabulary learning to a level where it is easy for them to understand the words. It was concluded that all the strategies and activities used in the process were a success for this research.

## **CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS**

### **4.1 Conclusions**

After collecting and analyzing information on the picture word inductive model and vocabulary learning applied to 20 students of fifth grade from Unidad Educativa "Luis Felipe Borja" located in Ambato, the following conclusions and recommendations were reached:

- The theoretical review has confirmed that the use of the Picture Word Inductive Model (PWIM) aims to harness the power of pictures to help and reinforce vocabulary learning. PWIM contributes to learning because students have the opportunity to migrate data visually, and this process goes to the brain. Learning follows a cycle in which students first identify, then remember, understand, analyze, and apply that knowledge in context by expressing their ideas and applying an activity. When learners see an image related to an idea or phrase, the brain connects the visual information with prior knowledge. This relationship favors the retrieval of the memory to later apply the knowledge learned, which facilitates the learning of the contents. Finally, the students actively participated in the process by looking at the pictures, identifying the items in them, remembering them, and then applying the associated words.
- The evaluation of vocabulary development before and after treatment with the Picture Word Inductive Model (PWIM) has provided detailed insight into the efficacy of this methodology. In the pre-test, students obtained a low score of 2.04 in vocabulary performance, but after six interventions, where strategies such as cooperative learning, project-based learning, discussions, poster presentations, visual aids, etc. The use of flashcards, realia, word sorts, debates, presentations, and others were applied to improve the average. The final results indicated a significant increase of 3.81 in vocabulary learning. This analysis has allowed us to identify specific patterns and changes in students' lexical development, strengthening the evidence for the positive influence of PWIM. It means that vocabulary is not learned through memorization or word lists but through activities where the skills are contextualized and integrated.

- After collecting and analyzing data, the research results have positively demonstrated the effectiveness of the picture word inductive model because the use of inductive learning is characterized by its emphasis on active engagement, critical thinking, and the construction of knowledge from specific experiences or data points towards more generalized principles or concepts. The use of the PWIM strategy enhanced vocabulary learning by using visuals to create meaningful connections between words and their meanings. It promotes active engagement, aids memory recall, and supports language development, making the learning process more interactive and effective for learners.

#### **4.2 Recommendations**

- To consider the application of the Picture Word Inductive Model (PWIM) in EFL (English as a Foreign Language) educational contexts. The inclusion of this methodology in vocabulary teaching programs can offer substantial benefits and contribute to more effective and lasting learning, as evidenced in this study. The same ones that encourage students to engage in oral activities during the lesson. For this reason, teachers must provide real objects such as flashcards, posters, photos, pictures, charts, etc.
- As English teachers, it is very important to look for new tactics or activities that make students expand their vocabulary, knowledge, and communication skills. Especially, it is necessary to provide continuous training to teachers on the effective application of the Picture Word Inductive Model (PWIM) in the classroom. A thorough knowledge of this method and its proper integration into the curriculum are crucial to maximizing its benefits, as it has a positive impact.
- Communicative Language Teaching (CLT) should be used to create lesson plans that help learners produce communicative activities. In addition, it is necessary to take into account Bloom's taxonomy to achieve the aim and develop different activities. The inductive model provides a learner-centered approach that empowers students to become active participants in their own learning, fostering critical thinking, deeper understanding, and lifelong learning skills.



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## ANNEXES

### Annex 1: Supervisor Approval

#### ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

### CARTA DE COMPROMISO

Ambato, 07 de Septiembre 2023

Doctor  
Marcelo Nuñez  
Presidente  
Unidad de titulación  
Facultad de Ciencias Humanas y de la Educación

Yo, MSc. Myriam Narcisa Constante Cadena, en mi calidad de Rectora de la Unidad Educativa "Luis Felipe Borja", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "The Picture Word Inductive Model and Vocabulary Learning" propuesto por el/la estudiante Naranjo Chimborazo Joselyn Belén, portador/a de la Cédula de Ciudadanía, 185103247-2 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros. Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

  
MSc Myriam Constante.

RECTORA  
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0999287986

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**Annex 2:** Cambridge English YLE (Young Learners Exams) A1 Movers as a pre-test and post-test.



**Unidad Educativa “Luis Felipe Borja”**  
**CAMBRIDGE ASSESSMENT ENGLISH**  
**A1 MOVERS EXAM- Vocabulary Section**



**PRE-TEST/ POST-TEST**

**Movers (Level A1)**

**Class:** Fifth E.G.B

**TIME:** 35 minutes

**Objective:** To identify the vocabulary level of fifth E.G.B students before and after applying the Picture Word Inductive Model.

**General instruction:**

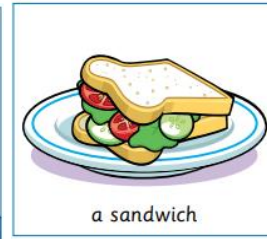
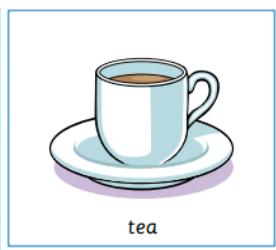
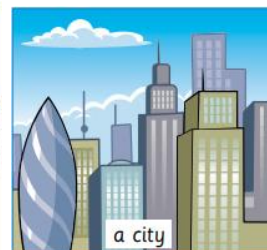
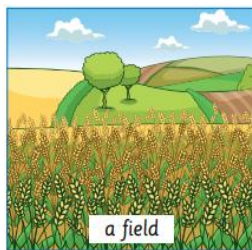
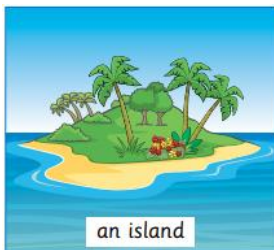
- ✓ There are 21 questions.
- ✓ You will need a pen or pencil.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**PART 1**

**Instruction: (5 marks)**

- ✓ Look at the pictures and read the descriptions (1-5).
- ✓ For questions 1-5, choose the correct words and write them on the lines.
- ✓ There is one example.





**Example:**

Jane loves reading about different animals in her school (0) library. Last Friday, Jane's teacher told the class to find pictures of animals. 'Look on the (6) ..... I told you about yesterday,' she said. 'Work with a friend. Choose a really strong animal but talk about your different (7) ..... first.'

Jane worked with Paul. 'Bears are great,' Paul said. 'Let's find a picture of a bear in a river. They're really good at catching fish! Or a lion? People are (8) ..... of those. Let's find a picture of a lion with its mouth open! I like seeing its big teeth.'

'What about kangaroos?' Jane said. 'They have longer and stronger tails than bears or lions. It's their tails that make them really good at (9) .....! Their back legs are the strongest, too.' Paul looked at Jane. 'OK! You're right again, Jane!' he said. 'You're the (10) ..... girl in the class!'

(11) Now choose the best name for the story. Tick one box (✓).

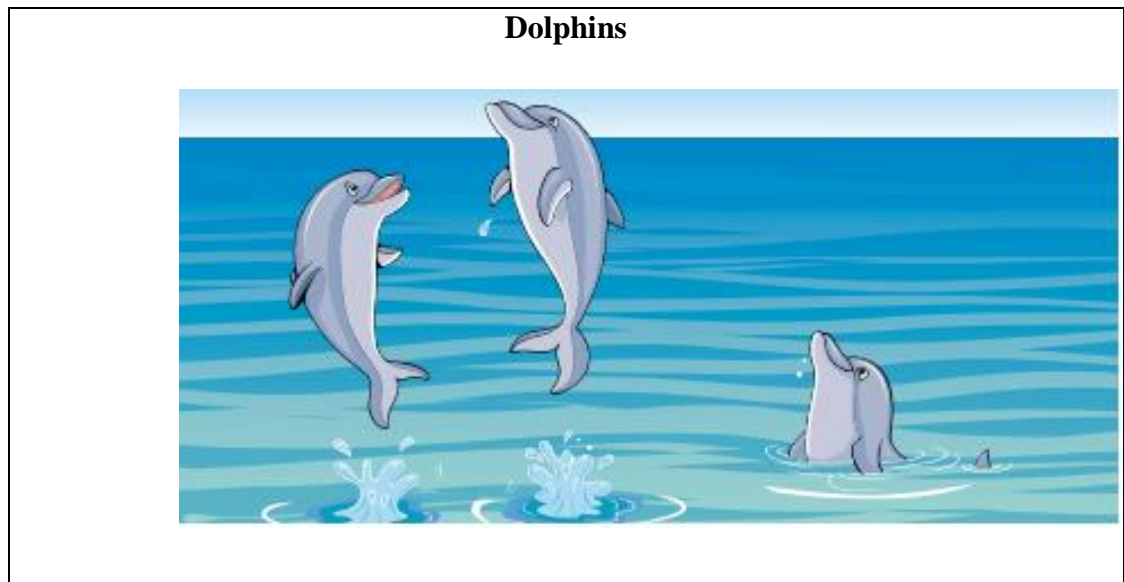
- A. Paul's favorite bear
- B. Jane's new teacher
- C. A lesson about animals

**PART 3**

**Instruction: (5 marks)**

✓ Read the text about Dolphins.

✓ For questions 12-16, choose the right words and write them on the lines.



Dolphins are part (0) of the whale family. They are smaller (12)  
..... most whales and they have small teeth. Dolphins are very clever  
animals. They learn things very (13) ..... and a dolphin can make  
noises to ‘talk’ to another dolphin. Dolphins live with their families. They like to  
play in the water and to jump (14) ..... of the water and back in again.  
A lot of people (15) ..... sail boats say that dolphins like to be near  
people. They come very near to boats and sometimes they (16) .....  
with the boats for days.

**Example:**  
(0) A. in    B. of    C. by

- 12. A. then    B. that    C. than
- 13. A. quick    B. quickly    C. quickest
- 14. A. out    B. from    C. up
- 15. A. which    B. what    C. who
- 16. A. swam    B. swim    C. swimming

**PART 4**

**Instructions: (5 marks)**

- ✓ Look at the picture, read and write.
- ✓ For question 17-21, complete the sentences according to the picture.

Example:  
(0) The dog is playing in some water  
What’s the mother wearing? a purple shirt





17. The boy on the bike is wearing grey \_\_\_\_\_

18. One dog is brown, and one dog is \_\_\_\_\_

19. What color is the car? \_\_\_\_\_

20. What's the girl in the black skirt doing?

\_\_\_\_\_

21. Where are the flowers?

\_\_\_\_\_



¡GOOD LUCK!



### **Annex 3: Lesson plans**

The annexes to this research include six lesson plans in which various resources, materials, strategies, and activities were employed to increase vocabulary development. This material is available via the following link, which allows readers to explore deeper into the method and resources utilized for this research work.

[https://drive.google.com/file/d/1cxmUG0BivP7Ug\\_dR0Hnp\\_n-JWEQSGYKY/view?usp=sharing](https://drive.google.com/file/d/1cxmUG0BivP7Ug_dR0Hnp_n-JWEQSGYKY/view?usp=sharing)



**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION**  
**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS.**

**LESSON  
PLAN 1**

<b>Teacher's Name:</b> Joselyn Naranjo	<b>Time:</b> 45 minutes <b>Number of students:</b> 20	<b>Focus on values:</b> Responsibility, cooperation, and respect.
<b>Class:</b> Fifth grade E.G.B	<b>Date:</b> November 23 <sup>rd</sup> , 2023	<b>Skills to develop:</b> Speaking, writing, listening, reading

**Topic:** Transportation Explorer's Vocabulary Poster

<b>Methodology used:</b> Communicative Language Teaching (CLT)	<b>Content:</b> Vocabulary from context/ Means of transport vocabulary <b>Strategy:</b> The Picture Word Inductive Model <b>Framework:</b> Project Based Learning (PBL)
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<b>General objective:</b>	<b>Specific Objectives:</b>
<ul style="list-style-type: none"> <li>At the end of the lesson, students will be able to describe different means of transport using simple present.</li> </ul>	At the end of the lesson, students will be able: <ul style="list-style-type: none"> <li>To practice vocabulary words related to the topic of means of transport.</li> <li>To classify means of transport into different groups based on common characteristics.</li> <li>To use vocabulary words about means of transport to write definitions and sentences.</li> <li>To use vocabulary words about means of transport to ask/answer questions.</li> </ul>

**PROCEDURE**

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	INTERACTI ON PATTERNS	MATERIA LS	TIME
<b>Warm up</b>	- Teacher begins by welcoming the students.  - Teacher asks questions and gives an example: <ul style="list-style-type: none"> <li>What means of transport do you use for coming to school? (e.g., Today, I go to the school by car.)</li> <li>Which is your favorite mean of transport?</li> </ul>	-Students answer to the question (e.g., I come to school by bus My favorite means of transport is ....., etc.)	T-Ss Whole class		3 minutes
<b>Pre-task</b>	- The teacher prepares vocabulary flashcards for each of the means of transport. She starts by showing each flashcard one by one and asks them what it is?	- Students look at each flashcard one by one and answer which means of transportation it is.	T- Ss	-Flashcards	

	<p>-After reviewing all the means of transportation, the teacher chooses 2 or 3 means of transportation flashcards and asks:</p> <ul style="list-style-type: none"> <li>• What do the helicopter and the airplane have in common?</li> </ul> <p>-After the students answer, the teacher draws a table of categories between land, air and water transport mentioned by the students.</p> <p>-Then, the teacher shows each flashcard again and says: This means of transportation goes by .....</p> <p>Ss: Land</p> <p>- The teacher pastes the flashcards in each category on the blackboard after the students answer.</p>	<p>-Students respond to the teacher's question (e.g., The airplane and the helicopter are means of transportation that go through the air.)</p> <p>-Students look at the flashcard and say in which category each flashcard goes.</p>	Whole class	<p>-Board</p> <p>-Markers</p> <p>-Adhesive tape</p>	7 minutes
<b>Task preparation</b>	<p>-Teacher writes a vocabulary word in the middle of the board, for example "car," and asks students what parts a car has? (The idea is to create a word map.)</p> <p>-Then, teacher writes down all the words that the students say. Teacher incorporates more words about the parts of the car and has them repeat and spell.</p> <p>-The teacher prepares some cards about the means of transportation and its parts and randomly draws one of the cards and asks questions. Is it a helicopter? <b>Students answer:</b> Yes, it is. or No, it is not. It is a tire</p>	<p>-Students respond to the teacher the car has tires, windows, doors, etc.</p> <p>- Students repeat the words and they know each part of the car</p>	T- Ss	<p>-Board</p> <p>-Markers</p>	5 minutes
<b>During task</b>	<p>- Teacher prepares a labeling activity in which he/she pastes a large poster of a car with the different parts on the board. The teacher points to a part of the car and asks: What is the name of this part of the car?</p> <p>-After the students respond, the teacher places each word next to the part of the means of transportation.</p> <p>-Teacher writes some initial sentences on the board to describe the car (e.g., The car has _____) in which they have to complete the idea about the car to describe characteristics.</p>	<p>-the students see the part of the car that the teacher points out to them and answer "it's a wheel" until the label is completed.</p> <p>-Students complete the sentences that the teacher writes on the board (e.g., The car has <u>four tires</u> )</p>	<p>T-Ss</p> <p>Individually</p> <p>Ss</p>	<p>-Poster with words</p> <p>- Worksheet (Label activity)</p>	10 minutes

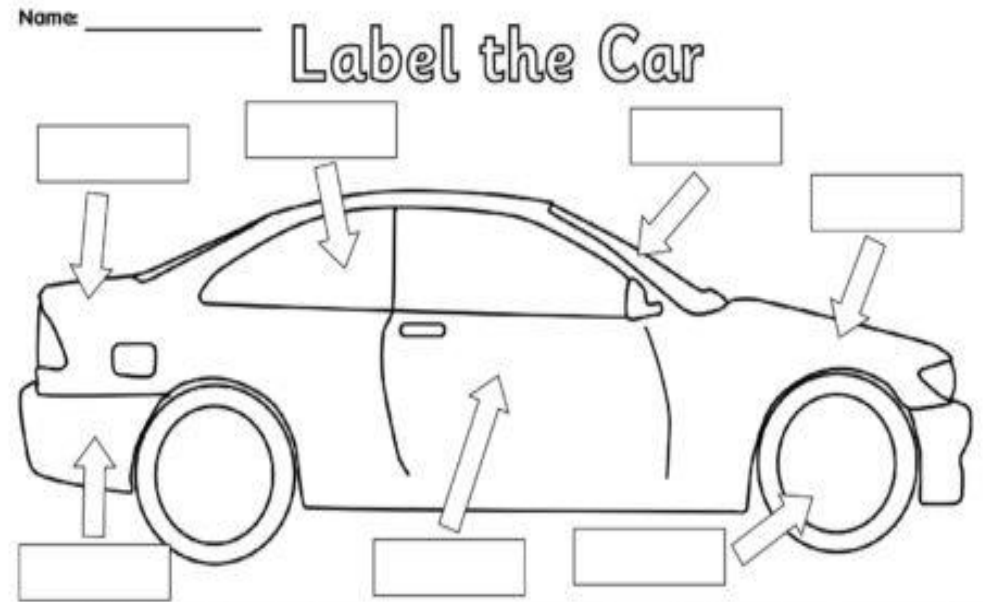
<p><b>Post-task</b></p>	<ul style="list-style-type: none"> <li>- Teacher creates groups</li> <li>- Teacher distributes a cardboard and art supplies to each teamwork.</li> <li>- Teacher explains the "Poster Project" where each group must choose one mean of transport.</li> <li>- Teacher explains her students to the poster should have the picture/illustration, a definition or a short description, characteristics, characteristics, and sentence using the word.</li> </ul>	<ul style="list-style-type: none"> <li>- Students work in groups.</li> <li>- Each student in the group will collaborate to design a poster, including: <ul style="list-style-type: none"> <li>• A definition or a short description</li> <li>• Characteristics</li> <li>• A sentence using the word,</li> <li>• An illustration/picture.</li> </ul> </li> <li>- The students will decorate the poster as they wish and at the end, they must present their poster in front of the class.</li> </ul>	<p>Ss-Ss</p> <p>Group work</p>	<ul style="list-style-type: none"> <li>- cardboard</li> <li>-markers</li> <li>-colors</li> <li>-pencil</li> <li>-pen</li> </ul>	<p>20 minutes</p>
<p><b>TOTAL</b></p>					<p>45 minutes</p>

Resources: [RESOURCES MEANS OF TRANSPORT L1.pdf](#)

Flashcards about means of transport and their parts.

	<b>Car</b>		<b>Truck</b>		<b>Bicycle</b>
	<b>Bus</b>		<b>Train</b>		<b>Motorcycle</b>
	<b>Taxi</b>		<b>Helicopter</b>		<b>Rocket</b>
	<b>Van</b>		<b>Airplane</b>		<b>Hot air balloon</b>
	<b>Motorboat</b>		<b>Tires</b>		<b>Door</b>
	<b>Lifeboat</b>		<b>Window</b>		<b>Steering wheel</b>
	<b>Mirror</b>		<b>Seats</b>		<b>Trunk</b>
	<b>Headlight</b>		<b>Wings</b>		<b>Windshield</b>

Label activity (picture and words)



<b>Tires</b>	<b>Mirror</b>	<b>Seats</b>
<b>Window</b>	<b>Steering wheel</b>	<b>Wings</b>
<b>Door</b>	<b>Headlight</b>	<b>Trunk</b>
		<b>Windshield</b>



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**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS.**

**LESSON  
PLAN 2**

<b>Teacher's Name:</b> Joselyn Naranjo	<b>Time:</b> 45 minutes <b>Number of students:</b> 20	<b>Focus on values:</b> Responsibility, cooperation, and respect.
<b>Class:</b> Fifth grade E.G.B	<b>Date:</b> November 25 <sup>th</sup> , 2023	<b>Skills to develop:</b> Speaking, writing, listening, reading
<b>Topic:</b> What would you like to become?		
<b>Methodology used:</b> Communicative Language Teaching (CLT)	<b>Content:</b> Vocabulary from context/ Professions vocabulary <b>Strategy:</b> The Picture Word Inductive Model <b>Framework:</b> Project Based Learning (PBL)	
<b>General objective:</b>	<b>Specific Objectives:</b>	
<ul style="list-style-type: none"> <li>At the end of the lesson, students will be able to discuss different professions using articles “a” and “an”.</li> </ul>	At the end of the lesson, students will be able: <ul style="list-style-type: none"> <li>To practice vocabulary words related to the topic of professions.</li> <li>To identify different professions according to descriptions</li> <li>To use vocabulary words about professions to write definitions and sentences.</li> </ul>	

**PROCEDURE**

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	INTERACTI ON PATTERNS	MATERIA LS	TIME
<b>Warm up</b>	- Teacher begins by welcoming the students.  - Teacher has 4 or 5 words about professions in mind. She starts by playing a game of hangman on the board, where she asks the students to spell out a letter until they discover the word.  - The teacher writes on the board the few words that the students discover in the hangman game.  -Then, the teacher asks the students: What do all these words have in common?	-Students spell out a letter in order to discover the word. (e.g., T- A-L-M-G-F-S-B-C ..., etc.)  -Students answer the question. (doctor, nurse, teacher, policeman and mechanic are professions).	T-Ss Whole class	-Board -Markers	3 minutes
<b>Pre-task</b>	- The teacher prepares a roulette of images to introduce vocabulary of the professions. She starts by showing each picture one by one and asks them Who is he/she?	- Students look at each picture one by one and answer who is she/he	T- Ss	-Roulette	

	<p>-Teacher repeat many times who is she/he</p> <p>-After the students answer, the teacher draws a table into 2 categories between the articles “a” or “an”.</p> <p>- The teacher shows the cards and turns over where the name of the profession will be, and says: “She is a teacher” or “She is an teacher.”)</p> <p>-The teacher pastes the cards in each category on the blackboard after the students answer.</p>	<p>(e.g., She is a teacher, or He is a doctor.)</p> <p>-Students listen and look at the card and say in which category each card goes. (e.g., Students say: She is a teacher.)</p>	Whole class	<p>-Cards</p> <p>-Board</p> <p>-Markers</p> <p>-Adhesive tape</p>	5 minutes
<b>Task preparation</b>	<p>- The teacher forms groups and gives them a crossword puzzle. The group that discovers all the words in the shortest time is the winner.</p> <p>-Teacher prepares a game to guess the profession. (e.g., Who am I?)</p> <ul style="list-style-type: none"> <li>• I work in a hospital.</li> <li>• I help sick people.</li> <li>• I am not a doctor.)</li> </ul>	<p>- Students work as a group and complete the letter soup.</p> <p>- Students hear the clues and try to guess what profession it is. (e.g., She/He is a doctor.)</p>	<p>Ss- Ss</p> <p>T-Ss</p>	<p>-Crossword puzzle</p> <p>-Markers</p> <p>Descriptions Who Am I?</p>	7 minutes
<b>During task</b>	<p>- Teacher divides into groups to do an activity</p> <p>-The teacher prepares descriptions and small images about the different professions where the students have to match each image with the descriptions.</p> <p>- The teacher gives a worksheet to each student where they should read the description and answer the questions.</p>	<p>-Students in groups order each image of each profession with their respective description.</p> <p>-Students complete the worksheet with a short reading comprehension activity.</p>	<p>T-Ss</p> <p>Individually</p> <p>Ss</p>	<p>-Small images with paper’s descriptions</p> <p>- Worksheet (Reading comprehension activity)</p>	15 minutes
<b>Post-task</b>	<p>- Teacher explains the "Presentation Project" where each student must choose one profession.</p> <p>- The teacher explains to her students that the presentation should include the profession's name, a brief description, and any image or drawings related to the profession.</p>	<p>- Students work individually.</p> <p>- Each student must write and design a presentation, including:</p> <ul style="list-style-type: none"> <li>• Profession's name</li> <li>• A brief description</li> <li>• An any image or</li> </ul>	<p>Ss-Ss</p> <p>Group work</p>	<p>- Paper A4</p> <p>-markers</p> <p>-colors</p> <p>-pencil</p> <p>-pen</p>	15 minutes



	- Teacher say that students should present their presentations to the class. They should use the profession vocabulary and describe what professionals in their chosen field do.	drawings related to the profession. - The students prepare their presentations as they wish and at the end, they must present their presentations in front of the class.		
<b>TOTAL</b>				45 minutes


**Resources:**

- [https://drive.google.com/file/d/1FLiNYR96kSdURXtheRD0\\_dNI5J45HSHP/view](https://drive.google.com/file/d/1FLiNYR96kSdURXtheRD0_dNI5J45HSHP/view)
- <https://drive.google.com/file/d/1EHsuQp2mz8MK784t9BIBXK2vH6BQNhqj/view?usp=sharing>
- <https://drive.google.com/file/d/1BTdI6BVtWaCO9zYnJ2vxn2H9D-vTfYp/view?usp=sharing>

**TEACHER**  
Created Resources

Name: \_\_\_\_\_

Read the following passage and answer the questions :



I am a doctor. I work in a hospital. I help other people get better. I give them medicine. I wear a white coat and use a stethoscope.

**Questions**

- 1 - What profession are we talking about ?  
.....
- 2 - Where does he work ?  
.....
- 3 - How does he help people ?  
.....
- 4 - Do you want to be like him? Why ?  
.....

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					<b>Doctor</b>	<b>Journalist</b>	<b>Nurse</b>	<b>Teacher</b>	<b>Vet</b>
<b>Pilot</b>	<b>Lawyer</b>	<b>Pharmacist</b>	<b>Astronaut</b>	<b>Engineer</b>					
<b>Policeman</b>	<b>Fireman</b>	<b>Photographer</b>							
<b>Architect</b>									
									





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**LESSON**  
**PLAN 3**

<b>Teacher's Name:</b> Joselyn Naranjo	<b>Time:</b> 45 minutes <b>Number of students:</b> 20	<b>Focus on values:</b> Responsibility, cooperation, and respect.
<b>Class:</b> Fifth grade E.G.B	<b>Date:</b> November 30 <sup>th</sup> , 2023	<b>Skills to develop:</b> Speaking, writing, listening, reading

**Topic:** Zoo Animal Postcards

<b>Methodology used:</b> Communicative Language Teaching (CLT)	<b>Content:</b> Vocabulary from context/ Zoo animals vocabulary <b>Strategy:</b> The Picture Word Inductive Model <b>Framework:</b> Project Based Learning (PBL)
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<b>General objective:</b>	<b>Specific Objectives:</b>
<ul style="list-style-type: none"> <li>At the end of the lesson, students will be able to describe what different animals are doing at the zoo using present continuous tense.</li> </ul>	At the end of the lesson, students will be able: <ul style="list-style-type: none"> <li>To practice vocabulary words related to the topic about zoo animals.</li> <li>To use vocabulary words about zoo animals to write sentences.</li> <li>To identify vocabulary words about different animals and actions that they are doing.</li> </ul>

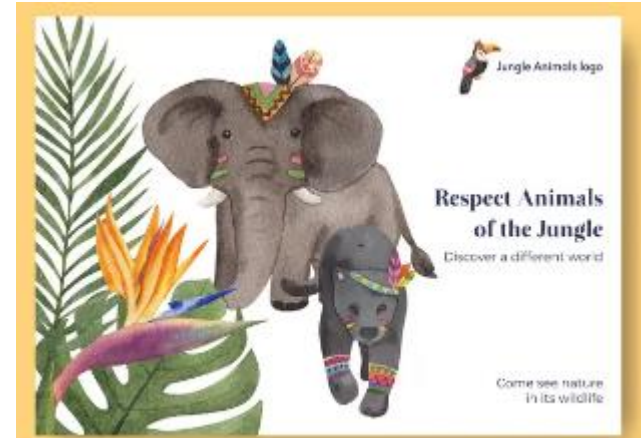
**PROCEDURE**

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	INTERACTI ON PATTERNS	MATERIA LS	TIME
<b>Warm up</b>	- Teacher begins by welcoming the students.  - Teacher asks questions: <ul style="list-style-type: none"> <li>Have you been to the zoo?</li> <li>What animals did you see?</li> </ul>	-Students answer to the question (e.g., Yes I saw lions, birds, elephant, giraffe...., etc.)	T-Ss Whole class	-Questions	2 minutes
<b>Pre-task</b>	- Teacher shows images of zoo animals with actions.  -First, she starts by showing each image one by one and asks them what is it? Ss: It is an elephant.  - Then, teacher asks students to describe what each animal is doing. T: What the elephant is doing?	- Students look at each image one by one and answer which animal is.  -Students answer the question and say, "The tiger is sleeping,"	T- Ss  Whole class	-Images about animals	5 minutes

	Ss: "The elephant is sleeping," "The penguin is swimming," etc.				
<b>Task preparation</b>	<p>-The teacher prepares a big picture of the zoo.</p> <p>- Teacher asks anyone remembers what a noun is. (Students: A noun is a person, place, or thing.) - Teacher asks anyone remember what a verb is (Student: A verb is an action word.)</p> <p>-Teacher says the students to look at the picture and tells them to look for action words and objects within this picture. - First, students start off with the nouns. - Teacher asks what do you see in here that's a noun? <b>Ss:</b> I see a monkey, I see a lion, I see a giraffe, etc.</p> <p>- After the students answer, the teacher draws a line and tells how to spell "monkey". Then, the students spell it, the teacher writes the word. T asks what else do you see? (Repeat the dynamic until the students name all the nouns they find in the picture.)</p> <p>- Next, students start off with the verbs. - Teacher asks what you see in this picture that's an action? <b>Ss:</b> Playing, swimming, going, jumping, flying, etc.</p> <p>- Teacher tells students to use these words to form sentences. This sentence should have a "noun" and a "verb" (e.g., "The monkey is sitting in the tree"). She writes in the board. Teacher asks what else. Ss: "The fish is swimming in the river"</p> <p>- Now, teacher says that students must form their own sentence using a noun and a verb so take a few minutes to do that.</p>	<p>-Students look at the picture.</p> <p>- Students answer the question (e.g., A noun is a person, place, or thing. A verb is an action word.)</p> <p>- Students ask the question (e.g., I see a monkey)</p> <p>-Then, they spell the word "M-O-N-K-E-Y."</p> <p>-Students ask the question (e.g., flying) Then, they spell the word "F-L-Y-I-N-G."</p> <p>-Students use the words to form a sentence (e.g., "The monkey is sitting in the tree").</p> <p>-Students write their own sentences in the notebook. Then, they need to share their sentences with the whole class.</p>	<p>T- Ss</p> <p>T-Ss</p> <p>T-Ss</p> <p>T-Ss</p> <p>Ss Ss-Ss</p>	<p>-Board</p> <p>-Markers</p> <p>- Adhesive tape</p> <p>-Notebook</p> <p>-Picture about animal's zoo</p>	<p>15 minutes</p>
<b>During task</b>	<p>-Teacher writes sentences in disorder on the blackboard where she will create two groups and they will compete for word order.</p>	<p>- Students go to the blackboard and sort the sentences as quickly as possible.</p> <p>-A student who sorts the sentence first is the winner and wins points</p>	<p>Individually</p> <p>Ss</p>	<p>- Worksheet - Pen -Pencil</p>	<p>10 minutes</p>

	-Teacher prepares a word search and fill in the blanks activities.	for his/her team. Students complete the worksheet with all the activities.			
<b>Post-task</b>	<p>- Teacher explains the " Zoo Animal Postcards – Writing Project " where each student must write a message in the postcards about what the animals are doing on the postcard.</p> <p>- The teacher says that students are going to pretend they are at the zoo and write what the animals are doing on the postcard.</p> <p>-Teacher distributes a postcard template of each student to design and decorate and write the message.</p> <p>- Teacher explains her students to the postcard should have the descriptions about what the animals are doing They need to put a picture/illustration, sentences to create a message.</p>	<p>- Students work in individually.</p> <p>-Students write a message on the postcards describing what the animals are doing in the present continuous tense.</p> <p>- They decorate or draw as they wish</p> <p>- They need to present their postcards.</p>	Ss-Ss	<p>- Postcard template -markers -colors -pencil -images -draws -pen</p>	15 minutes
<b>TOTAL</b>					45 minutes

Resources: [https://drive.google.com/file/d/1zsCODu3DIFce\\_UdS3sEOG3ioWVKfgYMx/view?usp=sharing](https://drive.google.com/file/d/1zsCODu3DIFce_UdS3sEOG3ioWVKfgYMx/view?usp=sharing)



**WORD SEARCH**

V	B	T	M	D	C	E	L	E	P	H	A	N	T
H	U	Y	Q	H	P	M	H	Y	T	T	D	P	I
M	T	A	H	L	B	L	O	W	L	M	R	X	O
S	T	M	C	D	A	I	A	N	J	E	Z	W	K
W	E	Y	W	N	H	O	Q	Y	K	A	J	V	A
I	R	W	A	E	E	N	G	L	S	E	I	C	N
M	F	G	I	R	A	F	F	E	T	X	Y	R	G
Y	L	K	X	S	L	E	E	P	H	E	Q	O	A
N	Y	W	W	E	D	A	I	Y	J	C	C	C	R
N	N	I	Z	A	Q	T	B	E	A	R	I	O	O
L	E	F	V	E	K	N	J	U	M	P	G	D	O
S	I	G	L	C	B	P	A	R	R	O	T	I	R
J	R	J	T	Y	K	R	F	D	W	E	Q	L	E
D	R	I	N	K	Q	Q	A	U	P	U	H	E	B

**Worksheet**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Fill in the blanks according to the picture.

Ex: The monkey is eating a banana.



The \_\_\_\_\_ is \_\_\_\_\_.



The \_\_\_\_\_ is \_\_\_\_\_ the tree.



The \_\_\_\_\_ is \_\_\_\_\_ water.



The \_\_\_\_\_ is \_\_\_\_\_.



The \_\_\_\_\_ is \_\_\_\_\_ with a ball.



The \_\_\_\_\_ is \_\_\_\_\_.





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**LESSON**  
**PLAN 4**

<b>Teacher's Name:</b> Joselyn Naranjo	<b>Time:</b> 45 minutes <b>Number of students:</b> 20	<b>Focus on values:</b> Responsibility, cooperation, and respect.
<b>Class:</b> Fifth grade E.G.B	<b>Date:</b> November 1 <sup>st</sup> , 2023	<b>Skills to develop:</b> Speaking, writing, listening, reading

**Topic:** Fashion Poster

<b>Methodology used:</b> Communicative Language Teaching (CLT)	<b>Content:</b> Vocabulary from context/ Clothing vocabulary <b>Strategy:</b> The Picture Word Inductive Model <b>Framework:</b> Project Based Learning (PBL)
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<b>General objective:</b>	<b>Specific Objectives:</b>
<ul style="list-style-type: none"> <li>At the end of the lesson, students will be able to talk about various types of clothing using adjectives.</li> </ul>	<p>At the end of the lesson, students will be able:</p> <ul style="list-style-type: none"> <li>To practice vocabulary words related to the topic about clothes.</li> <li>To use adjectives to describe clothing characteristics.</li> <li>To identify vocabulary words about clothing to write descriptions and sentences.</li> </ul>

**PROCEDURE**

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	INTERACTI ON PATTERNS	MATERIA LS	TIME
<b>Warm up</b>	- Teacher begins by welcoming the students. - Teacher asks questions: <ul style="list-style-type: none"> <li>What are your favorite clothing items?</li> <li>What clothes do you know?</li> </ul>	-Students answer to the question (e.g., I like dresses, pants, shirt, and shoes, etc.)	T-Ss Whole class	-Questions	3 minutes
<b>Pre-task</b>	- The teacher prepares vocabulary flashcards about clothes. She starts by showing each flashcard one by one and asks them what is it?  -Teacher uses the flashcards about clothes and randomly choose one of the flashcards and asks questions. Is it a T-shirt? <b>Students answer:</b> Yes, it is. or No, it is not. They are	- Students look at each flashcard one by one and answer which cloth is it. (e.g., It is a dress, etc.)  -Students look at the flashcard and answer yes/no question	T- Ss  T-Ss Whole class	-Flashcards	5 minutes

	gloves.	-Students answer: Yes, it is. or No, it is not. They are gloves.			
<b>Task preparation</b>	<p>-Teacher pastes one flashcard in the middle of the board, for example "a dress," and asks students what are some characteristics? The idea is to create a word map describing some basic adjectives that can be used to describe clothing (e.g., colorful, warm, casual, formal).</p> <p>- Then, teacher writes down all the words that the students say. Teacher incorporates more words about the basic adjectives.</p> <p>- Teacher tells students give one sentence using the vocabulary, such as "She has a blue cap."</p>	<p>-Students gives their ideas the dress is red, comfortable, and small</p> <p>-Students try to say many adjectives to describe clothes.</p>	T- Ss	<p>-Board</p> <p>-Markers</p>	5 minutes
<b>During task</b>	<p>- Teacher prepares a reading activity</p> <p>- Teacher gives a short lecture on fashion. She tells the students to read the lecture silently and then they should paint all the words for clothing color yellow and all the adjectives color green. (Clothes=<b>yellow</b>; Adjectives=<b>Green</b>)</p> <p>-Then, teacher and students review what clothes and adjectives are in the reading and how many clothes and adjectives did they find in the reading.</p> <p>- Teacher says they should choose some clothing vocabulary words and adjectives from the reading and write their own sentences (at least 5).</p>	<p>-Student read a short reading and then they paint clothes vocabulary color yellow and adjectives color "orange."</p> <p>- Students review and compare their answer with the teacher and their classmates.</p> <p>-Students choose some vocabulary words and write sentences.</p>	<p>Individually</p> <p>Ss</p> <p>T-Ss (whole class)</p>	<p>-Reading</p> <p>-Colors</p> <p>-Pen</p> <p>-Paper</p>	10 minutes
<b>Post-task</b>	<p>- Teacher divides the class into small groups.</p> <p>- Teacher distributes a picture to create a poster. (the picture will be of people dressed in different styles; each group will have a different one).</p> <p>- Teacher explains the "Poster" where each group must write in their poster a description of how the people in each image are dressed.</p> <p>- Teacher explains her students to the poster should</p>	<p>- Students work in groups.</p> <p>- Each student in the group will collaborate to design a poster, including:</p> <ul style="list-style-type: none"> <li>• A short description about the people in the photos</li> <li>• Characteristics</li> <li>• Sentences using vocabulary clothes and adjectives.</li> </ul>	Ss-Ss	<p>- cardboard</p> <p>-markers</p> <p>-colors</p> <p>-pencil</p> <p>-pen</p> <p>-Picture</p>	20 minutes



	have the picture/illustration, a short description, characteristics, and sentence using vocabulary clothes and adjectives.	<ul style="list-style-type: none"> <li>An illustration/picture.</li> </ul> <p>- The students will decorate the poster as they wish and at the end, they must present their poster in front of the class.</p>	Group work		
<b>TOTAL</b>					45 minutes

**Resources:** [https://drive.google.com/file/d/1nuK\\_6cF4t-hi6iO3foMYLF0Fu39-3RWc/view?usp=sharing](https://drive.google.com/file/d/1nuK_6cF4t-hi6iO3foMYLF0Fu39-3RWc/view?usp=sharing)  
<https://drive.google.com/file/d/1nw0727iO8A2vEEhLOTtdmTNL5fsLD4Ro/view?usp=sharing>

## FASHION

Imagine starting your day by selecting your outfit. You open your closet, and you're faced with choices. You might reach for a comfortable pair of jeans and a soft sweater, perfect for a relaxed day. These clothes make you feel pleasant and at ease.



On a sunny summer morning, you might opt for a light, colorful dress, which keeps you feeling cool and fresh. You add a pair of comfortable sandals to complete the look.

When you have a special event, you could decide to wear a formal, elegant suit or a gorgeous, sparkling dress. These clothes are all about making a statement and looking your best.

No matter the occasion, your clothes are an expression of your personality and mood. They can be casual, fancy, practical, or stylish. They can be big and loose or small and snug, depending on your taste.





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**LESSON**  
**PLAN 5**

<b>Teacher's Name:</b> Joselyn Naranjo	<b>Time:</b> 45 minutes <b>Number of students:</b> 20	<b>Focus on values:</b> Responsibility, cooperation, and respect.
<b>Class:</b> Fifth grade E.G.B	<b>Date:</b> November 1 <sup>st</sup> , 2023	<b>Skills to develop:</b> Speaking, writing, listening, reading
<b>Topic:</b> Healthy Food Plate		
<b>Methodology used:</b> Communicative Language Teaching (CLT)	<b>Content:</b> Vocabulary from context/ Healthy Food <b>Strategy:</b> The Picture Word Inductive Model <b>Framework:</b> Project Based Learning (PBL)	
<b>General objective:</b>	<b>Specific Objectives:</b>	
<ul style="list-style-type: none"> <li>At the end of the lesson, students will be able to explain why healthy food is important using countable and uncountable nouns.</li> </ul>	At the end of the lesson, students will be able: <ul style="list-style-type: none"> <li>To practice vocabulary words related to the topic about food.</li> <li>To classify countable and uncountable nouns into different groups.</li> <li>To use vocabulary words about food to write definitions and sentences how to be healthy.</li> </ul>	

**PROCEDURE**

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	INTERACTI ON PATTERNS	MATERIA LS	TIME
<b>Warm up</b>	- Teacher begins by welcoming the students. - Teacher asks a question: <ul style="list-style-type: none"> <li>What healthy food do you know?</li> </ul>	-Students answer to the question (e.g., apple, meat, broccoli, fruits, etc.)	T-Ss Whole class		3 minutes
<b>Pre-task</b>	-Teacher prepares a big poster about all the healthy foods with labels. -Teacher begins by asking: what do you see in the poster? Ss: They answer what they see. - Teacher indicates the vegetable section where she asks what do these foods have in common? Ss: They are vegetables.	-Students look at the poster and they say what they see. (e.g., apple, beans, chicken, milk grapes, etc.) -Students answer what does this section have in common (e.g., They are vegetables.)	T- Ss  Whole class	-Poster -Labels - Adhesive tape -Board	5 minutes



	<p>-As students tell what they are seeing in each section, the teacher labels them.</p> <p>-Teacher does the same process with each of the sections of the food plate (fruits, vegetables, grains, proteins, and dairy).</p> <p>- The teacher reviews with the students all the sections on the food plate, where they repeat, spell, and ask Yes/No questions.</p>	<p>-Students repeat, spell, and answer Yes/ No questions</p>		<p>-Markers</p>	
<b>Task preparation</b>	<p>-The teacher prepares a table of categorization between countable and uncountable subjects on the blackboard.</p> <p>-Teacher has examples of countable nouns (e.g., apples, bananas) and uncountable nouns (e.g., milk, rice). She prepares the labels of each of the foods and asks students to identify whether each food item is countable or uncountable.</p> <p>Ss: Milk is an uncountable noun.</p> <p>-Teacher pastes each label the students tell her in the corresponding category.</p> <p>- The teacher asks now that the table of countable and non-countable subjects has been categorized, what do you think is the definition?</p>	<p>- Students are categorizing and repeating each word</p> <p>-Students try to give a definition of countable and non-countable subjects according to the categorization.</p>	<p>T- Ss (Whole class)</p>	<p>-Board</p> <p>-Label words</p> <p>- Adhesive tape</p> <p>-Markers</p> <p>-Chart</p>	<p>7 minutes</p>
<b>During task</b>	<p>- Teacher prepares a countable and uncountable sorting game.</p> <p>-Teacher divides the class into small groups.</p> <p>-Teacher provides a set of food item cards (countable and uncountable) to each group. She instructs each group to sort the cards into two categories: countable and uncountable.</p> <p>-Teacher monitors and help as needed.</p> <p>- Then, teacher use sentence building activity in which she instructs each group to choose one countable and one uncountable food item from their sorted cards.</p>	<p>-Students work into groups.</p> <p>-Students have to sort the cards into two categories: countable and uncountable nouns</p> <p>-Then, students choose one countable and uncountable food item to write sentences using both items and description or advice to be healthy. (e.g., "I have three apples and a</p>	<p>Ss-Ss</p> <p>T</p> <p>Ss-Ss</p>	<p>- Set of food item cards</p> <p>- Paper</p> <p>-Pen</p>	<p>10 minutes</p>

	<p>-Ask each group to create a sentence using both food items and descriptions about how to be healthy (e.g., "I have three apples and a glass of milk" "I drink a glass of yogurt every morning). Each group have to present their sentences to the class.</p>	<p>glass of milk" "I drink a glass of yogurt every morning").</p> <p>-Students need to share their sentences to the class.</p>			
<b>Post-task</b>	<p>- The teacher assigns groups to work on the Design Your Healthy Plate project.</p> <p>- Teacher provides materials such as papers and watercolors.</p> <p>- Asks students to design their version of a healthy food plate, much like the MyPlate model.</p> <p>-Teacher explains that the plate should have drawings/pictures, descriptions of the foods in each group, labeling, and written phrases. Students can paint their project.</p>	<p>- Students work in groups.</p> <p>- Each student in the group will collaborate to design your healthy plate project.</p> <p>-They work with paper and watercolor to create their project. They write descriptions about healthy food.</p>	<p>Ss-Ss</p> <p>Group work</p>	<p>- paper -markers -colors -pencil -watercolor -pen</p>	<p>25 minutes</p>
<b>TOTAL</b>					<p>45 minutes</p>

Resources:

<https://drive.google.com/file/d/1Krha9qLYiKn1NPdd8-2HahMvWSwG4le/view?usp=sharing>

<https://drive.google.com/file/d/1PmIY2wIPfQxSAsIcujlCTedbBXAIYXa/view?usp=sharing>

POSTER HEALTHY FOOD



# FRUITS

# VEGETABLES

# GRAINS

# PROTEINS





**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION**  
**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS.**

**LESSON**  
**PLAN 6**

<b>Teacher's Name:</b> Joselyn Naranjo	<b>Time:</b> 45 minutes <b>Number of students:</b> 20	<b>Focus on values:</b> Responsibility, cooperation, and respect.
<b>Class:</b> Fifth grade EGB	<b>Date:</b> November 1 <sup>st</sup> , 2023	<b>Skills to develop:</b> Speaking, writing, listening, reading
<b>Topic:</b> Making fruit salad		
<b>Methodology used:</b> Communicative Language Teaching (CLT)	<b>Content:</b> Vocabulary from context/ Fruit and utensils vocabulary <b>Strategy:</b> The Picture Word Inductive Model <b>Framework:</b> Project Based Learning (PBL)	
<b>General objective:</b>	<b>Specific Objectives:</b>	
<ul style="list-style-type: none"> <li>At the end of the lesson, students will be able to identify and describe common fruits and utensils using present simple tense.</li> </ul>	At the end of the lesson, students will be able: <ul style="list-style-type: none"> <li>To practice vocabulary words related to the topic of fruits and utensils.</li> <li>To classify fruit and utensils into different groups.</li> <li>To make fruits salad using vocabulary words about fruits and utensils.</li> <li>To use vocabulary words about fruit to ask/answer questions.</li> </ul>	

**PROCEDURE**

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	INTERACTI ON PATTERNS	MATERIA LS	TIME
<b>Warm up</b>	- Teacher begins by welcoming the students.  - Teacher asks questions: <ul style="list-style-type: none"> <li>Do you like fruits?</li> <li>What is your favorite fruit?</li> <li>What fruits do you know?</li> </ul>	-Students answer to the question (e.g., My favorite fruit is ....., apple, pineapple, kiwi, etc.)	T-Ss Whole class	-Questions	2 minutes
<b>Pre-task</b>	- Teacher begins the lesson showing a real thing such as fruits and utensils (e.g., an apple, a bowl, etc.) and ask students to name it.  -After reviewing all the fruits and kitchen implements, the teacher chooses 2 or 3 real things and asks: <ul style="list-style-type: none"> <li>What do apple and the banana have in common?</li> </ul> Ss: They are fruits.	- Students look at each flashcard one by one and answer which fruit and utensil are.  -Students respond to the teacher's question (e.g., The apple and banana are fruits. The bowl and spoon are utensils.)	T- Ss  Whole class	-Flashcards  -Board -Markers -Adhesive	

	<ul style="list-style-type: none"> <li>• What do a bowl and spoon have in common?</li> <li>• They are a utensil.</li> </ul> <p>-After the students answer, the teacher draws a table of categories between fruits and utensils mentioned by the students.</p> <p>-Then, the teacher shows each flashcard again and says: This is a ..... Ss: apple - The teacher pastes the flashcards in each category on the blackboard after the students answer.</p>			tape	7 minutes
<b>Task preparation</b>	<p>-Teacher writes a vocabulary word in the middle of the board, for example "apple," and asks students what actions we can do to prepare a fruit salad? (The idea is to create a word map.)</p> <p>-Then, teacher writes down all the words that the students say. Teacher incorporates more words about verbs them repeat.</p> <p>-The teacher prepares some cards about fruits, utensils, and different action verbs to prepare food and randomly choose one of the cards and asks questions. What is it? <b>Students answer:</b> It is an apple, it is a spoon, etc.</p>	<p>-Students respond to the teacher we can chop, peel, cut, put mix, etc.</p> <p>- Students repeat the words and they know what verbs to use.</p>	T- Ss	-Board -Markers	5 minutes
<b>During task</b>	<p>- Teacher prepares a guessing game in which she gives a set of cards with different descriptions and vocabulary words</p> <p>-After the students read each description to find the vocabulary word.</p>	-Students try to guess what the fruit or object in each description is.	T-Ss  Individually  Ss	-Guessing game Cards and images	6 minutes
<b>Post-task</b>	<p>- Teacher says that the class project is to prepare a fruit salad.</p> <p>-The teacher asks questions and do activities that involve the students in using the vocabulary they have learned.</p>	<p>- Each student helps the teacher to prepare fruit salad.</p> <p>-Students answer the question that the teacher asks them.</p>	Ss-Ss	- Fruits -Condensed milk -chocolate chips -Glasses	25 minutes

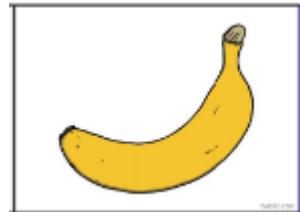
	-The teacher begins by asking. What are the fruits to make a fruit salad? (apple, tangerine, grapes, banana, strawberries, watermelon, etc.). How do we prepare it? The idea is that we all share a moment of fun using all the vocabulary. (Ss: we chop the apple into squares, peel the banana, etc.)	- Students make a fruit salad with the help of their teacher.	T-Ss	-Spoons -Knife -Fork -Chopping board -Napkins -Bowls	
<b>TOTAL</b>					45 minutes

**Resources:**

<https://drive.google.com/file/d/1ReTdnG8G7OGnxh8UrE98fFICc3b9WGs7/view?usp=sharing>

<https://drive.google.com/file/d/1FLpLiNnuq7FHQdZk1Vdt78rdjqne190z/view?usp=sharing>

**What am I?**  
You have to peel me.  
My skin is yellow.  
My flesh is soft and light yellow.



**Bowl**

A deep, rounded dish used for holding food or liquid.

	apple		banana
	pear		orange
	lemon		cherry

Plate	Eggs slicer	Fish slice	Food processor	Grater	Fork
Knife	Ladle	Meat cleaver	Meat mallet	Pan	Potato peeler
Rolling pin	Spoon	Stand mixer	Toaster	Twirling stick	Wooden spoon



## Annex 4: Turnitin report



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Annex 5: Evidence of interventions

