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FACULTAD DE CIENCIAS DE LA EDUCACION, HUMANAS Y TECNOLOGIAS

CARRERA DE IDIOMAS

TITLE OF THE RESEARCH WORK

**ANALYSIS OF REALIA AS STRATEGY TO IMPROVE ENGLISH VOCABULARY
AT 3rd GRADE OF GENERAL BASIC EDUCATION AT UNIDAD EDUCATIVA
CRISTIANA “NAZARENO”, IN RIOBAMBA CITY, CHIMBORAZO PROVINCE,
DURING DE ACADEMIC YEAR 2018-2019.**

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CONVOCATORIA PARA DEFENSA DE PROYECTO DE INVESTIGACIÓN

Por disposición de la Dra. Amparo Cazorla B., Decana de la Facultad, mediante oficio **No. 1280-FCEHT-UNACH-2020**, conforme lo establecido en el Artículo 173, numeral 10 del Reglamento de Régimen Académico de la UNACH; se convoca a constituir el Tribunal Examinador para la siguiente defensa de proyecto de Investigación:

Tema: "ANALYSIS OF REALIA AS STRATEGY TO IMPROVE ENGLISH VOCABULARY AT 3rd GRADE OF GENERAL BASIC EDUCATION AT UNIDAD EDUCATIVA CRISTIANA "NAZARENO", IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING DE ACADEMIC YEAR 2018-2019".

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Hora: 16h00
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CERTIFICATE OF THESIS TUTOR

Mgs. Eduardo Edgar Heredia Arboleda, profesor of the Facultad de Ciencias de la Educación, Humanas y Tecnologías at Universidad Nacional de Chimborazo; in my capacity of thesis director of this research work presented by Byron Eduardo Obando Flores, prior to obtain the degree of “Licenciado en Ciencias de la Educación, Profesor de Idiomas; inglés” whose theme is:

“ANALYSIS OF REALIA AS STRATEGY TO IMPROVE ENGLISH VOCABULARY AT 3rd GRADE OF GENERAL BASIC EDUCATION AT UNIDAD EDUCATIVA CRISTIANA “NAZARENO”, IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING DE AC ADEMIC YEAR 2018-2019.”

Certify that this research project has been completed to 100%. It fulfilled with all established parameters and has sufficient merit to be subjected to the public presentation and evaluation by the respective tribunal.

I certify this research work in honor of truth.

Riobamba, 20 de mayo del 2020

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AUTHORSHIP

I, Byron Eduardo Obando Flores student of the Language Career, declare to be the only author of this reserch work named:

“ANALYSIS OF REALIA AS STRATEGY TO IMPROVE ENGLISH VOCABULARY AT 3rd GRADE OF GENERAL BASIC EDUCATION AT UNIDAD EDUCATIVA CRISTIANA “NAZARENO”, IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING DE ACADEMIC YEAR 2018-2019.”

This ideas and commentaries and opnions specified in this document are responsibility of the author.

Riobamba, 14 de Julio de 2020



Byron Obando Flores

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I am sincerely grateful to God and my family who have been my principal inspiration and support to finish successfully my professional career.

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Byron Obando

DEDICATORY

The present study is dedicated to my parents because they have been my support in my life. Their perseverance, constancy, effort and patience, they believe in me and they have allowed me to stay today here fulfilling my dream in my life.

To my teachers who have been such a great support and inspiration along my personal and professional development.

Byron Obando

ABSTRACT

Teaching a new language around the world is not an easy task. In order to develop the process of teaching English correctly it is indispensable to use different methods, techniques, strategies which are the fundamental tools for English teachers. It is important to take into account that vocabulary learning is essential during the acquisition of a new language. The use of different techniques to teach vocabulary is an important key for teachers' development in the classroom. This research carried out with the students of Third Year of Basic Education at Unidad Educativa Cristiana "Nazareno", describes the importance of the appropriate application of realia as a strategy to improve English vocabulary teaching. Different aspects related to vocabulary teaching and learning using realia strategy in the English classes were observed and analyzed in order to accomplish the objectives established for this research. The present work belongs to the qualitative approach; the level is exploratory, and the ethnographic method was used. The technique used for this research was direct observation and observation files were the instrument to collect reliable information in order to accomplish the research objectives. The results of the research can be appreciated in the analysis of the results. Furthermore, this research can be used as a reference for future investigations as a tool for English teachers to facilitate the teaching of new vocabulary.

Key words: realia , vocabulary, strategy.

RESUMEN

La enseñanza de un nuevo idioma en todo el mundo no resulta una tarea fácil. Para desarrollar el proceso de enseñanza del inglés correctamente, es indispensable utilizar diferentes métodos, técnicas y estrategias las mismas que son herramientas fundamentales para los docentes de inglés. Es importante tener en cuenta que el aprendizaje de vocabulario es esencial durante la adquisición de un nuevo idioma. El uso de diferentes técnicas para enseñar vocabulario es una clave importante para el desempeño de los maestros en el aula. Esta investigación llevada a cabo con los estudiantes de Tercer Año de Educación Básica en la Unidad Educativa Cristiana "Nazareno", describe la importancia de la aplicación apropiada de "realia" como estrategia para mejorar la enseñanza del vocabulario en inglés. Se observaron y analizaron diferentes aspectos relacionados con la enseñanza y el aprendizaje del vocabulario utilizando la estrategia realia en las clases de inglés para lograr los objetivos establecidos para esta investigación. El presente trabajo pertenece al enfoque cualitativo; El nivel es exploratorio, y se utilizó el método etnográfico. La técnica utilizada para esta investigación fue la observación directa y los archivos de observación fueron el instrumento para recopilar información confiable con el fin de lograr los objetivos de la investigación. Los resultados de la investigación se pueden apreciar en el análisis de los resultados. Además, esta investigación se puede utilizar como referencia para futuras investigaciones como una herramienta para que los profesores de inglés faciliten la enseñanza de nuevo vocabulario.

Palabras clave: realia, vocabulario, estrategia.

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INTRODUCTION

Nowadays, the acquisition of a foreign language has become increasingly necessary. In the teaching and learning process of a new language, the teacher is the most important character because he/ she plays an important role. Different factors, such as needs, age, level, interests, and behavior of the students, must be considered by the teacher. For obtaining a meaningful education, it is essential to know new words, where students acquire them through vocabulary.

Knowing vocabulary is essential to begin the process of learning and teaching foreign languages. To develop speaking, reading, listening, and writing skills in the English language, the first step is to learn essential vocabulary. According to Jordan (2017), "Teaching vocabulary is such an important task in teaching English due to vocabulary achievement relates to all language learning, and it is of concern to all four language skills." (p, 149)

The way people can communicate in English depends in part on the amount of vocabulary that is known. The main problem in teaching English is that students do not receive enough motivation when new terms of vocabulary. The teacher is responsible for motivating students to achieve the learning process of a new name effectively. The creation of activities using materials that are inside the classroom can keep the meaning of the words in their minds and last for much longer. That is why the teacher should create activities with Realia to improve the acquisition of vocabulary in their students.

Realia for teaching English has been the most useful strategy used by foreign language teachers. This strategy is based on using real objects and elements correctly and adequately for the acquisition of the new language. Realia includes objects used by educators to help students to understand better other cultures and real-life situations. (Cárdenas 2015).

In the 3rd grade of General Basic Education at Unidad Educativa Cristiana "Nazareno," it was noted that different strategies were applied, which did not achieve results because the students did not memorize the words quickly and made many mistakes. If the Realia technique were better used, learning new terms would be much more comfortable, and in this way, it could avoid misunderstanding in students.

This research holds an exploratory scope. Therefore, its object of study is to know the problem to formulate questions to allow us to obtain the conclusions taking into account the most predominant details. This investigation has been distributed in five chapters:

- **Chapter I:** Referential framework contains the problem statement, general and specific objectives, and the justification.
- **Chapter II:** Theoretical Framework presents all theoretical aspects about Realia as a strategy to improve the process of teaching English vocabulary.
- **Chapter III:** Methodological Framework refers to the procedure done by the researcher to obtain the type, level, design, population, and sample of this research, through the application of the observation instrument to get information.
- **Chapter IV:** Analysis and interpretation of results showing the obtained information by the observation sheet.
- **Chapter V:** Conclusions and recommendations describe the results of the obtained information.

CHAPTER I

REFERENTIAL FRAMEWORK

1.1 RESEARCH PROBLEM

Problem: The 3rd grade students of General Basic Education at Unidad Educativa Cristiana “Nazareno” presents difficulties in acquiring new words in English, due to the inappropriate application of the realia as a strategy to improve vocabulary acquisition.

1.2 PROBLEM DEFINITION

Currently, English has been considered as the most useful language worldwide. Due to the significant changes in a competitive world, it is necessary to have adequate knowledge of this universal language. In the process of learning a foreign language, there are many problems that the teacher must overcome; one of them is the teaching of vocabulary since it plays an essential role in the acquisition of a foreign language. With a well-established vocabulary at an early age, students can take full advantage of the new language. (Chenelle 2015)

In Ecuador, there are hundreds of public, private schools where it is common to notice problems in the process of vocabulary acquisition. Martinez (2016), the principal obstacle to learn new words is the lack of interest that students present during English classes. It is associated with a poor way to introduce the new foreign vocabulary by teachers. According to Falcones (2017), it is recommendable to apply innovative and easy techniques to avoid inconvenience to learn and teach new vocabulary. One of the correct strategies to teach vocabulary is Realia for Perez (2017). This strategy allows the teacher to use real objects, gestures, movements making a natural environment where students understand in a fun and natural way.

During the development of pre-professional practices in the 3rd level at Unidad Educativa Cristiana "Nazareno," it was observed that students have a limited degree of vocabulary. Besides, the different strategies to teach English vocabulary were not very helpful, because students were not interested in learning those words. This factor was associated with the limited application of visual strategies or real material within the class. Students felt unmotivated to acquire new words in the English language. According to Allen (2016), An English teacher should use Realia to strengthen student associations between the terms of the everyday object and the object itself. He states that Realia is associated between classroom and language. The use of Realia adapts the integrity and authenticity of the class.

This research will help the English teacher at Unidad Educativa Cristiana "Nazareno" to improve, change, or eliminate the old-fashioned strategies that are applied when teaching vocabulary to acquire new words in English.

1.3 FORMULATION OF THE PROBLEM

How useful is the Realia technique for improving English vocabulary learning at 3rd grade of General Basic Education at Unidad Educativa Cristiana "Nazareno"?

1.4 GUIDING QUESTIONS

- How are realia activities being applied to improve vocabulary acquisition in English?
- What is the impact that Realia causes on students when they acquire new English words?
- What type of realia material is appropriate for teaching English vocabulary?

1.5 OBJECTIVES

1.5.1 GENERAL OBJECTIVE

- To analyze how Realia helps to improve English vocabulary at 3rd grade of General Basic Education at Unidad Educativa Cristiana “Nazareno”, in Riobamba city, Chimborazo province, during de academic year 2019-2020.

1.5.2 SPECÍFIC OBJETIVES

- To observe how realia is used in the acquisition of vocabulary in the teaching process through an observation form.
- To determine what is the impact that Realia causes on students when they acquire new English words.
- To describe the academic value of Realia for teaching vocabulary to children.

1.5.3. OBJECTIVES OPERATIONALIZATION

AREA OF STUDY	QUESTIONS		OBJECTIVES	
	GENERAL	GUIDING	GENERAL	SPECIFIC
Methodology	How useful is the Realia technique for improving English vocabulary learning at 3rd grade of General Basic Education at Unidad Educativa Cristiana “Nazareno”?	1) How are realia activities being applied to improve vocabulary acquisition in English?	To analyze how Realia helps to improve English vocabulary at 3rd grade of General Basic Education at Unidad Educativa Cristiana “Nazareno”, in Riobamba city, Chimborazo province, during de academic year 2018-2019.	1) To observe how realia is used in the acquisition of vocabulary in the teaching process through an observation form.
		2) What is the impact that Realia causes on students when they acquire new English words?		2) To determine what is the impact that Realia causes on students when they acquire new English words.

		3) What type of realia material is appropriate for teaching English vocabulary?		3) To describe the academic value of Realia for teaching vocabulary to children.
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Done by: *Byron Obando*

1.6 JUSTIFICATION

From a social perspective, this research will help to understand the importance of learning a new language as a priority in education due to the globalization in which students and people are involved. Students who manage a new language properly have numerous personal benefits to students since, at the same time, it expands their field of communication; it also contributes to their correct cognitive, private, and social development.

Furthermore, the present research will be useful for the educative institutions from the locality where English is taught as a second language because it allows understanding that the correct application of realia as a strategy to teach new vocabulary is essential. After all, the learning of a second language since early ages increases the development of students' skills; critical thinking would improve memory and listening ability, the flexibility of mind and creativity. One of the most important aspects of learning a second language in Primary Education is the acquisition of basic vocabulary. Students collect all the words that are associated with the foreign language to be an active participant in the teaching and learning process in a natural way.

Through this project, teachers will feel comfortable using Realia as a strategy to teach new vocabulary because they will understand that there is no better material than the things that students can see.

This project is feasible because there are human resources that will facilitate the realization of the observation sheet to have a more detailed knowledge of the needs of the problems. It has support and authorization of the Director and teachers of the Institution, where the Investigator collaborated during the execution practices and volunteered when the Institution provided.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 BACKGROUND INVESTIGATION REGARDING TO THE PROBLEM TO BE

After a deep revision of the repository of the Faculty of Education, Human Sciences and Technologies of the National University of Chimborazo, there were not researches related to proposed topic. It was necessary to search other repositories from different universities at national level that cover the same reality at national level.

It was possible to find a previous investigation which is related to the established topic. in Ambato city, specifically at the Universidad Técnica de Ambato which bears the title: **REALIA O MATERIAL AUTÉNTICO Y SU INFLUENCIA EN LA ADQUISICIÓN DEL VOCABULARIO DEL IDIOMA INGLÉS DE LOS ESTUDIANTES DE LOS NOVENOS GRADOS DE EDUCACIÓN GENERAL BÁSICA PARALELOS A Y B DE LA UNIDAD EDUCATIVA FRANCISCO FLOR – GUSTAVO EGÜEZ DEL CANTÓN AMBATO, PROVINCIA DE TUNGURAHUA**, Made by: Mercy Balladares, the author presents as problematic that students do not receive meaningful teaching to learn the vocabulary nor the real meaning of the words. Leading this investigation to the conclusion that there is little use of authentic material as an aid for the acquisition of vocabulary in the English language because teachers make unique use of the material provided by the educational institution. Finally, there is little interest on the part of the student to learn vocabulary due to lack of motivation.

2.2 THEORETICAL FOUNDATIONS BASIS

2.2.1 VOCABULARY DEFINITION

Vocabulary is defined as " words we must know to communicate effectively; terms in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman&Dwyer, 2019, p. 385).

Besides, Burns (2016) defines vocabulary as " the stock of words which is used by a person, class or profession. Vocabulary is central to language and of critical importance to the typical language learning." From the definitions above, it can be concluded that vocabulary is the total number of words that are needed to communicate ideas and express the speakers meaning. That is the reason why it is essential to learn vocabulary.

2.2.2 KINDS OF VOCABULARY

Some experts divide vocabulary into two types: active and passive vocabulary. Harmer (2016 p.25) distinguishes between these two types of vocabulary. The first type of vocabulary refers to what students have been taught and expected to use. Meanwhile, the second one relates to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce. According to Haycraft in Hatch and Brown (2015), vocabulary is defined into two kinds: receptive and productive vocabulary.

2.2.2.1 RECEPTIVE VOCABULARY

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners know when they see or meet in reading but do not use it in speaking and writing (Stuart Webb, 2012 p. 113).

2.2.2.2 PRODUCTIVE VOCABULARY

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process because the learners can produce words to express their thoughts to others (Stuart Webb, 2012 p. 113).

2.2.3 KNOWLEDGE OF THE WORD

Fluent native speakers intuitively know how to use a lexical item in the appropriate context. They can even determine the meaning of an unfamiliar word when it is written or spoken.(Stofen 2017) . Knowing a word entails understanding it when it is written or spoken by other informal contexts. Native speakers do this readily without asking for clarification, but second language learners need to acquire this tacit knowledge of vocabulary. Miguez (2018)

2.2.4 REALIA STRATEGY DEFINITION

Realia as a strategy to teach English is the use of objects from real life used to improve students' understanding of new words which will be applied in real life situations. A teacher of a foreign language often employs realia to strengthen students' associations between words for everyday objects and the objects themselves. (Azurite 2016).

2.2.4.1 AUTHENTIC MATERIAL OR REALIA

Authentic materials and Realia. They do not establish any difference between both concepts, so we can conclude that they are considered as synonyms. Based on this idea, it is essential to emphasize that one of them is related to the motivation of the student, which increases if the situation uses authentic objects: “Authentic materials reproduce an immersive environment and provide a realistic context increase the motivation of apprentices.” (Torregrosa Benavent, G. & Sánchez & Reyes Peñamaría S., 2017, págs. 89-94).

2.2.4.1 USING REALIA TO TEACH

It is not a secret that vocabulary is the most important factor to begin learning a new language. It is essential in the teaching learning process; it is the first requirement to become a good language learner. For a teacher it is totally necessary to use strategies, realia is the most common and useful to catch the students’ attention and facilitate the process of learning English vocabulary. (Herrera, 2012)

Asiyai (2014) refers to the realia as a strategy to teach vocabulary, she considers it as a tactic that the teacher employs in the classroom for a better teaching and learning of new vocabulary. Nowadays realia in a classroom is the most common strategy to teach a new language. It is important to know how to apply correctly this tool in order to get better results in the teaching and learning process.

2.2.2 TYPES OF REALIA

The real objects or Realia are used by the teacher in the classroom, diplomatic means, and support for learning, with the use of various academic resources. The function of the authentic educational resources is to ensure the teaching of the language through materials selected by the teacher, at the same time it refers to the language; they serve as direct experience with the

student. They have called real objects, which help students to learn. They dominate the environment, interacting with real objects. The use of authentic resources allows students to feel motivated to provide a better education of the English language, applying relevant materials for the development of communicative learning (Galárraga, 2015).

2.2.4 REALIA ADVANTAGES

“Real objects or Realia are essential tools in the teaching of foreign languages , due to their authenticity, vocabulary and grammatical forms, foster interest in the target language and culture. Thanks to its dimensional and tangible there is a great variety of activities that can be carried out with them: from introducing vocabulary, practicing grammatical structures, describing a process to perform object manipulation activities”. (Álvarez, 2011).

As English teachers, the use of realia is only limited by your imagination.

- It is possible to use realia to teach almost any subject.
- Using realia stimulates the mind, and is one way of encouraging creativity by involving the senses.
- Realia saves time, as recognition of an object is immediate and so cuts out the need for lengthy explanations and drawing funny pictures on the board.
- Elicitation becomes much easier and holding up the object with a raised eyebrow will usually result in the desired word being spoken.
- Realia breathes life into new vocabulary, and the chances of your students remembering the new words you have taught them increases.
- Using realia in the EFL class proves a positive and rewarding experience since it.
- Makes lessons more interesting and enjoyable.
- It is a link between language learning and sociocultural learning.
- Brings EFL classes nearer to the English speaking countries.
- Helps students to discover and process new input.
- It is a good complement to the usual reading materials.

In addition, (Azurite, 2016) explains that the main advantage of using real objects into the classroom is to make the learning experience more significant and facilitate to students the understanding of different new words used in each class. For example, if the teacher is going to teach vocabulary of fruit and vegetables it can be much affective for students if they can touch, smell and see the objects at the same time as hearing the new word. This would appeal to a wider range of learner styles than a simple flashcard picture of the piece of fruit or vegetable.

2.2. 5 EFFECTS OF USING REALIA WITH CHILDREN

Sandoval & Aliz (2017) mention that the application of realia as a strategy to teach new vocabulary in a foreign class, promotes positive reactions in teen students, the common effects observed by them were:

- Motivation and enthusiasm.
- Interest and regular participation.
- Respect to the teacher and classmates.
- Cooperative learning.
- Leadership.
- Change of attitude.
- Willingness to learn
- Responsible decisions.
- Goals achievement.

2.2.6 TEACHERS' ROLES USING REALIA

During the teaching- learning process teacher and students are the most important characters. Teachers are in charge of creating and innovate day by day using strategies to facilitate the process and engage learners into the educative process, in other words, teachers play vital roles in the students' lives in their classrooms.

When new words are being taught teacher has to face different roles into the classroom. According to Escobar, (2017), there are principal roles which teacher must accomplish in order to help students to understand easily the new vocabulary.

a) Motivator

- Encourage students to learn new words.
- Give feedback constantly.
- Motivate to students to use new words in real life situations.
- Show passion, enthusiasm and happiness in each lesson.

b) Organizer

- Structure the lesson development according the students' context.
- Organize the classroom, use authentic material.
- Organize students and include all of them in the process, without exceptions.
- Create an appropriate environment to manage the classroom easily.

c) Mentor

- Find the best alternatives and moments to apply realia.
- Check if the strategy is giving positive results.
- Create the ways to teach easily new words.
- Ask for students' opinions, suggestions and comments to improve.

d) Participant.

- Be active.
- Create opportunities to work together with the students and interact with them.

2.3 BASIC TERM DEFINITIONS

Due to the purpose of this investigation is important to remember the meaning of the following terms:

- **Didactic material:** One brings together resources and resources that facilitate teaching and learning. They are usually used within the educational environment to facilitate the acquisition of concepts, skills, attitudes, and skills.
- **Teaching – Learning:** Learning is the process of acquiring knowledge, skills, values, and attitudes, made possible through study, teaching or experience. ... Pedagogy establishes different types of learning.
- **Vocabulary:** Is the set of words that are part of a specific language or language, known by a person or another entity (such as a dictionary). The acquisition of vocabulary (both in the first language and in the second and/or foreigners), is a very complex process.
- **Word:** Lexical unit consisting of a sound or set of articulated sounds that have a fixed meaning and a grammatical category.
- **Lexicon:** The lexicon contains several meanings, all linked to the world of linguistics. Lexicon is the vocabulary of a language or a region, the dictionary of a language or the flow of idioms and voices of an author.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 RESEARCH DESIGN

The purpose of this research is to carry out an analysis of the use of Realia as a strategy to teach vocabulary to third-level students of General Basic Education at Unidad Educativa Cristiana "Nazareno", for this reason, the following research belongs to the qualitative approach due to, that qualities, traits and behaviors will be investigated, the place of study is the natural context of the phenomenon to be studied. The method that will be applied in this research is ethnographic, and the instrument will be an observation sheet, which will have the key parameters to collect appropriate data to get the research objectives.

3.2. TYPE OF INVESTIGATION

- **Field:** It is based on techniques for collecting information directly from reality an observation sheet will be used.
- **Bibliographic:** The resources such as Internet, magazine documents, books, photos, newspapers, maps and previous research were used in different repositories throughout the country that are authentic, were used as support material for this research.

3.3. LEVELS OF RESEARCH

- **Exploratory:** Therefore, its object of study is to know the problem in a better way to subsequently formulate the correct questions through a thorough analysis that will allow us to obtain the conclusions taking into account the details more predominant.

3.4 METHODS OF RESEARCH

Micro-Ethnographic: It aims to describe and analyze ideas, beliefs, meanings, knowledge and practices of groups. Describe and analyze what students usually do.

3.5. - POPULATION AND SAMPLE

- **Population:** It will be integrated by 32 students of 3rd grade of General Basic Education at Unidad Educativa Cristiana “Nazareno”, in Riobamba city, Chimborazo province.
- **Sample:** It is not necessary to take a sample. In the study will be considered the whole population

3.6 TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA

For data collection, the following techniques and instruments were used:

- **Observation:** Through the usage of systematic observation technique, the data collection process was carried out in order to analyze the English teaching- learning process in the institution previously mentioned.
- **Instrument:** An observation sheet was applied to collect reliable and valid information systematically in furtherance of getting in detail the results of the investigation.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF RESULTS

Once applied the observation files at Unidad Educativa Cristiana “Nazareno” the results are expressed by an analysis of the collected information. All the information below responses to the specific objectives set for the investigation.

OBJECTIVES	ITEMS	ANALYSIS AND INTERPRETATION OF THE GATHERED RESULTS	CONTRAST WITH THEORY
<p>1.- To observe how realia is used in the acquisition of vocabulary in the teaching process through an observation form.</p>	<p>INTRODUCTION</p> <ul style="list-style-type: none"> • Teacher introduces the new vocabulary. 	<p>During the observation process it was noticed that the teacher introduces the new vocabulary in some occasions because the time is not enough to do this activity each class.</p>	<p>According to Narvaéz (2015), the process to begin a class must be planned in advance. The introduction of new vocabulary in a foreign class has to be connected to different parameters. Teacher should know that Vocabulary introduction is the key step to understand a foreign language.</p> <p>Narvaéz (2015) establishes six ways to introduce vocabulary successfully:</p> <ul style="list-style-type: none"> • Picture It Use pictures of new vocabulary words to introduce them to your students. You may choose to use flash cards, magazine images, online pictures, picture dictionaries or photographs • Keep it Real Using real objects to introduce new vocabulary will aid your students in remembering the new words. • Tell It Like It Is Before introducing a new vocabulary word, describe the scene which in which it would be used. Then, rephrase the scene using the new vocabulary word. • Sing It Loud Make up original songs to introduce new vocabulary. • Introduce Couples Try teaching pairs of words at one time. • Get Physical

			<p>Use Total Physical Response, the ESL technique that links a physical movement to English words.</p> <p>It is important for the teacher to bear in mind these items to introduce vocabulary and engage from the beginning the students.</p>
	<ul style="list-style-type: none"> • Teacher encourages students to repeat the pronunciation of each the vocabulary word. 	<p>The English teacher presented the vocabulary or new words in a simple way. Students did not have the opportunity to repeat neither practice the words they were learning.</p>	<p>Paraphrasing to Doron (2017) the correct way to learn vocabulary and make students understand and practice it, is through their pronunciation. He supports the idea that pronunciation enhances students their speaking skill it is necessary to pronounce the word any times in different situations but in the same students' context.</p>
	<ul style="list-style-type: none"> • Teacher shows students a picture, symbol or graphic representation of the vocabulary. 	<p>In some occasions the teacher used some material to show new vocabulary, but it was clear that the material was not according the students' needs, age, and level. Teacher used to present new words through slides in which the words were represented in an insolated context.</p>	<p>The use of authentic material gives to the students an experience in real language situations with the support of constructive feedback.</p> <p>The main benefits of using real English are clear. By using authentic materials, students will encounter words and constructions that they'd probably never see in formal ESL materials. (Teyfur 2016)</p> <p>In other words, teacher must use pictures, graphics, symbols etc. because These materials bridge the gap between classroom language use and real life language use by bringing familiar linguistic situations and materials right into the classroom.</p>

	<ul style="list-style-type: none"> • Teacher provides students a description, explanation or example of the new vocabulary. 	<p>It was not common that the English teacher explains to the students the use of the new words. It was not evident that students were able to use the learned vocabulary in real life situations. When the teacher asked to students to develop an exercise about vocabulary it resulted very difficult because learners were not familiarized with the new words.</p>	<p>Students can acquire vocabulary incidentally by engaging in rich oral-language experiences at home and at school, listening to books read aloud to them, and reading widely on their own. Reading volume is very important in terms of long-term vocabulary development (Cunningham and Stanovich, 1998).</p> <p>In addition. Kamil and Hiebert (2005) reason that extensive reading gives students repeated or multiple exposures to words and is also one of the means by which students see vocabulary in rich contexts. Cunningham (2005) recommends providing structured read-aloud and discussion sessions and extending independent reading experiences outside school hours to encourage vocabulary growth in students.</p>
	<p>DIDACTIC MATERIAL</p> <ul style="list-style-type: none"> • Teacher utilizes didactic material correctly. 	<p>The observation process allowed to conclude that the didactic material used by the teacher to teach vocabulary was not use in a correct way. Sometimes the flashcards or pictures presented to show new vocabulary were showed just once. The didactic material many times was not elaborated property because the students' context was different.</p>	<p>Alvarez (2016) supports that, the use of didactic material is fundamental in the teaching process. It plays a great role in the lesson development. Strategies, techniques and ways to use didactic material must be analyzed by the teacher in advance in order to offer students the most useful tool to facilitate their learning process.</p> <p>It is necessary for the teacher to bear in mind that the material she uses must be appropriate according the students' need, level age, context and other important factors.</p>

	<ul style="list-style-type: none"> The use of didactic material provides students opportunities to produce the English vocabulary 	<p>Teacher expected that the use of some material such as flashcards, worksheets and posters were used by students in order to show their understanding of the new vocabulary, but, it was not as effective as the teacher wanted because students were not able to manage the didactic material to give examples or practice the vocabulary.</p>	<p>The use of real objects into a class could motivate to students to practice and produce new vocabulary words. It is teacher responsibility to apply correctly the principal material to motivate students to create new examples and produce vocabulary by themselves. (Pomboza, 2018)</p> <p>Teacher has to understand that Realia is any real, concrete object used in the classroom to create connections that helps build vocabulary and background knowledge. Using realia is more effective than simply describing vocabulary, because a child can use all of their senses in the learning process.</p>
	<ul style="list-style-type: none"> The use of didactic material stimulates the participation of all students into the vocabulary lesson. 	<p>When students were exposed to new didactic material the feel motivated to learn words but some of them could not participate because the time was not enough and the strategies used by the teacher was not useful at all to make students participate using the learned words.</p>	<p>Ferreira (2016) established that didactic material has a great impact in students. Learners are able to participate when they feel a strong relation among the material used by the teacher and their real situation. It depends on the teacher to choose the correct material to use with students and motivate them to be active in the teaching-learning process.</p>

OBJECTIVES	ITEMS	ANALYSIS AND INTERPRETATION OF THE GATHERED RESULTS	CONTRAST WITH THEORY
<p>2.- To determine what is the impact that Realia causes on students when they acquire new English words.</p>	<ul style="list-style-type: none"> • Students follow the teacher's instructions. 	<p>It was noticeable that, at the beginning of each class teacher established some rules and instructions to develop the lessons successfully. There were some student who did not follow the instructions because they did not understand to the teacher and the instructions were not clear for them.</p>	<p>Rules and agreements known as common discipline techniques allow to teacher and students to create a good teaching environment. It is indispensable to avoid repetitive instructions because students lose the interest and the lesson may become behavioral. Moreira (2018) proposes the application of innovative discipline techniques. The author argues that the use of sound objects, body movement actions and specific time out facilitate noticeable the change of teacher attitude, communication and way of acting with students.</p>
	<ul style="list-style-type: none"> • Students feel encouraged to participate in classes using the vocabulary learned in classes. 	<p>In each class the most of student were interested in the material used by the teacher but, the learners were not able to participate using the vocabulary because they did not understand the words, they tried to imitate teacher</p>	<p>In order to get the active participation of students in the English lessons where vocabulary is being taught, it is important to follow the steps established by Herrera (2015)</p> <ul style="list-style-type: none"> - Introduce the new vocabulary using different strategies - Show examples using realia - Ask for students' participation

		examples to accomplish the teacher requirement.	<p>-Make students feel comfortable to participate.</p> <p>-Congrat students for their participation even if they are wrong.</p> <p>Taking these advices in mind it will possible to get a good reaction from student and their participation will be constant.</p>
	<ul style="list-style-type: none"> • Students improved their creativity when the teacher used realia for teaching vocabulary. 	<p>Many times teacher asked to the students to develop and create authentic material themselves in order to explain what the understood about the topic. Students feel motivated and were able to create pictures cards and posters to explain the learned vocabulary. However there were some students who did not feel the motivation to create something to learn.</p>	<p>Jarrin, (2015) argues that using realia or tangible things in the classroom helps to students connect with English on a different level. It involves visual, tactile and functional methods for teaching ideas, concepts, vocabulary or grammar. It's also extremely useful to help students to create by themselves material to understand the new content.</p> <p>In addition, teacher is able to motivated to their students to create and use real objects to demonstrate what they know and learned.</p>
	<ul style="list-style-type: none"> • Students learn more vocabulary when the teacher uses realia. 	<p>It was possible to notice that the most of the cases that the teacher uses real</p>	<p>Paraphrasing to Doron (2017) The vocabulary learned from realia emphasizes essential words that the student would encounter in the country</p>

		<p>objects to teach a new words students learn easily. It was important to choose significative topics in order to make students fell motivated to learn.</p>	<p>of the target language. Also, the use of realia with children students will not only be fun, but it will also provide a practical and interactive approach to learning English. Students will immediately find relevance in the lesson by navigating through the vocabulary on things like bus timetables, signs from airports, listings online, and receipts. Additionally, students are more likely to remember the vocabulary presented in realia as they recall the real contexts where they learned it, and kinesthetic learners will benefit from the tangible examples teacher provided for them.</p>
	<ul style="list-style-type: none"> • Students had better understand the concepts using realia in classes. 	<p>During the observations, the students attempted to have more approach or contact with English words, but they had some interferences at the moment to express ideas. They get become to say the same words among Spanish and English. The concepts were not understood at all.</p>	<p>Learners use what they already know to construct new understandings. Learning process is facilitated through the use of real, metacognitive strategies that identify, monitor, and regulate cognitive processes. (Teyfur 2026)</p> <p>For this reason the use of realia help to students to develop different strategies, approaches, patterns of abilities, and learning styles that are a function of the interaction between their heredity and their prior experiences to apply in real situations.</p>

OBJECTIVES	ITEMS	ANALYSIS AND INTERPRETATION OF THE GATHERED RESULTS	CONTRAST WITH THEORY
<p>3.- To describe the academic value of Realia for teaching vocabulary to children.</p>	<ul style="list-style-type: none"> Realia can be a helpful tool to ensure effective learning 	<p>Through the observation process it was evident that the correct use of realia as a strategy to teach vocabulary can facilitate the teaching and learning process. It is important to bear in mind that the teacher had to take advantage of this strategy to get the teaching goals.</p>	<p>For Mendez (2015) the process of beginning to learn a new language can be effective when realia is used to learn vocabulary because the use of real objects in the classroom is to make the learning experience more memorable for the learner. For example if teacher wants to teach vocabulary of fruit and vegetables it can be much more affective for students if they can touch, smell and see the objects at the same time as hearing the new word. It means that the learning process will be significative for them.</p>
	<ul style="list-style-type: none"> Using realia is a great way to connect classroom activities with real life experiences. 	<p>It is not a secret that realia is a strategy which allows to bring real life situations into the classroom the correct use of objects helps to the students to connect the learned vocabulary with the experiences out of the classroom.</p>	<p>Realia is a tool which facilitates The learning as a natural and not forced. In this process the learners are presented and taught a foreign language in a more realistic way, it means there is nothing artificial or contrived about objects, by which young learners are taught in an authentic setting. (Dávila 2017)</p> <p>In simple words Realia makes the learning experience more memorable for the learner,</p>

			because realia comes to be innovatory and unusual when it comes to language acquisition.
	<ul style="list-style-type: none"> • Realia can be a very useful pedagogical tool beside texts 	During the observation process it was evident that each tool for teaching plays an important role. Realia is a strategy to teach vocabulary, it does not mean that realia can substitute to the rest of materials. As a complement realia is a good alternative to use beside texts to understand their vocabulary.	The common pedagogical tool used by the teacher is a book or text. In order to understand the context and new words the most closed strategy is realia. Guzman (2018) supports that realia allows to solve the problems that teacher faces in the classroom when a new word or phrase appears in the book it can be explained through realia. Based on this information it is really important to bear in mind that realia must be associated all the time in the teaching learning process.
	<ul style="list-style-type: none"> • Using realia can make the learning process interactive. 	It was possible to observe students and teacher looking for new examples to understand better the new words. Teacher gave an example and as soon as possible students were connected looking for another similar objects to use and create their own examples.	Realia introduces an authentic hands-on nature to many lessons. There is no confusion over size, weight, texture or smell of an object. Teacher and students have a strong connection into the same context. (Teyfur 2017). For teacher it is necessary to know the correct application of realia and create a good environment to practice it because this strategy produces an interactive way among learners and teachers.
	<ul style="list-style-type: none"> • While using realia, maintaining 	There were a few classes where disruptions and misbehaviors	Discipline is considered one of the most important factors to take into account when a

	discipline in the class can be a problem	were observed. The use of some objects motivated to some students to feel unquiet, they started to present a bad behavior during the lessons. It is important to say that this problem was not presented frequently.	new language is being taught. Getting the entire student's attention, good behavior and discipline is considered a big risk inside teachers' roles. Realia also is used as a strategy to maintain discipline because motivates to student to be interested in the class and associated it with their lives. If they lose the attention it means that teacher is not using realia correctly. (Mendéz, 2017)
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CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

- Realia is a strategy which plays an important role in the language and new vocabulary acquisition if it is apply correctly.
- Students are able to react and learn more vocabulary positively when they are exposed to real and authentic material.
- Academically Realia is the most useful and common strategy used to teach vocabulary because it involves to students in a real environment and the teaching and learning process are significant for them.

5.2. RECOMMENDATIONS

- Teacher ought to investigate about the correct application of realia into the classroom in order to get the lesson's goals successfully.
- It is suggested for English Teachers innovate constantly and be aware about the vocabulary teaching process creating a good and significant environment to learn a new language.
- The teacher must be very well prepared and actualized in knowledge to look for new strategies and techniques to teach a new language to facilitate the students' learning process

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6. ANNEXES



UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

OBSERVATION SHEET

INDICATORS

U= USUALLY	S= SOMETIMES
O= OFTEN	R= RARELY

OBJECTIVE #1

To observe how realia is used in the acquisition of vocabulary in the teaching process.

N°	ACTIVITIES	FREQUENCY				OBSERVATIONS
		U	O	S	R	
	Introduction					
1	Teacher introduces the new vocabulary.			X		
2	Teacher encourages students to repeat the pronunciation of each the vocabulary word.			X		
3	Teacher shows students a picture, symbol or graphic representation of the vocabulary.			X		

4	Teacher provides students a description, explanation or example of the new vocabulary.			X		
	Didactic material					
1	Teacher utilizes didactic material correctly.				X	
2	The use of didactic material provides students opportunities to produce the English vocabulary			X		
3	The use of didactic material stimulates the participation of all students into the vocabulary lesson.				X	

OBJECTIVE #2

To determine what is the impact that Realia causes on students when they acquire new English words.

N°	ACHIEVEMENT	FREQUENCY				OBSERVATIONS
		U	O	S	R	
1	Students follow the teacher's instructions.				X	
2	Students feel encouraged to participate in classes using the vocabulary learned in classes.				X	
3	Students improved their creativity when the teacher used realia for teaching vocabulary.				X	

4	Students learn more vocabulary when the teacher uses realia.			X		
5	Students had better understand the concepts using realia in classes.			X		

OBJECTIVE #3

To describe the academic value of Realia for teaching vocabulary to children.

N°	ACADEMIC VALUE	FREQUENCY				OBSERVATIONS
		U	O	S	R	
1	Realia can be a helpful tool to ensure effective learning		X			
2	Using realia is a great way to connect classroom activities with real life experiences.	X				
3	Realia can be a very useful pedagogical tool beside texts		X			
4	Using realia can make the learning process interactive.		X			
5	While using realia, maintaining discipline in the class can be a problem			X		