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A PICTURE WORD INDUCTIVE MODEL TO ENHANCING VOCABULARY ACQUISITION AT THE PRIMARY LEVEL

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Abstract
The current research investigates the effect of using the Picture Word Inductive Model (PWIM) Strategy on Vocabulary Acquisition at the Primary Level. The research's null hypotheses have been formulated to be tested in light of the aim. The design of two equivalent groups, namely the experimental and control groups with pre and post-tests, has been adopted.
The research sample included 60 female pupils from two primary schools intentionally selected from the center of Nineveh Governorate. They were divided into two groups: the experimental group included 30 female pupils taught according to the PWIM strategy at Al Talai Primary School. The control group included (30) female pupils taught according to the Subscribed method at Al Shaqa'ik Primary School.
Both groups were equalized according to a set of variables: pupil's date of birth, pupil's general average of the preceding academic year, pupil's scores in English of the preceding academic year, and parents'. Moreover, the main requirements of this research were prepared, such as determining the teaching materials and preparing the teaching plans as well as; the researcher had prepared an instrument to collect the data based on the dependent variables of this research, namely the vocabulary Acquisition test of a passage followed by five questions. The result reveals a statistically significant difference (0.05) between the experimental and control groups in the Post-Test of Vocabulary Acquisition in favor of The Experimental group. Finally, recommendations and suggestions for further research are presented concerning the necessity of applying the (PWIM) in teaching the English language.

Keywords equivalent groups,the experimental group, the human memory.

INTRODUCTION

Teaching English to primary pupils is not easy, since it needs good preparation as choosing suitable teaching strategies so that the pupils can understand the material taught by the teacher. One of these strategies is the Picture Word Inductive Model (PWIM) which is a learning strategy that aids information retention or retrieval (remembering) in the human memory.

Statement of the Problem

The survey of the practical reality of teaching English in primary school, through individual interviews with some English teachers and supervisors in Mosul, assured that the teaching of English subject still relies on the traditional method of teaching and is based on the information that the pupils receive from teachers through memorizing without a real understanding of words or vocabularies and weak in reading texts, which produced a negative attitude towards English subject among the pupils. Furthermore, the results of English achievements in primary schools remain

as poor as they are. For example, Mosul's success rate in English language for the academic year (2017-2018) was recorded (56.9 %). (Appendix 1).

Researchers confirmed that in Iraq, there is no suitable domain for teaching English; besides, it is not a serious subject. Pupils, as well as teachers in Iraq, take it lightly. Pupils are not taught English properly in their schools for many reasons outside the school, such as the war affections, the economic conditions, the psychological environment of the learners, and the lack of parental cooperation and guidance. For the inside of the school: The teacher, the learner, and the curriculum. (Elttayef and Hussein 2017 :5).

Accordingly, this research will seek, in the field of modern teaching strategies, a strategy that can be used to change and develop the education process of teaching English vocabulary in primary school. So, it is found that the Picture Word Inductive Model (PWIM) strategy is useful to help pupils remember the vocabulary of English.

Neuman Dwyer (2009) asserts that there is a need to have "strategies that introduce children to new words and engage them to meaningful contexts through semantically related activities..." It is exactly such a strategy that creates "interest and awareness" beyond class assignments. It introduces new words through a meaningful context.

 (Neuman & Dwyer 2009 p.391).

In this research, PWIM will be applied experimentally in English classes to see if it influences the acquisition of new vocabulary.

Aim of the Research

The present research aims to investigate experimentally the impact of (PWIM) on the acquisition of vocabularies in English Language among Fifth-grade primary school pupils.

Hypotheses of the Research:

The hypothesis of the current research can be formulated as follows:

The research assumes no statistically significant differences exist between the development mean scores of the EG taught by (PWIM) and the development mean scores of the CG taught by the Subscribed method in a given pre-test and post-test.

Importance of the Research

The current research derives its importance from the following points:

1. The importance of using (PWIM) in teaching English vocabulary to help pupils improve the storage of new vocabulary and recall them from their memory.

According to the condition, teaching aids are an effective way of teaching. Teaching aids are important since they can enhance and promote learning and support a teacher's instruction (Mukminatien, 1991). Many teaching aids can be used in the teaching and learning processes. One of them is the picture. Pictures as teaching aids are very useful for teaching English.

2. The importance of vocabulary for pupils. Vocabulary is the basis for linking the four language skills (Wulanjani, 2016). However, learning new vocabulary for English as a foreign language (EFL) may be challenging (Derakhshan & Khatir, 2015).

3. Primary schools in Iraq are regarded as the most important educational stage. The pupils are prepared to live their present and future successfully. Besides, schools give pupils the fundamental knowledge, concepts, and attitudes that make them good citizens in their society. (Najim, 2013: 50).

4. The Importance of the Fifth Grade Primary pupils: Fifth grade is an extremely important period for students to use the skills they have

gained and lay a solid foundation for the years ahead. Most Fifth grade reading curriculum teaches students to understand and develop ideas about the texts they read. (Wong, 2011: 122).

5. the current research is expected to be useful for everyone concerned with the educational process, starting with Pupils, English Teachers, Textbook designers, and anyone interested in Pedagogy.

Limits of the Research

The current research is limited to:

1- A sample of the Fifth Grade Primary class female pupils in the left bank of Mosul.

2- Teaching units (second and third) of the book (English for Iraq, fifth primary Book). The UK. Published by Garnet Publishing Ltd. First edition 2017

3. the first term of the academic year 2022 - 2023.

Definition of Basic Terms

- Picture Word Inductive Modal (PWIM) is an inquiry-oriented language arts strategy that uses pictures containing familiar objects and actions to elicit words from children's listening and speaking vocabularies (Calhoun, 1999, p. 21).

- Vocabulary (from the Latin for "name," also called word-stock, lexicon, and lexis) refers to all the words in a language that a particular person or group understands. There are two main types of vocabulary: active and passive. An active vocabulary consists of the words we understand and use in everyday speaking and writing. Passive vocabulary is made up of words that we may recognize but do not generally use in the course of normal communication. Nordquist (2019)

Step-by-Step Instructions

1. Choose a highly detailed image that teaches a concept.

2. Share the picture with the class on a large screen.

3. Write the name of the noun on the image in one color and draw a line from the annotation to that particular noun.

4. Then, write the verb for this noun in another color.

5. Complete the sentence with the details of that noun in a different color.

6. Repeat this process for the rest of the nouns in the image.

7. Ask students to tell their partner about the picture using the annotated image.

8. Ask students to write about the picture using the annotated visual.

Shaman, (2014).

Procedures

Application of The Experiment:

After completion of the experiment procedures in terms of equivalence of the two groups and preparation of behavioral objectives, lesson plans, and tools for (PWIM) as in (Appendix 2), as well as organizing weekly lessons table as in (Appendix 3) for English subject in both schools, the pre-test of (PWIM) to the pupils of the EG was applied on Tuesday15/11/2022 and Wednesday 16/11/2022 for the CG by using a prepared text. (Appendix 4)

On Sunday, 20/11/2022, the experiment started. The experimental group (PWIM) strategy was used, whereas the subscribed method was used for the control group. The experiment continued for about (5) weeks and ended on Sunday (25/12/2023), actually by four lessons a week for each group. The number of lessons was (20) for each group. (Appendix 3)

Experimental Group (EG):

This group was taught by using (PWIM) as follows:

The teacher reads aloud an entire passage from the textbook slowly and accurately. On the second

reading and after he pins a picture prepared previously on the board as in (Appendix 4), he writes the names of the objects that appear on the board and draws lines from the objects to the written words. Then he says the names aloud, points to each object in the picture, and repeats its name at least three times, pointing to their written words. After that, pupils look at the picture and identify what they see. The teacher asks them to repeat the word and its spelling. Then, he asks the pupils to repeat the written words two times after him; at the first time, he points to the object, and at the second, he points to its written word. After that, he asks them to write down the words in their notebooks.

In the next lesson, he asks some of them to write the names of objects on the board and then asks all pupils to write the words on their notebooks. The teacher may use objective examples like fill in the blanks or true and false to enhance their acquisition of words by putting a picture in the blank like.

1- This is a ....

2- The Volleyball has ....

And so on.

Experimental Design:

The experimental design of the two groups has been adopted, one of which is the Experimental Group (EG) taught by (PWIM), and the other one is the Control Group (CG) taught by the Subscribed method. This design includes Pre-Test and Post-Test as in the following figure:

Groups	Pre-test	Independent Variable	Post-test
Experimental Group EG	Selected text	PWIM Strategy	Selected Text
Control Group CG		Subscribed Method	

The Experimental Design of the Research

Implementation of the Post-Test:

After completing the experiment, the post-test of the same text (Appendix 4) was administered to both groups, EG and CG, on Sunday (25/12/2023).

They were told about the test date to achieve equality between the two groups to prepare for the test.

The results shown in the table below were reached:

Mean, Standard Deviation, and T Values of EG and   CG in the Pre-Post Tests of the Pupils'.

Groups	No. of Pupils	Mean	Standard Deviation	T Value		Level of Significance
				Calculated	Tabulated	
Experimental	30	10.46	3.83	7.014	2.002	(0.05) At 58 degrees of freedom
Control	30	3.60	3.74			

DATA ANALYSIS AND RESULTS DISCUSSION:

It is obvious from the table that the calculated T value (7.01) is higher than the tabulated T value, which is (2.002) with (α = 0.05) alpha and (58) degree of freedom. Consequently, the null hypothesis is rejected, and the alternative one is accepted. That is to say, statistically significant differences exist between the mean scores of the EG and the CG in the Post-Test of the (PWIM) strategy in favor of the EG. I.e., using (the PWIM) Strategy positively affects Vocabulary Acquisition; the pupils of the EG who were taught by (PWIM) strategy got higher scores than those of the CG taught by the subscribed method.

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Appendix 1

تربية نينوى

إحصاءات نتائج الامتحان النهائي للصفوف غير المنتهية للمرحلة الابتدائية حسب المواد الدراسية للعام الدراسي ٢٠١٨/٢٠١٧

الدور الأول

نسبة النجاح	الغائبون	الراسبون	الناجحون	الممتحنون*	المادة الدراسية	الصف الدراسي
57.1	21792	28321	37645	65966	التربية الاسلامية	
56.4	21867	29087	37695	66782	اللغة العربية	
56.9	21860	28721	37965	66686	اللغة الانكليزية	
55.0	22013	30037	36717	66754	الرياضيات	
55.1	21883	29902	36751	66653	الاجتماعيات	الخامس الابتدائي
55.4	21894	29767	37037	66804	العلوم	
50.0	21188	21187	21203	42390	الحاسوب	
68.1	21758	21202	45193	66395	التربية الفنية والموسيقى	
68.2	21775	21206	45452	66658	التربية الرياضية	

* الممتحنون حسب المواد الدراسية = الناجحون + الراسبون

Appendix (2)

A Model of Daily Lesson Plan

Subscribed Method

School: - Al Shaqa'ik Primary School

Class: - Fifth Primary

Prescribed Textbook: - English for Iraq (Pupil's Book)

Unit: - Three   Date:

Subject: - Volleyball.   Time allotted: -40 minutes.

Behavioral Objectives: -

The pupil will be able to: -

1-Read the passage (Volleyball) correctly.

2- Understand most of the text.

Teaching Aids: -

1-Textbook.

3-   Board

Procedures: -

Introduction:-(3 minutes)

The teacher/ researcher draws the pupils' attention to the lesson, and then he may give them a general introduction about what they have studied in the previous lesson by asking them some questions.

2- Presentation :-(30 minutes)

The teacher presents the new text and then asks the pupils to open their books on page (51) and look at Volleyball pictures. He reads the passage aloud, slowly and accurately. Then he gives them a brief information about the rules of Volleyball that are in the picture.

After that he asks them to read the text silently for (3) minutes, then they repeat it loudly and chorally after him. Finally, he asks them if they have any questions to ask.

3- Imitation: - (3 minutes)

The teacher asks some pupils to read the text individually and aloud.

4- Evaluation:-(2 minutes)

At the end of the lesson, the teacher asks pupils some questions to ensure that they comprehend the text, such as: -

1- How many players does the volleyball team have?

2- How does Volleyball look like?

3- What is in the middle court of the Volleyball?

5- Homework :-(2 minutes)

Finally, the teacher asks the pupils to write and answer the above questions as homework.

In the next lesson, the teacher looks at the pupils' homework.

Model of Daily Lesson Plan

Experimental Method

School: - Al Talai' Primary School

Class: - Fifth Primary

Prescribed Textbook: - English for Iraq (Pupil's Book)

Unit: - Three   Date:

Subject: - Volleyball.   Time allotted: -40 minutes.

Behavioral Objectives: -

The pupil will be able to: -

1-Read the passage (Volleyball) correctly.

2- Understand most of the text.

Teaching Aids: -

1-   Textbook.

2-   Board.

3-   Picture taken from the textbook.

4-   Some markers.

Procedures: -

Introduction:-(3 minutes)

The teacher/researcher draws the pupils' attention to the lesson. He may give them a general introduction about what they have studied in the previous lesson by asking them some questions.

2- Presentation :-(30 minutes)

The teacher presents the new text; then, he asks the pupils to open their books on page (51) and look at Volleyball pictures to become familiar with them. He reads aloud the passage slowly and accurately. Then he gives them a brief information about the rules of Volleyball that are in the picture.

After that, he asks them to read the text silently for (3) minutes. In the second reading, after he pins the picture of Volleyball taken in advance and in large size from the textbook on the board, he writes the names of the objects that appear on it and draws lines from the objects to the written words. Then he says the names aloud, points to each object in the picture, repeats its name thrice, points to their written words, spilling their letters and pronouncing them correctly. After they look at the picture and identify what they see, he asks them to repeat the words and their spelling. After that, he asks the pupils to repeat the written words two times after him; at the first time, he points to the object, and at the second, he points to its written word. After that, he asks them to write down the words in their notebooks.

Finally, he asks them if they have any questions to ask.

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1- How many players does the volleyball team have?

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3- What is in the middle court of the Volleyball?

5- Homework :-(2 minutes)

Finally, the teacher asks the pupils to write and answer the above questions as homework.

In the next lesson, the teacher looks at the pupils' homework.

After that he gives each of them a small chart and asks them to write down the three Volleyball rules according to each picture.

Appendix 3

Distribution of Weekly Lessons for the Two Research Groups

Days Groups	Sun.	Mon.	Tues.	Wed.	Thurs.
Experimental	8:00a.m	10:10a.m		8:00a.m	8:00a.m
Control	10:10a.m	8:00a.m		10:10a.m	9:30a.m

Appendix 4

The Flag

The flag is square in shape and has multiple colors, some of which are one color and others more.

The Iraqi flag, for example, has four colors: red at the top, green and white in the middle, and black at the bottom. Each country has its flag. We can pin the flag on a wall, place it on a table, or hang it on buildings. Flags must be respected because they are symbols of the countries.

1-   How many colors does the Iraqi flag have? ………………

2-   We can place the flag on a ……………

3-   The flag is …………. Shape.

4-   The …………. Colour is at the bottom of the flag,

5-   Some flags have one ………

Appendix 5