



**THE PICTURE-WORD
INDUCTIVE MODEL AND
SECOND LANGUAGE
ACQUISITION**

Dr. Lavina Dominic

**THE PICTURE-WORD
INDUCTIVE MODEL AND
SECOND LANGUAGE ACQUISITION**

Dr. Lavina Dominic





2022

The Picture-Word Inductive Model and Second Language Acquisition

by Dr Lavina Dominic

© 2022 Dr Lavina Dominic

All rights reserved. No part of this publication may be reproduced or transmitted, in any form or by any means, without written permission from the publisher.

Author : Dr Lavina Dominic

First Published : June 2022

Printed at :

Jyoti Printers, C-12, Sector -8, Noida, U.P. - 201301

Ph: 0120-2424113/4/5

Published by: Media House®

Regd Office:

375-A, Pocket 2, Mayur Vihar Phase-I, Delhi - 110 091

Phone: 09555642600

E-mail: mediahousedelhi@gmail.com

Admin Office:

C-12, Sector 8, Noida, UP - 201301

Phone: 0120-4222346, 07599485900

E-mail: books.mediahouse@gmail.com

www.mediahouse.online

ISBN: 978-93-90608-53-9

CONTENTS

CHAPTER ONE: ENGLISH LANGUAGE LEARNING

Introduction	
Language Learning	17
Goals for English as Second Language Curriculum (NCF, 2005)	18
Present Status of Teaching English as Second Language in India	18
Teaching of English in the State of Kerala - Kerala Curriculum Framework (KCF) 2007	19
Need for and Importance of English Language Learning	20
Conclusion	21

CHAPTER TWO: READING COMPREHENSION AND VOCABULARY ACQUISITION

Introduction	23
Reading Comprehension	23
Vocabulary Acquisition	27
Visual Literacy	30
Conclusion	32

CHAPTER THREE: PICTURE-WORD INDUCTIVE MODEL

Introduction	33
Models of Teaching	33
Fundamental Elements of a Model of Teaching	34
Families of Models of Teaching	35
The Information Processing Family of Models of Teaching	36
The Picture - Word Inductive Model (PWIM)	37
The Structure of the Picture-Word Inductive Model	40
Strengths of the Picture-Word Inductive Model	42
Instructional and Nurturant Effects of the Model	42
Reading Comprehension and the Picture-Word Inductive Model	43
Vocabulary Acquisition and the Picture-Word Inductive Model	44
Conclusion	44

CHAPTER FOUR: RESEARCH ON PICTURE-WORD INDUCTIVE MODEL

Introduction	45
Studies on the Picture-Word Inductive Model (PWIM)	45
An Overview of the Studies on the Picture-Word Inductive Model (PWIM)	51
Conclusion	52

CHAPTER FIVE: RESEARCH ON VOCABULARY ACQUISITION AND READING COMPREHENSION

Introduction	53
Studies on Vocabulary Acquisition	53
An Overview of the Studies on Vocabulary Acquisition	63
Studies on Reading Comprehension	66
An Overview of the Studies on Reading Comprehension	77
Conclusion	80

CHAPTER SIX: METHODOLOGY

Introduction	81
Method Adopted for the Study	81
Research Design of the Study	82
Variables of the Study	84
Population and Sample of the Study	87
Tools Used for the Study	88
Vocabulary Test in English	88
Reading Comprehension Test in English	97
Raven's Standard Progressive Matrices (RPM, 1996)	106
Achievement in English	107
Preparation of the Instructional Material based on the Picture-Word Inductive Model (PWIM)	108
Preparation of the Instructional Material based on the existing Activity Oriented Method	114
Procedure adopted for the Study	114
Statistical Techniques Used	115
Conclusion	116

CHAPTER SEVEN: ANALYSIS AND FINDINGS

Introduction	117
Relationship among the Dependent Variables and the Covariates	118
Relationship between the Pretest Scores on (a) Reading Comprehension in English and (b) Vocabulary Acquisition in English	119
Relationship between the Scores on (a) Intelligence, and (b) Achievement in English	120
Relationship among the Pretest Scores on (a) Reading Comprehension in English and the Scores on (b) Intelligence and (c) Achievement in English	121
Relationship among the Pretest Scores on (a) Vocabulary Acquisition in English and the Scores on (b) Achievement in English and (c) Intelligence	122
Distribution of the Scores on the Dependent Variables and Covariates	123
Distribution of the Pretest Scores on Reading Comprehension in English of the Experimental and Control Groups	123
Distribution of the Pretest Scores on Vocabulary Acquisition in English of the Experimental and Control Groups	125
Distribution of the Posttest Scores on Reading Comprehension in English of the Experimental and Control Groups	126
Distribution of the Posttest Scores on Vocabulary Acquisition in English of the Experimental and Control Groups	127
Distribution of the Scores on Intelligence of the Experimental and Control Groups	129
Distribution of the Scores on Achievement in English of the Experimental and Control Groups	129
Establishing Identity between the Experimental and Control Groups with respect to the Pretest Scores on the Dependent Variables and the Scores on the Covariates	130

Comparison of the Pretest Scores on Reading Comprehension in English of the Experimental and Control Groups	131
Comparison of the Pretest Scores on Vocabulary Acquisition in English of the Experimental and Control Groups	132
Comparison of the Scores on Intelligence of the Experimental and Control Groups	133
Comparison of the Scores on Achievement in English of the Experimental and Control Groups	134
Genuineness of the Effectiveness of the Picture-Word Inductive Model over the Activity Oriented Method on the Dependent Variables	135
Effectiveness of the Picture-Word Inductive Model over the Activity Oriented Method on Reading Comprehension in English by controlling the effects of the pretest scores on the dependent variables and the scores on the covariates	136
Effectiveness of the Picture-Word Inductive Model over the Activity Oriented Method on Vocabulary Acquisition in English by controlling the effects of the pretest scores on the dependent variables and the scores on the covariates	137
Genuineness of the Effectiveness of the Picture-Word Inductive Model over the Activity Oriented Method on the Components of the Dependent Variables	139
Effectiveness of the Picture-Word Inductive Model over the Activity Oriented Method with respect to the posttest scores on the components of Reading Comprehension in English by controlling the effects of the pretest scores on the dependent variables and the scores on the covariates	139
Effectiveness of the Picture-Word Inductive Model over the Activity Oriented Method with respect to the posttest scores on the components of Vocabulary Acquisition in English by controlling the effects of the pretest scores on the dependent variables and the scores on the covariates	142
Genuineness of the Effect of Gender on the Performance of the Pupils exposed to the PWIM	144
Genuineness of the Effect of Gender on the Performance of the Pupils exposed to the PWIM with respect to the posttest scores on Reading Comprehension in English when the effects of the pretest scores on the dependent variables and the scores on Intelligence and Achievement in English are controlled	145
Genuineness of the Effect of Gender on the Performance of the Pupils exposed to the PWIM with respect to the posttest scores on Vocabulary Acquisition in English when the effects of the pretest scores on the dependent variables and the scores on Intelligence and Achievement in English are controlled	146
Findings and Conclusions	148
Discussion of the Results	152
Conclusion	154

CHAPTER EIGHT: CONCLUSIONS AND IMPLICATIONS		
	Introduction	155
	Study in Retrospect	155
	Major Findings and Conclusions of the Study	157
	Educational Implications of the Study	159
	Suggestions for Further Research	160
	Conclusion	161
	REFERENCES	162



About the Book

The book is the doctoral dissertation of the author. The study is based on the Picture-Word Inductive Model developed by Emily Calhoun, an innovative strategy that capitalises on children's ability to make inquiries and think inductively.

About the Author

Dr. Lavina Dominic (M.A., M.Ed., Ph.D.) is Assistant Professor of English Education at the St. Thomas College of Teacher Education, Pala, Kottayam, Kerala.



MEDIA HOUSE®

375 - A, Pocket 2

Mayur Vihar Phase 1, Delhi - 110 091

www.mediahouse.online

Price: ₹ 250/-

ISBN: 978-93-90608-53-9

