



ENGLISH VOCABULARY ACQUISITION OF ESL LEARNERS THROUGH PICTURE-WORD INDUCTIVE MODEL

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ABSTRACT

Vocabulary is generally the total number of words that exist in a particular language. Moreover, it functions as the foundation stone without which any language is impossible to exist in this world. Harmer (1993) says that if language structure makes up the skeleton of language, it is vocabulary that provides the vital organs and flesh. This study aims to assess the efficacy of the Picture Word Inductive Model (PWIM) in the acquisition of new English words of ESL learners. In this study, two aspects of vocabulary acquisition were concerned, namely, the recognition of vocabulary forms (spelling and pronunciation) and general understanding of word meaning in the short term. This study was conducted with eighty four undergraduates during a three-week intensive program in English in a state university of Sri Lanka, where the subjects were made to face a pre-test to diagnose their entrance level ability in use of vocabulary and to a post-test to measure their achievement level after the three weeks of instruction. The eighty four undergraduates were divided into two groups: 1) the action group who used Picture Word Inductive Model (PWIM) in acquiring new English words; and 2) the control group who used vocabulary list to acquire the new words. The pre-test showed that all the participants had an equal proficiency level related to vocabulary. After the three weeks of practical, the post-test scores revealed that both groups have developed their vocabulary skills, but the group taught by the PWIM gained relatively higher test scores and performed more actively in the classroom. Teaching by the PWIM is found to be effective in learning the new English vocabulary of Second Language Acquisition (SLA).

Keywords: Picture Word Inductive Model (PWIM), English vocabulary acquisition, Second Language Learners, spelling, meaning