

**Fostering EFL oral production in third graders at Normal Superior school through Picture
Word Inductive Model PWIM as a pedagogical approach applied to the classroom project**

By

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Universidad Nacional Abierta y a Distancia - UNAD

Escuela de Ciencias de la Educación - ECEDU

Maestría en Mediación Pedagógica en el Aprendizaje del Inglés

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Palabras Claves	Oral production, formulaic speech, learning behavior, and Picture Word Inductive Model (PWIM).
Descripción	<p>Esta investigación centró su atención en fomentar la producción oral en inglés en estudiantes de tercer grado a través de un enfoque metodológico denominado Modelo Inductivo de Palabras con Imágenes en inglés Picture Word Inductive Model (PWIM). La propuesta se aplicó a través de un proyecto de aula dirigido por el docente de tercer grado en donde en cada lección, los estudiantes realizaron ejercicios orales para demostrar su comprensión del aprendizaje del inglés, pero también donde mejoraron sus intentos de hablar en idioma extranjero. El proyecto de aula fue apoyado por la metodología de PWIM. De acuerdo con la implementación pedagógica fue posible dar cuenta que los estudiantes podían resolver</p>

	<p>preguntas recordando los patrones orales enseñados y podían producir discursos breves sobre los vocabularios aprendidos durante cada lección. En ese sentido, la teoría tomó valor en el proceso de implementación en cuanto soporte de todas las actividades realizadas en el proyecto impulsando el análisis de las categorías: el habla predecible, la conducta de aprendizaje mezclados en la categoría principal de la producción oral. Para este estudio se tuvo en cuenta elementos de la investigación-acción, métodos cualitativos y cuantitativos, considerando notas de campo y entrevistas como instrumentos de recolección de datos.</p>
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<p>Contenido</p>	<p>El documento consta de cinco capítulos, el primer describe la introducción al estudio de investigación haciendo una descripción del contexto en el que se sitúa el problema de estudio, se esboza la pregunta de investigación, los objetivos y las razones por las cuales se eligió el problema en mención y las metodologías a desarrollar para justificar la problemática. El capítulo dos hace referencia al estado del arte y estudio de otras investigaciones que se hayan desarrollado a la luz de la misma problemática y metodología en cuestión. En este apartado se hace descripción tanto del marco teórico y conceptual que</p>

	<p>sustenta la propuesta de investigación. El tercer capítulo describe el diseño de la investigación haciendo énfasis en el método y enfoque que se adoptó para este proceso. Se especifica la población, el impacto del investigador, los protocolos éticos y las técnicas para la recolección de la información abordadas durante el proceso. El cuarto capítulo se centra en el análisis de la información a partir de los hallazgos encontrados. Se explica el paso a paso para llegar a establecer las categorías de estudio, la discusión y la operacionalización de estas. El quinto capítulo desarrolla los resultados que se obtuvieron de los hallazgos encontrados y del proceso de triangulación en sí. Se describen las implicaciones pedagógicas y los limitantes que hubo durante el tiempo de ejecución, recomendaciones para futuras investigaciones y se establecen las conclusiones del documento.</p>
<p>Metodología</p>	<p>El proceso de investigación se desarrolló en cuatro momentos: El primero tiene relación con observaciones previas de clases de inglés que sirvieron para detectar la problemática en el contexto escolar. En el segundo se comenzaron a diseñar los instrumentos para la recolección de la información. El tercer momento consistió en el diseño de las “Lesson plan” e implementación de las tres intervenciones diferentes. El cuarto momento correspondió al análisis de la información recogida tras las intervenciones pedagógicas de PWIM y como quinto momento, se esbozaron los resultados y conclusiones pertinentes de la investigación.</p>

Resultados	<p>En términos generales, los resultados obtenidos en el presente estudio fueron satisfactorios ya que la mayoría de los estudiantes alcanzó los primeros indicadores de la primera subcategoría; pocos estudiantes solo llegaron al cuarto. En ese sentido, los resultados se esperaban para la primera subcategoría, Formulaic Speech, mientras que los estudiantes podían imitar, repetir y reproducir oraciones cortas respondiendo preguntas. Las preguntas se trabajaron al final de las intervenciones, allí se capacitó a los estudiantes para que memorizaran las estructuras simples para responder la pregunta fijada. Las cuatro etapas del discurso formulaic se determinaron para enseñar inglés en los niveles iniciales, en los cuales los estudiantes deben aprender inglés a través de situaciones fijas que predominaban las rutinas y la ritualización en el aula.</p> <p>Según Ellis (1999), el habla predecible podría enmarcar el aula en un lugar de formación donde los estudiantes pudieran practicar y preparar sus intervenciones orales. Así, la primera categoría, Formulaic Speech, tuvo un alto nivel de estudiantes que prepararon oraciones para comunicar una idea en las actividades propuestas a lo largo de las lecciones desarrolladas de la metodología PWIM. Teniendo en cuenta a Ellis (1999), los estudiantes alcanzaron niveles predecibles de producción en la medida en que las oraciones se diseñaron en contextos específicos fácilmente identificables en los que los estudiantes evaluaron situaciones inapropiadas de su memoria a largo plazo.</p> <p>Por otro lado, a partir de los datos analizados, se logró determinar que</p>
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algunas actuaciones fueron producciones orales memorizadas por los estudiantes debido a la primera categoría vivida por ellos. Eso significó que la primera categoría contribuyó a frases nominales declaradas por algunos estudiantes en las que su producción oral y una contribución docente en términos de inglés fueron precisas de acuerdo con los resultados. En el discurso formulista o predecible, el proceso de evaluación se realizó de manera individual, pero el aprendizaje se realizó de manera colectiva porque todos los estudiantes ofrecieron apoyo, enunciando las respuestas a los compañeros. Cada alumno demostró su capacidad para expresar breves composiciones orales en inglés siguiendo los patrones de las actuaciones propuestas. En ese sentido, más de la mitad de los estudiantes podrían utilizar el inglés aprendido para formar breves representaciones orales, para resolver una pregunta planteada. En esta categoría, la incidencia del uso de insumos fue fundamental para lograr la producción.

Finalmente, la producción de indicadores y frases nominales fueron las más difíciles de analizar porque no todos los estudiantes lo alcanzaron, una muestra mínima de estudiantes alcanzó a mezclar ambos idiomas para comunicar sus ideas sin detener la idea; lo cual indicó, que los estudiantes utilizaron un mecanismo lingüístico para resolver una situación comunicativa en la que no conocían la palabra en inglés. Este fenómeno indicó una posible conciencia metalingüística que llevó a los estudiantes a estructurar una respuesta fluida para entregar una oración

	<p>completa sin pausas (Ellis, 1999).</p> <p>El habla formulaica o predecible y el comportamiento de aprendizaje fueron considerados la mezcla perfecta que determinó el impacto de trabajar con Picture Word Inductive Model (PWIM) como una propuesta metodológica que fomenta la producción oral, porque sus intentos indicaron el impacto obtenido de la enseñanza del inglés a través de vocabularios; lo que garantiza los aprendizajes logrados por los educandos en términos de producción libre en relación con los conocimientos adquiridos en las lecciones anteriores.</p>
<p>Conclusiones</p>	<p>La producción oral fue uno de los objetivos principales del presente estudio en donde los intentos alcanzados por los estudiantes fueron la muestra de su avance en la construcción de habilidades orales en el aula.</p> <p>En ese sentido, la producción oral se entendió como la construcción individual que realizó cada estudiante para resolver una situación comunicativa la cual no concluyó de manera predecible, ya que cada estudiante reaccionó al proceso de manera diferente; sin embargo, se pudo aplicar, analizar y validar una propuesta metodológica que tuviera en cuenta las necesidades orales establecidas por cada participante, las actuaciones realizadas y los alcances fueran herramientas para potenciar las habilidades orales a lo largo del proceso de investigación.</p> <p>La incidencia de la imitación, la repetición y la memorización en el desarrollo de la producción oral fueron variables a tener en cuenta, debido a que cada etapa oral influyó en la construcción oral realizada</p>

por los estudiantes mientras desarrollaban representaciones orales implementando un enfoque metodológico. Según la teoría, las dos subcategorías declaradas “El habla formulaica y el comportamiento de aprendizaje se vieron muy afectados por estas etapas; en la medida en que los alumnos lograban memorizar la composición oral fija mediante ejercicios de imitación y repetición (Ellis, 1999).

La participación como uno de los indicadores de la categoría “comportamiento en el aprendizaje” fue un elemento esencial dentro del proceso; en cada lección, los estudiantes comunicaron su interés en participar en las actividades orales para mostrar los aprendizajes adquiridos por ellos y debido a algunos puntos recompensados por su participación. Así, la producción oral fue influenciada por dos factores, el ambiente estimulante generado en las actividades orales para involucrar a los estudiantes a hablar y los puntos entregados debido a la participación. Adicionalmente, el uso de las etapas: imitación, repetición y producción en las lecciones propuestas en el proyecto de aula incrementó la producción oral en los educandos.

El análisis realizado a las etapas orales llevó a determinar que los estudiantes adquieren habilidades diferentes en cada una; por ejemplo, en la etapa de imitación; los estudiantes fueron capaces de reconocer la nueva estructura asimilando el nuevo contenido de vocabulario utilizando la observación del docente y los compañeros y la repetición realizada en las actividades propuestas. La segunda etapa “repetición”

los estudiantes asumieron los nuevos aprendizajes reproduciendo las estructuras fijadas en las rutinas, eventos cotidianos y actividades propuestas. Además, la tercera etapa fue la etapa de producción; el estudiante podría producir composiciones orales breves aprendidas en las etapas anteriores. En consecuencia, la tercera etapa planteada en el presente estudio obtuvo los resultados esperados teniendo en cuenta la población y el objeto de estudio.

Por lo anterior, el enfoque PWIM fue apropiado para enseñar inglés generando una conciencia global del idioma inglés a través de la comprensión de la realidad cotidiana, ya que contribuyó a aplicar una estrategia de aprendizaje bilateral que fortaleció los aprendizajes en dos direcciones, una realizada por el docente y otra asumida por estudiantes, de igual forma, este proceso de investigación fue considerado una valiosa experiencia para el investigador, ya que los aprendizajes adquiridos en el proceso de diseño, implementación y análisis contribuyeron a la formación del docente como docente-investigador generando una visión global del aprendizaje, en tanto que éste fue toda una construcción de significado.

Abstract

This research study focused on fostering English oral production in third-graders through a PWIM proposal; the proposal was applied through a classroom project directed by the third-grade teacher. Picture Word Inductive Model PWIM supported the classroom project. In every lesson, students produced oral performances to demonstrate their understanding of English learning and enhanced their attempts to speak in the foreign language.

According to the pedagogical implementation, it was possible to identify that students could answer questions remembering the oral patterns taught, and they could produce short performances about the vocabularies learned during each lesson. In that regard, the theory took value in the implementation process insofar as supporting all the activities done in the project pushing to analyze formulaic speech and learning behavior mixed into the main oral production category. The study follows action research patterns, qualitative and quantitative methods, regarding field notes and interviews as data collection instruments.

Keywords: Oral production, formulaic speech, learning behavior, and Picture Word Inductive Model (PWIM).

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Introduction to the Research Study

This research project was based on Action-Research defined by qualitative and quantitative approaches to analyze, describe, and answer the research question posed at the beginning of this proposal. The purpose of this research process was to contextualize and validate the oral production in third graders at Normal Superior school located in Villavicencio, Meta Colombia, through some categories that were selected according to the statement of the problem.

This proposal was designed bearing in mind classroom projects developed in the classrooms at Normal Superior School by the teachers' staff and teachers' professional development. For this research, all the pedagogical interventions were made through the Picture Word Inductive Model (PWIM) that supported all the steps and allowed the researcher, students, and teachers other kinds of strategies to foster oral production in the EFL language.

Data collection instruments were chosen to gather essential information as field notes according to pedagogical interventions and teachers' interviews to develop this proposal. In consonance with the information, the researcher analyzed them bearing in mind the theory and provided results to prove the social and cognitive impact this implementation had under consideration of the Learning and Teaching English process through proper use of a pedagogical approach in EFL.

Context of the Research Problem

The first chapter aims to describe the research problem, the question that guided it, the principal and specific objectives to be accomplished, the reasons why this research project was carried out, the background to the research, the variables, the population, the pedagogical context, including the institution where it was developed this methodological approach and to confront the theories and authors that supported this research project.

This research was conducted at Escuela Normal Superior, a public school in Villavicencio, Meta Colombia “La Florida” neighbourhood at the centre of that municipality. The institution aims to educate students to become elementary school teachers; It manages ethical and pedagogical values that lead its students to integral education in all aspects of their lives; it takes constructivism as a paradigm to generate ideas, thoughts, and experience while the knowledge is built; Thus, meaningful learning emerges in its daily practices.

Currently, the Normal Superior school is an institution that works under classroom projects as a pedagogic framework, aiming to generate critical discussions according to daily politics or situations due to a possible effect on the community's coexistence. Furthermore, for the institution, these projects pretend to foster students to work on actions that help them increase their knowledge and critical-thinking skills in the education field.

The problem that was detected for guiding this research study had two single variables: the first was the lower English proficiency of the third graders’ students, where their participation and oral interactions were reduced compared to other subjects they were studying simultaneously. The second was the lack of developing different methodologies into the classroom for learning English lessons according to the syllabus and classroom projects they were implementing.

In line with the strategies and methodologies, most of the pedagogical mediations in the classrooms showed that most learners could not connect the meaning to the content that implied them learning isolated words without establishing connections. For that reason, it was relevant to promote good connections relationships between students and their knowledge about the foreign language; most of them presented a lack of participation and could not discuss their answers,

seemed ashamed and shy, and demonstrated their inability to answer to indicate a simple “no” with their words and heads.

As noted above, the main goal of this research process was to foster oral production in English through Picture Word Inductive Model PWIM as an instructional approach used to teach foreign or second languages using vocabulary. Calhoun (1999) states the PWIM as an approach that integrates the language arts approach to teaching beginning reading and writing, including the component skills of phonetic analysis, structural analysis, spelling, and mechanics.

Calhoun (1999) argues that this inductive model could help teachers provide a better curricular and instructional balance by focusing on composing and comprehending nonfiction prose. This strategy was widely employed in schools, where the subject matter was used to provide second language learners with greater possibilities for processing and to negotiate the target language through vocabulary at least some of the time.

According to this, students who work with labels and a determinate vocabulary group have advantages from an extensive field of repeated chances to process language for comprehension and develop their metalinguistic awareness. To enrich input-driven instructional techniques, teachers also need to guarantee that their students’ opportunities to use the second language continue developing in quality and quantity.

In conclusion, Byrne (1986) focuses on teaching oral production, asserting fluency as the capacity to express understandably, precisely, and without undue unwillingness. Thus, students must move from mere imitations of models or answer prompts to the point where they can use the language to express their ideas. Byrne (1986) also proposed two levels of training: practice in the operation of the fixed elements of the language, the use of grammatical forms and

vocabulary, and training in the expression of personal meaning. Considering Byrne's hypothesis, the teacher needs to use vocabulary provided by Picture Word Inductive Model as a pedagogical approach that allows thought-provoking and developing verbal ability without spinning to the written language.

Research Question and Objectives

Research question

How does PWIM as a methodological approach contribute to fostering EFL oral production in third graders at Normal Superior School?

General Research Objective:

To foster EFL oral production by implementing Picture Word Inductive Model as a methodological approach with third graders at Normal Superior school.

Specific Research Objectives:

To apply the Picture Word Inductive Model PWIM methodology to foster EFL oral production in third graders at Normal Superior school.

To analyze the implementation of PWIM methodology for fostering oral production in third graders at Normal Superior school.

To validate Picture Word Inductive Model PWIM as a methodological approach to foster oral production in third graders at Normal Superior school.

Rationale for the Study

Rationale for the Research Problem

Many university proposals of oral problems in the English teaching and learning process have been written in some institutions, most of them have developed approaches to enhance their speaking skills in their English studies. This concern was aimed at the Normal Superior school due to precarious teaching management in the primary section; despite obstacles to teaching English as the time of exposure dedicated to the English class; the lack of English teachers and the number of students in each classroom has permitted to think and analyze the teaching and learning process for the third-grade students.

Furthermore, some public schools and their teachers, for example, who work at Escuela Normal Superior in the elementary section, do not realize the importance of fostering students' oral production in English because they have limited knowledge to take English classes doing workshops, copying dialogues, or solving exercises from books and other printable worksheets. Bear in mind; it was essential to work with a pedagogical approach Picture Word Inductive Model PWIM through the Classroom projects for determining if it is possible to work around English skills, especially speaking, to promote oral production and a communicative stage.

In contrast, the panorama of private schools refers to the development of an entire curriculum where English is taught in different subjects and perspectives. English classes are offered to students as an art class, recognizing the body as the previous instrument to produce artistic manifestations; likewise, math, science, social studies, even literature is taking part in the multidisciplinary subjects to teach English. In that sense, the English class is conceived as dynamic, flexible, and infinite.

Beyond official documents and achievements established by Colombian education, English class should contribute to language learning in all aspects. “Estándares Básicos de competencias en Lengua Extranjera: Inglés y Lineamientos curriculares” and basic rights of learning according to the Ministry of Education in Colombia determine how institutions must access this English language field. Pedagogical and didactic methodologic should make considerable contributions to classroom management of preceding studies to teach and learn a foreign language. Teachers should realize the chance to learn with their students while teaching in the classroom, forgetting any fear of making mistakes.

Consequently, the present study was pertinent for this research process and the Normal Superior School insofar as the institution could discern a possibility to implement and include it as the methodological proposal in the classroom project. On this proposal process, the researcher worked directly with a course of third graders. In this regard, the project was relevant because of the concerning use, which involved a community boosting the desire to learn English and was beyond learning something new; it was evident that there was the initiative to speak and participate in English.

The present study attempted to generate a methodological proposal in which different topics of each classroom project were an excuse to involve students in English learning construction through problematizing questions that students at the end of each process must answer or give some conclusions. The classroom project aimed to produce new knowledge and involve the students in the critical and reflexive thinking related to the knowledge they were problematizing with their classmates and teacher.

In every step of this classroom project implementation, students could express their concerns, opinions, ideas, and arguments orally by using different didactic strategies: flashcards,

handicrafts, posters, outlines, or simply, the board. Using the PWIM approach as a pedagogical proposal to develop English is relevant by using vocabularies and content as meaning. Thus, students must connect all language aspects: grammar, spelling, pronunciation, listening, writing, reading, or speaking, considering these as emerging aspects because neither is explicitly taught.

The adoption of new strategies for teaching can contribute to increasing the number of English speakers at Normal Superior school. In addition to that, it is valuable to highlight that the present study adopts a commitment to enhancing students' oral attempts to demonstrate at public schools that it is possible to teach and learn English by giving a chance to students to practice and increase their English knowledge. Besides, the present study demonstrates that oral production is a process that follows stages, which encourages public institutions to adopt pedagogical and didactic methodologic to push students to learn how to speak.

Rationale for the Methodologies to Address the Problem

This study established English foreign language learning as a global mental interaction developed by students due to the English teacher's resources, materials, and didactic use. Thus, it is possible to make connections between the vocabularies and the strategies for teaching, for that reason, the dynamics that most of the teachers develop in the classrooms are framed by the theory of input and output, which allow us to create communicative resources able to involve students in at least communicative patterns.

According to Byrne (1986), Oral communication is a two-way process between speaker and listener (or listeners), including the valuable skill of speaking and the diplomatic skill of understanding both speaker and listener have a positive function to perform: the speaker has to encode the inappropriate message.” (p. 8)

In that sense, the speaker uses the language and interacts by using prosodic characteristics, such as stress and intonation, which correspond with verbal statements and form part of its denotation and facial and body movements. In contrast to written language, speech is characterized by half-finished and sometimes inaccurate sentences with recurrent false jumps and recurrences.

Likewise, the author states that poor understanding often generates nervousness, which may cause further obstacles to speaking, especially when students must present their ideas, concerns, or comment in front of their classmates. That is why students need regular and frequent training through a listening comprehension program, which may expose them in the classroom to suitably varied models of natural speech forms in the earliest stages of the language course.

Pedagogical Mediation (virtuality)

Students from third grade at Normal Superior School stayed at home during the academic year 2021 due to their parents informed the principal and coordinators' staff that they disagreed with the rules for getting a hybrid process that the directors were proposing for coming back to school. The virtuality was carried out through the google meet domain, where students and teachers met for all the afternoons every week with some technical problems, but at the end of each session, they could accomplish the purpose of each encounter.

Picture World Indictive Model has been developed in the face-to-face teaching and learning process as a methodological approach. However, considering the pandemic situation, it was appropriate to put into practice some elements of ICT that helped a lot in the educational process. In that regard, PWIM's methodology was implemented successfully with the population for this research process.

The impact and innovation of this research process were essential to choose the population that corresponded to young learners, who were third-grade students from 8 to 10 years old. Second, it was possible to carry out a methodological approach that was called Picture Word Inductive Model PWIM with public students; in addition, this methodology supported the learning and teaching process that Normal Superior school was working through an environmental classroom project that was included in the research process as a pedagogical framework to guide the interventions.

The scope and Limitations

This study aimed to describe how (PWIM) Picture Word Inductive Model allows third graders to foster oral production at Normal Superior school working through the classroom projects, which is considered as an approach that takes students' interests, needs, strengths, and lacks according to social interactions and explorations through collaborative and cooperative works into the educative environments. Each classroom project has some research questions that promote other questions and reflections, contemplating several situations in their social, cultural, and familiar scenarios. Working with classroom projects at the school, teachers assume there are essential knowledge and teachers' assumptions as human beings concerning getting knowledge, allowing to feed mental curiosity, putting into practice all the knowledge, contexts, interests, and social needs to transform innovated pedagogical mediations.

This study was based on third graders because they were in a specific stage applying different strategies and resources that the researcher considered necessary into the research process. Besides, this research project could not examine all English skills, but it took just one of the skills, *speaking*, because the researcher pretended to identify some relevant factors when students wanted to express their ideas, opinions, and concerns in spoken English. The main

category was *Oral production*; some sub-categories were *formulaic speech*, in which imitation, repetition, and reproduction were observed. Another sub-category was *learning behaviour*, where participation and engagement were considered to answer the research problem question and objectives.

Contents

The English syllabus from third-grade students at Normal Superior School did not correspond to the topics and sub-topics students and teachers framed for this implementation. However, there was the opportunity to orient the methodologies and strategies under the Picture Word Inductive Model approach in the research process. The appropriate content was analyzed to establish the procedures based on students' needs, likes, and dislikes to choose the topic for their classroom project.

Time

This research project was implemented in the second semester of 2021, but it was necessary to evaluate the pandemic situation and all the families' issues because students did not come back to the school; they preferred to have virtual classes. The teacher-researcher had to go to the school to work and get the encounters by google meet. During the implementation, some events and activities put off the PWIM's lessons for another time, but in the end, it was possible to get them successfully.

Introduction to the Literature Review

This section displayed some dissertations about Picture Word Inductive Model as a pedagogical and methodological approach in cultural and pedagogical contexts worldwide, contrary to popular belief. For that reason, it was essential to develop this step to support the research process carried out with some participants in other academic contexts and establish a parallel with the third graders at Normal Superior School.

State of the Art

The picture word inductive model: an effective model for vocabulary instruction

The first study by Macdonald (2010) named *The picture word inductive model: an effective model for vocabulary instruction* was carried out in the University of British Columbia in the United States of America in 2010. The research process aimed to use this pedagogical approach to teach English making about vocabulary instruction. The students could generate a relevant, theme-related word bank through observation, connections to their own experiences with the subject, and words they wanted to know more. The relationship between the students and the vocabulary was a critical point to consider as they were often more engaged in the activities working with the theme-related words than they were with their daily, generic sight words.

Students looked for and were able to recognize their words within the word bank even if it was a more challenging word, and they also seemed to recognize their friends' words quickly. In choosing the word that they wanted to add to the word bank, it was remarkable to see the diversity of words produced by the students. Some loved to find French words they did not know, and others took the safe route with a well-recognized word. The important thing about working with the PWIM was that all of these words could be incorporated into the theme-related

word bank, and all students' contributions were relevant and meaningful to the activities somehow.

Picture Word Inductive Model for better Descriptive Text Writing

Ermita, Emzir, & Lustyantje (2019) conducted a study to determine using the Picture Word Inductive Model for teaching descriptive text with second-semester students at the University of Jambi in Indonesia to enhance the students' writing skills. This study employed an action research method; three cycles were done, and data were gathered from observations and tests. The students appreciated their lessons more and were more motivated, interested, and confident during the teaching-learning sessions.

Based on the research results, it could be concluded that the use of the Picture Word Inductive Model regarding students' skills was described in three aspects. The aspects were: the structure, language feature, and diction. The most significant improvement was in the aspect of the structure. Using a picture applied in writing made the students interested in the media. They had high motivation to join the teaching and learning process, and they had the good spirit of learning English while the PWIM is applied in writing class. The students paid attention more when the researcher used and showed the pictures. They felt comfortable and they did not look bored. It was easier for the students to write the descriptions on the paper because they still remembered what they saw while the teacher showed the pictures. It proved that using the picture as the media in the teaching and learning process improved the students' writing skills.

The Picture Word Inductive Model and English Vocabulary Acquisition – A Study in a Swedish Primary School

Li (2011) carried out a research project named *The Picture Word Inductive Model and English Vocabulary Acquisition – A Study in a Swedish Primary School*. It was aimed to assess the efficacy of the Picture Word Inductive Model (PWIM) in acquiring new-found vocabulary for Swedish grade-4 pupils of a primary school in southern Sweden. In this study, two characteristics of vocabulary acquisition were concerned: recognizing vocabulary forms (spelling and pronunciation) and a general interpretation of word meaning in the short term. The pupils were separated into two groups and the methods were tests, questionnaires, and the data were analyzed qualitatively and quantitatively. According to Li (2011):

After teaching PWIM's lessons for one group and using the wordlist for the other relative level group, the results show that the group taught by the PWIM gained relatively higher test scores performed more actively and found the lesson more enjoyable in the classroom. The PWIM taught the new English vocabulary of SLA (Second Language Acquisition). Although this efficacy was, in her opinion, not apparent, larger model size and longer length of the sequences for the teaching of the PWIM could increase precision and would probably get different results for the efficacy of the PWIM in further studies (p. 2)

According to Li (2011), this research process demonstrated that the PWIM had efficacy in encouraging children's purchasing of new English vocabulary as SLA learners compared with the method of teaching with the wordlist, while this efficacy was not prominent for the reasons mentioned above. Therefore, further research could incorporate a study of broader research questions such as the efficiency of the PWIM to the reading knowledge or sentence production apart from simple English vocabulary acquisition for the ESL learners. Additionally, a more

significant time for implementing the PWIM cycle could be considered. Finally, a larger sample size and longer length of the cycles for the teaching of the PWIM could increase precision and provide more substantial help for the effectiveness of PWIM's vocabulary acquisition for young SLA learners in Sweden.

The use of Picture Word Inductive Model (PWIM) Strategy to Improve Students' Writing Skill of Recount Text

Andriani (2015) named her research project as “*The use of Picture Word Inductive Model (PWIM) strategy to improve students' writing skill of recount text,*” which aimed to find out how PWIM strategy was implemented in improving students' writing skills of recount text. In order to reach the objective, classroom action research was conceived and conducted in this study. The members of this research were 30 students of High School 2 Semarang in the 2014/2015 class VIII B of State Junior Tests, observation sheets, and a questionnaire was used to collect the data. This research showed an improvement in the students' writing recount text tests. After teaching and learning using the PWIM strategy, the observation showed that the students became more attentive, active, happier, and attracted to joining the classroom than before they got the treatment. Based on the overall results of the analysis, it can be determined that the use of the PWIM strategy in teaching writing recount text contributes to the improvement of the students' writing skill of recount text in terms of learning behaviour and mastery.

Theoretical Framework

Stages determined the speech for third graders and their possible evolution along with the classroom project implementation. Some theories from this research process supported this section gathered to validate assumptions. Each theory was considered exhaustively to satisfy the language requirements essential for the population observed. That is why oral production was

established as an analysis unit, delimiting its research scope in the sub-categories that framed the present study pragmatically.

Byrne (1986). Regarding the pragmatic perspective, language is conceived as communication, which implies a global construction of the meaning using language in context. Thus, in the first place, an ancient reference is taken that describes English communication as a dynamic process characterized by the initial resources used in the preliminary communication made by learners in the beginner stages. This reference has been found appropriate for this study as its conceptions will be evidence-of the classroom interaction with the population.

English as Foreign Language

Oral Communication.

The present study established the English learning process as a global and mental interaction where students develop resources and materials. Thus, connecting content (meaning) and the students' strategies are possible. Consequently, the dynamics implemented in the classroom were framed by the theory of Input and output, that let the need to create communicative resources that may involve students in at least communicative patterns.

In that sense, the authors Byrne (1986) point to oral communication as a two-way process between a speaker and a listener (or listeners), including the productive skill of speaking and the receptive skill of understanding both speaker and listener, has a positive function to perform: the speaker must encode the message to be conveyed in appropriate language. Additionally, the speaker interacts using prosodic features, such as stress and intonation, which accompany spoken sentences and form part of its meaning and facial and body movements. In contrast to written language, speech is characterized by incomplete and sometimes ungrammatical sentences and frequent false starts and repetitions.

Moreover, the author states that poor understanding often generates nervousness, inhibiting speaking ability. That is why students need regular and frequent training through a listening comprehension program that displays them in the classroom to appropriately varied models of natural speech forms in the earliest stages of the language course. Concisely, they must learn how to listen, and simultaneously, they must learn how to speak. From Byrne's point of view, this position is strongly related to the oral process lived in the present study due to the students who have started making false attempts to participate in the classes; they demonstrate their fear in the talk time and express their insecurities and lacks when they try to perform. Nevertheless, the time exposure and the activities made in class contribute to their oral production. In class, they may spend significant time repeating, memorizing, and replaying to push students to practice pronunciation and put vocabulary into practice in an actual context.

Oral Production.

Oral production was selected as the analysis unit in the present proposal; in this regard, it is crucial to find a theory posture that may demonstrate why oral production may contribute to students in the English learning field. Byrne (1986) focused his attention on teaching productive speaking skills, stating fluency as expressing intelligibly, accurately, and without undue hesitation. Thus, students have to move from mere imitations of models or respond to cues to use the language to express their ideas. He also proposed two levels of training: practice manipulating the fixed language elements (the use of grammatical patterns and lexical items) and practice the expression of personal meaning. Considering the Byrne hypothesis, the teacher needs to use dialogues and audio-visual aids to offer all levels an intense way of promoting and developing verbal ability without turning on the written language.

On the other hand, Bruner (2007) conceives oral production as a result of the use of a format of interaction created by the adult, in this case, the teacher. The interaction format is a pragmatic mechanism representing a reciprocal negotiation between speakers. This interaction should be evident at least in three elements: intention, regulation, and presupposition. Bruner (2007) argues that the language acquisition 'begins' before the child utters his first lexicon-grammatical speech; it begins when mother and infant create a predictable format of interaction than serving a microcosm for communicating. In that regard, input management is compiled by an adult. As a result of adult input, the child begins to manage grammar, referring, meaning, and realizing his communicative intentions. However, the child cannot achieve these prodigies of language acquisition without adult help.

For Wyse & Jones (2008), the language-learning capacities are related to Noam Chomsky's Language Acquisition Device (LAD). In that regard, the infant's Language Acquisition Device should function with the adult support, who establishes a connection through transactional format. The format, initially, is under the control of an adult providing a Language Acquisition Support System (LASS). It structures the input offered by the adult in terms of making possible the child's Language Acquisition Device. Thus, the interaction between LAD and LASS enables the infant entrance toward the linguistic community.

Oral Production in English as a Foreign Language.

When speaking about the language, we must understand it to understand what we are doing in the world. In the learning language process, communication must be the purpose, so it is necessary to consider the appropriate use of the language as the right way to interact with other members of society. The correct use of some elements of the language is considered an essential element in the communicative process; therefore, it is essential to consider that people are

communicating all time, with their families, in their schools, their jobs, and different activities that each one of them usually does in their daily routines. As defined by Worth (2004), communication is a vital part of our daily routines. We meet in class, listen to teachers, read books and journals; we converse with friends, watch television, and use the internet.

Furthermore, communicative competence demands properly handling the language and at the same time contextualizing it in a specific community. Consequently, oral production could be relevant as reading and writing skills because there must be a grammatical competence, but linguistic competence must be demonstrated to learn a language and communicate with others. Furthermore, the CEFR shows the acts of communication with one or more speakers as the backbone of the language. Consequently, speakers ought to carry out communicative tasks to improve this process, practising strategies to create successful communication. Oral skill is perhaps an essential skill that each student must develop because it is an instrument that helps each person create assertive communication in different contexts. Likewise, students interested in developing their oral production skills have the opportunity to improve their interaction with the world, creating an environment in which they will be able to express their ideas and thoughts. Considering; it is essential to have a clear definition of oral skill, it is better said by Herrera and González (2017), oral skill is the capacity of expressing oneself verbally for communicating, based on the linguistic rules of a language. In this research, oral skill is divided into four crucial aspects: fluency and coherence; lexical resources; grammatical range and accuracy; and pronunciation. Those aspects are defined by the Institutional English Language Testing System IELTS (2007) as follows:

Fluency and Coherence.

The key indicators of fluency generally are speech rate and speech continuity. This aspect alludes to speaking with a level of continuity to be coherent and connect speech, which essentially is quite significant. Also, this aspect refers to getting clear ideas in a discussion and coherence at the moment of argument. This research process must be evident when the speakers interact with other people, improving their oral English skills.

Lexical Resource.

This aspect refers to the range of vocabulary one speaker could use to express ideas, attitudes, and opinions, contrary to popular belief. The leading indicators are the variety of words used, which a person can mainly communicate in a big way. For that reason, the vocabulary to study through Picture Word Inductive Model will be a significant experience to register some findings.

Grammatical Range and Accuracy.

According to the research process, this criterion refers to the correct and appropriate grammar and vocabulary. The principal indicators of the grammatical range are the difficulty of the spoken sentences, the correct use of subordinate clauses and sentence structures when the speakers are intervening. For that reason, the Picture Word Inductive Model approach pretends to foster this criterion into the spoken intervention.

Pronunciation.

Due to the potential to produce coherent and understandable speech, this is one of the most exciting parts of the Picture Word Inductive Model to stimulate oral production. The key indicators are focused on the amount of effort to produce caused to the listener and the

unintelligible speech produced by the participant. This criterion can be evident when the speakers interact, labelling different vocabularies in the lesson.

Teacher's Role in the Oral Production

The teacher's role in oral production essentially is a vital part of each student's learning process really due to the oral sort of skill as tricky as listening, writing, and reading, which is contrary to popular belief. Therefore, it is explicitly too difficult for students to acquire this relatively skill independently in a subtle way particularly. So, the most important thing to, for the most part, know is how teachers may help students develop oral production in English as a foreign language.

Firstly, the teacher must focus not only on the different aspects of oral production (fluency and coherence; lexical resources; grammatical range and accuracy; and pronunciation) but also on all the needs and requirements that students must communicate in different environments and situations. The teacher must have an essential role in the social and affective aspects of the student to understand how his/her learning process is.

Secondly, teachers must be active in class to motivate their students' participation in several topics. Also, teachers must design activities in which students interact with the rest of the class to stimulate them to express their desires and needs orally. Teachers can provide instruments to their students to help students' oral production. Goh, Goh, and Burns (2012) explained that the teacher's role is to structure students' learning experiences to support their speaking development, in and outside the classroom. Teachers can do that by designing interesting and appropriate instruments.

Steps for the Teachers to Make Oral Production Easier

Teachers must be aware that the development of oral production is a process that needs to be handled correctly. According to Jorda (2002), there are some steps to make speaking easier; those steps are: teachers must avoid forcing students to talk and begin to speak when they are ready. After students are prepared to speak, it is essential to give them the chance to do it. Allow pupils time to think about what they want to say; speaking in front of people is too challenging; teachers must take risks with speaking exercises. If teachers focus on speaking activities, students can have more opportunities to produce their ideas and give their opinions orally; do not push students to have perfect pronunciation and near-native grammar. Leave those activities for other moments; after pre-communicative exercises, learners focus on fundamental communication tasks, not excuses for language practice. Prepare fundamental communication tasks for students and avoid doing activities to practice the language; expect students to succeed. Sometimes teachers' expectations influence students positively or negatively; Listen to students carefully; teachers should focus on different aspects of students when they are speaking, such as their emotions and attitudes. Teachers should avoid being focused only on the correct use of grammar and the proper use of the language.

Student's Role in the Oral Production

As teachers, students' role in oral production is essential to create an environment where they have several motivations to express themselves in a communicative situation. Each student must improve their oral production taking advantage of the different materials given by the teacher. The student should be responsible for their speaking development by identifying all the requirements of spoken language. Additionally, students must find strategies to improve their mistakes to help and facilitate their speech in front of their classmates. Interaction is significant

in this part of the process, given that oral production is developed easier when people interact with others, creating and participating in conversations, debates, and communicative situations. Goh, Goh, and Burns (2012) mentioned that speech production is an individual endeavour; every learner's second language speaking development can be facilitated by working collaboratively with his or her peers.

All this process must be guided by the teacher, the principal help for students. Through the different strategies used by the teacher, students will be induced to help in the learning process of others. As commented by the authors, teachers should, therefore, encourage learners to support one another's speaking development, not just as communication partners in a speaking task but also as learning partners who share their learning plans and goals. So, each student will be encouraged to speak in a foreign language participating and interacting orally with all the class. Given this, students will share their purposes by explaining why these targets are essential for them.

Communicative Competence

Alongside oral production, it is essential to outline the relevance of communicative competence in the learning process of a language. There have been several definitions of communicative competence; its introduction to the linguistic world is generally associated with Noam Chomsky. Nowadays, communicative competence is described by Bagarić and Djigunović (2007) as “the ability to function in a genuinely communicative setting – that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors.” (p. 96)

Communicative competence represents a determinant factor at the moment of strengthening oral production, as the essence of both oral production and communicative

competence is more interpersonal rather than intrapersonal, which means that both work together to improve students' ability to interact among them.

Communication Strategies

Communication strategies are essential to strengthen oral production in foreign language learners. The primary purpose of learning a foreign language is to be able to use it in an effective way to communicate with others; thus, communication becomes the core of learning a foreign language. For this reason, to improve oral production, using communication strategies is a must for both learners and teachers. The importance of communication strategies is that they help learners overcome gaps (these gaps can be a word, a structure, an idiom) when connecting ideas in a foreign language. Furthermore, according to Ya-Ni (2007), when a second language learner and a speaker of the target language do not share linguistic structures or sociolinguistic conventions, communication tactics are crucial in negotiating to mean.

Oral Production Following the Common European Framework of Reference (CEFR)

The CEFR (Common European Framework of Reference for Languages) is a global standard for describing language abilities. It uses a six-point scale to describe the linguistic skill, with A1 being the most basic and C2 being the most advanced. It allows anyone involved in language instruction and assessment, such as teachers and learners, to quickly assess the level of various credentials. Employers and educational institutions would readily compare our qualifications to those obtained through other tests in their country.

The CEFR, published by the Council of Europe (2001), provides a justification concerning the domain that a person must have of a foreign language to be able to communicate and at the same time act in an effective way using the L2. Likewise, it delimits every person's general skills to communicate ideas in a foreign language. In the same way, it defines the

standard levels of the domain of the L2 based on the different aspects, including comprehension, expression, interaction, and mediation. The levels mentioned include a global scale in which the capacities are defined according to the individual performances.

The Common European Framework of Reference for Languages provides different ways for students to know what they must develop to create assertive communication according to their needs. It provides teachers with instruments that help contemplate if the teaching practice is appropriate for their needs. Moreover, it gives information about the context; this is vital in the learning process because it is imperative to have details of how the language is taken in a determined background. Additionally, it gives several tools to the different members responsible for the education, such as teachers, course designers, etc.

According to the CEFR, the A1 level is the lowest level of the generative use of the language, in other words, the point in which beginners start interacting only, answering questions about themselves, about the place where they live and describing people around them. Moreover, it indicates some domains in which students are involved according to their respective contexts; in this case, they would be implicated in the public domain. According to the Council of Europe (2001), public domain refers to everything connected to ordinary social interaction (business and administrative bodies, public services, cultural and leisure activities of a public nature, relations with the media, etc.).

The CEFR presents subdivisions concerning the communicative skills that a person must develop in level A1. This domain also considers the familiar and social interaction of students. Thus, it is relevant to this project to consider the features of spoken interactions framed in the A1 level. The following chart shows features related to the oral production that each student must develop in level A1:

The English level A1 is the first category according to the CEFR where the speakers can interact simply, but communication is dependent on repetition at a slower rate of speech, rephrasing and repair. On this level, speakers can ask and answer short questions and initiate and respond to simple remarks in areas of immediate need or on highly familiar themes, all while keeping the social and communication context in mind.

Fostering students to communicate and voice their thoughts is one of the most significant aspects of our project. Each interaction will help students enhance their oral production. Thus, promoting interaction and productive activities is essential in understanding a determinate topic. The Council of Europe (2001) proposed that productive activities are essential in many academic and professional fields (oral presentations, written studies, and reports). With this reference, it can be evidenced that a student in the A1 level must develop orally; these characteristics are the first steps that help students have an effective communicative interaction in his/her context.

Thriving communication process, it is essential to take into consideration that two or more people participate in a determinate interaction exchanging different knowledge and ideas in which all of them speak and listen to each other mutually by interpreting messages and at the same time elaborating possible answers as mentioned by the Council of Europe (2001). Learning to interact entails more than just memorizing, receiving, and generating words. The listener usually anticipates the rest of the speaker's message and plans a response.

Activities and Oral Strategies in the A1 Level.

According to CEFR, at the A1 level, the speaker can produce different expressions orally, perceived by one or more listeners. Considering the oral skill, the speaker must express ideas with simple phrases about people and places; also, the speaker must describe himself or herself,

speak about his/her profession, his/her location and read a short lecture. Besides, the speaker will ask questions about his/her personal life.

Some of the Activities which the Common European Framework of Reference for Languages CEFR Proposes are:

To give information about entertainment and acting a role to produce speeches in public meetings, sports comments, or sermons. It is crucial to determine in what area or range of oral production activities the learner will be required to engage in because the language user takes each act of communication according to his/her needs. According to the Council of Europe et al. (2001), the primary intention is to exchange information about likes and dislikes, family, friends and compare different opinions with others. Consequently, each of them will be engaged in a communicative situation as producers and receivers producing simple phrases about people and places.

Sociolinguistic Competence.

Student's role in CEFR. It is essential to consider that oral skill depends on the social context in which each person is involved. According to the CEFR, sociolinguistic competence affects the language communications between representatives of different cultures, so it is essential to consider several strategies to involve classes and social groups in a communicative situation. Students must demonstrate an attitude in which each of them takes place in different communicative events; based on the CEFR; students must put their competencies into action using the necessary strategies to satisfy their communication needs.

Basic Learning Rights of English transition to fifth grade.

Basic Learning Rights (BLRs) are critical tools for ensuring equity and quality education for all Colombian children in English language learning. These rights are to the abilities and

knowledge students in Colombia's educational system must learn in English classes at the intermediate and primary levels.

The Basic Learning Rights ostensibly highlight the gradual development of English language skills from kindergarten to fifth grade; present examples illustrating and explaining language skills in terms of communicative outcomes that children may attain in a specific school grade. BLRs are a great way to supplement the design and updating of curricular ideas since they cover certain critical elements for building English communicative competence. At the same time, these examples assist the school community in developing a better understanding of the BLRs; they can be used for lesson planning because the proposed activities should ideally involve several BLRs; they are not a class activity or a lesson; and even though the BLRs are numbered, they are not arranged in any specific order. BLR 3 does not have to come after BLR 2 to be effective.

They do not intend to replace the existing curriculum, which is defined as "the set of criteria, study plans, programs, methodologies, and processes that contribute to a holistic education as well as the construction of national, regional, and local identity, including human, academic, and physical resources necessary to put in place policies and carry out the Institutional Educational Project (Proyecto Educativo)" from a broader and more complex perspective.

In order to improve the country's educational quality, the National Ministry of Education or Ministerio de Educación MEN (2016) has highlighted a need for instruments that reinforce school practices in public educational institutions, resulting in holistic learning in various fields of study. The English Basic Learning Rights, which specify key abilities and information that all children in grades transition through 11 must learn, were created to guide and benchmark these educational practices. Their significance stems from the fact that they propose essential elements

for the construction of knowledge throughout each school year, with the goal of students finishing 11th grade achieving the pre-intermediate English proficiency level (B1), which is the Basic Learning Standards' target objective.

The BLRs are tools that the National Ministry of Education (MEN) makes available to all educators; for Local Education Authorities, they serve as a guide to promoting curricular initiatives that can be improved to the needs of their institutions; for Educational Institutions, they leader them in the strategy of their program of studies according to rating and language expertise level in order to accomplish expected learning results; for teachers and coordinators, they assist as a reference for curriculum design and classroom practices; for families, they support them identify and understand learning outcomes that have or have not been achieved by their children in their educational process to strengthen learning at home, as well as encourage more connexion in school's decisions; for students, they offer information on what they should learn through the school year to guide their study process and help them prepare for national exams and higher education entrance exams; for the National Ministry of Education, foundations and other educational entities provide appropriate strategies to guarantee communicative competence in English that students are expected to acquire during their studies in the Colombian educational system.

Basic Learning Rights of English third grade.

The MEN (2016) has stipulated for all the public and private schools in Colombia some Basic Learning Rights that have been gotten into account to analyze the data collection with the previous background that students from third grade must accomplish; Understands and describes some details in short, simple texts related to familiar topics, based on images, and known phrases; answers simple questions about short descriptive texts, in written or oral form, related to

familiar and classroom topics; exchanges ideas and simple opinions with classmates and teachers, following models or using images; describes things, places, people, and communities, in oral or written form, using simple phrases. He/she can speak or write about his/her neighbourhood.

Conceptual Framework

Formulaic Speech

Formulaic speech is the basis for subsequent creative speech: when learners realize that sentences help them communicate, they connect with other sentences in various bound rule ways. Ellis (1995) proposed that formulaic speech consists of expressions learned as constructions and employed on occasions. He suggests a formulaic speech where learners learn and memorize greetings sequences because they are fixed and predictable. The author proposes a language ritualization where routines help learners acquire, leading the learner toward a learning path. Moreover, Ellis (1995) points out that formulaic speech must be used in previous levels because grammar is necessary to understand the correct language use at high levels.

Considering Ellis's contributions to this proposal was essential because students will be highlighted by their response to the routines and class ritualization; implementing the routines and repetitive behaviours generate their mental disposition in the English class. It is always an expected opportunity to practice English in the class; students repeat and memorize short sentences to answer simple questions related to the concerns seen in the class. At the same time, some students attempt to mix some English structures to reach fluent speaking. Moreover, they seem to be awake from their interruptions due to the lack of vocabulary. Additionally, in terms of grammar structures, students may verbalize their ideas without being concerned about the grammar rules.

Learning Behavior

The behavioural learning theory is crucial in understanding how to encourage and assist pupils in the classroom. Teachers teach pupils how to react and respond to various stimuli using behaviourism. In behavioural learning, students are passive participants; teachers provide them with information as part of a stimulus-response system. As a result of a response to the appropriate stimulus, information is transferred from teachers to students. It should be done frequently to remind pupils of the behaviour that a teacher is looking at.

The behavioural learning theory emphasizes the importance of positive reinforcement. Students will rapidly abandon their responses if they do not appear to be functioning without positive reinforcement. If students are meant to earn a sticker every time they obtain an A on a test, but teachers stop offering that positive reinforcement, fewer kids will get A's on their examinations because the behaviour is no longer associated with a reward.

The behavioural learning theory and repetition and positive reward go hand in hand. Teachers frequently struggle to strike the correct balance between repeating the circumstance and providing positive reinforcement to demonstrate to pupils why they should keep doing what they are doing.

The significance of motivation in behavioural learning cannot be overstated. Students might be motivated by both positive and negative reinforcement. For example, a student who gets praise for a high-test score is significantly more likely than a student who does not receive praise for a good test score to memorize the answers well. Negative reinforcement occurs when a student receives no praise—their brain tells them that even if they had a good mark, it did not matter; therefore, the test information becomes unimportant. Students who receive positive reinforcement, on the other hand, see a direct link between continued excellence and their

response to a suitable stimulus. A learning behaviour can be regarded as conduct required to learn effectively in a classroom setting (Ellis and Todd, 2018).

Engagement.

When kids come to class excited to learn, participate in learning, and have a positive attitude, they are engaged. Student engagement can be divided into behavioural, where students are well-behaved and do not misbehave. They bring everything they need to class, pay attention in class, follow directions, and participate in class discussions; emotional where students feel like they belong to the school community and are excited to be there! They grin when they meet you, interact well with their peers, and appear alert during your sessions; cognitive: students are motivated to study and think thoroughly about the subject matter and are described as intellectually engaged. They ask probing inquiries and frequently go above and beyond to finish assignments.

There are two essential characteristics of student engagement. The first is how much time and effort students devote to their studies and other educationally beneficial activities. In other words, engagement is a state of mind that combines a high level of effort, attention, and engagement with feelings of interest, enthusiasm, and enjoyment, as well as a lack of anxiety or wrath (Schuetz, 2008). The second aspect of student engagement is how the English class organizes its resources and curriculum, as well as other learning opportunities and support services, to encourage students to participate in activities that lead to positive experiences and outcomes, such as persistence, satisfaction, learning, and graduation (Harper & Quaye, 2009).

Today, the term 'engagement' is commonly used to describe constructs such as 'effort quality' and 'participation in productive learning activities' (Kuh, 2009), both within and outside

the classroom. All the activities and practices – from teacher interaction to experiential learning to student clubs and organizations – are mechanisms that foster involvement and, as a result, learning (Kezar & Eckel, 2002). Students actively involved in educationally meaningful activities inside and outside the classroom are more likely to graduate than their disengaged peers (Braxton et al., 2004).

Likewise, institutions dedicated to enhancing student performance, particularly among low-income and under-represented students, appear to find a way to do so (Tinto, 2005). Institutions can develop programming to boost student engagement and, as a result, increase the likelihood of students achieving their educational goals (Junco, Heiberger & Loken, 2011).

Picture Word Inductive Model (PWIM).

PWIM utilizes “pictures as a boost for dialect involvement activities in classrooms to educate youthful fledglings learning to examine and compose” (Joyce, Weil & Calhoun, 2009, p. 130). Calhoun (1999) proposed that PWIM be utilized to instruct a few aptitudes as a coordinate simultaneously, starting with the phonetic and auxiliary components of dialect, for illustration, the elocution, and the spelling of a word. Understudies utilizing PWIM see the thing, listen to the teacher’s elocution, and after that articulate the word to fortify word acknowledgement. PWIM also covers express instruction and acceptance and a quick evaluation of students’ needs and comprehension. The author proposed that an educator orchestrate individual action and small-group and large-group exercises with a PWIM. She moreover proposed that PWIM can be modified and connected to more seasoned tenderfoots.

PWIM has numerous compelling cases of applications in classrooms (Calhoun, 1999; Joyce & Showers, 2002; Joyce et al., 2009). Calhoun (1999) claims that its fruitful applications

are closely related to endorsed and nitty-gritty steps for usage, directions grouping joining cycling and reusing through the taking after ten steps:

Choose an image and have students name what they notice in it. Label the sections of the picture that have been identified. (Draw a line from the indicated object or region, state the word, write the word; have pupils spell and speak the word loudly.); read and review the picture-word chart aloud; ask students to read the words (using the lines on the chart if necessary) and classify the words into various groups. Identify common concepts to stress with the entire class (e.g., initial consonants, rhyming words); read and study the picture-word chart (say, spell, and repeat the word); if required, add words to the picture-word chart, and word banks Encourage children to come up with a title for the picture-word chart. Ask students to think about the information on the chart and what they want to say about it; ask students to generate a sentence, sentences, or a paragraph about the picture-word chart. Ask students to classify sentences; model putting the sentences into a good paragraph; read and review the sentences and paragraphs (p. 23).

PWIM grasps the improvement of visual recognition, which is imperative to children's proficiency securing (Astorga, 1999; Clay, 2001; Joyce, Calhoun & Hopkins, 2002). Understudies are appeared a picture and are inquired to recognize things within the picture or 'shake out' the words of the picture. The instructor composes each identified word on chart paper exterior the picture and draws a line from the word to the item within the picture, basically making a picture-word lexicon which the understudies can utilize to put through words with comparing pictures. The picture as a visual picture features a significant part in PWIM to create children's education. Joyce & Weil (2004) how pictures might serve as essential jolts for interfacing learners' life encounters to their dialect learning within the classroom. The

researchers claim that such an association contributes to creating modern thoughts and learning lexicon.

Wong (2009) illustrated that lexicon learning is also accomplished through associations through dual channels of talking and composing. She says, ‘Shaking out’ the words and spelling the words brings “awareness to the letters within the word and association between the talked words onto composed text” (p. 9). Perusing out, spelling out, and composing down these words on the picture-word lexicon is the primary step for children to know the phonetic and morphological shape of the words. After they became more commonplace with this mode of instruction, they began to type in expressions, brief sentences, and afterwards long ones, approximately the pictures freely or with the help of instructors and more competent peers. This composing handle includes the learning frame, meaning and utility of those words. Continuously, these vocabularies should be put away, as Calhoun (1999) recommends, in students’ long-term memory and inevitably become a portion of their earlier information, which can be utilized to memorize modern words.

Rationale of the Research Study on the Literature

It was necessary to find more dissertations, thesis, articles, and other documents describing this methodology to teach and learn English. These dissertations were taken into account because they implemented PWIM methodology in their proposals to foster students’ learning skills. This allowed the study to confront some theories, findings, and results to validate the research question and its objectives.

Introduction to the Research Design

This section describes the methodological design, including the research method and approach supporting this proposal. The research context was essential relating to the population and sampling procedures, the researcher's impact, and the ethical protocol applied with the participants. This chapter was defined the data collection techniques stating the instruments and their corresponding validation. At the end, it was necessary to evidence the pedagogical intervention and its application.

For carrying out this process, it was necessary to mention that the person who developed this research process was the director from 3-2 because he knew the population, their problems, needs and lacks in their educational context. During that academic year, the teacher worked with them on the sampling that intervened in the whole process.

According to this, the researcher applied the instruments to collect data and analyze the findings found. Two different instruments were designed and validated for this process before implementation. The first instrument was "The field notes," The researcher must register many details and observations about the pedagogical interventions. The second instrument was the interview designed for teachers' professional development and the rest of the teachers from the third grade, for knowing about their perceptions and thoughts according to this pedagogical approach implementation.

Methodological Design

Research method

Regarding the research paradigm, the present research is considered qualitative research since, in the words of Silverman (2016), qualitative research is characterized by "the broadest sense of research that produces descriptive data of people's own written or spoken words and

observable behaviour" (p. 265). Nonetheless, the current research project also describes some features of quantitative research, which according to Aliaga and Gunderson (2000), has to do with "explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)" (p. 9). Despite that, the current research project is considered to be framed in qualitative research as the data collection process was conducted so that participants interacted and co-produced data. Afterwards, the collected data was mainly analyzed using a qualitative method.

Furthermore, this action-research project aims to describe the issues related to oral production and create a strategy that could improve those flaws, thus originating a possible solution to the students' struggles. Based on students' interaction, they can experience a successful growth of their knowledge. Nevertheless, the teacher must guide these interactions to frame them within an efficient evaluation procedure. Craig (2009) explored this idea which stated that practical evaluation of a program, situation, or condition- which is in essence based on systematic analysis- can be facilitated through action research.

Research Approach

The necessity of solving several problems in a classroom starts with identifying those that could have a possible solution. Nevertheless, the intention is not only to visualize those problems. Lewin (cited in Parra, 2009), the primary precursor of the Action-Research, put this approach into practice to characterize the social problems surrounding us. Additionally, he wanted to solve those problems based on his research.

Lewin's initial interest was improving the studied situation while researching it, taking the necessary instruments and data to analyze it and consequently providing a possible solution to the problem. As stated by Parra (2009), "this supposes the necessity of performing, actively

intervening in the community, testing different solutions, observing and analyzing results” (p. 114). Action-Research is taken because it is intended to conduct an action from the data analysis and, therefore, provide a possible solution to the problem. In order to do so, there are a few steps to make this research effective. These steps are indicated as the outline of the Action-Research. As it is signalled by Parra (2009), the Action-Research process is constituted by three stages or moments: planning, observation, and implementation. In evaluating the results, it is mandatory to follow these stages to obtain significant results for the research project.

Action Research stages

It is necessary to implement the following steps to make this research effective: Purpose or research problem identification: in this stage, a validation of the research problem is made; this can be done by using some instruments to collect data such as interviews or field notes. The difficulties identified must be of interest for both the researcher and the population under research, as it is stated by Altrichter et al. (2005): “Then, through conversations, interviews and other methods of collecting evidence, and thorough analysis of the information gained, the situation is clarified” (p.7).

Data collection: Researchers use several instruments to collect data in this stage. In action research, there are no unique instruments. Nevertheless, according to Sutton and Austin (2015), the most common instruments are audio recordings, interviews, surveys, and field notes in this kind of research. Problem analysis: in this stage, the teacher or researcher identifies the variables of the problem and its relationship with other possible problems and determines some strategies that could help as a possible solution.

Action Research Cycles

As the action research process is focused on people, and, notably, people's actions are unpredictable and do not follow a straight path, the practice is generally shown as a non-linear process. The general process of carrying out action research is usually introduced as a four-stage procedure, which constitutes the cycles that structure the process. According to McNiff (2010), The procedures can be visualized as a spiral of cycles, in which one issue feeds into the next and, as one question is answered, the next is raised, its answer causes more questions. At the same time, action research requires a list of steps that need to be followed to ensure the investigation's efficiency. According to Mertler (2009), those steps are:

Step 1: identifying and limiting the topic. In this step, the teacher chose what to study, considering that the project's outcome aimed to improve some things; step 2: Gathering information. After the first step, the researcher needed to gather information, and this process could be as simple as talking with other teachers or conducting surveys to understand the framework in which the research was taking place; step 3: Reviewing the related literature. During this step, the teacher looked for any information on the topic selected for investigation; step 4: Developing a research plan. In this step, the research question was stated, and a different hypothesis was developed; step 5: Applying the plan and gathering data. The next phase was determining the kind of data and how to collect it. Field notes, interviews, surveys, and records; step 6: Analysing the data. As in traditional qualitative research, the data analysis was done during and after the data collection; step 7: Developing an action plan. After analyzing and interpreting the data, an action plan was implemented to answer the initial difficulty; step 8: communicating the results. After developing the action plan, the results from the study were shared with all the participants (p. 31).

Context of the Research

All research studies point out reliable delivered outcomes that are susceptible to being proved. That is why the data selection collects instruments, which allows a triangulation process to reach reliability in the research process. Regarding the consideration from the author Denzin (2017), in the field of research, there are four different manners of organizing the data triangulation: triangulation of sources, investigator triangulation, theoretical triangulation, and methodological triangulation.

Triangulate techniques are valuable for cross-checking and used to confirm and complete, balancing two or more different categories of research. Moreover, triangulation is a method of verification that incorporates several perspectives and approaches to boost validity; triangulation can also be accomplished by employing a variety of research methods. The goal is to improve the results' credibility and validity. In many cases, the goal in a specific situation is to arrive at conclusions by combining multiple points of view. (Yeasmin, 2012).

Population and Sampling Procedures

This research process was applied to 302 course from third grade at Normal Superior School; they were students from 7 and 8 years old; they had started their studies in this school in kindergarten. The students were a population who lived in different areas of Villavicencio Meta. Their parents had completed their studies and bachelors, and most of them lived with their parents in a single home.

The third-grade population was conformed by 36 students where 20 were girls, and 16 were boys, but for this implementation, it was necessary to take a representative sampling of 10 students: who represented all students for this classroom. This population was selected because they were carrying out an English process with an English professional teacher in which most of

the lessons were spoken in English all the time. There were different activities students developed during the school year during the process.

This group of students was chosen according to the following criteria: firstly, they were students who had been studying at Normal Superior School since they began their kindergarten; secondly, they had gotten a significant development in their English skills through the educational process and the third one, students who had the same age, seven and eight years old, because it was necessary for validating some theories and paradigms according to the main problem of this proposal.

This research process was carried out bearing in mind a random sample; this proposal was developed virtually, and there were not the same participants during all the Picture Word Inductive Model PWIM interventions. For that reason, the population was selected according to their participation and oral performances during the three single PWIM pedagogical interventions.

It was necessary to apply some instruments for collecting data to students and then, the information was checked and evaluated for the researcher of this proposal. According to the population chosen, the group of students worked with the teacher director through the classroom project that was designed previously for this PWIM implementation. In this proposal sampling, the students' parents were asked to get students' permission to record them and ask about the process.

Researcher's Impact

This research process was carried out with third-graders at Normal Superior School. As a teacher-researcher, there was the responsibility to apply some instruments to collect data and

then make the corresponding analysis for the research process. In that regard, the researcher was the English teacher at the same time trying to put into practice a new methodology in the classroom to foster their oral production skills. The researcher just participated actively during all the pedagogical interventions and observations. Every PWIM session was massive because the teacher-researcher had to watch the implementation recording to register some information in the field notes.

Ethical Protocol

Ethical issues corresponding to the moral and responsible attitudes were obtained in this research study. Before developing the pedagogical proposal, it was necessary to get all the permissions and consents that helped protect the children's identification and the vulnerable information generated in this study. In this case, it was designed as a consent parents form to establish a trusting research environment in which all the participants were protected.

All procedures done during this process were done respecting the different considerations in the ethical protocol for this study. According to the Ethical Protocol, all the information that the researcher asked parents and others gathered by the Field Notes and other instruments were preserved, bearing in mind the principles of confidentiality and anonymity. The video recordings taken as a tool but not as an instrument for this research process allowed the researcher to fill out the Field Notes formats protecting the identity of every single participant of every single session.

Data collection techniques

This section stated the instruments applied for collecting data essential to validate PWIM's implementation to foster oral production in third-graders at Normal Superior School. According to the research paradigm, there were two main instruments for this study: the Field Notes and the second was the interview. For carrying out these techniques, how and why

questions were answered during the process to allow data triangulation to support the inquiry ideas posed at the beginning of this research process.

After each PWIM session, the researcher registered the information in the field notes to analyze and state the possible answers to the research question. At the end of the process, the teacher's professional development was interviewed to know her opinion and comment about the methodology developed by the researcher, stating some recommendations to contribute to the process.

There were other instruments that the researcher designed for collecting data. For that reason, some rubrics pretended to evidence the scale of imitation, repetition, and reproduction the participants did during the PWIM's interventions. After each intervention, these rubrics were filled out, paying attention to the video-recording lesson taken as a tool but not an instrument for this research process. Also, there were other rubrics to measure their participation on a scale from 1 to 5 to validate their oral English skills and improvements.

Description and Rationale of the Instruments

The Field Notes.

Field notes helped teacher-researcher to analyze the attitudes or events that occurred in the classroom. It allowed the teacher-researcher to understand the population's needs and preferences and let the research project construct the theoretical framework. (Freeman. 1998) In this study, the field notes were registered supported by the video recordings, referring for this research, it was not necessary to make the transcript of each one, but it consisted in an extra tool to analyze the feelings, reflections, and suggestions for the class that was written in the journals. (Burns, 2010) posed that observing and describing the students' interactions in class emerged strange events that seemed familiar in the class development.

Field notes implementation.

This instrument was designed to register preliminary information combined with interviews to continue on their own as a text for analysis. The field notes were described as a qualitative approach that worked perfectly in action research. In that regard, the researcher needed to collect specific information through pedagogical mediations recorded or shortly after participant observations in the field and was thought to be crucial to comprehending occurrences seen in the field.

In this process, there was the opportunity to observe three single sessions designed by a methodological approach named Picture Word Inductive Model PWIM in which the researcher took the relevant information that was part of the research process to analyze, triangulate and state conclusions. This observation process allowed the researcher to develop a different proposal in the classroom and to put into practice the impact of a methodology for fostering oral production in their graders.

Interview.

This instrument was applied to the sampling to collect necessary information for being analyzed. The interview was used to determine the oral students' advances acquired during the implementation process through PWIMs interventions. The interview let the researcher understand the English learning process done along with the project; the interview done by the teacher's professional development allowed the researcher to know and describe another perspective of learning a foreign language according to their preferences and activities. (Burns, 2010).

Validation Procedures

There were some procedures to validate the instruments implemented during the research process. The first step was to pilot the instruments to collect Imitation, repetition, and reproduction

– nominal phrases from the formulaic speech category and motivation and engagement from the learning behavior category. It could have the opportunity to validate if the criterion, indicators, and aspects related to the instruments were written-well for being part of them. The second step consisted of implementing those instruments according to the PWIM interventions, filling them up, and analyzing the data to prove some findings and possible results. The third step was to consolidate all the gathered information for making the graphics that describe the results or the context that this research process remarked.

Pedagogical Intervention and Application

The main goal of the pedagogical proposal was to involve students in oral situations in which they could speak or at least get oral productions in English. The implementation process was achieved utilizing research cycle reflection (Burns, 2010) described above and the analysis of the problem stated. Regarding the problem in third graders, the paramount need was to foster oral production because students could not speak in their last classes. Bearing in mind, they were exposed to English class where they learned vocabulary. For that reason, this pedagogical proposal was applied to this population supported by PWIM Picture Word Inductive Model and some theories to support oral skills; thus, the use of these theories could guarantee meaningful learning and possible vocabulary learning.

The environmental classroom project (Met, 1994) was an excuse to teach English through a context. The pedagogical proposal conceived learning as an individual effort made only by students who wanted to learn and went beyond. In this project, some units in which students' oral production were evaluated concerning English learning. The methodologic design of the pedagogical proposal was affected by an environmental project related to "Climate Change," where students were motivated because they had a pre-knowledge and some vocabulary about

this central topic. The environmental classroom project adopted a leading question that framed the project development: How does Climate Change affect my natural and social environment? A-frame question was established in the lessons to develop the English encounter answering the question using the orality. The sub-topics were: Climate change, natural and social environments, humanity behaviours.

Instructional Design

All the pedagogical interventions were designed previously, taking into account PWIM's orientations because this methodology required getting some lesson plans before the implementation, reviewing the vocabulary that was going to be taught, and the actions to be followed during the process. The thesis advisor-approved the criteria and those materials and methodologies regarding the research design and framework.

Development of Application

The research process considered the three single PWIM lessons essential during this development to validate if this methodology could foster third-grader students' oral production. All the processes related to this research implementation were considered necessary for analyzing and stating the results to support the research questions and posed objectives described at the beginning of the research development.

Introduction to Data Analysis and Findings

This chapter examines qualitative and quantitative data obtained according to the PWIM's implementation with the third graders at Normal Superior School, considering the study framework's specified categories. Also, there is a description of presented findings through the process for giving details of the impact on the implementation as a methodological strategy to foster EFL oral production.

Data Management Procedures

The data analysis of this study is based on quantitative and qualitative information gathered by the teacher-researcher from three instruments used during the development of this study. Quantitative data was gathered by the instrument "Learning behaviour – participation," taking into account the Likert Scale (Appendix H); meanwhile, qualitative data was obtained employing field notes and other instruments (Appendices A and E).

The data was collected and organized in Excel documents to systematize, analyze and code the information. The imitation, repetition, and reproduction indicators were analyzed according to PWIM's implementation. Then, it was essential to estimate the averages and percentages from the options in scale (done, difficulty and no done) results to identify the improvement rates after the pedagogical interventions. Subsequently, an individual analysis per participant was made to carry out an overall interpretation of the methodological approach. Finally, data were displayed in some graphs that evidence participants' improvements.

The teacher-researcher filled out the learning behaviour category and their indicators "engagement" after each intervention describing some critical events in the interventions; those observations were collected using the format (Appendix A) field notes stating some significant

development it was found on it. Finally, quantitative and qualitative data results highlighted and validated PWIM implementation in third graders at Normal Superior School.

Categories

This section selected the category, subcategories, indicators, and criteria to analyze the students' oral production according to Picture Word Inductive Model implementation applied to the classroom project. The categories were organized in a chart (Appendix C) that describes the two sub-categories (formulaic and learning behaviour) as a result obtained in identifying, comparing, and contrasting the initial information some classes observations allowed analyzing regarding the problem.

Discussion of Categories

Oral Production.

At the beginning of the research process, oral production was assumed as a sub-category because it was taught that the researcher could work on other kinds of sub-topics. Thereby, after the first observations and results recorded in the field notes, that idea delimited so much, considering this sub-category as the main category of this process to gather information for upgrading students' oral performances through the PWIM's pedagogical implementation.

Formulaic Speech Indicator: Imitation, Repetition, Reproduction and Nominal Phrases.

Criteria:

Student imitates simple commands to demonstrate his/her understanding; the student repeats effectiveness the words/sentences proposed by the teacher in class; student reproduces simple answers to answer the questions made in class; students state phrases repeating the vocabulary in

an isolated way; students can state nominal phrases using the vocabulary (Nouns, actions, prepositions, articles, etc.)

In this sub-category, students were observed in their English attitudes, such as the routines they acquired by the use. Most of the pedagogical interventions were explained at first employing body language, gestures, and movements; simultaneously, students must identify the meaning of the vocabularies without using Spanish. For that reason, the use of Spanish was reduced, involving students to speak or repeat the words related to the topic. As mentioned above, some procedures allowed students to memorize the vocabulary, which emerged into the lesson teaching, as noted by VanPatten (2014).

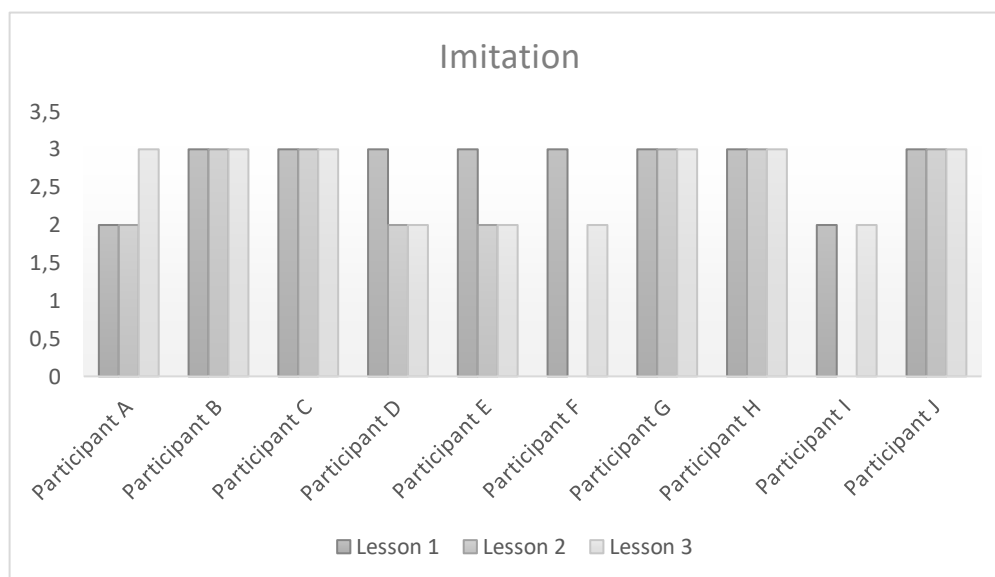
At the end of each lesson, most of the students could repeat and imitate the simple vocabularies and sentences because they learned how to do that; the researcher supposed that the time of exposure of the lesson contributed to recording the learning inside the students' minds. (Bruner, 1989), the answers from students confirmed the *formulaic speech* idea, insofar as students memorized and imitated fixed structures in the first level, they had not learned grammar, but they lived the communicative learning situation memorizing the structures to answer. (Ellis, 1999).

To sum up, the first indicator was evident in third grade because the population showed their understanding by using body language, gestures, and corporal movements that led them to respond to the answer posed or did the required actions during the process. Likewise, the exposure time was determinant to establish the fixed structures in the students' learning; that time helped them memorize and prepare for answering according to the situation. In addition to that, it was evident from the influence of the students who knew English because they pushed others to pronounce a mix of words that seemed English, but those were simple sounds.

Typically, students could imitate the routines ritualizing the moments in the class that represented a favourable English learning because students could transform the content and vocabulary to be used. Nevertheless, that mix of words modified through practice and repetition gets a correct pronunciation of an utterance at the end. (Ellis, 1999).

Figure 1

Formulaic speech – imitation indicator



Note: Number 3 represents students who got the criterion, number 2 describes participants who had difficulty during the intervention, and scale 1 draws students who did not handle the purpose.

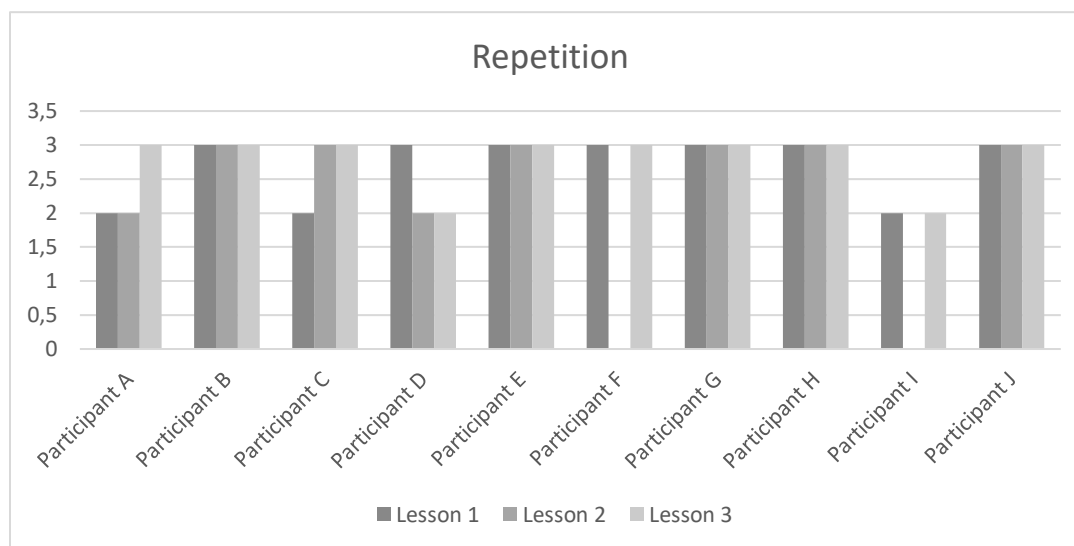
This graphic shows the imitation stage, where students recognize and understand the purpose of each English lesson. Participants B, C, G, H, and J had the same performance considering the first to the third pedagogical intervention. Participant A improved this criterion because it presented a level of difficulty, but this participant understood the methodology proposed. Participants D, E, and F from the first session could imitate and demonstrate their understanding, but after the second and third lessons, they did not reach it because it was evident a

level of difficulty related to the PWIM lesson in which they must get more elements to develop.

In all sessions, a participant had difficulties understanding and following some instructions.

Figure 2

Formulaic speech – Repetition indicator

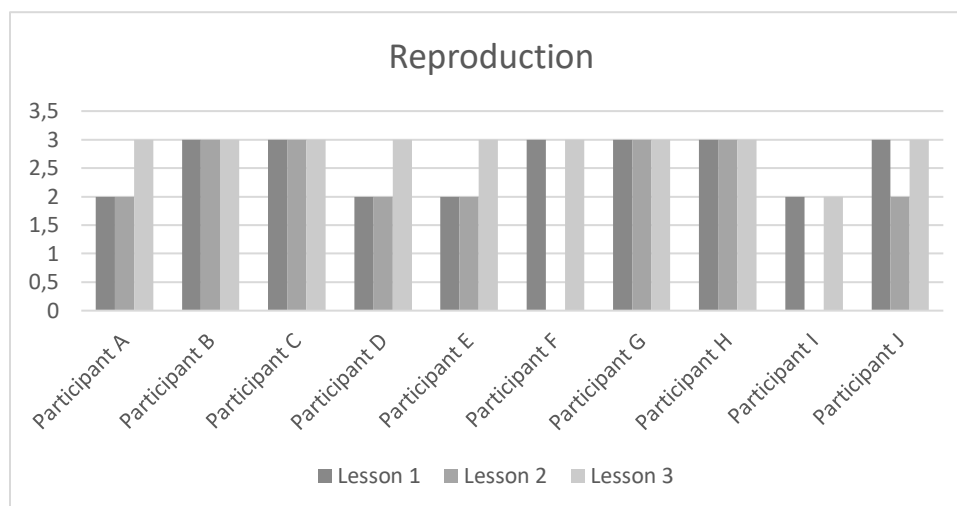


Note: Number 3 represents students who got the criterion, number 2 describes participants who had difficulty during the intervention, and scale 1 draws students who did not handle the purpose.

This graphic shows the repetition stage where students recognized and understood the purpose of each English lesson. Participants B, E, G, H and J had the same performance. Participants A and B had an improvement because they repeated partially. Participants D and I presented a lack of pronunciation, representing a difficulty scale. This development was the same during the pedagogical interventions.

Figure 3

Formulaic speech – Reproduction indicator



Note: Number 3 represents students who got the criterion, number 2 describes participants who had difficulty during the intervention, and scale 1 draws students who did dandle with the purpose.

This graphic shows participants B, C, G, H and had the same performance because they could reproduce simple answers to answer the questions made in class. The first session had difficulty compared to the second one because a few participants did not state any question, answer, or replica about the speakers' interventions.

This criterion is associated with another indicator, “nominal phrases,” which pretended to establish the accuracy of the participants of this research to state nominal phrases according to the topic or vocabularies worked. Here the process showed a general idea of understanding and comprehension from the whole process; for that reason, participants A, D, and E after PWIM implementation could have the elements to reproduce with their skills to the answers posed. It is

essential to say the second and third pedagogical intervention had a different vocabulary that incorporated nouns, actions, prepositions, and articles without studying grammar aspects.

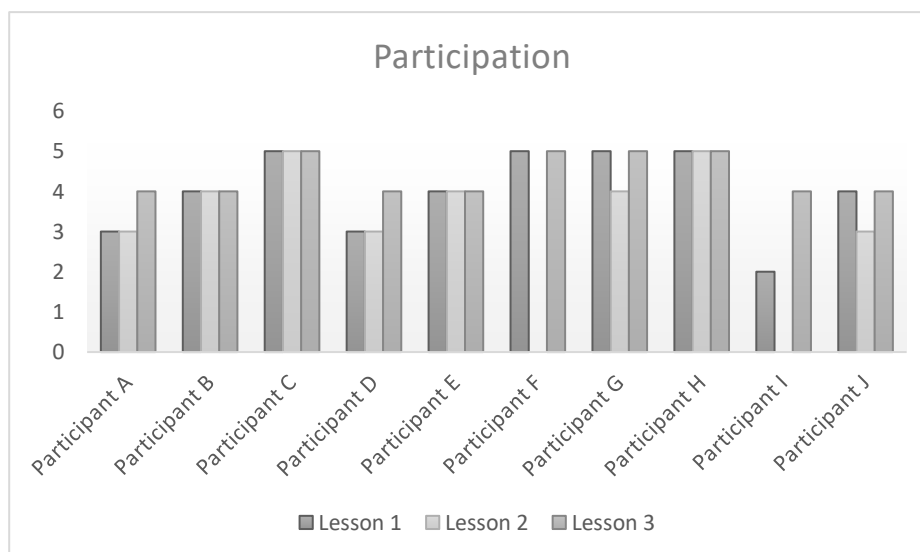
Learning Behavior: Participation and Engagement.

Criteria: Students' interactions (Repeating words, asking questions, and stating examples), students' attitudes through PWIM methodology development.

Implementing a pedagogical approach like the Picture Word Inductive Model aimed to foster oral production in third graders and carry students to another level of use of this language. During the implementation, the researcher saw this pedagogical approach contributed to improving students' skills and their speech at the same time. There was a particular rubric that helped this research process to evaluate every single participants' performance.

Figure 4

Learning behaviour – Participation indicator



Note: This graphic shows the participation stage where students were classified in some stages (5= always, 4= often, 3= sometimes, 2= rarely, and 1= never) about their interactions.

According to the figure, participants C, F, and H participated actively during all the sessions of this research process. Participants B and E participated had the same development, but participants A, D, I, and J presented some conditions related to the environments because they seemed nervous or shy to raise their hand or ask something in class, but in general, their participation raised in every single English lesson.

The second sub-category studied by qualitative description was “engagement.” It was determinant to this research process because it was a great resource that complemented the lesson intervention that described the activities as warming ups the teacher-researcher used for starting the encounters. The interaction of hands-up was evident in the implementation. Some challenges motivated the lessons' starting much compared to the other lesson observed previously.

Hypothesis Testing and Operationalization of Variables

After analyzing collecting data in which oral production was the main category to be studied through the Picture Word Inductive Model as a methodological approach, it allowed the opportunity to state a research hypothesis that evidence partially the results “Students who work under PWIM’s methodology, will improve their oral production patterns than when working without it.” After three sessions of developing PWIM’s methodology, most participants showed different outcomes contrasted with the indicators or variables displayed in some instruments.

As a part of the procedures, it was the opportunity to design a variety of qualitative and quantitative instruments to collect data taking into account the variables or indicators described through the research process that allows the researcher to analyze the results with the theory. The first instrument was the field notes; it registered some relevant and essential details to triangulate with the authors’ theories. The second was the imitation, repetition, and reproduction indicators

framed in a chart with three choices that let the research development evidence the participants' quantity during the PWIM's implementations.

The following variable or indicator for this research study was “Nominal phrases,” which was designed as a particular qualitative instrument that described how students nominated phrases using the proper vocabulary as nouns, actions, prepositions, articles, etc. After every PWIM's pedagogical intervention, students had the faculty of getting and putting into practice them in the classroom. Designing an instrument based on the Likert Scale nomination named “Participation” from the learning behaviour indicator was necessary to measure the number of interventions when socializing in English.

The last subcategory was the engagement from the “Learning behaviour category”; it did not have a unique instrument. However, some quotations registered in the field notes instrument described some findings and reflections that appeared during the whole process, and it could be seen in the field notes description because that variable was the most complicated to systematize due to analyzing the human being behaviour determines to go depth to other instances.

Reliability and Validity of Analysis and Findings

Regarding the instrument's reliability, it was considered one of the requirements research based on a degree of uniformity. Hernandez Sampieri and Mendoza Torres (2018), these authors state that "... the reliability or reliability of a measurement instrument refers to the degree to which its repeated application to the same individual, case or sample produces equal results..." (p. 228)

Findings from this study provided important insights into the categories described previously. All the results were systematized and analyzed, considering the variables and

corresponding criteria. After this process, the indicators were assumed as variables that permitted to set the conclusions. The software that validated this process was Excel, a spreadsheet program created by Microsoft company. It includes calculating and computation tools, graphing tools, pivot tables, and Visual Basic for Applications, a macro programming language (VBA).

The validity was essential because it allowed the process to detect what was to be analyzed. For that reason, Hernández Sampieri and Mendoza Torres (2018) express that "... validity, in general terms, refers to the degree to which an instrument accurately measures the variable that it truly intends to measure. That is if it reflects the concept abstract through its empirical indicators..." (p. 229).

Introduction to Discussions and Conclusions

This chapter was aimed at the results, discussions, and conclusions obtained along this research process. Data interpretation, conclusions drawn from the information gathered, the potential application of the conclusions drawn, implications that must be considered for teaching English at elementary school despite the limitations and obstacles presented were discussed in this stage.

Significance of the Results

In general terms, the outcomes obtained in the present study were satisfactory as most students attained the first indicators from the first sub-category; few students only reached the fourth one. In that sense, the results were expected for the first sub-category, Formulaic Speech, whereas students could imitate, repeat, and reproduce short sentences answering questions. The four stages of the formulaic speech were determined to teach English in the beginning levels, in which students must learn English through fixed situations that predominated the routines and classroom ritualization. The questions were worked at the end of the interventions, there students were trained to memorize the simple structures to answer the question fixed.

According to Ellis (1999), Formulaic speech could frame the classroom into a training place where students could practice and prepare their oral interventions. Thus, the first category, *Formulaic Speech*, was a high level of students to prepare sentences to communicate an idea in the activities proposed along with the PWIM's lessons. Considering Ellis (1999), students reached predictable levels of production insofar as the sentences were designed in specific readily identifiable contexts in which students tested their long-term memory in problematic situations.

On the other hand, the collection data determined that some performances were oral productions memorized by students due to the first category lived by them. That meant the first

category contributed to stated nominal phrases by some students in which their oral production and a teaching contribution in terms of English were accurate according to the results. In the formulaic speech, the assessment process was made individually, but the learning was made collectively because all students offered support, shouting the answers to the partners. Each student demonstrated their ability to express short oral compositions in English following the patterns in the proposed performances. In that sense, more than half of students could use the English learned to form short oral performances to solve a question posed. In this category, the incidence of input use was essential to achieve production.

Finally, the indicator production and nominal phrases were the most difficult to analyze because not all students reached it, a minimal sample of students reached to mix both languages to communicate their ideas without stopping the idea; what indicated, students used a linguistic mechanism to solve a communicative situation in which they did not know the English word. This phenomenon indicated a possible metalinguistic awareness that led students to structure a fluent answer to deliver a complete sentence without pauses (Ellis, 1999).

Formulaic speech and learning behavior were considered the perfect mixture that determined the impact of working with Picture Word Inductive Model (PWIM) as a methodological proposal fostering the oral production because their attempts indicated the impact obtained from the teaching English through vocabularies; what ensuring learning achieved by learners in terms of free production concerning the knowledge acquired in the previous lessons.

Pedagogical and Research Implications for the Field of Study

This research process contributed to fostering oral production in third graders at Normal Superior School because they could handle the objectives described at the beginning of this

proposal. Picture Word Inductive Model was the methodology implemented to this population, and it was a complex framework that could help students get sufficient elements and vocabularies to be shared in the lessons and allowed the possibility of building knowledge.

This proposal supported the curricular development at Normal Superior School regarding using a new methodology in the English classes because it benefited so much a group of students working under this approach. This first PWIM methodology implementation could allow the opportunity to carry out a similar process at primary school where there were not enough teachers who dominated the language. Incorporating this strategy in their lesson planners could generate an exciting learning process for the community.

The results showed that PWIM as a methodology approach could foster students' oral production in how they could interact with vocabularies and other elements this pedagogical strategy gives to the process. It could intervene in a methodological approach with many dissertations in Colombia, even in Villavicencio Meta. This implementation provided to the research field some essential elements that researchers in Colombia could follow in the future because there was a huge opportunity to develop this proposal at primary school and in high school, as it is shared here.

Research Limitations on the Present Study

The main topic was “Oral production” at the beginning of the process because it was the central problem detected after class observation sessions. The topic started performing step by step because the need for that moment was to produce orality in third graders at Normal Superior School. After analysis, the topic was accurate with the problem, but the methodology for that moment was not appropriate. For that reason, the thesis advisor suggested Picture Word

Inductive Model PWIM as a strategy in English that could help the research process foster oral production in young learners.

The research process was conducted under PWIM methodology, and all the procedures were taken into account, assuming the guidelines and other features it had. The expectations with this implementation were developed successfully because it could be implemented with the participants despite the circumstances against the pandemic Covid -19, which has caused problems to humanity, especially to carry out this proposal by virtual environments through platforms and other ICT resources.

Recommendations for Further Research

The present study proposed English teaching and learning as a bilateral process where students and teachers could benefit from learning and the possible knowledge constructions. In that regard, English learning could be more effective because students will be involved in the same learning conditions; noticeably, the teacher must know the content and vocabulary to be taught; however, the intention to be a participant in the learning construction will support the relationship established with the students.

Concerning the population was able to reproduce and produce oral performances. The following proposal must affect the oral skill by using an environmental project that could include content and vocabulary (meaning) in global ideas, forgetting the traditional ways to teach English. An English teacher must surpass all the linguistic barriers to guarantee an unforgettable learning experience. Thus, the present study considered that the best approach to teaching English was the orality due to the expression of ideas or at least the attempt to demonstrate oral progress could contribute to the English future experiences whereas English learning is considered the more complex subject at the school.

Likewise, the valuation of all the activities made by students in class is a primordial requirement due to students feeling frustrated when the teacher forgets to assess their attempts. Their attempts are the only resources to communicate their knowledge acquired. Furthermore, the teacher-researcher must analyze the topics and content in this study; some of the topics taught were challenging to understand students, so the present study suggests that the future topics to be taught must have a closed relation with the students' contexts and reality. Thus, they could familiarize the meanings of the vocabulary facilitating English learning.

On the other hand, in the implementation process, students committed many mistakes in their attempts to reproduce and produce oral performances; however, these mistakes were considered a possibility to increase their oral production due to the error analysis contributed to established linguistic patterns that made general error characterization (Corder, 1978).

Finally, the suggestion for Normal Superior school as a pedagogical institution is to take this proposal as a tool that permits restating the English pedagogical interventions by Picture Word Inductive Model implementation, allowing teachers and students working with the classroom project to get more knowledge and create new opportunities for learning and teaching at the school.

Conclusions

Oral production became the primary purpose in the present study. The attempts attained by students were the sample of their advance in the construction of oral skills in the classroom. In that sense, oral production was understood as the individual construction made by each student in order to solve a communicative situation. So, this construction had not ended predictably because each student reacted to the process differently; however, the beginning of the process could be tested, measured, and increased, taking into account the oral needs established by each participant. Thus,

the performances made or attained by students were the tools to enhance the aims found through the process lived along with the implementation.

This study established the incidence of imitation, repetition, and memorization in oral production development. The idea was to compare how each oral stage influenced the oral construction made by students while they developed oral performances implementing a methodological approach. According to the theory, the two sub-categories stated *Formulaic speech and learning behaviour* were affected highly by these stages; insofar as the students could memorize the fixed oral composition using imitation and repetition exercises (Ellis, 1999).

The conclusion emerged from the progressive incensement of oral participation by learners; in each lesson, students communicated their interest in participating in the oral activities to show the learnings acquired by them and due to some points rewarded by their participation. Thus, the oral production was influenced by two factors, the stimulating environment generated in the oral activities to involve students to speak and the points delivered due to the participation. Additionally, the use of the stages: imitation, repetition, and production in the lessons proposed in the classroom project increased the oral production in the learners.

Furthermore, the analysis made to the oral stages led to determine that students acquire different abilities in each one; for instance, in the *imitation* stage; students were able to recognize the new structure assimilating the new content vocabulary utilizing observation of the teacher and partners and, the repetition made in the activities proposed. In the second place was the *repetition* stage in which students assumed the new learnings reproducing the structures fixed in routines, daily events and activities proposed. Moreover, the third stage was the production stage; the student could produce short oral compositions learned in the previous stages.

Consequently, the third stage posed in the present study obtained the outcomes expected whereas the population and the study object.

That concluded, the PWIM approach was appropriate to teach English for generating global awareness of the English language through understanding everyday reality. Otherwise, the conclusions made in pedagogical terms were the incidence of using PWIM (Picture Word Inductive Model) worldwide because this methodological approach contributed to applying a bilateral learning strategy that pushed learnings in two directions, one carried out by the teacher and the second assumed by students.

Finally, the present study concluded as a valuable experience for the researcher; the learnings acquired in the design, implementation, and analysis process contributed to the teacher training as a teacher-researcher. The experience pushed the teacher-researcher toward a qualitative vision where students were considered the main characters in the learning process and worked regarding their abilities and learnings acquired previously. It was possible to indicate that students must be assessed considering the attempts made along the process, not only the outcomes, because the qualitative process analyzed the whole students' learnings.

To conclude, this research process was considered a significant experience that contributed to obtaining a global vision of the learning, whereas this was an entire construction of the meaning. English learning and teaching were two intimate moments in which students and teachers took advantage of their English skills and improved personally as students and learners of a foreign language in this way.

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Appendices

Appendix A: Field notes data collection

Universidad Nacional Abierta y a Distancia

Escuela de Ciencias de la Educación

Maestría en Mediación Pedagógica en el aprendizaje del inglés

Proyecto de Investigación

Field Notes

Date: September 26th, 2021

Institution: Escuela Normal Superior de Villavicencio

Grade: Third

Observer: Cristhian Guillermo Urueña Correcha

Time: 9:00 – 11:00 Am

The lesson started at 9:00 am with all participants considering the steps I had previously written in the lesson plan. The first step developed was presenting a video to engage students and motivate them to implement the lesson. The picture showed a natural ecosystem where students identified some animals they knew. They start mentioning some like “fish, bear and bird.” Second, I start asking them about other animals’ names. At that moment, some of them started searching in google how to spell and pronounce some vocabulary; I consider that situation a great benefit of working in virtuality because It allows students to go beyond their limits. If we

were in the classroom, students would probably have to use other strategies to solve questions and requirements that appear during the process.

Students during the pedagogical intervention found and wanted to work with other groups of animals on the picture. I wrote the words as they were stating the vocabulary. After this process, I completed the chart with the proper vocabulary that students worked on. When they labelled the vocabulary “bird” and “bear,” they got confused, and I clarified it by repeating each word many times. After this explanation, they pronounced and understood the meaning of each one. Then, the teacher gave them an instruction reported for participant E in Spanish.

I have to say students in this grade can understand the general idea or context that the teacher is developing, but a few participants can answer or say something in English according to any comment or instruction. When I finished stating all the animals’ names, they typed their favourite animal in Google’s meet chat. I asked them this for working the writing and pronunciation of each animal that we had on the screen; there was an interesting situation because I said: “Look at the picture,” and the participant said, “No veo look at the picture” at that moment I tried to gesticulate and make signals with my eyes and hands to show him what I wanted to say. In the end, the participant understood the instruction, and we could continue with the lesson development.

In the second part of the lesson, I asked them, “How does the wolf make? I explained how the chicken makes, and I asked them for the other animals. I had to speak in Spanish. After all, I felt they were disconnecting from the lesson because I used to speak 80 or 90 per cent English. Sometimes to speak in their native language, it is necessary to clarify some aspects. Then, I said, “Pay attention,” and participant C said, “Atención” I congratulated her in English for her

comprehension, but at the same time, I invited them to start translating for themselves because each one had to make their learning process.

I wrote the action each animal makes in its habitat. For example, “The raccoon consumes,” and the third phase was to write on the picture the complements for completing each sentence; for example, “in the lake,” and I asked them “What did it mean” and the speaker said in Spanish “En el Lago” The complete sentence was “The fish swims in the lake” the noun “The fish” worked with an article, “swim” represented the action and “in the lake” was the complement. Some exercises like those they had to organize to upgrade their English skills. Speaker G said, “The fish jumps in the lake” He stated another version of a sentence using the same complement. I congratulated him for that participation. I asked participant A, but she did not answer the question.

As observations, I have to organize the complements for matching each noun before the lesson intervention, including different vocabularies that students could choose for working. Moreover, selecting a proper picture allows stating the words and choosing a different colour to make the phrase more visible. For example, The fish (red colour) swims (blue colour), and in the lake (green colour) in that way, students can understand the Picture World Inductive Model methodology.

Finally, for being my first lesson implementation, I considered it was good. There was much participation. According to this methodological proposal, there were evident students' needs and their level of English skills they must continue improving day by day.

Universidad Nacional Abierta y a Distancia
Escuela de Ciencias de la Educación
Maestría en Mediación Pedagógica en el aprendizaje del inglés
Proyecto de Investigación
Field Notes

Date: October 1st, 2021

Institution: Escuela Normal Superior de Villavicencio

Grade: Third

Observer: Cristhian Guillermo Urueña Correcha

Time: 9:00 – 11:00 Am

The lesson started at 9:00 am, greeting them stating “Hello” “How are you today?” Some participants said “Thank you”; another group repeated the same greeting or the question. It was a great moment of the lesson because It allowed the introduction of the topic. Then, I started with the lesson's first step, which consisted of a challenge about animals’ names. I shared my screen and for working with that resource. When students saw the first picture on the screen, they Immediately opened their microphones to choose the correct option for each one; I expected they could associate the picture with its corresponding name with that activity. It was an excellent opportunity to engage them in the purpose of the PWIM implementation.

For this intervention, I carefully chose a good picture with valuable features that allow writing the categories with colours and could be visible for the students all the time.

I presented them with the new picture for the class, and they started mentioning the animals' names and other objects inside the picture. I consider this second implementation was better than the previous one because they already have worked with this methodology, and I allowed getting progress on this pedagogical implementation.

Students searched on the internet during this session to translate some vocabulary because I listened to some words' pronunciation while talking in class. When I labelled the animals' names, they mentioned some of them, considering the previous knowledge. This is an excellent opportunity for students to work on this proposal through virtual lessons. They have in their hands multiple resources they can use any time for working and improving their English skills.

During the intervention, an exciting thing made me happy because I understood some paradigms or conceptions of how someone speaks a foreign language. At the beginning of this lesson, I reminded them to try to speak English as they could consider possible. Then, a participant said, "El teacher dijo "Apaguen las cámaras" with a particular sound and accent that was wonderful because she showed us her comprehension and also her attitude towards the working process she was doing.

After that episode, I continued labelling the nouns and the actions with a different colour, helping them with some gestures or non-verbal acting to clarify some concepts or definitions. The first category, "nouns," had orange colour, the second category was "actions" with green colour, and the complements were stated by blue colour. I was a little more organized for this lesson with the complements to match them with their corresponding nouns.

Participants organized the nominal phrases together; they repeated and made connections with writing words and pictures. At the end of the lesson, I asked them some questions to

understand whether they understood the instructions and the purpose of this lesson. They answered using one of the sentences they had stated previously. The questions were: “What does the fish eat? What does the frog do? What does the stork drink? What do the ducklings do? What does the dragonfly do? They continued answering those. I saw less interaction in this exercise because some students did not participate in the first lesson. There was another participant who had a bad connection; for that reason, his report could be described as non-interactions during the second lesson. I sent the participants a new resource to practice some vocabulary they already have worked for closing this implementation.

Universidad Nacional Abierta y a Distancia

Escuela de Ciencias de la Educación

Maestría en Mediación Pedagógica en el aprendizaje del inglés

Proyecto de Investigación

Field Notes

Date: November 10th, 2021

Institution: Escuela Normal Superior de Villavicencio

Grade: Third

Observer: Cristhian Guillermo Urueña Correcha

Time: 9:00 – 11:00 Am

The lesson started at 9:00 am, greeting all of them “Hello” “Good morning everybody” “How are you today?” Some participants answered, “Hello, good morning, teacher and friends.” The first thing students did was watch a short video about some insects flying in the sky. When it

finished, I showed them the picture that we had worked in this lesson. I started playing “Eenie, Meenie, Miney, Moe”, asking about some animals’ names that appeared on the screen. “How do you say “Pato” in English” some of them answered with the correct word and its pronunciation. After that warm-up, I started putting the arrows in front of each element on the picture. The students began to pronounce names they were identifying “Butterfly, Sun. Students labelled all the names in English. After that, I wrote the colours’ names on the screen. While I was typing on the screen, some of them helped me with the pronunciation and correct spelling. They started joining some colours with some animals, creating sentences in Spanish and then translating some phrases into English. “The eagle, the deer, the butterfly, the duck” for this third implementation, the purpose consisted in using the verb to be to talk about characteristics of some elements and people that appeared on the screen.

I typed “Is/are/” on the screen and explained something about plural and singular. I asked them, “How many butterflies can you see,” they told me, “one, two, or three” they were conjugating the verbs according to the quantity. “The butterfly is orange” they repeated the pronunciation and started creating sentences in the chat of google meet.

00:55:50.592,00:55:53.592

CELY ADRIANA: THE SUN IS YELLOW

00:56:55.005,00:56:58.005

AMAYA EDWIN: the duck is brown

00:57:43.183,00:57:46.183

CUESTAR SAMUEL: the duck is brawn

00:59:12.831,00:59:15.831

CLAVIJO SARA: THE TREE IS GREEN

00:59:19.461,00:59:22.461

CARDONA ISABELLA: THE SKY IS BLUE

01:00:20.595,01:00:23.595

JERONIMO CADENA: The flowers is yellow

01:01:01.840,01:01:04.840

CELY ADRIANA: THE FLOWERS ARE YELLOW

01:02:02.564,01:02:05.564

CARDONA ISABELLA: THE GRASS IS GREEN

01:02:06.916,01:02:09.916

JERONIMO CADENA: The duck is brown

01:02:39.412,01:02:42.412

CUESTAR SAMUEL: the squirrel is orange

01:02:57.629,01:03:00.629

PARDO JUAN: the duck is brown

01:03:26.471,01:03:29.471

JERONIMO CADENA: The squirrel is orange

01:03:30.662,01:03:33.662

AGUDELO MARIA: The deer is grey

01:04:08.248,01:04:11.248

CARDONA ISABELLA: THE COLOR OF THE CLOUDS IS WHITE

01:04:12.484,01:04:15.484

BARANDIC SARA: THE TREE GREE

01:04:37.510,01:04:40.510

Emily gatita Granados: the tree green

01:05:03.838,01:05:06.838

LADINON JUAN: THE squirrel is orange

01:05:34.097,01:05:37.097

CLAVIJO SARA: THE RABBIT SI BROWN

01:09:30.073,01:09:33.073

CELY ADRIANA: THE GIRL IS WATCHING THE BUTTERFLY

01:09:30.329,01:09:33.329

Emily gatita Granados: the hen is BROWN

They opened their microphones and read the sentences they just created previously. One of the participants said, “Is es para singular y Are es para plural” We had a boy and a girl on the screen. For that reason, they had to describe their actions and characteristics but the actions they were doing. “The girl fly” “The girl look the butterfly” “The girl is watching the butterfly,” said one of the participants. One of them said, “Qué es lo que está hacienda la niña” another said, “The girl is looking at the butterfly” I asked them what the boy was looking up to? They told me, “The boy is looking at the flowers.”

To closure this pedagogical intervention, I asked them many questions related to this exercise using the vocabulary and other actions and verbs we had worked on. “What colour is the squirrel?” The squirrel is orange. They interacted very much in this part of the session.

It was a great session because we had many elements in this one. Some vocabularies they had worked on in some sessions before helped them interact in the lesson. There was another exciting thing that I could see in this lesson. It was the third one and they had successfully comprehended this methodology, for that reason, it was the most important lesson for this research process and me as well.

Appendix B: Informed consent to participate in a research

Title of the study: Fostering EFL oral production in third graders at Normal Superior school through Picture Word Inductive Model PWIM as a pedagogical approach applied to the classroom project.

Principal investigator

Cristhian Guillermo Urueña Correcha

Student at master's program of pedagogical mediation in English Learning

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+573124986109

Villavicencio Meta, Colombia.

Purpose of the study

This research study focuses on fostering English oral production in third-graders through a PWIM proposal; the proposal will be applied to the classroom project. In every lesson, students must produce oral performances to demonstrate their understanding of English learning and enhance their attempts to speak in the foreign language. The PWIM Picture Word Inductive Model approach will support the classroom project.

Another purpose of this study is to obtain a master's degree as Pedagogical Mediator in English Learning from Universidad Nacional Abierta y a Distancia – UNAD

Study procedures

You are asked to participate in a research study. This research is being carried out to foster EFL oral production in third graders at Normal Superior school through a Picture Word Inductive Model PWIM pedagogical approach applied to the classroom project.

Since you have been asked to participate in the study, you have the right to be told about the procedures so that you can determine whether you want to agree to participate. You have the right to know what you would be expected to do to make an informed decision about whether to participate in the research. Your involvement is entirely at your discretion. You are not required to be present in the studio. You have the option to refuse.

It is entirely voluntary to take part in this report. Your participation will have no impact on your grade in the class. This research will not compensate you for your time. You have the right to inform your instructor if you change your mind and no longer want to participate. You can contact the research instructor by phone or email if you have any concerns about the research.

Approximately ten students will participate in this study at Escuela Normal Superior school. You will be asked to actively participate in the research by developing the proposed activities to foster oral productions in English.

This study will take approximately two semesters in which it is expected to have your daughter and son's active participation in the activities proposed in the interventions.

This research pretends to sensitize young learners to interact, understand, and foster their oral production while learning interesting topics through classroom projects. The project is being created by themselves and guided by teachers' professional development at Escuela Normal Superior de Villavicencio.

Confidentiality

For this research review, your participation will be anonymous. The researcher will make every attempt to protect your privacy, including the following:

Assigning participants code names/numbers that will be used on both study reports and documents; keeping notes, interview transcriptions, and any other personally identifiable information about participants in a secure file; except in situations where the researcher is legally obliged to report specific events, participant data will be kept private.

Consent

As a legal guardian, I have read this consent form and answered my questions. My signature below means that I want to be a part of this. I know that I stop participating in what I consider necessary.

Participant name: _____

I.D. Number _____ from: _____, I have been informed about the research project that will be developed with my daughter or son _____ who is a student at Escuela Normal Superior school to participate in this research process.

Legal Guardian _____ Date _____

Investigator signature _____ Date _____

Confidentiality

For the purposes of this research review, your participation will be anonymous. The researcher will make every attempt to protect your privacy, including the following:

Assigning participants code names/numbers that will be used on both study reports and documents; keeping notes, interview transcriptions, and any other personally identifiable information about participants in a secure file; except in situations where the researcher is legally obliged to report specific events, participant data will be kept private.

Consent

As legal guardian, I have read this consent form and my questions have been answered. My signature below means that I want to be in a part of this. I know that I stop participating at I consider necessary.

Participant name: Lorena Jaimes.

I.D. Number 52 809.161. from: Bogotá., I have been informed about the research project that will be developed with my daughter or son Jerónimo Cadena Jaimes who is a student at Escuela Normal Superior school to participate in this research process.

Legal Guardian [Signature] Date Octubre 01-2021.

Investigator signature _____ Date _____

Confidentiality

For the purposes of this research review, your participation will be anonymous. The researcher will make every attempt to protect your privacy, including the following:

Assigning participants code names/numbers that will be used on both study reports and documents; keeping notes, interview transcriptions, and any other personally identifiable information about participants in a secure file; except in situations where the researcher is legally obliged to report specific events, participant data will be kept private.

Consent

As legal guardian, I have read this consent form and my questions have been answered. My signature below means that I want to be in a part of this. I know that I stop participating at I consider necessary.

Participant name: Danny Marcela Cardona

I.D. Number 1727.842.827 from: Villavicencio-Meta. I have been informed about the research project that will be developed with my daughter or son Isabella Cardona C. who is a student at Escuela Normal Superior school to participate in this research process.

Legal Guardian Marcela Cardona Date 1/02/2021

Investigator signature _____ Date _____



Confidentiality

For the purposes of this research review, your participation will be anonymous. The researcher will make every attempt to protect your privacy, including the following:

Assigning participants code names/numbers that will be used on both study reports and documents; keeping notes, interview transcriptions, and any other personally identifiable information about participants in a secure file; except in situations where the researcher is legally obliged to report specific events, participant data will be kept private.

Consent

As legal guardian, I have read this consent form and my questions have been answered.

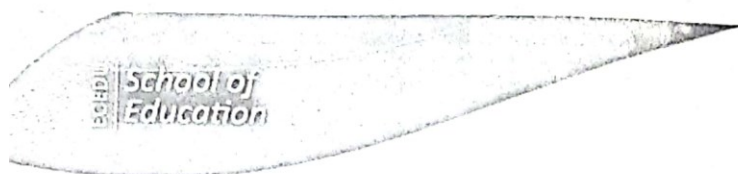
My signature below means that I want to be in a part of this. I know that I stop participating at I consider necessary.

Participant name: Yenny Julay Quintero

I.D. Number 35260111 from: Villavicencio, I have been informed about the research project that will be developed with my daughter or son Adriana Sofia Cely who is a student at Escuela Normal Superior school to participate in this research process.

Legal Guardian Yenny Quintero Date 1-10-2021

Investigator signature _____ Date _____



Confidentiality

For the purposes of this research review, your participation will be anonymous. The researcher will make every attempt to protect your privacy, including the following:

Assigning participants code names/numbers that will be used on both study reports and documents; keeping notes, interview transcriptions, and any other personally identifiable information about participants in a secure file; except in situations where the researcher is legally obliged to report specific events, participant data will be kept private.

Consent

As legal guardian, I have read this consent form and my questions have been answered. My signature below means that I want to be in a part of this. I know that I stop participating at I consider necessary.

Participant name: Daniela Prasca H.

I.D. Number 1.032.972.421 from: Miguel Bolívar I have been informed about the research project that will be developed with my daughter or son Daniel Felipe Riveros P. who is a student at Escuela Normal Superior school to participate in this research process.

Legal Guardian Daniela P.H. Date 1/10/21

Investigator signature _____ Date _____

Confidentiality

For the purposes of this research review, your participation will be anonymous. The researcher will make every attempt to protect your privacy, including the following:

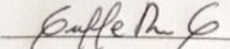
Assigning participants code names/numbers that will be used on both study reports and documents; keeping notes, interview transcriptions, and any other personally identifiable information about participants in a secure file; except in situations where the researcher is legally obliged to report specific events, participant data will be kept private.

Consent

As legal guardian, I have read this consent form and my questions have been answered. My signature below means that I want to be in a part of this. I know that I stop participating at I consider necessary.

Participant name: Gisselle Romero Guzmán

I.D. Number 1030538523 from: Bogotá D.C., I have been informed about the research project that will be developed with my daughter or son Soleimy Romero Guzmán who is a student at Escuela Normal Superior school to participate in this research process.

Legal Guardian  Date 1/02/2021

Investigator signature _____ Date _____

Confidentiality

For the purposes of this research review, your participation will be anonymous. The researcher will make every attempt to protect your privacy, including the following:

Assigning participants code names/numbers that will be used on both study reports and documents; keeping notes, interview transcriptions, and any other personally identifiable information about participants in a secure file; except in situations where the researcher is legally obliged to report specific events, participant data will be kept private.

Consent

As legal guardian, I have read this consent form and my questions have been answered. My signature below means that I want to be in a part of this. I know that I stop participating at I consider necessary.

Participant name: Narda Paola Arevalo B.

I.D. Number 40186000 from Villavieja, I have been informed about the research project that will be developed with my daughter or son Santiago Amaya who is a student at Escuela Normal Superior school to participate in this research process.

Legal Guardian [Signature] Date 04-10-2024

Investigator signature _____ Date _____

Confidentiality

For the purposes of this research review, your participation will be anonymous. The researcher will make every attempt to protect your privacy, including the following:

Assigning participants code names/numbers that will be used on both study reports and documents; keeping notes, interview transcriptions, and any other personally identifiable information about participants in a secure file; except in situations where the researcher is legally obliged to report specific events, participant data will be kept private.

Consent

As legal guardian, I have read this consent form and my questions have been answered.

My signature below means that I want to be in a part of this. I know that I stop participating at I consider necessary.

Participant name: Romiro Ballen Hoyos

I.D. Number 86074349 from: Granada (Meta) I have been informed about the research project that will be developed with my daughter or son Nicolas Ballen Aragon who is a student at Escuela Normal Superior school to participate in this research process.

Legal Guardian [Signature] Date 01/10/2021

Investigator signature _____ Date _____

Confidentiality

For the purposes of this research review, your participation will be anonymous. The researcher will make every attempt to protect your privacy, including the following:

Assigning participants code names/numbers that will be used on both study reports and documents; keeping notes, interview transcriptions, and any other personally identifiable information about participants in a secure file; except in situations where the researcher is legally obliged to report specific events, participant data will be kept private.

Consent

As legal guardian, I have read this consent form and my questions have been answered. My signature below means that I want to be in a part of this. I know that I stop participating at I consider necessary.

Participant name: Emily Samara Rojas Mican

I.D. Number 1.123.812.137 from: Villaucencio, I have been informed about the research project that will be developed with my daughter or son Cristian Umaña who is a student at Escuela Normal Superior school to participate in this research process.

Legal Guardian Johana Bonilla Date 02 febrero 2021

Investigator signature _____ Date _____

Appendix C: Emerging categories chart

EMERGING CATEGORIES CHART				
QUESTION	CATEGORY	SUB-CATEGORY	INDICATOR	CRITERIA
How does PWIM as a methodological approach contributes to fostering EFL oral production in third graders at Normal Superior School?	Oral production	(Formulaic speech)	Imitation	The student imitates simple commands to demonstrate his/her understanding
			Repetition	The student repeats the effectiveness of the words/sentences and the vocabulary proposed in class.
			Reproduction	Student reproduces simple answers to answer the questions made in class.
			Nominal phrases	Students can state nominal phrases using the vocabulary (Nouns, actions, prepositions, articles and so on)
		Learning behaviour	Participation	Students' interactions (Repeating words, asking questions, and stating examples)
			Engagement	Students' attitudes through PWIM methodology development.

Appendix E: Emerging categories chart – Formulaic speech- Nominal Phrases

EMERGING CATEGORIES ORAL PRODUCTION FORMULAIC SPEECH		
SUB-CATEGORIES		
CATEGORY SUB- CATEGORY	PARTICIPAN TS	Nominal phrases (Students can state nominal phrases using the vocabulary (Nouns, actions, prepositions, articles and so on)
ORAL PRODUCTION Formulaic speech)	Student A	
	Student B	
	Student C	
	Student D	
	Student E	
	Student F	

	Student G	
	Student H	
	Student I	
	Student J	

Appendix F: Emerging categories chart – Learning behaviour – Participation

EMERGING CATEGORIES SUB-CATEGORY LEARNING BEHAVIOUR PARTICIPATION						
		SUB-CATEGORIES				
CATEGORY	PARTICIPANTS	Participation (Students' interactions (Repeating words, asking questions, and stating examples))				
LEARNING BEHAVIOUR	Student A	Always	Often	Sometimes	Rarely	Never
	Student B					
	Student C					
	Student D					
	Student E					
	Student F					
	Student G					
	Student H					
	Student I					
Student J						

Appendix G: Sampling

Universidad Nacional Abierta y a Distancia Escuela de Ciencias de la Educación Maestría en Mediación Pedagógica en el aprendizaje del inglés Proyecto de Investigación	
1	Participant A
2	Participant B
3	Participant C
4	Participant D
5	Participant E
6	Participant F
7	Student G
8	Participant H
9	Participant I
10	Participant J

Appendix H: Picture World Inductive Model Lesson Plan

PICTURE WORD INDUCTIVE MODEL

3rd LESSON PLAN

TOPIC: Ecosystem

MAIN GOAL: To know what an ecosystem is and describe how its parts are connected.

DATE: Wednesday, November 10th, 2021.

TIME: 2 hours

AN ECOSYSTEM

Warm-up:

Students will interact through a digital resource to match the pictures with the words. In this exercise, students will know some vocabulary they will work on during the pedagogical intervention.

https://www.youtube.com/watch?v=EgiQ6GIIrI&ab_channel=SuperSimpleSongs-KidsSongs

Introduction:

Step 1: Place the picture sharing the teacher's screen through google meet.

Step 2: Students will shake out words on the chart and write them horizontally.

Step 3: Students and the teacher will read aloud and review the words.

Step 4: Teacher and students will categorize words by classifying them by colours to facilitate information and develop problem-solving skills.

Step 5: The teacher may add related words from different modes of information for content purposes.

Practice:

Step 6: Students will generate sentences and categorize them according to the vocabulary given. Then, the teacher will use students' sentences to make a paragraph.

Production:

Step 7: All participants will compose thinking aloud and making sentences.

Step 8: Students and teacher will read and review sentences and paragraphs, sighting words and paragraphs done by students independently. Students will share their development in class.



Nouns: Boy, girl, butterfly, flowers, rabbits, squirrel, duck, trees, deer, eagle

Adjectives: Brown, green, yellow, blue, red, purple, grey, black and white.

Verbs: To be (is -are)

Appendix I: Picture World Inductive Model implementation.

First session

The bear eats honey

The wolf preys some animals

The squirrel consumes nuts

The raccoon consumes water

The deer drinks water

The bird flies so high

The fish jumps in the lake.

The turtle swims in the lake

The crab excavates the sand

~~in the lake (2)~~
~~so high~~
~~water~~
~~nuts~~
~~some animales~~
~~honey~~
~~in the sky~~
~~the sand~~

Second session

The duck keeps her babies.

The ducklings swim behind her Mom

The dragonfly flies so high

The stork drinks water

The frog jumps in the water

The fish eats small fish

~~water - small fish~~
~~so high - in the water~~
~~her babies~~
~~behind her Mom~~

What does the mother's duck do?

Third session

The butterfly is orange The sun is yellow.

The squirrel is orange. The eagle is grey.

The tree is green. The deer is brown.

The rabbit is grey and white. The girl is looking the butterfly.

The hen is light brown The boy is looking the flowers

The duck is grey

The flowers are yellow.

IS - ARE look

pink
red
orange
yellow
green
blue
purple
brown
black
grey
white

What is the girl looking at?

The butterfly is orange The sun is yellow.

The squirrel is orange. The eagle is grey.

The tree is green. The deer is brown.

The rabbit is grey and white. The girl is looking the butterfly.

The hen is light brown The boy is looking the flowers

The duck is grey

The flowers are yellow.

IS - ARE look

pink
red
orange
yellow
green
blue
purple
brown
black
grey
white