



Pontificia Universidad Católica del Ecuador

Sede Ibarra

ESCUELA DE CIENCIAS SOCIALES Y HUMANIDADES

TEMA:

“Usage of Realia Materials in English Classes to improve Speaking Skills and Vocabulary”

PREVIO A LA OBTENCIÓN DEL TÍTULO DE:

Licenciada de Pedagogía en Idiomas Nacionales y Extranjeros

LÍNEAS DE INVESTIGACIÓN:

Artes, diseño, lenguaje, literatura, y oralidad

AUTORA:

María Cristina Paredes Jaramillo

ASESORA:

Mgs. Fanny Viviana Torres Torres

IBARRA MAYO 2025

Ibarra, martes 23 de Julio del 2025

Magister

Fanny Viviana Torres

ASESORA

CERTIFICA:

Haber revisado el presente informe final de investigación, el mismo que se ajusta a las normas vigentes en la Escuela de Ciencias Sociales y Humanidades, de la Pontificia Universidad Católica del Ecuador Sede Ibarra (PUCE I); en consecuencia, autorizo su presentación para los fines legales pertinentes.



(f.)

Mgs. Fanny Viviana Torres T.

C.C.: 100206540-5

PÁGINA DE APROBACIÓN DEL TRIBUNAL

El jurado examinador, aprueba el presente informe de investigación en nombre de la Pontificia Universidad Católica del Ecuador Sede Ibarra (PUCE-I):



(f):
Mgs. Fanny Viviana Torres
C.C.: 1002065405



(f):
Mgs. Rosa Cecelia Benítez V.
C.C. : 1002377362



(f):
Ph. D. Verónica Mantilla V.
C.C.: 1002581914

ACTA DE CESIÓN DE DERECHOS

Yo, María Cristina Paredes Jaramillo, declaro conocer y aceptar la disposición del Art. 165 del Código Orgánico de la Economía Social de los Conocimientos, Creatividad e Innovación, que manifiesta textualmente: “Se reconoce facultad de los autores y demás titulares de derechos de disponer de sus derechos o autorizar las utilidades de sus obras o prestaciones, a título gratuito u oneroso, según las condiciones que determinen. Esta facultad podrá ejercerse mediante licencias libres, abiertas y otros modelos alternativos de licenciamiento o la renuncia”.

Ibarra, Martes 15 de Julio del 2025

f): 

C.C.: 1003978424

AUTORÍA

Yo, María Cristina Paredes Jaramillo, portador de la cédula de ciudadanía N° 1003978424, declaro que la presente investigación es de total responsabilidad del (los) autor (es), y eximo expresamente a la Pontificia Universidad Católica del Ecuador Sede Ibarra de posibles reclamos o acciones legales.

f): 

C.C.: 1003978424

DECLARACIÓN y AUTORIZACIÓN

Yo María Cristina Paredes Jaramillo, con CC: 1003978424, autor del trabajo de grado intitulado: "USAGE OF REALIA MATERIALS IN ENGLISH CLASSES TO IMPROVE SPEAKING SKILLS AND VOCABULARY", previo a la obtención del título profesional de Licenciado/a en Pedagogía del Inglés, en la Escuela de Ciencias Sociales y Humanidades.

1.- Declaro tener pleno conocimiento de la obligación que tiene la Pontificia Universidad Católica del Ecuador Sede- Ibarra, de conformidad con el artículo 144 de la Ley Orgánica de Educación Superior de entregar a la SENESCYT en formato digital una copia del referido trabajo de graduación para que sea integrado al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor.

2.- Autorizo a la Pontificia Universidad Católica del Ecuador Sede Ibarra a difundir a través de sitio web de la Biblioteca de la PUCESI el referido trabajo de graduación, respetando las políticas de propiedad intelectual de Universidad.

Ibarra, Martes 15 de Julio del 2025

(f.):.....

C.C: 1003978424

Agradecimiento

A mi madre, la mujer de mi vida, que es la primera persona en quien pienso cuando algo bueno o algo malo ocurre.

A mis amigos: Noe, Sofy, George, Diana, Cami, Ange y Angie. Su amistad lo es todo para mí y ha estado presente desde antes de empezar mi carrera.

A mi Santy, que cumple el rol de amigo, familiar, confidente y mi compañero de vida, algo demasiado extenso para describirlo aquí.

A mis tres hermanos: Jorge, Ismael y Niccolo, quienes de diferentes maneras hicieron de mí lo que soy ahora.

A mi profesor Ernesto Moreno, que nunca ha dudado en ayudarme, me apoyó cuando dudé si de verdad había escogido la carrera para mí y me enseñó el tipo de profesora que quiero ser.

Al grupo de los Bupre que formé durante la carrera, a quienes aprecio profundamente y que hicieron mi paso por la universidad algo mucho más ameno de lo que pude imaginar.

Todas las personas mencionadas aquí cumplieron un papel fundamental para mí durante estos años, porque son a quienes recurro cuando necesito consuelo o apoyo, incluyendo temas académicos, pero también en la vida en sí. Sin ustedes no habría sido posible lograr esto y muchas otras cosas.

Por último, agradezco al resto de mis profesores y familia que estuvieron presentes durante todo este proceso.

Contenido

1. RESUMEN	x
1.2 Palabras clave:	x
2. ABSTRACT	xi
2.1 Keywords	xi
3. INTRODUCTION.....	1
3.3 Dependent variable.....	5
3.4 Independent variable	5
4. STATE OF THE ART	5
4.1 Studies on Realia and Vocabulary Acquisition	7
4.2 Usage of Realia in Speaking Skills.....	8
4.3 Usage of Realia to Improve Vocabulary	9
4.4 Limitations at using Realia in classroom	12
4.4.1 Cultural Limitations	12
4.4.2 Availability and Accessibility	13
4.4.3 Linguistic Complexity.....	13
4.4.4 Resource Limitations	13
4.4.5 Integration Complexity.....	14
4.4.6 Cultural and Contextual Challenges	14
4.4.7 Level of Linguistic Proficiency.....	14
4.4.8 Pedagogical Implications.....	14
4.4.9 Limited Access to Resources	15
4.4.10 Lack of Teacher Training.....	15
4.4.11 Cultural and Linguistic Barriers.....	15
4.4.12 Time and Space Limitations	16
4.4.13 Inadequate and Limited Resources	16
4.4.14 Lack of Teacher Training.....	16
4.4.15 Logistical and Organizational Difficulties.....	17
4.4.16 Cultural and Linguistic Adaptation	17
4.5 Impact of Realia on Student Motivation and Engagement.....	17
5. MATERIALS AND METHODS.....	19
5.1 Population.....	20
5.2 Instruments.....	20
5.3 Procedure	21

6. RESULTS AND DISCUSSION	21
6.1 Interview to the teachers	21
6.2 Survey to the students	22
6.3 Discussion	24
7. CONCLUSIONS	26
8. RECOMMENDATIONS	27
9. BIBLIOGRAPHY	28
10. ANNEXES	32
10.1 Interview to the teachers	32
10.2 Survey to the students	38
10.3 Analysis of students' answers	39
10.4 PROPOSAL	45
10.4.1 Introduction	47
10.4.2 Objectives	47
10.4.3 Rationale	47
10.4.4 Target Group	47
10.4.5 Methodology	48
10.4.6 Expected Outcomes	48
10.4.7 Assessment/Evaluation	48
10.4.8 Resources Required	48
10.4.9 Timeline	49
10.4.10 Conclusion	49
10.4.11 Rubric	49
10.4.12 Lesson Plans	51
10.4.13 Lists of vocabulary	56

1. RESUMEN

El presente estudio investiga la eficacia de los materiales con objetos reales en la adquisición de vocabulario y la expresión oral en inglés como segunda lengua. Este tema es relevante porque los objetos reales ayudan a los estudiantes, especialmente a los principiantes, a relacionar el idioma con su contexto real. Por ejemplo, interactuar físicamente con un objeto como una manzana puede mejorar la retención de vocabulario que simplemente verla en un vídeo.

Se utilizó un enfoque mixto, combinando técnicas cualitativas y cuantitativas. Se entrevistó a tres profesores de inglés y todos coincidieron en que los objetos reales son un recurso didáctico útil. Sin embargo, también mencionaron limitaciones comunes, como la falta de tiempo para preparar los materiales, las dificultades de transporte y las limitaciones económicas. Además, se realizó una encuesta a los estudiantes, que reveló un contraste de perspectivas: mientras que los profesores afirmaron utilizar objetos reales, los estudiantes informaron que rara vez o nunca los utilizaban en clase. La mayoría de los estudiantes afirmó preferir aprender con objetos reales en lugar de imágenes o vídeos, y creían que los objetos reales mejorarían su vocabulario y su expresión oral.

Los resultados ponen en evidencia la brecha entre las percepciones de los profesores y las experiencias de los estudiantes con respecto al uso de objetos reales. Estos hallazgos sugieren que la incorporación de realia de manera más consistente podría mejorar el aprendizaje del idioma, especialmente en términos de desarrollo de vocabulario y fluidez oral ya que los alumnos mostraron interés en ello.

1.2 Palabras clave:

Realia, Vocabulario, Habilidades de expresión oral, ESL (inglés como segundo idioma), Aprendizaje de idiomas

2. ABSTRACT

This study investigates the effectiveness of real-life materials in vocabulary acquisition and speaking skills in English as a second language. This topic is relevant because real-life objects help students, especially beginners, relate the language to its real-life context. For example, interacting with an object such as an apple can improve vocabulary retention compared to simply watching it in a video. A mixed-methods approach was used, combining qualitative and quantitative techniques. Three English teachers were interviewed, and all agreed that real-life objects are a useful teaching resource. However, they also mentioned common constraints, such as lack of time to prepare materials, transportation difficulties, and financial limitations. Furthermore, a student survey revealed different perspectives: while teachers reported using real-life objects, students reported rarely or never using them in class. Most students answered they preferred learning with real-life objects rather than pictures or videos and believed that real-life objects would improve their vocabulary and speaking skills.

The results highlight the gap between teachers' perceptions and students' experiences regarding the use of real objects. These findings suggest that incorporating realia more consistently could improve language learning, especially in terms of vocabulary development and oral fluency.

2.1 Keywords

Realia, Vocabulary, Speaking skills, ESL, Language learning.

3. INTRODUCTION

Nowadays, proficiency in English is not only an academic requirement but also a necessary ability to interact with people from anywhere to learn about different cultures, get a better job, travel to other places, etc. According to (Fathima Muzatha, 2019), English is considered an essential international language in the modern era of globalization. Proficiency in English is very important in the job market, being a necessity for work in multinational companies and competitive businesses. It allows industries to connect with colleagues and clients around the world, breaking down those barriers that impede progress and collaboration. English opens doors to find better careers with higher compensations. It also improves adaptability in the workplace, preparing people with the necessary abilities to handle diverse social and professional situations.

Teachers need effective teaching strategies to prepare learners with the necessary tools to comprehend what they need to learn when acquiring a new language. Students have their own learning styles and educators must adapt their lessons to the different approaches to create an inclusive classroom where all the learners can internalize the same information by different means. In addition, to value the capacity of each student will help them to feel included in the educational process, and therefore, help to increase their motivation. "When teachers believe their teaching is valued, they will work hard to succeed and support good student results. As a result, students will be more motivated and their language performance can be improved" (Alhamedawee N. , 2022)

Many students find it difficult to speak English and remember new words. Teachers want to help students speak better and learn more words, but they do not always know how to do it. It is important for students, especially those who want to study abroad, to know that the most of academic materials in fields like science, engineering, medicine, and business are written exclusively in English (Rao, 2019) (Cronquist, 2017) highlight that 68% of the executives of international companies around the world (including some from Brazil and México) say that English competence is essential to expand the Laboral strength to abroad business in the

next 5 years. On the other hand, only 8% of them mentioned that the only language needed was Mandarin Chinese and the other 6% Spanish. It shows that English demand in Latin America has increased, and so does the implementation of new strategies to teach the language, especially in Ecuador, where the demand grows more and more. Here is where realia enter to propose itself as a useful strategy for the region.

Realia use authentic and relatable contexts to understand the usage of a language. Integrating realia materials provides many benefits such as engaging with entertaining topics and making new vocabulary more memorable. (Ruzieva, 2017) suggests that using realia in English classes can make them more memorable for students by connecting objects with the words or phrases they need to learn, in this way helping them to remember new vocabulary easily. "By providing concrete examples, realia can help students connect what they are learning and the real world, leading to deeper understanding and greater engagement" (Aziza, 2024).

According to (Ravshanoy, 2023) some English teachers tend to look for techniques different from a real context instead of taking advantage of real situations. However, using realia can enhance vocabulary learning significantly. The usage of realia material is an important topic to be investigated because it can be useful for teachers to know the impact real objects used in daily life may have at learning a new language. When teachers are sure a resource or strategy will have a positive impact in the teaching - learning process, they can adapt it to different topics and ages in the classroom. Incorporating tangible objects into language learning can help to join theoretical and practical learning, so students can get a significant experience to acquire vocabulary they use in their daily life in their mother tongue. (Yáñez, 2024) suggest that real objects or artifacts can connect abstract language concepts with common objects, making it more engaging for learners.

(Merino, 2019) emphasize that Ecuador has experienced a significant increase in the results reached by diverse institutions of higher education in the last years. These results are a consequence of a policy aimed at improving educational quality from the foundations, especially in those communities that have economic problems to pay for expensive education. As part of this policy, educators have had to implement innovative strategies that do not require paying a high sum of money, but

are based on studies to choose the approaches that will help learners to educate themselves with this they have at their disposal. Realia is a very practical strategy to learn a new language in an environment where people cannot afford expensive material, since realia utilizes only objects students use in their daily life.

Searching constantly new ways to engage students on learning process is essential to find methodologies or activities that can help learners to understand better new topics. To examine the effect of realia material on English learning process can help teachers to use resources and elements that will have a significant impact on students, facilitating their understanding of new themes and how to relate what they learn in classes with their daily life. Realia can enhance the process of education and acquisition of new vocabulary, especially for a second language learners. It has proved to be highly effective at boosting learners' performance (Sinha, 2022)

"By providing concrete examples, realia can help students connect what they are learning and the real world, leading to deeper understanding and greater engagement" (Aziza, 2024). Realia can prepare students how to act in real life situations with no risks of consequences for mistakes they can commit while they are learning, such as not being able to communicate well in important situations, using inappropriate vocabulary that may be offensive, cultural misunderstandings, etc.

Although it is well known that realia can help in a second language learning, this systematization seeks to collect genuine insights from various students to analyze the impact level of using realia items, what students think is needed to get better results, the average of learners who think realia was useful and the students who think it does not work, how the usage of realia material can be improved, etc.

Accessibility and inclusivity are also crucial aspects of using realia materials. They can be adapted to different learning styles and preferences, making the learning process more accessible to all students. This offers a cultural immersion as a great benefit for effective communication in a second language. Additionally, realia materials increase motivation by engaging students to motivation through interactive activities, especially for younger ones. If the interpretation of some objects is difficult, they can be replaced with other types of more accessible objects that also help students comprehend new words. (Irfan, 2021).

Students are free to commit mistakes to learn from them and receive personalized feedback according to their weaknesses. This means teachers must pay total attention to their students' learning styles. "When teachers believe their teaching is valued, they will work hard to succeed and support good student results. As a result, students will be more motivated and their language performance can be improved" (Alhamdawe N. , 2022)

Realia encourage collaborative work. Students work together to interpret and discuss to share diverse perspectives and opinions. Also, teachers can personalize the selection of realia materials according to the interests and needs of their students. This provides a more precise learning experience to individual preferences and goals and offers practical opportunities for students to practice speaking skills and expand their vocabulary in authentic contexts. Systematizing experiences with realia materials, educators can get valuable insights into their effectiveness and identify areas for improvement, preparing students for real life communication situations outside the classroom.

3.1 General Objective

To investigate the efficacy of realia materials in enhancing speaking skills and vocabulary acquisition at learning English as a second language by measuring students' confidence and fluency at communicating before and after using realia resources.

3.2 Specific Objectives

- To search for bibliographic support about the impact of realia materials on English learners' speaking through reading scientific papers to get authentic and reliable information.
- To analyze the results obtained from surveys and interviews to look for the best strategies to implement realia in English classrooms.
- To propose different materials related with the real world to help students with their speaking skills and vocabulary acquisition by creating activities based on the investigation's results.

3.3 Dependent variable

The usage of realia material in English classes aims to improve speaking skills and vocabulary. One of the main objectives is to investigate the effectiveness of realia materials in improving speaking skills and vocabulary acquisition when learning English as a second language by measuring students' confidence and fluency in communication. Therefore, the dependent variables are: improvement in speaking skills, vocabulary acquisition, students' confidence, and fluency in speaking. These aspects are measured through indicators such as students' confidence before and after using realia, number of new words learned, improvement in fluency, and the effectiveness of realia-based activities.

3.4 Independent variable

The independent variables in the study are related to the use and implementation of realia materials in English classrooms. Specifically, they include the use of realia materials in the classroom, the implementation of activities based on real contexts, strategies that come from the analysis of surveys and interviews, and engagement with real world materials. These variables are supported by resources such as content analysis, observation, interviews, and surveys, which provide insight into how these strategies and materials influence the dependent variables.

4. STATE OF THE ART

Realia usage in vocabulary development has been recognized as a useful approach to acquiring a second language. Realia is centered on using tangible objects from the real world in the classroom to create significant learning experiences according to the context. By incorporating authentic material such as flash cards, toys, food packaging and daily objects, students are exposed to the vocabulary in a practical and memorable way. This method allows students to associate the object's names with their usage in the real world and who it is important to learn it. As a result, vocabulary learning becomes more attractive, interactive and relevant for real contexts, promoting lasting memory and deep comprehension.

In ESL teaching, speaking skills development and vocabulary acquisition are important focuses due to their essential role in effective communication. Speaking fluently allows students to participate in meaningful conversations, while a solid vocabulary supports comprehension and expression in diverse contexts. To improve these competences, it has been important to search for innovative strategies to teach, including real materials usage. Realia (physical objects such as maps, menus or tools) presents authentic and contextualized learning experiences, creating a bridge between classroom instructions and praxis. This approach is aligned with the experiential learning theory by (Kolb, 1984.) which explains that learning is a continuous process where concrete experiences turn into knowledge through reflection, conceptualization, and practical application. According to (Kolb, 1984.), effective learning occurs when students participate in significant experiences, reflect about them and create abstract concepts to apply them in new situations.

Similarly, sociocultural theory by (Vygotsky, 1978) highlights the significance of authentic contexts and social interaction in a learning environment. (Vygotsky, 1978) proposed that learning is a natural social process that occurs through interaction among people and their environment. His idea of Zone of Proximal Development (ZPD) highlights how students can attain greater levels of comprehension while counting with the support of tools, teachers, and classmates. While Kolb emphasizes the importance of experience and reflection on learning, (Vygotsky, 1978) focuses on the importance of social interaction and mediated learning. These two perspectives offer a solid framework to comprehend how realia can improve speaking skills and vocabulary acquisition.

The theoretical foundation for realia's usage in vocabulary teaching is linked to the cognitive development theory by (Piaget, 1950). It emphasizes that learning occurs through active interaction with the environment, where students comprehend and assimilate new information in their cognitive structures. Using real objects helps students to have direct and real experiences, creating mental representations that (Piaget, 1950) called "schemas", which support new vocabulary acquisition. On the other hand, the accommodation process occurs when students find unknown objects and they adjust their cognitive structures to incorporate new ones. This dynamic interaction between assimilation and accommodation promotes the

building of significant connections between new words and their references in the real world.

4.1 Studies on Realia and Vocabulary Acquisition

The usage of realia in vocabulary acquisition has been studied by various investigators, who highlight its effectiveness in improving the retention of words and promoting significant learning experiences. Realia, as tangible and authentic material, helps students to understand the real importance of some objects they only know how to write or pronounce.

(Dale, 1969) introduced the 'Cone of Experience', a conceptual framework that emphasizes the importance of learning based on senses, or sensory-based learning. The more senses involved in the learning process, the better comprehension and retention of knowledge will be. In the context of vocabulary acquisition, realia involve multiple senses (visual, tactile, and even olfactory) when students interact with physical objects. (Dale, 1969) said this multi-sensorial experience facilitates the student's lasting memory, because the next time students want to remember a specific word, they will remember the object they interacted with, and it will be easy for them to remember the name of the object.

(Ali, 2013) explored the usage of realia in English as a Second Language classroom. Their investigation done with 60 high school students revealed that students who were exposed to realia had higher rates of vocabulary retention than those who only followed a traditional approach based on textbooks. The study concluded that physical interaction with objects helped students to create "concrete mental images" that facilitated the internalization of new vocabulary. This finding supports the Dual Coding Theory by (Paivio, 1971) which suggests that new information can be retained better when it is processed by verbal and non-verbal means. In this case, visual and tactile aspects from realia give students multiple cognitive ways to store memories.

(Martínez, 2018) did an experimental study in their school environment, focused on the impact of realia on vocabulary acquisition on kids from 8 to 10 years old. The investigators designed a learning intervention where students learned vocabulary related to food, household items, and animals. The students were divided into two groups: the first one learned vocabulary through realia, while the second one was

based on flashcards. After a two-week intervention, the students who used realia got 30% higher punctuation in vocabulary retention tests. The authors found out that physic interaction with the objects promoted “active learning” and “cognitive engagement”, which are essential elements for experiential learning, as it is suggested by (Kolb, 1984.)

4.2 Usage of Realia in Speaking Skills

(Alshammari, 2019) carried out a study about the impact of realia usage in the development of speaking skills in ESL students. This study was centered on how integrating real objects in the classroom can improve the capacity of students to participate in authentic and spontaneous conversations. The results showed that real objects such as daily products give students the necessary scenarios to practice how to act in everyday situations and enhance their fluency.

This study also highlighted that interaction using realia motivates students and reduces their anxiety while speaking. (Alshammari, 2019) observed that students feel involved when they have a physical object to interact with, which helps them visualize the conversation context better. This sensorial experience allows them to feel more confident speaking and participating in role-play activities, since they associate words with tangible objects to facilitate vocabulary usage.

The investigation also showed that realia usage improves not only the vocabulary, but also cultural norms associated with the language. Students learned words and also expressions and new gestures that are very common in authentic interactions. (Alshammari, 2019) says this approach contributes to language acquisition as well as appropriation of cultural practices related to the usage of certain objects. This study reinforces the idea of using realia in the classroom to supply authentic contexts for the practice of oral activities. Through interacting with physical objects, students develop their fluency in daily life. This approach, which involves senses actively, promotes a more effective participation and enhances the students' confidence in speaking English.

4.3 Usage of Realia to Improve Vocabulary

(Arrobo, 2024) carried out an investigation which combined two methodological strategies: the usage of realia materials and the Total Physical Response (TPR). This approach seeks to evaluate how effective it is to improve English vocabulary learning in students from 8th grade. The motivation for this study came from the initial observation in a classroom, where the authors identified that traditional methods such as memorization of vocabulary and abstract grammar explanation were inefficient to promote the retention of new words and their usage in communicative contexts. According to (Arrobo, 2024) the students faced difficulties relating the new words to practical situations, which limited their capacity to apply them significantly. That is why the authors proposed to integrate real objects with physical movement to facilitate a deeper connection between learned vocabulary and its application.

This study utilized a quasi-experimental design with a mixed-methods approach. A sample of 60 8th grade students was selected, then this sample was divided into two groups: experimental control. The experimental group received classes using realia activities based on the TPR approach, while the control group continued using traditional activities centered on written exercises and memorization. To evaluate the results, pretests and posttests were used, complemented with classroom observation and interviews to the students.

During the development of the sessions, the experimental group interacted with real objects related to new words aimed at learning. For instance, to learn vocabulary related to fruits and vegetables, the students touched real products. This interaction allowed the students to have a visual, tactile, and contextual connection. This approach was complemented with the TPR usage, which included activities where the students responded physically to orders given by the teacher, such as "Pick up the apple" or "Place the banana on the table". According to (Arrobo, 2024), these activities not only facilitated the retention of new words but also improved the motivation of the students to learn English.

The results obtained indicated a significant improvement in vocabulary acquisition and retention of it in the experimental group, in contrast to the control one. The posttest scores of the experimental group were 25% higher than the scores of the

control group. Also, qualitative observations showed that students who participated in activities with realia and TPR demonstrated a better willingness to participate in class and more confidence in using the vocabulary learned.

The authors conclude that the combined use of realia and TPR not only facilitates the memorization of words but also promotes multisensory learning that reinforces the connections between vocabulary and its real context. This approach is especially useful in educational environments, where students have limited access to immersive English language experiences.

(Quintana, 2022) was focused on exploring the impact of the use of realia on vocabulary learning in high school students in the Dominican Republic. The author started from the premise that authentic materials can be used as bridges between the classroom and the real world, providing a meaningful context that promotes learning.

In her research, (Quintana, 2022) identified that one of the most significant challenges in the classrooms of English as a foreign language is the lack of connection between the words learned and their practical usage. According to the author, students often face mechanical learning that limits their ability to remember and apply vocabulary. In this context, (Quintana, 2022) proposed integrating real materials, such as everyday objects and resources from the immediate environment, to transform learning experiences into something more dynamic and meaningful.

The research followed a qualitative-descriptive approach, using participant observation, structured interviews, and analysis of student portfolios as data collection tools. The sample consisted of 45 students from high school, who participated in class sessions designed to incorporate the usage of realia. The materials included simple objects like food and kitchen utensils. It also included more complex resources, such as tourist brochures and maps.

The results obtained in the study showed significant improvements in vocabulary acquisition. (Quintana, 2022) informed that, at the end of the teaching program, more than 80% of the participants demonstrated a higher retention of words and a wider capacity to use them in appropriate contexts. In addition, the interviews

revealed that the students perceived the classes as more interesting and relevant for their daily lives.

(Quintana, 2022) concluded that the use of realia not only improves vocabulary retention but also encourages a positive attitude in learning English. The author says that teachers should consider incorporating authentic materials regularly into their syllabus, adjusting them to the different contexts of the students, such as economic or cultural ones. In addition, it suggests conducting additional research that evaluates the effectiveness of realia in other educational levels and linguistic areas, such as grammar and pronunciation.

(Beltrán Farfán, 2023) conducted a study whose main objective was to investigate how the use of authentic materials can influence the acquisition of vocabulary in English, focusing on students with basic and intermediate levels of linguistic competence. The author defends the idea that real materials connect classroom learning with daily life situations, generating a more meaningful and attractive environment for students.

The study took place in a public secondary school in Lima, Peru, where (Beltrán Farfán, 2023) identified a lot of problems related to teaching English vocabulary. These problems included a lack of effective teaching resources, low student motivation, and learning through memorization that predominated in traditional classes. The researcher highlighted that the predominant approach based on lists of words and repetitive exercises failed to promote deep learning.

To address the limitations, (Beltrán Farfán, 2023) proposed an approach based on the usage of realia, defining it as “authentic materials that represent real aspects of everyday life and that can be manipulated by students during learning activities.” This approach, according to the author, allows students to interact directly with objects, contextualizing the vocabulary in practical and relevant situations.

(Beltrán Farfán, 2023) used a quasi-experimental framework with a mixed methodology. The investigation was made using 50 second-year high school students. They were separated into two groups: one experimental and one control. Both groups participated in vocabulary teaching sessions for more than six weeks, but only the experimental group used realia as part of the learning activities. Authentic materials that were used included banknotes and coins, kitchen utensils,

food, clothing, tourist maps, and restaurant menus. Each class session was designed for students to do practical tasks related to objects. For example, in a lesson about shopping vocabulary, students used real bills and prices to practice dialogues in a simulated market.

The results of the study showed more improvement in vocabulary acquisition by the experiment than by the control group. According to (Beltrán Farfán, 2023), students in the experimental group increased their active vocabulary by 35%, while the control group only showed an increase of 15%. Additionally, classroom observations indicated that the use of realia helped to increase the participation and motivation of students, who perceived the activities as more useful and entertaining.

An interesting finding of the study was the positive impact of social interaction on learning. During the activities with realia, students worked in pairs and small groups, and that encouraged the use of the language in communicative contexts. This approach, according to (Beltrán Farfán, 2023), not only improved vocabulary retention, but also developed students' confidence in using English orally.

4.4 Limitations at using Realia in classroom

(Alqahtani, 2019) conducted a study focused on identifying the limitations that teachers face when they incorporate realia in teaching EFL. This research, conducted in high schools from Saudi Arabia, examined internal (related to students and teachers) and external (resources and educational environment) factors that hinder the application of this methodology:

4.4.1 Cultural Limitations

One of the main findings by (Alqahtani, 2019) was the cultural gap between authentic materials and the sociocultural context of Saudi students. Actual objects used in class, such as international restaurant menus, foreign magazines, and products labeled in English, do not always reflect students' norms, values, or lifestyles. This generated confusion and even rejection in some cases, since students perceived these materials as irrelevant or alien to their daily reality. According to (Alqahtani, 2019), this problem can be mitigated by carefully selecting materials so that they are culturally neutral or adapted to the local context.

4.4.2 Availability and Accessibility

Another limitation highlighted by (Alqahtani, 2019) was the lack of authentic materials in certain areas. In rural areas or less developed regions, teachers faced difficulties getting real objects for relevant lessons, especially those related to global contexts. For example: in urban areas it was easier to use maps, menus or foreign banknotes, while in rural areas those resources practically did not exist. In addition, the time and effort required to collect and prepare authentic materials was significant for teachers.

4.4.3 Linguistic Complexity

(Alqahtani, 2019) also identified that using realia can represent linguistic challenges for learners, especially those with basic levels of English. Authentic texts, such as labels, instruction manuals or advertisements, usually contain advanced vocabulary and language structures that are difficult for learners to understand. That can be frustrating and demotivating, especially when learners do not have adequate support to interpret the materials. (Rashidi, 2020), in their research titled *Challenges of Implementing Authentic Materials in EFL Contexts: A Case Study*, explored the practical and pedagogical limitations of using realia in teaching English as a foreign language. Their study focused on educational institutions in Iran, where the authors analyzed the barriers through teacher interviews and classroom observations.

4.4.4 Resource Limitations

One of the main findings of the study by (Rashidi, 2020) was the lack of material resources in many educational institutions, especially those located in rural areas or with a limited budget. According to the authors, the effective use of realia requires a constant access to varied and relevant materials, such as newspapers, maps or menus in English, but in many schools these resources are few or non-existent. Additionally, the cost of the acquisition and maintenance of these materials was identified as a big barrier, especially in educational systems with little funding.

4.4.5 Integration Complexity

The authors also highlighted that integrating realia into the curriculum can be a complex process for teachers. (Rashidi, 2020) noticed that teachers often need to invest a considerable amount of time in collecting, selecting, and preparing authentic materials. This extra effort can be difficult to manage because of the rest of their responsibilities, such as lesson planning, grading, and managing large groups of students. In the same way, the authors emphasized that the lack of specific training in the use of realia could limit the effectiveness of this strategy, since many teachers do not know how to take advantage of these materials in their lessons.

4.4.6 Cultural and Contextual Challenges

(Rashidi, 2020) identified cultural and contextual challenges as another important barrier. For example, some authentic materials can include cultural references, humor, or values that are unfamiliar or even contradict the social norms of the local environment. These cultural differences can create confusion among students and decrease their interest in content. The authors recommended that teachers select materials that are culturally appropriate and relevant for the educational context.

4.4.7 Level of Linguistic Proficiency

The study also revealed that the level of linguistic proficiency of the students is a crucial factor in the implementation of realia. (Rashidi, 2020) noticed that authentic materials often contain advanced vocabulary, idioms, and specific references that could be difficult for initial students to understand. This can result in frustration and demotivation, especially if students do not receive adequate support to overcome language challenges.

4.4.8 Pedagogical Implications

In their analysis, (Rashidi, 2020) highlighted that the effectiveness of using realia depends a lot on the teacher's ability to adapt materials and design activities that are aligned with learning objectives. However, in many cases, teachers do not have enough time or resources to personalize activities, which can reduce the pedagogical impact of authentic materials. Martínez & López (2021), in their investigation analyzed the limitations that teachers face when they implement

authentic materials in teaching English classes in rural contexts. The study, carried out in various communities in Latin America, was focused on identifying logistical, pedagogical, and cultural challenges.

4.4.9 Limited Access to Resources

One of the main obstacles identified by (Martínez P. &, 2021) was the limited access to authentic resources in rural schools. The authors noted that urban institutions and schools in rural areas often lack basic materials such as books, magazines or brochures in English. This scarcity of resources makes it difficult to implement realia strategies since teachers have to look for alternatives that do not always meet the necessary standards to get meaningful learning. Additionally, the costs associated with acquiring and transporting authentic materials is an additional barrier. In many cases, teachers use their own financial resources for the real objects, which is not always sustainable for them.

4.4.10 Lack of Teacher Training

(Martínez P. &, 2021) also highlighted the lack of specific training as an important limitation. Although many teachers recognize the potential benefits of authentic materials, they do not always have the necessary skills to use them in a good way in their classes. For example, the authors observed that some teachers chose to use realia superficially, without training in pedagogical activities, which limited its impact on learning. The research suggested that teacher education programs should include specific modules about how to select, adapt and use realia in different educational contexts. This training could help teachers to overcome difficulties related to lack of experience and confidence in this methodology.

4.4.11 Cultural and Linguistic Barriers

Another significant challenge identified in the study was the cultural and linguistic disconnection between authentic materials and the environment. (Martínez P. &, 2021) noticed that some real objects, such as international restaurant menus or advertisements, included cultural references that were irrelevant or incomprehensible to students. This mismatch not only made understanding difficult but also reduced students' motivation to interact with the materials. Also, the English

level of students influenced the effectiveness of the authentic materials. The authors observed that, in groups with limited language skills, the use of realia can cause frustration if students do not have the necessary support to comprehend the content.

4.4.12 Time and Space Limitations

(Martínez P. &, 2021) identified practical limitations related to the time and space available to use realia. Teachers noticed that planning and using authentic materials in the classroom was a process that consumed a lot of time and resources. In addition, in classrooms with big numbers of students, it was not always possible for everyone to interact directly with the materials, and that decreased their effectiveness. (Nguyen, 2021) analyzed the challenges related to the use of realia in teaching English as a foreign language in Vietnam. Their study used interviews with teachers and students, classroom observations, and analysis of curricular documents to identify the main limitations in the implementation of authentic materials.

4.4.13 Inadequate and Limited Resources

Nguyen and Tran (2022) highlighted that one of the most common problems in schools in Vietnam is the lack of access to actualized and authentic materials. Although some teachers tried to incorporate real objects into their lessons, they faced difficulties due to a lack of local resources that reflected cultural contexts relevant to students. Furthermore, the authors noted that in many cases the available materials did not work or did not represent significant changes in the usage of English language. The dependence of teachers on improvised materials like newspaper clippings or old photographs was also identified as a limitation. Although these strategies reflect creativity, the authors said that they are not always sufficient to achieve meaningful learning.

4.4.14 Lack of Teacher Training

Another big barrier identified by Nguyen and Tran (2022) was the lack of specialized training in realia usage. According to their research, many teachers did not receive specific training on how to select, adapt, and integrate authentic materials in their lessons. This resulted in limited or ineffective use of realia since teachers usually

did not know how to adapt them to learning objectives or linguistic needs. The authors recommended that educational institutions include workshops and professional development programs that focus on the usage of authentic materials as part of their pedagogical strategies. This can allow teachers to implement realia more effectively and with more confidence.

4.4.15 Logistical and Organizational Difficulties

Nguyen and Tran (2022) also mentioned that logistical restrictions played a crucial role in the implementation of realia. For instance, many teachers indicated that transporting physical objects to the classroom, especially those that were too big or delicate, was a significant challenge. Additionally, in classes with a high number of students, it is important to ensure that everyone can interact with the materials, which is a complicated task and reduces the effectiveness of the activities. In rural contexts, these difficulties were worse because of the lack of adequate transportation and the distance between the resources and the schools. The authors highlighted that these logistical barriers often demotivate teachers from using realia in their lessons.

4.4.16 Cultural and Linguistic Adaptation

A relevant finding for the study was the need to adapt authentic materials to the cultural and linguistic context of the students. Nguyen and Tran (2022) noted that many real objects, such as international restaurant menus or event tickets, contained cultural references that were unfamiliar or irrelevant to students from Vietnam. This cultural difference not only made understanding difficult but also reduced the interest of the students in the activities.

4.5 Impact of Realia on Student Motivation and Engagement

Brown and Lee (2021) studied the role that authentic materials play in motivating and engaging students in learning English. According to these authors, authentic materials offer real and meaningful contexts that capture the attention of students, increasing their interest in foreign languages. This study argues that authentic materials such as videos, images and advertisements can activate the intrinsic interest of students in making connections between learning and their daily life.

Authentic objects allow students to see how the language is used in real situations, which encourages active participation in learning and in consequence improves their intrinsic motivation. Furthermore, the authors highlight that this approach provides contextualized learning that makes students feel more connected to the content and more engaged in the learning process.

According to Brown and Lee (2021), using authentic materials not only increases intrinsic motivation, but also encourages engagement in the classroom. The authors indicate that students tend to become more involved in activities when they work with materials that reflect real and meaningful situations. For example, role-playing games and reality-based simulations allow students to practice the language in authentic contexts, which not only improves their language skills, but also allows them to experience a sense of achievement and personal satisfaction when interacting with other learners in the classroom.

A key aspect highlighted by Brown and Lee (2021) is the cultural relevance of authentic materials. The authors emphasize that materials that reflect local or regional culture are usually more effective to maintain students' interest, especially when they feel connected to the content emotionally. This cultural connection increases the meaning of learning, which reinforces engagement and motivation.

Chen (2020) investigated the impact that authentic materials have on students' motivation for learning the English language. This research focused on how these resources can positively influence the disposition, participation, and engagement of students in the learning process.

Chen (2020) said that authentic materials, such as real texts, recordings of native speakers and activities based on everyday objects, can enhance extrinsic motivation. Through real examples that reflect cultural contexts and practical situations, students find more meaning in their learning, which motivates them to complete tasks and activities with more enthusiasm. Additionally, authentic materials provide a connection between language learning and practical applications in daily life, making it easier for students to focus on their goals, such as passing exams or using English in their professional future.

Chen (2020) highlights that the use of realia in the classroom can improve the active participation of students during classes. Authentic objects, such as photos, videos, and audio materials, attract students' curiosity and encourage them to participate in class discussions and activities. According to the study, when students experience learning through real objects, they feel more motivated to interact, ask and respond leading to a better engagement with the activity and with their classmates.

Lee & Kim (2019) studied how authentic materials can influence directly motivation and compromise of students in learning ESL. This study said that realia usage can improve motivation while giving significant and real experiences that students found more relevant and nearer to their lives. Authentic materials, such as native recordings, videos or newspaper articles, catch students' interest and prompt them to participate actively in the learning process.

5. MATERIALS AND METHODS

This investigation combines qualitative and quantitative methods to examine the impact of realia materials on English language learning, more specifically, speaking skills. This methodological combination allows us to analyze the problem from a comprehensive perspective, considering the subjective perception of the participants through interviews and quantifiable data through questionnaires. Qualitative methods facilitate a depth investigation through near observation of participants' interactions with real-life materials, while quantitative methods help to compare and measure the learners' answers to the same questions.

Using a qualitative approach, interviews three English teachers were interviewed to explore their experiences, opinions, advantages, difficulties, and suggestions about the use of realia materials in the classroom. This technique provides detailed and contextualized information that complements quantitative data. The information gathered here was used to consider what is important while using real materials to teach a new language from the empirical side. Considering the pros and cons, the problems that can arise and some advice.

On the quantitative approach, students from seventh and sixth grade responded to the same survey to collect data on their perceptions of activities that involve real

objects and their impact on vocabulary acquisition and speaking skills improvement. The data obtained were analyzed using descriptive statistics.

5.1 Population

The research took place at the private Eduard Spranger School, located in the city of Ibarra, in Imbabura province. The sample consisted of two main groups: students in basic general education and English teachers. In total, 44 students from sixth and seventh grades, with ages from 10 to 12, participated in the survey. Of this total, 26 were male and 18 were female. All the questions of this survey were about realia materials implemented in their English classes. All participated voluntarily, with the consent of their teachers. In addition, three English teachers from the same institution were also included in the investigation and interviewed to learn about their experiences, perceptions, and recommendations regarding the use of real-world materials in language teaching. The teachers were selected for their experience in the field and working with various classroom methodologies. The choice of this sample was made to analyze the implementation of realia materials in a real school environment, considering the perspective of students and teachers.

5.2 Instruments

Surveys for students: An ad hoc survey was designed to gather the necessary information about the students' perceptions of the use of Realia materials in their English classes. The survey consisted of 10 multiple choice questions. The questions focused on assessing the perceived usefulness of Realia materials to learn vocabulary and oral skills and their preferences and attitudes toward the classroom activities in English classes. This instrument is relevant because it allows us to compare different answers to the same questions from different students' perspectives.

Interviews for teachers: Three English teachers from the same institution were interviewed with 5 questions. These interviews were designed to obtain qualitative information about the experiences, opinions, and challenges teachers face when using Realia materials in the classroom. The questions covered topics such as perceived benefits, difficulties, and recommendations for improving their use.

5.3 Procedure

First, a formal request was made to the Eduard Spranger Institution for the necessary permission to carry out research on it. The request was written and signed by the thesis advisor and approved by the institution's director. Once the authorization was obtained, the surveys were administered in sixth and seventh grade classrooms. The surveys were given to the students and completed individually during class. In both classrooms, other teachers were present. They supervised the process but did not interfere with the survey administration. After that, interviews were carried out with three English teachers from the same institution. The interviews were conducted individually and recorded with their consent. A mobile phone was used to record their voices answering questions. The interviews focused on exploring teachers' experiences, opinions, and challenges when using Realia materials in their teaching, with the objective of gaining a professional perspective on the impact of these resources in the classroom. Finally, the recorded interviews were analyzed, while the survey data were organized using descriptive statistics to obtain a comprehensive overview of student perceptions.

6. RESULTS AND DISCUSSION

6.1 Interview to the teachers

The three teachers agreed that real objects were useful in English classes, though not all of them used it so frequently. Teacher A highlighted their sensory and playful value, helping students connect emotionally and cognitively with vocabulary. Teacher B talked about their usefulness, especially with young learners, but preferred images due to time and students' ages. Teacher C used them when it was possible to improve motivation and understanding. Their use depended on time, age, and available resources.

All of them mentioned that realia helped connect vocabulary to real-life. Teacher A said it made learning experiential and useful for real contexts, but not all topics allowed to use it, so videos or toys were used. Teacher B emphasized that combining vocabulary with manipulable materials for visual and tactile learning was a very good strategy. Teacher C highlighted that realia could decrease anxiety and

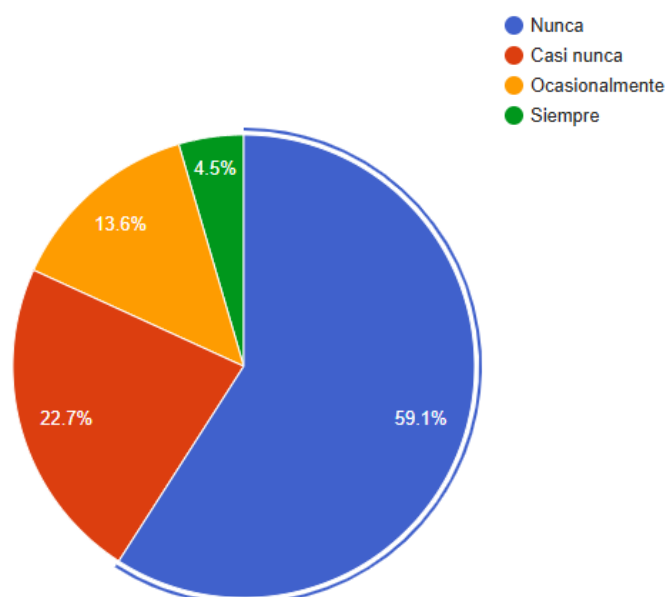
improve confidence in speaking. In general, they agreed that real objects supported comprehension, retention, and oral practice, but it was not always applicable in class.

The main challenges were logistics. Teacher A mentioned difficulty with certain topics and used substitutes like toys. Teacher B talked about little time and limited materials, preferring small images. Teacher C highlighted issues in large groups or online classes and the difficulty of using realia without affecting the lesson time.

Regarding activities, Teacher A guided students with vocabulary to full sentences using movement. Teacher B used dialogues and roleplays for oral practice. Teacher C included creative tasks like describing personal objects or food roleplays. Realia supported varied speaking activities, from simple ones to more complex ones.

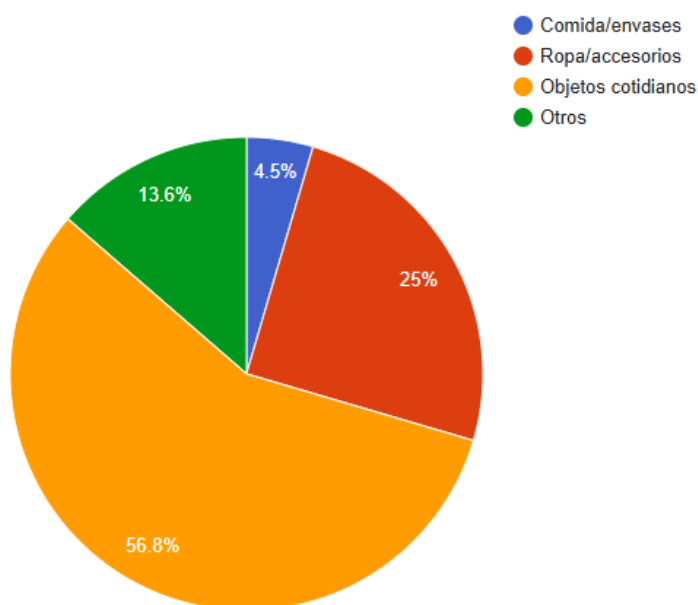
All agreed that realia benefited learning by connecting language to real objects. However, its use depended on the conditions. Teacher A had institutional support to use it regularly. Teacher B faced limitations and preferred images to avoid material damage. Teacher C suggested digital alternatives for online use. To summarize, teachers said realia was effective but limited by context and resources.

6.2 Survey to the students

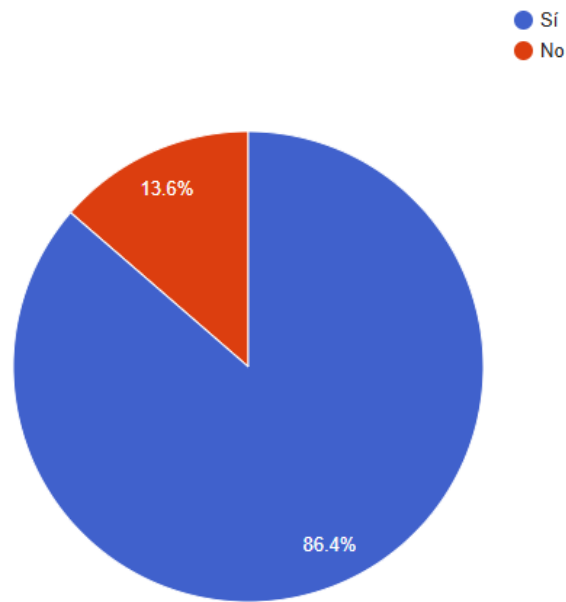


According to the students surveyed, the use of real objects in English classes to learn new vocabulary is not used very often. The majority indicate that their teachers

never use this type of resource, and a significant group mentions that it occurs very rarely. Only a minority say teacher utilize this practice occasionally, and very few indicate that it is common in their classes. This reflects a limited use of concrete materials to support vocabulary teaching, which could be affecting the connection between new words and their actual meaning in authentic contexts.



When students were asked about the types of real-life objects that they would like to use in class to learn English vocabulary, most students expressed a preference for everyday objects, such as tools or toys. This indicates a preference for materials close to their everyday environment, possibly due to their easy recognition and practical application. A smaller group expressed a particular interest in using clothes or fashion accessories, while only a few mentioned food or packaging. There were also responses pointing out “others” as an option. These results show that students particularly value learning related to objects that they can see, touch, and use in their daily lives.



A large majority of students think that real-life objects could help them relate the new language to everyday situations. This perception highlights the value students give to real material to go beyond only concepts, allowing them to see the language as a functional tool for real-life contexts. Only a small group of students expressed doubts about this, reinforcing the idea that the use of realia can be an effective strategy for making learning more meaningful, relevant, and take students closer to daily experiences.

6.3 Discussion

Although teachers ensure using realia in English classes with their students, the results show something totally different, because while all the teachers claim to use real object with different frequency, most of the students answer “never” when they were asked if their English Teachers used realia in the classroom. With this, we can infer that the teachers are aware of the effectiveness and usefulness of real material, but they almost never use it. Even when students said they never use this kind of material in English classes, they said they would like to, so it cannot be said that teacher do not use them because of lack of interest from students.

When choosing among different types of resources such as images, videos and realia to acquire new vocabulary, most of the students chose realia, showing a particular interest in touching and interacting with physical things, and not only see them through screen. This contrast with teacher A affirmation, since he said that students enjoy learning vocabulary through images and that they can replace completely real objects.

One of the mentioned limitations is the lack of time, but according to (Larsen-Freeman, 2011), the integration of realia in language teaching is not required by much time. It can be effectively incorporated with brief activities that help students engage to the topic. It is not necessary to spend the whole class using the real objects, but using them as a complement with all the material that can be used to teach a same topic. Also, (Guariento, 2001) argue that time limitations in the use of realia can be overcome by using simple and reusable materials, which increase authenticity and motivation in language learning. And (Tomlinson, 2011) says that the initial time invested to prepare realia materials is compensated by the student's engagement and their learning outcomes.

Teacher A said that he prefers to replace realia material with images but (Akram, 2022) found that although pictures and realia were effective to teach vocabulary, realia provided a more meaningful learning experience, enhancing retention and comprehension of new things. They concluded that pictures can be helpful but cannot replace completely interaction with real objects in language learning. Also, (Treve, 2023) showed that students who are exposed to authentic materials, and real situations, improved their language skills more than those who used only traditional materials or images. These studies demonstrate that the mentioned limitations should not be an excuse to not to use realia resources that could play an important role in vocabulary acquisition, especially for children.

In order to help teachers have a guide to implement realia activities in their English classes to improve Speaking Skills and Vocabulary in their students, a proposal has been created, where students can touch knitted objects that represent real situations that will make them relate those objects to their daily lives or recognizable situations. In this proposal, teachers can find lists of the vocabulary and grammar that students

will learn. Also, in this proposal teachers will find a rubric to grade students' performance in class using the material (Find it in Annexes, 10.4)

7. CONCLUSIONS

1. There is a notable disagreement between teachers' perceptions and students' experiences regarding the use of Realia materials in English classes. While the teachers interviewed ensure that Realia materials are useful tools to increase vocabulary and improve oral expression, most of the students mentioned in their surveys that their teacher never uses them in their classes. This gap reflects a lack of implementation that limits students' use of these resources.
2. Real materials have great potential to promote meaningful learning and increase students' motivation. Survey results show that students believe that real-life materials, especially daily objects, can help them connect learned vocabulary to real-life situations. This connection leads to better language retention, more participation in class and greater confidence at communicating in English.
3. The infrequent use of Realia materials is not due to a lack of knowledge about their pedagogical value, but rather to external factors that hinder their implementation. Among the main limitations mentioned by teachers are a lack of time to prepare lessons, a shortage of physical materials, and a lack of institutional support. These factors prevent teachers from regularly including these types of resources in their classes, despite being convinced of their effectiveness.
4. The use of real-life materials can strengthen the connection between the language and the student's environment every day. By integrating authentic objects into communicative activities, contextualized learning can be encouraged and promote the development of social, cultural, and practical

skills, which are necessary to be used in real-life situations with English as a second language.

8. RECOMMENDATIONS

1. Implement some programs for teachers focused on the practical use of Realia in the English classroom. Educational institutions should offer workshops and training that provide simple and accessible strategies to integrate real-life materials into classroom activities, even when there are some limitations. This can allow teachers to take full advantage of the benefits of these resources without adding additional workloads.
2. Incorporating the use of real-life materials as a structural part of the English curriculum. More than just occasional activities, it is recommended that the use of realia be intentionally and regularly planned in teaching units. In this way, students will have constant opportunities to interact with real objects, which can significantly contribute to their communication and vocabulary development.
3. Considering students' preferences and interests when selecting real-world materials. Students expressed a lot of interest in everyday objects, so teachers could prioritize these elements when designing activities. Adapting materials to students' context and reality not only increases motivation but also promotes more contextualized and effective teaching.
4. Promoting collaboration between teachers and educational authorities to facilitate access to materials related to real life. It is suggested that agreements be established that allow teachers to have a small inventory of accessible materials in their institutions or even promote collaborative work among teachers to share resources, ideas, and strategies that optimize the use of these materials without requiring large investments.

9. BIBLIOGRAPHY

- Fathima Muzatha, M. T., & Mohamed Riyath, M. I. (2019). The effectiveness of using Realia in teaching English vocabulary to elementary school students in Sammanthurai zone.
- Rao, P. S. (2019). The role of English as a global language. *Research journal of English*, 4(1), 65-79
- Alhamdawe, N. O. (2022). Importance of motivation in learning english language. *Hu manitarian & Natural Sciences Journal*, 3(1), 902-910.
- Cronquist, K., & Fiszbein, A. (2017). El aprendizaje del inglés en América Latina. *El Diálogo Interamericano*.
- Yáñez, R. E. C., Morán, J. I. A., & Guanoluisa, F. S. C. (2024). Using realia in teaching english vocabulary to a mildly intellectually disabled student. *Revista Científica de Innovación Educativa y Sociedad Actual" ALCON"*, 4(4), 91-104.
- Ruzieva, N. Z. (2017). TEACHING ESP WITH REALIA. *Achievements of Science and Education*, (5), 77-78.
- Ravshanoy, K. R. (2023). Realia and its usage. *International Multidisciplinary Journal for Research & Development*, 10(10). <https://www.ijmrd.in/index.php/imjrd/article/view/177>
- Merino, S. R. P., Poveda, M. E. P., Arteaga, S. Y. B., & Poveda, M. L. P. (2019). Realidad actual de la enseñanza en inglés en la educación superior de Ecuador. *Dominio de las Ciencias*, 5(2), 523-539.

- Martínez, P., & López, R. (2021). El uso de materiales reales en la enseñanza de inglés: Beneficios y desafíos. *Revista Internacional de Educación y Lingüística*, 19(4), 67-82.
- Rashidi, N., & Ghafar Samar, A. (2020). The impact of authentic materials on EFL learners' vocabulary acquisition. *English Language Teaching*, 13(3), 48-59.
- Alqahtani, M. (2019). The role of authentic materials in improving language learners' motivation and engagement. *Journal of Language Teaching and Research*, 10(6), 1099-1106.
- Quintana Encarnación, A. (2022). El impacto del uso de materiales auténticos en el aprendizaje del vocabulario en estudiantes de inglés como lengua extranjera. *Investigación en Educación Lingüística*, 10(2), 205-223.
- Beltrán Farfán, L. (2023). La utilización de materiales auténticos para mejorar la motivación y el compromiso en el aprendizaje del vocabulario en estudiantes de inglés. *Revista de Educación Lingüística*, 14(1), 89-108.
- Arrobo, J., & Guamán Luna, M. (2024). Una propuesta para utilizar TPR y REALIA para mejorar la adquisición de vocabulario en una clase de inglés como lengua extranjera. *Revista de Investigación en Educación*, 12(3), 123-140.
- Alshammari, A. (2019). The use of realia in ESL classrooms for enhancing speaking skills. *Journal of Language Teaching*, 22(3), 45-59.
- Martínez, L. R., García, M. P., & Torres, J. F. (2018). The impact of realia on vocabulary learning among primary school students. *Journal of Language and Education Research*, 4(2), 22-45.

- Dale, E. (1969). *Audiovisual methods in teaching* (3rd ed.). Holt, Rinehart, and Winston.
- Ali, S., & Salih, A. (2013). The effect of using realia on vocabulary learning among EFL students. *International Journal of English Language Teaching*, 1(1), 50-66.
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice Hall.
- Piaget, J. (1950). *The psychology of intelligence*. Routledge & Kegan Paul.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds.). Harvard University Press.
- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed.). Oxford University Press.
- Tomlinson, B. (2011). *Materials development in language teaching* (2nd ed.). Cambridge University Press.
- Nguyen, T. M. (2021). Using realia to enhance vocabulary retention in young EFL learners. *Journal of Language Education and Practice*, 15(2), 112–125.
- Akram, M., Sarwat, S., & Mehmood, T. (2022). The use of pictures and realia to improve students' vocabulary mastery: A classroom action research of fourth grade students. *Annals of Human and Social Sciences*, 3(2), 399–406. [https://doi.org/10.35484/ahss.2022\(3-II\)38](https://doi.org/10.35484/ahss.2022(3-II)38)

- Treve, M. (2023). Examining the impact of using authentic materials on ESL/EFL learners. *International Journal of Empirical Research Methods*, 1(1), 40–50. <https://doi.org/10.59762/ijerm205275791120231005151352>

- Aziza, K. (2024). How using realia can help make learning a fun activity. *European International Journal of Philological Sciences*, 4(06), 16–18. <https://doi.org/10.55640/eijps-04-06-04>

- Irfan, F., Hussain Awan, T., Bashir, T., & Ahmed, R. (2021). Using Realia to Improve English Vocabulary at Primary Level. *Multicultural Education*, 7(3).

- Guariento, W., & Morley, J. (2001). Text and task authenticity in the EFL classroom. *ELT Journal*, 55(4), 347–353. <https://doi.org/10.1093/elt/55.4.347>

- Paivio, A. (1971). *Imagery and verbal processes*. Holt, Rinehart and Winston.

- Sinha, K. (2024). Realia Education in Language Learning. *International Journal of English Learning & Teaching Skills (IJELTS)*, 5(1)

10. ANNEXES

10.1 Interview for English Teachers

1. ¿Incluye materiales objetos reales en sus planificaciones diarias para enseñar nuevo vocabulario a sus alumnos? ¿Por qué?
2. ¿Qué ventajas cree que hay al usar objetos reales para mejorar las habilidades de speaking y vocabulario de sus estudiantes?
3. ¿Cuál es la mayor dificultad que enfrenta al usar objetos reales para enseñar vocabulario en clases de inglés?
4. ¿Qué actividades para mejorar la destreza de speaking ha realizado con sus alumnos usando objetos reales?
5. ¿Qué cambios o mejoras consideraría necesarios para integrar de manera más efectiva los materiales de realia en el aprendizaje del idioma inglés?

Pregunta	Teacher Lady Pupiales	Teacher David Acero	Teacher Steven Paredes
1. ¿Incluye materiales objetos reales en sus planificaciones diarias para enseñar nuevo vocabulario a sus alumnos? ¿Por qué?	Sí, efectivamente incluyo materiales de la vida real en inglés, we say realia, porque de alguna forma con eso los niños pueden conectar mejor con las palabras en inglés y con el vocabulario que necesitamos enseñar, darles esa experiencia sensorial que involucre todos	De vez en cuando, cuando tengo bastante tiempo trato de utilizar, pero depende bastante el nivel de la edad de los chicos. Cuando son pequeños toca utilizarlo casi diario y mientras son más grandes	Sí, siempre que es posible incluyo objetos reales en mis planificaciones, sobre todo cuando enseño vocabulario relacionado con alimentos, ropa, herramientas o la vida cotidiana. Los objetos tangibles

	los sentidos de alguna manera facilita el aprendizaje de ellos y lo hace más divertido también.	son imágenes para mí Suficiente.	ayudan a establecer una conexión directa entre la palabra y su significado, y hacen que la clase sea más dinámica y participativa.
2. ¿Qué ventajas cree que hay al usar objetos reales para mejorar las habilidades de speaking y vocabulario de sus estudiantes?	Como lo mencioné anteriormente, como se les da una experiencia real y también que involucra todos los sentidos de ellos, les permite de alguna manera saber que ese objeto lo pueden encontrar en diferentes partes de su vida real y la ventaja para ellos puede ser que al tenerlo lo pueden relacionar y es más fácil para ellos poder practicar el <i>speaking</i> porque no solo jugamos con ese objeto real, sino que cuando se mandan tareas o ellos van a la casita también lo	Yo creo que para desarrollar el speaking debería haber otras actividades más sería para el incremento de palabras como vocabulario, para que los chicos tengan una mejor visualización y puedan tocar el material.	El uso de objetos reales facilita que los estudiantes se expresen de forma más natural, ya que les da algo concreto de qué hablar. Esto promueve descripciones, comparaciones y respuestas espontáneas. Además, tener algo físico frente a ellos los motiva y les da seguridad, reduciendo la ansiedad al hablar.

	<p>pueden relacionar y decir oh, ahí está... por ejemplo, there is a... ahorita estamos viendo lo que es frutas, entonces algunos de ellos fueron al supermercado... y me comentó también que es en cuanto al vocabulario. Entonces lo hace más vivencial.</p>		
<p>3. ¿Cuál es la mayor dificultad que enfrenta al usar objetos reales para enseñar vocabulario en clases de inglés?</p>	<p>Puede ser que dependa del vocabulario. Hay ciertos temas donde traer objetos reales se nos complica un poquito. Por ejemplo, estábamos viendo cositas del océano, entonces no siempre podemos traer cosas directamente de allá. Ahí sí tenemos que improvisar un poquito, ya sea con videos o con material de juguete. Creo que en eso depende mucho de la dificultad o del</p>	<p>Podría ser a veces el tiempo o tal vez traer el material, ya que si enseño unas cinco palabras podría ser el vocabulario cinco y para cada estudiante sería un poquito con dificultad. O sea, yo me manejo más con imágenes, las imágenes chicas y se trabajarían de esa forma.</p>	<p>Una de las principales dificultades es la logística. No siempre es posible conseguir o transportar todos los objetos necesarios, especialmente con grupos grandes o clases online. También hay limitaciones de tiempo que dificultan integrar materiales físicos sin perder el ritmo académico.</p>

	<p>vocabulario. Por ejemplo, los animales también se nos complicaría mucho traer un perro, un gato, un caballo. Entonces se pueden usar juguetes o flashcards.</p>		
<p>4. ¿Qué actividades para mejorar la destreza de speaking ha realizado con sus alumnos usando objetos reales?</p>	<p>Al momento de hablar, ellos pueden identificar el vocabulario tanto en imágenes como en los objetos reales que presentamos al inicio de la clase. Esto representa una mejora notoria, porque cuando pasan al siguiente nivel, como Prepa, ya comienzan a formar oraciones. Como ya conectaron con el vocabulario —ya sea mediante juguetes, objetos reales, videos o audios—, ahora pueden usarlo para construir frases. No solo se presenta el</p>	<p>Por ejemplo diálogos, roleplays y conversaciones.</p>	<p>He realizado actividades como juegos de roles con alimentos reales, por ejemplo, simular una tienda o restaurante, descripciones de objetos misteriosos en una bolsa y presentaciones orales donde los estudiantes traen un objeto personal y lo describen. También hemos hecho juegos tipo “show and tell” donde cada alumno presenta algo suyo y responde preguntas.</p>

	<p>vocabulario de manera real, sino que también se lo acompaña con movimientos y estrategias que apoyan el aprendizaje. Siempre decimos que, si usamos material real, debe tener un propósito; no basta con mostrar una watermelon, por ejemplo. Debemos incluir estrategias que motiven a los estudiantes y les den una razón para participar y expresarse. En niveles superiores como segundo o tercero, primero conectamos con el vocabulario y luego buscamos que hagan conciencia semántica, como identificar sujeto y verbo, para poder formar oraciones. Ya en</p>		
--	---	--	--

	<p>cuarto nivel, se pasa de oraciones simples a pequeños párrafos, y así se avanza en speaking, writing y poco a poco también en reading.</p>		
<p>¿Qué cambios o mejoras consideraría necesarios para integrar de manera más efectiva los materiales de realia en el aprendizaje del idioma inglés?</p>	<p>Cuando hablamos de la institución, en todo lo que sea material didáctico, como fomix u otros recursos, ellos sí nos lo proveen, así que en ese aspecto no hay inconvenientes. Lo único sería si quisiéramos hacer una experiencia que involucre, por ejemplo, animales; en ese caso es necesario comunicar la idea al coordinador y, con su aprobación, se puede llevar a cabo. En general, siento que la experiencia aquí es muy completa.</p>	<p>Yo creo que no, creo que hay mucha dificultad. Lo que sí podría ser, como le digo, dificultad para mí traer el material, porque a veces no puede ser que los chicos puedan romper o los chicos no puedan cuidar y eso no es que nos den aquí de la escuela, a veces tenemos que nosotros. Pero aquí lo que nosotros trabajamos es bastante con flashcards y con imágenes que prácticamente</p>	<p>Sería útil contar con más apoyo institucional para adquirir y almacenar materiales en el aula. También sería ideal tener más tiempo para actividades prácticas. Para clases online, una mejora sería desarrollar recursos digitales interactivos que simulen el uso de objetos reales, como imágenes 3D o videos con los que los estudiantes puedan interactuar.</p>

		cumplirían casi el mismo rol.	
--	--	-------------------------------	--

10.2 Survey to the students

1. ¿Con qué frecuencia sus profesores de inglés utilizan objetos reales para aprender palabras nuevas?

- a) Nunca b) Casi nunca c) Ocasionalmente d) Siempre

2. ¿Qué tan feliz te sientes en clase cuando aprendes inglés usando objetos reales?

- a) Mucho b) Poco c) Nada

3. ¿El uso de objetos reales te ayuda a aprender nuevas palabras en inglés?

- a) Nunca b) Casi nunca c) Ocasionalmente d) Siempre

4. ¿Realizas actividades de speaking en clase de inglés utilizando objetos reales como alimentos, ropa, juguetes, etc.?

- a) Nunca b) Casi nunca c) Ocasionalmente d) Siempre

5. Si tu respuesta es positiva, ¿Cómo describirías tu experiencia usando objetos reales en clase?

- a) Excelente b) Buena c) Regular d) Mala

6. ¿Qué tipos de objetos reales te gustaría usar en clase para aprender vocabulario en el idioma inglés?

- Comida o envases de alimentos
- Ropa o accesorios de moda
- Objetos cotidianos (juguetes, herramientas, etc.)
- Otros: _____

7. ¿Qué tipo de material prefieres utilizar para el aprendizaje de vocabulario en el idioma inglés?

- a) Material real b) Material visual (imágenes, videos, etc.) c) Ambos

8. ¿Has trabajado con objetos reales para crear oraciones en el idioma inglés?

- a) Sí b) No

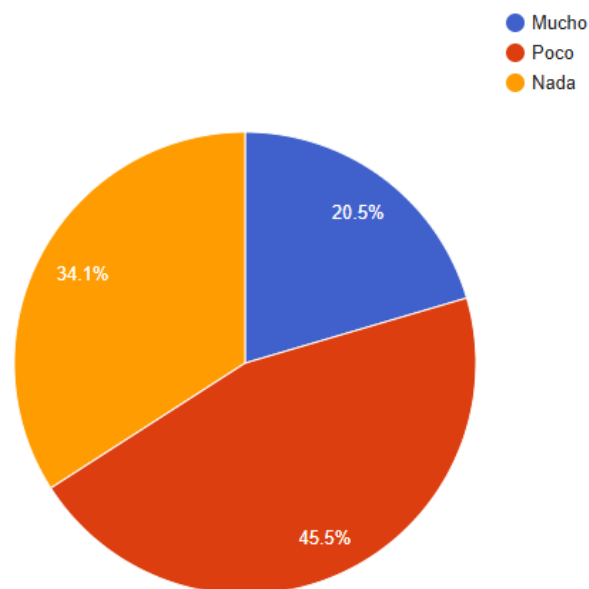
9. ¿Te gustaría que tus clases incluyeran más actividades con objetos reales para desarrollar la destreza del speaking?

- a) Sí b) No

10. ¿Crees que los objetos reales podrían ayudarte a relacionar el inglés con situaciones de la vida real?

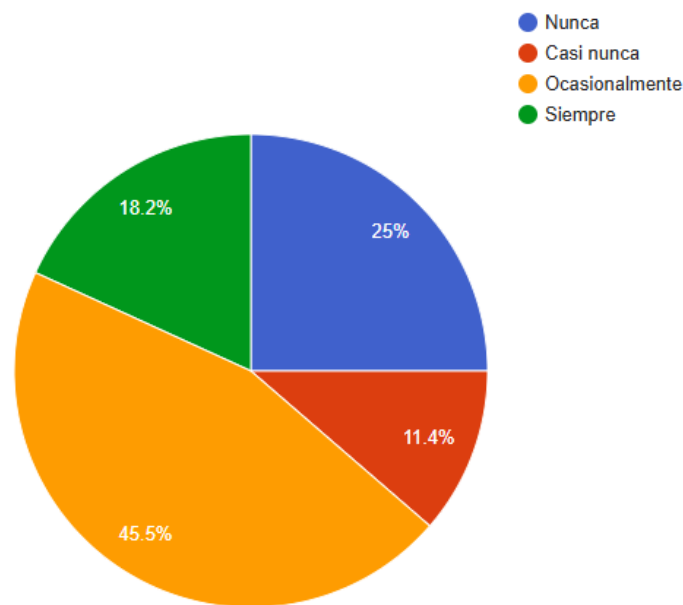
- a) Sí b) No

10.3 Analysis of students' answers

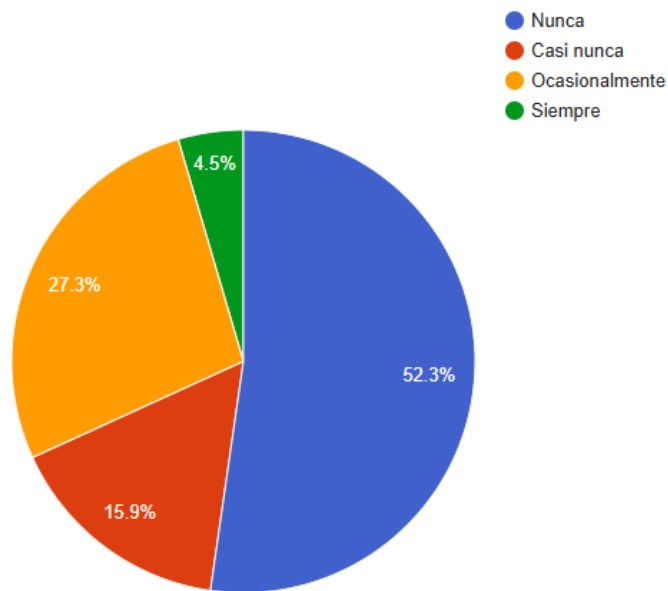


The results show that the use of real objects in English learning generates different levels of satisfaction among students. A minority reported that they feel very happy

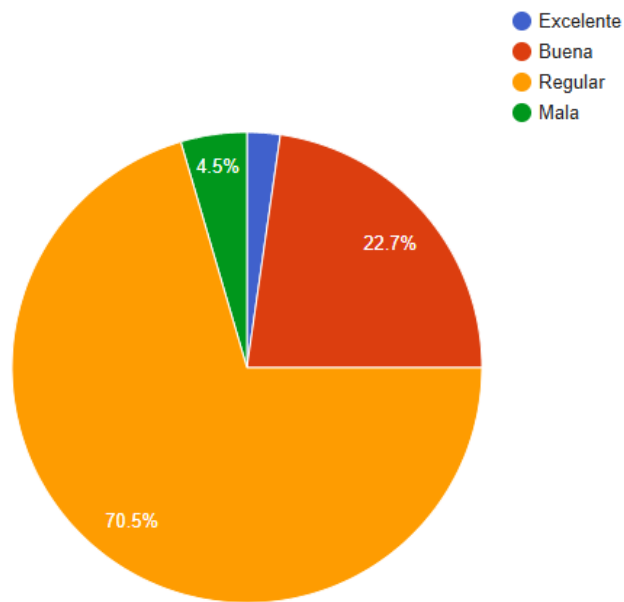
using these resources, while a larger group indicated that this experience only produced a low level of happiness. However, a considerable proportion of students reported not feeling positive emotions related to this type of activity. This could be due to limited exposure to this resource, which does not allow students to develop a clear association between its use and a meaningful or enjoyable learning experience.



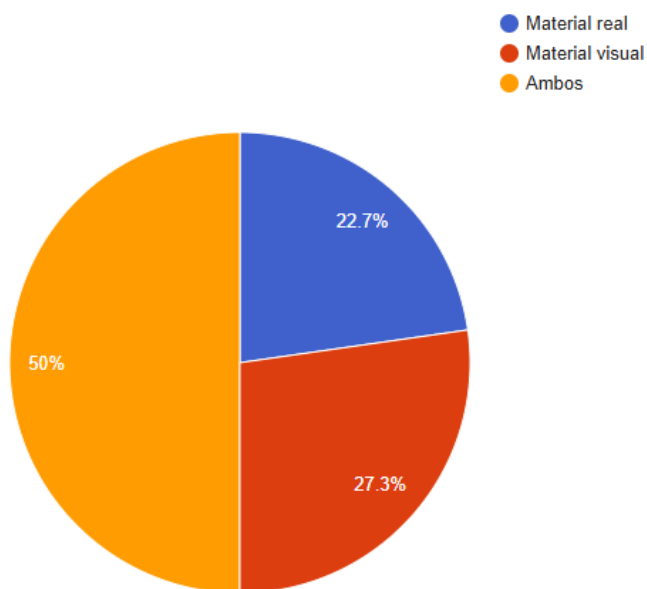
When students were asked if the use of real objects helps them learn new words in English, their responses varied. A significant portion indicated that they find this resource useful only occasionally, while a smaller group pointed out that it always helps them learn vocabulary. On the other hand, a considerable number of students stated that they never or almost never get benefits from the use of real objects. This reflects a mixed perception of their effectiveness, possibly influenced by how frequently this resource is incorporated into the classroom or how it is used.



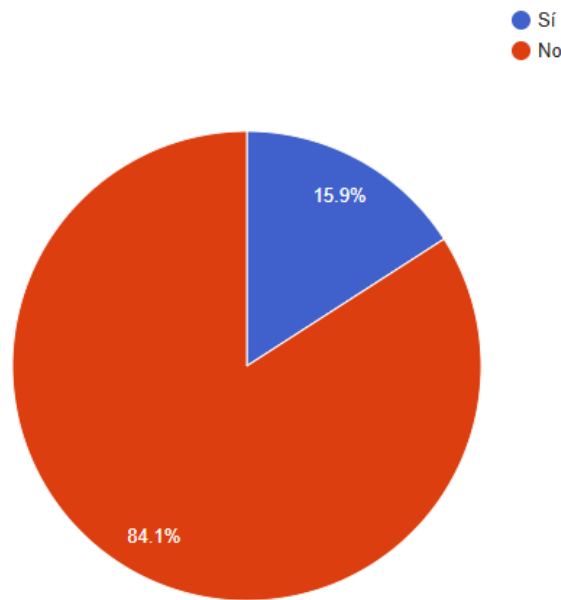
The results show that the use of real objects in speaking activities in English classes is very limited. Most students indicate they have never been involved in this type of activity with concrete objects such as food, clothing, or toys. Another significant group mentions that this occurs very rarely. Only a small portion indicates to have occasionally participated in speaking dynamics with real objects, and very few report to do it regularly. This lack of integration suggests that opportunities to practice speaking in more realistic and meaningful contexts are scarce, which could affect the development of communicative competence in practical situations.



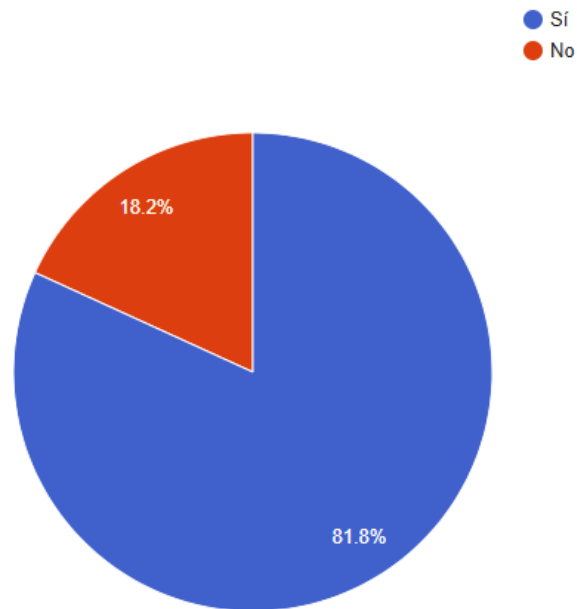
Most of the students rated their experience at using realia material regularly. Only a small percentage considered it good, and very few described it as excellent. Furthermore, a small fraction expressed a negative perception, pointing out that their experience was poor. This suggests that while the use of real objects has not been rated as very positive, it has not generated a very unfavorable reaction either. The predominance of neutral responses could be related to the limited or slow implementation of these resources, which prevents students from perceiving them as effective or motivating tools.



The results indicate that many students prefer a combination of real and visual materials to learn English vocabulary. This response suggests that they value a concrete and visual learning experience. On the other hand, a smaller group prefers the exclusive use of visual materials, such as pictures, flashcards, or videos, while an even smaller number prefers real objects. This highlights the importance of integrating different types of resources in the classroom to include diverse learning styles and suggests that combining real and visual elements can be very effective at improving the vocabulary acquisition process.



The most of students mention to never have worked with real objects to create sentences in English, while the minority report to have had this experience. This indicates that the use of real objects in some activities, such as creating their own sentences, is not common in classrooms. The lack of these types of exercises could limit the development of language skills, since working with real objects allows one to contextualize vocabulary and apply it in real situations. This represents an opportunity to start implementing more active strategies that can be closer to students' real-life situations.



Most of the students expressed a clear interest in including more activities with real objects to improve their speaking skills. This result reflects a positive disposition to more dynamic methods that allow them to interact with the language in a tangible way. Although a minority does not show interest in this proposal, the high level of acceptance suggests that students value approaches that connect them to real-life situations. Incorporating more real objects into speaking activities could increase motivation, encourage active participation and facilitate a deeper understanding of vocabulary in authentic contexts.

10.4 PROPOSAL

WORDS YOU CAN TOUCH REALIA



Doctor



Bread



Shoe

Author: Cristina Paredes

10.4.1 Introduction

The use of real objects in language teaching helps students interact with practical materials and relate them to their everyday lives. This proposal explores the use of knitted objects as tools for developing vocabulary and oral expression in children aged 10 to 12. These tangible and tactile resources can reinforce imaginative interaction, promote descriptive language, and encourage oral communication in a playful context.

10.4.2 Objectives

Expand students' vocabulary through the descriptive use of knitted objects. Promote creative storytelling and oral expression using physical stimulation. Encourage collaboration through conversation activities in pairs or groups involving knitted objects.

10.4.3 Rationale

Knitted objects provide a multisensory learning experience that stimulates curiosity and imagination. Their textures, shapes, and colors make them excellent for description and storytelling. For preteens, tangible objects can bridge the gap between concrete understanding and expressive language development, as they are capable of more abstract thinking and more complex speech.

10.4.4 Target Group

Age group: 10 to 12 years old

Educational level: Upper Primary (e.g., Grades 5–6)

English proficiency: Intermediate or developing learners

10.4.5 Methodology

Selection of Knit Objects: Use objects such as clothes, food items, or accessories.

Vocabulary Development: Introduce themed vocabulary sets connected to objects, such as nouns, textures, colors, etc.

Speaking Activities:

Descriptive Talks: Students describe an object using new vocabulary.

Show and Tell: Students present their chosen object to the class.

Story Creation: Small groups use several knit objects to build and present a story orally.

Role-play/Dialogues: Knit figures act as characters in short skits.

10.4.6 Expected Outcomes

Broader and more precise vocabulary

Increased fluency and confidence in speaking using grammar correctly

Improved ability to describe and narrate using visual and tactile prompts

Greater engagement in oral language tasks

10.4.7 Assessment/Evaluation

To evaluate fluency, vocabulary use, and clarity while speaking.

To evaluate correct use of grammar

Teacher feedback.

Informal observation of participation and enthusiasm.

10.4.8 Resources Required

Knitted objects (food, clothes, job accessories, musical instruments, chores objects)

A list of vocabulary of the knitted objects, the verbs related to them and other words that can be used to form sentences.

10.4.9 Timeline

Week 1: Use of “simple present”, sequence connectors and food vocabulary to learn how to make a small meal.

Week 2: Use of “be going to” while talking about house chores items and sequence connectors performing in what order to clean a house.

Week 3: Use present continuous, clothes vocabulary and adjectives related to weather while showing different clothing and telling what to use in specific weather.

Week 4: Use “can” for abilities related to different jobs while creating sentences about the abilities that different professionals must have.

Week 5: Use adverbs of frequency in simple present while creating a dialogue to speak about invented musical habits using different nouns and verbs related to music.

10.4.10 Conclusion

The use of knitted objects as teaching aids fosters creativity and communication, allowing students to interact with language in meaningful ways. This approach not only strengthens vocabulary and oral expression, but also improves confidence, imagination, and collaboration.

10.4.11 Rubric

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
1. Fluency	Speaks confidently, with no long	Speaks with few pauses,	Some hesitation or breaks in speech.	Struggles to speak, frequent

	pauses or hesitation.	mostly clear and fluent.		pauses or silence.
2. Vocabulary Usage	Uses a wide range of topic-related words correctly.	Uses appropriate vocabulary with few mistakes.	Limited use of vocabulary, a few errors.	Barely uses topic vocabulary or uses it incorrectly.
3. Grammar Accuracy	Uses the target grammar accurately	Minor errors that don't affect meaning.	Several errors that sometimes affect clarity.	Frequent grammar mistakes that confuse the message.
4. Pronunciation	Clear pronunciation; easy to understand.	Mostly clear; few pronunciation issues.	Some words mispronounced; listener needs to focus.	Difficult to understand due to poor pronunciation.
5. Participation & Effort	Fully engaged, completes the task with enthusiasm.	Participates actively, completes most of the task.	Limited effort; needs prompting to complete task.	Minimal effort; avoids participating.

10.4.12 Lesson Plans

1 (Food)

Lesson Plan

Date: 18/07/2025	Grade level: 6th-7th
Teacher: Cristina Paredes	Subject: English

Objectives:

- Identifying and using vocabulary related to food and cooking actions.
- Using the simple present to describe steps in a recipe.
- Improving speaking fluency through a practical group activity.

Materials: <ul style="list-style-type: none">• Knitted food (bread, tomato, cheese, lettuce, egg) and a list of them.• List of verbs used in recipes (cut, put, add, take, make, eat).• List of sequence connectors (first, then, next, after that, finally).	Sources: <ul style="list-style-type: none">- English Dictionary.- English book from the curriculum.
--	---

Procedure:

- Showing the knitted objects and review the vocabulary with the class.
- To write on the board some examples about how to connect the nouns, verbs and sequence connectors in actual sentences.
- Form small groups and distribute knitted ingredients.
- The groups must explain the recipe (a sandwich) step by step while they create the meal with the knitted ingredients.

Evaluation:

- Active group participation
- Using at least 3 expressions of each group from the lists
- Speaking clearly and with no hesitation

2 (House chores)

Lesson Plan

Date: 18/07/2025

Grade level: 6th-7th

Teacher: Cristina Paredes

Subject: English

Objectives:

- Identifying and using vocabulary related to cleaning objects and actions.
- Giving simple instructions using the Future Be Going To.
- Practice speaking skills by simulating household chores.

Materials:

- Knitted objects (broom, mop, dustpan, bucket, sponge).
- Lists with the nouns and verbs (sweep, mop, clean, wash, pick up)
- List of sequence connectors

Sources:

- English Dictionary
- English Book from the Curriculum

Procedure:

- The teacher presents the objects to their students saying their names.
- The teacher writes on the board some verbs related to house chores and the nouns already seen.
- the teacher explains how to use the sequence connectors in this topic.
- The teacher explains the Future Be Going To structure using the house chores verbs and nouns.
- Students group together (3-4 per group) and create a 5-step cleanup scene using the woven objects and connectors. Each student plans an action using the be going to.
- Each group performs their routine while saying what they and their next classmate are going to do ("First, I am going to sweep. Then, she is going to mop").

Evaluation:

- Correct use of at least 4 vocabulary words from each group.
- Proper use of be going to in context.
- Participation.
- Fluency to speak with no hesitation.

3 (Clothes)

Lesson Plan

Date: 18/07/2025

Grade level: 6th-7th

Teacher: Cristina Paredes

Subject: English

- Objectives:*
- Recognize and pronounce vocabulary related to clothing.
 - Use the present continuous to describe what they are wearing.
 - Improve speaking skills through a short first-person oral presentation.

Materials:

- Knitted objects (shorts, pants, skirt, T-shirt, jacket, scarf).
- List of nouns, basic colors and adjectives (e.g. red, blue, long, warm, cold)

Sources:

- English Dictionary
- English book from the Curriculum

Procedure:

- The teacher presents the woven objects and teaches their names in English.
- The structure of the present continuous is introduced with simple examples ("I am wearing a jacket").
- Basic colors and adjectives to describe clothing are presented.
- Each student says how they would dress, using the available clothing, as if they were in a certain climate or place ("I am wearing a skirt and a T-shirt because it's sunny").

Evaluation:

- Individual oral participation
- Correct use of the most of the words
- Correct use of the present continuous
- Fluency to speak with no hesitation.

4 (Jobs)

Lesson Plan

Date: 18/07/2025

Grade level: 6th-7th

Teacher: Cristina Paredes

Subject: English

Objectives:

- Identifying common professions through visual and tactile realia.
- Using the modal verb “can” to describe abilities associated with different jobs.
- Practicing speaking by presenting a profession and what they can do in that role.

Materials:

- Knitted objects (stethoscope, chef's hat, handcuffs, hammer, construction helmet).
- List of the nouns, verbs and the professions related to the nouns (police officer, doctor, chef, bricklayer, carpenter, build, cook, etc.)

Sources:

- English Dictionary
- English book from the Curriculum

Procedure:

- The teacher shows the knitted objects and asks “What job is this?”
- The teacher writes on the board some sentences explaining the use of “can” using the vocabulary (I am a chef, I can cook)
- The teacher will form small groups with the students.
- Each group will receive a knitted object and must create 3 sentences with can without saying their profession (I can build things).
- The other groups will guess the profession only with the sentences with “can”.

Evaluation:

- Active participation
- Correct use of “I am a...” and “I can...”
- Correct use of the vocabulary
- Fluency to speak with no hesitation

5 (Musical Instruments) Lesson Plan

Date: 18/07/2025

Grade level: 6th-7th

Teacher: Cristina Paredes

Subject: English

Objectives:

- Identifying and naming common musical instruments in English.
- Using adverbs of frequency to talk about musical habits.
- Practicing speaking by creating dialogues about their imaginary musical routines.

Materials:

- Knitted musical instruments (flute, guitar, drum, microphone, maracas)
- List of adverbs of frequency, nouns and verbs used in music.

Sources:

- English Dictionary
- English Book from the Curriculum

Procedure:

- The teacher shows the knitted objects and explains the name of each one on the board.
- The teacher asks the students what verbs are used to talk about music.
- The teacher writes some sentences in simple present on the board using the nouns and verbs.
- The teacher writes a list of adverbs of frequency and add them to the sentences to explain their use.
- In groups of 3, students must create a 2-3 minute-dialogue about their habits in music (they can be false) and present the dialogue in front of the class.

Evaluation:

- Participation
- Correct use of simple present with adverbs of frequency.
- Speaking with fluency and with no hesitation.

10.4.13 Lists of vocabulary

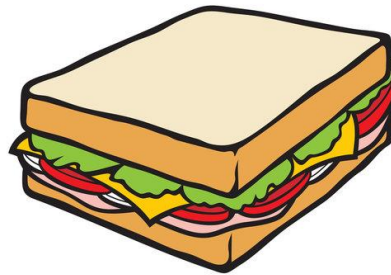
Vocabulary & Grammar 1: Food

-Food Items

- Bread
- Tomato
- Cheese
- Lettuce
- Eggs

-Action Verbs

- Could
- Put
- Add
- Take
- Make
- Eat



-Sequence Connectors

- First
- Then
- Next
- After that
- Finally

-Grammar Structure: Simple Present (Affirmative Form)

-Subject + base verb (I/You/We/They)

-Subject + verb + -s/-es (He/She/It)

I make a sandwich. / She adds the tomato.

Vocabulary & Grammar 2: House Chores

-Nouns (Objects)

- Broom
- Mop
- Dustpan
- Bucket
- Sponge

-Action Verbs

- Sweep
- Mop
- Clean
- Wash
- Pick up

-Sequence Connectors

- First
- Then
- Next
- After that
- Finally

-Grammar Structure: Future with *Be Going To*

Subject + be (am/is/are) + going to + base verb

Example: I am going to sweep the floor. / They are going to clean the kitchen.



Vocabulary & Grammar 3: Clothes

-Nouns (Clothes)

- Shorts
- Pants
- Skirt
- T-shirt
- Jacket
- Scarf



-Basic Colors & Adjectives (Clothes & Weather)

- Red
- Blue
- Yellow
- Long
- Warm
- Cold
- Sunny
- Windy
- Rainy
- Comfortable

-Sequence Connectors

- First
- Then
- Next
- After that
- Finally

-Grammar Structure: Present Continuous (for clothes)

Subject + be (am/is/are) + verb-ing

Example: I am wearing a jacket. / She is wearing a scarf.

Vocabulary & Grammar 4: Jobs



Nouns (Professional Tools / Items)

- Stethoscope
- Chef's Hat
- Handcuffs
- Hammer
- Construction Helmet

-Names of Professions Related to the Nouns

- Police Officer
- Doctor
- Chef
- Bricklayer
- Carpenter

-Verbs Related to Professions

- Build
- Cook
- Help
- Paint
- Fix
- Drive
- Wash

-Grammar Structure: Can for Abilities

Subject + can + base form of the verb

Example: I am a chef. I can cook. / He is a doctor. He can help people.

Vocabulary & Grammar 5: Musical Instruments

-Nouns (Musical Instruments)

- Flute
- Guitar
-
-
- Drum
- Microphone
- Maracas



-Adverbs of Frequency

- Always
- Never
- Sometimes
- Often
- Hardly Ever

Verbs Used in Music

- Play
- Listen to
- Sing
- Dance
- Perform
- Practice

-Grammar Structure: Simple Present with Adverbs of Frequency

Subject + adverb of frequency + base verb

Examples: She always sings. / I sometimes play the guitar. / They never listen to classical music.