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Topic:

THE USE OF REALIA AS A STRATEGY TO IMPROVE NEW ENGLISH VOCABULARY AMONG SEVENTH GRADERS

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Líne of research:

INNOVATIVE PEDAGOGIES IN ENGLISH TEACHING

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November 2024

DEDICATION

This thesis is dedicated to God for your mercies and blessings, my family who always give me spirit, support and motivation, my lovely parents who always give me praying and support until now to be examples of personal and professional accomplishments.

This is by and for you…..

Iralda Mercedes Riera Tubón

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SUMMARY

El inglés es reconocido como el idioma global más utilizado. Es la segunda lengua más hablada en todo el mundo. Sin embargo, el bajo nivel de adquisición del inglés como segunda lengua refleja una escasa producción de vocabulario debido a la limitación de recursos de aprendizaje de inglés de alta calidad. Este hecho puede dificultar a los alumnos el uso efectivo de vocabulario específico en la lengua meta de forma eficaz.

El principal aspecto utilizado por los profesores durante el proceso de enseñanza-aprendizaje es la falta de vocabulario aplicado en el aula, en consecuencia, los alumnos en sus primeros años en la adquisición del inglés no quieren aprender y trabajar en diferentes actividades de vocabulario. Esta es la razón por la que el nivel de vocabulario en inglés de los niños es muy bajo. Basándose en estos aspectos, el objetivo principal de la presente investigación es recopilar información sobre el uso de realia como estrategia para mejorar la adquisición de vocabulario entre los niños de una manera exitosa, basándose en herramientas sencillas y divertidas con el fin de mejorar la práctica y comprensión del vocabulario en un proceso eficaz.

La presente investigación será un diseño cuasi-experimental bajo la aplicación de un pre-test y un post-test que involucran a dos grupos, uno experimental y otro de control. También tiene un alcance exploratorio y un método cuantitativo y cualitativo. Como resultado de esta investigación, se desarrolla un conjunto de objetos reales basados en el vocabulario de los contenidos de inglés escolar en la Escuela Belisario Quevedo, con el fin de satisfacer las necesidades de los estudiantes de una manera más eficaz.

Palabras clave: estrategia, niños, realia, vocabulario.

ABSTRACT

English is recognized to be the most used global language. Being the second language most spoken around the world. However, the low level of English acquisition as a second language reflects low vocabulary production due to the limitation of high-quality English language learning resources. This fact can make it difficult for learners to effectively use specific vocabulary in the target language in an effective way.

The main aspect used by teachers during the teaching learning process is the lack of vocabulary applied in the classroom consequently, students at their early years in English acquisition do not want to learn and to work in different vocabulary activities. This is the reason why the level of English vocabulary in children is very low. Based on these aspects, the main goal of the current research is to gather information about the use of Realia as a strategy to improve the vocabulary acquisition among children in a successful way, based on simple and enjoyable tools in order to improve vocabulary practice and understanding in an effective process.

The current research will be a quasi-experimental design under the application of pre-test and a post-test which involve two groups, one experimental and one control. It also has an exploratory scope and a quantitative and qualitative method. As a result of this research, a set real objects based on vocabulary school English contents at Belisario Quevedo School will be developed in order to fulfill student's needs in a motivating and entertaining way to improve and reinforce the target language acquisition.

Keywords: *children, realia, strategy, vocabulary.*

INDEX

STATEMENT OF AUTHENTICITY AND RESPONSIBILITY ii
APPROVAL SHEET iii
DEDICATION iv
ACKNOWLEDGEMENT v
SUMMARY vi
ABSTRACT vii
INTRODUCTION 1
CHAPTER I. STATE OF ART AND PRACTICE 5
1.1. English language 5
1.2. Vocabulary 9
1.3. Realia strategy 16
1.4. Other studies 20
CHAPTER II. METHODOLOGICAL DESIGN 24
2.1. Type of research 24
2.2. Process to analyze the information 29
2.3. Proposal 37
CHAPTER III. ANALYSIS OF THE RESULTS OF THE INVESTIGATION 51
3.1. Results of the pre-test 51
3.2. Results of the post-test 54
3.3. Comparison of results between the pre-test and post-test 55
CONCLUSIONS 58
RECOMMENDATIONS 59
BIBLIOGRAPHY 60
ANNEXES 64

INTRODUCTION

English is the most used global language, and the effective acquisition of vocabulary stands as a pivotal component, shaping the linguistic proficiency and communication skills of students (Chen, 2023).Among the diverse strategies employed to enhance vocabulary learning, due the integration of Realia emerges as a compelling approach, particularly for seventh graders navigating the intricate pathways of language development. The integration of Realia into language instruction holds the potential to engage seventh graders in a more immersive and experiential learning process.

In that way, words are not mere abstract entities but tangible tools for effective communication aligned with the principles of constructivism and sociocultural theory, recognizing that students actively construct knowledge through interaction with their environment (Wang, 2023). Regarding the International and theoretical background about vocabulary acquisition and language learning highlight the significance of context and real-world application. Where theories like Krashen's Input Hypothesis emphasize the importance of exposure to comprehensible input for language acquisition (Gökcan, 2018).

On a national level, language education theories in the context of vocabulary acquisition often drawn from curriculum frameworks and educational standards, in many countries, including Ecuador language education is influenced by the principles of communicative competence, where the focus is not only on grammatical accuracy but also on the ability to use language effectively in various real-life situations (Rodriguez, 2023). That is why, educational theorists in Ecuador have also emphasized the need for learner-centered approaches. On the other hand, regarding the internationally, practical applications of vocabulary acquisition strategies often involve the integration of technology, interactive activities, and real-world experiences.

Countries with successful language education programs, such as Finland and Singapore, have embraced dynamic and experiential approaches (Boss & Krauss, 2022) although in a national level, the practical background involves the examination of language education practices, curriculum frameworks, and teacher

training programs where teachers use a variety of methods to teach vocabulary, including traditional approaches, multimedia resources, and interactive activities. Despite the dedicated efforts of teachers and the implementation of several teaching methodologies, a significant gap persists between the instruction of new vocabulary and the students' ability to effectively integrate and apply these words in practical contexts.

According to the research of Wang et al. (2023) the traditional approaches to teaching vocabulary, such as rote memorization and isolated word drills, often by fostering a deep and meaningful understanding of the language. Students, despite having exposure to a wide range of vocabulary, struggle to retain and use these words beyond the classroom setting. This problematic situation suggests that the current methods may not sufficiently address the diverse learning needs and preferences of seventh-grade students. Moreover, there is an apparent disconnect between the vocabulary taught in the classroom and its relevance to the real-world experiences of seventh graders.

The lack of a link between the language curriculum and the everyday lives of students contributes to disengagement and a failure to see the practical value of the vocabulary they are learning. This disconnection not only hinders motivation but also affects the transfer of language skills into authentic communication scenarios (Shadiev, 2018). Regarding the main aspects found during the teaching and learning process through vocabulary production from students at Belisario Quevedo School in Pujilí, difficulties have been found in this area, such as, the fact that most students do not like to speak English, which is a major concern, besides the feeling of being afraid to communicate due they do not find the correct vocabulary or expressions to use according to the context.

Those are the reasons why current situation of English language education for seventh graders in Ecuador presents many challenges that need of investigation. Being the research question the following. **What factors contribute to the instruction of new English vocabulary and the practical application of these words in real-world situations among seventh-grade students?**

According to the research problem the hypothesis is the following: **The use of Realia strategy has a positive impact in English vocabulary among seventh graders.**

Above all the mentioned before, the main goal of the research is to gather information about the use of Realia as a strategy to improve the vocabulary acquisition among children in a successful way, together with simple and enjoyable tools in order to improve vocabulary practice and understanding in an effective process the objectives are the following.

General objective:

To implement Realia as a strategy to improve the vocabulary acquisition in children among seventh graders.

Specific objectives:

1. To review literature about Realia as a strategy in order to enhance vocabulary acquisition.
2. To measure the use of Realia as a strategy to learn English vocabulary.
3. To create a set of Real objects in order to practice English vocabulary in a confidence way.
4. To share the results of this research.

The research on the use of Realia as a strategy to improve new English vocabulary among seventh graders holds a significant importance for the institution, addressing critical needs and contributing to the overall mission of providing high-quality education. One of the primary justifications for undertaking this research lies in the imperative to enhance learning outcomes in English language education. As educators, the commitment to fostering a comprehensive and effective language curriculum is unwavering. Recognizing the persistent gap between vocabulary instruction and practical application.

The study of Realia strategy to improve vocabulary holds paramount importance in the realm of language education, representing a transformative approach to

fostering linguistic proficiency. Realia serves as a potent catalyst for bridging the gap between theoretical instruction and practical application, offering students tangible connections to the vocabulary they found in the classroom. This approach not only enhances students' retention of new words but also cultivates a deeper understanding of language within real-world contexts. Moreover, the study of the Realia strategy is essential for educators seeking to adapt and innovate in response to diverse learning styles and the evolving educational landscape.

Moreover, the relevance of this research is not just an academic pursuit but a strategic initiative to ensure that students are equipped with the linguistic skills necessary for success in both academic and real-world contexts. At its essence, this research seeks to overcome this challenge by introducing hands-on, experiential learning methods that resonate with the cognitive development stage of seventh-grade students, due the outcomes of this research have the potential to contribute not only to the institution but also to the broader educational community. Sharing the findings and best practice due teachers as a thought leader in language education, fostering collaboration and knowledge exchange among educators.

CHAPTER I. STATE OF ART AND PRACTICE

1.1. English language

English, as a language, full of history, culture, and global dynamics. Regarding the past and branches that reach into virtually every corner of the world today (Corbett, 2022). English has evolved into a multifaceted linguistic approach, the linguistic characteristics and global significance. Eventually, English's ascent to global prominence is inseparable from the historical trajectory of British colonialism and the economic dominance of the United States. It has become a lingua franca in international diplomacy, trade, science, and technology. The widespread use of English in academia and research further solidifies its status as the global language of knowledge dissemination.

Linguistic Characteristics

English is well known for its linguistic immersion absorbs vocabulary from various sources, exemplified by the influx of Latin and Greek during the Renaissance (Biber, 2021). The language's syntactic simplicity and tolerance for borrowing contribute to its global accessibility. English's ability to accommodate diverse linguistic influences has given rise to numerous dialects, each reflecting the unique cultural and regional nuances of its speakers.

Cultural Impact

As the authors Almashhadani, M., & Almashhadani, H. (2023) mention, beyond its utilitarian functions, English plays a significant role in shaping cultural identities. Literature, cinema, and music produced in English have a far-reaching impact, influencing global popular culture. English-language literature, from the works of Shakespeare to contemporary novels, reflects the evolution of the language into the cultural and societal shifts over centuries.

It is also important to state that the cultural impact of English is far-reaching, reflecting its status as a global lingua franca. English, as a dominant language in international communication, has influenced cultures worldwide in several ways. While the cultural impact of English has facilitated global interconnectedness, it is essential to approach the influence of English on local cultures recognizing the need

to preserve the linguistic and cultural diversity. The ongoing interactions between English and diverse cultures contribute to the dynamic and ever-evolving nature of the globalized world.

English with its history, linguistic adaptability, global significance, and cultural impact, stands as a language that transcends borders. Its ability to embrace diversity while maintaining a core identity has contributed to its widespread use and influence to understand and appreciate the multifaceted nature of the English language becomes crucial, not just as a tool for communication but as a reflection of the shared human experience.

English in Ecuador

Ecuador, is a country known for its cultural diversity, stunning landscapes, and a multitude of indigenous languages. Within this mosaic of linguistic diversity, English occupies a unique and evolving space, reflecting the country's historical, economic, and educational contexts (Muñoz, Solís, & Rojas, 2018). That is the reason why, the historical presence of English in Ecuador can be traced back to the era of British colonialism, when the English language was introduced through trade and exploration. While not as pervasive as Spanish, the official language, English has presence in certain communities and sectors. Over time, English has become a valuable asset due to globalization, trade, and diplomatic relations.

English's significance in Ecuador is perhaps most pronounced in the realm of education. The country has recognized the importance of English proficiency as a key skill for global communication and economic advancement. English is taught in schools and universities, with emphasis on language skills necessary for international collaboration and employment opportunities, due Ecuador's growing integration into the global economy has heightened the demand for English proficiency, particularly in business and tourism sectors.

Furthermore, English serves as a bridge for international trade, fostering economic relationships and opens doors to foreign investment. Proficiency in English is often seen as a competitive advantage in the job market, especially in industries that interact with a global clientele. The study of Islam Islam & Hashim (2019) English also plays a role in facilitating cultural exchange and diplomatic relations. As

Ecuador engages with the international community, English serves as a mean of dialogue, negotiations, and the exchange of ideas. The ability to communicate effectively in English enhances Ecuador's visibility on the global stage and fosters connections with English-speaking nations.

Despite the growing importance of English and its widespread adoption in the socioeconomic disparities may limit access to quality English education, creating a divide between those who can afford private language courses and those who cannot. Additionally, the preservation of indigenous languages which exist in Ecuador is a crucial consideration due its efforts to promote English proficiency should not overshadow the importance of linguistic diversity.

As conclusion, English in Ecuador is a dynamic and evolving phenomenon, of the nation's history, education, economy, and diplomacy. While the language's role continues to expand, it is essential to approach its promotion with sensitivity to the diverse linguistic landscape of Ecuador. Balancing the benefits of English proficiency with the preservation of indigenous languages is crucial for fostering a harmonious linguistic coexistence in this intercultural and diverse nation.

English skills

English skills encompass a range of linguistic abilities that enable individuals to communicate effectively in the English language. These skills are essential in various contexts, including academic, professional, and social settings. Proficiency in English typically involves a combination of four primary skills: listening, speaking, reading, and writing. Regarding listening skills Shadiev (2018) mentions that these are significant for understanding spoken English in diverse situations, such as lectures, conversations, and audio materials. A person with good listening skills can comprehend different accents, tones, and nuances, which is essential for effective communication.

On the other hand, speaking skills involve the ability to articulate thoughts, ideas, and information coherently and fluently. This includes pronunciation, vocabulary usage, and grammatical accuracy. Effective speaking skills are essential for presentations, discussions, and interpersonal communication, allowing individuals to express themselves clearly and engage in meaningful conversations.

While reading skills relate to the ability to comprehend written English materials, ranging from simple texts to complex academic or professional documents. Develop reading skills involve not only understanding the literal meaning of the text but also grasping the underlying ideas, inferences, and contextual information (Batanero, 2022). Finally, writing skills encompass the capability to convey thoughts and information in a structured and coherent way through written English. This includes composing essays, reports, emails, and other written forms of communication. Proficient writing skills involve clarity, organization, and adherence to grammatical rules (Relyea & Amendum, 2020).

English skills are often interconnected, and individuals with well-rounded proficiency can seamlessly transition between listening, speaking, reading, and writing. The development of these skills is a continuous process that involves practice, exposure to diverse language contexts, and, frequently, formal education. In the academic area, good English skills are essential for success in coursework, examinations, and research. In the professional field, effective communication in English is often a prerequisite for career advancement, international collaboration, and networking.

English skills form the foundation for effective communication and play an important role in academic, professional, and social contexts. A comprehensive approach to language development, including listening, speaking, reading, and writing, empowers individuals to study the difficulties of the English language in a globalized world, which allow individuals to engage in cross-cultural interactions, fostering understanding and connections with people from diverse linguistic backgrounds.

English subskills

Listening skills in English encompass various subskills necessaries for effective comprehension. Discrimination, the ability to distinguish between different sounds and accents, is fundamental. A skilled listener can use note-taking techniques to capture key information during lectures or conversations, aiding retention. Prediction involves anticipating the context or direction of a conversation, allowing the listener to follow and understand the dialogue more seamlessly (Aryadoust, 2020). These subskills collectively contribute to a well-rounded ability to comprehend spoken English in diverse situations.

While proficient speaking in English relies on several sub skills that enhance communicative effectiveness. Pronunciation involves articulating sounds accurately, ensuring clarity and understanding. Fluency enables smooth and uninterrupted speech, fostering a more natural conversational flow. Intonation, the use of appropriate pitch and stress, conveys nuanced meaning and emotions. Additionally, a strong vocabulary usage ensures that speakers can express ideas precisely, contributing to articulate and effective communication (Santana, 2021).

On the other hand, reading in English involves a set of sub skills essential to extract the meaning from written texts. Skimming allows readers to quickly grasp the overall content, while scanning helps locate specific information efficiently. The ability to make inferences involves drawing conclusions based on implicit information within the text. Critical thinking in reading encompasses analyzing and evaluating content, understanding the author's perspective, and considering the broader context. These sub skills collectively empower individuals to navigate and comprehend diverse written materials.

Finally, effective writing in English encompasses various sub skills that contribute to clear and coherent communication by considering grammar and syntax ensures that written expressions adhere to linguistic rules. Mastery of spelling is fundamental for accurate written communication. Organizing paragraphs coherently with a logical flow contributes to the overall structure of written work. The ability to edit and revise is crucial for refining and improving written content, ensuring it meets the desired standards of clarity and accuracy.

Overall, these sub skills within listening, speaking, reading, and writing form the building blocks of English proficiency. As individuals develop and refine these skills, they enhance their overall ability to engage with and contribute to the linguistic landscape in diverse contexts. Each sub skill plays a unique role in fostering effective communication and comprehension in the English language.

1.2. Vocabulary

The use of vocabulary is a critical aspect of effective communication in the English language. Vocabulary encompasses the words and phrases that individuals use to express ideas, thoughts, and emotions. A varied vocabulary not only enhances

communication but also contributes to precision, clarity, and nuance in expression (Susanto, 2017).

One of the primary functions of vocabulary is to convey meaning accurately. Choosing the right words allows individuals to articulate their thoughts with clarity, reducing the risk of misunderstandings. Moreover, an extensive vocabulary enables individuals to express themselves in a nuanced style, capturing subtle distinctions in meaning and tone.

The study of Dakhi & Fitria (2019) mentions that in academic and professional settings, the use of a sophisticated vocabulary is often associated with competence and expertise. The ability to employ domain-specific terminology demonstrates a deep understanding of a subject matter, contributing to effective communication especially in specialized areas. Conversely, in more casual or social contexts, a diverse vocabulary allows individuals to adapt their language to different audiences and situations, fostering better agreement and understanding.

Additionally, vocabulary plays a crucial role in effective reading and listening comprehension. A strong vocabulary facilitates the understanding of written and spoken texts by enabling individuals to grasp the meanings of unfamiliar words through context. This skill is particularly important in academic and professional environments where complex language is often used (Dakhi & Fitria, 2019).

Furthermore, a well-developed vocabulary enhances writing skills. Writers can choose words that convey their intended meaning precisely and create engaging, well-crafted discourse. Effective vocabulary use also includes the ability to employ figurative language, such as metaphors and similes, which adds depth and vividness to written expression, due vocabulary acquisition is an ongoing process that involves exposure to diverse contexts and materials (Aravind & Rajasekaran, 2019). Reading extensively, engaging in conversations, and actively seeking out new words contribute to the expansion of new vocabulary. Technology, with tools like language-learning apps and online resources, provides additional avenues for vocabulary development.

The use of vocabulary is the base of effective communication in English. A varied of well-structured vocabulary not only facilitates accurate expression but also takes

part a crucial role in comprehension, writing, and overall linguistic competence. As individuals actively engage with language in its various forms, they contribute to the dynamic and evolving nature of vocabulary use.

Methods to teach vocabulary in the world

Teaching vocabulary is a critical component of language education, and various methods have been developed globally to enhance vocabulary acquisition among learners. There are several popular methods used globally to teach vocabulary, each with its unique strengths and approaches. Here are some of the most widely recognized methods according to the studies of Dakhi & Fitria (2019).

One widely used method is Direct Instruction, where teachers explicitly teach vocabulary words and their meanings through definitions, examples, and context usage. This approach is effective for building a solid foundational vocabulary, as it provides students with a clear and direct understanding of new words. Another popular method is *Contextual Learning,* which involves teaching vocabulary in the context of sentences or texts where new words naturally appear. This method helps students understand how words function in different contexts, thereby enhancing their reading comprehension and ability to use words appropriately.

Semantic Mapping is another effective strategy, which involves creating visual representations of the relationships between words, such as word maps or graphic organizers. This method encourages students to make connections between new and known words, supporting visual learners and enhancing their ability to recall and use vocabulary. The Use of *Multimedia* is also prevalent in modern classrooms, incorporating videos, images, and audio to teach vocabulary. This multisensory approach engages students more deeply, making learning more engaging and memorable.

Interactive methods like *Games and Activities* are popular for reinforcing vocabulary. Educational games, puzzles, and interactive activities make learning fun and engaging, promoting active participation and retention of new words. Total Physical Response (TPR) combines language learning with physical movement, where students act out words or phrases. This method is particularly beneficial for kinesthetic learners, as it helps with memory through physical association.

Incidental Learning involves acquiring new vocabulary through exposure to language in natural settings, such as reading books, watching movies, or engaging in conversations. This method mimics natural language acquisition and enhances understanding and usage in real-life contexts. Flashcards and Spaced Repetition are also effective tools for memorization, with spaced repetition software enhancing long-term retention by revisiting words at strategically spaced intervals.

Engaging students in *Project-Based Learning* can also be effective, as it requires the use of new vocabulary in practical applications, such as presentations, research projects, or creative writing. This method encourages practical application of vocabulary and integrates learning with real-world tasks. Finally, Collaborative Learning promotes group work and peer interactions, where students discuss and use new vocabulary together. This social approach facilitates learning through interaction and peer support, making the acquisition of new words a collective and interactive process.

As resume, these methods, whether used independently or in combination, cater to diverse learning styles and provide comprehensive vocabulary instruction. By blending these approaches, educators can create dynamic and effective learning experiences that significantly enhance students' vocabulary acquisition and overall language proficiency.

Strategies to teach vocabulary in the world

Teaching vocabulary effectively is crucial in language education, and numerous strategies have been adopted worldwide to enhance vocabulary acquisition among learners. Here there is a description about the most popular strategies to teach vocabulary according to Chen (2023).

Multimedia Tools are also prevalent in modern vocabulary instruction. Incorporating videos, images, and audio into lessons can engage multiple senses and make learning more interactive and memorable. This multisensory approach can enhance students’ engagement and retention of new vocabulary by providing diverse and stimulating learning experiences.

Games and Interactive Activities are effective strategies for reinforcing vocabulary. Educational games, puzzles, and other interactive activities make learning fun and engaging, promoting active participation and retention. These activities can range from digital apps to classroom games, providing varied and enjoyable ways for students to practice new words.

Flashcards and Spaced Repetition are traditional yet highly effective tools for memorizing vocabulary. Flashcards can be used to review and practice new words, while spaced repetition software helps enhance long-term retention by revisiting words at strategically spaced intervals. This method is particularly useful for drilling vocabulary and ensuring that words are remembered over time.

These strategies, whether used individually or in combination, cater to diverse learning styles and provide comprehensive approaches to vocabulary instruction. By employing a variety of methods, educators can create dynamic and effective learning environments that significantly enhance students' vocabulary acquisition and overall language proficiency.

Methods to teach vocabulary in Ecuador

Teaching vocabulary is approached with consideration for the diverse linguistic landscape and cultural contexts. Various methods are employed to ensure effective vocabulary acquisition among students, aligning with the country's educational goals and the global importance of English proficiency. The most common methods to teach vocabulary in Ecuador according to Matute (2020) are the following.

a) Contextual Learning: In Ecuadorian classrooms, contextual learning is a prevalent method for teaching vocabulary. Educators introduce new words within the context of everyday situations, incorporating them into narratives or scenarios that resonate with students' experiences. This approach aims to make vocabulary relevant and practical, fostering a deeper understanding of how words are used in real-life situations.

b) Thematic Instruction: Teachers often organize vocabulary instruction around specific themes or topics that are culturally relevant and aligned with the curriculum. This thematic approach not only enhances students' language skills but also

provides a bond between language acquisition and cultural understanding. By linking vocabulary to familiar themes, students can better grasp the suggestions and applications of words.

c) Active Engagement: Encouraging active student engagement is a fundamental aspect of vocabulary teaching in Ecuador. Teachers give opportunities for students to use new words in speaking and writing exercises. Classroom discussions, group activities, and projects are structured to incorporate recently acquired vocabulary, promoting practical application and reinforcing retention.

d) Technology Integration: In line with global trends, Ecuador incorporates technology into vocabulary teaching methods. Educational apps, online platforms, and multimedia resources are used to engage students in interactive learning experiences. These digital tools not only make vocabulary acquisition more dynamic but also align with the technological advancements shaping modern education.

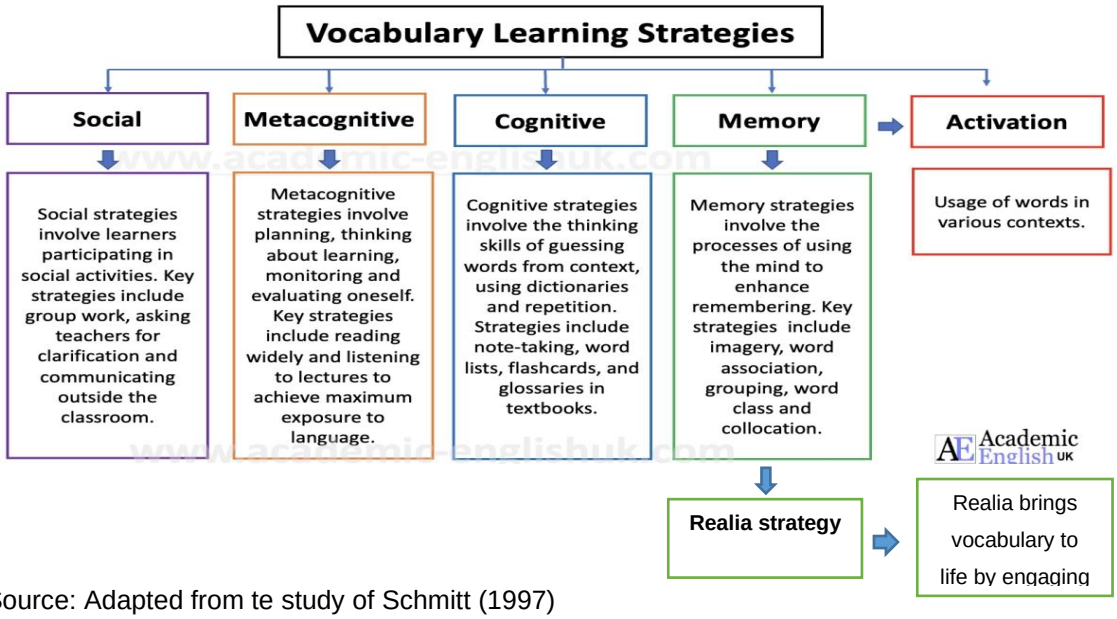
e) Assessment and Feedback: Assessment strategies in Ecuador often include regular quizzes, discussions, and written assignments to evaluate students' vocabulary proficiency. Constructive feedback is provided to guide students in refining their language skills, emphasizing the practical application of new words in both written and spoken communication.

In summary, the methods used in Ecuador for teaching vocabulary reflect a thoughtful and contextually sensitive approach. By integrating cultural relevance, technology, and active engagement, educators aim to develop English vocabulary that is not only linguistically sound but also socially and culturally connected to the students' lived experiences.

Strategies used to teach vocabulary

In Ecuador, teachers several strategies to teach vocabulary, recognizing the importance of effective language skills in both English and the country's diverse indigenous languages. These strategies are used to face the linguistic, cultural, and educational needs which according to Schmitt (1997) the most important are the following.

Figure 1. Vocabulary learning strategies



Source: Adapted from te study of Schmitt (1997)

The image shows four main categories of strategies: social, metacognitive, cognitive, memory and activation. Where social strategies involve learners participating in social activities to learn vocabulary. Key strategies include group work, asking teachers for clarification, and communicating outside the classroom. Then, metacognitive strategies involve planning, thinking about learning, monitoring, and evaluating oneself. Key strategies include reading widely and listening to lectures to achieve maximum exposure to language.

On the other hand, cognitive strategies involve the thinking skills of guessing words from context, using dictionaries, and repetition. Strategies include note-taking, word lists, flashcards, and glossaries in textbooks. Then memory strategies involve the processes of using the mind to enhance remembering. Key strategies include imagery, word association, grouping, word class, and collocation where also Realia strategy can be used because it provides valuable context for understanding new words by using real objects. Finally, activation which suggests that it is important to use new vocabulary words in a variety of situations to help solidify learning.

These strategies collectively contribute to a comprehensive approach to vocabulary learning process by considering the different strategies and its characteristics, where educators aim to provide students with a well-rounded and meaningful language learning experience.

1.3. Realia strategy

Realia is an instructional strategy that involves using real, tangible objects, artifacts, or everyday items to enhance learning in a specific context. The term "Realia" is derived from the Latin word "res," meaning things or real objects (Patmi & Sabaruddin, 2021). This strategy is particularly effective in language teaching, social studies, and cultural education, where hands on experiences and concrete examples can significantly impact comprehension and retention. In the context of language education, Realia can bring authenticity to language learning by providing tangible examples of vocabulary and cultural context.

For instance, instead of an old style teaching strategy to teach the names of fruits, a language teacher might bring in actual fruits, allowing students to see, touch, and interact with the objects. This hands-on experience helps to establish vocabulary and create a more immersive learning environment. Additionally, in social studies and cultural education, Realia can be used to introduce students to artifacts, clothing, tools, or items representative of a particular culture or historical period. For example, when learning about ancient civilizations, students might examine replicas of artifacts or actual items from that time. This approach makes history more tangible and fosters a deeper understanding of cultural contexts.

The Realia strategy is not limited to physical objects; it can also include audiovisual materials, photographs, or multimedia resources that authentically represent the target language or cultural context. For instance, in an English class, watching a video clip of a traditional celebration in an English speaking country can provide students with a real-world perspective and enrich their cultural understanding. That is the reason why, the effectiveness of Realia lies in its ability to break down the gap between theory and practice, making abstract concepts more concrete and relatable. This strategy caters to different learning styles, accommodating visual, auditory, and kinesthetic learners by providing a multisensory learning experience.

While Realia is a valuable teaching strategy, its successful implementation requires careful consideration of the learning objectives, the cultural appropriateness of the materials, and the relevance to the students' experiences.

Elements of Realia

Incorporating Realia into lessons can create a more engaging and interactive educational environment, fostering a deeper understanding and appreciation for the subject matter. The Realia strategy involves the use of real, tangible objects or authentic materials to enhance the learning experience. There are several key elements to consider when implementing the Realia strategy, regarding the research of Irfan et al. (2021).

Authentic Objects: Realia incorporates authentic, tangible objects that directly relate to the topic of study. These objects could be everyday items, sources or materials that represent the concepts or vocabulary being taught. The authenticity of these objects brings a level of concreteness to the learning environment.

Cultural Artifacts: Realia often includes cultural resources that hold significance and represent the traditions, customs, and history of a particular culture. These artifacts provide students with a firsthand encounter with elements from diverse cultures, fostering cultural sensitivity and understanding.

Audiovisual Materials: In addition to tangible objects, realia can be complemented by audiovisual materials such as photographs, videos, or multimedia resources. These materials enhance the visual and auditory aspects of learning, providing additional context and examples.

Everyday Items: Realia incorporates everyday items that students encounter in their daily lives. This could include items related to household activities, workplace scenarios, or community settings. Using familiar items makes the learning experience more relatable and practical.

Multisensory Experience: Realia provides a multisensory learning experience by engaging visual, auditory, and kinesthetic senses. Students can see, touch, and interact with the materials, accommodating different learning styles and making the educational experience more comprehensive.

As conclusion, incorporating these elements into the Realia strategy enhances its impact, creating a dynamic and interactive learning environment that goes beyond traditional instructional methods.

Advantages and disadvantages of Realia

Navigating the landscape of education often demands a versatile articles of pedagogical strategies. Among these, the incorporation of Realia, tangible objects from everyday life, emerges as a compelling approach to invigorate the learning experience. Realia serves as a bridge between abstract linguistic concepts and the concrete realities of students, offering a dynamic and immersive pathway to vocabulary acquisition (Mokalu, 2022).

Realia also brings with it a set of advantages and disadvantages that educators must consider. In the following chart, it is delineated five advantages and five disadvantages of the Realia strategy, providing a nuanced exploration of its potential benefits and challenges in the core of language education. This analysis aims to prepare educators with a comprehensive understanding of the nature of employing Realia in the classroom, ultimately fostering informed decision-making in the pursuit of effective language instruction.

Table 1. Advantages and disadvantages of Realia

Advantages of Realia Strategy	Disadvantages of Realia Strategy
1. Enhanced Engagement: Realia captures students' interest and makes learning more engaging by providing tangible and relatable examples.	1. Limited Availability: Depending on the topic, finding suitable realia may be challenging, limiting the range of concepts that can be effectively taught with this strategy.
2. Contextual Learning: Realia facilitates contextual understanding, allowing students to connect new vocabulary to real-world situations and improving retention.	2. Logistical Challenges: The preparation and management of realia, especially for hands-on activities, can be time-consuming and require careful planning.
3. Multisensory Experience: Realia appeals to different learning styles, offering a multisensory experience that caters to visual and tactile learners.	3. Potential Distractions: The presence of realia might sometimes distract students, shifting their focus away from the intended learning objectives.
4. Cultural Integration: Realia allows for the incorporation of cultural elements, fostering a deeper understanding of language within its cultural context.	4. Limited Durability: Depending on the nature of the objects, realia might have a limited lifespan, requiring periodic replacement.
5. Improved Retention: The hands-on nature of realia aids in memory retention, as students often remember concepts associated with physical experiences.	5. Unequal Access: Students from different backgrounds may not have equal access to certain realia, potentially creating disparities in the learning experience.

Source. Adapted from the study of Mokalu (2022).

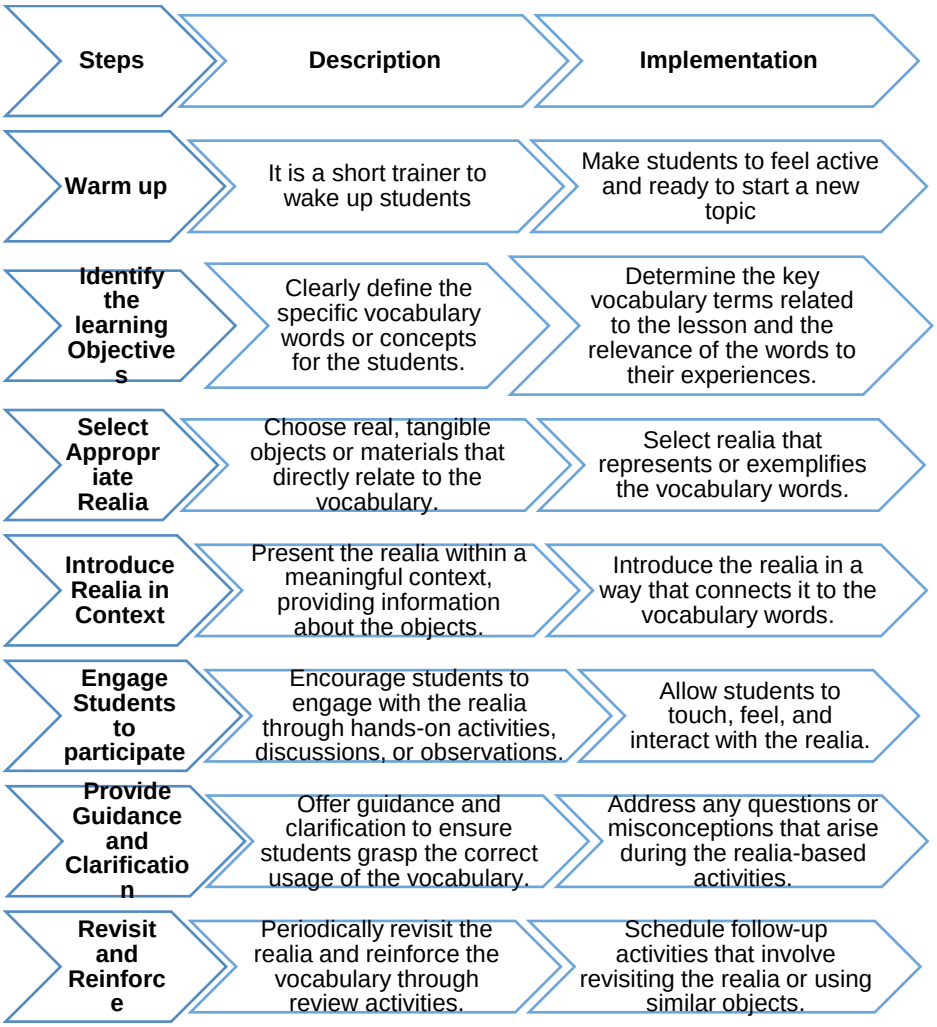
This chart provides a concise overview of the advantages and disadvantages associated with the use of realia as a teaching strategy in language education. The effectiveness of realia depends on various factors, including the specific learning

objectives, the availability of resources, and the adaptability to the educational context.

How to use Realia strategy

In the dynamic landscape of language education, the quest for innovative and effective teaching strategies is an ongoing endeavor. One such strategy that has garnered attention for its potential to invigorate vocabulary learning is the use of Realia. Realia, tangible objects from the real world, holds the promise of transforming language instruction into a vibrant and experiential journey. This strategic integration of Realia can serve as a powerful catalyst to enhance vocabulary acquisition by transcending traditional approaches due Realia brings benefits for more contextual, engaging, and memorable learning experience. This discussion will delve into practical applications, showcasing how educators can leverage Realia to create a dynamic and immersive environment that not only introduces new vocabulary but also fosters a deeper understanding and retention among learners.

Figure 2. Process to apply Realia Strategy



Source. Adapted from the study of Mokalu (2022).

Strategically incorporating Realia into vocabulary instruction, educators can create a dynamic and interactive learning environment. This approach not only enriches students' vocabulary but also grows a deeper connection between language concepts and the real world, fostering a holistic and permanent understanding of new words.

1.4. Other studies

Studies about the use of Realia Strategy around the world

The first study called “The Effectiveness of Realia in Enhancing English Vocabulary Acquisition” investigates the effectiveness of using Realia as a strategy to improve English vocabulary acquisition among primary school students. A quasi-

experimental design was employed, comparing two groups of students: one taught using Realia and the other using traditional methods. Pre- and post-tests were administered to assess vocabulary acquisition (Astuti & Suluistyuwati, 2019).

The results showed that the Realia group significantly outperformed the traditional methods group in vocabulary acquisition. Students in the Realia group demonstrated a higher retention rate for learned words and exhibited improved comprehension of vocabulary-related concepts. The study contributes to the growing body of research supporting the use of Realia as an effective strategy for enhancing English vocabulary acquisition. It provides concrete evidence that Realia can enhance students' ability to learn, retain, and apply new vocabulary in an effective way.

The study entitled **"**Enhancing English Vocabulary Learning through Realia: A Case Study of Young Learners" explores the use of Realia as a strategy to enhance English vocabulary learning among young learners in a Malaysian kindergarten setting. A qualitative approach was employed, involving observations, interviews, and document analysis. The researchers observed and documented the implementation of Realia-based vocabulary activities and conducted interviews with teachers and students to gather their perceptions and experiences. The results revealed that the use of Realia significantly enhanced young learners' engagement, motivation, and vocabulary acquisition (Hassan & Hamzah, 2020)

Realia provided students with representations of vocabulary items, facilitating their understanding and retention of new words. The study contributes to the understanding of how Realia can effectively promote vocabulary learning among young learners. It highlights the importance of using multisensory approaches that engage different learning styles and provide students with meaningful connections to real-world contexts.

Studies in Ecuador

The study "Realia as a Digital Resource for the Acquisition of English Vocabulary" investigates the potential of using Realia in digital format to improve English vocabulary acquisition among university students in Ecuador. A mixed-methods approach was employed, combining quantitative and qualitative data collection

methods. Pre- and post-tests were applied to assess vocabulary acquisition, and surveys were conducted to gather students' perceptions of Realia-based vocabulary learning activities (Castro, 2022).

The results showed that the use of digital Realia significantly improved students' vocabulary acquisition and comprehension. Students expressed positive attitudes towards using digital Realia as an effective way to learn new vocabulary. The study contributes to the growing body of research on the use of technology in language teaching. It demonstrates that digital Realia can be a valuable tool for promoting vocabulary learning among university students and provides insights into the effectiveness of blended learning approaches.

The study "Analysis of Realia as a Strategy to Improve English Vocabulary at 3rd Grade of General Basic Education at Unidad Educativa Cristiana Nazareno, in Riobamba City, Chimborazo Province, and During de Academic Year 2018-2019" examined the effectiveness of using Realia to improve English vocabulary acquisition among third-grade students in Ecuador. An ethnographic approach was employed, involving observations, interviews, and document analysis. The researcher observed Realia-based vocabulary activities, interviewed teachers and students, and analyzed lesson plans and student work (Obando, 2020).

The results showed that the use of Realia enhanced students' motivation, engagement, and vocabulary acquisition. Realia provided students with meaningful contexts for learning new words and helped them make connections between new vocabulary and their own experiences. The study contributes to the understanding of how Realia can be effectively used to promote vocabulary learning among third-grade students. It highlights the importance of creating engaging and interactive learning environments that incorporate Realia to enhance student engagement and vocabulary development.

The study entitled **“**Learning strategies for English vocabulary in high school students” made in Cotopaxi stemmed from the need to assess whether eighth-grade EGB students are currently employing learning strategies to enhance their English vocabulary (Arequipa & Cueva, 2016). Consequently, a descriptive approach was employed to observe and describe the facts without altering them.

Additionally, bibliographical research was conducted to gather background information on learning strategies focused on English vocabulary. Finally, a survey technique was utilized to collect information from both teachers and students within the institution. The sample population comprised 101 eighth-grade EGB students from the "Victoria Vásconez Cuvi" Educational Unit and seven English teachers. The survey findings revealed that students are unaware of the most suitable learning strategies for acquiring English vocabulary.

Furthermore, the results indicated that students primarily used cognitive strategies such as note-taking, keyword methods, resourcing, and information classification. In conclusion, this study was expected to prompt students to reflect on the learning strategies best suited to their learning styles within and beyond the classroom.

Then, the study called “Strengths and drawbacks of the use of authentic. Materials for teaching culture-based lessons in the English, subject at the “Pujilí” educational unit” researched the advantages and disadvantages of using authentic materials to teach culture-based lessons to second-grade Baccalaureate students at "Pujilí" Educational Unit. In English language instruction, teaching culture is just as important as teaching language skills.

An action research design was employed to address the research question. The participants were 26 second-grade Baccalaureate students at "Pujilí" Educational Unit. The results showed that using authentic materials has some advantages, including student engagement, meaningful activities, classroom interaction, teacher development, clear instructions, and motivation (Balladares & Tapia, 2022).

These factors allowed students to strengthen their cultural knowledge and understanding, actively participate in activities, and achieve the established objectives. However, there are also some drawbacks to using authentic materials for teaching culture-based lessons, including class management, low student participation, low teacher support, and the need for corrections.

CHAPTER II. METHODOLOGICAL DESIGN

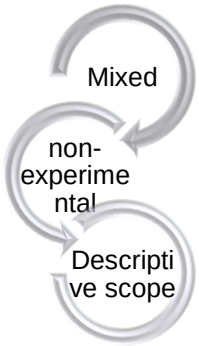
2.1. Type of research

Mixed methods research combines both quantitative and qualitative approaches in a single study to provide a more comprehensive understanding of the research question. This approach is beneficial when researchers want to triangulate findings, validate results, or gain a deeper understanding by combining the strengths of both quantitative and qualitative data. In the context of the study, using mixed methods could involve collecting quantitative data on vocabulary test scores alongside qualitative data from interviews or classroom observations. This combination provides a more holistic perspective, allowing researchers to explore both the measurable impact of Realia on vocabulary and the nuanced experiences of participants.

A quasi-experimental research was used therefore, this kind of design is used for educational contexts. A quasi-experimental design establishes a cause-and-effect relationship between the dependent and independent variables. Also, the participants are chosen by a non-random criteria. The quasi-experimental research aims to test a casual hypothesis by manipulating (at least) one independent variable. In this kind of research the investigator only sees the behaivour of the sample and register quantitative data.

Design of the research

Figure 3. Design of the research



Source. Adapted from Fernandez et al. (2014)

This study is mixed, with non-experimental approach and descriptive scope given that it is oriented towards the quantitative paradigm, which at the same time is understood as the validation of knowledge through prediction; in such a way that the only valid knowledge is accepted as verifiable, measurable and visible knowledge, the one that allows quantifying and measuring multiple responses to trends (Muñoz & Farías, 2013)

Population and sample

The population targeted for this study was seventh-grade students enrolled in a public institution located in Pujilí, a town in the Cotopaxi Province of Ecuador. Pujilí is known for its rich cultural heritage and diverse community, providing a unique backdrop for examining the effectiveness of the Realia strategy in enhancing English vocabulary acquisition among students. The public institution selected for this research serves as a representative sample of the educational institution in Pujilí, offering insights into the broader context of language education in the region. Given the focus on seventh-grade students, the target population consisted of learners at a critical stage of cognitive and linguistic development, poised to benefit from innovative pedagogical approaches like the integration of Realia into language instruction.

Within this population, a sample of seventh-grade students were selected to participate in the study. The sample size was determined based on practical considerations, such as the available resources and the desired level of statistical significance. Stratified random sampling may be employed to ensure representation across different demographics, such as gender, socioeconomic status, and language proficiency levels.

By stratifying the sample, researchers could capture the diversity within the seventh-grade student population in Pujilí, enhancing the generalizability of the findings. Through careful selection and inclusion criteria, the sample aimed to provide a comprehensive and representative snapshot of seventh-grade students in the public institution of Pujilí, facilitating meaningful insights into the impact of the Realia strategy on English vocabulary acquisition within this specific context.

Then to get the sample an opportunity sample method was applied to obtain the participants of the study, due in certain research contexts, such as educational settings with logistical constraints or limited access to a diverse population, the opportunity sampling method may be deemed appropriate for selecting the sample. In the case of seventh-grade students at a public institution in Pujilí, Ecuador, utilizing the opportunity sampling method offered several advantages.

Firstly, the opportunity sampling method allowed for practical and efficient data collection within the available resources and time constraints. Given the constraints often associated with conducting research in educational settings, such as limited funding, time limitations, and administrative approvals, opportunity sampling offers a convenient and feasible approach. Researchers could capitalize on existing opportunities, such as classroom availability and teacher cooperation, to access the target population of seventh-grade students in Pujilí efficiently.

Secondly, opportunity sampling gave a pragmatic solution for accessing a diverse range of participants within the specified population. Pujilí, while a culturally rich and vibrant community, presented challenges in terms of accessing a representative sample due to logistical constraints or limited accessibility to certain demographic groups. By utilizing the opportunity sampling method, researchers could overcome potential barriers and ensure inclusion of a diverse range of students, thereby enhancing the external validity and generalizability of the findings.

In general, the opportunity sampling method aligned with the practical considerations and logistical constraints inherent in conducting research in educational settings like the public institution in Pujilí. It offered a pragmatic approach to sample selection, facilitating efficient data collection while ensuring representation of the diverse population of seventh-grade students in the study.

Type of data collection

To conduct a study on the effectiveness of Realia strategy in improving English vocabulary among seventh-grade students in a public institution in Pujilí, Ecuador, a combination of quantitative and qualitative data collection methods were appropriate. Given the complexity of the research questions and the need for comprehensive insights, employing multiple data collection techniques ensured a

holistic understanding of the phenomenon under investigation. Below are the types of data collection methods utilized:

1. Surveys and Questionnaires (Quantitative)

Applying surveys or questionnaires to students and teachers provided quantitative data on various aspects, such as vocabulary knowledge, attitudes towards the Realia strategy, and perceived effectiveness of the strategy in enhancing vocabulary acquisition. Close-ended questions with Likert scales or multiple-choice options were utilized to gather standardized data that can be statistically analyzed to assess trends and correlations.

2. Vocabulary Tests (Quantitative)

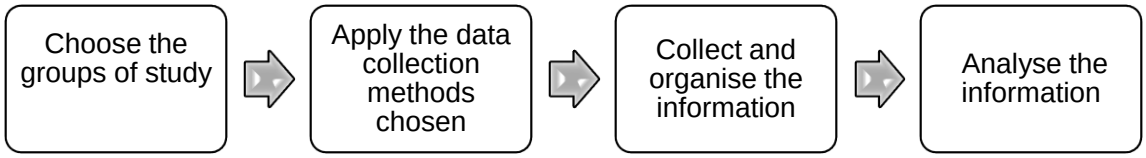
Pre- and post-tests focused on specific vocabulary items relevant to the Realia strategy were administered to measure students' vocabulary acquisition before and after the intervention. These standardized tests provided quantitative data on students' vocabulary proficiency levels, allowing for the assessment of improvement attributable to Realia strategy.

3. Document Analysis (Qualitative)

Analyzing documents such as lesson plans, teaching materials, student work, and classroom assessments also provided additional qualitative data on the implementation and effectiveness of Realia strategy. Document analysis helped to contextualize the observed outcomes and offers insights into the instructional practices associated with the Realia strategy.

By employing a combination of quantitative and qualitative data collection methods, researchers could gather comprehensive insights into the impact of the Realia strategy on English vocabulary acquisition among seventh-grade students in a public institution in Pujilí, Ecuador. This mixed-methods approach allowed for triangulation of data, enriching the study with diverse perspectives and enhancing the validity and reliability of the findings. For this, the process to make this research was the following.

Figure 4. Research process



Source. Adapted from the study of Fernandez et al. (2014).

The diagram shows a process for collecting and organizing data. It has four main steps. The first step was to choose the groups of study: This step involved deciding the participants of the study. Then, to apply the data collection methods it was necessary to define how to collect them, it this study it was through surveys and test. After that, it was necessary to collect and organize the information. This step involved gathering in order to clean and organize it so that it can be analyzed. This was the final step, where it was necessary to use statistical methods to analyze the data and draw conclusions from it.

The specific procedures involved in each step will vary depending on the research question you are trying to answer. However, the general process outlined above is a common approach to data collection and organization.

Techniques and Instruments to collect the information

1) Surveys and Questionnaires: These were structured to assess vocabulary

knowledge, attitudes toward the Realia strategy, and overall satisfaction with the learning experience.

2) Vocabulary Tests: Pre-and post-tests measured the effectiveness of the Realia strategy in improving vocabulary. These tests should be carefully designed to align with learning objectives.

Table 2. Research Technical Data Sheet

Item	Description
Target	Seven grade of elementary 2 groups of 37 students
Geographic area	Province of Cotopaxi “Unidad Educativa Belisario Quevedo”, Pujií-Ecuador
Temporality	January 2023
Method	Questionnaire Pre-test and Post-test
Valid Questionnaires	74

Source: (Riera, 2024)

Validity y reliability of the instruments

Validity and reliability though experts: These were critical aspects of ensuring the trustworthiness and accuracy of data collected in a study. Experts in the field evaluated the validity of instruments by examining whether they accurately measure the intended constructs, considering aspects such as content validity, criterion validity, and construct validity. They also assed the reliability of instruments by examining the consistency and stability of measurements obtained, including inter-rater reliability and test-retest reliability.

Through their expertise, experts provided valuable insights into the effectiveness of instruments in capturing the targeted phenomena and producing consistent and reliable data, thereby enhancing the credibility and robustness of the research findings. For all the mentioned before two expert teachers of the Pontifical University of Ambato validated the content test and the questionnaire. The experts teachers were María Augusta Villacrés Mg. and Elsie Ileana Vásquez Mg.

2.2. Process to analyze the information

The processing and analysis of information obtained through a diagnostic procedure were crucial steps in deriving meaningful insights and actionable conclusions. The methods used to process information in a research study involve systematic approaches to organizing, analyzing, and interpreting the data collected. Several methods were employed to process information effectively.

The initial phase involved a thorough review of the collected data to identify and rectify any errors, inconsistencies, or missing information. Following data cleaning, descriptive statistics were employed to summarize and describe key features of the dataset. Finally, the synthesis and interpretation process involved integrating

findings from various analyses, considering the context and overarching research objectives. Researchers synthesize quantitative and qualitative insights to formulate conclusions and recommendations based on the processed information, providing a comprehensive understanding of the research findings.

Characterization of the Institution

The Belisario Quevedo Educational Unit was previously called "Belisario Quevedo" Higher Pedagogical Institute by Institutional Register # 05-009, dated October 22, 2004, in the training of Higher Primary and Pre-primary Teachers. This being the case, on September 30, 2013, it became an Educational Unit assuming a new role in the formation of children and young scholars of the canton Pujilí, which is formed by 4 blocks and currently has 131 teachers in different areas and 2835 students, thus becoming the first academic and emblematic institution of the canton and the province.

This institution guarantees the right to education to children and adolescents at the levels of initial, basic and high school education, where, the educational standards and technological innovations, from the macro to the micro-curricular, with links to systems and subsystems of the country. In addition, it aspires until 2025, to be a leader in the Province and recognized nationally to form holistic beings with autonomy in the full exercise of their freedoms, ensuring equality of conditions, opportunities and treatment between men and women, dedicated to creating democratic spaces for the exercise of human rights and promoters of the culture of peace.

The transformation of educational processes requires strategic changes within the educational entities and in the way of conceiving the institution in a dynamic and innovative way, capable of managing, from the administrative and pedagogical point of view, the creation of learning and coexistence environments that allow students to grow in a more human, spiritual and intellectual way.

Model to be replaced or improved.

Below is a chart illustrating the current process of how teachers typically teach vocabulary to seventh-grade students according to the teacher's experience?

Table 3. Model to be replaced

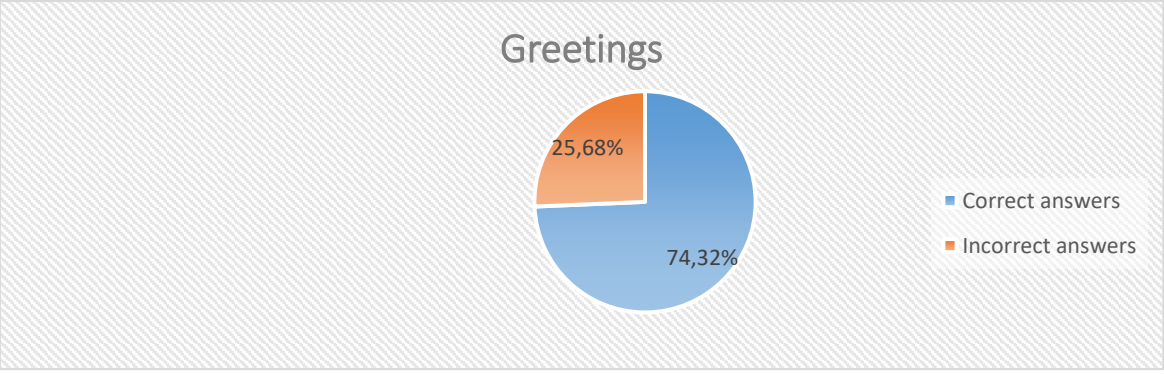
Stage	Description
1. Pre-Assessment	Teachers conduct pre-assessments to gauge students' prior knowledge and identify vocabulary gaps.
2. Introduction	Teachers introduce new vocabulary words using traditional methods like lectures or textbooks.
3. Definitions	Teachers provide definitions of new words, often accompanied by examples and context sentences.
4. Practice	Students engage in various activities to practice vocabulary, such as worksheets or flashcards.
5. Reinforcement	Teachers reinforce vocabulary through activities like games, quizzes, or vocabulary drills.
6. Assessment	Students are assessed on their vocabulary knowledge through quizzes, tests, or projects.

Source: (Riera, 2024)

This chart outlines the sequential process through which teachers typically teach vocabulary to seventh-grade students, encompassing pre-assessment, introduction, definitions, practice, reinforcement, and assessment.

Analysis about the current situation

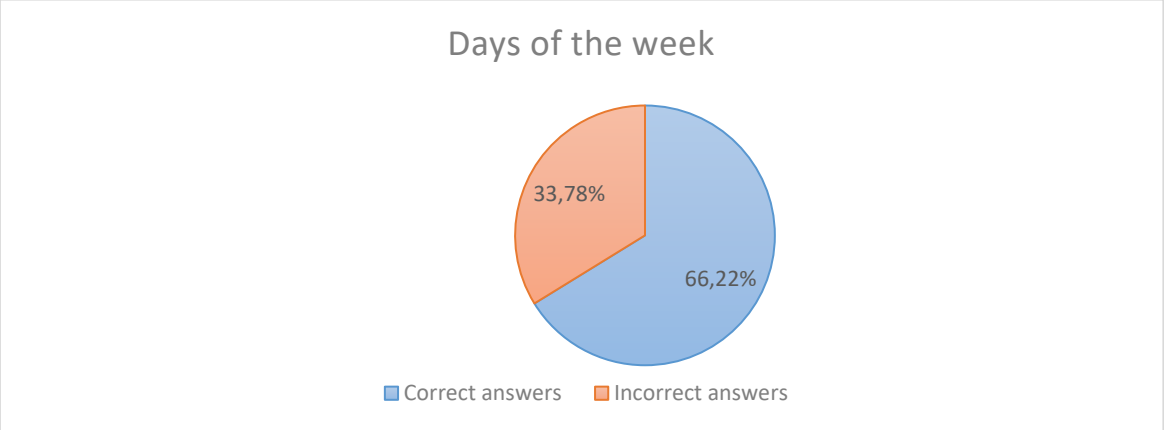
Figure 5. Level of master of the topic (GREETINGS)



Source. (Riera, 2024)

The analysis of greetings topic mastery shows that 74.32% of students answered correctly, indicating a generally good understanding. While 25.68% answered incorrectly, suggesting areas for improvement. That is the reason why it might be helpful to review the specific questions or topics where students struggled.

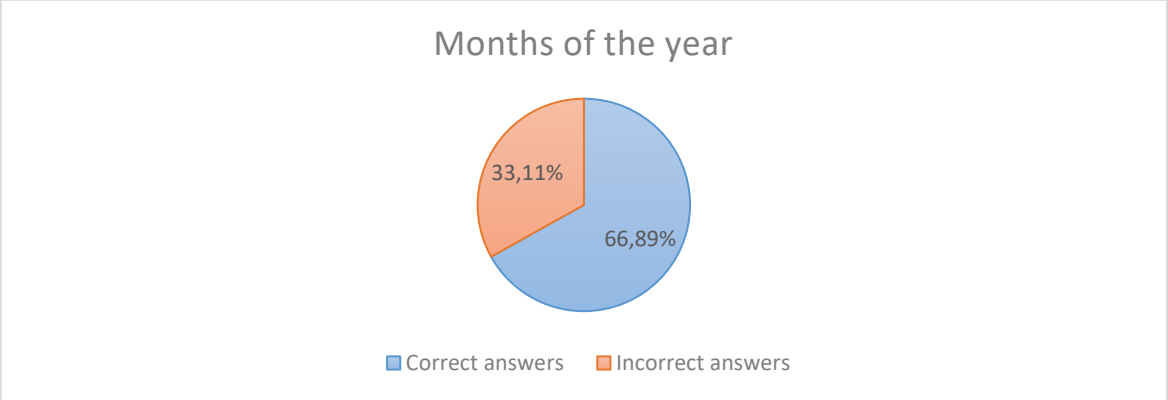
Figure 6. Level of master of the topic (DAYS OF THE WEEK)



Source. (Riera, 2024)

While 66.22% of participants (49 out of 74) displayed mastery of days of the week, 33.78% (25 students) this aspect still requires of improvement. Further analysis focusing on areas of difficulty could identify specific days or concepts needing targeted instruction.

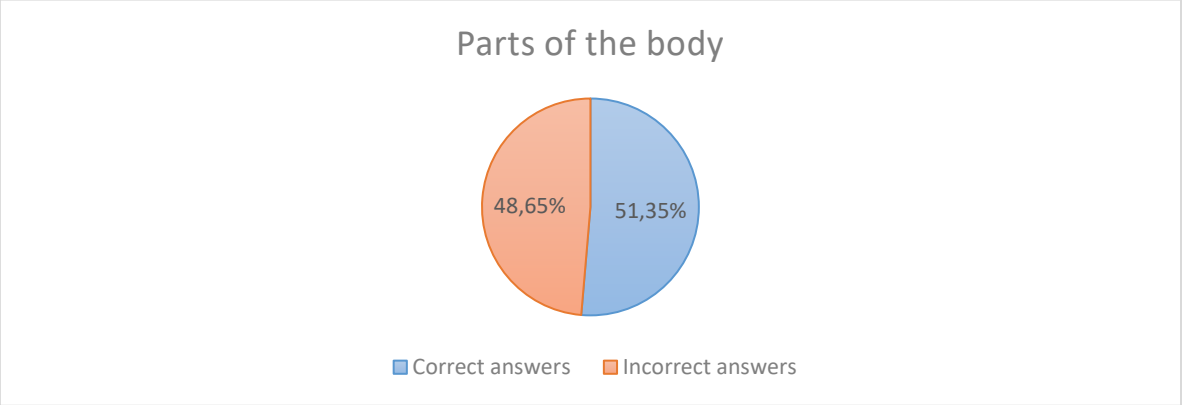
Figure 7. Level of master of the topic (MONTHS OF THE YEAR)



Source. (Riera, 2024)

Regarding the topic months of the year, the 66.89% of participants (49.5 out of 74) answered correctly, demonstrating a decent grasp of the topic. However, 33.11% (24.5 individuals) provided incorrect answers, suggesting there may be specific knowledge gaps. To pinpoint areas for improvement, further analysis delving into the exact item or subtopics where participants struggled would be beneficial.

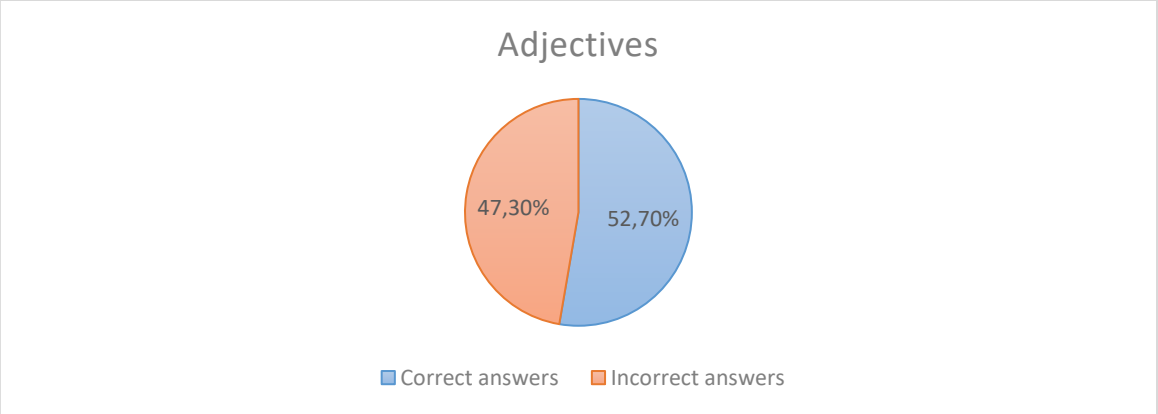
Figure 8. Level of master of the topic (PARTS OF THE BODY)



Source. (Riera, 2024)

In the specified item category of parts of the body, the performance was divided, with 51.35% (38 participants) answering correctly and 48.65% (36 participants) answering incorrectly. While this suggests a near-even split, further analysis is needed to understand the specific item or topic causing difficulty. Identifying areas of weakness would allow for targeted intervention and improvement.

Figure 9. Level of master of the topic (ADJECTIVES)



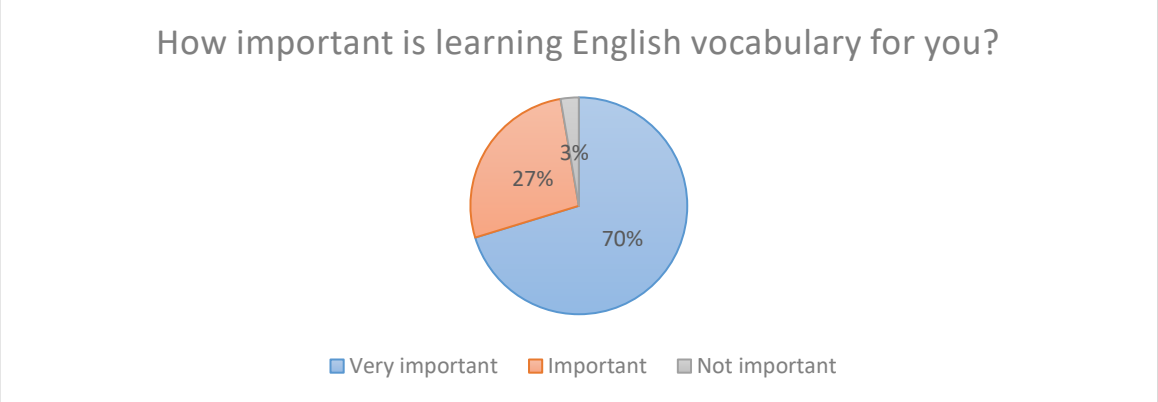
Source. (Riera, 2024)

The data reveals a close performance on the topic adjectives, with 52.70% (39 participants) answering correctly and 47.30% (35 participants) answering incorrectly. While a majority grasped the concepts, nearly half require further guidance. Analyzing the specific item and identifying areas of difficulty would be crucial for pinpointing knowledge gaps and providing targeted instruction for improvement.

Survey of perception

Vocabulary acquisition is the cornerstone of language proficiency, yet perceptions about effective learning methods can vary widely. To delve deeper into these perceptions, we conducted a comprehensive survey, gathering voices from students' perception about vocabulary. This analysis explores the fascinating results, offering an insightful snapshot of how individuals view and approach vocabulary learning.

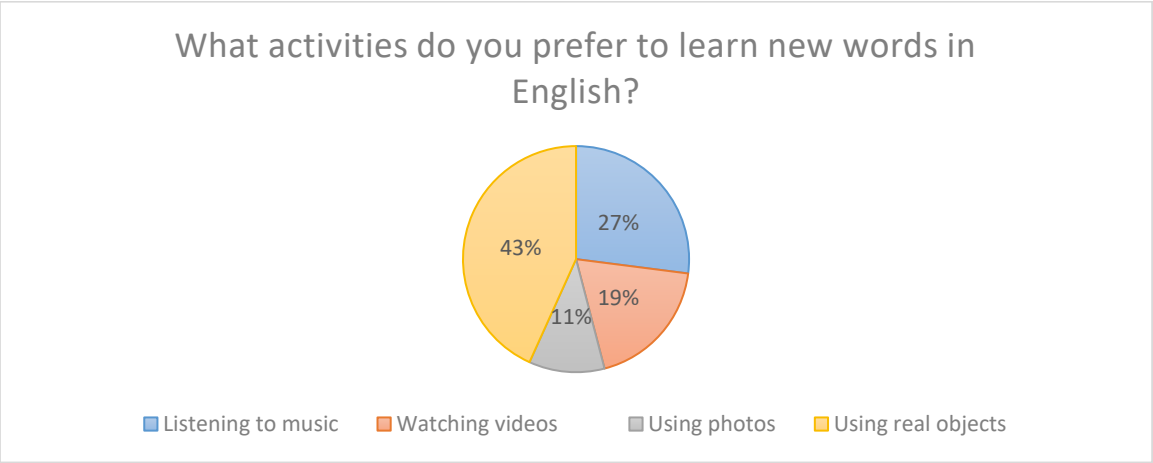
Figure 10. Importance of learning English



Source. (Riera, 2024)

The data overwhelmingly indicates that a vast majority (70%) of respondents consider learning English vocabulary to be very important. This highlights the widespread recognition of vocabulary as a crucial component in mastering the English language. Further breakdown reveals a significant portion (27%) finds it important while a smaller group (3%) views it as not important. This suggests that while understanding the value of vocabulary is prevalent, not everyone feels it holds equal weight in their personal language learning journey.

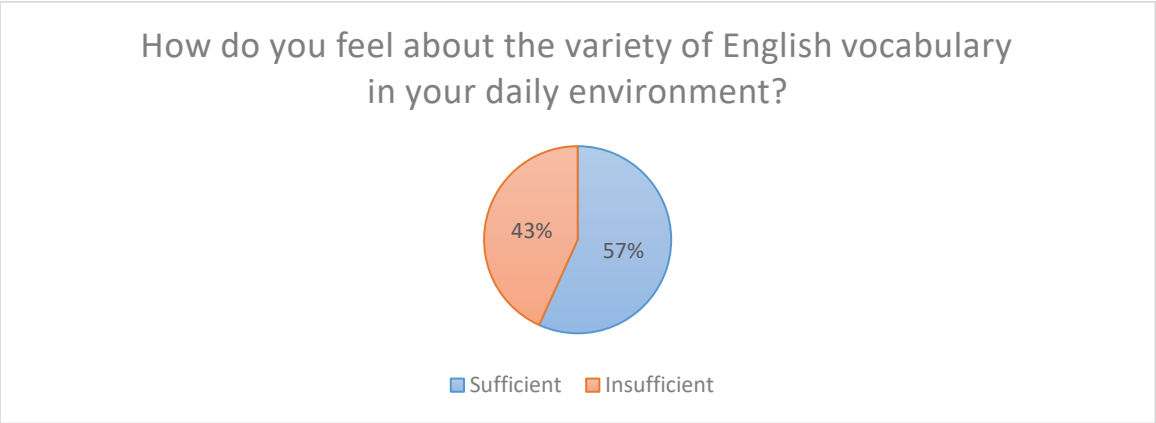
Figure 11. Activities to learn English



Source. (Riera, 2024)

The data reveals a clear preference for using real objects (43%) as the primary method for learning new English vocabulary. This could indicate that interactions enhance memory and understanding. The second-most popular choice, listening to music (27%), suggests an appreciation for contextual exposure and the potential for emotional connection to aid memorization. Watching videos (19%) follows closely, further highlighting the preference for engaging and immersive learning experiences. Using photos (11%) received the least votes, potentially due to perceived limitations in conveying meaning without additional context.

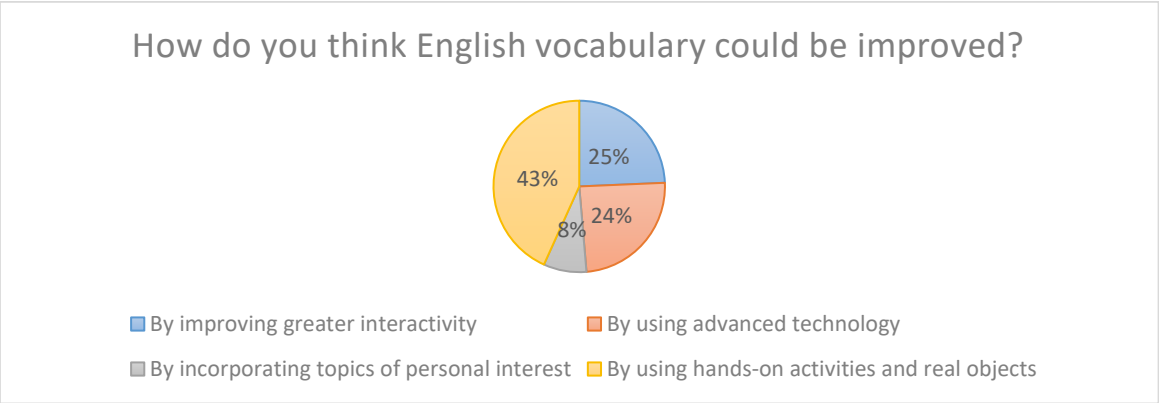
Figure 12. Variety of vocabulary



Source. (Riera, 2024)

The survey results present a variety of English vocabulary encountered in daily life. A majority (57%) find the variety sufficient, suggesting they feel exposed to enough different words to use. However, a significant minority (43%) believes the variety is insufficient, which indcates a limited exposure to new vocabulary in their daily environments. This split could be attributed to several factors. Individuals with more diverse daily routines or access to rich language resources like extensive reading material might perceive greater variety.

Figure 13. How to improve vocabulary



Source. (Riera, 2024)

The data reveals a clear preference for hands-on activities and real objects (43%) as the primary method for improving English vocabulary learning. The tangible interaction aligns with earlier findings prioritizing experiences for memorization and understanding. Interestingly, both greater interactivity (24%) and advanced technology (24%) received equal votes, suggesting a growing demand for engaging and dynamic learning experiences that leverage technology's potential. While incorporating topics of personal interest received the least votes (8%), it still highlights the potential value of personalized learning approaches that cater to individual preferences and motivations.

2.3. Proposal

By integrating Realia into teaching practices, educators can provide students with authentic and contextualized learning experiences, enhancing their understanding and retention of vocabulary.

This proposal aims to explore the effectiveness of the Realia strategy in improving vocabulary acquisition among seventh-grade students. The strategy was applied during one month which included 12 sessions of classes. The application of the proposal was developed through one lesson plan per week, each plan is detailed bellow. The topics to be taught include, days of the week, months of the year, parts of the body, adjectives, and prepositions of places.

Days of the week and months of the year

Objective: To learn the days of the week and months of the year through Realia to establish an informal conversation.

Warm up

1. Students watch the video about days of the week and months of the year.

https://www.youtube.com/watch?v=xkUYTmRDSko

Illustration 1. Video about days of the week and months of the year



Source. (Got from: link. https://www.youtube.com/watch?v=xkUYTmRDSko)

2. The teacher presents the objective of the class.

To learn the days of the week and months of the year through Realia to establish an informal conversation.

3. The teacher shows the students real material like: a big calendar with days and months of the year.

Illustration 2. Calendar with days and months of the year



Source. (Riera, 2024)

4. Encourage students paint their birthday date on the calendar

Illustration 3. Students work with calendar.



Source. (Riera, 2024)

4. Read the following vocabulary and provide guidance and clarification through repetition.

Illustration 4. Days and months.



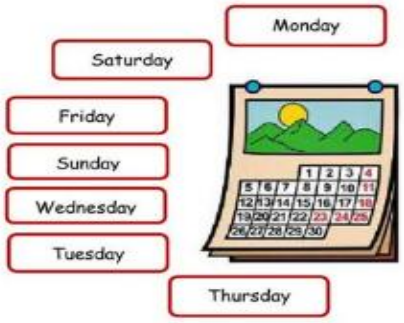
Source. Got from: link. https://teachables.scholastic.com/teachables/books/Days-of-the-Week-Months-of-the-Year-Poster-9780439732901_005.html

6. Complete the following activities in a sheet of paper.

a) Write words in correct form.

Illustration 5. Days of the week

1.	ayduns	
2.	deymon	
3.	uesaydt	
4.	wdedyensa	
5.	tyahursd	
6.	drifay	
7.	surtayad	



Source. (Got from: link. https://mx.pinterest.com/pin/524317581634768569/)

b) Order the months correctly.

Illustration 6. Months of the year

1.	
2.	
3.	
4.	
5	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

Source. (Riera, 2024)

c) In pairs ask and answer these questions.

a.- How many days are there in a week?

b. How many days begin with S?

c.- How many days begin with T?

d.- What days is the weekend on?

e.- What days do you go to school?

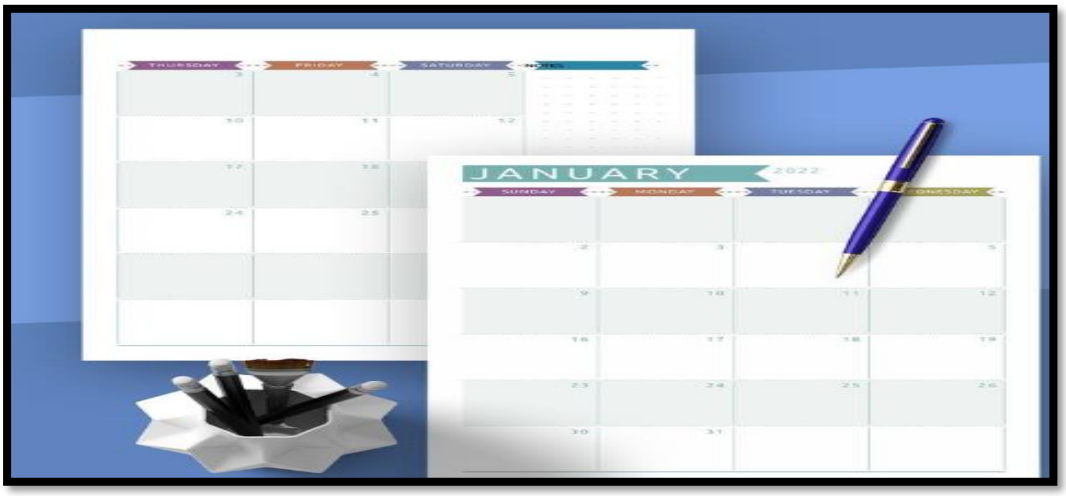
f.- How many months are there in a year?

g..- What is the last month?

h.- What is the first month?

7.- Students complete a mini agenda with their daily activities.

Illustration 7. Mini agenda



Source. (Got from: link. https://brassmonkeygoods.com/products/hidden-agenda-undated-mini-planner)

Parts of the body

Objective: To identify the parts of the body by using recycling dolls.

Warm up

1. Students watch a video and listen to the song about the parts of the body.

   https://www.youtube.com/watch?v=QkHQ0CYwjaI

Illustration 8. Video about parts of the body



Source. (Got from: link. https://www.youtube.com/watch?v=QkHQ0CYwjaI)

2. The teacher presents the objective of the class.

Students have to identify the parts of the body by using recycling dolls.

1. Students use their own recycling material to make dolls and identify the parts of the body.

Illustration 9. Students working



Source. (Riera, 2024)

5. Students point the parts of the body using the dolls made by themselves.

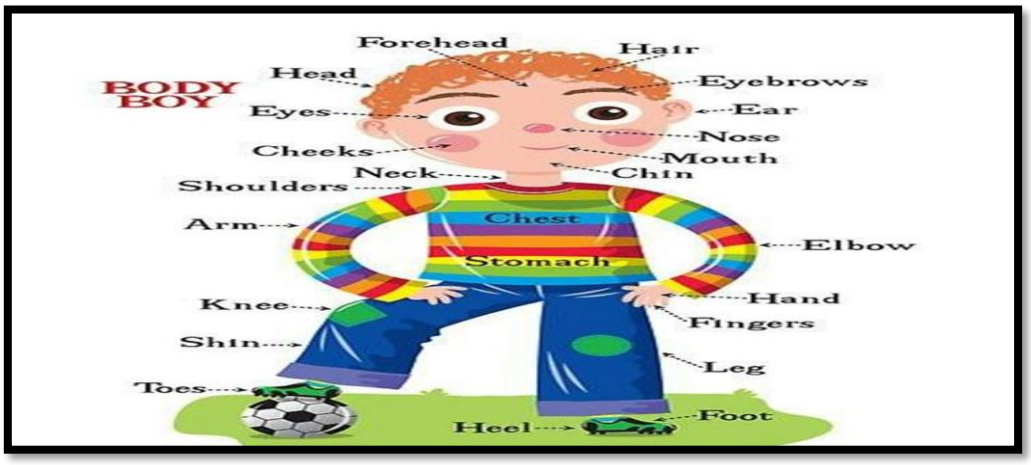
Illustration 10. Students participating on the activities



Source. (Riera, 2024)

5. Students read and practice the pronunciation of each word. Then complete the worksheet in pairs.

Illustration 11. Worksheet about parts of the body



Source. (Got from: link. https://www.pinterest.com/pin/592786369674808531/)

a. – Unscramble the body parts vocabulary and number the pictures.

1. lerduhos	_____	7. aer	_____
2. ftoo	_____	8. elg	_____
3. nrfgie	_____	9. ahed	_____
4. ihra	_____	10. rma	_____
5. hadn	_____	11. nkee	_____
6. eto	_____	12.eey	_____

Illustration 12. Worksheet to number parts of the body



Source. (Got from: link. https://www.englishwsheets.com/body-parts.htm)

6. The teacher gives feedback to the students about some errors or misunderstood vocabulary.

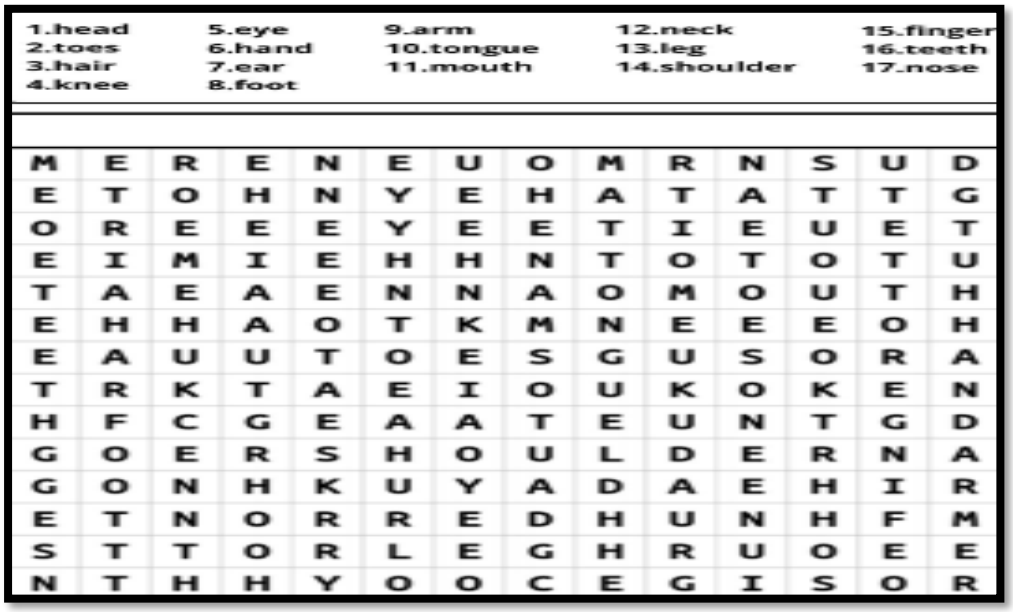
Illustration 13. The teacher giving feedback



Source. (Riera, 2024)

7. Reinforce the vocabulary given by working on a search puzzle.

Illustration 14. Worksheet about a search puzzle.



1.head 2.toes 3.hair 4.knee 5.eye 6.hand 7.ear 8.foot 9.arm 10.tongue 11.mouth 12.neck 13.leg 14.shoulder 15.finger 16.teeth 17.nose

M	E	R	E	N	E	U	O	M	R	N	S	U	D
E	T	O	H	N	Y	E	H	A	T	A	T	T	G
O	R	E	E	E	Y	E	E	T	I	E	U	E	T
E	I	M	I	E	H	H	N	T	O	T	O	T	U
T	A	E	A	E	N	N	A	O	M	O	U	T	H
E	H	H	A	O	T	K	M	N	E	E	E	O	H
E	A	U	U	T	O	E	S	G	U	S	O	R	A
T	R	K	T	A	E	I	O	U	K	O	K	E	N
H	F	C	G	E	A	A	T	E	U	N	T	G	D
G	O	E	R	S	H	O	U	L	D	E	R	N	A
G	O	N	H	K	U	Y	A	D	A	E	H	I	R
E	T	N	O	R	R	E	D	H	U	N	H	F	M
S	T	T	O	R	L	E	G	H	R	U	O	E	E
N	T	H	H	Y	O	O	C	E	G	I	S	O	R

Source. (Got from: link. https://ezpzlearn.com/content-type/worksheets/body-parts-word-search)

Adjectives

Objective: To use adjectives to describe real objects.

Warm up

1. Students watch the video about adjectives.

https://www.youtube.com/watch?v=3JZi2oDvPs4

Illustration 15. Video about adjectives



Source. (Got from: link. https://www.youtube.com/watch?v=3JZi2oDvPs4)

2. The teacher presents the objective of the class.

To use adjectives to describe real objects.

3. Students describe real objects using some material provided by the teacher.

Illustration 16. Real objects.



Source. (Riera, 2024)

4. The students use adjectives to describe objects and write sentences.

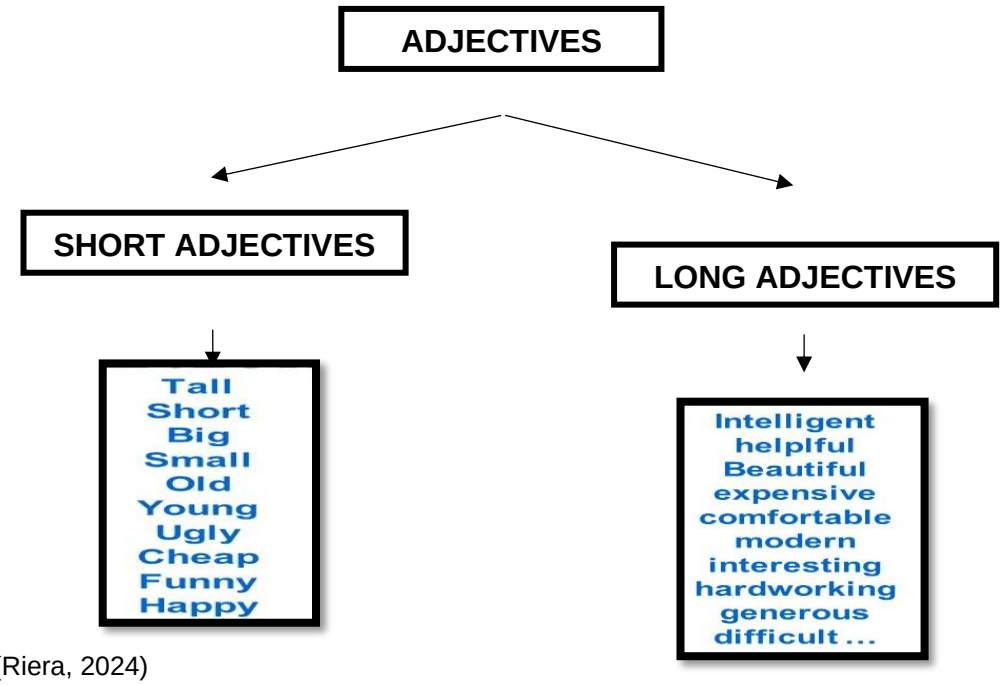
Illustration 17. Students describing real objects



Source. (Riera, 2024)

6. Read the following vocabulary and practice pronunciation.

Illustration 18. Chart to practice vocabulary



Source. (Riera, 2024)

6. Students complete the following worksheet by using the flashcards space.

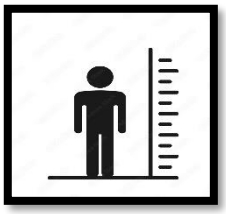
Instruction: Label the pictures by using the words from the box.

Illustration 19. Worksheet about adjectives.

old, modern, happy, hardworking, ugly, difficult, tall, generous

1. 

_____

2. 

_____

3. 

_____

4. 

_____

5. 

_____

6. 

_____

7. 

_____

8. 

_____

Source.

(Got.from:link.https://www.teacherspayteachers.com/browse?search=pictures%20adjectives)

7. Reinforce the vocabulary by reading the following sentences.

a. Alex is very tall.
b. Pamela is a generous teacher.
c. Gerardo is an old man.
d. The students are very happy in the class.
e. The Martha's house is very modern.
f. My sister is very intelligent.
g. This jacket is very cheap.
h. Mario is a short singer.

Prepositions of place and school dependences

Objective: To use the prepositions of place to identify the school dependencies and establish a conversation.

Warm up

1. Students watch the video about prepositions of place and school dependencies.

https://www.youtube.com/watch?v=niPyVnC6W5g

Illustration 20. Video about prepositions.



Source. (Got from: link. https://www.youtube.com/watch?v=niPyVnC6W5g)

2. The teacher presents the objective of the class.

To use the prepositions of place to identify the school dependences and establish a conversation.

2. Students use real materials like a school model, a cube and a ball to practice prepositions of place

Illustration 21. Model about school places.



Source. (Riera, 2024)

4. Students look at a model and describe the place of the school dependencies by using prepositions of place. Example: The principal's office is next to the library.

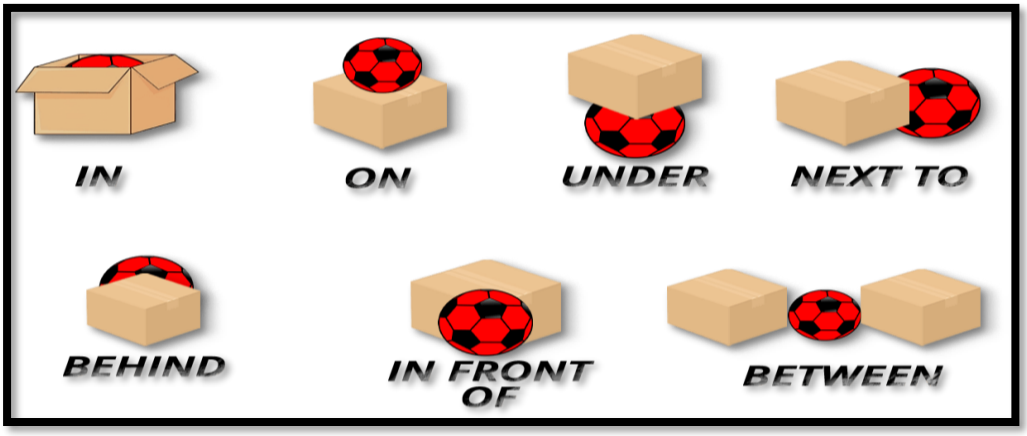
Illustration 22. Students describe the places.



Source. (Riera, 2024)

3. Students read aloud and practice the vocabulary.

Illustration 23. Students practice vocabulary.



Source. (Got from: link. https://www.vedantu.com/english/prepositions-of-place-for-kids)

6. Students work in pairs and establish a conversation applying the vocabulary learned in classes.

Example:

Student A: Where is the classroom?

Student B: It is in front of the basketball court.

Illustration 24. Students work in pairs.



Source. (Riera, 2024)

7. Students reinforce the vocabulary with a cube and a ball.

Illustration 25. Students reinforce the vocabulary.



Source. (Riera, 2024)

This is the end of the proposal.

CHAPTER III. ANALYSIS OF THE RESULTS OF THE INVESTIGATION

This section presents the descriptive analysis of the results obtained in the pre-test and post-test tests, applied in Pujilí in the institution “Belisario Quevedo” in the period 2024. To determine the level of knowledge about vocabulary in the seventh-year students. The tables shown below the students' responses to the test, being 10 the maximum score and 0 the minimum score. For the purposes of respecting the identity of the participants in the tests, only the numbers in lists between 1 and 37 were tabulated instead of the name. Where two classes were part of the study seven grade E and F. Then, the data were organized and tabulated with the help of the Microsoft Excel program.

3.1. Results of the pre-test

It is detailed the average got on the pre-test, this grade corresponds to the groups seventh E and F which formed part of the study.

Table 4. Grades obtained in the Pre-test

Number	7 E	7F
1	3	4
2	7	4
3	8	8
4	2	7
5	7	7
6	3	6
7	3	5
8	3	7
9	4	5
10	3	10
11	6	5
12	6	3
13	6	5
14	4	3
15	3	7
16	2	7
17	8	7
18	8	4
19	3	7
20	6	5
21	5	6
22	5	3
23	7	4
24	7	9
25	7	7
26	5	5
27	7	3
28	6	8
29	7	5
30	6	7
31	8	8
32	6	5
33	7	7
34	8	6
35	7.5	5
36	7	6
37	6	4

Source: (Riera, 2024)

This table displays the distribution of grades achieved by students in a pre-test. Each row represents a single student, identified by a number, and their corresponding grade in two classes E and F. There are 37 students for each class and the grades range from 2 to 10 numerically. The most common numerical grade is 7, appearing 18 times.

The least common numerical grade is 2, appearing only once. The distribution of grades appears to be somewhat skewed towards the lower end, with more students scoring lower grades than higher ones.

Table 5. Pre-test

Test	Average Pre-test	Average Pre-test %
Average	5.68	56.82%

Source: (Riera, 2024)

Through the application of the pre-test, the average of the seventh groups E and F was 5.68 out of 10, which in percentage represents 56.82% of mastery of vocabulary.

Analysis of the results

The analysis of the information reveals that the average score obtained by seventh-grade groups E and F on the pre-test is 5.68 out of 10, equating to 56.82% mastery of vocabulary. This indicates that, on average, students in these groups have achieved a moderate level of proficiency in the assessed vocabulary items prior to the implementation of Realia strategy.

The pre-test score serves as a baseline measure of students' initial vocabulary knowledge, offering valuable insights into their starting point before exposure to the intervention. This finding underscores the importance of assessing students' prior knowledge to tailor instructional strategies effectively and target areas of improvement. Additionally, the percentage representation of mastery provides a quantitative assessment of students' vocabulary proficiency, facilitating

comparisons and benchmarking against desired learning outcomes. This analysis sets the stage for evaluating the impact of Realia strategy on vocabulary enhancement, as subsequent post-test scores can be compared to the baseline pre-test scores to measure growth and effectiveness of the intervention.

3.2. Results of the post-test

It is detailed the average got on the post-test, this grade corresponds to the groups seventh E and which formed part of the study.

Table 6. Post test

Test	Average Pre-test	**Average Pre-test**
Average	8,25	82,50%

Source: (Riera, 2024)

Through the application of the post-test, the average of the seventh groups E and F was 8.25 out of 10, which in percentage represents 82.50% of mastery of vocabulary.

Analysis of the results

The analysis of the information from the post-test results reveals a significant improvement in the average score obtained by seventh-grade groups E and F. With an average score of 8.25 out of 10 on the post-test, students in these groups demonstrated a notable increase in their mastery of vocabulary compared to the pre-test. This equates to an impressive 82.50% mastery of vocabulary, showcasing substantial progress in their language proficiency following the implementation of Realia strategy.

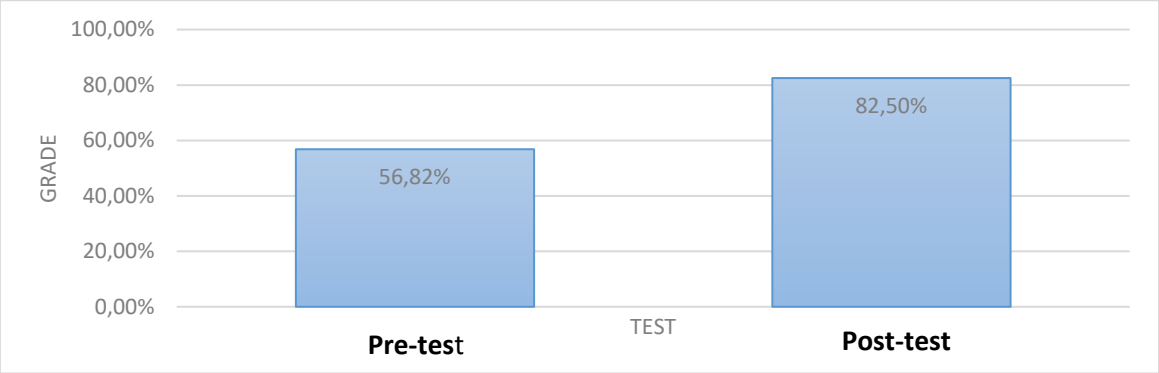
The substantial increase from the pre-test to the post-test suggests that the intervention had a positive impact on students' vocabulary acquisition, indicating the effectiveness of Realia strategy in enhancing their language skills. This analysis underscores the transformative potential of employing innovative pedagogical approaches like Realia in language instruction, as evidenced by the

significant improvement in students' mastery of vocabulary. Additionally, the percentage representation of mastery provides a clear quantitative measure of the extent to which students have progressed, facilitating a comprehensive evaluation of the intervention's outcomes and effectiveness in achieving learning objectives.

3.3. Comparison of results between the pre-test and post-test

The contrast the results obtained in the Pre-test as opposed to the post-test test, was used to analyze the impact of Realia strategy used as a mediation to strengthen Vocabulary competence, of the seventh year, in such a way that in the tables shown previously the responses of the students were observed according to the number of correct answers they had in it and the average per course, which made it possible to execute the statistical measurement that yields the following results for hypothesis testing.

Figure 22. Comparison Pre-test and Post-test



Source: (Riera, 2024)

The comparison between the pre-test and post-test results reveals a substantial improvement in students' mastery of vocabulary following the implementation of Realia strategy. Prior to the intervention, the average score on the pre-test was 56.82%, indicating a moderate level of vocabulary proficiency among seventh-grade groups E and F. In contrast, after the intervention, the average score on the post-test increased to 82.50%, signifying a significant enhancement in students' vocabulary acquisition. This remarkable increase of 25.68% from the pre-test to the post-test underscores the effectiveness of Realia strategy in fostering language development and enhancing students' language skills.

Moreover, the comparison highlights the transformative impact of the intervention on students' learning outcomes. The substantial improvement in mastery of vocabulary from the pre-test to the post-test demonstrates the value of employing innovative pedagogical app roaches, such as Realia, in language instruction. It signifies not only the students' progress in mastering the targeted vocabulary but also the efficacy of the instructional method in facilitating meaningful learning experiences. This comparison underscores the importance of evidence-based practices in education and emphasizes the potential of dynamic teaching strategies to yield tangible improvements in students' academic performance and language proficiency levels.

Hypothesis testing

Two sample analyzes were carried out, one from the results of the pre-test and one from the results of the post-test, this approach is addressed by joining the tests from the two groups seventh E and F. This approach allows the assumption of normality to be met by standardizing the average of the differences, thus making the t-statistic test applicable to the data already available.

To propose the statistical analysis, the following four-stage procedure is proposed from the formulation of hypotheses to the decision to accept or reject them.

1) Statement of Hypotheses:

H0: $\mu 2-\mu 1=0$ (The mean of the Post-test and pre-test are equal).

H1: $\mu 2-\mu 1\neq 0$ (The mean Post-test and pre-test are different)

2) Calculation of the Test Statistic

Because the sample is greater than 30, the T statistic presents a t distribution with 55 degrees of freedom. Therefore, with the help of the Microsoft Excel program, the following results described in section were obtained.

Table 7. Two-sample t-test assuming unequal variances

	Variable 1	***Variable 2***
Mean	**5.68**	**8.25**
Variance	3.257358386	1.118150685
Observations	74	74
Hypothetical difference of means	0	
Degrees of freedom	118	
Statistic t	**10.55901597**	
P(T<=t) one-tailed	4.70675E-19	
Critical value of t (one-tailed)	3.16073774	
P(T<=t) two tailed	9.41349E-19	
Critical value of t (two-tailed)	**3.374891682**	

Source: (Riera, 2024)

3) Hypothesis testing

The criteria for acceptance or rejection of hypotheses H0 and H1 are presented below.

If t-critical is ≤ t-statistical; H0 will be rejected

If t-critical is ≥t-statistical; H0 will be accepted

The results of the data showed that with the risk level of 0.05 and degrees of freedom = 118

T critical = 3.37489168216722; T-statistic = 10.5590159726493

T critical=3.37489168216722≤ t-statistic = 10.5590159726493; meets

4) Decision

Based on the criterion that If t-critic is ≤ t-statistic; H0 will be rejected and H1 is accepted, therefore, it is worth mentioning that the level of mastery of English vocabulary is different between the two test. Being that, the level of mastery of the aforementioned topic increased on the post-test.

CONCLUSIONS

- The implementation of Realia as a strategy has yielded significant improvements in students' vocabulary acquisition, as evidenced by the substantial increase in post-test scores compared to pre-test scores. These findings align with existing literature that highlights the effectiveness of Realia in enhancing vocabulary learning experiences for students.

- The results demonstrate the effectiveness of Realia as a strategy for learning English vocabulary, with students exhibiting a considerable improvement in their mastery of vocabulary following the implementation of the Realia intervention. This suggests that Realia effectively engages students in meaningful language learning experiences and facilitates the acquisition of vocabulary in a dynamic and immersive manner.

- The development and implementation of a set of Real objects as part of the Realia strategy have positively contributed to students' confidence and proficiency in practicing English vocabulary. The tangible, real-world objects used in the intervention have provided students with authentic learning experiences, allowing them to interact with vocabulary in a contextually meaningful and confidence-building manner.

- The results of this research underscore the value and efficacy of implementing Realia as a strategy to improve vocabulary acquisition among seventh graders. By sharing these findings, educators, policymakers, and stakeholders can gain insights into the benefits of incorporating Realia into language instruction and can make informed decisions regarding its integration into curriculum and instructional practices.

RECOMMENDATIONS

- It is recommended to continue exploring and incorporating findings from current literature on Realia as a strategy to enhance vocabulary acquisition. Educators and researchers should stay updated on recent studies and advancements in the field to inform their instructional practices and contribute to the ongoing dialogue on effective language teaching strategies.

- To further evaluate the effectiveness of Realia as a strategy for learning English vocabulary, it is recommended to conduct longitudinal studies that track students' progress over an extended period. Additionally, incorporating qualitative measures, such as student interviews or observations, can provide deeper insights into students' experiences with Realia and offer valuable feedback for refining instructional approaches.

- To enhance the effectiveness of Realia in practicing English vocabulary with confidence, it is recommended to involve students in the selection and creation of Real objects. By incorporating students' interests and preferences, educators can increase engagement and relevance, fostering a more authentic and meaningful learning experience. Additionally, providing opportunities for students to personalize and contribute to the creation of Real objects can further empower them in their language learning journey.

- To disseminate the results of this research effectively, it is recommended to present findings at conferences, workshops, or professional development sessions for educators. Additionally, publishing research findings in academic journals or educational publications can reach a wider audience and contribute to the collective knowledge base in the field of language education.

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ANNEXES

Annex1: Letter of authorization

Pujilí a 22 de enero del 2024

Lic. Vinicio Chasiluisa

RECTORA(E) DE LA UNIDAD EDUCATIVA "BELISARIO QUEVEDO".

Presente. -

De mi consideración:

Yo, Iralda Mercedes Riera Tubón docente de Lengua Extranjera de ésta prestigiosa institución, reciba un cordial saludo y deseándole éxitos en la función que se encuentra desempeñando.

Por medio del presente me permito dirigirme a usted para solicitarle me autorice aplicar una evaluación a los estudiantes de Sèptimo año de educación básica paralelos E y F acerca de la habilidad de (vocabulario), con el fin de utilizar esos resultados para una investigación científica que me encuentro realizando de mi masterado con el tema **"The use of realia as a strategy to improve new English vocabulary among seventh graders"** previo a la obtención del título de Magíster en Pedagogía del Inglés como Lengua Extranjera.

Segura de contar con su aprobación expreso mi sentimiento de gratitud.

Atentamente.

Lic. Mercedes Riera
DOCENTE



Annex 2: Pre-test and post test

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PRE-TEST

Name: .....

Class: Seventh "E -F"

Date: .....

Objective: To be aware of the English level in students from seventh grade.

Instructions:

- Read each question carefully and choose the correct option.
- Work alone and do your best.

1.- Label the pictures by using the phrases from the box. (1 Point)

Good Bye	Hello	Good evening
Good morning	Good afternoon	







_____ _____ _____ _____ _____

2.- Circle the days of the week. (1 Point).

- August
- Tuesday
- June
- Friday
- Sunday
- May

3.- Underline the correct answer (1 Point).

a.-Which day comes before Friday?

- Thursday
- Saturday

b.- Which day comes after Saturday?

- Wednesday
- Sunday

c.- Which days comes before Wednesday?

- Tuesday
- Thursday

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4.-Label the pictures by using the correct month of the year. (1 Point).

February	December	May	November	October







_____ _____ _____ _____ _____

5.- Unscramble the letters and write the correct month of the year. (1 Point).

a.- besptemre .....
b.- rjuanay .....
c.- crhma .....
d.- plira .....
e.- eroctob .....

6.- Match the word with the correct body part. (1 Point).

a.- Head
b.- Knee
c.- Hand
d.- Eyes
e.- Elbow







7.- Look at the picture and circle the correct answer. (1 Point).



a. Arm
b. Mouth



a.- Hand
b.- Ear



a.- Foot
b.- Mouth



a.- Mouth
b.- Teeth

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8.- Put a tick in the correct answer. (1 Point).

a.- Arm





b.- Ear





c.- Nose





9.- Color 5 adjectives you can find in the word search puzzle. (1 Point).

M	G	V	B	L	C	E	X	P	E	N	S	I	V	E	H	J	P
Y	T	E	E	O	L	S	I	L	J	Y	V	M	L	D	N	G	A
U	P	Y	A	Z	C	W	S	P	W	R	G	Q	L	L	E	P	U
P	F	C	U	D	V	T	E	L	C	S	A	P	P	G	E	X	E
K	D	Y	T	K	H	N	C	H	H	H	S	S	O	B	Z	L	R
A	X	O	I	Z	K	J	Q	T	V	N	A	I	C	Z	I	U	X
X	O	U	F	M	J	Q	J	Z	U	I	Z	H	A	Y	F	Q	K
D	H	N	U	F	Y	C	T	S	B	Y	F	Q	V	D	S	I	J
H	C	G	L	H	A	P	P	Y	S	K	N	I	O	R	A	K	M
I	Y	V	R	K	N	E	D	X	B	J	F	R	L	J	T	A	A
E	U	L	N	F	Z	B	I	G	B	X	O	X	P	U	V	S	C
X	K	O	H	T	P	X	D	Q	W	I	F	P	T	Y	Z	H	F

10.- Circle the correct answer. (1 Point)



a.- Tidy
b.- Clean
c.- Dirty



a.- Funny
b.- Nervous
c.- Fat



a.- Old
b.- Handsome
c.- Fat



a.- Happy
b.- Serious
c.- Short

Lic. Mercedes Riera
English Teacher

Mg. Ramiro Camalli
Viceprincipal

UNIDAD EDUCATIVA "BELIS ACERRE PUJILÍ"

Approved by:

Ma. Augusta Villacrés, Mg
Jan. 17, 2024.

Elsie Ileana Vásquez, Mg
Enero 17/2024

Annex 3: Survey

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SURVEY

Name: .....
Class: **Seventh "E -F"**

Date: .....

Objective: To be aware of the perception regarding the use of realia to improve English vocabulary in students.

Instruction: Read each question carefully and mark the answer with an X.

1.- Do you like the English language?

- ☐ Yes
- ☐ No

2.- What activities do you prefer to learn new words in English?

- ☐ Listening to music
- ☐ Watching videos
- ☐ Using photos
- ☐ Using real objects

3.- How often does your teacher use realia?

- ☐ Always
- ☐ Sometimes
- ☐ Never

4.- What is your biggest challenge in learning English vocabulary?

- ☐ Remembering new words.
- ☐ Pronouncing the words correctly.
- ☐ Applying the words in conversations.
- ☐ Finding time to practice it.

5.- How do you feel about the variety of English vocabulary in your daily environment?

- ☐ Sufficient
- ☐ Insufficient

6.- How do you think English vocabulary could be improved?

- ☐ By improving greater interactivity.
- ☐ By using advanced technology.
- ☐ By incorporating topics of personal interest.
- ☐ By using hands-on activities and real objects.

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7.- How important is learning English vocabulary for you?

- ☐ Very important.
- ☐ Important.
- ☐ Not important.

8.- Do you like to learn new English vocabulary?

- ☐ Yes
- ☐ No

9.- What strategies do you use to remember new words over the long term?

- ☐ Repetition.
- ☐ Practical use in conversations.
- ☐ Association with real images.

10.- How would you rate the effectiveness of your vocabulary learning methods?

- ☐ Very effective
- ☐ Effective
- ☐ Moderately effective
- ☐ Not very effective

THANK YOU FOR YOUR PARTICIPATION!

Lic. Mercedes Riera
English Teacher

Mg. Ramiro Camalli
Viceprincipal

UNIDAD EDUCATIVA "BELISARIO QUEVEDO" VICERRECTORADO PUJILÍ - ECUADOR

Approved by:

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Jan. 17, 2024

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Annex 4: Photos of the students working





