

Training Teachers to Use the Picture Word Induction Model

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Keywords-teacher training, instructional strategy, reading strategy, teaching writing, teaching reading,

Abstract

The Mexico Teacher Project, a collaborative partnership between the University of the Incarnate Word's Dreeben School of Education and a private school in Mexico, was designed to disseminate new and promising teaching strategies to K-6 grade English teachers in Mexico. Workshops are designed around specific literacy strategies and follow up activities are conducted to assess the implementation of the strategies. A research study was designed to determine the Mexico teacher's satisfaction with the literacy workshop and the implementation of the strategy. The literacy workshop selected for this study focused on training teachers to use the Picture Word Inductive Model (PWIM). The PWIM is an inquiry-oriented language arts strategy that uses pictures containing familiar objects and actions to elicit words from children's listening and speaking vocabularies. This strategy, developed by Emily F. Calhoun in 1998 and used in both mono and bilingual literacy instruction, helps students add words to their sight reading vocabulary as well as their writing vocabulary. In addition to capitalizing on the student's ability to think inductively, the PWIM can be used to teach phonics, grammar, mechanics and usage of Standard English both inductively and explicitly. Surveys were administered to the K-6 grade teachers who participated in the workshop. The results of the surveys showed great satisfaction with the PWIM and the implementation of the strategy. Recommendations are made based on the result of this study.