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Preface

Pioneering Educational Perspectives: Series 2025 is a collection of thought-provoking insights and research contributions exploring contemporary educational trends and practices. This eBook presents a diverse range of perspectives on innovative teaching methodologies, digital learning strategies, and transformative approaches in education. Designed to serve as a resource for educators, researchers, and practitioners, it aims to inspire meaningful discussions and advancements in the field. Through carefully curated chapters, this publication offers fresh ideas and practical solutions to enhance learning experiences in an ever-evolving educational landscape.

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UNLOCKING WORDS: THE VAK MODEL IN ACTION

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ABSTRACT

The acquisition of English vocabulary is crucial for communication and language proficiency as it is a foundational skill that supports listening, speaking, reading, and writing. However, despite six years of English as a second language (ESL) instruction in Malaysian primary schools, many pupils continue to struggle in mastering the language. Limited vocabulary is a significant barrier that hinders pupils from expressing their ideas in English and participating in classroom activities, especially for those with special needs or below-average proficiency. This challenge often leads to disinterest and demotivation. To address this, the Visual-Auditory-Kinaesthetic (VAK) Model was implemented to build vocabulary acquisition in Year 5 pupils. Visual aids, such as images, were proven effective in helping pupils participate more actively and express their ideas, even when facing grammatical difficulties. The VAK Model addresses diverse learning styles and fosters greater engagement in learning English vocabulary. This article explores how the VAK Model helps Year 5 pupils overcome limited vocabulary issues to ensure active participation in class activities.

KEYWORDS: VAK Model, Vocabulary learning, Teaching strategies, Language proficiency, Primary school pupils

PROBLEM AND OBJECTIVE

The Visual-Auditory-Kinaesthetic (VAK) Model aims to address the challenge of lack of vocabulary knowledge among pupils, particularly in settings where exposure to English is limited. Malay is the predominant language of instruction in schools where pupils often lack opportunities to engage in English outside the classroom. This limited exposure can hinder their ability to acquire and effectively use English vocabulary.

The VAK Model seeks to solve this problem by incorporating multiple sensory modalities into the learning process. By integrating visual aids (such as images and printed materials), auditory elements (such as pronunciation drills and songs), and kinesthetic activities (such as hand gestures and interactive tasks), the VAK Model provides a more engaging and comprehensive approach to vocabulary learning (Hidayatullah et al., 2022). This method caters to various learning styles, helping pupils with different needs and proficiency levels to better understand and retain new vocabulary.

The implementation of the VAK Model in classrooms with mixed abilities and special needs pupils can enhance their participation and expression in English. It supports their ability to convey thoughts and ideas more effectively, despite the challenges posed by limited exposure to the language and a lack of resources. This model aims to improve vocabulary acquisition and motivate pupils by making the learning process more interactive and inclusive (Dahliana et al., 2023).

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The innovation is carried out to ensure that the VAK Model aids are effective in building pupils' vocabulary. Hence, this innovation is designed to obtain the objective of:

i. To investigate how the VAK Model is used to build Year 5 pupils' vocabulary

DESIGN DESCRIPTION

The design integrates the Visual-Auditory-Kinaesthetic (VAK) Model to enhance vocabulary acquisition for Year 5 pupils. It aims to build vocabulary skills by incorporating multi-sensory elements to cater to diverse learning styles, making language learning more effective and engaging. The design features Canva slides with images and captions to present vocabulary words clearly, aiding visual learning and memory retention. Catchy nursery rhyme songs related to the vocabulary make learning enjoyable and reinforce pronunciation through repeated drills, addressing the auditory element. Additionally, hand gestures representing vocabulary words help pupils connect actions with meanings, enhancing their understanding and recall by incorporating the kinaesthetic element. Targeted at Year 5 pupils, including those with varying proficiency levels and special needs, the design addresses the challenge of limited vocabulary and aims to improve engagement and participation in English language lessons. Its unique selling point includes the integration of the VAK Model, which supports holistic learning approach (Novriani et al., 2019). Additionally, the visually appealing Canva slides, and dynamic learning methods through the integration of songs and gestures also make learning more effective and memorable.

VISUALS

In order to effectively implement the Visual-Auditory-Kinesthetic (VAK) Model in vocabulary learning, it is essential to provide learners with diverse and engaging stimuli that cater to their learning preferences. The following figures illustrate how visual, auditory, and kinesthetic elements are integrated into the lesson design to support vocabulary acquisition.



Figure 1: Canva slide displaying images with captions for Visual element implementation.



Figure 2: Catchy nursery rhyme song for Auditory element implementation.

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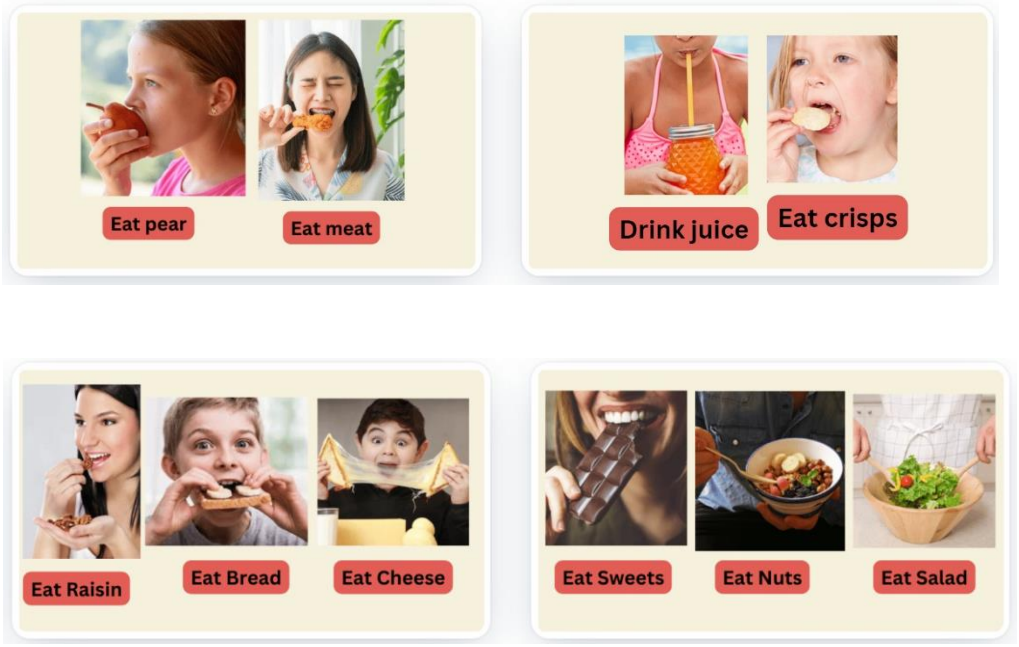


Figure 3: Hand gestures representing vocabulary words for Kinaesthetic element implementation.

NOVELTY AND UNIQUENESS

The design of the VAK Model is innovative due to its comprehensive integration of visual, auditory, and kinaesthetic elements in a unified approach (Kusumawarti et al., 2020). Unlike traditional methods that often focus on a single sensory modality, this design incorporates Canva slides with images and captions to provide visual stimuli, catchy nursery rhymes and for auditory reinforcement, and hand gestures to enhance kinesthetic learning. According to Fitria (2022), the use of customizable Canva slides allows for visually appealing and adaptable content, tailored to specific vocabulary themes and pupil needs, which is often absent in conventional resources. The incorporation of dynamic auditory elements, such as engaging songs, supports memorization and pronunciation through repetition and rhythm, while the kinaesthetic component of hand gestures aids in physical recall and understanding of vocabulary. This approach is particularly beneficial for Year 5 pupils, including those with special needs and varying proficiency levels, as it addresses diverse learning styles and common challenges in vocabulary acquisition. By combining these elements effectively, the design offers a more engaging and holistic solution for vocabulary learning, distinguishing itself from traditional methods.

BENEFITS TO MANKIND

The VAK Model design benefits vocabulary acquisition by addressing diverse learning styles, which enhances engagement and retention. It solves problems such as limited vocabulary exposure and low pupil participation, leading to improved language skills and academic performance. While its primary impact is educational, it supports long-term academic success.

The pre & post test results show a significant improvement after implementing the VAK Model. The mean score increased from 8.63 to 23.17, and the median rose from 10 to 28. The

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mode shifted from 11 to 29, with more students achieving higher scores. This demonstrates the VAK Model's effectiveness in enhancing vocabulary acquisition and supporting diverse learning styles.

COMMERCIAL POTENTIAL

The VAK Model design offers significant market potential by effectively addressing diverse learning styles and improving vocabulary acquisition. Its competitive advantage is its comprehensive approach, integrating visual, auditory, and kinesthetic elements, which enhances engagement and retention. The design is scalable across various educational contexts and age groups, with cost-effective implementation using accessible tools and resources.

CONCLUSION

In conclusion, the VAK Model can effectively integrate visual, auditory, and kinesthetic elements to enhance vocabulary acquisition and engagement. Future directions could include expanding its application to digital platforms for remote learning, developing specialized modules for different subjects, and conducting longitudinal studies to assess long-term impact on language proficiency.

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