THE USABILITY OF PWIM MATERIALS IN BANGLADESHI SECONDARY-LEVEL LEARNERS' LANGUAGE LEARNING

By

Sudhaditya Mondal
19103029

A thesis submitted to the Department of English and Humanities in partial fulfillment of
the requirements for the degree of
Bachelor of Arts in English

English and Humanities
Brac University
September 2023

Declaration

It is hereby declared that

1. The thesis submitted is my/our own original work while completing degree at Brac University.

2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.

3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.

4. I/We have acknowledged all main sources of help.

Student's Full Name & Signature:

Sudhaditya Mondal
19103029

Approval

The thesis/project titled "The Usability of PWIM Materials in Bangladeshi Secondary-level Learners' Language Learning" submitted by
Sudhaditya Mondal (19103029)
of Fall, 2023 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Bachelor of Arts in English on [11-09-2023].

Examining Committee:

Supervisor:
(Member)

_____
Dr. Sabreena Ahmed
Associate Professor, Department of English and Humanities
BRAC University

Departmental Head:
(Chair)

_____
Professor Firdous Azim
Chairperson Department of English and Humanities
BRAC University

_____
Md Al Amin
Examiner:
(Member)
Associate Professor, Department of English and Humanities
BRAC University

Ethics Statement

Before the data collection procedure, the study participants were provided with comprehensive information and their consent was obtained. They were made aware that their interview sessions would be recorded. The confidentiality of each participant was strictly maintained throughout the study.

Abstract

Materials play a huge role in facilitating language. In a language classroom a visual input can really draw the attention of the learners and make the class more interactive. Therefore, this study examines how secondary-level learners in Bangladesh utilise Picture World Inductive Model based materials. Furthermore, it seeks to bridge the gap in the Bangladeshi education system by revealing how PWIM materials can enhance language education practices in the country. The study is based on Picture Word Inductive Model. The study was conducted on ten secondary level learners from a school at Parbatipur, Dinajpur. They have to join one workshop and use the material. After the workshop they had an face to face interview with the researcher. The findings of the research indicate that PWIM materials are received positively by students, increasing their engagement and facilitating language acquisition by drawing on their prior knowledge. Besides, it gave the learners a chance to engage in a free hand write up and help them to break the process of rote learning. Few challenges are highlighted through the research as well. The lack of prior knowledge of the learns result learners' not understanding material and create a tendency to copy from their friends. Besides as a new experience they get a bit anxious about the material. The material can be implemented with the traditional textbook material to increase the learners' interest in learning.

Keywords: ESOL, Picture World Inductive Model, PWIM Based Material, Language materials, Secondary level

Dedication

To my loving parents for their emotional support and sacrifices, my beloved for her love and encouragement, my best friend for her never ending motivation, and my faculty and supervisor Dr. Sabreena Ahmed for guiding and encouraging me on this journey.

Table of Contents

List of Tables

List of Figures

x

List of Acronyms

PWIM   Picture word Inductive Model

ESOL   English Speakers of Other Languages

NCTB   National Curriculum and Textbook Board

Chapter 1

Introduction

1.1 Background of the Study

One of the most commonly used tools in classrooms in this era is different kinds of materials. These materials aid learners in various ways. In this regard, Hepler et al., (2022) articulate that instructional materials refer to the various tools and resources utilised by teachers to assist with teaching. Furthermore, appropriately using those materials can enhance student engagement and facilitate learning outcomes. Materials such as visuals, audio, and written or real-life objects can increase the learners' motivation. On this aspect, Tomlinson (2012) states that course books, videos, graded readers, flashcards, activities, websites, and mobile phone interactions are all examples of materials that can be utilised to improve learning. For instance, the students from environmental soil science at a large research university in the Southeastern US exhibited an encouraging attitude toward the pre-class learning materials. These include different activities before in-person class sessions such as videos created by the instructor, supplementary videos from other sources, and text-based materials (Long et al., 2016). On the other hand, in their research Westerberg, & Vandermaas (2021) provide evidence that exploratory materials and methods are crucial in preschool educational settings. Learners use materials to uncover new knowledge also it provides assistance in their every attempt to gain knowledge as they engage with a wide range of materials. These include art, storytelling, gardening, mapping, constructing, and pretend play. Moreover, learners from secondary schools in Tanzania become more creative and innovative during the teaching and learning process when instructional material is available in the Geography classroom. Additionally, educational resources inspire teachers and help students learn to improve their reading, observation, listening, and communication abilities (Mzinga & Onyango, 2021). In the other

side of the world, in his study, Dhakal (2020) showed that Nepali geography teachers in secondary schools have utilised various printed resources, such as textbooks, reference books, journals, magazines, teacher manuals, newspapers, and dictionaries, for the purpose of teaching geography. it was found that all educators utilised visual aids such as maps, atlases, globes, charts, graphs, diagrams, and posters as instructional tools for teaching geography. Though, utilisation of audiovisual materials, such as video, mobile devices, computers, tapes, cassettes, radios, overhead projectors, televisions, photos, and slides, are less common as a material in the geography classroom. According to Thoma et al., (2019) making textbooks and other resources freely available and expanding instructional expertise across distances via tele-education, digital technology may help improve learning in resource-limited contexts. Digital distance learning tools may make learning more accessible and affordable. Similarly, because of digital learning materials, students now have the opportunity to learn mathematics from the comfort of their own homes. All they need is access to the required digital equipment, affordable internet charges, and an adequate electrical supply. With a virtual math classroom, students can easily learn math online and gain knowledge (Mulenga & Marbán, 2020).

Overall, Materials are important to make the class more engaging and interesting. Without a proper learning material, a good learning environment is incomplete.

1.2 Materials in English Classrooms

In English language learning, materials are essential for acquiring the language properly, because they provide learners with the necessary input and direction to enhance all four skills. According to Richards (2001), instructional materials are the primary source of language input that learners receive and serve as the basis for language learning. For example, in Ethiopia, the use of audio-visual materials for secondary-level speaking classrooms promotes learner engagement in oral communication, encourages learner motivation, and functions as a source of knowledge for teachers as well as learners (Make, & Yonas, 2018). Similarly, using video in teaching and learning has encouraged Indonesian students to learn independently and made them more proactive. Furthermore, Shafira & Rosita (2022) state audio visuals can be utilised as the content in activities such as listening, speaking, reading, and writing. In their study the majority of Indonesia senior high school students agreed that if the teacher used audio-visual aids, they would better comprehend the topic. Besides, Audiovisual materials assist learners in memorising information, clearly pronouncing words, improving reading comprehension, and improving writing abilities. Moreover, In Malaysia Ajoke (2017) observed in his study that the utilisation of visual aids, such as pictures and videos as materials in the teaching and learning processes has been shown to enhance students' memory retention and skill acquisition abilities. Digital learning materials have improved the duration of learning for Chinese primary-level students, thereby resulting in a corresponding improvement in their language learning. It also increases their classroom motivation (Lin et al., 2017). In terms of speaking, materials play a big role. For instance, Ambarwati and Hayati (2020) demonstrate that the utilisation of picture cards as instructional material has an important effect on eleventh-grade Indonesian students' ability to expand and enhance their speaking. Similarly, Malaysian ESL Young Learner's speaking abilities can be improved via the use of audio-visual materials. They are able to see and hear the words, which can help in their ability to remember them easily while speaking.

Therefore, they are able to pronounce it correctly because they hear it correctly in the audio before they speak. this helps them to overcome their shyness and increase their speaking confidence (Kathirvel & Hashim, 2020).

Materials are essential for learning the English language since they offer guidance and input for improving all four abilities.

1.3 The Context Bangladesh

The education system in Bangladesh includes two main branches, namely the English medium and the Bangla medium. The majority of school English medium schools are found in urban areas. On the other hand, the majority of schools are Bangla medium in the rural area. The high level of English anxiety among Bangla medium secondary education students is a common phenomenon. The main problem relates to perceiving English as a subject rather than a language. An educational setting that emphasizes exams can generate stress among students, leading to anxiety and fear. Furthermore, in Bangladesh, the Secondary level English language uses English for Today book as a language material. This book is written following a Communicative Language Teaching manner. But it creates a few challenges along the way. Bangladesh has a huge population and the classroom here in this country is packed heavily. In this regard, Nayeen et al., (2020) state that the effectiveness of applying Communicative Language Teaching through *English For Today* for developing communicative competence among higher secondary-level learners in Bangladesh is challenged by various factors. These include a large classroom size, not enough trained teachers, insufficient logistical support from government and institutions, minimal learner motivation, high-stakes examination systems, inadequate infrastructure, and learning environments, and textbooks lacking in quality content and curriculum. Therefore, the communication aspect of this book is hampered. Additionally, the exam-oriented environment is creating a barrier between speaking and listening to facilitate

the secondary learners. According to Rahman & Ahmed (2019), a majority of instructors use listening skills in an incomplete manner. Similarly, speaking and listening tasks in the *English for Today* textbook are entirely ignored (Kirkwood, 2013 as cited in Rahman et al., 2019).

1.4 Statement of The Problem

The English language has gained acceptance as an international lingua franca. However, learning a second language poses several challenges that learners must overcome. Materials play a significant role in helping learners to improve to overcome those challenges. For instance, Make, & Yonas, (2018) state that the utilisation of audio-visual materials in the classroom help Ethiopian learners to engage in oral communication, encourage learner motivation, and function as a source of knowledge for teachers as well as learners. Furthermore, the use of pictures as material in a speaking class can help Indonesian Secondary students increase their confidence Pratiwi et al., (2020). In terms of PWIM, it can be a versatile method when it comes to language teaching. For example, Triwahyuni et al., (2020) explore the incorporation of images and visual stimuli in PWIM can aid students' comprehension and memory of lexical knowledge. Similarly, when students were exposed to text-picture combinations using the PWIM technique, lexical knowledge learning was consistently good (Lee et al., 2019).

However, in terms of the Bangladeshi context, the only material being used is the *English For Today book* by NCTB. Besides, Bangladesh is using the CLT method to facilitate English language learning. CLT method focuses on all the language skills. However, the speaking and listening tasks in the English for Today textbook are completely ignored (Kirkwood, 2013 as cited in Rahman et al., 2019). In addition, a survey conducted by Al Amin & Greenwood (2018) indicates an overall agreement of the teachers that they experience pressure from various sources, including school administrators, parents, and especially students, to adopt teaching

methods that would improve learners' results in examinations. Furthermore, a large classroom size, not enough trained teachers, insufficient logistical support from government and institutions, minimal learner motivation, stake examination systems, inadequate infrastructure, and learning environments, and textbooks lacking in quality content and curriculum hampers the communicative competence among higher secondary-level learners in Bangladesh effectiveness of applying Communicative Language Teaching through *English For Today* (Nayeen et al., (2020). At present, there is hardly any study on the use of PWIM in an ESOL context such as Bangladesh. As a result, this study intends to investigate the usability of PWIM with storytelling among Bangladeshi secondary-level ESL learners' language learning. Unless we observe how the PWIM-based teaching technique facilitates English learning we will not be able to understand the usefulness of this technique. In addition, it is necessary to get feedback from the learners to see the effectiveness of this technique. Besides, it is important to evaluate the challenges that the learners are facing while using the PWIM technique as a learning aid as well.

1.5 Research Questions

The research aims to address the following answer to the following questions in order to fulfill research objectives:

RQ.1. How do English learners respond to PWIM based materials?

RQ.2. a. What do the learners think about this PWIM based materials?

      b. What are challenges the learners face while using PWIM based material?

1.6 Scope of the Study

The study holds great significance for Bangladeshi higher secondary level contexts where students often struggle with learning English through traditional materials. It also presents an

opportunity to introduce new Picture Word Inductive Model (PWIM) based materials at the secondary level. The study's broader objective is to determine the usability of PWIM-based materials in secondary level classrooms. The results will assist teachers in comprehending and implementing PWIM-based materials as a supplement to the existing resources in secondary classrooms. The researcher has chosen school students as they learn English through the traditional NCTB textbook. By introducing PWIM at this early stage, they will be able to use it in their future academic life. Although the study is designed for secondary-level students, it has a wider scope, and the research design can be used for different levels of proficiency, providing teachers with the necessary resources to instruct students on using the material.

1.7 Significance of the Study

Material is one of the most important aspects in a language learning classroom. To the best of the researcher's knowledge, very few studies have been carried out in Bangladesh regarding PWIM material in secondary level classrooms. This study aims to fill the gap by outlining the usability of PWIM material in secondary level classrooms. The study focuses on the learners' perception towards the PWIM-based material and highlights the challenges faced by the learners while using this material. The participants are from secondary level and the researcher has focused on the use of PWIM material in their language classroom. Additionally, the researcher investigated the students' previous experience of using traditional material in their classroom. Most of the students have primarily learned language through traditional material which is the NCTB English book. Consequently, this study aims to discover how secondary level students react to being exposed to the new PWIM-based material.

The researcher in this study focuses mostly on the experience of the learners while using the PWIM-based material. They found the material interesting as it is different from their

traditional material. Furthermore, they get an opportunity to access their prior lexical knowledge. Moreover, they get a relatable experience through PWIM as they can relate to the visual input provided in the material. The majority of earlier studies focused on students in tertiary or primary school classroom settings. Therefore, the purpose of this study is to determine how secondary level students in Bangladesh respond to the PWIM-based material. The study examines the scope and advantages of English language learning while using PWIM-based material and discusses the challenges students face when using the new material in the Bangladeshi context.

In conclusion, the researcher recommends adopting the conceptual model provided in this qualitative research methodology in educational research (please see 2.4 of this study). The researcher can further examine this material in more details in his future studies.

1.7 Limitation of the Study

The study conducted by the researcher has some limitations, which were addressed to the best of her abilities. The primary limitation was the inadequate speaking skills of the learners. Being shy to communicate in English, the participants lacked the necessary vocabulary and knowledge of sentence structure to effectively communicate. To overcome this challenge, the researcher had to translate the instructions into Bangla to make it easier for the learners to understand. Moreover, the research was conducted in a school setting, and there were many students present besides the participants. This led to distractions while performing the tasks. Additionally, the interviews were conducted before and after school, resulting in significant background noise, making the learners shy and nervous as other students were looking at them. While examining their scripts, the researcher encountered a major problem. It was discovered that most learners had copied their answers from each other, leading to a lack of originality in their data.

1.9 Definitions Key terms

PWIM

Picture Word Inductive Model or PWIM is an approach that takes advantage of the picture as a learning medium. Calhoun (1999) explains PWIM as an inquiry-based language approach that utilises images with known objects and activities to encourage the acquisition of lexical knowledge, listening, and speaking of children. In this study the term PWIM refer to the method that uses pictures as learning materials.

ESOL

ESOL is an acronym that stands for English for Speakers of Other Languages. This implies that no matter where in the world you live, if English is not your first language and you are beginning to study it, you are an ESOL student. In this study the learns are from secondary level school students therefore, they fall under ESOL.

Secondary-level

Bangladesh's current educational system consists of three main phases: primary, secondary, and higher secondary education. The secondary level students are from class 6 to 10. The research participants are class eight students therefore, the fall under the category of secondary-level.

Chapter 2

Literature review

Introduction

The primary objective of this research is to assess the effectiveness of PWIM as a language learning tool for Bangladeshi secondary-level students. To achieve this, the chapter presents important theories and scholarly articles related to PWIM and language materials. It also highlights a gap in the existing literature on the use of PWIM resources and explains the significance of this study in addressing that gap. The chapter is organized into three sections as follows:

Part 1: Material and its Importance in English language learning.

2.1.1. Concept of Material and Designing

Learning materials is a broad term for materials used in classrooms to support teaching and learning. Material designing refers to devolving and changing those learning materials according to the need of the learners. Course books, videos, graded readers, flash cards, activities, websites, and mobile phone interactions are all examples of materials that can be utilised to improve learning. (Tomlinson, 2012). According to Azarnoosh, Zeraatpishe, & Faravani (2016) development of materials is a practical attempt that involves the creation, assessment, adaption, and utilisation of materials. Besides, materials should ideally be designed for learning rather than teaching (Azarnoosh, Zeraatpishe, & Faravani, 2016). Therefore, the main focus point of Material Design is on the learners. Tomlinson & Masuhara (2017) explain that materials can be categorized into four distinct phases: design, as designed, in action, and in reflection. As stated by them, materials in design reflect to those that are currently undergoing development, while materials as designed refer to those that have reached a

finalized state and are considered ready for use. On the other hand, materials in action, are those that are currently being utilised, materials in reflection are those that are recalled by users when reflecting on their usage. It is necessary to evaluate materials in all four states (Tomlinson & Masuhara, 2017).

To facilitate teaching and learning, material design involves developing, evaluating, adjusting, and utilising learning resources.

2 1.2. Importance of Materials English Language Learning.

The utilisation of materials is essential in acquiring the English language, as it provides learners with authentic language input and opportunities for practicing their language skills. In this regard, Richards (2001) states instructional materials are the primary source of language input that learners receive and serve as the basis for language learning. Furthermore, of teaching-learning materials are regarded as one of the most important factors that encourage student learning and help achieve academic goals and objectives. (Kapur, 2019). Similarly, Ajoke (2017) states in his research that utilisation of visual aids, such as instructional materials, in the teaching and learning processes has been shown to enhance students' memory retention and skill acquisition abilities. Moreover, utilisation of digital learning materials has improved the duration of learning for students, thereby resulting in a corresponding improvement in their language learning. It also, increases their classroom motivation (Lin et al., 2017). On the other hand, Albiladi (2019) explores that the utilisation of authentic materials in the teaching of the English language has become a basic requirement. The utilisation of authentic materials served as a motivation for the participants, eventually resulting in an increase in their cultural awareness. Overall, using the material in an English language classroom is necessary because it makes the class interactive.

Part 2: The Impact of Materials on Language Learning

The two important categories of language skills are receptive and productive skills. The receptive skills refer to the understanding and interpretation of language input, whether it is spoken or written. This includes listening and reading, On the other hand, productive skills involve the ability to produce language output in either spoken or written form. This includes speaking and writing.

2.2.1 Writing Skill

Writing is the production of written language, including organizing ideas, the building of logical phrases, and the competent transmission of knowledge or ideas through written discourse. In the absence of materials, it is difficult to improve writing skills. In this regard, Abdullah & Yunnus (2019) in their quasi-experimental research explain when the learners are asked to write only with guided words their poor writing skills make it difficult for them to know what to write. When photos were introduced in the classroom, learners were able to get ideas from the pictures while also using the suggested words provided to help them write. By seeing the pictures, they were able to understand the situation more clearly. Implementing visual aids, such as pictures, has shown to enhance students' levels of engagement, determination, and overall motivation toward writing (Styati, 2016). The author also states that students showed their interest in taking writing classes when visual aids were present in the classroom. Additionally, the interviewee teachers from Fata et al., (2018) study mentioned that using visual materials to teach writing is simple and can increase student motivation. It shows that all of the students were enthusiastic about learning how to write by using visual media. Furthermore, Students loved and showed interest in the media in the writing classroom. helping learners understand exactly how things progress in a story through picture books. As a result, the quality of the students' writing improves (Pratiwi, 2016).

2.2.2. Speaking

Speaking is generally oral communication, that involves creating words, phrases, and sentences, as well as the logical expression of ideas. In this regard, Make, & Yonas, (2018) state that the utilisation of audio-visual materials in the classroom promotes learner engagement in oral communication, encourages learner motivation, and functions as a source of knowledge for teachers as well as learners. they show in the study that language teacher has a positive perception to use audiovisual material for grade 5,6,7 and 8. Besides the utilisation of interactive picture and picture media that are centered on articulation storylines has enhanced the oral communication abilities of third-grade learners in primary education (Yolanda et al., 2022). Furthermore, Ambarwati & Hayati (2020) demonstrate that the utilisation of picture cards as instructional material has been found to have an important effect on eleventh-grade students' ability to expand and enhance their speaking. Additionally, the application of picture cards as a teaching material has been found to enhance students' understanding of the subject matter, and eventually speaking becomes easy for them. As a result, it is a clear indication that the use of material as language learning aid is very beneficial in speaking class. Furthermore, use of picture as a material in a speaking class can help the students to increase their confidence. Pratiwi et al. (2020) claim that teaching English using pictures is one of the impactful strategies for students to develop their speaking abilities. The qualitative study confirms that a picture method can help students' speaking abilities. However, the study discovered that many students needed help with using grammar when speaking while using the method. When their friends use English to describe an image, students find it challenging to understand their explanation. On the other hand, using a picture based medium in a speaking class can improve learners' focus in the class by making the class more engaging. In this regard, Ambarwati & Hayati, (2020) have stated in that utilisation of the image series approach has demonstrated an enhancement in the speaking proficiencies of students. The teaching method encouraged

student engagement in English language class, with a strong focus on speaking. Furthermore, the students showed an increased desire to acquire English language skills through an engaging and enjoyable learning approach.

2.2.3 Listening Skill

The process of listening involves understanding spoken language, which includes the understanding of vocabulary, expressions, syntax, and overall meaning. This includes two types of processing bottom-up and top-down processing. Bottom-up processing begins with hearing information such as sounds, words, and phrases, which the listener tries to understand through assigned meaning. On the other hand, top-down processing refers to the utilisation of prior knowledge in understanding the meaning of the text. In the listening-learning scenario, material plays a huge role. According to Kirana (2016), the utilisation of the audio-visual method has improved understanding of the overall concept of the text and facilitated students' focus through the use of visual materials. Furthermore, it enhances the students' listening abilities by facilitating the creation of an overview of the narrative and the learners were able to remember the sequence of occurrences. Besides, the results of the study indicate that the implementation of the AVM led to an improvement in students' ability to understand the main concept of the text as a result it increases the learners' listening ability. Furthermore, using a multimedia method involves the simultaneous use of both audio and visual media and provides positive effects that are not possible through the use of only audio media alone (Istifadah et al., 2022). Moreover, in their research, Fajry et al., (2016) explain incorporating audiobooks with narrative stories has been found to improve students' listening ability. However, students who need more practice in listening skills commonly face challenges such as limited vocabulary mastery and difficulty keeping up with fast-paced speakers. But the utilisation of an audiobook can help learners to overcome challenges. Similarly, learners' listening abilities is certainly enhanced by watching YouTube videos. YouTube has an impact on other abilities, including

speaking and vocabulary, in addition to the learners' listening skills. This use of YouTube videos as listening material is liked by learners and they are engaged, enthusiastic, energetic, and productive while learning listening (Ayu, 2016). Additionally, Afriyuninda & Oktaviani (2021) explore that the majority of the students agreed that when they listen to English songs it helps them to become a better listener because most of the vocabulary used in the songs are familiar to them. It also makes them active in the listening class.

2.2.4 Reading Skill

Reading involves an understanding of written language, that involves the understanding of individual words, sentences, and extended passages. Therefore, learners need materials in the reading classroom to receive the information. Siregar et al., (2022) state that reading is presently referred to as a meaning-making activity that draws on prior knowledge, it relies on effective communication between the writer and the reader. According to Mantiri, et al,. (2021), utilisation of the Picture and Picture Technique in methodology has the potential to enhance students' reading comprehension by building greater levels of creativity and involvement among learners and creating a more interactive classroom environment. Similarly, the inclusion of pictures or illustrations alongside the main content of the written text has a positive impact on students' reading abilities (Sari & Fitrisia, 2022). They also state that the images that were provided had a positive impact on the learning ability of learners, not only in understanding simple texts but also in understanding more complex texts. Furthermore, showing pictures can improve the learner's understanding of the text while improving what they think about the subject shown in the pictures. Moreover, Oktaviana et al., (2021) explain big book media is an effective tool for improving children's reading abilities. For young learners who are not scared to make errors, big book media can give a real-life reading experience therefore, learners will be able to see the writing in the big book as it has large pictures and text, as well as beautiful colors that increase young learner's motivation to learn

15

and excitement in reading. Furthermore, the use of word cards as a learning tool for early reading is highly appropriate due to their diverse and attractive colors and designs (Agusalim et al., 2021). Also, they state that this medium can be customised with letters or numbers to speed up the learning process for learners therefore enhancing the experience of learning by increasing interaction, making learners understand fast, and encouraging interest, and creativity.

2.2.5 Picture Word Inductive Model (PWIM)

Picture Word Inductive Model or PWIM is an approach that takes advantage of the picture as a learning medium. Calhoun (1999) explains PWIM as an inquiry-based language approach that utilises images with known objects and activities to encourage the acquisition of lexical knowledge, listening, and speaking of children. In this regard, Triwahyuni et al., (2020) state that The Picture Word Inductive Model is considered to be more suitable for implementation in primary and secondary educational settings due to its alignment with the developmental stage of children at these levels, which is characterized by concrete thinking. Furthermore, if this model is implemented in alternative educational levels, it is essential to be combined alongside supplementary methods. Moreover, PWIM strategy has an influence on first-grade learners' early reading skills (Triwahyuni et al., 2020). The authors focus the incorporation of images and visual stimuli in PWIM can aid students' comprehension and memory of lexical knowledge. Similarly, Lee et al., (2019) state that when students were exposed to text-picture combinations using the PWIM technique, lexical knowledge learning was consistently good. Additionally, the utilisation of the picture-word inductive model and readers' theatre was perceived by the learners as highly effective in enhancing their English lexical knowledge learning achievement and increasing their learning motivation. (Gu, & Lornklang, 2021). In addition, a mixed method study on eighth grade students, Rahmiaty (2021) explores the utilisation of picture word inductive model media significantly helped students' problems in

speaking English, namely the lack of students' lexical knowledge. Therefore, this process greatly helped the addition of lexical knowledge to the students through picture media, and they also attempted to think automatically about how each of the words listed can be connected to a story based on the picture. Therefore, material based on PWIM can help improving lexical knowledge and thereby improves their speaking ability. Picture Word Inductive Model has demonstrated its efficacy in enhancing student engagement and interest in the classroom, particularly in the topic of speaking (Noorisambar, 2020). Moreover, Wahyuni, Degeng, Widiati and Setyosari (2020) state that the application of Augmented Reality (AR) technology in the Picture Word Inductive Model (PWIM) increases English lexical knowledge among Indonesian tertiary level students and makes the students' learning experience more interesting and participatory. Overall, PWIM has various applicability in a language classroom scenario.

Part 3: Bangladesh Context

2.3.1 Education system in Bangladesh

In Bangladesh, the education system is divided into three main streams. Those are general education, vocational or technical, and madrasah education. Then there are four levels of education. Those are pre-primary, primary, secondary, and higher education. For the pre-primary level of education everything is the same for everyone then primary level there are two streams those are general and madrasah streams. Furthermore, secondary education includes three primary streams general, technical-vocational, and madrasah streams. Finally, tertiary levels also include those three streams. Additionally, in general education, there are two mediums those are Bangla and English medium. There is a handful of board exams in Bangladesh but two major high-stakes board exams are SSC (Secondary School Certificate) and HSC (Higher Secondary School Certificate). In all cases English is a mandatory subject in fact English is a mandatory subject from the pre-primary level. Then there are two mediums of

education one is Bangla medium and another one is English medium (Bangladesh Ministry of Education, n.d). In a high-stake exam-oriented environment English has become a very feared subject for the Bangla medium learners. In this regard, a survey conducted by Al Amin & Greenwood (2018) indicates an overall agreement of teachers that they experience pressure from various sources, including school administrators, parents, and especially students, to adopt teaching methods that would improve learner's results in examinations. Therefore, it is a clear indication that in the Bangladeshi context, English has become a feared subject.

2.3.2 English Language Classroom

In Bangladesh, CLT (Communicative Language Teaching) is the most common language-learning technique. CLT is based on the inductive approach, which focuses on communication. The ability to understand spoken English is essential for effective communication. However, it is a common phenomenon that the ability to listening and speaking is often overlooked in secondary classrooms in Bangladesh. According to Rahman & Ahmed (2019), a majority of instructors use listening skills in an incomplete manner. Moreover, teachers read a text and ask questions in the class, with the aim of improving the listening ability of the learners. Besides, teachers are not using any audio-visual aids or other instructional materials to enhance the speaking and listening abilities of the learners. On the other hand, the adoption of the Communicative Language Teaching (CLT) methodology is in competition with the traditional GTM approach to language instruction and acquisition method (Rahman et al., 2019). The material used in Bangladeshi classrooms is the textbook provided by the NCTB "The English for Today". The book is designed according to the CLT curriculum but the lack of sufficient material support like the audio and visual part of the book is hard to use in rural Bangladeshi classrooms. In this regard, Nayeen et al., (2020) state that the effectiveness of applying Communicative Language Teaching through *English For Today* for developing communicative competence among higher secondary-level learners in Bangladesh is

challenged by various factors. These include a large classroom size, not enough trained teachers, insufficient logistical support from government and institutions, minimal learner motivation, high stake examination systems, inadequate infrastructure, and learning environments, and textbooks lacking in quality content and curriculum. As a result, these challenges prevent the efficacy and adaptability of CLT in the Bangladeshi context.

Research Gap:

The existing scholarly work is related to the study of materials for language leaning the main emphasis here is acquiring all four skills through different material used in the classroom like audio-visual material (Make, & Yonas, 2018), picture and picture media based on articulated stories (Yolanda et al., 2022), picture cards (Ambarwati & Hayati 2020), image series approach (Ambarwati, & Hayati, 2020) besides, picture-based language learning strategy PWIM, PWIM for reading skill in primary level ((Triwahyuni et al., 2020), text-picture combinations using the PWIM (Lee et al., 2019), PWIM and readers' theatre (Gu, & Lornklang, 2021), picture word inductive model media as speaking aid eight grade (Rahmiaty, 2021), PWIM with AR for lexical knowledge (Widiati and Setyosari, 2020).

At present, the reviewed literature shows that there is hardly any study on the use of PWIM in an ESOL context such as Bangladesh. Additionally, most of the previous research is on tertiary-level students therefore there is a gap here in the field for secondary-level learners. As a result, the purpose of this research is to understand the usability of PWIM among secondary-level ESL learners speaking material. Furthermore, it covers is there any challenges are faced by the secondary-level students when PWIM is implemented as a learning material.

Part 4: Conceptual Framework

2.4 The conceptual Framework

When conducting research, writers typically establish a specific role and a series of interactions using a conceptual framework. The purpose of the conceptual framework is to provide an integrated approach to theories that explain the problems being examined. By doing so, writers can more effectively analyze and interpret the results of their research (Leshem & Trafford, 2007)

Researcher adapt framework from Colon & Martinez (2013) and Lee et al., (2020) (see figure 1). The framework includes using PWIM The conceptual framework has four main stages. First stage refers to showing visual input in the classroom. Then the second is using PWIM in the classroom. After that a small response writing on the picture. Lastly, an interview section on PWIM. The first stage introduces the topic by showing a picture related to the topic. The picture is there for the reference but there is no title given to the picture. The learners have to see the picture and understand what is happening in the picture. Then the second stage began, the learners' using PWIM, they have to identify different objects from the picture and label them in the picture. Furthermore, they have to write synonyms from the words they have highlighted in the picture. Also, the learners write a sentence with the synonyms they (write). Overall, this helps to identify the learners' previous knowledge. In the third stage, the learners write a small response on the picture they are seeing this a writing task to understand learners' use of the lexical knowledge gain from the PWIM process. Last stage refers to a in person interview that includes the experience of the learner while using this material.

 Rational of the Conceptual Framework

In this context of the study using PWIM as a material is Important. As a result, researcher adopt the Use of PWIM from Colon & Martinez (2013) and. They explain how PWIM based material can be used in a classroom scenario. The following steps shows their implement of PWIM method in a classroom scenario.

• Students examine a picture and identify its contents.

• The teacher labels, reads, and reviews the identified words, and together they categorize the words according to their properties.

- Finally, they develop titles, sentences, and paragraphs about the picture.

Visual Input

PWIM

Colon &Martinez

(2013)

Identify different

things in the picture.

Write synonyms of

identified words

Make sentence with

the synonyms.

Learners will write

a short response.

Post work interview

Lee et al., (2020)
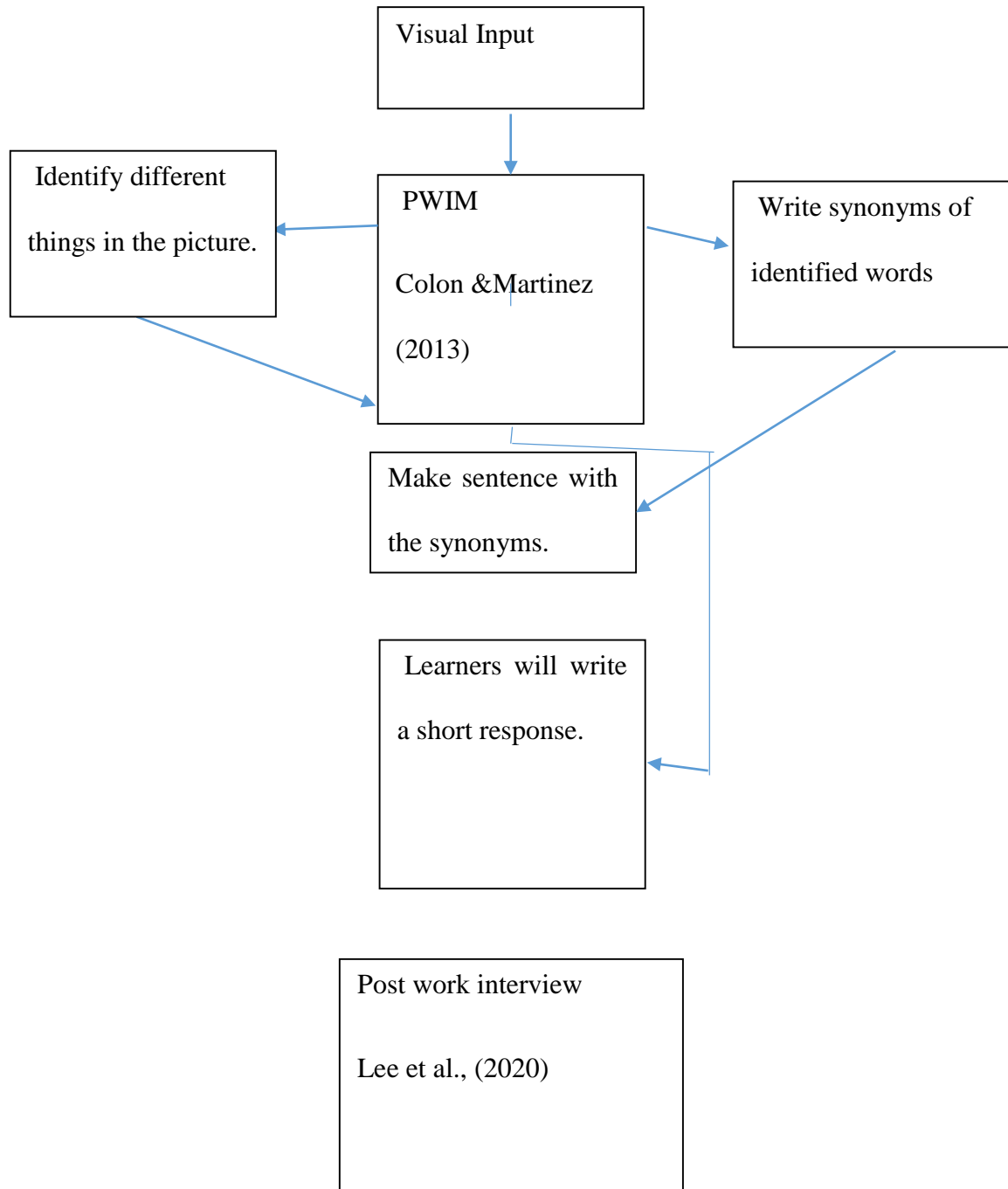
Figure 1 Conceptual Framework

Chapter 3

Methodology

3.1 Introduction

This chapter describes the research methodology utilised while carrying out this study. As previously mentioned in the first chapter, the main goal of this study is to understand the usability of the PWIM method with storytelling in Bangladeshi secondary-level learners' language learning. Moving on to the first research question it explores how English learners respond to PWIM-based material. After that, the second research question investigates what are learners' thoughts about PWIM-based materials. Lastly, the third question finds if there are any challenges that the learners face while utilising PWIM-based material. This chapter discusses the rationale for selecting a multiple case study approach, justifies the philosophical assumptions, as well as the procedure of selecting participants for a semi-structural interview and data analysis framework, and validates the reliability and reliability of the research.

3.2 The Qualitative and Its Philosophical Assumptions

The methodological framework of qualitative research is based on certain philosophical assumptions and research paradigm. Among all qualitative research paradigms, the researcher selected the pragmatist worldview as the preferred paradigm for qualitative research where the researcher tries to see how useful the PWIM method with storytelling is in secondary level Bangladeshi classroom through different writing and speaking workshop. According to Morgan (2014) pragmatists emphasise on the nature of experience. They utilise actionable knowledge (Kelly & Cordeiro, 2020). Pragmatism engages the researcher in action with the participants to collected data. In this regard, Denzin, (2010) states that the practical and real-world emphasis of this paradigm helps researchers to take a lenient approach, ignoring the epistemological significance of divides such as quantitative and qualitative research. Similarly,

this research paradigm can be entirely qualitative or quantitative, or it can combine both methods (Creswell,2007; Wilson, 2010). Moreover, Mcdermid, (2006) states pragmatist approach may utilize a variety of data collection methodologies and pragmatic perspectives in order to answer the research questions. The ability to investigate the interconnection of experiencing, knowing, and acting in the research process within responder groups is provided by the pragmatic inquiry approach (Kelly & Cordeiro, 2020). In the current study the researcher is engaging himself in a workshop series with the participants to collect data by using PWIM method.

The philosophical assumptions supporting the study are drawn from Creswell's (2007) table of "Philosophical Assumptions with Implications for Practice" (p.17).

Research Paradigm	Philosophical Assumption			
Pragmatism	**Ontological** The reality can be multiple subjective point of views of the participants.	Epistemological Researcher will be a part of the research and participants' interpretation will validate his beliefs.	Axiological The researcher's values and biases will be discussed with the participants' point of views.	Methodological Qualitative Multiple Case Study.

Table 1 Philosophical Assumption

The above table shows the philosophical assumptions and research paradigm of the study. The Ontological assumption refers to the reality of every participants of the study (Creswell (2007). For example, to understand the multiple subjective point of view a semi-structure interview as well as field notes and result of few classroom tasks to understand each of the participant's

response to PWIM based language materials (RQ1). The interviews and field notes reveal the thought of the learners towards PWIM based materials (RQ2). Lastly, the researcher identifies the challenges that the learners face while using PWIM (RQ3). Moving on to the Epistemological assumption, Creswell, (2007) state the researcher will be a part of the study and the students' quotes are the justification of his beliefs. Lastly, axiological assumption explains the researcher's personal beliefs or biases can influence the data analysis. The methodology employed in this study takes an inductive approach, delving into the what, why, and how of data collection. Researcher very carefully analyze specific details before drawing any conclusions and constantly refining their research questions (Creswell, 2007).

3.3 Research Design

The research strategy for this study was developed using various literature sources and research questions. The study has adopted a Pragmatism research paradigm that focuses on a researcher's actions and their immediate implications. Here the researchers take a workshop and then take an interview session to identify the problem's answer. The interviews were conducted face-to-face through discussion sessions. The researcher asked open-ended questions regarding the participants' tasks and their thoughts on the material they used. The central objective of this research is to find usability of PWIM based material in secondary level Bangladeshi language learners. Researcher take a qualitative approach. According to Creswell (2007) qualitative method involves gathering information through field research, which includes observing behaviors and conducting interviews within the context of the study. Similarly, Qualitative research can provide a deep understanding of people's attitudes, beliefs, concerns, objectives, culture, and way of life (Joubish et al., 2011)

3.4. Multiple Case Study

A case study is an in-depth investigation about an individual, a group, or an entity (Gustafsson, 2017). Therefore, one person can be an individual case and multiple person can be multiple cases. According to Creswell (2014), Case study involves qualitative exploration of a real-life system or multiple systems, known as cases, through extensive data collection resulting in a thorough description and identification of key themes. Analysis can focus on a single case or multiple cases. Additionally, qualitative case studies can use interviews, documentation, observations, participant-observation, and artifacts as sources of evidence. Interviews are particularly more important for gathering valuable data (Yin, 2009). On the other hand, Walsh (2009) explains "micro-case study", which refers to research that focuses on small-scale cases. Micro-level cases are brief, straightforward incidents in a limited environment, focused on a specific issue of interest. On the other hand, case studies can be categorised into two main categories: single case study design and multiple case study design. He also explained how to determine if a case study is appropriate for research and demonstrated that, despite being within the same methodological framework, the two types of case studies have distinct research designs (Yin, 2017)

3.5 The Researcher's Role

The researcher is a BRAC University undergraduate ELT student. In most of the courses he has taken in university life, he faced problems with vocabulary. As the researcher is a Bangla medium student, he saw that the lack of proper material is a cause of his lack in lexical knowledge in academic life. The researcher has a hobby of photography therefore it motivated him to peruse PWIM as a language material. As PWIM involves pictures as a language learning material. In the researcher's belief, PWIM can be a useful method that can aid secondary-level learners' speaking and listening abilities. They will improve their lexical knowledge which will aid their communication skill. As a result, the researcher decided on "Understanding the

usability of PWIM method with storytelling in Bangladeshi secondary level learners' language learning" as his research topic. From different workshops and individual interviews, the researcher identifies the response of the learners toward PWIM-based materials. The individual semi-structural interview explores the thoughts of the learners toward PWIM-based materials. Throughout the whole time, the researcher ensures the learners that they are not graded for their contribution and that they are free to give their honest opinions. In order to prevent any personal or cultural biases from being present in the study, the researcher used credibility methods, triangulation, inter rater reliability, and member checking. (described in the section bellow) The research fully reflects the researcher's goal of understanding the usability of the PWIM method with storytelling in Bangladeshi secondary-level learners' language learning. During the process of data collection, the researcher acted solely as an observer and refrained from expressing any personal opinions to the participants.

3.6 Setting

The research setting is Parbatipur, Dinajpur, Bangladesh, at a school that was chosen due to of students of students who face challenges in vocabulary in their daily and academic lives due to limited materials. The school has ESOL students who are not native English speakers. It provided a suitable environment for selecting participants for the study, which aims to determine the effectiveness of using the PWIM method with storytelling among secondary-level learners in Bangladesh. The researcher is also a student of this same school.

3.7 Gaining access

As a former student of the same institution, the researcher first obtained permission from the school's headmaster. Teachers informed the specific student groups prior to data collection. Meanwhile, before to the interview, the researcher provided the participants with a consent

form about using their pseudo name and informed them about the research topic (see Appendix J). As a result, the researcher began collecting data.

3.8 Selecting the Participants of the Study

The researcher decided to collect substantial information from the subjects, and the researcher chose;

- ➢ Student of secondary level from researcher's school for gaining access
- ➢ The students were willing to participate in the study
- ➢ The participants were selected by their class teacher.

To get relevant data from a small number of sources, it is essential to use an effective sampling strategy. The researcher used criterion sampling. According to Tenny et al., (2017) criterion sampling involves selecting a sample based on pre-identified factors, while convenience sampling involves selecting a sample based on availability. The participants are selected using criterion sampling. As the study is about to identifying usability of PWIM-based material on Bangladeshi secondary level learners therefore the participants are choosen from a secondary level school. Besides, the school chose to conduct the study is the same of the researcher has read previously to gain access to the participants. The researcher is using pseudo name for the participant's

3.8.1 Participant's Profile

The learners are secondary-level learners of "X" school, Parbatipur, Dinajpur.

Table 2 Participant's Profile

Number	Pseudo Name	Gender	Level of Education	Medium
1	Nayem	Male	Class 8	Bangla
2	Jakaria	Male	Class 8	Bangla
3	Hasibul	Male	Class 8	Bangla
4	Jannatun	Female	Class 8	Bangla
5	Mithila	Female	Class 8	Bangla
6	Mostarina	Female	Class 8	Bangla
7	Fahima	Female	Class 8	Bangla
8	Ridoy	Male	Class 8	Bangla
9	Parves	Male	Class 8	Bangla
10	Aduri	Female	Class 8	Bangla

3.9 An Overview of the Data Collection Procedure

There are several techniques employed in qualitative research, such as focus groups, interviews, and observation. Furthermore, qualitative data collection can occur either at a central location or in the participant's surroundings, depending on the research objectives and design (Tenny et al., 2017). The researcher chooses to interview the learners to identify the research objective. The data collection procedure is as follows:

The first stage introduces the topic by showing a picture related to the topic. The picture is there for the reference but there is no title given to the picture. The learners have to see the picture and understand what is happening in the picture. Then the second stage began, the learners' using PWIM, they have to identify different objects from the picture and label them in the picture. Furthermore, they have to write synonyms from the words they have highlighted in the picture. Also, the learners write a sentence with the synonyms they wrote earlier. In the third stage, the learners write a small response on the picture they are seeing this a writing task to understand learners' use of the lexical knowledge gain from the PWIM process. The last stage is an interview session with the learners.

```
                    ┌──────────────┐
                    │ Visual Input │
                    └──────────────┘
                            │
                            ▼
┌──────────────────┐  ┌──────────────┐  ┌──────────────────┐
│ Identify different│◄─│ PWIM         │─►│ Write synonyms of│
│ things in the     │  │ Colon &Martinez │ identified words │
│ picture.          │  │ (2013)       │  │                  │
└──────────────────┘  └──────────────┘  └──────────────────┘
            │              │
            ▼              ▼
          ┌──────────────────┐
          │ Make sentence with│
          │ the synonyms.     │
          └──────────────────┘

          ┌──────────────────┐
          │ Learners will write│
          │ a short response. │
          └──────────────────┘

          ┌──────────────────┐
          │ Post work interview│
          │ Lee et al., (2020) │
          └──────────────────┘
```
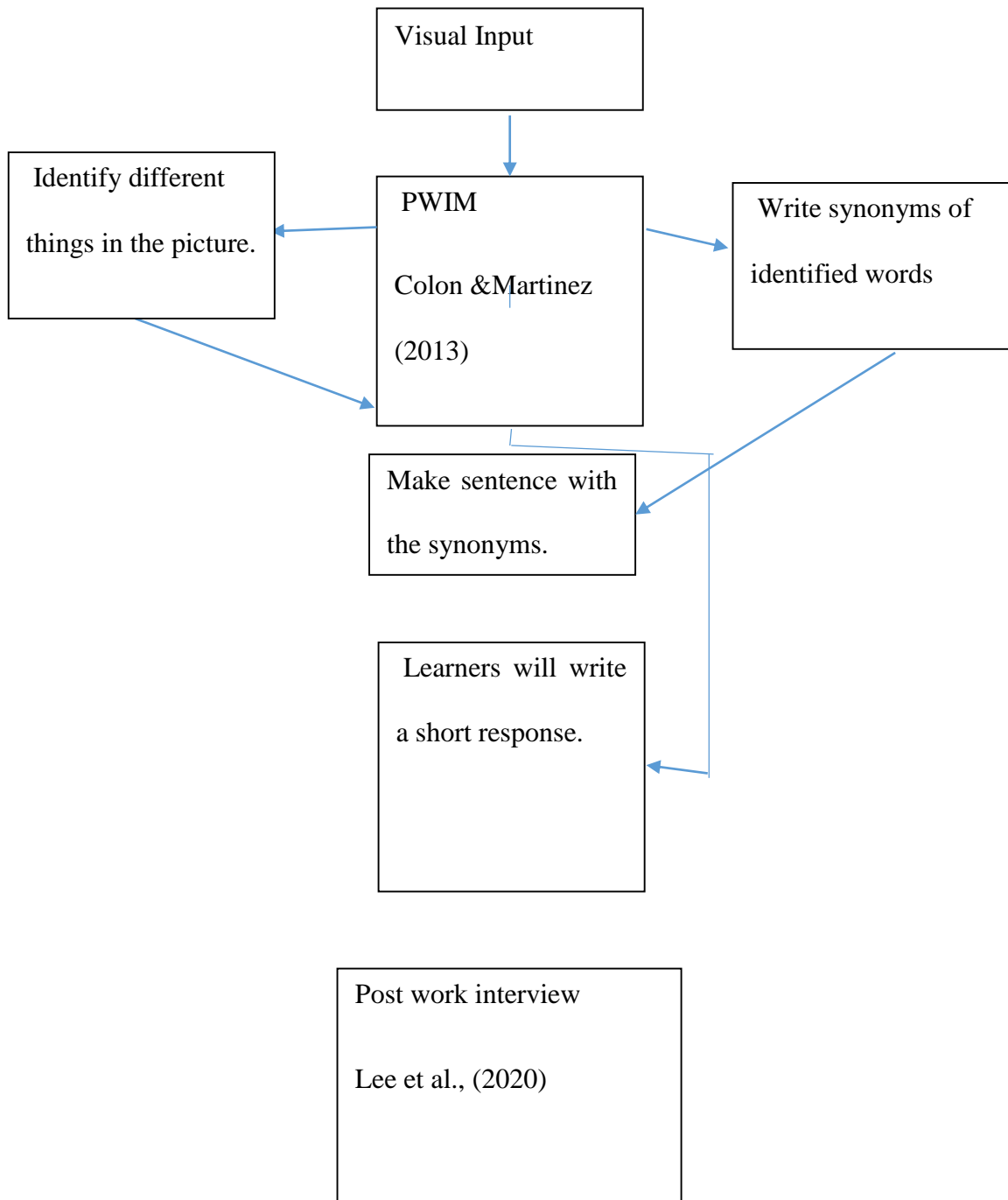
Figure 2 Data Collection Procedure

3.9.1 Semi Stricture Interview

Tenny et al., (2017) explains There are several techniques employed in qualitative research,

such as focus groups, interviews, and observation. Interviews may be unstructured, with open-

ended questions on a topic and the interviewer adapts to the responses. Furthermore, semi stricture interviews involve open-ended questions that allow the interviewer to adjust based on the respondent's answers.

3.9.2 Interview Protocol

In this study, the researcher used the interview steps proposed by Majid et al., (2017) in order to develop and improve semi-structured interviews. The semi-structured interview \five stages that are as follows:

Phase 1: Identify interview questions that effectively align with the answers to the research questions.

Phase 2: Review the initial interview questions by experts.

Phase 3: Selecting proper participants that fit the Research.

Phase 4: Conducting pilot studies for interviews.

Phase 5: Mention the changes made by the researcher.

In the first phase, the researcher carefully formulates interview questions that correspond with the research questions. From every interview question, the researcher will gain relevant information about the research questions.

In the second phase, the researcher takes feedback on the interview questions from experts to ensure the reliability of the research. The researcher takes feedback from Sabreena Ahmed is an Assistant Professor in the Department of English and Humanities. Also, the researcher shows the research questions to the school headmaster and takes feedback from him to increase the credibility of the research.

In the third phase, the researcher has selected a suitable candidate that fits the research domain. Here the researchers identify candidates from school who are appropriate for the research. The students are Bangla medium ELSO students and in the secondary level of education.

During the fourth phase, the researcher does a practical evaluation by carrying out the piloting activity. This stage helps the researcher to identify the potential problems and obstacles of the interview. The researcher modifies the interview questions according to the piloting.

In the last phase, the researcher mentions the modifications of the interview questions. Here, the researcher explains any modification made after the piloting test.

3.9.2.1 Piloting

In the piloting section the researcher took a piloting test of the learners' using PWIM and some speaking task (See Appendix B.2). the learners were not very comfortable to speak and they did not want to speak in the classroom as they lack the lexical knowledge. Therefore, for the workshop the writing material is chosen (See Appendix B.1).

3.10 Data Analysis Procedure

According to Lochmiller (2021) qualitative research is a broad subject that utilizes a wide range of analytic tools to get an understanding of large datasets. Thematic analysis is one of the most popular methodologies employed by qualitative researchers. It includes the detection of reoccurring patterns that researchers portray as overarching assertions or themes.

3.10.1 Data analysis Framework

The Framework technique was developed by UK social scientists to analyze qualitative data in policy research (Ritchie et al., 2003). The Framework method is a qualitative analysis approach that involves various stages and is based on a set of principles. The method involves transcribing interviews, immersing oneself in the data, creating a data coding system, and

connecting those codes to produce overarching categories and themes. This process can lead to the development of theories (Morse & Richards, 2012). Furthermore, Collaço et, al,. (2021) states, the Framework method uses a matrix with rows for interviewees, columns for codes, and cells for summarized data. This structure sets it apart from other qualitative methodologies. It allows researchers to systematically analyze the data by case and code, enabling them to develop and condense the information. The research adapts this framework to his data analysis need. The adapted framework is given bellow.

| Transaction of the interview |
| Coding of the interview |
| Analysis codes and crate theme |
| Identify suitable sub theme |
| Analysis and interpret those themes |

Table 3 Data Analysis Framework

3.11 Ethical Consideration

Prior to conducting participant interviews, ethical concerns were taken into consideration. Each participant was sent a permission form via email prior to the interview. The informed consent form was provided to the participants for review, and they were asked to sign it after reading and understanding all its assertions (please see appendix J for details). Additionally, it was made clear that the interviewee's comments would be recorded. I assured the participants that I would protect their privacy and not disclose any of their personal information publicly.

3.12 Enhancing the study's credibility and trustworthiness

To ensure the reliability and credibility of the study, the researcher performed several actions these include, triangulation, inter rater reliability, and member checking.

To establish credibility, the researcher used analyst triangulation and the triangulation of data sources. The audio recordings of interview sessions were used to gather information for this study. To employ many analysts and observers, a knowledgeable professor from BRAC University's ENH department examined the interview transcription, which falls under analyst triangulation. For this study's analyst triangulation, inter-coding and inter-rater reliability were also taken into consideration.

According to (Creswell, 2007) sharing all of the results with the participants as part of member checks may include letting them evaluate and remark on them critically. In this research the researcher has shown the transcribed interviews to the participant to ensure member checking. Additionally, forms for inter-rater reliability and significant themes were forwarded to an expert to be reviewed for reliability. (see Appendix H)

Chapter 4

Results and Discussion

Introduction

The study aims to assess the usability of PWIM materials and identify challenges faced by Bangladeshi secondary-level language learners. The findings are based on research questions as follows:

RQ.1. How do English learners respond to PWIM-based materials?

RQ.2. a. What do the learners think about these PWIM-based materials?

b. What are the challenges the learners face while using PWIM-based material?

The researcher first introduced the learners to a picture and asks the learners to identify words using PWIM. After doing the task he asked the learners to write synonyms of the words learners identified. As the learners wrote the synonyms the researcher asks them to make a sentence from those words. In the end, the researcher asks the learners to write a reflection about the picture (see Appendix B). Through all these tasks learners get an experience of using PWIM material. As a post-task, the research takes a semi-structured interview to identify the learners' experience of using the material and the challenges they face while using PWIM.

4.1 Learners' Perceptions Towards PWIM based Material

The following section explores the thematic analysis RQ.2. a learners' perception towards the PWIM based material. Most of the learners preferred PWIM based material here the researcher will analyses the learner's opinions and perception about the material. The thematic analysis of learners' interview answers has provided few themes those as follows:

4.1.1 PWIM as a Preferable Material to Learn Language

Most of the learners preferred PWIM based material over their traditional material. As it is very interesting to the learners. As Hasibul states

> *I find the picture most interesting. In our school classroom most of the time we read passages and do tasks from them but here first time seeing a picture and learning from it is very interesting to me. (DU HAS 64)*

Moving on to Parves's statement

> *I prefer to learn from this picture-biased material and I like it. It was interesting. (DU PAR 66)*

When the researcher asks Aduri about her preferable material she also said "like the picture" and "the picture was interesting to me" the picture was interesting to me" (DU ADU 55) In the case of Ridoy the researcher get a different answer, as he disagrees, "I prefer textbook based material" (DU RID 50) Ridoy was shy and do not feel comfortable using the material. When the researcher asked him questions he was not answering properly. On the other hand, Mithila liked the materials as she states, "writing the words from the picture was very interesting" (DU MIT 58). Similarly, Fahima describes, "I prefer PWIM task" "it is interesting usually our text book does not have this kind of material" (DU FAH 53)

Overall, the researcher found that most of the learners preferred to use PWIM materials in a classroom situation. Using a visual input and PWIM technique can improve learners' motivation towards learning. According to Gu, & Lornklang, (2021), the utilisation of the picture-word inductive model and readers' theatre was perceived by the learners as highly effective in enhancing their English lexical knowledge learning achievement and increasing their learning motivation. Similarly, Picture Word Inductive Model has demonstrated its efficacy in enhancing student engagement and interest in the classroom, particularly in the topic (Noorisambar, 2020).

4.1.2 Learning New Vocabulary Through PWIM

PWIM is an approach that facilitates the acquisition of new vocabulary. Visual cues are frequently used in PWIM materials to assist learners in grasping and recalling new words or concepts. This method can make it easier for learners to acquire and remember knowledge. PWIM facilitates the learning of new lexical information. In his research Hamzah, (2018) states the PWIM as a useful instructional tool that classroom teachers can employ to encourage vocabulary learning. Similarly, when the researcher asked Mus about her opinion about PWIM based material she says,

Overall I liked the material because we are able to learn the vocabularies (DU MUS 67)

From taking help from friend Jakaria gained some new lexical knowledge as he recalls,

I gain some new vocabularies from my friends as I take few help from my friends (DU JAK 60)

As the statements of the learners' suggest PWIM materials helps them to acquire lexical knowledge. In this regard, Calhoun (1999) explains PWIM as an inquiry-based language approach that utilises images with known objects and activities to encourage the acquisition of lexical knowledge, listening, and speaking of children.

4.1.3 Make use of prior knowledge

PWIM refers to Picture Word Inductive Model. As the name suggest using this method involves thinking inductively. When the researcher asks Mithila about her thought about the material she states,

writing the words from the picture was very interesting as I have previously learned those words (DU MIT 5)

proving that she can use her prior vocabulary knowledge to identify the words from the picture. This helps her to retrain her prior lexical knowledge. Similarly, Aduri utters,

I like the picture and identifying words from the picture was interesting to me because I knew what the items are called because I learned them in earlier class (DU ADU 55)

Most of them were unknown to me but some of them were known like "boy" synonym is "men" I read it previously. I remember them and wrote them. (DU HAS 54)

Through the statements from the learns show that PWIM based material gives the learners an opportunity to explore and use their prior lexical knowledge. The PWIM intervention relies on inductive thinking and concept attainment as its core strategy (Calhoun, 1999). Therefore, the

related steps are carefully designed not only to teach sight vocabulary but also to organize new vocabulary items by building relevant concepts.

4.1.4. New relatable experience

When the researcher asked Jnnatun about her experience of the material she identifies, "It was a new experience". Acceding to her she has never experience this kind of material in her cleanroom. In Bangladeshi context the only materials used in the classroom is the textbook proved by NCTB *English for Today*. Furthermore, as the researcher asked Hasibul how they do their class usually in school he state,

> *He gives us reading from the book and we read it in our home. For the words or sentences that I didn't understand I took help from the guidebook and phone to identify the meanings and write them down in my notebook and memorized them, next day sir asked us questions from the text, and we tried to answer them if we could not answer them we take help from the notebook.* (DU HAS 38)

Hasibu's statement highlights the regular practice of classroom materials. As their daily task involves them to read from the book *English for Today* and memorise important synonyms from the book to facilitate their language leaning. Moving on to Parves's speech he describes,

> *He gives us reading tasks from the book as homework. We have to read it with full Bangla translation. In the next class, he asks us what have we understood and we have to write the important vocabulary in the notebook. If we have any unknown vocabulary, then the teacher explains it to us. We try to memorize the vocabulary so that we can tell them in class.* (DU PAR 36)

He is telling a similar story. In most of the cases learns are experiencing PWIM based material for the first time as their answer suggest they only used the NCTB provide material in their classroom. In this regard, Nayeen et. al,. (2020) state that the effectiveness of applying Communicative Language Teaching through *English For Today* for developing communicative competence among higher secondary-level learners in Bangladesh is challenged by various factors. Moreover, Rahman & Ahmed (2019) states, a majority of instructors use listening skill in an incomplete manner. Similarly, speaking and listening tasks in the English for Today textbook are entirely ignored (Kirkwood, 2013 as cited in Rahman et al., 2019).

4.1.5 Learners Get to Experience Free Hand Write Up

In the workshop researcher gave every learner a task of wring a reflection on the picture (see Appendix B). The learners were free to write whatever they want to write. They find this new writing experience interesting as Nayeme describes,

> *I liked the reflection writing interesting, I can relate to the picture as I have played like that in the past.* (DU NAY 52)

Similarly, Jakaria tells a same story,

> *I was happy to see the reflection writing, as I am free to write whatever I want but I was scared at the first time what to write. In our class I only write writing by memorizing it first.* (DU JAK 48)

Parves also admits, *I memorised them and then wrote them. (*DU PAR 58). Here in this context learners' most of the time memorise the writing part and then write it in their exam. On the other hand, PWIM based material gives a chance to the learners to experience free hand write up. In this regard, Abdullah & Yunnus (2019) explain when the learners are asked to write only with guided words their poor writing skills make it difficult for them to know what to write.

When photos were introduced in the classroom, learners were able to get ideas from the pictures while also using the suggested words provided to help them write. Similarly, implementing visual aids, such as pictures, has shown to enhance students' levels of engagement, determination, and overall motivation toward writing (Styati, 2016). Furthermore, Ermita et al., (2019) demonstrate, implementing PWIM, pupils have shown significant improvement in their ability to write descriptive pieces. By using appropriate language, the children were able to construct texts that conveyed more specific information. They also utilized proper capitalization, spelling, and punctuation to produce longer paragraphs with sufficient supporting details. By looking at the image, students found motivation and inspiration to create descriptive paragraphs with ease.

All these evidence suggest that PWIM based materials helps the leaners in free hand write up.

4.1.6 Break the Circle of Rote Learning

Memorizing something without necessarily comprehending it is called "rote learning." Information must be repeated until it becomes deeply rooted in the mind. According to Kyaw (2012) rote learning helps learners to memories different vocabulary to facilitate language learning. In the case of Mustarina she is egger to write on her own. As she states, "… I can write on my own". She liked the reflection part as he can write on her own. In Bangladeshi context most of the time students write different things by memorising it. Here through this PWIM material learners get an opportunity to write on her own. Thus this material can help the learners to break the circle of rote learning.

4.2 Challenges the Learners Face

 This portion of the study will address the RQ.2. b What are challenges the learners face while using PWIM based material? As the learners' are using this material for the first time surely

they have faced few challenges while using the material. This section of the research highlights the challenges faced by the learners in a thematic manner.

4.2.1 Hard to Understand

Learners are from Bangla medium back ground (see participants' profile) the instructions were given in English therefore the learners were find it difficult to undertint the material. As Ridoy says, "because instruction was in English so I do not understand" (DU RID 69). As a result, it is clear to the researcher that there is a language barrier that is making the use of this material challenging for the learners. Similarly, Nayem states, "I was not clear what to do" Here nayeme was not clear about the instructions. Besides, Hasibul faced problem in understanding the material at first as he utters,

> *When you told us to write the reflection I was not able to understand what I had to do*
>
> *then when you explained the work I had to do I found it easy to do* (DU HAS 74)

From the learner's statements it is clear that the learners' for a moment straggles to understand the material.

4.2.2 Anxious About the New the Experience

The learners are using PWIM based material for the first time this a very new experience to them. As a result, they got scared. As the researcher ask Ridoy he states, "I was scared I did not understand what should I do this was challenging". According to the researcher form the beginning Ridoy was shy. He missed his first interview slot because he forgot that he has an interview with the researcher. Moving on to his interview time he was not comfortable taking to the researcher. He had a hard time understanding the materials. All of his classmates told the researcher that he is a bit shy and do not talk with the teachers that much. In the interview session the researcher also find he is very shy and finds taking to strangers very challenging. On the other hand, most of the learners were very excited about the material. In the case of

Jannatun the researcher find she was not clear what to write as she states, "I did not know how to write and what to write I was scared". Overall, most of the learners find the PWIM based material interesting and fun but few of them were scared and anxious of the experience.

4.2.3 Lack Prior Lexical Knowledge Make Use of the Material Challenging

Most of the learns face challenge while finding the synonyms (see Appendix D). the cause of this challenge is lack of prior lexical knowledge. As Hasibul states,

> *challenging ...I write the synonyms; I know one synonym of the words but writing another synonym was very challenging for me.* (DU HAS 72)

Paerves also have a similar story as he answers,

> *I face challenge while finding the words from the picture. Now I have to write a synonym of those words. It was very challenging for me. I was scared. Because I do not know the synonyms* (DU PAR 68)

Similarly, Mustarina tells her problem in finding synonym she says,

> *I find synonyms challenging because I know one synonym of the word van like car but finding another synonym is hard and I find it challenging* (DU MUS 70)

Overall, most of the learners face challenge while finding synonyms because they lack the prior lexical knowledge to identify the words. In this regard, Calhoun, (1999) states the PWIM intervention relies on inductive thinking and concept attainment as its core strategy. The main pot of using PWIM is to help the learners learn lexical knowledge through picture and inductive thinking. Despite all of this the participants of the research lack the prior lexical knowledge to use the material its fullest.

4.2.4 Tendency to Copy

Learners tend to copy each other script when they find anything challenging. As Nayme explains,

I find synonym writing very challenging because at that moment I was not clear what to do I was scared then I take help from my friends. (DU NAY 73)

Similarly, Jannatun tells a similar story,

I did not know how to write and what to write I was scared and take help from my friends

(DU JAN 75)

In the case of Redoy researcher find that he has a problem understanding English. He writes most of his answers from his friends' script. As he states,

I was scared I did not understand what should I do this was challenging because instruction was in English so I do not understand it and copied my answers from my friends (DU RID 69)

Despite the PWIM based material is preferred by the learners, learners tend to copy from each other when they feel the material challenging. This behavior of the learners fails the purpose of the PWIM based material that is inductive thinking.

Chapter 5

Conclusion

5.1 Introduction

The conclusion chapter of this study aims to provide a summary of the major findings and discuss their implications and recommendations for students. The study investigates the

perceptions of PWIM-based material and the challenges faced by secondary language learners in Bangladesh. The findings are based on the following research questions:

RQ.1. How do English learners respond to PWIM based materials?

RQ.2. a. What do the learners think about this PWIM based materials?

b. What are challenges the learners face while using PWIM based material?

5.2 Major Findings of the Study

The study identified the learns perception towards PWIM based material. According to the learners they found the Material interesting they preferred PWIM material over the traditional textbook material. The learners were very excited when they are introduced to the material. Furthermore, they found the inclusion of pictures interesting and engaging. Similarly, many expressed enthusiasms about the experience of learning from images. However, it's worth noting that not all learners shared this statement, with a minority preferring textbook-based materials. Furthermore, researcher's findings indicate that PWIM-based materials were viewed as effective tools for acquiring new lexical knowledge. Learners appreciated how visual inputs facilitated the understanding and retention of new words and concepts. Additionally, PWIM based material makes the process of vocabulary acquisition easy as learners are introduced with different new vocabulary therefore enhancing their overall lexical knowledge. Another significant finding was that learners could draw upon their prior knowledge while using PWIM materials. Researcher found it possible for the learners to identify words from the pictures based on their existing vocabulary. As a result, it reinforcing their lexical knowledge. This ability to connect new material with prior learning was seen as an advantage. Additionally, learners appreciated the opportunity for freehand writing experience provided by PWIM-based tasks. As this experience was different from their typical approach of memorizing passages, this method allowed them to express their thoughts freely. This freedom in writing is seen as

an exciting aspect by the learners. As it can help the to break the circle of rote learning. Overall, learners generally liked PWIM-based materials, appreciating their engaging nature, effectiveness in vocabulary acquisition, and their use prior knowledge. They also valued the chance to engage in freehand writing. However, some challenges, are find among the learners. As PWIM based material uses prior lexical knowledge few of the learners found it difficult to understand due to the lack of knowledge. As they were unable to understand the task they become anxious as a result they fear the material. This creates a major issue that is a tendency to copy from their friends.

5.2 Contributions of the Study

5.2.1 Theoretical Implications of the Study

The conceptual framework of the study was developed by considering two different frameworks. The researcher combined PWIM material for beginner learners (Colon & Martinez 2013) and PWIM vocabulary acquisition (Lee et al., 2020) to conduct the research. This conceptual model provides an insight on the implication of PWIM based material in English classrooms in an ESOL context such as Bangladesh. Furthermore, the conceptual framework can be adapted and modified to find more insight about the application of the PWIM material.

5.2.2 Pedagogical Implications of the Study

Material is a key component of a language classroom. In Bangladesh, most of the classroom uses traditional textbook material to facilitate language learning. PWIM can be an additional material in Bangladeshi language classrooms. It can be a great tool to increase the prior knowledge of the learners also it helps them to gain new lexical knowledge. Furthermore, an engaging class can be very beneficial for the learners. PWIM-based material makes the class more interactive and engaging as it provides visual input. On the other hand, the textbook

material is only using text and audio-visual input but in the Bangladeshi context, this material is not properly utilised. This study finding suggests that Bangladeshi context PWIM can be implemented. PWIM helps the learners to think inductively therefore it can be a great tool to increase the learners' inductive thinking and help them in their higher studies. Teachers can easily improve the learners' language learning experience by incorporating PWIM-based materials alongside their traditional material to break the circle of rote learning.

5.2.3 Implications for Knowledge

Existing scholarly work on materials cover different language learning material including such as audio-visual material (Make, & Yonas, 2018), picture and picture media based on articulated stories (Yolanda et al., 2022), picture cards (Ambarwati & Hayati 2020), image series approach (Ambarwati, & Hayati, 2020) besides, picture-based language learning strategy PWIM, PWIM for reading skill in primary level ((Triwahyuni et al., 2020), text-picture combinations using the PWIM (Lee et al., 2019), PWIM and readers' theatre (Gu, & Lornklang, 2021), picture word inductive model media as speaking aid eight grade (Rahmiaty, 2021), PWIM with AR for lexical knowledge (Widiati and Setyosari, 2020).

However, there is hardly any study on the use of PWIM in an ESOL context such as Bangladesh. Additionally, most of the previous research is on tertiary-level students therefore there is a gap here in the field for secondary-level learners. As a result, the purpose of this research is to understand the usability of PWIM among secondary-level ESL language learning material. Thus this study fills the gap of knowledge in the field of PWIM based language material.

5.3 Recommendations

Based on the research findings and analysis, the following suggestions are proposed by the researcher:

- PWIM-based material should be incorporated in Bangladeshi classrooms beside the text book *English for Today*.

- Learners should increase their lexical knowledge to more effectively use the material

- Teachers should make the class more interactive with PWIM-based material as most of the secondary level class in Bangladesh only focus text reading and memorised writing

- Teachers should give room to the students to do some inductive thinking in the classroom while using PWIM-based material.

- Teachers should provide guidance and support to the learners to decrease the anxious nature of the learners while using the material in class.

- The material should also be used for improving speaking and free hand write up.

References

Abdullah, Y. L. P. K., & Yunus, M. M. (2019). The use of pictures in improving students' writing. *Modern Journal of Language Teaching Methods (MJLTM)*, 1-8. http://mjltm.org/browse.php?a_id=520&sid=1&slc_lang=en&ftxt=1

Albiladi, W. S. (2019). Exploring the Use of Written Authentic Materials in ESL Reading Classes: Benefits and Challenges. *English language teaching*, *12*(1), 67-77. https://files.eric.ed.gov/fulltext/EJ1199324.pdf

Afriyuninda, E., & Oktaviani, L. (2021). The use of English songs to improve English students' listening skills. *Journal of English Language Teaching and Learning*, *2*(2), 80-85. https://doi.org/10.33365/jeltl.v2i2.1442

Agusalim, A., Suryanti, S., & Irwan, I. (2021). Media words card to improve reading skills at the beginning of the first grade students in primary school. *Jurnal Basicedu*, 5(2), 531-537. https://doi.org/10.31004/basicedu.v5i2.701

Ajoke, A. R. (2017). The importance of instructional materials in teaching English as a second language. *International Journal of Humanities and Social Science Invention*, *6*(9), 36-44. https://www.academia.edu/download/58654715/F0609033644.pdf

Al Amin, M., & Greenwood, J. (2018). The examination system in Bangladesh and its impact: On curriculum, students, teachers and society. *Language Testing in Asia*, *8(1).* https://doi.org/10.1186/s40468-018-0060-9

Ambarwati, R., & Hayati, N. (2020). The use of picture cards as teaching media to improve speaking ability of eleventh graders: A classroom action research. *English Learning Innovation*, 1(1). https://doi.org/10.22219/englie.v1i1.13127

Ayu, L. P. (2016). YouTube videos in teaching listening: The benefits in experts' views. *Research in English and Education Journal*, *1*(2), 152-160. https://jim.usk.ac.id/READ/article/download/2584/1376

Creswell J.W. *Research design: qualitative, quantitative and mixed methods approaches.* 4th ed, CA: SAGE; 2014.

Calhoun, E. (1999). *Teaching Beginning Reading and Writing with the Picture Word Inductive Model* (1st ed.). Association for Supervision and Curriculum Development. https://www.google.com.bd/books/edition/Teaching_Beginning_Reading_and_Writing_w/mHBC95WB7TIC?hl=en&gbpv=1

Collaço, N., Wagland, R., Alexis, O., Gavin, A., Glaser, A., & Watson, E. K. (2021). Using the Framework Method for the Analysis of Qualitative Dyadic Data in Health

Research. *Qualitative Health*

Research, *31*(8). https://journals.sagepub.com/doi/10.1177/10497323211011599

Dhakal, K. R. (2020). Challenges of the use of instructional materials in geography classroom

in secondary school: Nepal. *Journal of Geographical Research*, *3*(3), 36-39.

https://doi.org/10.30564/jgr.v3i3.2144

Ermita, M., Emzir, E., & Lustyantie, N. (2019). Picture word inductive model for better

descriptive text writing. *Indonesian EFL Journal*, *5*(2), 73.

https://doi.org/10.25134/ieflj.v5i2.1736

Fajry, K., Komariah, E., & Silvianti, T. M. (2016). Audio book: teaching listening

comprehension. *Research in English and Education Journal*, *1*(1), 62-70.

http://www.jim.unsyiah.ac.id/READ/article/download/717/543

Fata, I. A., Bahri, S., & Muridhal, M. (2018). From picture to text: The use of picture in ELT

writing class. *Celt: A Journal of Culture, English Language Teaching & Literature*,

18(2), 297. https://doi.org/10.24167/celt.v18i2.1654

Gustafsson, J. (2017). Single case studies vs. multiple case studies: A comparative

study. *Public Management Review*, *14*(1), 67 -

82. https://www.divaportal.org/smash/get/diva2:1064378/FULLTEXT01.pdf

Gu, C., & Lornklang, T. (2021). The use of picture-word inductive model and readers' theater

to improve Chinese EFL learners' vocabulary learning achievement. *Advances in*

Language and Literary Studies, *12*(3), 120.

https://doi.org/10.7575/aiac.alls.v.12n.3.p.120

Hamzah, A. (2018). Picture word inductive model in vocabulary learning. *English Education*

and Applied Linguistics Journal (EEAL Journal), *1*(2), 138-141.

https://journal.institutpendidikan.ac.id/index.php/eeal/article/view/139

Hepler, R., Janovsky, A., & Brooks, A. (2022, June 21*). Instructional Materials in Teaching. Study.com*. https://study.com/learn/lesson/instructional-materials-teaching-components-evaluation-examples.html\

Istifadah, I., Mukti, T. S., & Noviafitri, K. S. (2022). Learning outcomes of listening comprehension skills through audio visual and interactive-audio. *JETLe (Journal of English Language Teaching and Learning)*, *3*(2), 18-24. https://doi.org/10.18860/jetle.v3i2.15623

Joubish, M.F. & Khurram, M.A. & Ahmed, A. & Fatima, S.T. & Haider, Kamal. (2011). Paradigms and characteristics of a good qualitative research. *World Applied Sciences Journal*. 12. 2082-2087.

Kathirvel, K., & Hashim, H. (2020). The use of audio-visual materials as strategies to enhance speaking skills among ESL young learners. *Creative Education*, *11*(12), 2599-2608. https://doi.org/10.4236/ce.2020.1112192

Kirana, M. (2016). The use of audio visual to improve listening. *English Education Journal*, *7*(2), 233-245. https://jurnal.usk.ac.id/EEJ/article/download/3736/3426

Leshem, S., & Trafford, V. (2007). Overlooking the conceptual framework. *Innovations in Education and Teaching International*, *44*(1), 93-105. https://doi.org/10.1080/14703290601081407

Lee, Bee & Pandian, Ambigapathy & Rethinasamy, Souba. (2020). Recall and Retention of Vocabulary Depth of Young Learners via PWIM. Pertanika *Journal of Social Science and Humanities*. 28. 297-319

Lin, M., Chen, H., & Liu, K. (2017). A study of the effects of digital learning on learning motivation and learning outcome. *Eurasia Journal of Mathematics, Science and*

Technology Education, 13(7), 3553-3564.

https://doi.org/10.12973/eurasia.2017.00744a

Long, T., Logan, J., & Waugh, M. (2016). Students' perceptions of the value of using videos
as a pre-class learning experience in the flipped classroom. *TechTrends*, *60*(3), 245-
252. https://doi.org/10.1007/s11528-016-0045-4

Majid, M. A., Othman, M., Mohamad, S. F., Lim, S. A., & Yusof, A. (2017). Piloting for
interviews in qualitative research: Operationalization and lessons learnt. *International
Journal of Academic Research in Business and Social Sciences*, *7*(4).
https://doi.org/10.6007/ijarbss/v7-i4/2916

Make, M., & Yonas, A. (2018). Teachers perception on the use of audiovisual materials to
teach English speaking skill: Abba Pascal girls school in focus. *International Journal
of English Language and Literature Studies*, 7(1), 1-6.
https://doi.org/10.18488/journal.23.2018.71.1.6

Mantiri, Hapsari Ovina, Noldy Palengkahu, and Ignatius Javier C. Tuerah. "IMPROVING
STUDENTS'READING COMPREHENSION THROUGH PICTURE AND
PICTURE." *Journal of English Language and Literature Teaching* 4.2 (2021).
http://ejournal.unima.ac.id/index.php/jellt/article/viewFile/2397/1426

Mulenga, E. M., & Marbán, J. M. (2020). Is COVID-19 the gateway for digital learning in
mathematics education? *Contemporary Educational Technology*, *12*(2), ep269.
https://doi.org/10.30935/cedtech/7949

Mzinga, W., & Oduor Onyango, D. (2021). The role of instructional materials in learning
geography among secondary schools in Busega district, Tanzania. *EAST AFRICAN
JOURNAL OF EDUCATION AND SOCIAL SCIENCES*, *2*(Issue 3), 29-36.
https://doi.org/10.46606/eajess2021v02i03.0100

Nayeen, C. J., Islam, K. A., Chowdhury, F. N., & Zayed, N. M. (2020). Testing

Communicative Language Teaching (CLT) through English for Today (EFT) in

Bangladesh: Challenges Faced by Tertiary Students Initially. *American International

Journal of Education and Linguistics Research*, *3*(2), 19-27.

https://acseusa.org/journal/index.php/aijelr/article/download/196/189

Oktaviana, W., Warmansyah, J., & Trimelia Utami, W. (2021). The effectiveness of using big

book media on early reading skills in 5-6 years old. *Al-Athfal: Jurnal Pendidikan Anak*,

7(2), 157-166. https://doi.org/10.14421/al-athfal.2021.72-06

Pratiwi, Z. F., & Ayu, M. (2020). The use of describing picture strategy to improve secondary

students' speaking skill. *Journal of English Language Teaching and Learning*, 1(2),

38-43. https://doi.org/10.33365/jeltl.v1i2.603

Pratiwi, D. (2016). Improving the tenth grade students' writing skill by using picture series.

JELE (Journal of English Language and Education), *2*(1), 11.

https://doi.org/10.26486/jele.v2i1.214

Rahman, M. M., Islam, M. S., Karim, A., Chowdhury, T. A., Rahman, M. M., Seraj, P. M., &

Singh, M. K. (2019). English language teaching in Bangladesh today: Issues,

outcomes and implications. *Language Testing in Asia*, *9*(1).

https://doi.org/10.1186/s40468-019-0085-8

Rahmiaty SN, R. S. (2021). *Enhancing Students' Speaking Skill Through Picture Word

Inductive Model (Pwim) Media at The Eight Grade of SMP Al-Birru

Parepare* (Doctoral dissertation, IAIN Parepare).

Ritchie J., Spencer L., O'Connor W. (2003). Carrying out qualitative analysis. In Ritchie J.,

Lewis J. (Eds.), *Qualitative research practice: A guide for social science students and

researchers*. https://doi.org/10.4135/9781452230108

Sari, P. R., & Fitrisia, D. (2022). The Effectiveness of Using Picture Books to Strengthen

    Students' Performance in Reading Comprehension. *Research in English and*

    Education Journal, *7*(2), 74-84.

    http://jim.usk.ac.id/READ/article/viewFile/21096/9816

Shafira, R., & Rosita, N. (2022). Students' Perception on the Use of Audio-Visual Materials

    in Learning English at Senior High School. *Journal of English Language Teaching*,

    11 (3): pp. 216-229, https://europepmc.org/article/NBK/nbk470395

Siregar, E. S., Kurniati, R., & Rahayu, S. (2022). Multimedia as a Learning Tool in Training

    Reading Skills of Elementary Schools Students. *Journal of Education*

    Technology, *6*(2).

    https://ejournal.undiksha.ac.id/index.php/JET/article/download/44601/22192

Styati, E. W. (2016). Effect of YouTube videos and pictures on EFL students' writing

    performance. *Dinamika Ilmu*, 307-317. https://doi.org/10.21093/di.v16i2.534

Tenny, S., Brannan, J. M., & Brannan, G. D. (2017). Qualitative Study Qualitative

    Study. *StatPearls Publishin*. https://europepmc.org/article/NBK/nbk470395

Triwahyuni, E., Degeng, I. N. S., Setyosari, P., & Kuswandi, D. (2020). The effects of picture

    word inductive model (PWIM) toward student's early reading skills of first-grade in

    the primary school. *İlköğretim Online*, 1523–1536.

    https://doi.org/10.17051/ilkonline.2020.733100

Thoma, B., Turnquist, A., Zaver, F., Hall, A. K., & Chan, T. M. (2019). Communication,

    learning and assessment: Exploring the dimensions of the digital learning

    environment. *Medical Teacher*, *41*(4), 385-390.

    https://doi.org/10.1080/0142159x.2019.1567911

Walsh RW. Exploring the case study method as a tool for teaching public administration in a cross-national context: pedagogy in theory and practice. European Group of Public Administration Conference, *International Institute of Administrative Sciences*; 2006

Westerberg, L., & Vandermaas-Peeler, M. (2021). How teachers, peers, and classroom materials support children's inquiry in a Reggio Emilia-inspired preschool. *Early Child Development and Care*, *191*(7-8), 1259-1276. https://doi.org/10.1080/03004430.2021.1881075

Yin RK. *Case study research: design and methods.* 4th ed, CA: SAGE; 2009.

Yin, R. K. (2017). *Case study research and applications: Design and methods*, CA: Sage

Yolanda, S., Winarni, R., & Yulisetiani, S. (2022). The new way improves learners' speaking skills: Picture and picture learning media based on articulate storyline. *Journal of Education Technology*, *6*(1), 173. https://doi.org/10.23887/jet.v6i1.41452

Appendix

Appendix A.

Interview Questions.

Interview Questions	Background Information	RQ1 Learners' response to PWIM based materials	RQ2 A Learners' thought about this PWIM based materials	RQ2 B Challenges the learners face while using PWIM based material
Do you use anything other than your school	X			

book to learn English? (for example, English movie book or other things)		55	
2.How was your experience in the English class?		X	
3.Which task did you find most interesting? And why?			X
4.Did Understand the picture at the first time you saw it?		X	
7. What is your thoughts on the picture based work?			X
8. Why do you think it in that way?			X
9. Did you face any challenges			

while using PWIM?		56		
10. Why				X

Appendix B 1

Workshop

Workshop

1. Walking and bump into each other and introduce yourself.
2. What can you see in this picture? Identify different items from the picture Now write down 2 synonyms of those words.
3. Now make sentence from the synonyms.
4. Write a reflection about the picture in your own words.

Appendix B 2
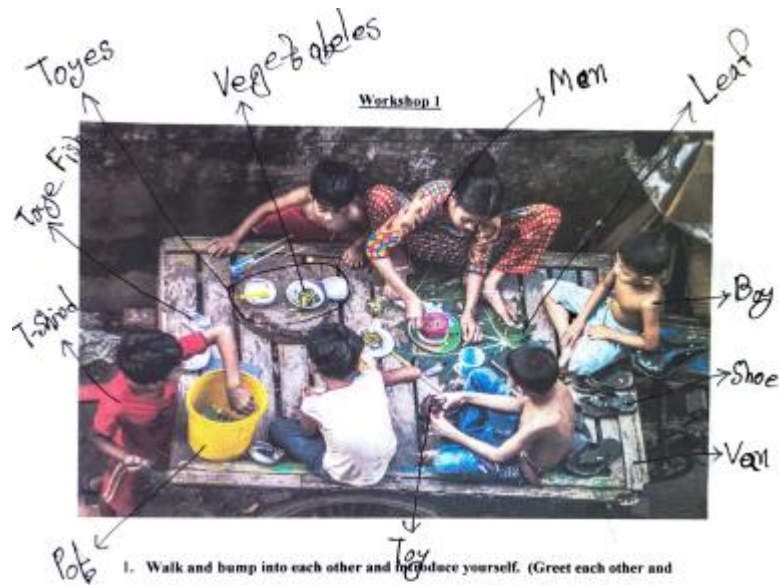
Handwritten labels around the image: Toyes, Vegetables, Man, Leaf, Toye Fi..., T-Spod, Boy, Shoe, Van, Pot, Toy

Workshop 1

1. Walk and bump into each other and introduce yourself. (Greet each other and introduce yourself)
2. What can you see in this picture? Identify different items from the picture. Write the words in the paper. Now write down two synonyms of those words.
3. Pair work, afternoon game and describe with pair or group. See the picture and describe it in your own words.
    - Have you ever played games like in you saw in the picture?
    - What kinds of games do you play in the afternoon?
    - Whom do you play with?
    - Describe your experience to us.
4. Tell us about your best friend.
    - Who is your best friend?
    - How do you and your best friend first meet?
    - Tell us something interesting about your best friend.

Appendix C

Use of PWIM by the learner's

Toyes
Vegetabeles
Man
Leaf
Toye Fish
T-Shird
Boy
Shoe
Van
Pote
Toy

Workshop 1

1. **Walk and bump into each other and introduce yourself. (Greet each other and introduce yourself)**
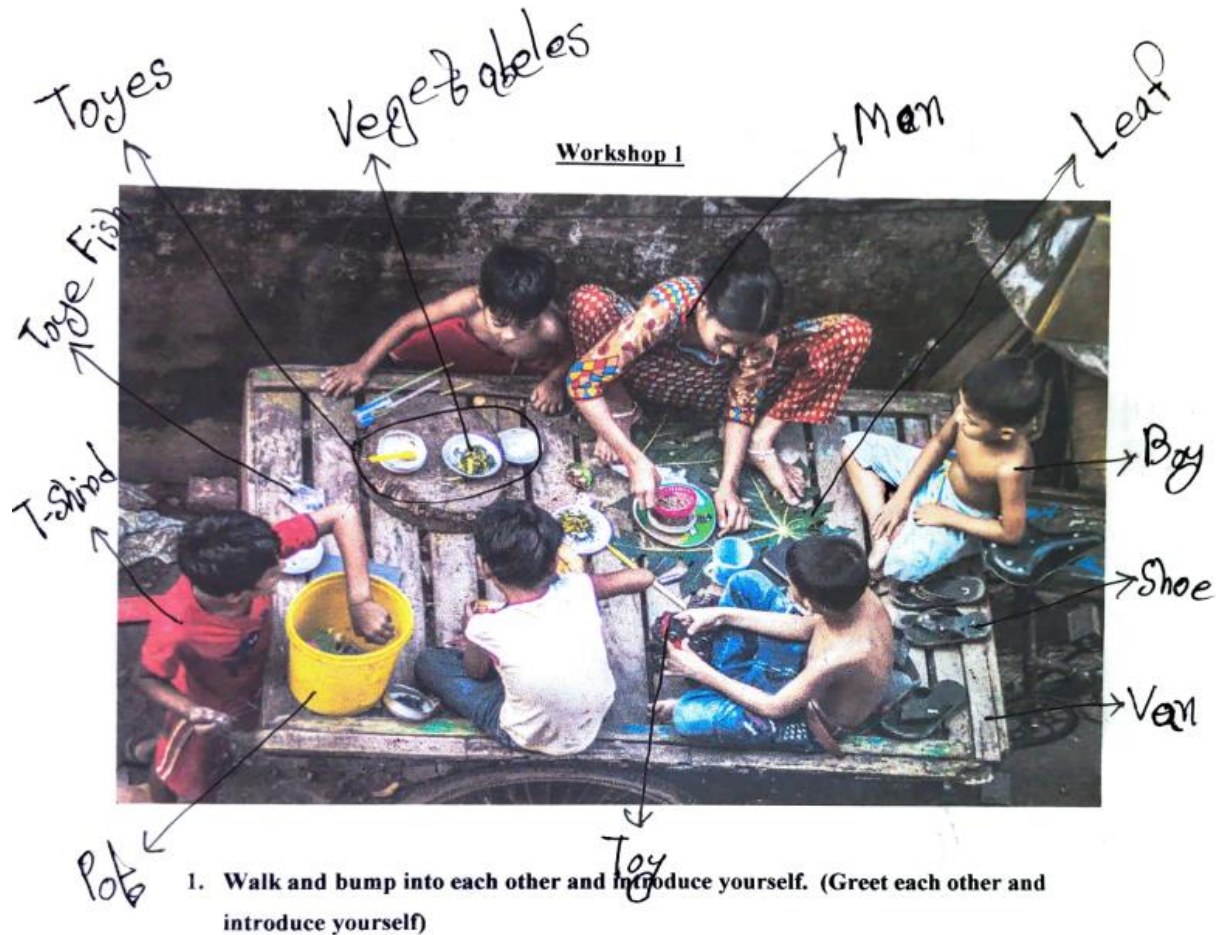
Appendix D.

Sample Participants finding synonyms

Men → People, Musculine.
Boy → Man – gay
Van → Vehement – Car – Vehicle
Girl → Woman, Female
Name : Hasibul
Class : Eight
Roll : 04

Appendix E.

Sample Participants make sentence and reflection

MP: Hasibul
Roll: 04

Boy → Man → The man is honest.

Van → Car → The car is black.

Men → People → People is use Mobaile Phone for their own benifit.

Girl → Woman → The Woman is very beautiful.

*The picture is about games. In the picture the are useing toyes. Theere six members are playing in the picture. A boy is playing toy car. The girl is hand useing vegetabelas The all members is playing on a van. Therey are Very happy.

Appendix F

INTERVIEW TRANSCRIPTION FOR SAMPLE (1)

Respondent Name: Parves

Date: 20-08-2023

Time: 8 -8:30 am.

Interviewer: The researcher

Place: X School, Parbatipur, Dinajpur

DU	Participants	Question and Answer
1.	I	Hello, welcome to this interview session. How are you?
2.	Parves	I am fine. what about you?
3.	I	I am fine. Now tell me what is your name?
4.	Parves	My name is Parves Amhad.
5.	I	Tell me about your family. What is your father's and mother's name and what do they do?
6.	Parves	My father's name is Muslim Uddin and he is a van driver. My mother's name is Roshonara Parvin and she is a housewife.
7.	I	Do you have any reading habits?
8.	Parves	No, I don't have.
9.	I	Do you use any other media or materials than your textbook to learn English?
10.	Parves	No
11.	I	Ok. Do you have a smartphone?
12.	Parves	Yes, I have. (shy smile)
13.	I	As you have a smartphone, do you watch foreign language media on it? Like YouTube videos or any social media videos.
14.	Parves	Yes, I watch YouTube videos of other language on it.
15.	I	Do you watch foreign language movies?
16.	Parves	Yes, Hindi movies (smiles).
17.	I	Why only Hindi movies, why do not you watch English Movies?

18.	Parves	It is hard to understand. (shy smile) I do not understand what they say in the movie.
19.	I	Ok. Now tell me do you use any guidebook or other extra book to learn English?
20.	Parves	Yes, lecture Grammar
21.	I	Does your teacher introduce any communicative activity in the class?
22.	Parves	Our English teacher does not do any communicative activity in the class. Most of the time we do not have English class. Because sir is vice-principal and he had to do a lot of office work.
23.	I	So What does he do in the classroom?
24.	Parves	Sir comes to class and he tells us to read the passage. He asks us to tell the word meaning of some words from the passage. We stand up and tell the word's meaning in the class.
25.	I	When your English teacher introduces the word meaning does he tell any synonym of those words in the class?
26.	Parves	No, he does not introduce any synonyms in the classroom.
27.	I	How do you identify a word's meaning from a text?
28.	Parves	I use the Bangla dictionary app on my mobile phone and ask my big brother to help me to understand the meaning.
29.	I	What language do you use to translate the words?
30.	Parves	I translate them from English to Bangla.
31.	I	Do you use your smartphone regularly?
32.	Parves	No, I only use them sometimes when I need them. Most of the time I use it in my leisure time. (smile)

33.	I	So tell me How is your experience of the English class?
34.	Parves	When I was reading at the primary level, we did not have English class properly. But here in high school classes are regular and my interest in learning English is increased.
35.	I	How does your English teacher take classes in the school?
36.	Parves	He gives us reading tasks from the book as homework. We have to read it with full Bangla translation. In the next class, he asks us what have we understood and we have to write the important vocabulary in the notebook. If we have any unknown vocabulary, then the teacher explains it to us. We try to memorize the vocabulary so that we can tell them in class.
37.	I	Do you guys get tuition classes from the same teacher?
38.	Parves	Yes.
39.	I	What do you do in the tuition?
40.	Parves	We study the grammatical part of the tuition. In the tuition, there is a weak student as well as a strong student so it takes a long time to teach the weak so in tuition he can focus on the weak student.
41.	I	How does he teach you the grammar part?
42.	Parves	Suppose in narration he shows us how the tense is changed and the person is shifted he teaches us this again and again.
43.	I	Then What does he teach in school?
44.	Parves	He mainly teaches us English first paper in school.
45.	I	Now tell me, when you watched the picture for the first time did you understand it fully?
46.	Parves	No, I wasn't able to understand it the first time.

47.	I	Now explain to me You have identified words from the picture right? When you identify the words from the picture how did you understand that this item is called this and that item is called that?
48.	Parves	Because those things were familiar to me and I have learned those words in our previous classes. From there I learned it.
49.	I	How did you identify the synonyms?
50.	Parves	I copied it from my friends. (shy smile)
51.	I	What did you find most interesting about the picture-based Material?
52.	Parves	Finding things from a picture this was very interesting to me.
53.	I	Why?
54.	Parves	Because we have never done anything like this before.
55.	I	Have you ever write reflections by seeing a picture?
56.	Parves	No, I haven't (smile)
57.	I	Do you write paragraphs in your own words?
58.	Parves	No, I memorised them and then wrote them.
59.	I	What is your overview of the material?
60.	Parves	I like it… (smile) it was interesting.
61.	I	Why do you like the material? Why is it interesting to you?
62.	Parves	It was a new experience that's why I like it. It made me curious.
63.	I	Your book has pictures like this but why do you find this interesting?
64.	Parves	It is colourful that's why.
65.	I	What do you prefer to learn from?

66.	Parves	I prefer to learn from this picture-biased material.
67.	I	What did you find most challenging?
68.	Parves	I find synonym writing challenging. Then you suddenly told us to write therefore it was challenging.
69.	I	Why?
70.	Parves	I face challenges while finding the words from the picture. Now I have to write a synonym of those words. It was very challenging for me. I was scared. Because I do not know the synonyms.
71.	I	Let's see your script and have some chat around it. So, The word "vehement" where did you find it?
72.	Parves	I copied it from my friend. Most of the synonyms I write from copying others.
73.	I	"Man is mortal" where did you learn this sentence from?
74.	Parves	I learned it while reading grammar.
75.	I	"enocent" this word why do you write it with "e" not "i"?
76.	Parves	I did not remember the right spelling of this word. But as it starts with an "ee....." sound so I write it like that.
77.	I	Everybody was writing positive sentences but why do you write negative sentences?
78.	Parves	Everybody was writing positive sentences and my sentences became similar to others' you told us to write on our own and differently, therefore, I used not in sentences. To make the sentences unique.
79.	I	Why do you think you have a problem with subject-verb agreement?

80.	Parves	I studied in Madrasah till class 5. Then I got admitted here. From childhood, I did not study grammar. Therefore, I am not good at it. For all of these reasons, I do not want to study grammar.
81.	I	Did your teacher teach subject-verb agreement in the class?
82.	Parves	Yes, he teaches us. But there are too many students in the class therefore when he was teaching us that. Sir was not looking and I copied answers from others.
83.	I	What did you "port"?
84.	Parves	I did not know the spelling. (smile)
85.	I	So why did you write it?
86.	Parves	I asked my friend what is this called and he told me pot but I did not know the spelling so I wrote that. (shy smile)
87.	I	Why do you have too many preposition mistakes?
88.	Parves	I never studied prepositions but now I am learning.
89.	I	Why did you write "leat" what do you mean by that?
90.	Parves	Leat is "pata".
91.	I	But the leaf is "pata". Why did you write leat?
92.	Parves	I saw that on the board that you have written. I copied it from there. (a shy smile)
93.	I	Do you have anyone in your home who can help you understand English in home?
94.	Parves	My older brother used to teach me but now he is in Dhaka
95.	I	Ok, that's all thank you for your contribution.
96.	Parves	Welcome (smile)

INTERVIEW TRANSCRIPTION FOR SAMPLE (2)

Respondent Name: Hasibul

Date: 20-08-2023

Time: 8.30 – 9 am.

Interviewer: The researcher

Place: X School, Parbatipur, Dinajpur

DU	Participants	Question and Answer
1.	I	Hello, welcome to this interview session. How are you?
2.	Hasibul	I am fine. What about you?
3.	I	I am fine. So let us start, what is your name?
4.	Hasibul	My name is Hasibul Islam Mukta.
5.	I	Tell me about your family. What is your father's and mother's name and what do they do?
6.	Hasibul	My father's name is Golam Robbani and my mother's name is Parvin khatun. My father is a farmer. My mother died when I was in class 2.
7.	I	Do you have any reading habits?
8.	Hasibul	No, I do read those (smiles)
9.	I	Do you use any other media or materials than your textbook to learn English?
10.	Hasibul	Yes
11.	I	Do you have a smartphone?

12.	Hasibul	Yes. I have a small Samsung phone
13.	I	Do you watch foreign language media on it? Like YouTube videos or any other social media contents.
14.	Hasibul	Yes, I watch YouTube video and sometime watch Facebook. But most if the time I play free fire on it.
15.	I	Do you watch foreign movies?
16.	Hasibul	Yes, I watch Hindi movies and sometimes Tamil movies.
17.	I	Why don't you watch English movies?
18.	Hasibul	It is hard to understand what they are saying.
19.	I	So there is a language barrier now tell me, Do you use any guidebook or other extra book to learn English?
20.	Hasibul	Lecture grammar Book.
21.	I	Does your teacher introduce any communicative activity in the class? like speaking.
22.	Hasibul	No, he does not do any communicative activity.
23.	I	What does he do in the classroom?
24.	Hasibul	Sir comes to class and asks us to read the text from the book and we have to read it loudly in class then he identifies different important vocabulary from the text and shares the meaning of the text.
25.	I	Why the identified vocabularies are important?
26.	Hasibul	The vocabularies are related to the exam. We have to write MCQ questions in the exam and those questions are connected to those vocabularies.

27.	I	When your English teacher introduces the word meaning does he tell any synonym of those words in the class?
28.	Hasibul	No, he only describes the meaning of the words.
29.	I	How do you identify a word's meaning from a text?
30.	Hasibul	I use the Google translation app. Or I take help from my older brother.
31.	I	What language do you use to translate the words?
32.	Hasibul	English to Bangla
33.	I	Do you use your smartphone on a regular basis?
34.	Hasibul	Yes.
35.	I	How is your experience of the English class?
36.	Hasibul	Good, I like it.
37.	I	How does your English teacher take class in the school?
38.	Hasibul	He gives us reading from the book and we read it in our home. For the words or sentences that I didn't understand I took help from the guidebook and phone to identify the meanings and write them down in my notebook and memorized them, next day sir asked us questions from the text, and we tried to answer them if we could not answer them we take help from the notebook.
39.	I	Do you guys get tuition classes from the same teacher?
40.	Hasibul	Yes, the same teacher.
41.	I	What do you do in the tuition?
42.	Hasibul	he teaches us English first part in the of school and the grammar part in the tuition.

43.	I	How does he teach you the grammar part?
44.	Hasibul	He teaches the grammar items by explaining them again and again. If we do not understand he asks us to memorize the rules of those grammar items.
45.	I	What does he teach in school?
46.	Hasibul	He teaches the first paper in the school and grammar in the tuition.
47.	I	Now tell me, when you watched the picture for the first time did you understand it fully?
48.	Hasibul	Yes, I understand the picture.
49.	I	Now explain to me when you identify the words from the picture how you understand that this item is called this that item is called that?
50.	Hasibul	I read those previously in my primary school. I knew what the items were called.
51.	I	How did you identify the synonyms?
52.	Hasibul	Most of them were unknown to me but some of them were known like "boy" synonym is "men" I read it previously. I remember them and wrote them.
53.	I	What did you find most interesting from the workshop?
54.	Hasibul	I find the picture most interesting. In our school classroom most of the time we read passages and do tasks from them but here first time seeing a picture and learning from it is very interesting to me. What is happening in the picture than writing them all these were interesting to me.
55.	I	Why do you find those things interesting?

56.	Hasibul	Because it was a new experience also I can relate to the picture because I have played like them in my childhood.
57.	I	Now tell me which task was most interesting to you?
58.	Hasibul	I find seeing pictures and identifying things from it is most interesting.
59.	I	Now tell me which task was most interesting to you?
60.	Hasibul	I find seeing pictures and identifying things from it is most interesting.
61.	I	Why?
62.	Hasibul	Because I have never done this kind of thing before. It was new and interesting to me.
63.	I	What is your overview of the material?
64.	Hasibul	I liked it. Many children are playing there it is very interesting. Then, we get to write what we think and we can write on our own.
65.	I	Why?
66.	Hasibul	It was something new. Usually, we learn from a passage and here we can learn from a picture. For me, it is a new experience.
67.	I	Your book has pictures like this but why do you find this interesting?
68.	Hasibul	Because the picture has little children playing. It is interesting to me because I played like that when I was little. I can relate to this.
69.	I	What do you prefer to learn from?
70.	Hasibul	I prefer to learn from this picture-biased material.
71.	I	What did you find most challenging?

72.	Hasibul	(smile) challenging …I write the synonyms; I know one synonym of the words but writing another synonym was very challenging for me.
73.	I	Any other thing that you have found challenging?
74.	Hasibul	When you told us to write the reflection I was not able to understand what I had to do then when you explained the work I had to do I found it easy to do. Before that, I find it challenging. I know some spellings are not correct (smiles)
75.	I	Ok let's see your script and ask you some questions from it. Did you copy the synonyms from anyone?
76.	Hasibul	I copied them from my friend Jakaria. (shy smile)
77.	I	Did you also copy make sentences from others?
78.	Hasibul	Most of them I wrote on my own. A few times when I got stuck I took help from my friends, especially for the spelling.
79.	I	"Man is honest" this sentence did you read this sentence before?
80.	Hasibul	Maybe I read it but it was in a different structure but the honest word was present.
81.	I	"People use mobile phones for their own benefit" Where did you learn this sentence?
82.	Hasibul	Jakaria (smiles), he told me this sentence I wanted to write this differently.
83.	I	Did Jakaria read this sentence from somewhere? Because it looks like a sentence from a paragraph.
84.	Hasibul	I think so. He is a good student and he is good at English.
85.	I	You write the sentences with "is", can you tell me why you have written only simple sentences?

86.	Hasibul	Simple… umm.. I write simple sentences because I do not give much attention to the English subject. I do not understand English that much. That's why I write easy and simple sentences.
87.	I	You can see things in the picture and you can understand but why it is difficult for you to write?
88.	Hasibul	I can understand things when I see the picture but it is difficult for me to translate them into English and write.
89.	I	Most of the sentences you write are copied from others what do you write on your own here?
90.	Hasibul	When you first asked us to write I did not understand what to do but after you explained those things I tried to write. I saw what my friends were writing and then took a little help from them and wrote.
91.	I	Do you have anyone in your house who can help you to understand English.?
92.	Hasibul	Yes, my big sister helps in my studies.
93.	I	What does your older sister do?
94.	Hasibul	She is a student in inter first year.
95.	I	We end our interview session here, thank you so much for your contribution.
96.	Hasibul	You are welcome.

Appendix G.1

Sample of Coding template by the researcher (Coding Hasibul's interview)

RQ.2. a. What do the learners think about this PWIM based materials?

      b. What are challenges the learners face while using PWIM based material?

Interview question (1)	Subordinate keywords (2)	Subordinate main point from conversation (3)	Elaboration examples from verbal to support the subordinate (4)	Occurrence main idea transferred into the form as keywords (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
Now tell me, when you watched the	*Yes * understand	*Picture and task was clear to the learners.	"Yes, I understand the picture."	* easily understandable materials.	1	DU HAS 48

picture for the first time did you understand it fully?						
Now explain to me You have identified words from the picture right? When you	* prior knowledge * familiar object	*Learned previously *Known Objects are identified.	"I read those previously in my primary school. I knew what the items were called.".	* Prior knowledge need for lexical knowledge.	1	DU HAS 50

identify the words from the picture how did you understand that this item is called this and that item is called that?				*unable to understand new words * unable to identify new vocabulary		
How does your English teacher take classes in the school?	*Reading *Memorizing *Writing	* Memorized vocabulary to learn *Reading text *Writing Word meanings	"He gives us reading and we read it in our home. For the words or sentences that I didn't understand I took help from the guidebook and phone to identify	* memorize word to learn vocabulary * memorize vocabulary to pass examination	1	DU HAS 38

			the meanings and write them down in my notebook and memorized them, next day sir asked us questions from the text, and we tried to answer them if we could not answer them we take help from the notebook".			
What is your overview of the material?	*Interested *own words	*Student is interested in the material	"I liked it. Many children are playing there it is very interesting.	*preferred to learn from PWIM *happy to write free hand writing.		DU HAS 64

		*happy for being able to write on his own.	Then, we get to write what we think and we can write on our own".			
What did you find most interesting about the picture-based Material?	* Picture *Interesting	*student liked using picture for study	"I find the picture most interesting. In our school classroom most of the time we read passages and do tasks from them but here first time seeing a picture and learning from it is very interesting to me.	*interested in PWIM	1	DU HAS 54

			What is happening in the picture than writing them all these were interesting to me".			
Why?	*New experience * Related to previous experience	*Material was new to students. *They can relate to the material.	"Because it was a new experience also I can relate to the picture because I have played like them in my childhood".	*new materials increase interest *Relatable Materials increase interest.	1	DU PAR 56
Your book has pictures like this but why do you find this interesting?	*relatable *have same experience	* material was related to real life	"Because the picture has little children playing. It is interesting to me	* Real life based material	1	DU HAS 68

			because I played like that when I was little. I can relate to this".			
What do you prefer to learn from?	*picture is preferred.	*Learners preferred PWIM materials	"I prefer to learn from this picture-biased material".	* preferred PWIM materials is	1	DU HAS 70
What did you find most challenging? Why?	*synonyms * vocabulary	*New similar word is challenging	"challenging …I write the synonyms; I know one synonym of the words but writing another synonym was very challenging for me.".	*Lack of lexical knowledge *lack of inductive thinking. *Only prefer Memorizing	1	DU HAS 72

81

Any other thing that you have found challenging?	*Unable to understand *spelling	*unable to understand the task first time. *Weak in spelling.	"When you told us to write the reflection I was not able to understand what I had to do then when you explained the work I had to do I found it easy to do. Before that, I find it challenging. I know some spellings are not correct"	*Unable to understand task at first *spells words as pronounced.		

Appendix G.2

Sample of Coding template by the researcher (Coding Hasibul's interview)

RQ.2. a. What do the learners think about this PWIM based materials?

     b. What are challenges the learners face while using PWIM based material?

Interview question (1)	Subordinate keywords (2)	Subordinate main point from conversation (3)	Elaboration examples from verbal to support the subordinate (4)	Occurrence main idea transferred into the form as keywords (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
What do you prefer to learn from and What is your overview	*Interested *Own words * Picture *Interesting	* interested in the material	"I liked it. Many children are playing there it is very interesting. Then, we get to	*preferred PWIM materials.	1	DU HAS 64 DU HAS 54 DU HAS 56

of the material?	*New	*happy for being	write what we think and	*material was		
Why?	experience	able to write on	we can write on our own"	interesting to		
	* Related to	his own.	"I find the picture most	them		
	previous	* Material was	interesting. In our school	*interested to		
	experience	new and	classroom most of the time	use PWIM		
		relatable.	we read passages and do	*Learner get a		
			tasks from them but here	chance for free		
			first time seeing a picture	hand writing.		
			and learning from it is very	* Material		
			interesting to me. What is	related to prior		
			happening in the picture	knowledge.		
			than writing them all these	*Real life		
			were interesting to me"	based		
			"Because it was a new	materials.		
			experience also I can relate			
			to the picture because I			

			have played like them in my childhood".			
What did you find most challenging? Why?	*synonyms * vocabulary *Unable to understand *spelling		"challenging …I write the synonyms; I know one synonym of the words but writing another synonym was very challenging for me". "When you told us to write the reflection I was not able to understand what I had to do then when you explained the work I had to do I found it easy to do. Before that, I find it	*Lack of prior lexical knowledge *takes few moments to understand *Preferred memorizing vocabulary. *spelling like pronunciation.		DU HAS 72 DU HAS 74

85

			challenging. I know some spellings are not correct".			

Sample of Coding template by the researcher (Coding Parves's interview)

RQ.2. a. What do the learners think about this PWIM based materials?

b. What are challenges the learners face while using PWIM based material?

Interview question (1)	Subordinate keywords (2)	Subordinate main point from conversation (3)	Elaboration examples from verbal to support the subordinate (4)	Occurrence main idea transferred into the form as keywords (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)

| What do you prefer to learn from? What is your overview of the material? Why? | *Preferred picture *Interesting *Finding words *New experience | * interested in the material *happy for being able to write on his own. * Material was new and relatable. | "I prefer to learn from this picture-biased material and I like it. It was interesting" "Finding things from a picture this was very interesting to me". "Because we have never done anything like this before". "It is colourful that's why". | *preferred PWIM materials. *material was interesting to them *interested to use PWIM *New experience * Material related to prior knowledge. *Real life based materials. | 1 | DU PAR 66 DU PAR 60 DU PAR 52 DU PAR 64 |

| What did you find most challenging? Why? | *synonyms * vocabulary | | "I find synonym writing challenging. Then you suddenly told us to write therefore it was challenging.", "I face challenge while finding the words from the picture. Now I have to write a synonym of those words. It was very challenging for me. I was scared. Because I do not know the synonyms". | *Lack of prior lexical knowledge *scared to write *Anxious about new experience. | | DU PAR 68 |

Sample of Coding template by the researcher (Coding Mostarina 's interview)

RQ.2. a. What do the learners think about this PWIM based materials?

88

b. What are challenges the learners face while using PWIM based material?

Interview question (1)	Subordinate keywords (2)	Subordinate main point from conversation (3)	Elaboration examples from verbal to support the subordinate (4)	Occurrence main idea transferred into the form as keywords (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
What do you prefer to learn from? What is your overview of the material? Why?	*sentence making *Liked material *Vocabulary *own wetting	*liked sentence making *Interested in the material *gain lexical Knowledge	"I like the task sentence make because I know how to make sentence" "Overall I liked the material because we are able to learn the	*PWIM is preferred *Gain new lexical Knowledge *like to write freehand.	1	DU MUS 56 DU MUS 67

89

			vocabulary and we can write on my own"			
What did you find most challenging? Why?	*synonym *vocabulary		"I find synonyms challenging because I know one synonym of the word van like car but finding another synonym is hard and I find it challenging"	*lack of prior lexical knowledge *straggles to find synonyms.	1	DU MUS 70

Sample of Coding template by the researcher (Coding Aduri's interview)

RQ.2. a. What do the learners think about this PWIM based materials?

      b. What are challenges the learners face while using PWIM based material?

Interview question (1)	Subordinate keywords (2)	Subordinate main point from conversation (3)	Elaboration examples from verbal to support the subordinate (4)	Occurrence main idea transferred into the form as keywords (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
What do you prefer to learn from? What is your overview of the material? Why?	*interested *prior Knowledge *Relatable	*interned in using this material * Easy to identify known words *Gain lexical Knowledge	"I like the picture and identifying words from the picture was interesting to me because I knew what the items are called because I learned them in earlier class" "Overall this material is interesting because we can relate to the picture, we	*Learner can use prior Knowledge *Interested in using the material *Gain new words	1	DU ADU 55 DU ADU 64

			have played like this in our childhood and now I can learn new words from this material"			
What did you find most challenging? Why?	*Lack of lexical knowledge	*do not know necessary vocabulary to identify synonyms	"I find synonym making challenging" "Because I do not know the necessary vocabulary to write the synonyms"	*Lack necessary vocabularies.	1	DU ADU 72 DU ADU 74

Sample of Coding template by the researcher (Coding Mithila's interview)

RQ.2. a. What do the learners think about this PWIM based materials?

b. What are challenges the learners face while using PWIM based material?

Interview question (1)	Subordinate keywords (2)	Subordinate main point from conversation (3)	Elaboration examples from verbal to support the subordinate (4)	Occurrence main idea transferred into the form as keywords (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
What do you prefer to learn from? What is your overview of the material? Why?	*liked *Interning *new words *relatable	*liked material because it's relatable and interesting *learns new words	"I liked the picture I can relate to the picture and writing the words from the picture was very interesting as I have previously learned those words" "overall I can learn new words that's way I like the material"	*Interested in PWIM material *Can relate to the material *Gain lexical Knowledge	1	DU MIT 58 DU MIT 62

What did you find most challenging? Why?	*Reflection *Vocabulary *sentence structure	*Reflection writing challenging *Lack of lexical knowledge *lack knowledge of sentence structure.	"I find reflection writing challenging" "because I do not know the necessary vocabulary and I was not sure about the structure of the sentence, I do not know which word sits beside which word".	*Lack the necessary vocabulary *Do not know sentence structure.	1	DU MIT 72 DU MIT 73

Sample of Coding template by the researcher (Coding Jakaria's interview)

RQ.2. a. What do the learners think about this PWIM based materials?

b. What are challenges the learners face while using PWIM based material?

Interview question (1)	Subordinate keywords (2)	Subordinate main point from conversation (3)	Elaboration examples from verbal to support the subordinate (4)	Occurrence main idea transferred into the form as keywords (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
What do you prefer to learn from? What is your overview of the material? Why?	*liked *enjoyed *vocabulary *synonym	*Liked the material *enjoyed using material *interested in the material *retrain prior knowledge	"I prefer PWIM learning material, I enjoyed learning with this material" "When I identify words in then picture then write synonyms of the word then making sentence with them all of this is very interesting to me"	*enjoyed and interned in the material *Helps gaining prior lexical knowledge		DU JAK 54 DU JAK 60

95

			"I remember some old vocabulary from the material" "I gain some new vocabularies from my friends as I take few help from my friends"			
What did you find most challenging? Why?	*reflection *thinking	*reflection wring challenging ' *not clear about the material	"I find reflection writing challenging" "I have to think a lot to write the reflection initially I have no idea what to write "	*not clear about the material *freehand wring is hard		DU JAK 70 DU JAK 71

Sample of Coding template by the researcher (Coding Nayem's interview)

RQ.2. a. What do the learners think about this PWIM based materials?

b. What are challenges the learners face while using PWIM based material?

Interview question (1)	Subordinate keywords (2)	Subordinate main point from conversation (3)	Elaboration examples from verbal to support the subordinate (4)	Occurrence main idea transferred into the form as keywords (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
What do you prefer to learn from? What is your overview of the material? Why?	*preferred *liked *relatable *New experience	*liked and preferred PWIM *Relatable material *material is a new experience	"I prefer PWIM materials" "I liked the reflection writing interesting, I can relate to the picture as I have played like that in the past"	*preferred and liked PWIM *an unusual experience *relatable material	1	DU NAY 52 DU NAY 59

97

			"Usually we do not do this kind of task in our classroom if we do we do the task "			
What did you find most challenging? Why?	*synonyms *take help *unclear	* synonyms are challenging * take help form friend *material was not clear for a moment	"I find synonym writing very challenging because at that moment I was not clear what to do I was scared then I take help from my friends."	*Lack of lexical knowledge *material is unclear for moment *copied from friends.	1	DU NAY 72 DU NAY 73

Sample of Coding template by the researcher (Coding Fahima's interview)

RQ.2. a. What do the learners think about this PWIM based materials?

b. What are challenges the learners face while using PWIM based material?

Interview question (1)	Subordinate keywords (2)	Subordinate main point from conversation (3)	Elaboration examples from verbal to support the subordinate (4)	Occurrence main idea transferred into the form as keywords (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
What do you prefer to learn from? What is your overview of the material? Why?	*preferred *interesting *New experience	*Preferred PWIM *got a new and unusual experience	"I prefer PWIM task" "over all the material is very new to us it is interesting usually our text book does not have this kind of material and it is a	*Preferred PWIM based material *Enjoyed this material *Unusual experience	1	DU FAH 53 DU FAH 56

			new experience" "I could write creatively"			
What did you find most challenging? Why?	*synonym *Understanding *remember	*do not remember synonym *do not understand the material first	"I find synonym writing challenging also I find understanding it first time challenging" "Because I did not remember the synonyms"	*Lack of lexical knowledge *Do not get the material at first	1	DU FAH 71 DU FAH 72

Sample of Coding template by the researcher (Coding Jannatun's interview)

RQ.2. a. What do the learners think about this PWIM based materials?

      b. What are challenges the learners face while using PWIM based material?

Interview question (1)	Subordinate keywords (2)	Subordinate main point from conversation (3)	Elaboration examples from verbal to support the subordinate (4)	Occurrence main idea transferred into the form as keywords (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
What do you prefer to learn from? What is your overview of the material? Why?	*Preferred *like *new experience *enjoyed	*preferred PWIM material *enjoyed and liked this new experience	"I prefer PWIM material" "Overall I liked it if this kind of material used in our class I would be more happy" "It was a new experience " "I enjoyed using the material "	*preferred PWIM enjoyed and liked this new experience *preferred to use PIWM in classroom	1	DU JAN 55 DU JAN 57

What did you find most challenging? Why?	*reflection *vocabulary *scared	* reflection writing problem *do not know the vocabulary * scared and take help from friends.	"I find reflection writing challenging" "I did not know how to write and what to write I was scared and take help from my friends" "Because I do not know the necessary vocabulary"	*lack of prior lexical knowledge *Anxious about the material at first.	1	DU JAN 74 DU JAN 75

Sample of Coding template by the researcher (Coding Ridoy's interview)

RQ.2. a. What do the learners think about this PWIM based materials?

      b. What are challenges the learners face while using PWIM based material?

Interview question (1)	Subordinate keywords (2)	Subordinate main point from conversation (3)	Elaboration examples from verbal to support the subordinate (4)	Occurrence main idea transferred into the form as keywords (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
What do you prefer to learn from? What is your overview of the material? Why?	*textbook *new experience	*Prefers textbook material * do not understand the task *a new experience	"I prefer textbook based material" "I do not understand the tasks and the materials " "Because it was a new experience and I have never done it"	*Prefer textbook based material *get a new experience	1	DU RID 50 DU RID 54
What did you find most	*scared *did not understand	*Was scared *copied form friends	"I was scared I did not understand what should I do this was challenging"	*anxious about the material		DU RID 68 DU RID 69

103

| challenging? Why? | *copied | | because instruction was in English so I do not understand it and copied my an sere from my friends" | *copied from friends *did not understand the material | | |

Appendix G.3

Sample Theme Generation Template

Research question2:	a. What do the learners think about this PWIM based materials?											
	b. What are challenges the learners face while using PWIM based material?											
Interview question	What do you prefer to learn from and What is your overview of the material? Why?											
Hasibul(C1)	Parves(C2)	Mostarina (C3)	Aduri (C4)	Mithila(C5)	Jakaria(C6)	Nayem (C7)	Fahima (C8)	Jannatun (C9)	Redoy (C10)	Subthemes	Themes
*preferred PWIM materials.	*preferred PWIM materials.	*PWIM is preferred	*Learner can use prior Knowledge	*Interested in PWIM material	*enjoyed and interned in the material	*preferred and liked PWIM	*Preferred PWIM based material	*preferred PWIM enjoyed and liked this material	*Prefer textbook based material	New experience	PWIM is preferable as a Material
*material was interesting to them	*material was interesting to them	*Gain new lexical Knowledge	*Interested in using the material	*Can relate to the material	*Helps gaining prior lexical knowledge	*an unusual experience	*Enjoyed this material	*get a new experience		Enjoyed PWIM	Gained Lexical knowledge from the material
*interested to use PWIM	*interested to use PWIM	*like to write freehand.	*Gain new words	*Gain lexical Knowledge		*relatable material	*Unusual experience	*preferred to use PIWM in classroom	(DU RID 50)	Experience free hand writing	
*Learner get a chance for free hand writing.	*New experience	(DU MUS 56)	(DU ADU 55)	(DU MIT 58)	(DU JAK 54)	(DU NAY 52)	(DU FAH 53)		(DU RID 54)	Real life based experience	Make use of prior knowledge
* Material related to prior knowledge.	*Material related to prior knowledge.	(DU MUS 67)	(DU ADU 64)	(DU MIT 62)	(DU JAK 60)	(DU NAY 59)	(DU FAH 56)	(DU JAN 55)			
*Real life based materials.	*Real life based materials.							(DU JAN 57)			
(DU HAS 64)	(DU PAR 66)										

(DU HAS 54) (DU HAS 56)	(DU PAR 60) (DU PAR 52) (DUPAR64)										
Interview Question	What did you find most challenging? Why?										
*Lack of prior lexical knowledge *takes few moments to understand *Preferred memorizing vocabulary. (DU HAS 72) (DU HAS 74)	*Lack of prior lexical knowledge *scared to write *Anxious about new experience (DU PAR 68)	*lack of prior lexical knowledge *straggles to find synonyms. (DU MUS 70)	*Lack necessary vocabularies. (DU ADU 72)	*Lack the necessary vocabulary *Do not know sentence structure. (DU MIT 72) (DU MIT 73)	*not clear about the material *freehand wring is hard (DU JAK 70) (DU JAK 71)	*Lack of lexical knowledge *material is unclear for moment *copied from friends (DU NAY 72) (DU NAY 73)	*Lack of lexical knowledge *Do not get the material at first (DU FAH 71) (DU FAH 72)	*lack of prior lexical knowledge *Anxious about the material at first. (DU JAN 74) (DU JAN 75)	*anxious about the material *copied from friends *did not understand the material (DU RID 68) (DU RID 69)	Stragel to identify synonyms Anxois about new experience	Lack prior lexical knowledge make use of the material challenging Hard to Understand Tendency to copy

Appendix H

Rating for student's interview by Rater 1

RQ. 2. a. What do the learners think about this PWIM based materials?						
Theme	Main ideas	Discourse unit	Verbal support	Inter-Rater		Comments/Suggestions
				Agree	Disagree	
PWIM as a preferable material	Interesting	DU HAS 64	"I liked it. Many children are playing there it is very interesting."	/		
		DU ADU 55		/		
		DU JAK 54	"I like the picture and identifying words from the picture was interesting "	/		

	Most of the learners prefer PWIM over textbook material.	DU FAH 53	"I prefer PWIM learning material, I enjoyed learning with this material"	/		
		DU FAH 56	"I prefer PWIM task"	/		
			"over all the material is very new to us it is interesting usually our text book does not have this kind of material and it is a new experience"			
	Liked the Image	DU MIT 58	"I liked the picture I can relate to the picture	/		

Gain lexical knowledge from the material	Learners gain lexical knowledge from the material.	DU MUS 67	"Overall I liked the material because we are able to learn the vocabularies and I can write on my own"		/	You missed writing on my own.
Make use of prior knowledge	Learners can use their previously learned vocabulary through the material	DU MIT 58	"writing the words from the picture was very interesting as I have previously learned those words"	/		
		DU ADU 55	"I like the picture and identifying words from the picture was interesting to me because I knew what the items are called because I learned them in earlier class"	/		
New relatable experience	This is a new experience for the learners they can relate to the material as it is real life based.	DU HAS 54	…. "Because it was a new experience also I can relate to the picture because I have played like them in my childhood".	/		

Name of the Rater: Dr. Sabreena Ahmed

Date: 25.08.2023

Appendix I

Inter-Rater Reliability Calculation for Students' Interview

	Percentage of agreement (Total number of agreement/Total number of responses) x100
Inter-rater 1:	**9/10x100= 90%**

Appendix J

Consent:

By signing below, you indicate that you have read and understood the information provided in this consent form. You voluntarily agree to participate in the research study and provide your data for analysis.

[Participant's Signature]: _____

[Participant's Signature]: _____