UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES PEDAGOGY AND FOREIGN LANGUAGE

"TEACHERS' PERSPECTIVES ON USING REALIA TO TEACH ENGLISH VOCABULARY TO CHILDREN"

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR'S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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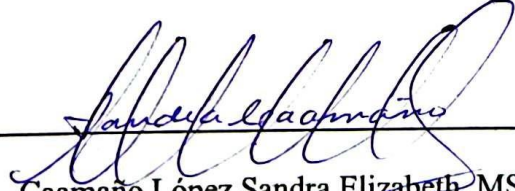**La Libertad – Ecuador**

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ADVISOR APPROVAL

In my role as Advisor of the research paper under the title " TEACHERS'
PERSPECTIVES ON USING REALIA TO TEACH ENGLISH VOCABULARY TO
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and reviewed the project, I approve in its entirety because it meets the requirements and is
sufficient for its submission to evaluation of the academic tribunal.

Sincerely,

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Statement of Authorship

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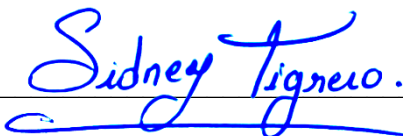
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Declaration

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-Sidney Paulette Tigrero Arteaga.

Dedication

I dedicate this project to all the people who encouraged me and gave me their support, to God, family, and friends for their mutual support, to those who were there before and during this process, to my teachers who provided much support and their great knowledge to complete this phase, especially to my dear mother who has always been unconditional, for her unparalleled support during all the years of study and dedication, this is one of the many ways to show her how grateful I am and will always be, for this and many more reasons, I am very grateful.

-With all the love in my heart, Tigrero Arteaga Sidney Paulette.

Abstract

The incorporation of real elements in the teaching of English provides effective opportunities for vocabulary learning, seeking to provide visual and tangible tools that stimulate the comprehension and retention of new words especially in children, so this study aims to evaluate the effectiveness of Realia in elementary level students and analyze its impact on motivation, participation, and acquisition of new words. In addition, this research aims to explore the perspectives, opinions, and experiences on the use of this technique, so a qualitative approach was adopted, and it was given through interviews to a group of 5 teachers where 2 belong to the Escuela de Educación Básica José Mejía Lequerica and the other 3 belong to other different institutions. The results of this study revealed that the use of real objects in the classroom not only improves vocabulary comprehension but also fosters more meaningful and contextualized learning, increasing children's connection, interest, and active participation. Thus, the research concludes that incorporating real-life objects in the classroom is effective as it enhances vocabulary learning and facilitates a multisensory experience which facilitates the connection between the language and the real environment.

KEYWORDS: realia, vocabulary teaching, English, early childhood education, teachers' perspectives, multisensory methods.

Resumen

La incorporación de elementos reales en la enseñanza del inglés brinda oportunidades efectivas para el aprendizaje de vocabulario buscando proporcionar herramientas visuales y tangibles que estimulen la comprensión y retención de nuevas palabras especialmente en niños, por lo que este estudio tiene como objetivo evaluar la efectividad de Realia en estudiantes de nivel básico y analizar su impacto en la motivación, participación y adquisición de nuevas palabras. Además, esta investigación pretende explorar las perspectivas, opiniones y experiencias sobre el uso de esta técnica, por lo que se adoptó un enfoque cualitativo y se dio mediante entrevistas a un grupo de 5 profesores donde 2 pertenecen a la Escuela de Educación Básica José Mejía Lequerica y los otros 3 pertenecen a otras instituciones diferentes. Los resultados de este estudio revelaron que el uso de objetos reales en el aula no sólo mejora la comprensión del vocabulario, sino que también fomenta un aprendizaje más significativo y contextualizado, incrementando la conexión. el interés y la participación de los niños. Por lo que la investigación concluye que incorporar objetos de la vida real en las clases es efectivo porque potencializa el aprendizaje de vocabulario y facilita una experiencia multisensorial lo que facilita la conexión entre la lengua y el entorno real.

PALABRAS CLAVES: realia, enseñanza del vocabulario, inglés, educación infantil, perspectivas docentes, métodos multisensoriales.

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Introduction

Teaching English vocabulary to children poses unique challenges, as this group of learners often requires innovative and engaging methods to facilitate their learning. Unlike adults, children often lack intrinsic motivation to learn a new language, making it necessary to incorporate strategies that are both interactive and visually stimulating. In this context, the use of realities (real-world objects and materials) has become a valuable pedagogical strategy. Teachers can create more engaging and meaningful learning experiences that bridge the gap between language acquisition and everyday life situations by integrating tangible items such as toys, food, clothing, or classroom objects into their lessons.

This methodology conforms to constructivist learning principles, (Do et al., 2023) quotes Jean Piaget, 1950. "In which students construct their knowledge through interaction with their environment."

"Real objects facilitate vocabulary retention by associating words with physical objects and are adaptable to multiple learning styles, particularly kinesthetic and visual learners" Gardner, (1983) (Liu, 2024) cites this author. In addition, the use of realia "stimulates curiosity and encourages active participation, key factors in maintaining the attention and motivation of young learners during lessons" according to Brown, (2007) Aslamiah, (2022) in his article cites this author.

This study aims to analyze teachers' perspectives on the use of reality in teaching English vocabulary to children, focusing on its effectiveness, practical applications, and possible limitations. By gathering insights through qualitative interviews and classroom observations, the research seeks to provide a comprehensive understanding of how reality can transform vocabulary instruction.

Chapter I

The Problem

Research Topic

Technique – Vocabulary

Title

Teachers' perspectives on using Realia to teach English Vocabulary.

Problem Statement

English is the most widely utilized language globally across various sectors, including medicine, education, tourism, business, science, and engineering. It is undeniably entrenched as the primary global lingua franca, dominating these professional and academic domains. Consequently, proficiency in English is pivotal for accessing international cultural and intellectual spheres. Sharma notes that the impact of English on personal and professional development is substantial, enhancing employability and access to higher education and facilitating more effective social and cross-cultural interactions. P. Sharma & Dwivedi, (2024)

Like other languages, the English language comprises several core competencies essential to its acquisition. These include receptive skills, such as listening and reading, which involve understanding and processing oral discourse and interpreting written texts. Similarly, the category of productive competencies encompasses oral and written expression, which refers to the ability to articulate ideas verbally fluently and convey thoughts through written expression, respecting grammatical conventions and accurate spelling. Other secondary skills that are also important in the English language are grammar and vocabulary. However, one of the fundamental elements of language learning is vocabulary acquisition, a robust vocabulary

improves all areas of communication, listening, speaking, reading, and writing. which is why mastery of these skills is essential for effective communication in English.

Vocabulary acquisition is a crucial component of language learning for developing communication skills. According to Dixon, an extensive vocabulary is essential for oral language proficiency, as well as for reading comprehension, which is crucial to academic achievement. For this reason, vocabulary knowledge plays an important role in children's overall language development. Dixon et al., (2023)

Otherwise, if vocabulary is not taught properly, several problems may arise in children, such as preventing effective communication, since a deficient vocabulary restricts their ability to convey thoughts and ideas, making expression difficult and causing confusion or misunderstandings. Morad stresses that a poor vocabulary hurts children's academic performance by limiting their ability to relate complex texts and concepts effectively. Alsahafi, (2023)

In general, not learning vocabulary correctly can hinder personal and academic development. That is why in recent times, teachers have been challenged to improve English language teaching. This involves focusing not only on students' acquisition of theory but also on the skills needed to approach high levels of academic achievement.

During the pre-professional internship at the Escuela Básica José Mejía Lequerica, specifically in the fifth-grade classroom, it became evident that teachers do not use effective techniques or strategies to teach vocabulary to children, relying only on textbook images. It is known that the acquisition of words is crucial for mastering a new language, so it is important to implement appropriate methodologies beyond the mere use of textbook images and Internet printouts. Something else that stimulates students' interest and attention. Consequently, there was a notable lack of motivation, boredom, and disinterest among the students, which further

worsened their difficulties in learning vocabulary and loss of attention to the teacher, especially to the language.

This deficiency hindered their ability to comprehend and retain the vocabulary introduced during class sessions. Therefore, it is essential to adopt innovative and motivational methods tailored for children to enhance their language learning skills, particularly in vocabulary acquisition. By integrating engaging and interactive strategies, educators can foster a more stimulating learning environment that encourages students to actively participate and succeed in their language studies.

General Objective

To explore teachers' perspectives on the use of Realia, using real-life objects to enhance children's English vocabulary learning experience.

Specific objectives

To analyze teachers' perceptions of the effectiveness of realia in enhancing children's vocabulary acquisition in English.

To identify the challenges teachers, encounter when using realia to teach English vocabulary to young learners.

To investigate the strategies teachers, use to select and adapt realia for appropriate vocabulary.

Justification

The purpose of this research is to explore teachers' perspectives on the use of the realia technique, its benefits, and challenges, and how it can help to improve vocabulary teaching to children, as well as to gather information about their experiences and perceptions, especially to learn their views and inform best practices with the use of real materials.

Realia, which are defined as real-life objects used in the classroom, provide students with the opportunity to connect words to physical experiences, which contributes to a more memorable and engaging learning process. The use of real-life objects to facilitate language learning and comprehension is known as Realia. This combination is beneficial because it allows young learners to acquire vocabulary in a way different from the traditional way. Jungal Arrobo & Guamán Luna, (2024)

Sitepu emphasizes the role of realia in language learning. According to him, realia are tangible or semi-concrete objects that can be seen, touched, and felt and are used in the classroom to enhance the teaching-learning process. The article highlights that the use of real objects enhances the learning environment and fosters students' comfort and motivation to engage with the material. In addition, Kurniawati emphasizes that educators should incorporate innovative methods that are attractive, dynamic, and participatory to make classes enjoyable and engaging. Sitepu & Kurniawati, (2021)

By influencing students' senses and facilitating deeper connections to the language they are learning, this method not only enhances vocabulary acquisition but also complements their overall educational experience.

Real resources not only facilitate vocabulary retention but also enhance comprehension because, as Mokalu, (2022) points out, that they tend to connect undefined linguistic concepts to children's everyday experiences. This connection between tangible resources and familiar contexts allows students to comprehend complex elements of language more effectively.

Overall, real resources serve as a powerful tool in the language teaching-learning process, aligning with modern pedagogical approaches that emphasize experiential learning for children. When real resources are integrated into lesson plans, teachers can create a more meaningful and

impactful educational experience that fosters improved comprehension and retention of language skills.

Chapter II

Theoretical Framework

International Background

This chapter connects the theoretical framework and is constructed through an analysis of related articles within the field of "*Teachers' perspectives on using realia to improve English vocabulary to children"* By synthesizing existing literature, this framework aims to elucidate key concepts and theoretical perspectives pertinent to vocabulary. The use of realia is founded on principles of experiential and active learning that promote meaningful understanding by making instruction more relevant and interesting to children.

Satniyazovna, (2024) expresses that realia refers to an "object, thing" materially present or existing, often linked to the idea of "life". According to the linguistic definition, realia are elements of material culture. The concept of "realia" in translation studies is widespread in the sense of the word realia, in the ability to identify realia-object, and as a component of the contemporary language lexicon.

According to research conducted by Syahabuddin et al., (2024) indicates that one of the most effective strategies used by teachers to teach vocabulary to students is "realia". These are real objects or resources used in the classroom to optimize learning and make lessons more interesting and accessible to students. He also states that this method helps students in their comprehension and retention of new words. Another author of the same article, Khasinah (2024) points out a particular example where a teacher said that real objects enhance the classroom environment and prevent children from getting bored, thus indicating that they play an important role in maintaining students' enthusiasm and motivation during class.

In full terms, the use of real objects is highlighted as a useful tactic for teaching vocabulary, as it helps children more than anything else to learn more dynamically and effectively.

The data collected in the Journal of Research on English and Language Learning Rahmayani, (2022) emphasizes the positive impacts of realia on vocabulary acquisition and student engagement. It is evident that the use of Realia significantly improves children's vocabulary teaching. According to the study, Realia was implemented in three regular lessons and significantly improved students' vocabulary.

Another notable positive impact mentioned by Rahmayani, (2022) is the motivation and participation of the children as the use of Realia not only facilitates the students to learn the names of the objects by seeing them but also enhances their motivation, making the child's learning more fun and memorable. Finally, it highlights the positive responses of the students who demonstrated favorable attitudes and responses throughout the learning process by implementing realia. The points certainly highlight how the use of realia can change the learning experience, making it more effective for children.

Interaction with genuine resources contributes to contextual learning, linking learners to the language as it is used in the target culture to meet authentic communication demands. The application of realities can enhance linguists' understanding. (Irfan et al., 2021) mentions 3 of these. 1. They are comfortable and easy to handle; 2. They are multidimensional and can meet multiple learning goals or innovative educational requirements; 3. They can evolve from the usual to the particular or the reserve.

Like the above, a research paper in the Journal of English Language Teaching, Literature, and Culture, by Mokalu, (2022) highlights several points on the importance of vocabulary and its

relationship to the use of realia in the classroom. It begins by stating that its use makes learning more quickly remembered by students and improves their vocabulary retention. Another important point is that it awakens students' interest and active participation while learning, which is fundamental for vocabulary acquisition and essential to maintaining the interest of children who are more open to learning vocabulary through hands-on and visual experiences. Finally, Mokalu encourages educators to incorporate realia as a teaching method in the classroom, especially for teaching vocabulary.

In the same way Bafadal, (2023) emphasizes that Realia offers multiple benefits for early childhood, including a) young children understand the real situation and practice their skills using as many sensory organs as possible; b) Children can easily understand meaning since media realia are often drawn from the surrounding environment and c) They can provide accurate and clear information, considering media realia to be real objects.

(Lee et al., 2021) points out something relevant about the implementation of realia, emphasizing that this technique enhances and simplifies the educational experience of students since visual resources such as images, news, and illustrations are used in the classroom. Introducing students to these genuine resources helps to enhance their communicative skills. In addition, the use of genuine resources not only encourages students' reasoning but also boosts their creativity.

According to the article of the Victoria University of Wellington, New Zealand, Nation, (2024) three factors that influence vocabulary learning in memory such as concentration, time dedicated to learning, and the quality of the new information are highlighted, for this reason, there are different vocabulary learning strategies for students, but it is necessary to look for which one is more efficient for them. On the other hand, another research article by Ghalebi et

al., (2020) explains that language experts recognize the importance of vocabulary knowledge and its close relationship with knowledge and reading comprehension skills. It further states that students who lack vocabulary continue to struggle throughout their school career, leading to a vicious cycle of frustration and failure. There is no doubt that vocabulary is of utmost importance not only for effective communication but also for academic success.

The article called ALGAZALI - International Journal of Educational Research found in the city of Makassar, Indonesia also highlights the importance of how vocabulary is crucial for learning English because it is essential to understand the language and above all to communicate, without vocabulary there is no communication. Nurjanna & Abdullah, (2020)

The article also highlights that students often have trouble remembering and memorizing vocabulary, which makes it difficult to form sentences and participate in conversations. That is why the use of teaching materials such as Realia is considered useful because such materials can make learning more accessible, helping students to better pronounce and understand the meaning of words.

In addition, it has been concluded that Realia is useful for converting abstract concepts into more concrete ideas, which facilitates vocabulary learning and increases students' interest in the subject. An article by Dixon et al., (2023) notes that vocabulary knowledge is a key predictor of reading comprehension and overall academic success and highlights its relevance to oral language development and its relationship to educational achievement.

Recent research by Nills Alesandro Rojas Mora Dayton, (2024) the use of realia can support students in becoming familiar with the vocabulary and expressions native to the language, which is fundamental to their learning. However, it is indicated that students may have difficulty understanding everyday phrases, so teachers should provide specific suggestions

and supplementary activities. This ensures that students have a positive experience and can effectively evaluate their learning.

Regional

An article by Benavides Marín et al., (2021) Other authors published in the journal "Iberoamericana para la investigación y el desarrollo educativo" indicate that Realia refers to real objects or materials of natural origin that are used in the classroom to promote the learning process. These can include toys, food, clothing, and other components children can observe and manipulate. It also highlights some of the benefits of using this technique.

It begins by highlighting the relationship to the Real World and how it facilitates children in linking new vocabulary to everyday objects and circumstances, which promotes comprehension and memorization. Another characteristic is the ability to stimulate children's senses, because when manipulating objects, children use their senses, and this can make learning more memorable. Finally, it addresses children's motivation and involvement when using realia, as this facilitates more active interaction in the learning process.

The writers propose that teachers incorporate realia in vocabulary classes since they ensure that the objects are beneficial to the topics that could be taught, considering that the objects are safe, easily accessible, and appropriate for the age and level of the learner.

It is important to emphasize that the implementation of realia in vocabulary education not only makes the learning process more interactive and playful but also contributes to children acquiring a more detailed understanding of the language they are studying.

Research conducted by Jungal Arrobo & Guamán Luna, (2024) establishes that real objects are used in the classroom to support students in understanding and linking the vocabulary

being taught. It facilitates students' linking words with tangible items, which makes the learning process more interesting and relevant.

The article emphasizes several aspects, for example, it argues that using real objects facilitates students' understanding of everyday situations and cultural contexts. By interacting with real objects, students can better reinforce vocabulary and establish links between words and their meanings. In addition, it provides evidence that students are more likely to engage with objects when they physically interact with them.

This analysis evidences the effectiveness of real objects in improving vocabulary acquisition, which is useful and contributes to strengthening their understanding and memorization of new words. In addition, it is indicated that students have stated that they find these activities pleasurable for their learning process. While it is true that generating a dynamic and interactive educational environment ensures that teachers can promote greater engagement and understanding among their students.

Findings from a study by Alava Castro, (2022) points out some key points about realia and vocabulary. Highlights the relevance of Realia, which refers to the use of authentic objects and resources in education to provide context and enhance understanding, especially in language learning, as it links words to elements of everyday life, transforming the educational experience into an active experience for learners.

This study found a relevant relationship between the implementation of strategies including realia and the attainment of English vocabulary, whereby students reported feeling inspired and engaged when using these resources, which facilitated the expansion of their vocabulary. On the other hand, the benefits of using Realia were highlighted as optimizing learning by providing a kinesthetic component, making it easier for students to engage in

practical tasks. He also argues that this method is more attractive than conventional methods and can even generate a safe and attractive learning environment, which further encourages students to acquire knowledge.

A recent investigation by Torres Aguilar & Conza Armijos, (2023) also indicates that Realia is the use of real-life materials in the classroom to enhance learning and that it is helpful to students because it makes it easier for them to link words to experiences, making vocabulary easier to remember. This study emphasizes that language should be learned by incorporating phrases and word fragments to improve communication skills. In addition, it would be better if objects were used to reference what is being learned.

Studies conducted by Jaqueline Lema Chimbo & Adriana Carolina Lara Velarde Riobamba, (2022) highlight the relevance of real media and how they enhance the educational experience, making it more unforgettable and engaging for students. For example, when teaching vocabulary related to fruits and vegetables, having students touch, smell, and see real objects can enhance the learning process in a more effective and relevant way.

The research also highlights the benefits of using realia, such as that educational experiences are more unforgettable since they generate direct connections between words and their interpretations through palpable experiences. Another aspect pointed out is that they can be applied to any type of student, adjusting to different learning styles and multiple intelligences, providing a kinesthetic component, is pleasant for those students who acquire knowledge more effectively through action and visual activities.

In addition, this method encourages students to exercise the language in everyday life situations.

Theoretical basis

Constructivism

Knowledge is effectively constructed through interaction with the environment, according to Jean Piaget's theory (1964). In this way, we enrich our perspectives and interactions with the environment. This theory focuses on how children develop their understanding of the world through complex cognitive processes by creating knowledge based on experiences and opinions about that knowledge.

This implies that students are present actors in their formation process since their cognitive schemas are modified and expanded as they interact with their environment, which facilitates understanding. This method aims to maintain a balance between assimilation and adaptation because when confronted with new experiences that endanger their current schemas, a cognitive conflict occurs resulting in a restructuring of knowledge. On the other hand, according to constructivism, Do et al., (2023) claim that the use of Realia can have a great impact on the teaching of English vocabulary.

This is because Realia provides a real context for vocabulary, which enables students to better understand and remember words by associating them with experiences and is very useful in learning a foreign language. Students can actively participate in their learning by manipulating objects and interacting with Realia. This promotes greater emotional and cognitive involvement, which is fundamental to constructivism.

Finally, more efficient and relevant learning for students can be achieved by combining both methods.

The Practice of English Language Teaching

Harmer in his book "The Practice of English Language Teaching" (2002) emphasizes the relevance of communicative language teaching, where he prioritizes communication as the base method of language learning. This method operates well with the use of real objects because tangible objects can create real communication contexts. Teachers can facilitate meaningful interactions in which students practice vocabulary in context, developing their communicative competence by using real objects. It also affirms that language is best learned in meaningful contexts. By connecting vocabulary to real-world objects and situations, Realia provides such contexts, helping children understand how words are used in everyday life. Fatima & Azeem, (2024) Harmer advocates active learning which makes this approach practical and enjoyable for teaching and learning where vocabulary acquisition is reinforced through hands-on practice. This is because children are known to easily acquire new words if they associate them with what they see or touch.

Vocabulary Retention through Visual Techniques.

Visual techniques are very useful for memory, according to Gains and Redman (1986). Because our memory for pictures and objects is strong, they contend that the use of real objects helps children remember vocabulary better. Thi & Ha, (2021)

This is in line with the notion that real objects can be useful as memorization tools. For example, showing a real apple while teaching the word "apple" facilitates recall by making a direct association between the word and its meaning highlighting the effectiveness of teaching vocabulary by supporting the cognitive processes necessary for language learning.

Pedagogical basis

Constructivist approach

Piaget (1964) with his constructivist approach emphasizes that children learners construct their knowledge through everyday experiences and thanks to the use of real objects facilitate experiences that help students relate new vocabulary to real-world contexts so they can better discern and remember the meanings of words, which promotes a broader cognitive processing. Mohanta, (2024)

Multisensory learning

The multisensory learning theory contributed by Gardner (1983) argues that the involvement of multiple senses enhances memory retention so that children learn in different ways. (Liu, 2024) These associates that real object appeal to the visual, tactile, and sometimes auditory senses, making children's vocabulary acquisition more effective and more likely to be remembered.

Cognitive load theory

Sweller's (1988) theory advocates that students' working memory is limited, so learning is most effective when educational conditions are aligned with human cognitive architecture. To reduce cognitive load. Liu, (2024)

Realia provides concrete examples that clarify abstract concepts. This allows students to focus on and understand new vocabulary without being overwhelmed by complicated explanations.

Practical applications of real media in vocabulary instruction.

Role-playing games

Learners can participate in role-playing games using real objects to simulate real-life situations (e.g., grocery shopping), which reinforces vocabulary through practice. This approach gained popularity in the 1980s and 1990s and was applied by teachers, especially in language teaching. It also allows students to practice vocabulary while developing conversational skills in a fun environment.

Interactive activities

It consists of incorporating games for children to describe using vocabulary and encouraging active participation. For example, one student describes school supplies, and the rest of the class guesses what it is. This active method was incorporated by Flipped Classroom in the early 2000s.

Visual aids

The use of images together with real objects helps to strengthen learning by providing visual material, which makes it easier for students to remember the words. For example, when showing words such as "table" or "blackboard", the image of the object is shown as well as the actual object so that students can touch and manipulate the objects while seeing the image and associating the words, which reinforces their learning. This educational method was developed and implemented by Maria Montessori in the early twentieth century (1907) and continues to be relevant in contemporary education as all of the above mentioned.

Legal basis

Constitución de la República del Ecuador

Article 26 of the Constitución de la Republica del Ecuador, 2008 states that the Ecuadorian constitution recognizes the right to lifelong education, which means that foreign languages must be included in the curriculum. Article 344 states that the educational system must be inclusive and incorporate diverse teaching modalities, allowing the use of realia to facilitate the learning of English vocabulary. Finally, Article 347 highlights the State's responsibility to reinforce educational quality by promoting learning spaces where different strategies, such as the use of realia, can be applied to enhance the educational and cultural experience of students. create an environment conducive to effective English language and vocabulary learning through pedagogical practices that integrate elements of the students' cultural context. Constitución de la República del Ecuador, (2008)

These articles, through pedagogical practices that integrate elements of the students' cultural context, create an environment conducive to effective English language and vocabulary learning.

Chapter III

Methodological Framework

Method

Qualitative Methodology

This investigation will apply a qualitative methodology on the perspectives of teachers using realia to teach English vocabulary to children. It will allow a detailed analysis of how teachers capture and evaluate the use of realia in their class hours. It will include their experiences, opinions, and negative and positive strategies, which can help to recognize and promote pedagogical innovation to teach English vocabulary more effectively, adapting them to the needs of the students.

According to Quecedo et al., (2002) Qualitative methodology is adaptable, which allows methods to be adapted to clear study objectives without following strict rules. In addition, it is based on observation and descriptive data collection rather than speculation or interpretation. This inductive research makes it possible to create ideas from collected data rather than test hypotheses. Therefore, it focuses on understanding qualitative qualities or entities in particular contexts, seeking to understand complex human experiences.

This will enhance data collection, which will be conducted in an open-ended manner, such as in-depth individual interviews with teachers willing to share their experiences and perceptions.

Type of Research

Phenomenological Studies

Phenomenological study is a qualitative research approach that focuses on understanding and describing how phenomena relate to people's experiences. According to Bonyadi, (2023)

This approach avoids premeditations in order to perceive the nature of experiences from another perspective. This approach is based on the thoughts of philosophers such as Martin Heidegger and Edmund Husserl, who emphasize the value of capturing and analyzing human experiences.

In this case, the phenomenological study allows us to explore how teachers perceive and experience English vocabulary teaching situations using real objects, which can help to improve pedagogical practices and better understand educational processes. Also, the phenomenological study highlights the direct experiences of teachers through interviews, diaries, and verbal or written accounts.

Data Collection Techniques

One-on-One Interview

The interview is a method that is conducted in person with a single participant, maintaining a one-on-one interaction in an intimate setting that fosters open communication. This allows teachers from Escuela de Educación Básica José Mejía Lequerica and other teachers from other institutions to share their thoughts freely to obtain detailed information about their perspectives, experiences, and opinions on the use of realia to teach and improve English vocabulary.

An article by Fontana & Frey, (2000) Defines interviewing as a method of data collection that involves verbal interaction between people, in which questions are programmed and answers are given, creating an active dynamic that helps to understand human experiences and narratives. The article also highlights that the process of an interview goes beyond simply collecting information; it involves collaborating to create meaning between the interviewer and the interviewee.

Instrument

Questionnaire

The research article by Ranganathan & Caduff, (2023) Defines a research questionnaire as a data collection tool consisting of questions to collect information about teachers' knowledge, opinions, attitudes, beliefs, and behaviors. Several types of questions can be found in these questionnaires, including multiple-choice and open-ended questions. The article also highlights that this definition is based on positivist philosophy, which considers research methods a structured approach to producing knowledge.

In another article H. Sharma, (2022) Cites Merriam-Webster who defines that "A questionnaire is a set of questions for obtaining statistically useful or personal information from individuals"

Types of questions

Open-ended questions

In an article from the University of Michigan Survey Research Center, the authors Singer & Couper, (2017) Indicate that, unlike closed-ended questions, open-ended questions allow teachers to answer freely and without limitations, so they can express their thoughts, opinions, or experiences in their own words, allowing for greater depth and more detailed responses, thus providing important information for the research.

Open-ended questions are essential for this qualitative research because they allow for a deeper understanding of the perspectives and experiences of teachers at the Escuela de Educación Básica José Mejía Lequerica where the use of a questionnaire containing 10 questions about teachers' perspectives on the use of realia to teach English vocabulary will help to have a deeper study on the topic.

Population and sample

This research's population consists of 2 teachers from the Escuela de Educación Básica José Mejía Lequerica, located in the parish José Luis Tamayo—Muey, and 3 teachers from other institutions. The teachers are specialized and have wide experience in the pedagogical practice of teaching English. The sample for this research is five teachers.

The selection criteria for this sample are based on the diverse ways each teacher teaches and the diversity of perspectives that these teachers bring to pedagogical methods, particularly the use of realia to teach English vocabulary to children.

In this way, purposive sampling allows the study to collect a variety of opinions and experiences that are evidence that the use of reality is beneficial for teaching vocabulary.

This method will allow acquiring a variety of perspectives and experiences from these teachers that will enrich our understanding of how the use of reality can affect or contribute to vocabulary learning. This will provide a solid foundation for further analysis. The variety of the chosen population ensures that the findings reflect a wide range of viewpoints. This will contribute significantly to the validity and applicability of the results in similar educational contexts.

In conclusion, the context in which the research on teachers' perspectives on using realia to teach English vocabulary to children will be conducted has been clearly and accurately described. A significant sample of teachers has been found who are not only experienced in language teaching but also willing to innovate.

The following section will discuss the results of the teacher interviews by placing the results in the context of the research.

Chapter IV

Analysis of Findings

Brief explanation of the results

This research explores teachers' perspectives on the use of real-life objects for vocabulary instruction in English classrooms. Real-life objects used as teaching materials can enhance perception and motivate students by improving English vocabulary retention. Relating words to palpable objects allows them to relate vocabulary to their everyday life, which is conducive to meaningful learning experiences Rahmayani, (2022) Teachers' opinions provide relevant information about the effectiveness and challenges of realia implementation.

The interviews showed several positive and negative opinions of the teachers on how realia influence students' achievement, among which they agreed that the use of realia improves English vocabulary instruction because "real objects allow students to make more meaningful connections between words and their context, thus facilitating vocabulary comprehension and retention," were some of the teachers' words. They also indicated that the use of real objects in their teaching increased students' participation and interest, making everything more dynamic, preventing them from getting bored.

On the other hand, just as most of the responses highlighted positive aspects, in contrast something negative also emerged and that is that it is not always possible to use real objects in the classes because there are few times when the objects are limited or not available for the teachers to reach, so they use other methods. Thanks to the open-ended questions, the interviews allowed the teachers to express themselves freely, making known their opinions, points of view and experiences in the use of this technique.

Interpretation of data from the interviewees and bibliographic references

Relevant findings from teacher interviews

Question 1: How can realia be defined, and what role does it play in supporting English vocabulary acquisition? After interviewing five English teachers with experience in primary education, it became clear something fundamental for this research: After interviewing five English teachers with experience in primary education, it became clear something fundamental for this research: teachers define realia as authentic and concrete materials, recognizing that it is a powerful pedagogical preparation tool that allows students to relate new words with familiar objects or everyday situations, greatly influencing students with the vocabulary of their environment, since they will always identify objects assimilating their name and meaning, facilitating language teaching by improving retention and recall. Its purpose is to provide a multisensory experience that makes learning more meaningful and memorable so it is highlighted that it is easier to relate and contextualize and helps them to relate words with real-world meanings taking advantage of interactive and visual elements to get elementary students interested in learning unfamiliar words. This coincides with the findings of Rahmayani (2022), who highlights the importance of contextualized learning in vocabulary acquisition.

Question 2: How do you think the use of real objects affects or contributes to students' motivation to learn English vocabulary? Teachers express some of their experiences and affirm that realia has a positive impact on students' motivation because it provides them with a more interactive learning experience which generates greater interest in them, they also indicate that when they have used real objects, they have found that it is an authentic way to help students by making classes more accessible, capturing their attention and making classroom lessons much more dynamic. They can then learn through objects with which they are already more familiar,

which contributes greatly to learning. According to Khasinah et al., (2024), real objects not only improve comprehension and retention but also improve classroom interaction, reducing stress and boredom. Teachers observed that lessons that incorporated real objects, such as food or school supplies, generated excitement and made learning memorable. According to Rahma and Fahriany (2021) when children interact with tangible materials their curiosity and enthusiasm for learning increases, and they become even more engaged with the class.

Question 3: Can you describe an experience where incorporating realia into your teaching influenced your students' understanding of a concept or word, either by enhancing or complicating their learning process? All teachers shared positive experiences, for example, one teacher brought fruits to a food vocabulary class, which greatly facilitated the teaching of vocabulary and allowed students to physically interact with the objects. they used kitchen utensils and also school resources using what is around them to show vocabulary, such as blackboard, desks, etc., these were very nice experiences and above all effective according to teachers, because they ensured that students retained the learning and also actively participated. This hands-on technique improved comprehension and retention so these results reflect Stempleski's (2021) conclusion that real objects enhance learning by connecting words to tangible, everyday experiences.

Question 4: How do you evaluate the effectiveness of using realia in your students' vocabulary learning? Teachers evaluate the use of realia through a variety of methods combining observation, analysis, student performance, and opinion gathering that allow them to determine how the objects contribute to learning and comprehension. Other ways is through surprise evaluations, evaluating them class by class, observations of student participation and reviewing the vocabulary of the materials they saw in the previous class. They also highlighted that they

usually ask them in the next class and positively the students easily remember what they

observed and learned what they started previously through the materials, reflecting that whatever

the form of evaluation, if they are used realia there will always be a positive result, depending on

whether they are used correctly. The responses are related to those of Rahmayani (2022) who

highlights the positive effects of realia objects on vocabulary acquisition and learner engagement

showing that the use of realia significantly improves vocabulary teaching to children.

Question 5: What type of learning material do you use most frequently in your classes

and why? The teachers expressed that nowadays, thanks to technology, there are more visual and

multimedia resources that they can use such as projecting on the computer or screen, online

games, flipcharts where they capture grammar so that children understand much better, and even

use flashcards which is also very convenient in children, however, they stated that there are

topics that require much more than a visual image, such as fruits, types of food, food labels,

clothing, where without a doubt realia stands out but there are other topics that are a little more

difficult to show with real objects. Therefore, they conclude that it all depends on the topic to be

covered and what they want to instruct their students through real resources or other types of

materials.

Question 6: How do you think using realia impacts students' ability to connect new

vocabulary with their daily lives or experiences? The teachers' responses agree that they think

that the use of realia is not only a simple teaching strategy, but also an effective method for

teaching new vocabulary to children, because of the way it connects learning to everyday objects

and experiences, which facilitates the identification, understanding, and retention of new words,

this helps students to provide them with good experiences and allows students to use it both

academically and in their daily lives. Stempleski (2021) States that the use of realia improves

vocabulary acquisition by creating a more dynamic learning environment so that students can better relate words to their everyday experiences, this is essential for a deep understanding of the language.

Question 7: What role does creativity play in using realia to teach English vocabulary? In their responses, teachers highlighted that creativity is an essential part, especially when teaching vocabulary because it allows them to design dynamic activities adapted to the needs of their students, maximizing the benefits of using this technique and adapting them to the level of knowledge and interests. They mention that creativity is the same as being dynamic, having an open mind is essential to use innovative ways to incorporate them, creating a more fun environment, reducing children's anxiety, and encouraging them to participate. They highlighted dynamic activities such as building family trees or creating maps with realia, which make the classes engaging. Gardner's (1983) multisensory learning theory supports this idea, suggesting that the combination of creativity and sensory stimuli enhances learning. In this way, teachers overcome limitations by improvising materials by transforming common objects into didactic materials.

Question 8: What recommendations would you give to other teachers who are thinking about using realia in their classes? Teachers recommend enriching activities, such as interactive games related to realia that involve different senses such as touch, sight, and smell, to help further reinforce knowledge, as well as online games to motivate and capture students' attention so that they do not get bored. They also stress that to use real objects in the classroom, it is not necessary to buy or get objects in the market but to start from what is at hand, objects that students recognize and can relate to their everyday environment. The multisensory learning

theory contributed by Gardner (1983) talks about how the participation of multiple senses improves students' memory retention.

Finally, they indicate that the objects to be used must be related to everyday situations so that students can see the practical utility of the vocabulary.

Question 9: How do you think the use of real materials in your teaching practice will change as you advance in your career? Teachers agree that, in the future, the use of realia will remain relevant for sure, because they state that there will always be young children who can benefit from this learning technique while highlighting how the effectiveness of its use contributes positively to their professional profile and development. On the other hand, it can be predicted that in the future the use of realia can be further expanded by considering the integration of digital tools to enhance the educational experience with much more advanced topics. Others stated that they are likely to develop a greater awareness of the sustainability of teaching so they may start to opt for using recycled materials or reusable objects, thus also encouraging responsible classroom practice.

Question 10: How would you select appropriate real materials for your students' different ability levels? Teachers emphasize the importance of adapting teaching materials as a key process to maximize the effectiveness of learning new words, based on the characteristics of the students according to age, cultural context, and interests, highlighting the relevance of researching resources related to the curriculum, and adapting simple objects for an initial level, everyday objects for an intermediate level, and complex objects for an advanced level, all according to the level of the student, and concluding that planning is the key to effective teaching, taking the time to choose very well the materials is important to obtain good results.

It emphasized the importance of observing and evaluating how the children react to the use of real objects so that if there is disinterest, they can change them for others more appropriate, the realia should be carefully selected according to the age of the children to maximize their educational potential and use them correctly to avoid confusion or linguistic misunderstandings according to Ouviña (1997).

Table 1

Interview responses in line with the research objectives on teachers' perspectives on using realia to teach English vocabulary.

Objectives	Interviewee #1	Interviewee #2	Interviewee #3	Interviewee #4	Interviewee #5
To explore teachers' perspectives on the use of Realia, using real-life objects to enhance children's English vocabulary learning experience.	Esto contribuye bastante, mediante la repetición y observación del estudiante por lo que ayuda a construir su propio vocabulario, es muy favorable para los niños.	Lessons are more motivating. When learners see real objects or interact with them, the learning experience is more engaging and memorable, so it contributes greatly.	It is a positive way to help students become more involved in learning English.	Motiva bastante, mas si se conecta a través de juegos para que a los niños les llame la atención y tengan más motivación en querer aprender.	Increases learners' motivation and interaction with real objects creating a dynamic and engaging learning experience, improves participation and interest in the language.

Note: The table presents the responses of five respondents on the perspectives of using realia in teaching vocabulary, thus it is based on one of the objectives of chapter one and correlates with what author Khasinah (2024) said that real objects improve the classroom environment and prevent children from getting bored during class.

Table 2

Interview responses in line with the research objectives on teachers' perspectives on using realia to teach English vocabulary.

Objectives	Interviewee #1	Interviewee #2	Interviewee #3	Interviewee #4	Interviewee #5
To analyze teachers' perceptions of the effectiveness of realia in enhancing children's vocabulary acquisition in English.	Evaluaciones clase a clase. haciendo observaciones, de repente trabajo también con los juegos interactivos, en casa comparto con los padres de familia un link y luego hago preguntas.	I evaluate effectiveness through student feedback and sometimes give surprising evaluations. I also ask questions from the previous class.	Through evaluation activities such as quizzes or class participation	Aporta muchísimo en los niños pequeños ya que ellos quieren algo que les sea divertido y que les llame la atención, entonces diría que si es muy importante.	It is highly effective in learning because it facilitates understanding and retention of concepts. Lessons are more interactive and meaningful, and they improve students' attention and participation

Note: The table presents teachers' perceptions of the effectiveness of using realia, which relate to the second specific objective of the research, revealing the similarity of the theory of Rahmayani (2022) who emphasizes the positive impacts of realia on vocabulary acquisition and students' engagement.

Table 3

Interview responses in line with the research objectives on teachers' perspectives on using realia to teach English vocabulary.

Objectives	Interviewee #1	Interviewee #2	Interviewee #3	Interviewee #4	Interviewee #5
To explore teachers' strategies to select and adapt realia for appropriate vocabulary	I recommend interactive games and music related to viewing the subject and associating them with realia.	I suggest that teachers start with small objects that they can handle or use objects they have on hand, look for interesting objects around them, and provide a good visual presentation of the topic they want to talk about	I recommend using Realia because it offers many advantages when it comes to teaching vocabulary and exhaustively planning the lessons. You have to think of elements that can be in any place, like home or school, without being difficult to access.	Conectar bastante lo que es la realia con juegos. Porque si no hay interacción, no hay tanta motivación en el aprendizaje eso ya sería parte creativa del docente.	Select creative and contextualized realia, as well as plan activities that involve manipulation and use of the materials.

Note: The table presents the strategies and recommendations teachers implement when using realia, this links to the third objective of the research and to the multisensory learning theory provided by Gardner (1983) where he claims that the involvement of multiple senses improves students' memory retention.

Table 4

Interview responses in line with the research objectives on teachers' perspectives on using realia to teach English vocabulary.

Objectives	Interviewee #1	Interviewee #2	Interviewee #3	Interviewee #4	Interviewee #5
To identify the challenges teachers, encounter when using realia to teach English vocabulary to young learners.	Investigar recursos didácticos que vayan acorde a la edad y acorde al peso que maneja cada libro.	Depends on the level of the student and consider different interests and cultural contexts of study. Also, keep in mind the different ages and different classes.	It depends on the level of the students, plan a lesson according to the needs of the students. Their different learning styles, and then the complexity of the topics reviewed in the units.	Dependiendo de si tiene un nivel alto, medio o avanzado.	Select realistic materials considering the level of the students ensuring that the materials are understandable and challenging, but not overwhelming.

Note: The table shows the challenges that teachers experience when implementing realia.

The responses obtained were favorable regarding the purpose of this research, confirming that the project's objectives have been met. The next chapter will present the conclusions and suggestions arising from the research questions and goals. This part summarizes the findings from the interviews and the literature review, highlighting the effectiveness of using realia to teach English vocabulary.

Chapter V

Conclusions and Recommendations

This chapter presents the conclusions and recommendations for this research.

Conclusions

The use of realia contributes positively with several benefits for children who are learning new vocabulary, engagement, cultural awarenesses, retention and contextual learning helping them to increase motivation and comprehension of the English language significantly, thus associating words with real objects increasing students' attention and participation making learning more relevant, memorable, and enriching.

Khasinah (2024) states that this method supports students in their comprehension and retention of new words and improves the classroom environment by preventing children from getting bored, so it plays an important role in maintaining students' enthusiasm and motivation during class.

Among the challenges of using realia the results show that not all realia objects are suitable for all ages and levels of students. The results also highlight the lack of training and knowledge for some teachers, if the realia are not used correctly, the children will not effectively grasp what is to be taught.

Cancelas and Ouviña (1997) state that realia must be carefully selected to maximize their educational potential. If they are not used correctly, they can lead to linguistic confusion or misunderstanding.

Teachers should create strategies to select and adapt relate realia with other techniques such as games which are very entertaining games for children where they can relate and learn

what they see and hear, integrating digital alternatives. These strategies demonstrate adaptability to varying teaching contexts.

These materials can be very attractive for students to learn effectively with. Gardner (1983) states that applying multiple senses improves memory retention; real objects appeal to the visual, tactile, and auditory senses, making vocabulary acquisition more effective and more likely to be remembered.

Recommendations

Schools should support teachers in developing their own realia kits tailored to their specific teaching contexts. Teachers could collaborate creating resources, ensuring a diverse collection of realia that aligns with different topics and curriculum needs.

To face the challenges the implementation of training seminars for teachers is suggested, to train them in the correct way to use realia as a pedagogical technique for teaching English vocabulary.

Instruction should include aspects of knowing the appropriate selection of realia objects, as well as creating interactive activities and contextualizing vocabulary in real communicative situations. In addition, the seminars can include a reflective component that allows teachers to evaluate and adapt their pedagogical approaches according to the specific characteristics and needs of their students.

To use effective strategies teachers can use real-life objects along with pictures, videos, or online tools to make lessons more engaging and overcome challenges like limited resources. Schools can provide access to simple digital resources, like apps or websites, in his way, teachers can use a mix of real and digital tools to teach vocabulary, even for words that are hard to show with real objects.

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Annexes

Annex A: Certified Anti-plagiarism System.

La libertad, November 24, 2024

Certificado Sistema Anti-Plagio

En calidad de tutor/a del Trabajo de Integración Curricular denominado "TEACHERS' PERSPECTIVES ON USING REALIA TO TEACH ENGLISH VOCABULARY TO CHILDREN" elaborado por la estudiante Tigrero Arteaga Sidney Paulette de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 1 % de la valoración permitida, por consiguiente se procede a emitir el informe , para proceder a la revisión por parte del especialista.

Atentamente,

Caamaño Lopez Sandra Elizabeth, MSc.

TUTORA

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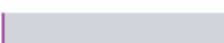
≡ Fuentes de similitudes

Fuente principal detectada

N°	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	efdeportes.com | Realia as a Digital Resource for the Acquisition of English Vocabulary https://efdeportes.com/efdeportes/index.php/EFDeportes/article/download/3607/1667?inline=1	< 1%		Palabras idénticas: < 1% (24 palabras)

Fuentes con similitudes fortuitas

N°	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	Benefits of a Multisensory Approach in English Language Acquisition wi... #9e59ee ▪ El documento proviene de mi grupo	< 1%		Palabras idénticas: < 1% (20 palabras)
2	Documento de otro usuario #60Gb2 ▪ El documento proviene de otro grupo	< 1%		Palabras idénticas: < 1% (16 palabras)

Fuente ignorada Estas fuentes han sido retiradas del cálculo del porcentaje de similitud por el propietario del documento.

N°	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	efdeportes.com | Realia as a Digital Resource for the Acquisition of English Vocabulary https://efdeportes.com/efdeportes/index.php/EFDeportes/article/download/3607/1667	< 1%		Palabras idénticas: < 1% (24 palabras)

Annex B: Questionnaire.

Exploring teachers' perspectives on using real objects (Realia) to teach English vocabulary.

Objective: To explore teachers' perspectives on the use of Realia, using real-life objects to enhance children's English vocabulary learning experience.

Questionnaire

1) How can realia be defined, and what role does it play in supporting English vocabulary acquisition?

2) How do you think the use of realia affects or contributes to students' motivation to learn English vocabulary?

3) Can you describe an experience where incorporating realia into your teaching influenced your students' understanding of a concept or word, either by enhancing or complicating their learning process?

4) How do you evaluate the effectiveness of using realia in your students' vocabulary learning?

5) What type of learning materials do you use most frequently in your classes and why?

6) How do you think using realia impacts students' ability to connect new vocabulary with their daily lives or experiences?

7) What role does creativity play in using realia to teach English vocabulary?

8) What recommendations would you give to other teachers who are thinking about using realia in their classes?

9) How do you think the use of real materials in your teaching practice will change as you advance in your career?

10) How would you select appropriate real materials for the different ability levels of your students?

Annex C: Interview Transcripts

Interview with professors

P1

Q1: How can realia be defined, and what role does it play in supporting English vocabulary acquisition?

A: Bueno, estos son recursos que se utilizan en la enseñanza aprendizaje de los niños, Influyen mucho en ellos, en su entorno, por ejemplo, en casa, en cualquier lugar en que ellos se encuentran, siempre van a identificar objetos, lo van a observar y van a mencionar su nombre en el idioma inglés. Entonces, de una u otra manera, el niño está asimilando el objeto con el nombre, pero en inglés ya no le van a decir su nombre en español sino en inglés.

Q2: How do you think the use of realia affects or contributes to students' motivation to learn English vocabulary?

A: Bueno, esto contribuye bastante, sí, porque ese vocabulario a medida que el niño repite o tiene la observación constante le va ayudando a construir su propio vocabulario, entonces es muy favorable para los niños.

Q3: Can you describe an experience where incorporating realia into your teaching influenced your students' understanding of a concept or word, either by enhancing or complicating their learning process?

A: Perfecto, sí, hay experiencias muy bonitas en este caso son los padres de familia que comparten conmigo esa experiencia en donde ellos me manifiestan ese agrado de que sus niños en casa comparten esa enseñanza, "no mamá no se dice. Por ejemplo, los papitos me dicen no se

dice desayuno, se dice breakfast, no se dice pan, se dice bread, no se dice café, se dice cooffe,

Mira mamá, ese es el color green" Entonces ya saben ellos, verdad, cuál es el color que sabe.

Entonces, esa experiencia que ellos viven con los padres de familia, los padres de familia viven y

me transmiten a mi el agrado para ellos, de que sus niños estan aprendiendo.

Q4: How do you evaluate the effectiveness of using realia in your students' vocabulary learning?

A: Muy bien, yo lo evaluo clase a clase. Clase dad a la siguiente hora vemos lo que es

observación, de repente trabajo también con los juegos interactivos, en casa comparto con los

padres de familia un link que que hagan ver a los niños y luego pregunto que es lo que

observaron, entonces de esa manera, yo evalúo a los chicos. Clase a clase.

Q5: What type of learning materials do you use most frequently in your classes and why?

A: Ya, lo que yo más utilizo es el flashcard, también utilizo lo que es el papelógrafo, de repente

cuando tenemos que ver gramática con los chicos, ya está construida prácticamente la gramática

ahi y para que los chicos lo compartan. ¿Y explico, verdad? Ahora sí trabajamos con el libro en

el workbook en este caso para construir ya el conocimiento anticipado.

Q6: How do you think using realia impacts students' ability to connect new vocabulary with their

daily lives or experiences?

A: Claro que sí, sí, muy propio a los niños. ¿Por qué? Porque vuelvo, repito, identifican y lo

mencionan en el idioma inglés.

Q7: What role does creativity play in using realia to teach English vocabulary?

A: Bueno, el papel muy fundamental, ya que le ayuda a ampliar su vocabulario en este caso y el

nuevo lenguaje que están aprendiendo que es el inglés.

Q8: What recommendations would you give to other teachers who are thinking about using realia

in their classes?

A: Bueno, yo lo que más recomiendo son los juegos interactivos. Hay muchos juegos interactivos en línea y son gratis. Verdad que los pueden compartir con los padres de familia, ya que el padre de familia dice, no, es que que no hay ni siquiera para poder descargar una aplicación que me vale tanto. Hay aplicaciones que son gratuitas, sí, pero yo trabajo con los juegos interactivos. Y también. Con la música relacionada al tema que estamos viendo, en este caso la música, la utilizo desde inicial 1 hasta cuarto grado, eso niños grandecitos que ven más dramáticas, pero al menos yo soy muy cuidadosa al momento de buscar videos didácticos que vayan acorde al tema que estamos realizando.

Q9: How do you think the use of real materials in your teaching practice will change as you advance in your career?

A: Bueno, cambia y mucho. ¿Por qué? Porque a futuro ese bebé no va a tener complicaciones en el idioma inglés y a mí me favorece. ¿Por qué? Porque de una u otra manera estoy construyendo mi perfil como docente.

Q10: How would you select appropriate real materials for the different ability levels of your students?

A: De acuerdo a las edades y de acuerdo también al peso académico, en este caso el pensum del libro, acorde al libro, lo que menciona, lo que nos da el libro a que nosotros enseñemos al chico, yo tengo que prácticamente investigar recursos didácticos que vayan acorde a su edad y acorde al peso que maneja cada libro.

P2

Q1: How can realia be defined, and what role does it play in supporting English vocabulary acquisition?

A: Yeah, realia is a good method. First of all, I consider realia as a type of teaching pedagogy, like where real-life objects or materials and operated. I incorporate them in teaching to provide that kind of tangible context, you know? And. It influences English vocabulary because it's more relatable and contextual. I don't know if you understand that helping students connect words with real world meanings. That's what I consider to be realia.

Q2: How do you think the use of realia affects or contributes to students' motivation to learn English vocabulary?

A: Well, from my own experience, when I used realia, I see that most times it is more motivation. You know, like when students view real objects, you know, or when they interact with actual objects it makes the learning experience more engaging and memorable, so it contributes a lot, you know.

Q3: Can you describe an experience where incorporating realia into your teaching influenced your students' understanding of a concept or word, either by enhancing or complicating their learning process?

A: OK, let me think. It's been many things that I've used realia. Like I remember some time back, I used to bring items to class. Like when I'm talking about a topic, for example when we are talking about food, OK, and they bring different types of foods to class. But of course, that is once in a while not all the time. And if I'm talking about fruits, I tell the students. Every student has to bring a fruit, like a mango or an apple. You understand? And yeah. Or actually. Materials in class. For example, if we are talking about school materials I can use like books, paints desks, tables, ETC. To explain the topic. And it becomes more easier. OK, yeah. But it's been many times. But of course. On the other hand, it's hard for me to bring all the materials in class. Another experience is when I went out with students to the park, and I was showing them

different things that are contained in the park, for example, games, swings, metals, playgrounds, ETC. And it was more evident that the students were engaged.

Q4: How do you evaluate the effectiveness of using realia in your students' vocabulary learning?

A: For sure. OK, evaluating the effectiveness, it can be through students Feedback and sometimes I tend to give surprising assessments, like from the materials we looked at the previous class. I tend to ask them the next class and you realize that more students, if not all, easily remember what they did, what they started previously through real, you know, materials. Yeah. So I use much of assessments and observation of participation, informal assessments, vocabulary participation in the class. and yeah, for sure it's effective.

Q5: What type of learning materials do you use most frequently in your classes and why?

A: Ok, mostly because of technology these days, we usually. use visual aids like showing images on the computer or on the screen. That one is called marked media resources. Ok, and of course the other ones is what I've already talked about bringing materials to class and like types of foods, food labels. One time we were talking about family, you know, family and I had to make the students draw the family tree. And it was more easier for them to learn to talk about a family through family trees, so they had to draw. We had to build and construct family trees for them to be able to learn about the family. So it depends on the topic. It depends on what you want them to learn. There is no any specific material. But mostly because of technology. It's more visual and multimedia resources, yeah.

Q6: How do you think using realia impacts students' ability to connect new vocabulary with their daily lives or experiences?

A: Absolutely. Yes, that is a fact. Really creates that direct link between your vocabulary and students' daily experiences, which makes it easier for them to remember, you know, and use the words outside of the classroom, absolutely, yeah.

Q7: What role does creativity play in using realia to teach English vocabulary?

A: OK, that is question hard. Creativity is the same as being dynamic I consider it to be like being dynamic. Being you know very and thinking, thinking outside the box. So for me, creativity is crucial. When using really innovative ways to use and incorporate objects like building up maps like that family tree making lessons more efficient and enjoyable. OK, so it it actually for the teacher, for US teachers, we need to be more dynamic and creative to make sure that even the objects that we use in class are effect.

Q8: What recommendations would you give to other teachers who are thinking about using realia in their classes?

A: OK, first of all, it depends on the topic that she is go to teach. Ok, we can use different method but I suggest that the teachers start small with small objects that I can handle and or use objects that are available. No need to go to the market and buy stuff. I also encourage teachers to involve students for example as I told you one time I wanted to talk about food and had to tell the students each one to bring their own food, like different types of fruits and ETC. You know. And so it becomes a little bit more easier and of course not every topic can use realia, but most of the vocabulary topics it's possible. So that is what I could recommend for the teachers to look for objects that are surrounding that around them that interesting and that can give a good visual presentation of what topic they want to talk about.

Q9: How do you think the use of real materials in your teaching practice will change as you advance in your career?

A: OK, that is more thinking about what next, what, what can I improve in my future career, you know? Things are to be thought about, as I said my past experience helps me to build better experiences for the future, you know, and as I advance in my career, I hope to incorporate more diverse realia and integrate technology. I love using technology. You know, if using more technology and I try to create more immersive experiences that include or deepen engagement and understanding.

Q10: How would you select appropriate real materials for the different ability levels of your students?

A: Yes. First in this case, it depends on the level of the student for example, if I'm teaching young kids, I know what kind of materials interest young kids. If I'm teaching like high school students, I also know what interests them, you know, and if I'm teaching university level students. I have to also figure out what kind of materials are necessary for them, you know, depending on what levels. So I try to consider the different interests and cultural backgrounds of study. Even as well, as I said, proficiency levels like looking at the different ages, different classes, you know, because there is no one type of physical material or realia the same kind of students you understand. Ok, it was in this case for beginners simpler everyday objects are effective, you know like in while for advanced students they might benefit from more complex or abstract items related to specific things or contexts, and this is how I select my appropriate materials for my classes here.

P3

Q1: How can realia be defined, and what role does it play in supporting English vocabulary acquisition?

A: Yes, I know realia as a teaching technique that involves using real objects to introduce vocabulary or explain concepts. It is particularly helpful in teaching English vocabulary.

Q2: How do you think the use of realia affects or contributes to students' motivation to learn English vocabulary?

A: Well, in my short experience, I think the use of realia is a positive way to help students become more involved in learning English and learning. This way they can learn through objects they are already familiar with.

Q3: Can you describe an experience where incorporating realia into your teaching influenced your students' understanding of a concept or word, either by enhancing or complicating their learning process?

A: Yes. Well, at the beginning of this year, the scholar period I had to teach students vocabulary related to the activities. I used realia through objects like a toothbrush, a common food, or a dish to introduce the vocabulary.

Q4: How do you evaluate the effectiveness of using realia in your students' vocabulary learning?

A: Well, we cannot use reality to teach all the vocabulary. So, through assessment activities like quizzes or class participation, the students reach higher scores in the units where I use realia but, in the units, where I did not use it, the vocabulary is a little bit harder to learn.

Q5: What type of learning materials do you use most frequently in your classes and why?

A: Most of the time I use pictures and drawings with the support of the book and audio, so I teach vocabulary and improve students pronunciation. I also use pictures because it is the best strategy to help. Students get a better idea of the vocabulary and relate it to their mother tongue.

Q6: How do you think using realia impacts students' ability to connect new vocabulary with their daily lives or experiences?

A: Yes, I consider it one of the best ways to teach vocabulary because it uses objects that students are already familiar with, thus they can easily touch or find them in their daily lives.

Q7: What role does creativity play in using realia to teach English vocabulary?

A: Creativity plays a key role in the use of reality because, as a teacher, you have to plan activities that help students find their relationship between the vocabulary or topic you are working on and objects they may encounter at home or at school.

Q8: What recommendations would you give to other teachers who are thinking about using realia in their classes?

A: Well, I would recommend using realia because it offers many advantages when it comes to teaching vocabulary, but you also have to be careful because it requires thorough lesson planning. Thinking about elements that could be anywhere like home or school without difficult access to it. However, the results are always positive.

Q9: How do you think the use of real materials in your teaching practice will change as you advance in your career?

A: I think it will change. I want to improve as a professional and as a teacher, but I consider that the use of materials is essential in any stage of teaching because it gives students a clear reference to learning.

Q10: How would you select appropriate real materials for the different ability levels of your students?

A: The type of materials I use depends on the level of the students. Indeed, before I start teaching with Realia, it's important to plan a lesson based on the needs of the students. Their different learning styles, and then the complexity of the topics reviewed in the units.

P4

Q1: ¿How can realia be defined, and what role does it play in supporting English vocabulary acquisition?

A: Bueno, a criterio propio, yo creo que la realidad se refiere a lo que es el uso de objetos materiales cotidianos. Para lo que es la enseñanza. Aprendizaje de nuestro vocabulario. Yo creo que en lo que tiene que ver con vocabulario en inglés la realidad es muy fundamental porque ayudaría a los estudiantes a asociar palabras bueno con experiencias o contexto concreto, mejorando lo que es la comprensión y retención al hacer el aprendizaje más visual y práctico.

Q2: How do you think the use of realia affects or contributes to students' motivation to learn English vocabulary?

A: Bueno, yo creo que el uso como tal de la realidad aumenta lo que es una mayor motivación a los estudiantes. Atender las clases porque serían un poco más interesantes. Y llamativa. La interacción con objetos reales crearía. Experiencias nuevas de aprendizaje de una manera más dinámica. Y bueno ayudaría también mejoraría lo que es la participación. Y el interés de aprender de los estudiantes mismo.

Q3: Can you describe an experience where incorporating realia into your teaching influenced your students' understanding of a concept or word, either by enhancing or complicating their learning process?

A: Bueno, una experiencia que tuve con mis alumnos fue cuando le iba a enseñar el vocabulario sobre portaje verdura. Así que le dije a ellos que bueno, prácticamente que llevarán algo diferente. Unos llevaron manzanas, otras bananas, bueno, etcétera. Esto fue con el fin de que ellos pudieran captar mejor lo que yo le quería enseñar y la verdad. Bueno, tuve un buen

resultado porque ellos fácilmente retuvieron el vocabulario. Y la fue algo muy llamativo la clase. Inglés bueno que les di.

Q4: How do you evaluate the effectiveness of using realia in your students' vocabulary learning?

A: Yo creo que la realidad es un factor muy fundamental porque proporciona lo que es contextos que facilitan la comprensión y retención de concepto. Su uso hace que las clases sean interactivas y significativas. Lo que mejora la atención y la participación de los estudiantes.

Q5: What type of learning materials do you use most frequently in your classes and why?

A: Bueno en sí los materiales. Objetos comunes, como lo que es alimentos, ropa, cosas de cocina. Mapas o bueno o dinero real monedas reales. Está también. Bueno también, yo creo que sería algo fundamental lo que es guías turísticas, juguetes o cualquier otro. Cualquier otro. Que refleje bueno que sirva para lo que es el aprendizaje y la enseñanza.

Q6: ¿How do you think using realia impacts students' ability to connect new vocabulary with their daily lives or experiences?

A: Bueno, yo creo que sí, porque digamos que facilitaría lo que es el aprendizaje del nuevo vocabulario, vincular palabras con objetos y situaciones reales. Lo que refuerza la comprensión y retención. Lo que a 1 le les enseña. También, yo creo que esto ayudaría a los alumnos a aplicar lo que es el vocabulario bueno, más que todo en la vida cotidiana.

Q7: What role does creativity play in using realia to teach English vocabulary?

A: Bueno en sí, lo que es el uso de la realidad es importante para enseñar más que todo el vocabulario en inglés, ya que permite presentar objetos bueno de manera más llamativa. Esto sí, bueno, serviría para captar la atención de los estudiantes para que ellos también participen de forma más activa y a continuación de esto que ayude a los bueno, ayudemos a que todo el aprendizaje para los estudiantes.

Q8: What recommendations would you give to other teachers who are thinking about using realia in their classes?

A: Bueno, yo recomendaría que utilicen la realidad relevante y la adecuada, claro, esto dependería del nivel de capacidad de los estudiantes. Para que las clases sean creativas. Que también que planifiquen lo que es actividades bueno que involucran la manipulación y el uso de materiales reales en clases.

Q9: How do you think the use of real materials in your teaching practice will change as you advance in your career?

A: En lo que va en la va a hacer mi carrera. Creo que el uso de materiales reales involucrará una integración más estratégica. Bueno, sí, digamos que puedo incorporar lo que es realidad más compleja y específica. Para. Digamos que para las necesidades de los estudiantes. También puedo combinar lo que es la realidad con la tecnología para que el aprendizaje bueno tenga algo más de interacción.

Q10: How would you select appropriate real materials for the different ability levels of your students?

A: Bueno, aquí también tiene algo que ver con, digamos que los niveles de de cada estudiante, ya que no puedo topar, digamos que temas complejos con estudiantes de primaria. En este caso yo creo que podríamos utilizar. Digamos que objetos simples. Como frutas y ropa para los principiantes. Digamos que para lo que está en un nivel intermedio usaría bueno elementos más detallados como menú. Cuadros sinópticos, mapas conceptuales. Y bueno, crucigramas y cosas así y ya que bueno digamos que para los estudiantes que están avanzados optaría con materiales más complejos como artículos periódicos. Digamos que folletos informativos obviamente

asegurándome que el texto y la información sea comprensible. Y que no, bueno que no sea de manera que les pueda aburrir, digamos que la enseñanza.

P5

Q1: How can realia be defined, and what role does it play in supporting English vocabulary acquisition?

A: ¿Ya okey la realia verdad? sí, sé lo que es lo que es a través de objetos y barca mucho lo que es la enseñanza de inglés, porque por ejemplo. En niños pequeños a ellos, obviamente, les llama mucho la atención lo que es tocar no solo lo que es visual, sino también lo que es tocar. Entonces en ese caso funcionaría mucho la realia con los niños más pequeños.

Q2: How do you think the use of realia affects or contributes to students' motivation to learn English vocabulary?

A: yo creo que sí motiva bastante, por ejemplo, en mi clase yo utilizo lo que es bastante realia y lo que es flashcars. Por ejemplo, el vocabulario de supplies, en este caso yo llevé primero lo que es las cards y ellos obviamente entendían, repetían, y todo era repetitivo, pero o sea, al día siguiente ya no se acordaban, entonces qué hice? Fue utilizar los materiales en el en el curso y tratar de conectarlo a través de juegos para que ellos como que les llame la atención que exista la competencia, entonces como que tengan más motivación en querer aprender sobre esto y como es a través de juegos, entonces ponen muchísima atención. Entonces sí, yo creo que sí, ayuda muchísimo en lo que es la motivación.

Q3: Can you describe an experience where incorporating realia into your teaching influenced your students' understanding of a concept or word, either by enhancing or complicating their learning process?

A: Por ejemplo, Así mismo otro juego que hice fue de simon say a través de materiales, así mismo como tijeras, marcadores, lápices ellos no quieren aprender a través de solamente flashcards, sino a través de un juegos "Simon dice tráeme tal cosa, entonces ellos van directamente al objeto que yo estoy nombrando, entonces yo creo que en ese caso me ayudaba bastante, no es que solo usamos pizarra o el cuaderno. Sino que más bien usamos el objeto, entonces yo creo que sí ese es como que mi tipo de ayuda.

Q4: How do you evaluate the effectiveness of using realia in your students' vocabulary learning?

A: Sí aporta muchísimo como te dije, más bien en los niños pequeños que a un adulto, porque en los niños pequeños el inglés como que no se les va a hacer como que tan interesante entonces que ellos quieren algo que les sea divertido y que les llame la atención, entonces diría que si es muy importante.

Q5: What type of learning materials do you use most frequently in your classes and why?

A: Yo utilizo mucho la realia porque los niños se motivan más yo trabajo ahorita, por ejemplo, con bueno también en la anterior escuela estuve con niños grandes y obviamente si les gusta, como que utilizar lo que es realidad, o sea trabajar con eso. Pero. ¿También depende mucho la tecnología, no? ¿Cómo se esté basada en la enseñanza, dependiendo del colegio, por ejemplo, en un colegio trabajé donde no había tecnología, entonces qué hice? Comencé a utilizar ese tipo de enseñanza, al contrario de un lugar donde si haya tecnología, entonces como que, y más bien a un adulto este les va a llamar mucho la atención, pero a los niños les llama la atención más lo que son juegos didácticos. Entonces creo que esa sería la diferencia.

Q6: How do you think using realia impacts students' ability to connect new vocabulary with their daily lives or experiences?

A: Sí, yo creo que sí, porque mientras más lo llenemos, o sea más le enseñamos el entorno, todo lo que tenemos alrededor. Se las va a hacer como que es más fácil.

Q8: What recommendations would you give to other teachers who are thinking about using realia in their classes?

A: ¿Qué Consejo le daría a ver? que conecte bastante lo que es la realia con juegos. Porque si no hay interacción, no hay como que tanta motivación en el aprendizaje eso ya sería parte creativa del docente. Incluso hay demasiadas webs que puedes utilizar con las realia porque no vas a decir como que this is a marker, entonces no te vas a quedar con eso y es como que Ah o k es marker, pero ya a más tarde se le olvidaron. Entonces la cosa es que estén activos. La cosa es que ellos se diviertan y a través de la de la diversión de la clase activa, más bien entonces ellos como que ya tienen más concentración porque les interesa y les llama la atención,

Q9: How do you think the use of real materials in your teaching practice will change as you advance in your career?

A: Yo creo que nunca hay que dejar de utilizar la realidad, dependiendo, si en unos años sigo utilizando el Realia, obviamente va a ser para niños chiquitos, en niños pequeños porque a ellos les gusta tocar, son curiosos, a esa edad son súper curiosos, entonces ellos les interesa más aprender de esa forma que algo tecnológico, porque yo creo que en el futuro más adelante sería algo como que más tecnológico, porque ahora en la actualidad ya se ve eso. Entonces en el momento que yo estoy dando, digamos clases así a niños que 12 años, 11 años, a ellos más les gusta lo que son juegos, pero que sean en línea y hay bastantes, hasta lecciones, pero a un niño chiquito es como que ellos prefieren estar corriendo.

Q10: How would you select appropriate real materials for the different ability levels of your students?

A: Dependiendo si tiene un nivel alto o mediano, sí en inglés, por ejemplo, el nivel. Inicial yo creo que sería el tipo de realidad, objetos, obviamente objetos pequeños, el control, los lentes cosas así no si es de lectura. El título de un cuento, el título de una película de una revista. Sólo títulos. Para un nivel medio, yo creo que sería un poquito más, obviamente más elevado, como una como un correo podría ser o sería un texto pero que no sea tan extenso. Entonces es que una revista sería una revista, pero no tan avanzada, o sea. Que puede ser el cuento mismo, pero ya no es no el título, sino ya como que lo que dice el cuento. Y a un nivel avanzado, obviamente ya sería como que algo más ahí sí sería una revista que ayude bastante al vocabulario inglés, más extensa y más un poquito más complejo, más científico.