The use of realia to impact fifth grade students' vocabulary learning

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Abstract

The use of realia can give students a broader perspective on how real meanings can be applied in real life. For the teaching of vocabulary to a group of fifth grade students, realia can become a very useful and strategic tool to motivate and involve them in the different topics to be developed related to the vocabulary. For a more effective teaching process, it is necessary that the realia gets constantly updated and according to the type of students who will be taught. This qualitative research seeks to explore the impact of realia on fifth-grade students' vocabulary learning in an EFL classroom at a public school in the Caribbean coast of Colombia. This investigation aims at implementing and assessing the use of realia for students´ English vocabulary learning. It uses the action-case study format to allow for an analysis of the participants´ perceptions through their voices and for an intervention. This action-case study uses reflective journals, surveys, and vocabulary tests as data collection instruments. The data will be analyzed in the light of theoretical constructs from Burney (2008), Thomas (2003), and Elo and Kyngas (2007). The results aimed at implementing real objects as a tool to impact students' English vocabulary learning at public school and change the traditional way of vocabulary teaching. This investigation will serve as a guide to new researches that seek alternatives ways in English vocabulary teaching in different contexts.

Key words: realia, task based approach, vocabulary learning, young learners.

Resumen

El uso de la realia puede dar a los estudiantes una amplia perspectiva en cómo los significados reales pueden ser aplicados en la vida real. Para enseñar vocabulario a un grupo de estudiantes de quinto grado, la realia puede convertirse en una herramienta útil y estratégica para motivar e involucrar a los estudiantes en diferentes temas a desarrollar relacionados al vocabulario. Para un proceso de enseñanza efectivo es necesario que la realia and todo lo relacionado a la realidad puede ser constante renovada de acuerdo al tipo de estudiantes quienes recibirán el aprendizaje. Esta investigación busca explorar el impacto de la realia en el aprendizaje de vocabulario en los estudiantes de quinto grado en un salón de clases de aprendizaje de inglés como lengua extranjera en una escuela pública en la costa caribe de Colombia. Esta investigación tiene por objetivo implementar y evaluar el uso de la realia en el aprendizaje de vocabulario en inglés de los estudiantes. Esta es una investigación cualitativa y usa el formato de investigación acción para permitir un análisis de las creencias de los participantes. La información será recolectada a través de diarios reflexivos, encuestas y test. La información recolectada será analizada bajo los principios teóricos de Burney (2008), Thomas (2003), and Elo and Kyngas (2007). Los resultados tenían como propósito implementar los objetos reales como herramientas que impacten el aprendizaje de vocabulario en inglés en los estudiantes en las escuelas públicas y cambiar la forma tradicional de enseñanza de vocabulario. Esta investigación servirá como una guía para nuevos estudios que busquen diversas alternativas en la enseñanza de vocabulario en inglés en diferentes contextos.

Palabras claves: Aprendizaje de vocabulario, enfoque basado en tareas, enseñanza de vocabulario, realia

Introduction

The use of authentic materials is currently a topic that has become relevant in the field of research. The implementation of the Realia in the educational field turns out to be quite profitable, both for the students and for the teachers themselves. In the teaching of vocabulary of a second language, it is necessary to resort to strategies that motivate the students and that allow them to be fully involved in the activities that take place in the classroom.

This project seeks to explore the impact that the implementation of realia may cause on the motivation of fifth grade students, since in that degree they are still children and require strategies that provide them with an easy interaction and a more interesting way to learn vocabulary. To carry out this research we rely on what some authors have studied and researched in this regard.

In this research project, it is considered that the teaching of vocabulary is of vital importance, since it then gives way to the interaction between teacher-student and student-student, thus allowing the communicative competence to be developed more easily and naturally. It should be noted that the methodology and strategies implemented in this study will be of vital importance to achieve the proposed objectives, and that is where the use of real objects will fulfill the purpose for which this research is being done.

Chapter I. Research Problem

1.1. Statement of the Problem

Vocabulary learning is an important skill in the learning process of any language, which combined with the rest of language abilities, favors the correct domain of languages including English. However, most people considered vocabulary not so essential as other aspects of languages such as grammar or phonetics. Oljira (2015) stated in his research that learners and teachers' awareness to classroom vocabulary teaching /learning was deficient in proportion to other language activities. The emphasis on vocabulary learning/teaching is low in classrooms around the world. That is a reality that is not new in educational systems.

English vocabulary teaching as a foreign language in Colombia can be considered as a challenge for teachers, specially, when their students are young learners. That is because most students perceive vocabulary learning as a tedious process which demands high investment of time and study. Research done by Rohmatillah (2014) reported that students do not learn enough vocabulary due to the extensive list of words to be learned. English classes in Colombia are mostly grammar-based and make low emphasis on vocabulary learning. Moreover, vocabulary is based on teaching isolated words and translating without any communicative or functional purpose. This misuse of vocabulary teaching is more evident in public schools where teachers' experience is not qualified enough and educational resources are insufficient. According to the Colombian Ministry of Education (2014), the effectiveness of English teaching in public education is limited by a lack of teacher training, large class sizes, unenforced standards resources and, funding. That issue affects, in equal manner, the quality of vocabulary learning and teaching in public schools.

Research in language learning indicates that students in most cases learn better through the use of real objects. Using real objects and materials give students the opportunity to experience real life atmosphere in the class and this may facilitate and accelerate their learning process (Bala, 2015). This learning process requires some real aids that allow students to make connections with situations related to their context. Nunan (1999) defined realia as "objects and teaching 'props' from the world outside the classroom that are used for teaching and learning" (p. 313). Realia is more useful in young learners due to the fact that they need to be exposed to real objects to learn better. According to Piaget (1936) this type of learners are in the concrete operational stage that extends until the age of 11. This stage is characterized by children who learn better when they manipulate and touch concrete objects. Most students at sixth grade are around 11 years old and most teachers are not aware that their students are in the concrete operational stage. Thus, teachers teach English vocabulary in a traditional way in which students do not interact with real objects inside the classroom. It means that students are passive in their learning process and cannot learn vocabulary easily because of their age. For that reason, it is difficult for them to learn in a meaningful way.

The problem of vocabulary learning among young learners is not an unknown topic. To identify and verify the problem and weaknesses of vocabulary learning in Colombian schools was necessary to apply a survey and an interview in a public high school. As figure 1 shows 62% of the students sometimes know how and when to use the English vocabulary that they have learned because they consider that they are able to use those words. However, students' beliefs about learning vocabulary are limited to the translation of words. This type of vocabulary learning does not have any communicative or functional

approach. It means students know the meaning of words but they cannot use them properly in real life situations. On the other hand, Ratsgoo (2011) states that vocabulary learning should increase students' capacity to use words learned automatically in a variety of language contexts and not just remembering words. Students usually know the translation of words that they can remember but it is difficult for them to use them in real contexts.

¿DO YOU KNOW HOW AND WHEN USE THE ENGLISH VOCABULARY LEARNED IN CLASSES?

- 3%
- 0%
- 35%
- 62%

- Always
- Sometimes
- Almost never
- Never
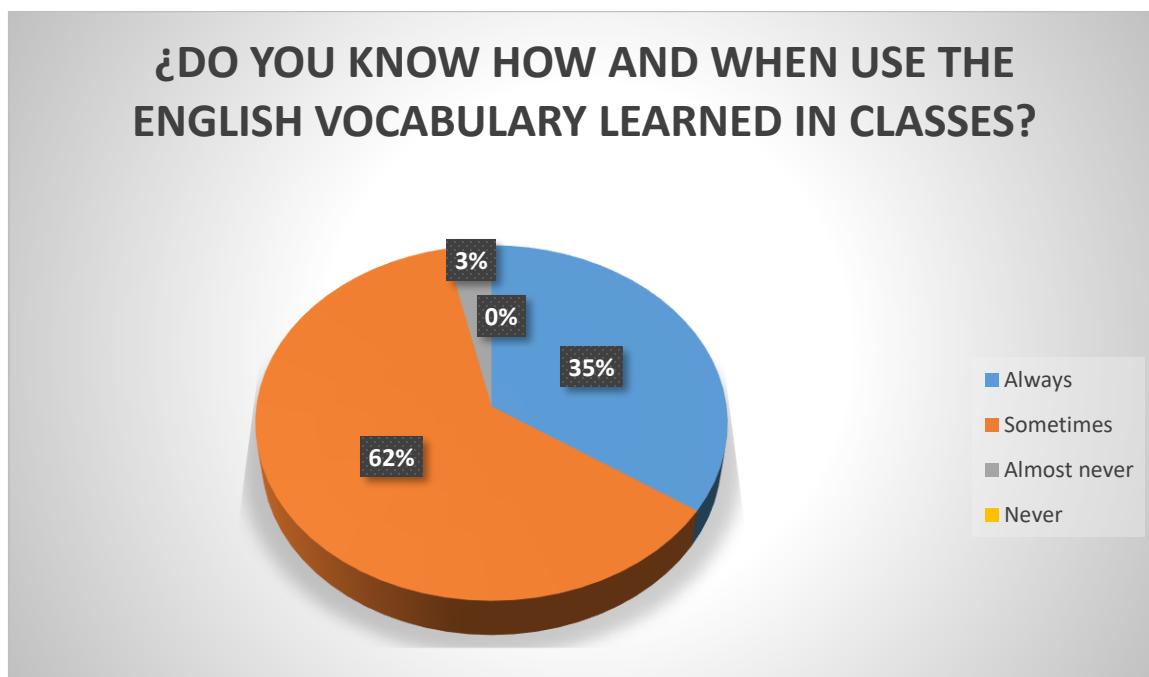
Figure 1. Graph concerning students' vocabulary learning.

On the other hand, most students believe that they are good at learning English vocabulary. As figure 2 evidences 52% of the students consider they are very good in learning English vocabulary because they know the meaning or translation of words. However, when students face real situations in which they have to use that vocabulary, they may not put it into practice since the vocabulary learning is not meaningful for them. There is a misconception about what learning vocabulary is and that is why maybe, in schools, most teachers are likely to teach vocabulary in an isolated way. Therefore, students are able to recognize words but they are not able to use them correctly. This might be a reason why,

even though most of students are interested and feel they are good at learning vocabulary, when they are asked to put it into practice, they find difficulties.
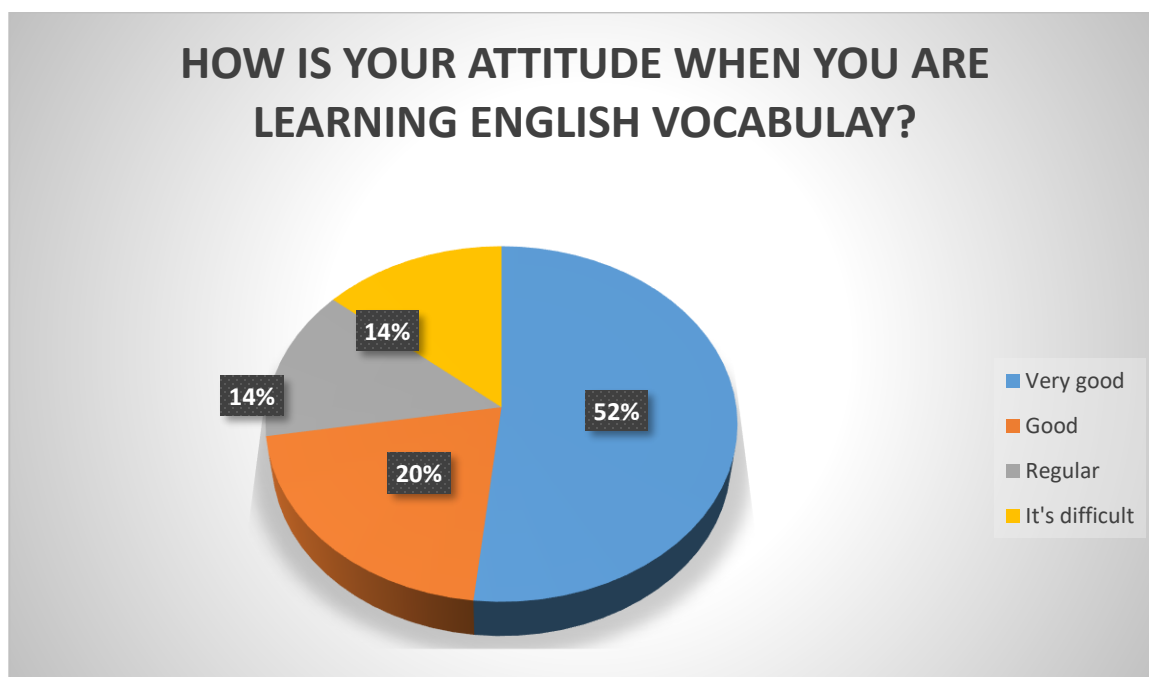
Figure 2. Graph concerning students' attitudes towards English vocabulary learning.

The notion of real objects is known for the students and they infer the impact that these objects can create in their learning process. As Figure 3 demonstrate 100% of the students recognize the importance of real objects in English vocabulary learning. Most students consider real objects as an important tool to learn vocabulary because they may memorize and learn new words easily. Moreover, they may identify and differentiate several objects to facilitate their learning. It is important to mention that they consider that the use of real objects is a funny, enjoyable and a dynamic way to learn English. Research done by Bably and Nusrat (2017) states that realia offers a wide range of contents to be used in the classroom that may help learners comprehend better concepts. Realia is an excellent strategy that may be led into practice to increase English vocabulary learning in young learners.

¿DO YOU THINK THE USE OF REAL OBJECTS IS AN EXCELLENT TOOL TO LEARN ENGLISH VOCABULARY ?

0%

100%

Yes
Not
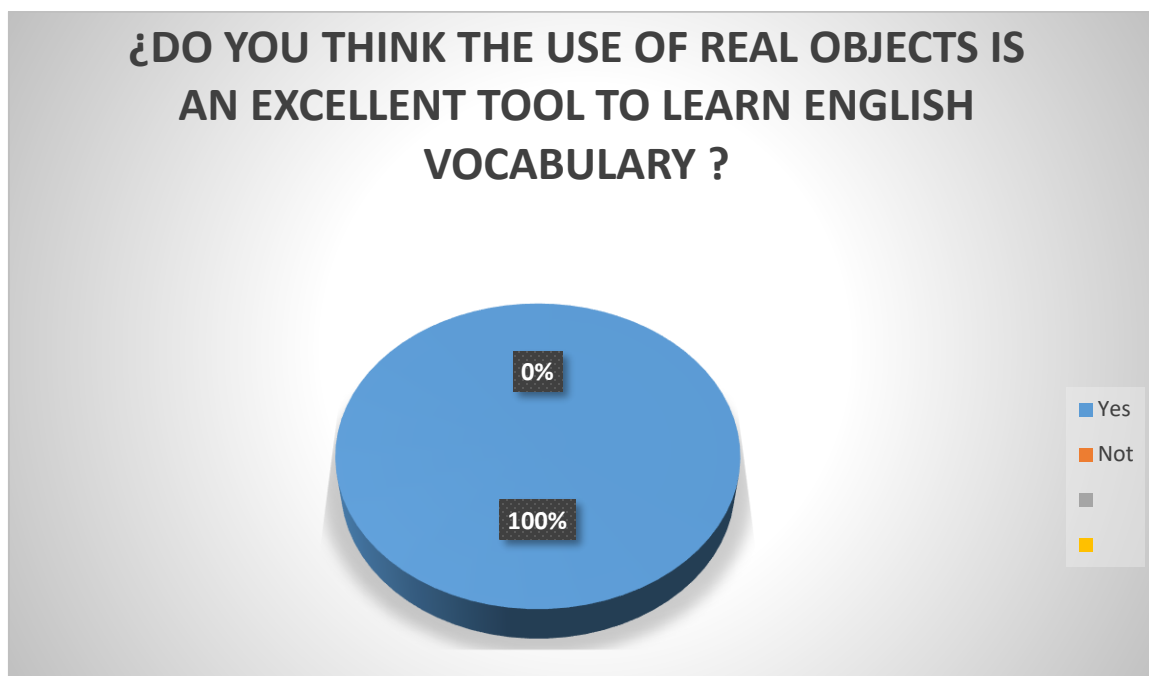
Figure 3. Graph concerning students' perception about vocabulary learning.

The interview responded by the 5th-grade teacher at INPES school maintains that English vocabulary learning is very important to strengthen students' knowledge, since this will be useful for the development of each unit book they use in class. For this she uses strategies such as: evaluative workshops, among which are used: posters, conversations, projects, etc. To evaluate her students, she uses written and oral tests. She affirms that realia is a good strategy to teach vocabulary to her students; for example, the classroom elements. These materials may be found inside the classroom and may help students to assimilate this amount of information since they have the opportunity to associate the new vocabulary with these elements. She also states that one disadvantage of realia is that some students do not have the financial resources to bring the required materials to the classroom. This information given by the teacher is very important for our research project since it allows us to know students' needs and lacks to teach vocabulary, as well as the strategies that the teacher uses to teach the new vocabulary and if these strategies influence

the development of a meaningful learning for the students. Thus, they might know how to use the vocabulary inside and outside the classroom.

Contrarily, Bastidas (2016) supports that Colombian public schools are mainly characterized by extremely overpopulated class in which teachers cannot offer a good teaching process and there are limitations in audio-visual equipment. Realia can be considered as a visual equipment that promotes vocabulary learning and allow students to make relationships between the real object and the word in their mind. Miranda and Echeverry (2010) mention that the strategies used in the different schools in which they worked have been monotonous and become repetitive causing lack of motivation in the students. That is a reality that cannot be neglected. Foreign languages public schools in Colombia need the application of new and innovative strategies that promote and rise English vocabulary learning in their students. Realia can be an option to achieve that goal. Colombia needs to reform their English program to make it more didactic and engaging to young learners in order to be more competitive in the world stage (Camelo, 2017). There is surprisingly little research and literature on how realia engage students in first grade of high school.

1.2 Related studies

Several authors and researchers have studied the use of realia and to teach vocabulary in English language. These authors have written different articles to investigate this phenomenon. They have provided interesting perspectives and points of view about the implementation of real and authentic materials in a classroom which can be really useful for our research.

Urbano and Guerrero (2012) conducted a research project entitled "The effects of using realia in the learning of concrete vocabulary". The main objective of this research was to discover if the students of the Municipal Institute in Pasto, Nariño, learned vocabulary more easily and significantly through the use of realia as the main instrument for the teaching of new words. One of the main facts why these young women carried out this research was that many teachers find teaching vocabulary quite challenging. Therefore, they begin to look for techniques that are not very related to the real world, instead of taking advantage of all the number of objects or real things that surround us. Moreover, the researchers of this project propose that objects totally familiar to students should be included in the lesson plan. That is, the use of objects they are in constant contact with. That is with the purpose of establishing a relationship between the context in which they are and the English vocabulary learning in such a way that they feel motivated not only to learn new words but also to use them inside and outside the classroom.

In their project, they also propose a different teaching technique with the implementation of real objects within the classroom that, among other things, is not something difficult to carry out. Richards and Rogers' (2003) study found the following: "The real-world objects are brought to the classroom by students in the form of newspapers, songs, newspapers, handbills, storybooks, and in the case of adults printed materials from their workplace are also another resource. The students also produce their own materials. Also, realia does not have to be limited to food or drink. Calendars, coupons, magazines, and fashion may all be recycled to help open life into lessons and help deal interest. " (p.111). This is a sign that there are innumerable objects that may be brought to the classroom by both the teacher and the students. It should be mentioned that the teacher

responsibility is to make these objects interesting and meaningful for students and in that way contribute in their vocabulary learning process.

This research project maintains that students may acquire a truly useful vocabulary for their daily live, unlike the traditional way of teaching vocabulary (give a list of words to memorize). Realia get them more motivated, and also give them the opportunity to have direct contact with the objects used in the classroom. Besides, Urbano and Guerrero point out that vocabulary teaching is the most important aspect in the process of learning a second language. According to Ur (2009) students can understand reading a text and make themselves understood with very little grammar, but they cannot get anywhere without vocabulary. That is why we must give a greater degree of importance to the way in which it is taught. In such a way that the students truly learn the real use of each word or object, and how each of these meanings are used in daily situations. The teaching of vocabulary is then one of the activities that both teachers and students should enjoy due to the great variety of strategies that exist to carry out the teaching of it.

This research project is very useful for our research because it gives us a broader perspective on the impact that the implementation of realia may have on the teaching of vocabulary in a second language. The authors of this project provide accurate and conclusive information about how we could innovate in each class, even using materials that apparently may seem unnecessary. They also make a great contribution about how teachers may get students to fully immerse themselves in a class by simply presenting objects that relate to what they do on a daily basis. This makes learning more enriching and interesting, which is the main reason that leads us to do this research.

Bala (2015) carried out a research titled "The Positive Effect of Realia in EFL Classes". Its purpose was to discover if the use of realia in EFL classes to introduce a new

item of English Language increases students' success in their exams. This study consisted

of a 20 multiple-choice exam for 42 first year students in English Language Teaching

Department at a private university in Erbil, Iraq who were divided in two big groups. Both

groups were presented the same topics. The first group was a control group which was

taught with PowerPoint presentations. The second group was taught with realia. The results

showed that students who belonged to the group that was taught using realia got better

scores in the exam than the students taught with only PowerPoint presentations. While

experimental group students got 75% success, control group had only 55% success.

Therefore, it was observed that the learners in experimental group were more active than

the others in control group. They were more participative and motivated in the activities

than control group. It can be asserted that using real objects in EFL classes enhance the

students learning process. They help students comprehend the new presented topic of the

foreign language effectively.

This article is relevant for our research proposal because it shows how classes in which

realia is used have positive effects in the vocabulary learning process of the students.

Students who experience realia to learn new words with the guide of teacher can get a

meaningful learning and then get better scores in their exams.

Bably and Nusrat (2017) carried out a research titled "Using Realia as an Effective

Pedagogical Tool". It aimed at showing some uses of realia, its advantages and

disadvantages. This study consisted of a survey composed of three sections which was

applied to fifty tertiary level teachers who have been teaching in Bangladeshi universities to

identify their perspective of the use of realia in a language classroom and then to provide

some suggestions on how to choose realia appropriately for classroom activities to ensure

effective learning. The results revealed that the majority of teacher were aware of the importance of the realia in the students learning process and its advantages and disadvantages. The first section of questions was focused on the effectiveness of using realia in the language classroom. In this section the majority of the teachers believed that using realia in the language classroom can be effective in many ways. The second section of question was focused on the limitations of using realia in the classroom. So, this section demonstrates that there are certain limitations in using realia (lack of materials, students' needs) that need to be taken care of in order to implement it properly.

This article is significant for our investigation because the research shows how realia works inside the classroom and the positive and negative repercussions that realia have in vocabulary learning. It has been learnt that realia has more advantages than disadvantages and its effectiveness in the classroom depends on the teacher using it appropriately. Teachers who identify the advantages of this strategy can make classes more prosperous and transcendental for their students.

Irawan (2017) carried out a research titled "Teaching vocabulary by using realia (real-object) media". This study seeks to show how the implementation of realia in the classroom favors the student's vocabulary learning. It consisted in a set of tests which are pre-test and post-test composed by a 40 multiple-choice exam for 200 seventh grade students in academic year 2015-2016 of SMP Negeri, Indonesia who were divided in two big groups. The experimental group and control group were given a test before and after the treatment was done. The control group was taught with a traditional way while the second group was taught with realia (real-object) media. The results showed that students who belonged to the group that was taught using realia and presented the test before the treatment, got lower

scores than the test after using realia. Therefore, it was observed that learners could learn better English vocabulary when realia was used. Also, students who belong to the control group got worse scores compared to the experimental group.

This article is meaningful for this paper since it presents the use of realia helping students to learn vocabulary easier and more effective than using the conventional teaching way. Teachers have to be aware that students need to learn new words in a practical way that promote their motivation through learning. Therefore, realia is a good option to contribute to the increase of students' lexicon and favor them to relate the meanings with objects that are common for them.

Sukrina (2013) in her article "Improving Students' Vocabulary Mastery by Using Realia" presents an investigation carried out in a school in the city of Medan, Indonesia. This study was conducted to look at the improvement of students 'vocabulary proficiency when the teacher used realia with grade IV students. The finding showed a significant improvement in students' vocabulary when they were taught using realia. The range of improvement of the first test applied and the last was 83.33%, that is, the last test reflected a significant result with respect to the first test. With which it was demonstrated that realia can be a good strategy to teach vocabulary especially to elementary students.

An important appreciation that Sukrina does in her article is that since one of the common characteristics of the young learners is that they easily get bored. The teacher must use the best strategy to have their attention and create situations where the students feel motivated to learn the vocabulary especially when it is a subject that is linked to the context in which they live. She also states that the teacher should use resources such as flashcards, real objects, images according to situations in their context. This allows the students keep

the meaning of the words in their mind for a long time because they learned in a meaningful way and not in a conventional way.

This article is closely related to the present research since aimed at exploring the use of realia to encourage students in a public school to learn English vocabulary. Moreover, we have analyzed the situation that many public schools live in Colombia with respect to the motivation of students to learn English and one of the great gaps that high school students have is oral ability. They do not want to talk or use the language because they have simply not been taught to develop communicative ability. Only teachers have focused on the grammatical part, which is quite discouraging because most of them show disinterest towards English. There is even a student who wants to speak English but their lexicon is really poor. Often the teacher gives them a reading comprehension text but unfortunately, they do not know most of the words that are there and they do not know in what context they can use them. This is because they simply have not been taught vocabulary in a meaningful way where they can make sense of what they learn and above all they may be able to use what they learn. The work that needs to be done to improve these aspects in public schools is great, but this article shows a way to teach vocabulary in a meaningful way and it is through realia. When students see objects in a real way and they can touch them, their mind creates a scheme where they keep the information that they consider relevant and meaningful for their learning process.

Safont and Esteve (2004) carried out a study to determine how productive and effective is the use of real things in language teaching, mainly for beginners. His approach was based on the interest that a large number of teachers have shown to use preferably visible and real-world-related materials for teaching another language. This research shows that

authentic materials are an important tool to be used in an English for specific or academic

purposes class, because it exposes students' motivation and the desire to integrate and get

involved in each activity. Safont also presents the implementation of these materials in the

classroom to help students to create direct contacts with reality, rather than teaching them

simple rules that may appear shocking and often learners do not know how to use in reality.

On the other hand, it also highlights that, the use of realia is not as simple as it seems to be.

Then, it is not simply to arrive at the classroom and tell the students what it is for, but

teachers may help students learn to communicate and create dialogues based on what is

being shown to them. In this case, the information they already have about a certain object.

This article contributes several important points to this research, given that, in one way

or another, teachers must have an innovative spirit that avoids at all costs falling into

monotony or conformity when teaching. Teachers are considered as facilitators in the

acquisition of their students' significant knowledge which is relevant in their learning

process. Thus, that knowledge will be put into practice and perdure for their entire life

creating a meaningful learning.

Finally, it is essential to emphasize that, all these authors previously mentioned, agree

that the use of real objects is a practical and innovative tool that might be achieved from the

first instance to catch the attention of students. The most important reason is that the use of

these materials in the classroom arouses in students the interest and desire to be fully

involved in every stage of the class.

1.3.Setting

This research study was developed at Institución Educativa Poblaciones Especiales

INPES, a school located in Sincelejo – Sucre, northern Colombia, with a population of 27

fifth grade students however, it was chosen a sample of 6 students. The participants are below level A1. This English course has a total of 2 hours per week. The participants, 5 women and 1 man, are in an average age of 10 to 12 years. 52% of these students are from stratum 2. Most of the students live with their family (mom, dad and siblings), others live with their grandparents and others come from dysfunctional families.

1.4.Rationale

This research seeks to study the importance of the use of realia in fifth grade English students because English teaching in our local context is focused on other techniques in which students in this scholar level do not get actively involved in their own learning process. It is significant to take into account that most students in this educational level are still in the concrete operational stage proposed by Piaget in which they are almost never able to think abstractly or hypothetically. For that reason, it is difficult for them to learn vocabulary in the same way that higher level students or adults do. Fifth grade students are still children and feel the need to touch and manipulate objects to get a better vocabulary learning. Thus, this research will show the changes that fifth grade students experience when they learn vocabulary through the use of realia.

This research will allow the students to learn English vocabulary in a meaningful way, that is, students will learn the vocabulary and will be able to use it in different contexts because this strategy appears to favor the development of communicative competence. Thus, it will allow the student to gain experience using their oral skills inside and outside of the classroom. Moreover, it will contribute positively to teacher's lives because it will help them to integrate into their teaching method different types of real materials that will support the learning of vocabulary in students. In addition, it will positively promote the

use of English in the school since this will serve as an initiative for other possible investigations related to the use of reality.

1.5. Research Questions and Objectives

Research question

How does the use of realia impact fifth grade students' vocabulary learning in an EFL classroom at a public high school in the Caribbean coast?

General objective

To explore the impact of the use of realia on fifth grade students' vocabulary learning in an EFL classroom at a public high school in the Caribbean coast.

Specific Objectives

- To identify students' perceptions concerning the impact of realia on vocabulary learning in an EFL classroom.

- To explore the changes, if any, in the use of realia on students' vocabulary learning in an EFL classroom.

- To formulate recommendations about the use of realia on vocabulary learning in an EFL classroom.

Chapter II. Literature Review.

2.1. Vocabulary learning in L2

Vocabulary is one of the essential components in the teaching and learning of a second language because it provides the bases in the language acquisition process. For some teachers and students, grammar is the most important aspect in the language acquisition process and some of them pay enough attention to it. According to Dronjic (2015) most

people have a misconception about vocabulary learning and that is why some teachers get

frustrated with the results of their students because they do not pay enough attention to the

vocabulary learning. Dronjic claims that vocabulary is the most essential factor to learn a

second language and it must be taught before anything else because it guides learners on

how well they are going to understand both spoken and written text. He states that there are

two important steps that students should follow in order to make a connection in their mind.

The first one is that they have to learn what words mean. The second one, is that they have

to see the words many times in order to figure out how they are used in different contexts,

what other words are connected or what are the opposite ones.

According to Dronjic (2015) L2 learners should learn at least 2000-word families in the

target language that gives them about 86% coverage in any text. Ma (2009) says that the

teaching of vocabulary today is in some way opposed to the arguments of the Khrashen's

theory (1981). The current methodology of teaching language focuses more on the

functional part rather than the form as it was the case a few years ago. As a consequence,

the learner can interact and contextualize what he learns through meaningful activities.

Likewise, the methodology of teaching changes. Nowadays, the teaching of vocabulary is

given in its great majority through playful and fun activities that motivate the student to

learn the new vocabulary and how to use it in real contexts.

2.2 Vocabulary Knowledge

This small part of the learning process in L2 is one of the most important and is

considered the main basis for a meaningful learning of the target language. To develop oral,

written, and reading skills, the broader the lexicon of the learner in the target language, the

greater the compression of the texts. It is considered that the knowledge of vocabulary let

L2 learners know the meaning of the word in their native language but also how to use it appropriately in different contexts. Miller (1999) establishes two important criteria for vocabulary knowledge: meaning of the word and contextual use of the word which is not just to know that it is going beyond that that is make it functional. Another researcher who proposes a different approach in terms of knowing a word both at the receptive level and the productive one. Nation (2001) proposes three categories:

- Word form referring to the grammatical part but also to the spoken form

- Word meaning: making connections between words and forms

- Word use: using the word in multiple contexts that is the productive level.

    This means that this process of acquiring vocabulary goes through different stages in which one begins in a receptive way towards a more productive one, which is the use of new vocabulary by the learners in different contexts.

2.3. Teaching vocabulary in L2

    For many years teaching vocabulary has not been considered as important as other language skills. It means teachers prefer to teach grammar or improve their students' reading, speaking, listening and writing skill. However, vocabulary has gained more importance and power in the teaching process of a foreign language because it helps to communicate in a better way. Alqahtani (2015) states that teaching vocabulary is a crucial aspect in learning a language as languages are based on words. It is almost impossible to learn a language without words; even communication between human beings is based on words. In fact, words play an important role in language because people can know all the

communicative skills and the grammar but the lack of words do not allow an effective communication.

On the other hand, Frost (2004) suggests some alternative ways of teaching vocabulary:

- Give students a few words and they have to find the meaning, pronunciation and write an example sentence with the word given.
- Prepare questionnaires and ask students to match words to definitions.
- Require students to classify a group of words into different categories. For example, a list of transport words into air/sea/land.
- Ask students to find new vocabulary from reading homework and teach the other students in the class.

Teaching vocabulary can be composed by three main stages: Presenting, Practicing and Producing. Presenting vocabulary refers to pre-planned lessons stages in which learners are taught pre-selected vocabulary items (Thornbury, 2000). When teachers present new lexical items, they must show the meaning of the words and the form in which they are used. New words can be presented in different ways; for example, translation, which is the most used in classrooms, illustrating meaning through pictures, mime or realia, used to teach beginners and low levels students; contextualizing, defining, giving synonyms, opposites and giving detailed descriptions which are suitable for advanced learners. After presenting the word, practice is required to put into practice the word that has been presented. Therefore, many different kinds of tasks could be implemented in order to move the words into long term memory, the one a learner has to activate in order to retrieve the word when necessary (Thornbury, 2000). Among these classroom activities teachers can use some strategies such as identifying, selecting, matching, sorting, ranking and sequencing words. Moreover, they

can use some production tasks such as completion and creation of sentences. Finally, practicing is related to the production stage with the objective to help students to integrate the new item in their lexicon. Teachers can use communicative activities in which their learners have to retrieve the vocabulary already learnt and put that vocabulary into practice. It is relevant to say that it is not only important to learn a lot of words, but to remember them (Thornbury, 2000). The correct application of these three stages guarantee successful lessons that help to increase the students' vocabulary and the use of new words in a meaningful way.

2.4. Teaching vocabulary strategies

Teaching vocabulary is not an easy job that teachers can develop. It requires an extra effort and compromise with the students' learning process. Teachers need to identity their students' needs and apply different strategies to help them to learn vocabulary meaningfully. There are some strategies that teachers can use to increase the amount of vocabulary that their students can learn. Kumar (2009) mentions a list of key strategies in vocabulary learning. For example, the use of definitions when words have easy concepts that facilitate and let guess the meaning of that word; antonyms that facilitate the understanding of different shades of meaning of words; synonyms facilitate the enrichment of the student's lexicon and provide alternative words to be used appropriately; dramatizations may help students to put into practice the words that they learn in real contexts; pictures and drawings show the meaning of words and sentences and realia which is useful in showing meaning and facilitating the acquisition of vocabulary through the relations between object and meaning. Teachers may use a wide variety of strategies and they can also choose those which are more appealing to their students. We as teachers must be facilitators in their vocabulary learning process and in the selection of the correct strategies to accelerate it.

2.5. Realia

The term "realia" has become a key word in the field of teaching a second language. According to Gebhard (1996), the word realia refers to all those objects that are used in the real life but may be used by teachers as a dynamic and didactic medium in the teaching of foreign languages in order to illustrate episodes of daily life, and also to create Role-play. Although this is a word that originated several years ago, it has gained greater relevance in the last decades thanks to the use that has been given to it in ELT. When it comes to creating relationships between the linguistic and the reality, realia becomes very important because it is possible that learners feel immersed in a more comfortable area. Moreover, one of the most important aspects in learning a second language is the cultural knowledge of the language under study. That is to say, when teaching the English language, for example, it not only should the grammatical structure and the vocabulary of that language be taught, but also the most important characteristics of the culture for which that language is composed. Therefore, the use of real objects within the classroom is a bridge to take students to the acquisition of a new vocabulary and in turn to an expansion of cultural knowledge of other English-speaking countries.

2.6. Advantages and disadvantages of realia.

One of the advantages of realia is that it may facilitate the process of teaching vocabulary without the need to use the mother tongue. In addition, it serves as a strategic tool to develop lessons that are not based simply on textbooks, long texts or traditional teachings. According to Bably (2011), one of the greatest benefits of realia is that it stimulates the creativity and skill of the learners. This, thanks to the involvement of the senses in the learning process. Additionally, Bably (2011) considers that the use of realia in learning a second language

provides a degree of motivation to students. This last aspect is of great importance because, when it comes to teaching vocabulary, in most cases the method of memorizing long lists of words is used, which can become for many a cause of demotivation. The fact that in the vocabulary teaching students have direct contact with the real object makes both teaching and learning more meaningful.

Like any teaching method or strategy, realia is not entirely perfect since it also has its disadvantages or limitations. One of them is that the vocabulary that is taught through the selected objects may be irrelevant to the students or may not fully meet the needs of each of them. According to Temo (2009), one of the disadvantages of the use of real objects in ELT is that the preparation of the activities carried out with these in the classroom can consume more time than is expected. In other words, when implementing this teaching strategy in a class, the teacher must bear in mind that it will take a long time for the preparation or design of each of the objects with which he intends to work. Besides, the essence of realia is in the variation of each class. That is, each time the teacher must take something different to the classroom to show their students to avoid always using the same materials and students to get bored.

Mother tongue interference on L2

One of the challenges that foreign language students face when they are learning a second language is the mother tongue interference. It means the use of words, grammar structure that belongs to the native language. When learners of second language want to write or speak in the target language, they tend to rely on their first language structures. If the structures are different, then a lot of errors occur in L1 thus this indicates an interference of first language on second language (Decherts & Dllis, as cited in Bhela,

1999, p. 22). This issue presents obstacles that can affect the correct learning of a language.

Beardsmore (1982) claims that a learner has difficulties in second language such as

phonology, vocabulary and grammar due to the interference of habits from L1 and L2.

Spelling mistakes

   Spelling errors can handicap students in various ways. According to Ehri and Rosenthal

(2010), accurate spelling goes along with learning the pronunciation of words. Moreover,

their study suggests that a good command of spelling enables an individual to express

his/her thoughts more conveniently and clearly in their writing. This type of errors exerts

influence on both written and spoken language. Cook (1999) claims that spelling errors are

the most common type of mistake in the written work of learners of English. In this study,

Cook 's classification of errors is adapted; errors are categorized into four categories:

substitution, omission, insertion, and transposition. That is, - Substitution errors: errors that

occur when students substitute a letter by another one. - Omission errors: errors occur when

students omit a letter to the target word. - Insertion errors: errors occur when students add a

letter to the target word. - Transposition errors: errors that occur when the students reverse

the order of two letters or more.

Chapter III. Methodology Design

3.1. Research Design.

3.1.1. Research approach and type of study.

   This study follows a qualitative, interpretative and naturalistic research approach. Denzin

and Lincoln (1994) states that "qualitative research is a situated activity that locates the

observer in the world. Qualitative research consists of a set of interpretive material

practices that make the world visible" (p.3). Byrman (2008) claims that "qualitative

research is a research strategy that usually emphasizes words rather than quantification in

the collection and analysis of data" (p.36). This research approach suits our study because it

will allow us to explore how the use of realia contribute in English learning vocabulary in

students at first levels in high school.

   This research design is an action-case study that is a union of action research and case

study. Action research is a process in which participants examine their own educational

practice systematically and carefully, using the techniques of research (Watts 1985).

McDonough & McDonough (1997) proposes four characteristics of action research as

follows:

- It is participant-driven and reflective;

- It is collaborative;

- It leads to change and the improvement of practice not just knowledge in itself; and

- It is context-specific. Action research is implemented in a classroom by a particular
  teacher or group of teachers who work together to pursue a change or improvement
  in their teaching and learning issues".

   On the other hand, a case study is a comprehensive description of an individual case and

its analysis; i.e., the characterization of the case and the events, as well as a description of

the discovery process of these features that is the process of research itself. (Mesec 1998, p.

45).

Action case study was chosen as the research design because it is a reflective process in which teachers can do collaborative activities among them and work together to find some solutions to the problems that are presented daily in the educational context. This with the aim of improving the learning process of students. Moreover, this may generate transformations in the field of research and create an impact in the teaching of English using realia in the first grades of high school. Moreover, the teaching of vocabulary through the use of realia may generate transformations in the field of research.

In addition, action research will help us as future teachers to develop our role as researchers with the purpose of improving our teaching process, since it is a design based mainly on practice. This will be a positive aspect because it will help us to explore and analyze our teaching methodology.

Case study will help us to delimitate the problem to specific cases using a sample. This will favor the description and analysis of the situation of each participant individually. for example, his activities, special needs, life situation, life history, behavior in class and learning process. This will guide us in the exploration and detailed analysis of participants.

3.1.2. Participants. The participants of this research are 6 fifth grade students of the INPES Educational Institution. 5 of them are girls and 1 boy. 55% of these students come from families belonging to stratum 2. Most of them live with their parents and siblings and others live with their grandparents. The technique used to choose these participants is called "convenience sampling". According to Creswell (2008) in this type of sampling, the researcher selects the participants taking into account their availability and accessibility to be part of the study to be carried out.

The participants in this study testified that they have been taking English classes since they were in elementary school, so they have a basic level of English. It was decided to use pseudonyms to preserve students' identity and confidentiality. The alias given to them were: Alex, Katia, Melissa, Yesenia, Yina and Yuris.

3.1.3. Data gathering methods. Three data collection instruments serve this purpose: teachers' reflective journal, surveys administered at the end of each lesson and tests applied at the beginning and the end of each stage.

In reference to reflective journals, the Institute for Advanced Teaching and Learning (2015) asserts that, a reflective journal is an account of business people work in progress, but more essentially an opportunity for reflection on the learning experience. It should provide them with a means of engaging critically and analytically with module content. Anderson (2012) states that the use of journals serves as a pedagogical instrument for the encouragement of reflection, criticism, and self-analysis of students. Reflective journals comprise an important part of documenting the practice of different professions, such as nursing, and in fields such as musical education, business administration, psychology, and education. The advantages of the use of reflective journals in teacher education include strengthening the relationship between the instructor and the trainee, and improving the learning of student teachers and instructors as well as improving the learning processes (Moon, 2006; O'Connell & Dyment, 2011).

A survey is a method of data collection where results are obtained by questionnaires compose of questions that are mainly asked to a group of individuals previously selected by a demographic sampling that is usually a small part of the population under study. Scheuren (2004) states that surveys help to know interests, opinions and feelings on a specific topic.

Usually these types of questions are asked in person by paper, telephone or online. This instrument allows obtaining data collection first hand. Open and closed questions are commonly used in qualitative research strategies. (Check & Schutt, 2012, p.160)

Concerning tests, Frost (2003) distinguishes different types of tests which are proficiency test, an achievement test, a diagnostic test and prognostic test. According to Prator (1972) A diagnostic test is designed to diagnose a particular aspect of a particular language. A diagnostic test in pronunciation might have the purpose of deter-mining which particular phonological features of the language pose difficulty for a learner. Diagnostic tests will be used as a data collection instrument to determine and analyze what students already know and what they do not know about the vocabulary that is intended to be taught, what are students' current levels of knowledge in and what misconceptions they have concerning English vocabulary learning. also, recall tests will be used as a data collection instrument to analyze the effectiveness or not of students' vocabulary learning performance after being exposed to realia. These assessment tools will enable us the collection of data in natural settings in this case the classroom to measure the degree of vocabulary knowledge that students have. The purpose of this type of test is to detect learners' previous knowledge in order to identify their wants, needs and lacks.

3.2. Instructional design. To develop this research project, the pedagogical intervention and the materials designed are presented in three task cycles. These three task cycles were also planned and designed considering Task Based Teaching (TBT) in which they are composed by pre task, task and post task. As Willis (2007) states "one of the main purposes of TBT is to encourage learners to engage in meaning with the language resources they

already have" (p.2). This approach may be useful for this research because students can develop different task using real objects that can be inside or outside the classroom.

Task-based language teaching is a student-centered approach to second language instruction. It is an offshoot of the communicative approach, wherein activities focus on having students use authentic target language in order to complete meaningful tasks, i.e. situations they might encounter in the real world and other project-based assignments.

Nunan (2004) claims "Pedagogically, task-based language teaching has strengthened the following principles and practices:

- A needs-based approach to content selection.

- An emphasis on learning to communicate through interaction in the target language.

- The introduction of authentic texts into the learning situation.

- The provision of opportunities for learners to focus not only on language but also on the learning process itself.

- An enhancement of the learner´s own personal experiences as important contributing elements to classroom learning.

- The linking of classroom language learning with language use outside the classroom" (p.1).

3.2.1. Instructional phases. The design and implementation of the pedagogical intervention entail five stages as follows:

Phase 1. Diagnose or exploration. We diagnosed our students to identify their needs by designing and administering the diagnostic test.

Phase 2. Sensitization. Students were informed about the research study and were invited to participate. Their parents had to sign a consent letter for them because they are still youngers. (appendix U).

Phase 3. Development. The information gathered in the diagnostic test was analyzed. Based on that information it was necessary to create recall tests to check students' learning. These tests consist in a series of short exams in which students have to demonstrate that they have learned and improved their previous knowledge. Recall tests helped us to verify the progress in the students' learning and the impact of the interventions.

Phase 4. Adjustment. We piloted the data gathering instruments with a group similar to the target one to tune up the customized task.

Phase 5. Implementation. students worked on the three tasks cycles with under our pedagogical guide to observe the interaction between them and the tasks.

Moreover, it was used the action research model:

1. Planning: task planning using the strategy

2. Action: task application using the strategy

3. Observation: observation of the application of the strategy

4. Reflection: reflection about what works or does not work using the strategy. This stage helped us to identify possible mistakes and failures in the intervention and then make changes in the process. Therefore, it was necessary to apply this cycle three times with the aim to recollect the most accurate information.

3.2.2. Pedagogical design

Pedagogical design	Interventions	Data collection instrument
task cycle	Task cycle 1 (Appendix M) Fostering vocabulary learning	Survey Test Reflective journal
	Task cycle 2 (Appendix N) Fostering vocabulary learning	Survey Test Reflective journal
	Task cycle 3 (Appendix O) Fostering vocabulary learning	Survey Test Reflective journal

Chapter IV. Data Analysis

4.1 Data Analysis Procedures.

This section presents the data analysis through the different data gathering instruments

which are held in regards of the research objectives. These objectives are based on the use

of realia to impact students' vocabulary learning. In this study, it was used grounded theory

to analyze the surveys, discourse analysis for written language to analyze the student's

written production in terms of vocabulary and content analysis to analyze the teacher's

reflective journals.

Grounded theory

Grounded theory methods consist of systematic yet flexible guidelines for collecting and

analyzing qualitative data to construct theories from data themselves. Thus, grounded

theory begins with inductive data, invokes iterative strategies for going back and forth

between data and analysis, uses comparative methods and keeps you interacting and

involved with your data and emerging analysis (Charmaz, 2014). This theory can be

considered as a simple discovery of emerging patterns in the data. It was decided to use

grounded theory because it offers flexibility and a set of tools that let conduct an effective analysis from the data gathered. Moreover, it could help during all the process of the study analysis (started, middle and ending phase).

 Discourse analysis

   Discourse analysis is a research method for studying written or spoken language in relation to its social context. It intends to comprehend how language is used in real situations. Discourse analysis is a common qualitative research method in many humanities and social science disciplines, including linguistics, sociology, anthropology, psychology and cultural studies. discourse analysis denotes observing how language functions and how meanings are created in different context. It can be implemented to any instance of written or oral language (Luo,2019). Discourse analysis will be used to examine students' written production in terms of vocabulary in diagnostic and recall tests to inspect their progress during the investigation. Regarding discourse analysis in terms of vocabulary, Luo (2019) claims that words and phrases can be analyzed for ideological associations, formality, and euphemistic and metaphorical content. Thanks to the discourse analysis, some error patterns can be identified when students write the new words learned.

Content Analysis

   Content analysis is defined as the systematic reading of a body of texts, images, and symbolic matter, not necessarily from an author's or user's perspective (Krippendorff, 2004). Implementing a deep content analysis in a research allows the researchers to find meanings and relationships of some words and concepts or definitions that can be analyzed and quantified. In addition, researchers can make inferences about messages within texts.

Content analysis will be used in this study to analyze teacher assumptions and perceptions in the reflective journals.

To complete the analysis, it was necessary to create different categories through coding and frequencies and triangulate the information.

In the next section the questions are related to the instruments and categories.

Research Question	Instruments	Categories
How does the use of realia impact fifth grade students' vocabulary learning in an EFL classroom at a public high school in the Caribbean coast?	Teacher's reflective journal Surveys Test (diagnostic and recall)	Appendix S Appendix S Appendix S

4.2. Results

This section has the aim to present the results obtained from the gathering of information through students' surveys, teacher's reflective journals and students' tests. That information recollected was coded and triangulated. From this analysis the researchers attempt to give response to the following research objectives:

● To identify students' perceptions concerning the impact of realia on vocabulary learning in an EFL classroom.

● To explore the changes, if any, in the use of realia on students' vocabulary learning in an EFL classroom.

- To formulate recommendations about the use of realia on vocabulary learning in an EFL classroom.

From the data analysis, some categories emerged and are described below:

Students' perceptions about using realia through task based learning

Taking into account that the development of the intervention was made through three stages, the information was analyzed following those stages. Concerning students' perceptions on using realia through task based learning, two categories emerged: realia and vocabulary. Figure 1 shows the frequencies of references from students´ perceptions with regards to the categories of realia and vocabulary.
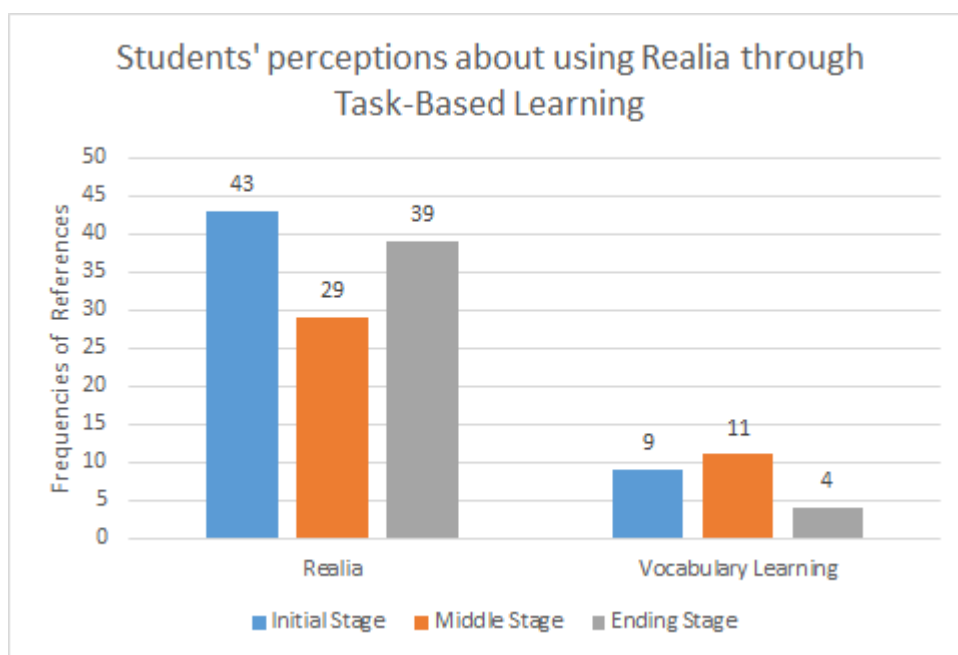
Figure 4. Students' perceptions about using realia through task based learning

As can be observed in Figure 4, the implementation of tasks appeared to impact the participants more in terms of realia than in terms of vocabulary learning. In 111 references

out of 135, participants referred to realia as a source of motivation and an innovative way

of learning. This can be attributed to the fact that the stage they are in, is a stage in which

the fact of interacting with all the tangible objects that are provided in the learning process

or during classes becomes much more interesting and striking. Figure 4 shows how in the

initial stage, the impact of realia on students' motivation and learning was of great

significance. 3 participants agreed that since realia entails the interaction with real objects

and the different presentations they made with those objects, they felt that it was more

meaningful and attractive and, it was a new experience to them. These perceptions can be

evidenced in the following excerpt:

"*me interesó las cosas que nos enseñó la maqueta porque aprendo más con las casas y la*

plastilina" (Katia, S1).

   Realia fits a wider variety of learning styles than conventional ways of teaching. For

instance, in the case of Katia, Yina and Yesenia, they seemed to be more kinesthetic since

they gave descriptions about how they felt when interacting with real objects. Moreover, it

seemed to them that through contact with those objects they learned more.

"podemos aprender cosas nuevas y mejor si son en otro idioma y que podemos ver y tocar

las cosas" (Yina, S1)

   The other three participants emphasized more the effect of realia on their motivation to

learn English. The use of realia caused a different impact on these participants as they gave

more relevance to the emotions they experienced while interacting with real objects. For

example, Alex expressed that for him this experience was interesting and fun because he

and his classmates could play with the elements that were used in the intervention, as it can

be evidenced below:

"*observando la casa de kuguetes fue interesante y divertido porque pude jugar y mis compañeros también. También hice la casa de mis sueños con plastilina con la ayuda de mis amiguitos porque la seño me ayudó. Pasamos un tiempo agradable. Me gustaría como repetir más cosas así".* (S1)

It is worth noticing that data analysis concerning realia leads us to state that for the participants, each of the interventions that were performed was highly motivating. They testified that they felt motivated and excited to see something different in their classes. The use of real objects aroused in them the desire to participate in classes and to perform assigned tasks.

Another important element that emerged in this study was the impact of task based learning and realia on participants' vocabulary learning. As depicted in Figure 4, 24 references out of 135 were related to vocabulary. The low number of references about vocabulary compared to realia, implies that learning vocabulary in English might be a more complex process that requires more time to retrieve all the new information.

As depicted in figure 4, some of the participants did not emphasize too much vocabulary learning. Regardless of the low range of frequency in vocabulary related references, the participants highlighted that the different activities done in class helped them to acquire new words and at the same time improve their English academic performance. Figure 4 shows the impact of vocabulary on students' English repertoire in the initial state because they could learn new words and add them to their lexicon. 3 participants agreed that since vocabulary denotes improvement in students' English lexicon, the activity of the house was definitely essential to learn the parts of the house. These perceptions can be evidenced in the following excerpts:

"*pronunciamos muchas partes de la casa en inglés, y las palabras nuevas ayudarán mi desempeño en el idioma inglés*" *(Yina S1)*

"*me gusto la casa y aprender el vocabulario porque aprender es bueno para poder ganar los exámenes". (Katia S1)*

"el uso de la maquete sí me pareció interesante porque podemos aprender mas nombres de objetos y porque me gusta usar palabras en inglés porque quiero ser profesora de inglés". (Yesenia S1)

Vocabulary learning definitely allows the enrichment of student's lexicon in English because they learned new words that appeared to improve their performance in English. For instance, in the case of Alex, he seemed to emphasize the fact that seeing objects during his learning can be more meaningful and he can learn new words.

To support the mentioned above, he said the following:

"*cuando vi los objetos de la casa me aprendí nuevas palabras porque yo no sabía cómo se llamaban en inglés. Podemos verlos y aprender mejor viéndolos".* (S1)

To conclude, it can be said that although the students did not give greater relevance to vocabulary, many of them agreed that this is important to learn English. Moreover, the little they could highlight was about the significance of the activity to learn new words and to improve the grade of their exams and their performance in English. They also emphasized the idea that they should not only learn the new words but also put them into practice and use them. Some participants mentioned that they learned new words in English and this was thanks to the use of real objects because it was a little easier to memorize some names of the objects.

Teacher's role when using realia in classes for vocabulary learning

Even though, the role of the teacher was not a subject of study in this research, it emerged as an essential aspect when attempting to develop properly vocabulary tasks using realia. It was through reflective journals that the teacher could reflect and identify three main aspects that were related to the teacher's perception regarding English classes: class reflection related, learners' feelings related and self-awareness related.
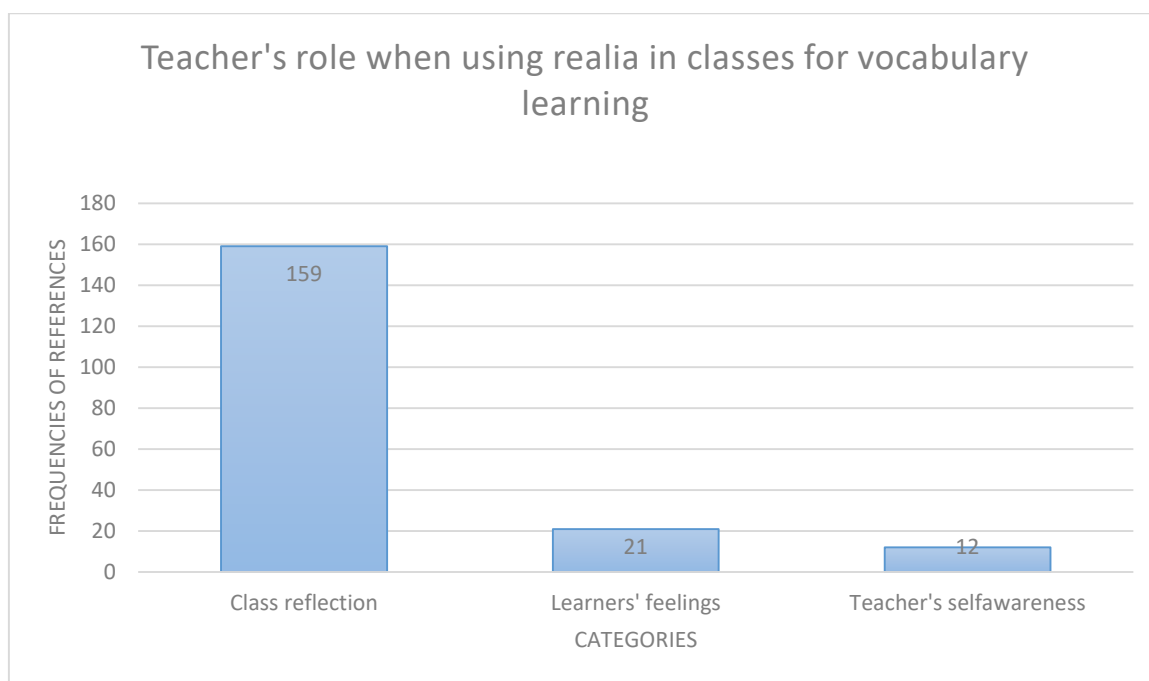
Figure 5. Teacher's role when using realia in classes.

159 out of 192 references were related to class reflection. The teacher often referred to positive and negative aspects that emerged during the lessons in which she was using realia. In order to combine the task based approach and realia in the classroom, some limitations such as time, lack of technological resources and some students' behavior are to be considered and foreseen. The teacher asserted that once the teacher is able to sort out those limitations, it is possible to get most students engaged and motivated. The teacher referred

29 times to the positive aspects of the lesson ensuring that the majority of the students

participated during the development of the activities and they were interested and motivated

with the implementation of real objects to learn vocabulary. Similarly, the teacher

highlights that it is necessary for the teacher to try to bridge the gap between theory and

practice by using the theoretical teaching constructs in a contextualized manner. For

instance, the teacher expressed:

"I think that the use of task based teaching proposed by Dave and Jane Willis (2006) is

an essential approach to teach English in a different way because it allow us to use

meaning focused-activities with the aim of fomenting students' confidence to use the

language. I consider that these sequence activities helped me to involve learners into more

communicative ones. For example, during the part of the house task I followed a sequence

where first I introduced the topic by showing them a mockup of a house and students could

interact with the real objects in this activity students were excited and motivated".

Another aspect that the teacher emphasized as relevant was learners' feelings.

The teacher referred to this category 21 times. She highlighted some aspects associated

with students' feelings and opinions in classes during the development of the activities. She

mentioned that most of students were happy, interested and motivated during the

implementation of real objects to learn vocabulary, and this was evidenced in their active

participation when they interacted with the objects. It is important that the teacher takes

into account the students' feelings because this influences the willingness to learn. In

addition, the age of students is another important factor because at this age they tend to be

very dependent and affective and they like to interact with their teacher to receive her/his

affection. Besides, it should be mentioned that this study was conducted at a school with

students that have some special needs and therefore these children who have these

characteristics needed more attention, kindness and charisma from the teacher. The teacher,

for example, expressed:

"I have to say that it is important to get to know your students, their wants, needs and lacks

to help them to improve. I consider that more beyond giving them knowledge and teaching

so many things it is essential to interact with them and take into account what they think.

Most of my little students were so affective and they liked so much to hug me it was really

amazing because at this age they tend to express everything and we as a teacher have to

very kind to them and above all teach them to respect their classmates who have any

special need."

A final element that the teacher pointed out as significant was related to self-

awareness (see Figure 5). In 12 references, the teacher made introspection and a self-

reflection in which she mentioned her perception regarding her own process and teaching

style as well as the recognition of her strengths and weaknesses. Constant reflection comes

into play when working with realia and vocabulary tasks since it is through self-awareness

that the teacher is actually able to make improvements and enhance the teaching-learning

process. The teacher said: *"I have to admit that there is not a perfect class and teachers*

nowadays need to be aware of that, all those external and internal factors that can affect

the good class... I have to recognize that I need to work on some aspects to improve my

teaching process for example: classroom management, time given for activities and clear

instructions."

Participants' Vocabulary learning

Participants' vocabulary learning was measured through the administration of vocabulary tests before (diagnostic tests) and after (recall tests) each intervention. Through the data analysis, it was possible to identify three main categories in which students showed vocabulary changes: morphological, pragmatic, and phonological aspects. Based on students' learning trajectories in terms of vocabulary, the participants were grouped in four cases and each case was given a name of an animal that somehow embodies the distinctive features of the students' vocabulary learning trajectories.

Smart Dolphin: Yina's Case

Yina is a student of fifth grade. She is a girl around ten years who belongs to a high socioeconomic status. This participant seems to be a kind person, who showed a good attitude in the intervention phase. At the beginning she was perceived as a very shy person, who most of the time stayed alone or with few friends, but with the past of the time she gained more confidence and demonstrated her capabilities in the development of the different tasks. That shyness resulted in she being more inclined to make mistakes. However, during the three stages she showed an almost perfect performance and she was the participant who obtained the best scores during the study. As can be observed in Table 1 Yina made few mistakes related to spelling mistakes. Those mistakes were focused on the two spelling cases: replacement of one letter in the word learned and missing one letter of the lexical entry. For example, the words *garbage, dining room* and *have breakfast* were changed by *gardage, dinin room* and *have breaksfas* respectively. It may suggest that she could confuse some words at the moment of writing. It seems that the missing letter of some words is related to the different morphological structure between her mother language

and the target language. Because of that difference, Yina could find quite difficult the correct way of writing those words.

Categories	Subcategories	Number of frequencies	Instances
Morphological aspects	Spelling mistakes	5	Gardage Dinin room Have breakfas
Pragmatic aspects	Association with other words	0	
Phonological aspects	Phonetical similarities	0	

Table 1. Yina's Case

Yina's vocabulary learning trajectory is associated with the metaphor of a smart dolphin because it was an evolving process in which she was able to quickly and easily learn words. Signs of higher intelligence are related to self-awareness that dolphins have. Proof of this is that when they look in a mirror, they can recognize themselves and know that they are the ones in the mirror. Then, Yina appeared to be very smart when reflecting about her mistakes in the initial process and realizing that she had to make an extra effort to overcome her obstacles.

Perseverant eagles: Melisa and Yuri's Case

Melisa and Yuri are young girls of fifth grade. They are nine and ten years respectively and belong to a medium socioeconomic status. These participants were always receptive and followed the instructions that the teacher gave them during all the intervention. That capacity to be open to learn seems to influence their final achievement. At the beginning of the process they were characterized by making too many mistakes and appeared to be too confused. However, in the next stages of the process they were able to complete the tasks

successfully and improve their performance. As can be observed in Table 2 Melisa and

Yuri made a considerable amount of mistakes concerning spelling mistakes.

Categories	Subcategories	Number of frequencies	Instances
Morphological aspects	Spelling mistakes	22	Kichen batroom gep ut
Pragmatic aspects	Association with other words	2	Plant Food
Phonological aspects	Phonetic similarities	1	Haus

Table 2. Melisa and Yuri's Case

Those type of mistakes can be classified in two categories: omission of one letter in

the words and transpositions between letters. For instance, the words *kitchen* and *get up*

were modified to *kichen* and *gep ut*. These are some of the most common errors that second

language learners usually make. It may be attributed to the fact that the students omit some

letters from words or change the position between words, because they do not know or

cannot remember the actual spelling of the words. Likewise, some words were associated

with others. For example, *plant* and *food* were used to replace *lunch* and *patio*. In this case,

the students made relations between the meaning of similar words. It could be due to the

fact that those words are more common in their immediate context and they are able to use

them with more frequency. Finally, there was a change in the word *house* because of its

sound. The participant wrote literally the pronunciation of the word because that is the way

how she always heard it from the teacher. It could be a phonological interference that

affected the correct spelling of the word.

Melisa and Yuri's vocabulary learning trajectory can be related with the metaphor of a perseverant eagle because it was a process that required hard working and desire of success. These girls are similar with eagles in the way that these animals have to overcome a tedious and painful process to learn to fly and chase. Therefore, the girls had to make sacrifices to learn the new words changing the apathy and demotivation presented in the beginning of the intervention.

Lazy sloths: Katia and Yesenia's Case

Katia and Yesenia are fifth grade students who are ten and nine years respectively and belongs to a low socioeconomic status. These girls were characterized by their apathy and low interest in the development of the tasks. Most of the time they were sitting on the chairs and did not participate actively in the study. At the beginning of the study they committed several mistakes in the tests and this pattern continued in the rest of the intervention phase. As can be evidenced in Table 3 Katia and Yesenia made numerous mistakes related to spelling mistakes. Those errors can be divided in two categories: blending words and addition of letters. One excerpt of blending is the combination of the beginning of *bedroom* with the ending of *bathroom.* In this case the student created a new and strange word (*bethroom*). This situation seems to occur to the fact that those two words are similar in their structure (same beginning and ending) and this could cause misunderstanding in the students. Regarding to letter addition, these participants added the letter *s* to hall and the *n to* patio. On the other hand, these students made some mistakes in which words are associated with others. For example, *watch televisión* referring to *watch television* and *hall breakfast* to refer to *have breakfast.* In the first case it seems that students made connections with their mother tongue because *televisión* is a Spanish word. The student used a diacritical mark that reflect the meaning in that language language.

Therefore, the students could make a direct translation from the first language. In the other case referring to *hall breakfast*, the student could associate the meaning of the two words (have and hall) maybe because she learned the other word in a previous stage of the study. She made association with her previous knowledge. Finally, there was a change in the word *get up* because of its sound. The participant wrote literally the pronunciation of the word because that is the way how she always heard it from the teacher. It could be a phonological interference that affected the correct spelling of the word. This could happen maybe because students make comparisons between English and their mother tongue. It means Spanish words are written in the same way they are heard. Then, students transfer that knowledge to their second language learning.

Categories	*Subcategories*	*Number of frequencies*	*Instances*
Morphological aspects	*Spelling mistakes*	*41*	*Bethroom badroom Halls Pation*
Pragmatic aspects	*Association with other words*	*7*	*Watch television hall breakfast*
Phonological aspects	*Phonetic similarities*	*2*	*Ger up*

Table 3. Katia and Yesenia's Case

Katia and Yesenia's vocabulary learning trajectory can be related with the metaphor of a lazy sloth because it was a slow process in which the advance was not quite significant. These girls are similar with sloths in the way that these animals have a slow motion. Therefore, the girls did not reach the established goal in the vocabulary learning and maintained a poor performance in the development of the activities.

Jumpy ostrich: Alex's Case

Alex is a student of fifth grade. He is a boy around nine years old who belongs to a medium socioeconomic status. This participant seems to be an extremely shy and nervous person, who showed a timid attitude in the intervention phase. His case is very particular in the way that he is a little child with special needs and most of the time he required the accompany and charisma of the teacher to be motivated to participate in the activities. At the beginning it was a harsh process in which Alex did not want to interact with the real objects. However, throughout the development of the whole cycle task he was engaged in the activities and his performance showed a great advance in comparison to the start phase. During the process he usually got good results and sometimes bad results. It may be related to his special need and sometimes he might have gotten confused during the test. As can be observed in Table 4 most of the mistakes made by Alex were related to spelling mistakes. Those mistakes were focused on the one spelling case: transposition of letters in the word learned. For example, the word *bathroom* suffered a change in the position of the letters creating an unknown word (*bahtroom)* in the target language. It may suggest that there was a misunderstanding at the moment of learning or writing the new word. Because of that, Alex could find quite difficult the correct way of writing those words.

Categories	*Subcategories*	*Number of frequencies*	*Instances*
Morphological aspects	*Spelling mistakes*	*21*	*Bahtroom* *Taek a shower*
Pragmatic aspects	*Association with other words*	*2*	*Have homework* *Garbage*
Phonological aspects	*Phonetic similarities*	*1*	*Gou jom*

Table 4. Alex's Case

On the other hand, this participant made some mistakes regarding the association of words. For instance, he wrote *have homework* and *garbage* instead of *do homework* and *garage* respectively. In the first case, that error seems to be related to the mother tongue. The students may make connections between the Spanish phrase "tener tareas". Although in English is possible to say have homework, it did not correspond to the context in which it had to be used. In the second case, the students could relate the new word with the previous lesson he had learned about being eco-friendly. Then, he seemed to remember that lexical entry at the moment of writing in the test. Finally, there was a change in the word *go home* because of its sound. In this case, the participant wrote literally the pronunciation of the word *gou jom* because that is the way how he always heard it from the teacher. It could be a students' misconception because they associated the intending words with the first language.

Alex' vocabulary learning trajectory can be related with the metaphor of a jumpy ostrich because it was a special process in which the advance was changeable. In some cases, he got good scores but in other bad ones. This boy is similar with ostriches in the way that these animals bury their heads in the ground when they are afraid. Then, when they felt the danger is far, they unearth their heads. In this case, Alex showed a volatile process in which his performance presented constantly advances and regressions.

4.2. Discussion

This section discusses the impact of the use of realia in the teaching of vocabulary in fifth grade students through task based approach:

This study attempted to achieve, through the use of real objects, teach vocabulary and make English classes a more dynamic and fun environment for students. One of the most

relevant aspects found in this study was that realia was seen by the students as a great

motivation source to learn new vocabulary and in turn, as an innovative strategy that

allowed them to put their talents into practice by creating their own objects using didactic

resources such as clay, plastic, papers, among others. These results are related to what

Bably (2011), Safont and Esteve (2004), and Nusrat' (2017) ideas when they affirm that

one of the greatest benefits and advantages of realia is that it stimulates the creativity and

skill of the learners. This stimulation is possible because of the involvement of the senses in

the learning process. Additionally, these authors consider that the use of realia in learning a

second language provides a great motivation to students giving them the desire to integrate

and get involved in each activity.

Similarly, Temo (2009) establishes that one of the disadvantages of the use of real

objects in ELT is that the preparation of the activities that are planned with this strategy can

consume more time than it is expected. What this author highlights is a fairly true reality

and this study faced that challenge. Although the aforementioned authors affirm that the use

of realia in the teaching of vocabulary gives students great motivation, it should also be

noted that, as established by Temo (2009), the preparation of the activities where realia is

used, consume a great deal of time. In addition, many times students are only motivated by

seeing the real objects that are presented to them and not by the vocabulary they will learn.

Which then becomes a challenge for teachers who use this strategy. This is precisely what

Dronjic (2015) states when explaining that most people have a misconception about

vocabulary learning and that is why some teachers get frustrated with the results of their

students because they do not pay enough attention to the vocabulary learning, but instead

they focus more on other elements such as objects.

However, this challenge not only presents itself with the use of realia; when it comes to vocabulary teaching, many factors arise that become challenges. The overpopulation of the students in most classrooms in Colombia, and the lack of interest of some students in learning vocabulary, are some of those issues. However, in public institutions where the resources and materials for teaching English are very few, as it is the case with many public institutions in the country in question, the implementation of realia causes a rather positive impact on students, since it is something new for them. Bastidas (2016) supports that Colombian public schools are mainly characterized by extremely overpopulated classes in which teachers cannot offer a good teaching process and there are limitations in audio-visual equipment. Realia can be considered a visual equipment that promotes vocabulary learning and allows students to make relationships between the real object and the word in their mind. This is one of the most relevant and real results found in this research.

Many studies (Umera, 2008; Kessler & Treiman, 2003) have found that one of the main causes of spelling mistakes in English foreign learners is the singularity in the system of spelling. It means the way how a word is written can be different to its pronunciation. This atypical case may produce confusion in the students and become the vocabulary learning as a tedious process in which they have to pay careful attention and differentiate words' spelling and pronunciation. For that reason, students have to make an extra effort to learn correctly a new word. As can be observed in the results section students made different types of errors at the moment of writing the words learned. Those type of errors were classified in three main aspects: morphological, pragmatic and phonological. Regarding morphological aspects, Cook (1999) classifies spelling errors in omissions (the deletions of some letters), substitutions (the replacement of one letter by another), insertions (the addition of extra letters), and transpositions (the change between the position of letters).

These errors were commonly evidenced in the studied population and can denote that

students were confused at the moment of taking the test. These errors may be a result of

students' attention difficulties or the emotional state. For example, they may be tired or lose

some concentration when they are taking a test or doing an activity, so they are unaware of

their spelling mistakes. However, making mistakes in the spelling could indicate that

students are learning. Not all the students learn in the same way. Hendrickson (1987)

claimed that errors can be considered as evidences that indicate that an actual learning

process is happening in the students but they have not yet mastered or shown a well-

structured competence in the target language. It means the errors that students made might

show an advance in the vocabulary learning. Although the students have not achieved the

competence to write perfectly all the words, they can communicate a message.

Moreover, the pragmatic aspect played an important role at the moment of writing the

new words learned. The participants of this study are immersed in a Spanish culture which

may influence the way how they learn new English words. That is to say, they make

relations between their mother tongue and the target language. This type of influence can

be named as an interlingua error. According to Heydary and Bagheri (2012), interlanguage

errors occur when the mother language causes an interference in the second language

learning. In this case, the mother tongue can be considered a negative factor in the process

of learning. Students tend to relate most of the words with their immediate context and

make direct translations from their first language. This transfer can affect the quality in the

vocabulary learning. Supporting this conception, Nabeel and Mohd (2015) maintain that

"when second language/foreign language learners learn how to write in English as a second

writing system, they tend to transfer features of their first writing system to the second.

Learners not only transfer the phonology, but also other characteristics of their first

language (L1)." (p.241). This interference may be attributed to the fact that students are

thinking most of the time in their mother language. According to Luo and Gao (2011) the

language can be perceived as a thinking tool and its acquisition and learning depends on the

establishment of thinking ability. In other words, students must have the capabilities to

think in the target language to avoid mixture between first and second language and

pragmatic interference.

In the same vein, association with other words can be connected with previous

knowledge that students have. Words that share similar structure can be easily confused and

change completely the meaning of the word. This is the case of words that share the same

root or morpheme. Then, students can choose an unintended word from their lexical

repertoire and make mistakes in the production of words. It is related with intra language

interference that can affect the correct choice of words. According to Kaweera (2013) some

specific rules in the target language may be rather confusing and may have some exceptions

in which the writers need to understand, memorize and practice in order to acquire them.

Students may find difficult the differentiation of words that have similar structure.

Chapter V. Conclusions and recommendations

The implementation of realia to impact fifth grade students' vocabulary learning is an

interactive and meaningful process and allows for a remarkable learning experience. Based

on the analysis of the data gathered in this study, it can be concluded that using realia for

vocabulary teaching makes students feel more comfortable and more confident, which is a

great advantage to get them to participate more actively. Furthermore, realia become a good

channel to meet the different needs that students have, since this is addressed to different

types of students, such as kinesthetic, visual and auditory.

When it comes to teaching a new language, especially vocabulary, it should be taken advantage of all those resources that were not created for teaching, but that can still be very useful when are taken to the classroom in order to arouse interest and the curiosity of the students. Realia is a clear example of this type of sources. Its main purpose was not focused on the teaching and learning ambiance. However, this study has shown a positive effect on students that cannot be omitted.

Regarding the general objective of this project, it was possible to explore the impact caused using realia in the teaching of vocabulary in fifth grade students. The results of the surveys applied showed that this impact was positive. Most of the students who were part of this study testified that realia motivated them both to learn the English and to participate more actively in class. Therefore, this strategy was effective for the participants in terms of motivation.

This study also complied with identifying students' perceptions regarding the use of realia in their English classes to learn vocabulary. Although most of them did not give great relevance to vocabulary because they focused more on motivation, they are aware that learning new words is important for handling another language. Through the surveys that were applied the students attested that learning vocabulary is important to them. They understood that learning another language involves recognizing new words and knowing their meaning.

Among the results found in the surveys and the tests that were applied to the participants of this project, there were more positives than negative ones. Regarding the appreciative aspects, most participants perceived realia as an interesting, interactive and practical strategy to learn new words in the target language. But even when they were so optimistic, some students in the final recall test showed some unfavorable results most

because they did not remember all the vocabulary covered in class. It was mostly due to the fact that it was a task cycle and therefore it was expected that most of them remembered the vocabulary learned until the last stage of the cycle. That is, the vocabulary learned in cycle 1, 2 and subsequently cycle 3; from which it can be deduced that it was a lot of information that they had to retrieve but they did not. The third objective of this study was aimed to explore the changes that would occur after applying this strategy. These changes revealed that there really was a notable advance between what was a before and after in students' vocabulary learning when they were exposed to the use of real objects and it was seen in terms of students' motivation. Which means that realia fulfilled the purpose to which it was aimed in this study and, aroused in students the desire to learn English.

Teachers are recommended to include real objects in their English classes in order to teach vocabulary. The use of realia will attract students' attention because it gives them the opportunity to interact with real objects that can be related with their real context. Furthermore, it allows them to retain lexical entries and remember them more easily. Similarly, to make sure that students really retain the names of the objects, teachers must monitor continuously the students' vocabulary learning process and give them a context in which they can put in practice the words learned.

Another recommendation that arises from this study is that teachers should make use of realia constantly to encourage students to participate more actively. It is recommended that when choosing the materials that will be presented to their students, the teacher should consider details such as colors and shapes of the objects to be selected. It is important to keep this in mind since, vocabulary learning depends on whether the students are attracted or not; especially if they are children.

Finally, it would be appropriated to use realia in classrooms with a small number of students. In the classrooms where there is a large population, it is difficult to carry out the activities using realia because all the students want to interact with the objects at the same time, which can generate disorder and disturbances among themselves. For that reason, teachers have to be careful at the moment of using real objects in the classroom.

Likewise, during the application of this study there were some limitations that somehow affected the normal development of it. It is worth mentioning that this research project took place at a public school where the participants did not have economical resources to buy the required materials. Therefore, the teacher had to provide most of them. Another issue that researchers had to face was the limited-time to finish successfully the task cycle and therefore researchers had to demand extra time. This could negatively affect the intervention since the students felt a bit tired and fatigued. Regarding external factors, there were also some limitations such as the infrastructure of the classroom which was inadequate and the external noise was another exterior factor that interfered with the correct development of the class.

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Appendix

Appendix A. Teacher Interview

https://soundcloud.com/hernan-aguas/teacher-interview

ENTREVISTA AL PROFESOR

1. ¿Qué profesión estudió en su carrera de pregrado?

2. ¿En qué institución de educación superior estudió?

3. ¿Tiene títulos de posgrado? ¿Cuáles?

4. ¿Cuáles son los aspectos más importantes que tiene en cuenta al momento de hacer su plan de clases de inglés?

5. ¿Qué estrategias para la enseñanza del inglés utiliza en sus clases?

6. ¿Qué tipos de estrategias utiliza para que sus estudiantes afiancen mejor los temas aprendidos en clase?

7. ¿Considera que la enseñanza de vocabulario es importante en sus clases de inglés? ¿Por qué?

8. ¿Cómo cree que los estudiantes pueden usar el nuevo vocabulario aprendido en ingles de forma significativa y comunicativa?

9. ¿Cómo comprueba que sus estudiantes han aprendido el nuevo vocabulario en inglés?

10. Se denomina Realia a todo tipo de objetos que, sin haber sido diseñados específicamente para el aprendizaje, se utilizan en los procesos formativos o educativos. Teniendo en cuenta este concepto. ¿Ha aplicado alguna vez la realia en el desarrollo de sus clases de inglés?

11. ¿Qué tan efectiva cree que es la realia al momento de enseñar vocabulario en inglés?

12. ¿A su parecer cuáles son las ventajas y desventajas de la realia en la enseñanza del inglés?

Appendix B. Students Survey

Indicación: Por favor conteste el siguiente cuestionario según criterio.

1. ¿Cuál es tu género?

   a) Masculino   b) Femenino

2. ¿Con quién vives?

   a) Ambos padres   c) Padre

   b) Madre   d) Abuelos

3. ¿A qué estrato socio económico perteneces?

   a) 1   c) 3

   b) 2   d) Más de 3

4. ¿Cómo te sientes cuando te enseñan vocabulario en inglés?

   a) aburrido   c) desinteresado

   b) interesado   d) indiferente

   Justifica tu respuesta:

   _____

   _____

   _____

5. ¿Cómo te consideras al momento de aprender vocabulario en inglés?

   a) muy bueno   c) regular

   b) bueno   d) me cuesta trabajo

6. ¿De qué manera aprendes más rápido vocabulario?

   a) leyendo   d) escuchando

   b) viendo videos   e) no sé

   c) jugando   f) otros. ¿Cuál? _____

7. ¿Sabes cómo y cuándo utilizar las palabras que aprendes en inglés?

    a) siempre   c) casi nunca

    b) a veces   d) nunca

8. ¿Con qué frecuencia usas las palabras que has aprendido en la clase de inglés?

    a) mucho   c) poco

    b) algunas veces   d) nunca

9. ¿Qué tan importante es para ti la enseñanza de vocabulario de inglés? Justifica tu respuesta

    a) muy importante   c) importante

    b) poco importante   d) nada importante

10. ¿Crees que el vocabulario aprendido en ingles podrás usarlo fuera del salón de clases? Justifica tu respuesta

    a) Si   c) No tengo idea

    b) No

11. ¿Qué tipo de materiales consideras más apropiados al momento de aprender vocabulario en inglés?

    a) Textos   d) Objetos físicos
    b) Videos   e) Otros. ¿Cuáles? _____
    c) Imágenes

12. ¿Has escuchado hablar alguna vez del término "realia"? ¿Te es familiar este término?

    a) Si   c) No tengo idea

    b) No

13. ¿Crees que el uso de objetos reales es un excelente recurso para aprender vocabulario en inglés?

a) Si

b) No

¿Por qué?

_____

_____

Nicol Paternina

UNIVERSIDAD DE SUCRE

Encuesta

Indicación: Por favor conteste el siguiente cuestionario según criterio.

1. ¿Cuál es tu género?
   a) Masculino   ● Femenino

2. ¿Con quién vives?
   ● Ambos padres   c) Padre
   b) Madre   d) Abuelos

3. ¿A qué estrato socio económico perteneces?
   a) 1   c) 3
   ● 2   d) Más de 3

4. ¿Cómo te sientes cuando te enseñan vocabulario en inglés?
   a) aburrido   c) desinteresado
   ● interesado   d) indiferente

   Justifica tu respuesta:

   Pues es un tema bastante divertido porque
   nos enseñan ahablan en otro idioma.

5. ¿Cómo te consideras al momento de aprender vocabulario en inglés?
   a) muy bueno   ● regular
   b) bueno   d) me cuesta trabajo

6. ¿De qué manera aprendes más rápido vocabulario?
   a) leyendo   d) escuchando
   ● viendo videos   e) no sé
   c) jugando   f) otros. ¿Cuál? _____

7. ¿Sabes cómo y cuándo utilizar las palabras que aprendes en inglés?

    a) siempre   c) casi nunca

    ● a veces   d) nunca

8. ¿Con qué frecuencia usas las palabras que has aprendido en la clase de inglés?

    a) mucho   ● poco

    b) algunas veces   d) nunca

9. ¿Qué tan importante es para ti la enseñanza de vocabulario de inglés? Justifica tu respuesta

    a) muy importante   ● importante *Porque nos enseña a hablar y apronunciar palabras en ingles*

    b) poco importante   d) nada importante

10. ¿Crees que el vocabulario aprendido en ingles podrás usarlo fuera del salón de clases? Justifica tu respuesta

    ● Si *en todas partas y cuando* c) No tengo idea
    b) No *viajamos a estados unidos mas.*

11. ¿Qué tipo de materiales consideras más apropiados al momento de aprender vocabulario en inglés?

    ● Textos   d) Objetos físicos
    b) Videos   e) Otros. ¿Cuáles? _____
    c) Imágenes

12. ¿Has escuchado hablar alguna vez del término "realia"? ¿Te es familiar este término?

    a) Si   ● No tengo idea

    b) No

13. ¿Crees que el uso de objetos reales es un excelente recurso para aprender vocabulario en inglés?

    a) Si

    ● No

¿Por qué?

no porqe no tiene tantas palabras como un texto.

_____

Appendix C. Graph concerning students' gender.

GÉNERO

Masculino
44%

Femenino
56%
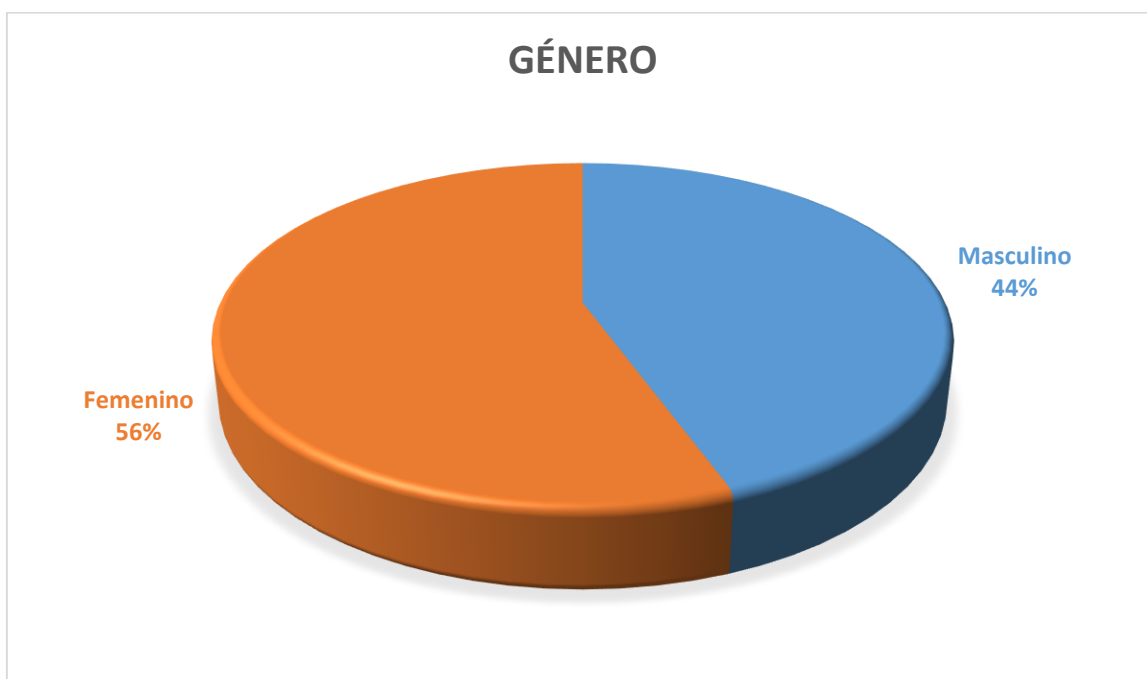
Appendix D. Graph concerning students' relatives.

¿CON QUIÉN VIVES?

Abuelos
0%

Padre
18%

Madre
15%

Ambos padres
67%

Appendix E. Graph concerning students' social stratum.
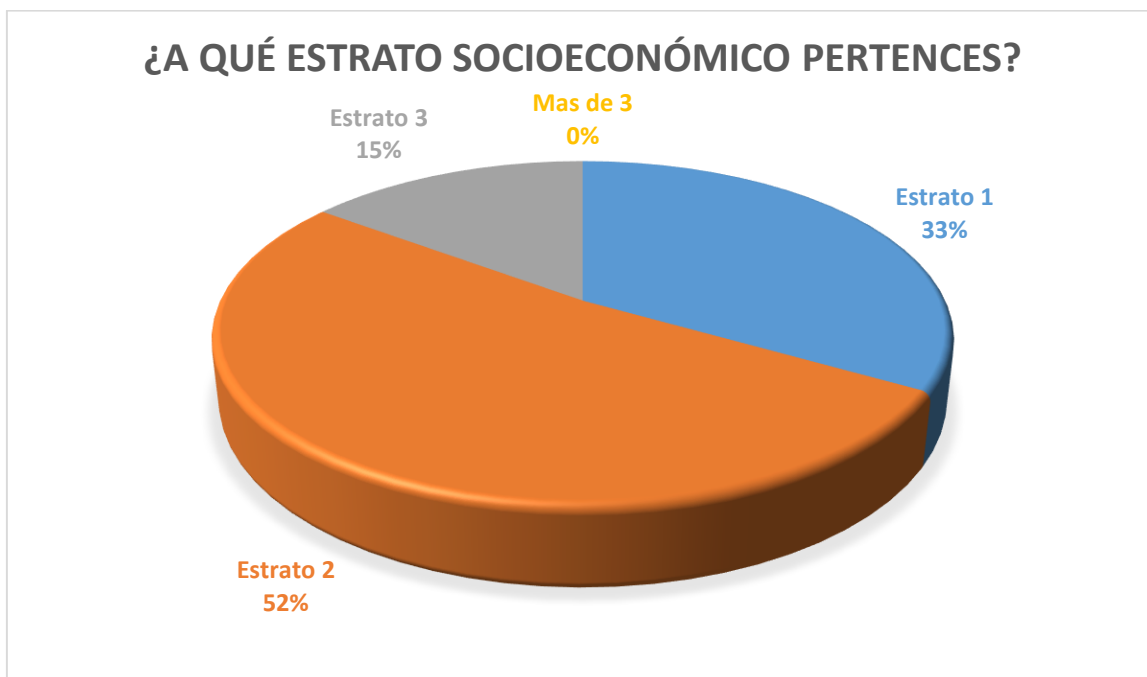
Appendix F. Graph concerning students' feelings through vocabulary learning.

Appendix G. Graph concerning students' easiness to learn vocabulary.

¿DE QUÉ MANERA APRENDAS MAS RÁPIDO VOCABULARIO?

No sé 0%
Otros 4%
Leyendo 8%
Viendo Videos 11%
Jugando 7%
Escuchando 70%

Appendix H. Graph concerning the use of new words leaned by students.

¿CON QUÉ FRECUENCIA USAS LAS PALABRAS QUE HAS APRENDIDO EN LA CLASE DE INGLES?

Nunca 0%
Mucho 11%
Poco 30%
Algunas veces 59%
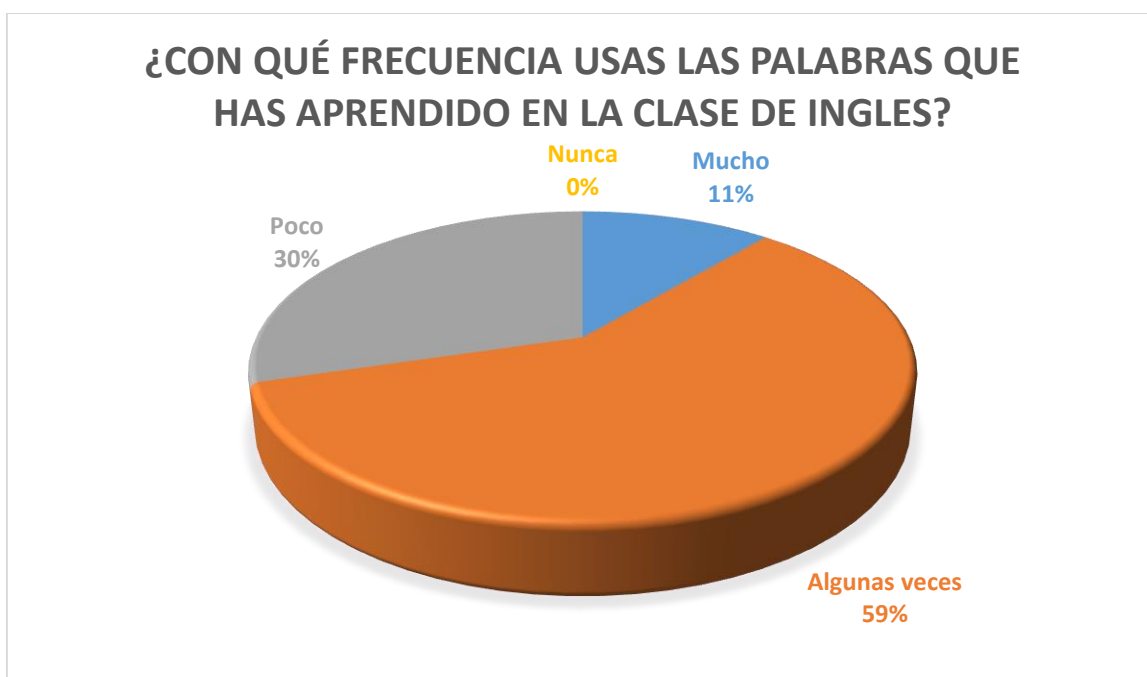
Appendix I. Graph concerning the importance of English vocabulary teaching.

¿QUÉ TAN IMPORTANTE ES PARA TI LA ENSEÑANZA
DE VOCABULARIO EN INGLES?

Nada importante
0%

Importante
33%

Muy importante
52%

Poco importante
15%

Appendix J. Graph concerning students' perceptions about the use of vocabulary.

¿CREES QUE EL VOCABULARIO APRENDIDO EN
INGLES PODRÁS USARLO FUERA DEL SALÓN DE
CLASES?

No tengo idea
7%

No
4%

Si
89%
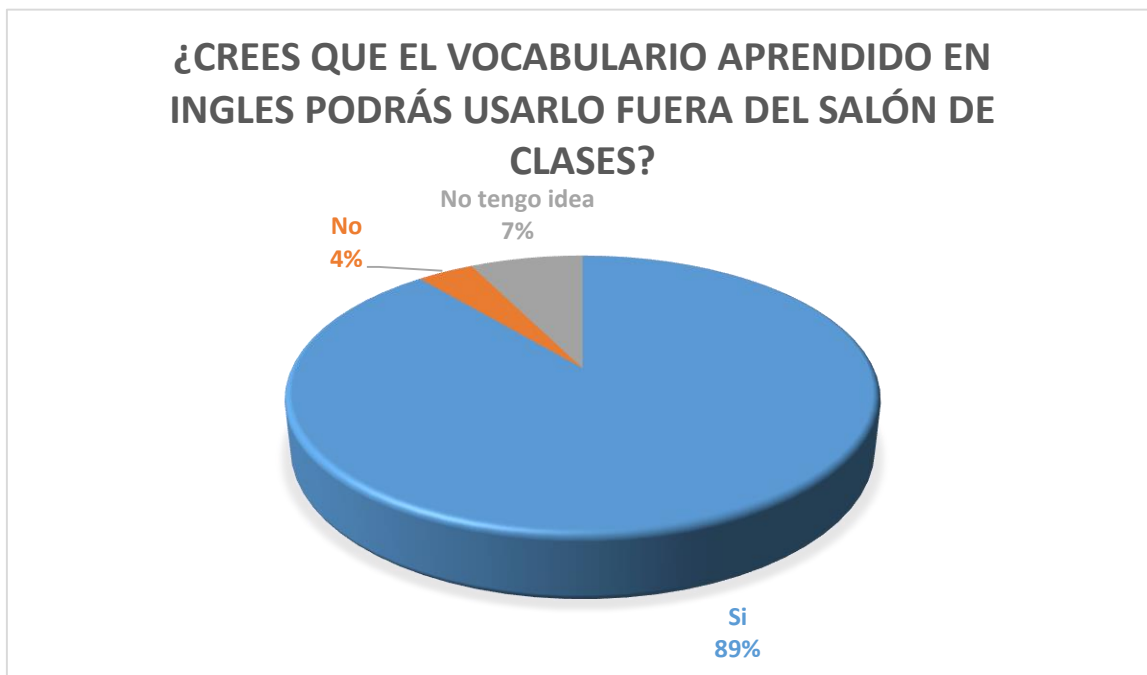
Appendix K. Graph concerning materials to learn English vocabulary.

¿QUÉ TIPO DE MATERIALES CONSIDERAS MAS APROPIADOS AL MOMENTO DE APRENDER VOCABULARIO EN INGLES?

Otros 0%
Objetos Fisicos 15%
Imágenes 11%
Textos 44%
Videos 30%
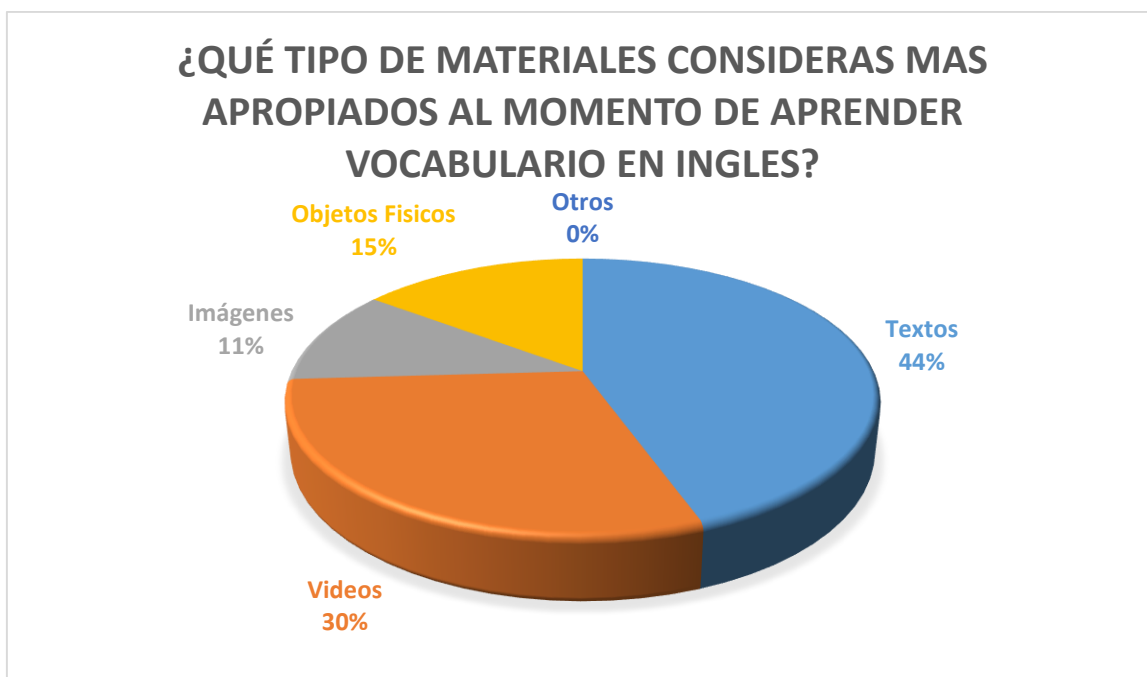
Appendix L. Graph concerning students' familiarity with the term "realia".

¿HAS ESCUCHADO HABLAR ALGUNA VEZ DEL TERMINO "REALIA"?¿TE ES FAMILIAR ESTE TÉRMINO?

No tengo idea 26%
Si 18%
No 56%
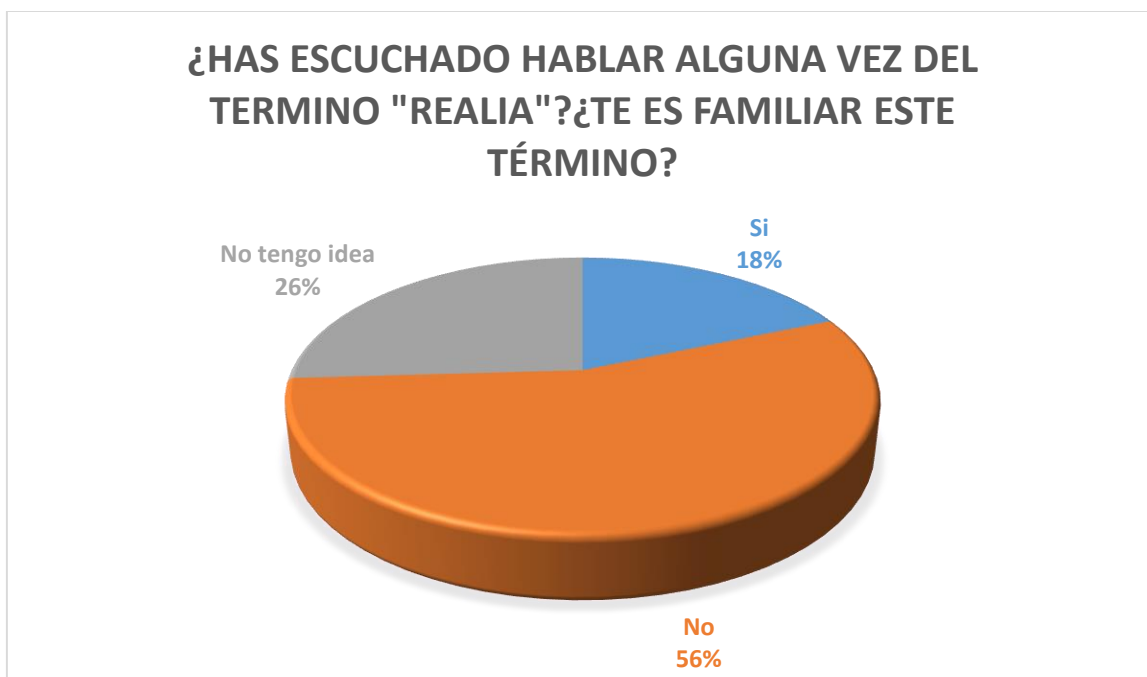
Annex M. Intervention planning 1

TASK 1	DURATION	OBJECTIVE	MATERIALS
Taking about the parts of the house	180 minutes	To develop the learner's skill to identify and say the different parts of the house. Then, they can talk about his or her own house and represent them through the use of playdough or other materials.	Cardboard Playdough Toys
Pre-task The teacher is going to show some flashcards that represent common activities that people usually do in the different parts of the house. Then, students are required to identify the part of the house where that activity is usually done. The teacher is going to present a mockup of a house and she is going to teach each part of the house (bedroom, bathroom, living room, dining room, kitchen, hall and patio). Students can observe closely the different parts of the house and interact with them.	60 minutes		Flashcards Doll house
Task In groups of four students, they have to design their ideal house using playdough. This house must contain the different parts of it (kitchen, dining room, living room, bedroom, bathroom, yard, garden, hall). They can interact with their partners and ask how many parts of the house will have their ideal house and respond to that question)	60 minutes		Playdough Cardboard
Post task Students have to show in front of the class their mockup and present to the rest of the class. They have to say the different places of their houses and the amount of them.	60 minutes		Playdough Cardboard Toys

Annex N. Intervention planning 2

TASK 2	DURATION	OBJECTIVE	MATERIALS
Taking about the daily routine	150 minutes	To develop the learner's skill to identify the vocabulary of daily routines and also to show their own daily routine.	Cardboard flashcards Toys Posters
Pre-task The teacher is going to present the topic by modeling her daily routine using some specific objects that are related to her habits for example an alarm clock, toothbrush, soap, clothes, food, cellphone, notebooks, small pillow.	30 minutes		Notebooks Toothbrush Pillow Cellphone Soap
Task The class is going to be divided in two groups. Teacher is going to use a big poster to play the chutes and ladders game. Students have to create correct sentences with the objects and images that appear in each chart using a dice. Students have to work cooperatively to create the sentences. The first group to reach the finish line will be the winner. Moreover, students are going to take a short test in which they have to listen to a short story about the daily routine of a typical student. Then, they have to answer some short questions related to that story.	60 minutes		Cereal Yogurt Pillow Jacket Soap School bus Notebook Plates
Post task Students are going to make some creative posters where they will show and say their daily routine, using some photos or pictures. They are going to be evaluated with a rubric.	60 minutes		Posters pictures

Annex O. Intervention planning 3

TASK 3	DURATION	OBJECTIVE	MATERIALS
Taking about the time	150 minutes	To help the students to know how the clock works so that they can ask for the time, and in turn, answer that question. Also, they will be able to say the hour in their daily routine more easily.	Analogical clock Digital clock Flashcards Foam core board plates Foam paper Pallets Cards
Pre-task The teacher is going to present her daily routine using a story book and an interactive clock made by foam core. Then, she is going to present a puppet act in which she is going to represent her typical daily routine using different real objects such as puppets, toys, clocks, clothes, etc.	30 minutes		Analogical clock Digital clock Flashcards
Task Students are going to design their own story book using magazines, newspapers, pictures and draws. Moreover, they have to create an interactive clock using foam core, plates and pallets in which they have to show the correct time	60 minutes		Foam core board plates Foam paper Pallets
Post task Students will present their story books and clock designed by them in front of the class. They have to explain their typical daily routines using the story book and the clock.	60 minutes		Foam core board plates Foam paper Pallets

Appendix P. Survey – initial stage

<p align="center">**ENCUESTA 1**</p>

Objetivo: Determinar las percepciones de los estudiantes con respecto al uso de objetos reales para aprender las partes de la casa.

Nombre: …………………………………………………........... Fecha: …………….……….

Sección 1: Realia

1. ¿Cómo te sentiste en la clase al interactuar con la maqueta de la casa y la plastilina?

   a) Emocionado.
   b) No me causó ningún interés.
   c) Interesado.
   d) Aburrido.

2. ¿Te gustaría tener más clases usando objetos reales como la maqueta y la plastilina?

   a) Sí.
   b) No.

   ¿Por qué? …………………………………………………………………...............

……………………………………………………………………………………..

3. ¿Cuáles materiales usados para aprender el vocabulario de la casa te gustó más?

   a) La casa
   b) Los muebles. (cama, mesa, silla, sofá)
   c) El video
   d) El poster (cartelera)

4. ¿El uso de la maqueta para enseñarte las partes de la casa te pareció significativo e interesante?

   a) Sí.
   b) No.

   ¿Por qué? …………………………………………………………………………..

……………………………………………………………………………………...

5. Si tu respuesta en la pregunta anterior fue "sí", menciona los aspectos positivos de esta metodología:

……………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………

6. Si tu respuesta en la pregunta anterior fue "no", menciona los aspectos a mejorar de esta metodología:

……………………………………………………………………………………………

…………………………………………………………………………………………

………………………………………………………………………………………

Sección 2: Vocabulario

7. ¿Qué características de los materiales usados para aprender el vocabulario de la casa te llamaron más la atención?

a) La interacción con dichos objetos
b) Semejanza con la realidad
c) Percepción detallada del objeto
d) Otra ¿Cuál? …………………………………………………………………

…………………………………………………………………………………

8. ¿Te gustó el uso de la plastilina para representar tu casa y sus partes?

A) Si.
B) No.

¿Por qué? ……………………………………………………………………..

………………………………………………………………………………………...

9. ¿Crees que las palabras aprendidas te serán más fáciles de recordar y ponerlas en práctica de ahora en adelante?

A) Sí.
B) No.

¿Por qué? ……………………………………………………………………..

Appendix Q. Survey – middle stage

ENCUESTA

Objetivo: Determinar las percepciones de los estudiantes con respecto al uso de objetos reales para aprender la rutina diaria.

Nombre: …………………………………………….......... **Fecha:** …………….……….

Sección 1: Realia

1. ¿Cómo te sentiste en la clase al interactuar con los elementos de la rutina diaria y el juego con la escalera?

   e) Emocionado.
   f) No me causó ningún interés.
   g) Interesado.
   h) Aburrido.

2. ¿Te gustaría tener más clases usando objetos reales como los juguetes que viste en la enseñanza de la rutina diaria?

   c) Sí.
   d) No.

   ¿Por qué? …………………………………………………………..............

…………………………………………………………………………………..

3. ¿Cuáles de los materiales usados para aprender el vocabulario de la rutina diaria te gustó más?

   e) El carrito escolar
   f) Las comidas. (cereales, almuerzo, la cena)
   g) Los útiles de uso personal (el jabón, la ropa y el cepillo).
   h) El póster (la cartelera)

4. ¿El juego de la escalera para enseñarte la rutina diaria te pareció significativo e interesante?

   c) Sí.
   d) No.

   ¿Por qué? …………………………………………………………………..

5. Si tu respuesta en la pregunta anterior fue "sí", menciona los aspectos positivos de esta actividad:

…………………………………………………………………………………………………

…………………………………………………………………………………………

………………………………………………………………………………………

6. Si tu respuesta en la pregunta anterior fue "no", menciona los aspectos a mejorar de esta actividad:

…………………………………………………………………………………………………

…………………………………………………………………………………………

………………………………………………………………………………………

Sección 2: Vocabulario

7. ¿Qué características de los materiales usados para aprender el vocabulario de la rutina te llamaron más la atención?

    e) Sus colores y sus tamaños.
    f) Se usan en la vida real.
    g) Son bastante llamativos.
    h) Otra ¿Cuál? …………………………………………………………………………

    ………………………………………………………………………………………

8. ¿Te gustó el uso de la cartelera para representar tu rutina diaria?

    C) Sí.
    D) No.

¿Por qué? …………………………………………………………………………………..

…………………………………………………………………………………………………..

9. ¿Crees que las palabras aprendidas te serán más fáciles de recordar y ponerlas en práctica de ahora en adelante?

    C) Sí.
    D) No.

    ¿Por qué? …………………………………………………………………………………..

Appendix R. Survey – ending stage

ENCUESTA

Objetivo: Determinar las percepciones de los estudiantes con respecto al uso de objetos reales para aprender la rutina diaria.

Nombre: …………………………………………........... Fecha: …………….……….

Sección 1: Realia

1. ¿Qué sentiste mientras te enseñaban la hora con los títeres y el reloj?

   i) Mucho interés
   j) No me causó ningún interés.
   k) Me sentí entusiasmado.
   l) Me sentí aburrido.

2. ¿Te gustaría tener más clases usando objetos, títeres y juguetes como los que viste en la enseñanza de la hora?

   e) Sí.
   f) No.

   ¿Por qué? ……………………………………………………………………..............

   ………………………………………………………………………………………..

3. ¿Califica de 1 a 4 (siendo 4 la máxima nota) cuales de los materiales usados para aprender te gustaron más?

   i) Los títeres.
   j) Los relojes.
   k) La historieta que presentó la profesora.
   l) El reloj que hicieron con el iopor.

4. ¿La presentación que la profesora hizo con los títeres, los juguetes y el reloj, te pareció bastante buena para poder aprender la hora en inglés?

   e) Sí.
   f) No.

   ¿Por qué? ……………………………………………………………………………..

   ………………………………………………………………………………………...

5. Si tu respuesta en la pregunta anterior fue "sí", menciona los aspectos positivos de esta actividad:

…………………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………

6. Si tu respuesta en la pregunta anterior fue "no", menciona los aspectos a mejorar de esta actividad:

…………………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………

Sección 2: Vocabulario

7. ¿Qué características de los materiales usados para aprender la hora te llamaron más la atención?

   i)   Sus colores y sus tamaños.
   j)   Se usan en la vida real.
   k)   Son bastante llamativos.
   l)   Otra ¿Cuál? …………………………………………………………………

   …………………………………………………………………………………

8. ¿Te gustó el uso del reloj hecho en icopor para representar la hora?

   E) Sí.
   F) No.

¿Por qué? …………………………………………………………………………..

…………………………………………………………………………………………..

9. ¿Crees que las palabras aprendidas te serán más fáciles de recordar y ponerlas en práctica de ahora en adelante?

   E) Sí.
   F) No.

   ¿Por qué? …………………………………………………………………………..

Appendix S. Categories tables

Diagnostic test 1

Categories	subcategories	Alejandro	Keren	María J	Yesica	Yireth	Yudis	Total
Morphological aspects	Spelling mistakes	3	4	2	2	3	6	20
Pragmatic aspects	Association with other words	1	1	0	1	0	1	4
Phonological aspects	Phonetical similarities	1	1	0	0	0	0	2
	Total	5	6	2	3	3	7	26

Recall test 1

Categories	subcategories	Alejandro	Keren	María J	Yesica	Yireth	Yudis	Total
Morphological aspects	Spelling mistakes	4	2	0	3	0	1	10
Pragmatic aspects	Association with other words	0	0	0	3	0	0	3
Phonological aspects	Phonetical similarities	0	0	0	0	0	0	0
	Total	4	2	0	6	0	1	13

Diagnostic test 2

Categories	subcategories	Alejandro	Keren	María J	Yesica	Yireth	Yudis	Total
Morphological aspects	Spelling mistakes	2	1	1	4	1	2	11
Pragmatic aspects	Association with other words	0	0	0	1	0	1	2
Phonological aspects	Phonetical similarities	0	0	0	0	0	1	1
	Total	2	1	1	5	1	4	14

Recall test 2

Categories	subcategories	Alejandro	Keren	María J	Yesica	Yireth	Yudis	Total
Morphological aspects	Spelling mistakes	6	5	1	5	0	1	18
Pragmatic aspects	Association with other words	0	1	0	0	0	0	1
Phonological aspects	Phonetical similarities	0	1	0	0	0	0	1
	Total	6	7	1	5	0	1	20

Diagnostic test 3

Categories	subcategories	Alejandro	Keren	María J	Yesica	Yireth	Yudis	Total
Morphological aspects	Spelling mistakes	2	3	5	4	0	3	17
Pragmatic aspects	Association with other words	1	0	1	0	0	0	2
Phonological aspects	Phonetical similarities	0	0	0	0	0	0	0
	Total	2	3	6	4	0	3	18

Recall test 3

Categories	subcategories	Alejandro	Keren	María J	Yesica	Yireth	Yudis	Total
Morphological aspects	Spelling mistakes	4	3	2	5	1	0	15
Pragmatic aspects	Association with other words	0	0	0	0	0	0	0
Phonological aspects	Phonetical similarities	0	0	0	0	0	0	0
	Total	4	3	2	5	1	0	15

Survey 1

Categories	Subcategories	Instances	Alejandro	Keren	Maria	Yessica	Yireth	Yudis	Total
1. Task based approach	Evidence of learning	Creativity	0	0	0	0	0	0	0
		Innovated task	0	0	0	0	0	0	0
2. Realia	2.1 Feelings	Interesting	1	1	1	1	1	3	8
		Excited	1	1	2	2	1	1	8
		Boring	0	0	0	0	0	0	0
	2.2 Perceptions	Meaningful	3	2	2	4	4	2	17
		Entertaining	3	1	1	1	1	1	8
		Creative	0	0	0	0	1	1	2
3. Vocabulary		Vocabulary improvement	1	1	1	1	1	1	6
		Pronunciation improvement	0	0	2	0	1	0	3
		Context association	0	0	0	0	0	0	0
		Total	9	6	9	9	9	9	52

Survey 2

Categories	Subcategories	Instances	Alejandro	Keren	Maria	Yessica	Yireth	Yudis	Total
1. Task based approach	Evidence of learning	Creativity	0	0	0	0	0	0	0
		Innovated task	0	0	0	0	0	0	0
2. Realia	2.1 Feelings	Interesting	0	2	0	1	0	1	4
		Excited	1	0	1	1	1	1	5
		Boring	0	0	0	0	0	0	0
	2.2 Perceptions	Meaningful	2	3	2	2	1	4	14
		Entertaining	1	1	0	1	0	0	3
		Creative	0	0	0	1	2	0	3
3. Vocabulary		Vocabulary improvement	1	1	2	2	2	0	8
		Pronunciation improvement	0	0	1	0	2	0	3
		Context association	0	0	0	0	0	0	0
		Total	5	7	6	8	8	6	39

Survey 3

Categories	Subcategories	Instances	Alejandro	Keren	Maria	Yessica	Yireth	Yudis	Total
1. Task based approach	Evidence of learning	Creativity	0	0	0	0	0	0	0
		Innovated task	0	0	0	0	0	0	0
2. Realia	2.1 Feelings	Interesting	0	0	0	2	1	5	8
		Excited	1	1	1	0	0	0	3
		Boring	0	0	0	0	0	0	0
	2.2 Perceptions	Meaningful	3	2	0	3	4	2	14
		Entertaining	0	0	1	0	3	0	4
		Creative	3	3	2	1	1	0	10
3. Vocabulary		Vocabulary improvement	0	0	2	0	1	0	3
		Pronunciation improvement	0	0	0	0	1	0	1
		Context association	0	0	0	0	0	0	0
		Total	7	6	6	6	10	7	43

Teacher's reflection

Categories	Subcategories	Instances	Mary	Total
1. Theories of teaching	1.1 Theories and beliefs about teaching and learning	1.1.1 A belief or conviction	25	67
		1.1.2 An expert's view	0	
		1.1.4 A personal opinion	28	
	1.2 Applying theories to classroom practice	1.2.2 How a theory was applied	7	
	1.3 Pedagogical implications	1.3.1 Pedagogical knowledge	5	
		1.3.2 Knowledge and experience	2	
2. Approaches and methods	2.1 The content of a lesson		20	41
	2.2 The learners	2.2.1 feelings	21	
3. Evaluating teaching	3.1 Evaluating lessons	3.1.1 Positive evaluations of lessons	29	72
		3.1.2 Negative evaluations of lessons	11	
	3.2 Diagnosing problems	3.2.1 Students problems	11	
		3.2.2 Classroom interaction	15	
		3.2.3 Teacher's problems	6	
		3.2.4 Problems of the school context	2	
	3.3 Solutions to problems	3.3.1 Alternative ways of presenting a lesson	8	
		3.3.2 Deciding on a plan of action	0	
		3.3.3 Seeking solutions from tutor	0	
4. Self-awareness	4.1 Teacher perception about their teaching process	4.1.1 Their teaching style	5	12
	4.2 Recognition of personal growth		0	
	4.3 Setting personal goals		0	
	4.4 Recognition of weaknesses		7	
5. Questions About teaching	5.1 Asking for reasons		0	0
	5.2 Asking for advice and suggestions		0	
Total				192

Appendix T. Diagnostic and recall tests

I am going to show you my house...

Ladybug's House

This is my b............

This is my b...............

This is my g.............

This is my L............

This is my k ....
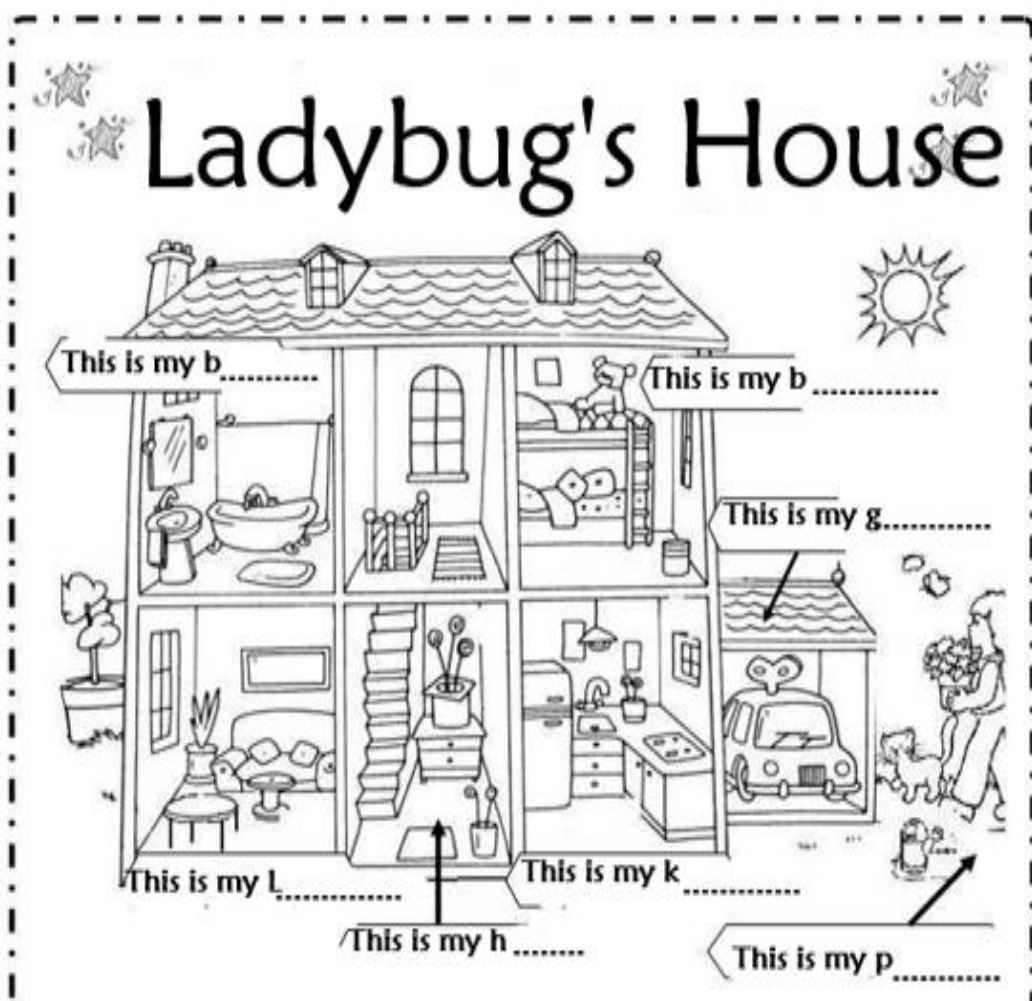
This is my h ....

This is my p............

MY HOUSE

Hello my Friends! My name is ………………………………. Today I am going to present

you my house. I live in a ……… house with my family. This is my ……………

This is my ……………………   This is my ……………………

This is my ……………………   This is my ………………

This is my ……………………   This is my ………………

Recall test #2

Name ....

Hello my name is Tommy; Let me show you my daily routine.

I ....   in the .... Then, I ....

                in the................................... I ....   in the.........................,I

....   in the..........................

I ....   and I ....

I ....   I.............................   in |

the................................. I ....   in the ....and finally

I.....................   in the.................................

Recall test #2

Name ....

Hello my name is Ben; Let me show you my daily routine.

I .... in the .... Then, I ....
  (action)   (place)   (action)

in the............................... I .... in the.........................,
  (place)   (action)   (place)

I .... in the...........................
  (action)   (place)

I .... and I .... in the ....
  (action)   (action)   (place)

I .... and I............................. in the ....
  (action)   (action)   (place)

Later, I .... in the ....and finally I...........................
  (action)   (place)   (action)

in the...............................
  (place)

Diagnostic test #3

Name ....

Hello my name is Robert; Let me show you my daily routine.

I .... at .... in the .... Then, I ....
  (action)   (time)   (place)   (action)

at .... in the .... I .... at .... in the
  (time)   (place)   (action)   (time)

.... I .... at .... in the ....
   (place)   (action)   (time)   (place)

I .... at .... and I .... at ....
   (action)   (time)   (action)   (time)

in the .... I .... at .... in the .... and
   (place)   (action)   (time)   (action)

I .... at .... in the .... Later, I ....
   (action)   (time)   (place)   (action)

at .... in the .... And finally I .... at ....
  (time)   (place)   (action)   (time)

in the ....
   (place)

Recall test #3

Name ....

Hello my name is Diana; Let me show you my daily routine.

I .... at .... in the .... Then, I ....
  (action)   (time)   (place)   (action)

at .... in the .... I .... at .... in the
  (time)   (place)   (action)   (time)

.... I .... at .... in the ....
  (place)   (action)   (time)   (place)

I .... at .... and I .... at ....
  (action)   (time)   (action)   (time)

in the .... I .... at .... in the .... and
  (place)   (action)   (time)   (place)

I .... at .... in the .... Later, I ....
  (action)   (time)   (place)   (action)

at .... in the .... And finally I .... at ....
  (time)   (place)   (action)   (time)

in the ....
  (place)

Appendix U – Consent Letter

Sincelejo, Colombia.

Mayo 16 de 2019

Estimados padres de familia,

Cordial saludo.

Por medio de la presente nos dirigimos a ustedes de la manera más respetuosa para concebir su consentimiento, permiso o autorización para permitir publicar fotos de su acudido(a) _____ en un proyecto investigativo que estamos realizando bajo la supervisión y el apoyo de la Universidad de Sucre. Estas publicaciones serán de tipo pedagógico, informativo, académicos que permitirán dar a conocer actividades que se realizarán a lo largo de nuestra investigación. De ante mano agradecemos su atención.

ACEPTO: SI____ NO____

Firma: _____

C.C