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**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

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del Título de Licenciado/a en Pedagogía del Idioma Inglés**

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**Theme:** Realia and vocabulary learning

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**Author:** Coello Freire Nathalie Joyce

**Tutor:** PhD. Chicaiza Redín Verónica Elizabeth, Mg

Ambato – Ecuador

2023

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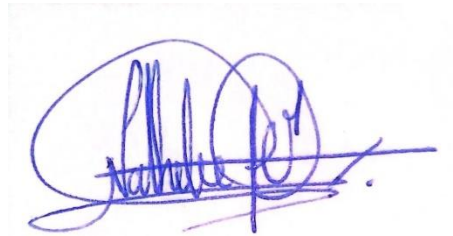
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I.D 160054902-4

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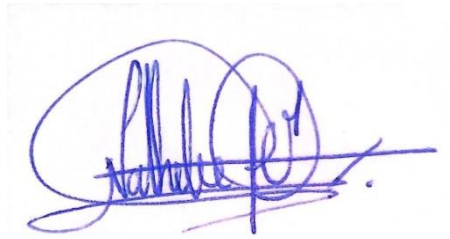
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## **DEDICATION**

### **TO:**

God for giving me the wisdom, understanding and strength to continue moving forward day by day. For guiding me and accompanying me at every stage of my life to achieve my goals.

My parents for being essential pillars, because thanks to their effort and unconditional support I have been able to complete my university studies.

My grandparents who, besides supporting me in my education and in my personal and professional formation, have given me their unconditional love throughout my life.

*Nathalie*

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*Nathalie*

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**EXTRANJEROS**

**THEME:** Realia and vocabulary learning

**AUTHOR:** Nathalie Joyce Coello Freire

**TUTOR:** PhD. Verónica Elizabeth Chicaiza Redin

**ABSTRACT**

Realia refer to all kinds of real objects that, without being specifically designed for educational purposes, are used in the teaching-learning process. Thus, for example, brochures, cards, food, clothes, various objects of everyday life, etc. are materials that can be used for learning. The main objective of the present work is to determine the influence of realia in the learning of vocabulary in the English language of 5<sup>th</sup> grade students at Centro Educativo Bilingüe “La Granja”. The research was carried out with a population of 23 students of 5<sup>th</sup> grade of basic education, 11 male and 12 female subjects. The methodology used in this research was a Pre-experimental design to know if the strategy used influenced the population and Quantitative because the results of the pre- and post-test were analyzed in the SPSS software program and the statistical test T-test. The instrument used for data collection is based on the KET exam (level 2) Vocabulary section, designed by Cambridge. The results of the pre-test showed that, of the 23 participants, the highest score achieved was 4.6 out of 10, representing 1% of the population. While the lowest score is 2.4 out of 10 representing 2% of the population. This meant that the students had vocabulary knowledge problems. The mean was 3.170. On the other hand, the results of the post-test showed that the mean was 4.939, which means that there was a significant increase of 1.76 points. The results obtained in the post-test show that the application of Realia as a strategy in English classes has a positive influence on the learning and acquisition of vocabulary of 5th grade students.

**Keywords:** vocabulary learning, realia, strategy, influence, students.

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**TEMA:** Realia and vocabulary learning

**AUTORA:** Nathalie Joyce Coello Freire

**TUTORA:** PhD. Verónica Elizabeth Chicaiza Redin

**RESUMEN**

Se denomina realia a todo tipo de objetos reales que, sin haber sido diseñados específicamente con un fin educativo, se utilizan en los procesos de enseñanza-aprendizaje. Así por ejemplo, los folletos, las cartas, los alimentos, la ropa, diversos objetos de la vida cotidiana, etc. son materiales que pueden utilizarse para el aprendizaje. El presente trabajo tiene como objetivo principal determinar la influencia de Realia en el aprendizaje de vocabulario en el idioma inglés de los estudiantes de 5to grado de educación básica del Centro Educativo Bilingüe “La Granja”. La investigación se realizó con una población de 23 estudiantes de 5to grado de educación básica, 11 sujetos masculinos y 12 femeninos. La metodología utilizada en esta investigación fue un diseño Pre- experimental para conocer si la estrategia utilizada influyó en la población y Cuantitativo por que los resultados del pre y post-test fueron analizados en el programa software SPSS y la prueba estadística T-test. El instrumento utilizado para la recolección de datos está basado en el examen KET (nivel 2) sección de Vocabulario, diseñado por Cambridge. Los resultados del Pre-test mostraron que, de los 23 participantes la nota más alta alcanzada es de 4,6 sobre 10 representada por el 1% de la población. Mientras que la nota más baja es de 2,4 sobre 10 que representa el 2% de la población. Esto significó que los estudiantes tenían problemas de conocimiento de vocabulario. La media fue de 3,170. Por otro lado, los resultados del Post-test evidenciaron que la media fue de 4,939. Lo que significa que existió un aumento significativo de 1,76 puntos. Los resultados obtenidos en el post-test, demuestran que la aplicación de Realia como estrategia en las clases de inglés influye de manera positiva en el aprendizaje y adquisición de vocabulario de los alumnos de 5to grado.

**Palabras clave:** aprendizaje de vocabulario, realia, estrategia, influencia, estudiante

## CHAPTER I

### THEORETICAL FRAMEWORK

#### 1.1 Research Background

In recent years, the implementation of the Realia strategy in the classroom has brought many advantages to contextualize learning related to culture and social contexts in relation to the real world. Therefore, it is a powerful tool for teaching vocabulary through the use of realistic resources such as multimedia or objects used in everyday life. For this reason, the present research work was carried out to determine the influence of Realia on vocabulary learning in students in the 5th year of primary education at Centro Educativo Bilingüe "La Granja". Therefore, this research work has its basis in several previous academic studies, which have been collected from scientific articles, theses, Google Scholar, books, journals, and, magazines that contributed to this study. The data from these articles were taken from the year 2018 to 2022.

To begin with, Nura (2020) looked at the notions of realia and their applicability to 21st-century learning in his study. The qualitative-qualitative approach was used in this study. The instruments used to collect data were articles, papers, journals and documents, which the author used to analyze the concepts of real objects and their relevance in 21st-century learning. The results obtained in the study showed that teachers must find a way to keep up with the classes. In addition, several fun activities were found for younger students using realia. Therefore, this research provides information on a useful selection of realia objects for an effective teaching process.

Secondly, a research study carried out by Aiman, Hasyd and Uslan (2020), inside of which the aim was to analyze the influence of the process guided inquiry learning model with the help of realia media, in order to improve scientific literacy and critical thinking skills of primary school students. The research study has a quasi-

experimental approach. Also, the participants in this research were the 4th grade students.

The technique used to collect data was conducted for 2 classes: class IVA was the experimental group and class IVB was the control group. In addition, the author used an objective test on the energetic material and was able to collect test data on scientific literacy and critical thinking outcomes. The results, after application indicate that there is a significant difference between the scientific literacy and critical thinking of students receiving real media assisted POGIL learning and students using expository learning. For this reason, the information presented in this research supports real media assisted learning as it helps to develop students' critical thinking.

Additionally, Al Aluf and Hasanah (2022) claimed that the purpose of their study was to describe and analyze the application of realia media in improving student learning outcomes. The study had a qualitative approach. The techniques used for their researchers were the observation, interviews, and documentation. As for the results from this study indicated that the faculty learned the instructions for using the media, and the whole team must be in constant learning so as not to be disturbed by technical issues, and keep the students attentive so that the learning activities are carried out. This study is crucial to the current research, because realia media in learning activities will create an interesting learning experience for students, so that learning will become more active in classrooms.

Similarly, a thesis carried out by Carrillo and Suárez (2022) in which the primary goal of this investigative work was to analyze the tendency about the use of realia to develop the students' speaking skills in EFL. The participants of this research were 23 students from the level A1-beginners. This was a descriptive and qualitative research. The instrument used for data collection was a survey containing 10 questions based on a Likert scale. As a consequence, after analyzing results, it was found that the most percentage of respondents feel that realia are a set of good teaching aids that helps with the development of speaking skill in EFL. This research is essential for the

current research work, because it suggests that realia teaching materials can help improve the speaking skills of English language learners.

Moreover, according to a research work carried out by Alava (2022) in which the primary goal was to analyze how the Realia as a digital resource is linked to the acquisition of vocabulary in the English language. The method used in this research work was deductive and descriptive, because the author used bibliographic sources, theses and papers found on the Internet. For the development of this research, the author has had the help the students of the 9th basic year and the instrument used to collect data was the questionnaire Likert-type. Regarding the results, students found a significant connection in the use of digital strategies and resources for English language vocabulary acquisition through online applications. This research study is valuable for the present study, because it provides the positive use of realia strategy along with digital resources, since they play a great role in the teaching process because they will enable students to acquire new knowledge, especially in vocabulary acquisition.

In the same way, the primary goal of Lismarini's (2019) research project was to determine whether any interactions between Realia Strategy and Self-Regulated Learning (SRL). A quantitative approach was used in this project. The participants in this research were the seventh-grade students. In addition, the technique used to collect data was a questionnaire with 128 respondents. On the other hand, after analyzing the data, it was found that there were differences of the English learning result between a group of students who is given a treatment using Realia strategy and a group of students who is given a treatment using Display Strategy. This research project described before can be used as a guide for the current research because, it highlights the use of the Realia strategy and Self-Regulated Learning (SRL) can be implemented in the classroom for better results in students' English learning.

Furthermore, Heredia and Obando (2020) in their research study, which seeks to explain the significance of the proper application of realia as a strategy to improve English vocabulary teaching. The participants in this research were students in the 3rd year of elementary school. The research had to qualitative approach. Also, the research level was exploratory, and the ethnographic method was used. The technique used for the researcher to collect reliable information was the direct observation and observation files, in order to accomplish the research objectives. The research described before can serve as a reference for the present research work, since the information found will serve as a tool for English teachers to facilitate the teaching of new vocabulary.

As a complement, Fatah (2018) in his study which the objectives of this research are 1)to find out the influence of using pictures and realia to improve students' vocabulary mastery of the third grade students and, 2)to find out the significance improvement before and after teaching vocabulary using pictures and realia. This research was Classroom Action Research. It was conducted in 2 cycles. Each cycle consisted of 4 steps, they were planning, action, observation, and reflection. The author took role as an observer who observed, while the teacher performed CAR for the students. The number of the participants in this research was 28 students. The technique used was test and observation checklist to collect the data. The result showed that the implementation of pictures and realia to improve students' vocabulary mastery of the third-grade students of SDN Karanggondang was really successful. This study is valuable for this research work because it shows that the improvement of the students' vocabulary mastery using pictures and realia is significant.

In their investigation, Harmawan and Amri (2018) stated that their goal was to explain how to use realia increasing the ability and motivation of junior high school students in teaching speaking. The results found in the investigation showed that students are afraid of making mistakes when speaking and expressing themselves in the English language. For this reason, it is recommended that teachers look for and investigate some strategies or means to solve these problems. One of the media can be



used by teacher is realia. Realia is a real object used in the classroom to build background knowledge and vocabulary of the students. This media can be an alternative media in teaching English to the students because it allows the students to use their senses. This study is valuable for this research work because it shows that students who have a direct relationship with objects that they can see and touch, learning becomes more durable in the students' minds.

Finally, Trisani, Sada and Rosnija (2019) sought to use realia in their research study to increase the vocabulary mastery of the third grade students. The method used in this research was quasi-experimental. The instrument used was a pre-test and post-test. Also, the participants of this research study were 80 students of 3th grade from two different classes: 3A (experimental group) and 3B (control group). The technique of data collection was a multiple-choice test. About the results, showed that of computation on the t-test with 3.93 is higher than the t-table for the degree of freedom is 1.664. This research contributes to the present study because it demonstrates how students' use of Realia is effective in increasing vocabulary proficiency.

Continuing with the second variable, a research work conducted by Arribas (2022) in which the primary goal was to explore the impact of the instructional approach, EFL or CLIL. This research work had a qualitative-quantitative approach. The techniques used by the author were the identification of types, tokens, word families, and the presence of multimodality, as well as an adaptation of the VKS Vocabulary Knowledge Scale test and teacher interviews. The participants of this research were a group of 25 secondary school students, who receive science taught through CLIL. The results found in this research indicated that in terms of multimodality, the educational materials used in CLIL imply a higher lexical density. In addition, the images in English books are mainly decorative, while the images in CLIL materials include more complex semantic relationships that contribute to vocabulary learning. This research work contributes to the current research because it demonstrated that both types of instruction are effective, since in the CLIL context students develop interpersonal communication skills and cognitive-academic language proficiency.

Secondly, Gonzales (2022) conducted a research study with the intention of suggesting realia workshops to increase the vocabulary of the English language in students. The present study had a non-experimental design. In this research, the participants were made up of 32 students. In addition, an evaluation was the instrument used by the author to identify the level of vocabulary. According to the results obtained, it was evidenced that 59.4% of students were at a beginning level, 40.7% at a process level, 0% at an expected achievement level and 0% at an outstanding achievement level. For this reason, the information found in this research will support the current research as it suggests implementing Realia to improve vocabulary learning.

The study provided by Barrera (2019) in which the main objective was to examine how realia and storytelling facilitate children making cognitive and experiential connections between real-life objects and words. The author used a qualitative approach for the study. The research study was carried out in a private female school, with 12 A1 level preschool learners. To analyze data, the author used the theory and mixed-method approaches. The instruments used were a pre- test and post-test, a focus group, recorded conversations, a teachers' journal, and students' artifacts. The results of this study showed that the strategy of making cognitive and experiential connections and the use of realia along with storytelling increased the number of words that the students produced and helped them make connections between objects and words to learn new vocabulary. This study contributes to the present research work because it shows the strategy of making cognitive and the use of realia allow students to develop the use oral language spontaneously.

To being with Bhatti et al. (2021) in the development of their study, which had as its main objective to investigate real life activities that improve vocabulary learning in the English language and the impact of realia on improving students' vocabulary learning performance. It was an experimental study, because the authors applied a post-test design. The population for this study were 40 students. A statistical program

was used as a data collection tool. The results of this study showed that vital activities used for vocabulary development were menu selection, game recognition, picture identification, activity identification, magazine adds understanding, and identification of cities and map reading, respectively. The previous study supports this current research work because of the result described that the teacher must motivate students to focus attention, stimulate interest, create a real impact, and make them aware of learning.

Sulca and Cabrera (2022) in their thesis, directed to analyze the influence of kinesthetic games in vocabulary learning. This research was a mixed, because it was carried out with a qualitative-quantitative approach. Also, the instrument used was a test adapted from Cambridge Children's Box. As a result of the investigation, after applying the kinesthetic games, the maximum grade was 8/10, obtaining an average of 6,500. In other words, kinesthetic games have a positive influence on vocabulary learning. The thesis seen above favors the present research because, according to the results found, the use of kinesthetic games benefits the learning of vocabulary in the English language.

According to Suárez and Oviedo (2022) in their thesis, aimed to analyze the influence of gamification strategy on vocabulary learning. The population involved were the students from the 9th grade. To the development of the study, the researcher applied a pre-test and post-test validated by two experts from Universidad Técnica de Ambato. In addition, the instrument used to analyze data was the SPSS program. After applied the gamification strategy, the results showed an improvement in students' vocabulary levels. This research thesis is essential to the current research because it focuses attention on the growth in gamification technique gives students the tendency to learn and does not lead to rejection as the concept of traditional learning could imply.

Identically, a research conducted by Heredia and Chicaiza (2021) in which the aim was to identify the influence of the use of flashcards as an innovative strategy to

improve the acquisition and learning of English language vocabulary. The investigation was experimental, and the participants were 17 from eighth grade. The instruments used were a pre- and post- test structured by multiple-choice questions. In addition, in the statistical part, a T-student was developed, to observe and verify the influence that this strategy could have on the ability of the students to learn the new vocabulary. The findings reveal that flashcards had a positive influence on new vocabulary learning and. This research is essential for the current research work because, it suggests to use of flashcards will motivate to increase the participation of students in class in a fun way, since they encourage multitasking mentality, as well as teamwork.

As a complement, Sánchez (2021) in his research sought to analyze what is disclosed about developing and implementing teacher-developed worksheets, regarding sixth-graders' vocabulary learning in a private school. This was a qualitative action research study. The participants were a group of eighteen students. In addition, the instruments selected for data collection were student artifacts and two focus groups. As a result, it was found that the teacher-made worksheets address the main teaching and learning outcomes underpinning the CLIL methodology. Regarding the contribution of relevant content and the development of cognition to increasing students' awareness, an improvement was evidenced due to the contribution of the selected images containing relevant information, related to health and food topics.

On the other hand, García (2019) in her study in which the purpose was to explore the materials that are helpful to elementary school teachers. This study was based on a mixed method. The instruments used for data collection were an observation form and a questionnaire. The results showed that learning English has become a challenge for teachers and even for students, but now the use of materials becomes easier to teachers to enhance students of elementary school to learn English in a meaningful way. This study is valuable for the present study because it analyzes and describes the resources and didactic materials that will facilitate and motivate

students to learn.

For Ortiz (2019) in her research study, the main objective was to determine how the graded readers help in the learning of vocabulary. The participants of this study were 70 students of A1 level. For the development of the study, the researcher applied a pre-test and a post-test focus on reading, which was based on the IELTS exam. The results showed that with the application of the graduated readings, the students show greater interest and great improvement to understand better the vocabulary. Therefore, graded readers contribute to the improvement of student vocabulary learning. The research described before can be used as a guide for the current research because, describe how students will improve vocabulary comprehension by using graded readers, and it is recommended that teachers use these resources to help students develop better English language learning.

## **1.2 Theoretical framework**

### **Independent variable theoretical support**

#### **1.2.1 English Language Teaching**

Currently, foreign language teachers are looking for ways to actively involve students in the classroom, to make these spaces more dynamic, so that they feel more comfortable and confident in learning the foreign language. Coombe, Anderson and Stephens (2020) establish that educators must be competent in teaching skills about the teaching-learning process, knowledge about the subject and attitudes towards the education of students' learning. It is necessary to highlight that modern education is based on learner's needs and desire to communicate either for social or professional contexts.

The English teaching language is composed by several aspects of pedagogy such as, approaches and methodologies, strategies, techniques, activities, assessments, learners' characteristics, etc. (Patel & Praveen, 2008) indicates some general objectives of teaching English:

- To allow students to understand spoken language.
- To enable students speak in English
- To enable learners to write in English
- To enable students to read in English

From all above, these aspects make learners be interested in learning the target language and help teachers to find out the best ways to teach effectively and successfully.

### **1.2.2 Authenticity**

Authenticity in the classroom is defined as the ability of teachers to choose materials, tasks, and strategies that provide a meaningful learning experience. (Buendgens Kosten, 2014) relates the term “authenticity” to notions of trueness to origin or realness. In language-teaching contexts, this term is aimed to teaching-learning materials, multimedia aids, tasks or activities, and significant assessment. It is important to recall that authenticity is not characterized for educational purposes in non-native learners, however, it can be implemented to create meaningful environments that resemble knowledge with real life contexts.

Seen from another angle, “authenticity is related with the language produced by English native speakers and its relationship with culture” (Dilafruz, 2020). Due to this definition, it can be said the genuineness of the language presented in authenticity differs from just manipulating forms of language, but for communicative reasons. In addition, authentic materials play a fundamental role in authenticity since they are composed by rich insights into culture and contexts.

### **1.2.3 Teaching resources**

The teaching resources are all the aids that the teachers consider necessary in the teaching-learning process and that facilitate the interpretation of its content with the knowledge produced in the classroom. Spratt, Pulverness and Williams

(2011) establishes that teaching aids include, boards, technological equipment, visual aids, and realia.

Pulverness and Williams (2011) states that teaching resources are made up of:

- Textbook: teachers' book, students' workbook
- Boards: it is used to draw pictures, present vocabulary, and grammar build up ideas, write answers, etc.
- Technological equipment: projector, computer, web material, CD-Rooms, CD-Player, language laboratory
- Realia: flashcards, puppets, charts, etc.

Additionally, the implementation of reference resources takes an important role since it provides the extra material to reinforce the learning. Pulverness and Williams (2011) consider that reference resources include grammar books, articles, and supplementary materials. All of these aids help teachers to deal with the objectives set in the lessons because each of them fulfills different functions such as checking grammar and forms of language (grammar books), checking pronunciation (by using phonemic charts or dictionaries), looking for new approaches to teach to develop own understanding (articles and organizes), and resources apart from the coursebook (supplementary materials e.g., internet websites or list of verbs, etc.)

#### **1.2.4 Realia**

Realia refers to the materials and objects that can be found in the real-world context and that the teachers use to create situations and contextualize the learning process. Richards and Rodgers (1986) consider that realia are resources applied by the teacher to create suitable contexts inside the classroom. It includes 1. visual media (pictures, maps, slides, flashcards, classroom objects, etc.) 2. auditory media (songs, riddles, rhymes, etc.) 3. audio-visual media (audio videos, movies, etc.) that the teacher uses in the class in order to develop meaningful learning in the student.

Hall (2001) states that authentic materials are resources that have not been

designed for teaching purposes. Therefore, it becomes a potential learning tool due to the authenticity of the content and its intimate relation with the real world. It means that realia catch the students' attention because it is an appealing resource that persuades students to learn and stimulates the learning experience through, seeing, listening, and manipulating objects implemented in the classroom. It is necessary to mention that these facts help learners to avoid the stress produced in the learning process of a second language.

The use of realia has been used widely in modern education in different ways. Purnamasari and Regina (2018) consider that realia is a teaching resource used with the objective of introducing vocabulary, by implementing real materials into the lesson to represent the certain vocabulary. From another point of view, Alnour (2018) regards realia as a means used to promote a creative and dynamic environment to link the insights taught inside the class with real life. In short, authentic materials incite to cultural comprehension and context that occurs around the globe.

The biggest benefit of using actual things in the classroom is that it helps the student remember what they learned. To provide a few of simple examples, it can be significantly more effective for kids to learn vocabulary of fruits and vegetables if they can touch, smell, and see the objects at the same time as hearing the new word. Compared to a simple flashcard picture of the fruit or vegetable, this would be more appealing to a wider range of learning styles.

A second example would be if you are going to teach some functional language for asking for the timetable for a train. You could use a fictitious timetable or you could use a real one from the local train station or the internet. This way you expose students to more language than simply the times and destinations. They will see information about prices, discounts, bank holidays, etc.

For example, another activity you can do in class using realia is to use stuffed animals. The class can be incorporated into a "show and tell" day and cover a lot of vocabulary from the animal kingdom. Not only will students learn new nouns, but you can extend their verbs (hunt, run, gallop) and play onomatopoeias (roar, baa, meow).



## **Dependent variable theoretical support**

### **1.2.5 English Language**

The English language is considered the universal language of the world. Coombe, Anderson, and Stephenson (2020), contemplate English as the international language around the globe, it is the mother tongue by around 320 million of native- speakers, whilst 200 million people speak English as second language. Therefore, this language is essential to establish communication in international contexts either for education, business, tourism, entertainment, etc.

The English language is one of the most varied languages with the longest history in its existence due to it evolved from a set of West Germanic Dialects. Coombe, Anderson, and Stephens (2020) mention that English was composed of Angles, Saxons, and Jutes Germanic dialects. This means that all its legacy has been evolving since its origins to be able to use this useful language.

In addition, there is a controversial issue about how many words the English Language has since it varies depending on the sources. According to Oxford English Dictionary (2022), there are more than 600,000 words over thousand years. However, this could be a bit outdated since many of his words are mentioned since ancient times. Additionally, it is important to mention that English is the official language of 67 countries.

### **1.2.6 Lexis**

Lexis is the totality of vocabulary elements in a language, including all forms that have a grammatical meaning or function. “Lexis refers to individual words or sets of words which have a specific meaning” for instance, house, get on, first of all, etc. Nevertheless, when talking about meaning of words it is important to keep in mind that they different meanings. The denotative meaning describes the idea behind certain elements, e.g., the house is tall with different rooms, and a place where people live. The figurative or metaphorical meaning), e.g., the tree of life.

Also, the meaning that an element or word has in context or situation, e.g., book=set of paper sheets, book=hire a service to stay in a hotel (Spratt, Pulverness, & Williams, 2011).

Furthermore, the meaning of certain vocabulary elements come from its form. Spratt, Pulverness and Williams (2011) claim that these forms are well known as “lexical features” some of them are prefixes and suffixes, collocations, compounds, idioms, false friends and so on. A very important point in lexis is the affixation; it is the process of adding affixes (prefixes and suffixes) at the base of a word or root, for instance, *unsafe* or *newest*. Therefore, affixation is a productive process to create different meanings starting from a lexical item.

### **1.2.7 Lexical Approach**

The lexical approach in language teaching takes a stance where the building blocks are developed through the combination of words or lexis instead of language forms. Richards and Theodore (1986) suggest that language production must be focused on particular situations and intended to predict these situations. It means that teachers must interpret the situations where these occur and predict the vocabulary that will be taught during the instruction. Besides, the teacher is the biggest source of learner input with the aim of demonstrating learners how lexical phrases are used in different contexts. So, teachers' role is to create a suitable environment where learners can discover their own learning effectively.

The procedure to carry out a lexical sequence depends on the types of materials, activities in the preceding section, and the resources available in the classroom. According to Richards and Theodore (1986) the classroom procedure should include the design of activities where the students' attention is directed to learning collocations, memorization, and use of collocations. Hence, teachers have to analyze the coursebook to seek collocations, and adding practical exercises focused on lexical phrases considering which are essential to particular needs and situations.

### **1.2.8 Vocabulary learning**

Vocabulary learning is a crucial aspect of learning a second language. Jafarin and Shoari (2017) defines vocabulary as an element of language that links the four macro skills including listening, speaking, reading, and writing. This statement makes sense because the more words learners know, the more they will be able to use their productive and receptive skills.

The learning vocabulary aims vary depending on learners' needs, age, and language level. However, Nur Asyiah (2017) claims that the three main objectives of learning vocabulary are: 1) to discover the meaning of words; 2) to retain the insight and information of new-learned words, and 3) to expand the knowledge of vocabulary. Moreover, the implementation of vocabulary learning strategies plays an important role to enhance the learning process since it can provide dynamic, interactive, playful, and motivating benefits to facilitate the achievement of the aims set.

## **1.3 Objectives**

### **1.3.1 General Objective:**

- To determine the influence of realia in the vocabulary learning in students of the 5<sup>th</sup> grade of basic education at Centro Educativo Bilingüe "La Granja".

### **1.3.2 Specific Objectives:**

- To identify the types of realia that can impact the vocabulary learning.
- To evaluate the level of English vocabulary learning.
- To implement realia to activate vocabulary learning.

### **1.3.3 Description of the fulfillment of objectives:**

- The present research work aims to determine the influence of realia in the vocabulary learning. In order to fulfill this objective, three specific objectives were established as steps that help to probe the effects of the independent variable in the dependent one.
- To achieve the first specific objective, several books, scientific articles and academic papers related to realia were reviewed, the purpose of this step was to identify the types of realia that could influence the teaching of English, in which we found included visual media, auditory media and audiovisual media.
- To achieve the second specific objective, to evaluate the students' level of English vocabulary learning. The students took a pre-test and a post-test, based on the KET Exam (Level A2) Vocabulary Section by Cambridge. In which the level of vocabulary knowledge of the students was evidenced, and after the application, it was possible to verify if the application of the project had an influence on learning.
- Finally, to achieve the third objective, realia activities and resources were implemented in the classroom to complement and maximize students' vocabulary learning. This allowed us to test whether or not the use of Realia in the educational context influenced vocabulary learning.

## **CHAPTER II**

### **METHODOLOGY**

#### **2.1. Resources**

##### **Human Resources**

It was possible to conduct this research with permission of Centro Educativo Bilingüe “La Granja”. The participants were 23 students of the 5<sup>th</sup> grade. They attend 2 periods of English classes per week and each one lasts about 40 minutes. This research took 5 weeks and the participants received 10 treatments, for each session a lesson plan was created.

#### **2.2 Methods**

##### **Approach**

The current research had a quantitative approach. According to Ahmad and al. (2019) Quantitative research is a form of research that relies on the methods of natural sciences, which produces numerical data and hard facts. This research work had a quantitative approach because the data and scores of the pre-test and post-test made by the students were tested in a specialized software called "IBM SPSS Statistics" to obtain accurate results and determine which hypotheses should be accepted. Therefore, it was possible to quantify the number and percentage of students who improved their vocabulary learning through the use of realia.

#### **2.3 Research modality**

##### **Field research**

According to Müller (2021) field research includes a wide variety of methods for studying organizational life in its natural setting with first-hand observations from the view point of a particular individual or group. The mentioned research was carried out on students of 5<sup>th</sup> grade at Centro Educativo Bilingüe “La Granja” which is located in Ambato-Ecuador. Pre-tests and post-test were applied in the same group. The author applied realia to determine the influence on vocabulary learning.

## **Bibliographic research**

Block and Fish (2020) define bibliographic research as systematic literature reviews that analyze bibliographic data with bibliometric methods. Therefore, the use of the bibliographic modality allowed the researcher the opportunity to search and find diverse materials such as theses, reports, articles, journals, magazines, and websites, which helped to support and develop this study.

## **2.4 Design**

### **Pre-Experimental design**

According to Frey (2018) pre-experimental designs are research schemes in which a subject or a group is observed after a treatment has been applied, in order to test whether the treatment has the potential to cause change. In other words, pre-experimental research is conducted to determine the researchers' intervention on a group of people through certain treatments. In addition, this research was pre-experimental, since it was carried out with only one group of 23 students and the resources measure the student's level of learning.

### **2.4 Level or type of research**

#### **Exploratory**

According to George (2021) exploratory research is a methodological approach that investigates research questions that have not previously been studied in depth. This research work had an exploratory level due to there is no previous investigations at "Universidad Técnica de Ambato" about realia and vocabulary learning. For this reason, with the present study, it was possible to clearly understand the research problem. Also, it was an exploratory study because Realia is an interesting and valuable idea that positively influenced English vocabulary learning.

#### **Descriptive**

McCombes (2019) claims that, descriptive research aims to accurately and systematically describe a population, situation or phenomenon. As a result, descriptive

research was performed in the current study to explain the traits of both variables, realia and vocabulary learning. The population and its surroundings were also documented in order to examine how realia influence on vocabulary learning in 5<sup>th</sup> grade students.

## 2.5 Population and sample

It was possible to conduct this research with permission of Centro Educativo Bilingüe “La Granja”. The participants were 23 students of the 5<sup>th</sup> grade. They attend 2 periods of English classes per week and each one lasts about 40 minutes. This research took 5 weeks and the participants received 10 treatments, for each session a lesson plan was created.

**Table 1**  
*Population*

<b>Population</b>	<b>Number of students</b>	<b>Percentage</b>
<b>Female</b>	12	52,2%
<b>Male</b>	11	47,8%
<b>Total</b>	23	100%

**Note:** Information taken from of 5<sup>th</sup> year at Centro Educativo Bilingüe “La Granja” elaborated by Coello, N. (2022)

### 2.5.1 Instruments

A pre-test and post-test were used to measure the students’ vocabulary level. The pre-test was taken at the beginning of the treatment, while the post-test at the end. This instrument was taken from the standardized KET exam (Level 2) Vocabulary section, from Cambridge English. The pre-test and post-test are structured by 50 multiple-choice questions; each question had 4 answer options (A-D), and the student had to select the correct answer. The students had 20 minutes to complete it. Both tests are the same.

### **2.5.2 Materials**

In the classroom the teacher and students used realia, such as Winter clothes (a sweater, gloves, a scarf and socks), Seasons of the year (cards, music videos), Food (photos of food, Tv), Professions (video, flashcards, games), Family members (photos, games, cards...), Action verbs (jump, sing, laugh, cry...), Countries and nationalities (photos of flags, famous places in the world, worksheet), Nationalities and languages (worksheet, photos, flashcards, games...). All these real objects were used in the different sessions for the students to learn new vocabulary in a meaningful way.

In order to practice the vocabulary learned in each lesson, materials such as worksheets, pencils, pens, erasers, board, internet, Tv, games, cards, flashcards, tables, computers, markers, rulers, photos, etc. were used.

### **2.5.3 Procedure**

In the first session, there was an introduction by the researcher, who explained in summary and detail some points of the project. Subsequently, the researcher presented the pre-test and explained it to the students giving them instructions on what to do. The pre-test consisted of 50 multiple-choice questions; each question had 4 answer options (A-D), and the student had to select the correct answer. The students had 20 minutes to complete it.

After the pretest analysis and based on the results, the teacher applied realia in the different sessions:

In the second session, the teacher applied realia in the class. In order to teach and reinforce vocabulary, related to the topic of the class "Winter clothes". For this, the teacher brought some authentic materials such as clothing to the classroom such as a jacket, a sweater, gloves, a scarf, and socks. To start the class, the students listened to a song (Get dressed for the day) related to the topic. After listening to the song, the teacher asked the students what vocabulary they found and remembered from the song. While the students said the answers, the teacher wrote them on the board. Afterward, the teacher showed the "Winter clothes" to the class and mentioned the name of each garment, and the students repeated it afterward.



The teacher gave the students the "Winter clothes" so that they could touch and see them, and they said the name of the garment, in this way the students practiced the vocabulary. Finally, as a production, the students completed a worksheet in which they had images and they had to write the name of each one.

In the third session, the topic of the class was related to Seasons of the year. This class was developed with the help of realia. The teacher started the class with a couple of questions: *Guys, can anyone tell me what time of year is coming up? How is the weather usually at this time of year? (Students respond and give their opinions)*. In addition, the teacher used the board to write down the students' answers. Then, to practice the vocabulary, the teacher presented 4 flashcards about Seasons of the year to the class. The teacher organized the class into groups of 4, distributed the flashcards to each of the groups and asked the students to practice the vocabulary by talking and looking at the flashcards. Then the teacher made some riddles, in order to develop the students' listening, thinking, and speaking skills. One of the riddles was: *In what season of the year do the leaves fall from the trees?* The students answered: *in the fall*. Finally, as a production, the students wrote 3 sentences using one vocabulary word in each sentence.

In the fourth session, students learned about Food vocabulary. The main objective of the class was to learn Food vocabulary to be able to use it in a real context. Realia was used for this class. In order to introduce the topic, the teacher asked the students: *What time do you go out for recess, dear students? What is your favorite food?* The students responded while the teacher wrote the answers on the board. Then, the teacher presented several food pictures on television to recognize and practice the vocabulary. After the students reviewed and learned the vocabulary, the students played a matching game. To end the class, students completed a crossword activity.

In the fifth session, the class topic was Professions. The students acquired new vocabulary using realia. First, students watched a video on TV, they listened carefully and paid attention to the video. The students read the sentences that appeared in the video and tried to guess what profession it was about. Then for practice, the teacher presented 6 flashcards with different professions for the students to match the images with the names. The teacher and students reviewed

the pronunciation. Then the teacher handed out a card to each student, and they played a game. The game consisted of the teacher saying a sentence and the student with the card stood up. For example, the teacher said: "I am a doctor". All students holding that flashcard must stand up and repeat the sentence. As a production, the students drew a picture of their favorite profession.

In the sixth session, students learned about Family members. For this intervention, the researcher used realia to activate students' existing vocabulary knowledge and to recognize family members. As a warm-up, the teacher showed the students real pictures of her family. Then, she asked the students to look at the pictures and guess who the people in the picture were and what relationship they had with the teacher. Then, to learn the keywords about the family, the students used the family members' cards. The teacher showed the cards one by one to the students. For example, the teacher showed a card and said *Who's this/that? - This is my (father)*. Later the students played a game. The class was divided into 4 groups. Each group placed their cards face down and shuffled them. The students took turns guessing the family member while using the target language. To do this, one student would point to a card and ask another student, 'Who is this?' Then that student would try to guess whom it is by saying, 'This is my. (mom).' Finally, to reinforce the vocabulary learned, students will complete a worksheet. And as homework, students created a family tree diagram, using photos of their family.

In the seventh session, students learned vocabulary about Action Verbs (jump, sing, laugh, cry. ). For this session, realia were used to learn the use of action verbs and to identify and demonstrate an action verb. First, the teacher asked the students to think of an action/activity they like to do. Then the students played a charades game, and for this, the teacher divided the class into 2 groups. Group 1 chose an action to act out, without speaking, only with movements, while group 2 had to observe and guess; then they exchanged roles. To explain the use of Action verbs, a series of slides were used. The teacher taught the students and solved any doubts they had. After the explanation, the students completed a worksheet. For practice, the students played a 'Hidden Picture' style activity. For that, the teacher projected the game on the TV and gave the instructions for the game. The teacher clicked on the colored shapes to reveal the picture below. Then the students must try to guess

what the action verb is. As a production, the students completed an activity about action verbs.

In the eighth session, the students learned about Countries and nationalities. In this class, it was used realia, such as pictures of flags to recognize countries and relate nationalities to countries. To start the class the teacher showed a series of famous places in the world, the students had to guess and say in which country these places are located. Then the teacher did an activity with the students, they had to see, hear and repeat the name of the country with the nationality. For vocabulary practice, they also used a roulette wheel, which had flags of different countries. As a production the students completed a worksheet referring to the vocabulary learned in the lesson.

In the ninth session, students learned about Nationalities and Languages. In order to identify, learn and relate the languages used according to the nationality's realia was used in the class. At the beginning of the class, the teacher divided the students into pairs and gave each pair a worksheet. For this activity, the students had two minutes to look at the pictures, and remember the names of countries and nationalities. They then had three minutes to complete the activity and the team that finished first won. Afterward, the teacher showed a slide show on TV to teach the students the languages and nationalities. The students read and identified the different languages. Later the students played a Find and match game. This game was projected on the TV, and the teacher was in charge of guiding the game and giving instructions to the students. To play the game, the students looked at and matched the images of places in the world, read the sentences, matched the nationality with the language, and chose the correct answer. Finally, as a result, students finished completing the worksheet. The students sat in the same pairs as at the beginning of the class and now wrote the language in the blank space on the worksheet.

In the tenth session, the Vocabulary Pos-test (Ket) from Cambridge was administered. At the beginning of the class, the teacher asked the students to recall the vocabulary topics studied in each session. As the students recalled and gave their answers the teacher wrote them on the board. Afterward, the researcher

presented the post-test and explained it to the students giving them instructions on what to do. The post-test consisted of 50 multiple-choice questions; each question had 4 answer options (A-D), and the student had to select the correct answer. The students had 20-25 minutes to complete it. After this time the researcher collected the tests. Finally, she said goodbye and thanked the students for their participation in the project.

## **2.6 Hypothesis**

### **Null hypotheses (H<sub>0</sub>)**

Realia does not influence vocabulary learning.

### **Alternative Hypotheses (H<sub>1</sub>)**

Realia does influence vocabulary learning.

## **CHAPTER III**

### **RESULTS AND DISCUSSION**

This chapter shows the results of the information obtained during 5 weeks, before and after treatments. The content of this section includes the following parts: graphs, tables, and figures, as well as a suitable exposition related to the analysis and interpretation of the data. The research project was carried out with 23 students of the 5th grade, who were taking English as part of the subjects designated in their curriculum, at the Centro Educativo Bilingüe “La Granja”, presential modality. In addition, the results of this process, as well as the students' scores in the pre-test and post-test were gathered based on the KET exam (level 2) Vocabulary section designed by Cambridge.

Furthermore, the verification of the hypothesis is explained at the end of this chapter using SPSS software and the statistical T-test. The statistical analysis allowed us to determine the influence of Realia on Vocabulary learning, which allowed us to compare whether or not the applied strategy influenced students' progress within an educational environment.

The population tested was 23 students in the 10-12 age range, of which there were 12 female and 11 male participants. The KET exam (Level 2) by Cambridge, tests the candidate's ability to communicate in the English language in simple, everyday situations. The complete exam tests the four English language skills: Reading, Writing, Listening, and Speaking.

For the development of this research project, the KET exam (Level 2) Vocabulary section, by Cambridge was used. This section consists of 50 multiple-choice questions. Each question has 4 answer options (A-D), and each question has only one correct answer, which the candidate/student must choose.

### 3.1 Analysis and interpretation of the results

#### 3.1.1 Pre-test vocabulary results

**Table 2**

*Pre- test vocabulary scores*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2,4	2	8,7	8,7
	2,6	5	21,7	30,4
	2,8	2	8,7	39,1
	3,0	1	4,3	43,5
	3,1	1	4,3	47,8
	3,2	4	17,4	65,2
	3,4	4	17,4	82,6
	3,8	1	4,3	87,0
	4,2	1	4,3	91,3
	4,4	1	4,3	95,7
	4,6	1	4,3	100,0
	Total	23	100,0	100,0

*Note: These data were taken from students' pre-test of 5th grade at Centro Educativo Bilingüe "La Granja", by Coello (2022).*

**Table 3**

*Pre-test vocabulary results*

Pre-test Results		
	Vocabulary section	Pre-test score
<b>Avarage</b>	3,17	3,170

*Note: These data were taken from students' pre-test of 5<sup>th</sup> grade at Centro Educativo Bilingüe "La Granja", by Coello (2022).*

## Analysis and interpretation

Table 2 shows the scores obtained from the pre-test. The test consisted of 50 questions, the researcher uses a converter scores in order to obtain scores out of 10. This means that the pre-test was evaluated with a score range from 1-10, where (1 is the lowest score and 10 is the highest score). The test applied to 23 students shows that the highest grade achieved is 4.6, represented by 1% of the population. While the lowest score is 2.4 which represents 2% of the population. This means that the students have difficulties with vocabulary learning, which shows the lack of vocabulary knowledge. The mean of the tests was 3.2 represented by 4% and 3.4 represented by 4% of the population.

### 3.1.2 Post-test vocabulary results

**Table 4**

*Post-test vocabulary scores*

	Frequency	Percent	Valid Percent	Cumulative Percent
	3,1	1	4,3	4,3
	3,2	1	4,3	8,7
	3,7	1	4,3	13,0
	4,2	1	4,3	17,4
	4,3	2	8,7	26,1
	4,5	3	13,0	39,1
	4,7	1	4,3	43,5
Valid	5,1	3	13,0	56,5
	5,2	2	8,7	65,2
	5,4	1	4,3	69,6
	5,6	3	13,0	82,6
	6,1	2	8,7	91,3
	6,2	1	4,3	95,7
	6,3	1	4,3	100,0
	<b>Total</b>	<b>23</b>	<b>100,0</b>	<b>100,0</b>

**Note:** These data were taken from students' post-test of 5<sup>th</sup> grade at Centro Educativo Bilingüe "La Granja", by Coello (2022).

**Table 5**

*Post-test vocabulary results*

<b>Post-test Results</b>		
	<b>Vocabulary section</b>	<b>Post-test score</b>
<b>Avarage</b>	4,93	4,939

**Note:** These data were taken from students' post-test of 5<sup>th</sup> grade at Centro Educativo Bilingüe "La Granja", by Coello (2022).

**Analysis and interpretation**

The table shows the average results presented in the Vocabulary post-test, in which the average is 4.939 out of 10 points. Consequently, the mean of the test is 4.93 out of 10 points. The results of the post-test show that Realia had a positive influence on the student's vocabulary learning.

The post-test results were necessary to determine the influence of realia on students' vocabulary learning. Therefore, the KET exam (Level 2) Vocabulary section, from Cambridge was applied to measure the progress of the 5<sup>th</sup> grade students at the conclusion of the research. It was evident that the students increased their vocabulary knowledge. The students demonstrated their progress since during the research process they used realia (original, real and innovative material) in order to learn and increase their vocabulary.



### 3.1.3 Comparative results pre-test and post-test

**Table 6**

*Comparative results pre-test and post-test*

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
<b>Pre test</b>	23	2,4	4,6	3,170	,6160	,379
<b>Post test</b>	23	3,1	6,3	4,939	,8999	,810
Valid N (listwise)	23					

**Note:** These data were taken from students pre and post-test of 5th grade at Centro Educativo Bilingüe “La Granja”, by Coello (2022).

### **Analysis and interpretation**

Table 6 shows the comparison of the mean of the pre-test and post-test of the KET exam (Level 2) Vocabulary section, from Cambridge. First, while the post-test mean was 3.17 the pre-test mean was 4.93. There was an increase of 1.76 points. It is noticeable that after using realia in English classes, students acquired and learned new vocabulary. According to the results in the table above, we now have evidence that the use of realia influenced vocabulary learning in 5<sup>th</sup> grade students. In addition, the use of realia in English classes is considered a strategy that can serve to clarify concepts and can be of great help to create situations and contextualize.

### **3.2 Verification of the hypothesis**

Given the experimental nature of the current investigation, it was important to employ SPSS software to determine whether the hypothesis revealed the anticipated outcomes. For this, the average acquired during the application of the pre-test and the post-test was obtained using the T-Test for paired samples. Effectiveness determines

if the alternative hypothesis, which claims that Realia influences vocabulary development from 5<sup>th</sup> grade population from Centro Educativo Bilingüe "La Granja," is accepted or rejected.

**Table 7**

*Paired Samples Statistics*

		<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
<b>Pair 1</b>	<b>Pre-test</b>	3,170	23	,6160	,1284
	<b>Post-test</b>	4,939	23	,8999	,1876

Note: These data were taken from students pre and post-test of 5th grade at Centro Educativo Bilingüe "La Granja", by Coello (2022).

**Table 8**

*Paired samples correlations*

		<b>N</b>	<b>Correlation</b>	<b>Sig.</b>
<b>Pair 1</b>	<b>Pre-test &amp; Post-test</b>	23	,698	,000

**Note:** These data were taken from students pre and post-test of 5th grade at Centro Educativo Bilingüe "La Granja", by Coello (2022).

**Table 9***Paired Samples Test*

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Mean Difference				
					Lower				Upper
Pair 1	Pre-test - Post-test	-1,769	,6449	,1345	-2,0484	-1,4907	-	22	,000
		6						13,16	0

**Note:** These data were taken from students pre and post-test of 5th grade at Centro Educativo Bilingüe “La Granja”, by Coello (2022).

**Table 10***Test of normality*

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
<b>Pre-test</b>	,180	23	,051	,903	23	,029
<b>Post-test</b>	,136	23	,200*	,956	23	,387

a. Lilliefors Significance Correction

Note: Shapiro-Wilk normality test values.

**Note:** These data were taken from students pre and post-test of 5th grade at Centro Educativo Bilingüe “La Granja”, by Coello (2022).

**Table 11***Hypothesis testing***Hypothesis Test Summary**

	Null Hypothesis	Test	Sig.	Decision
1	The median of differences between Pre-test and Post-test equals 0.	Related-Samples Wilcoxon Signed Rank Test	,000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is ,05.

**Note:** These data were taken from students pre and post-test of 5th grade at Centro Educativo Bilingüe “La Granja”, by Coello (2022).

### **Analysis and interpretation**

The statistical results from applying the pre-test and post-test are displayed in the tables in the previous section. Table 7 shows the difference between the means and the standard deviation. Consequently, the mean of a total of 23 subjects before the experiment was 3,170 and while after the experiment, the mean increased to 4,939. Additionally, the results indicate that the use of realia in the classroom improved students' vocabulary. Therefore, the alternative hypothesis H1 is accepted and the null hypothesis H0 is rejected, taking into account the 95% confidence interval for the mean difference and the P value, which is (0.000) less than (0.05). The alternative hypothesis H1 is accepted and the null hypothesis H0 is rejected, and based on the results shown, the use of Realia does influence vocabulary development from 5<sup>th</sup> grade population from Centro Educativo Bilingüe "La Granja".

### **3.3 Discussion**

In the first instance, the findings from the research, which were acquired and previously reported are evidence that students have the ability to learn new vocabulary through the use of realia. Through the use of realia in each session, the students showed to be motivated and eager to learn, since the materials and activities used in the procedure helped the students to know the meaning of new words, to remember and learn them, to recover them in comprehension and to use them in communicative production. Since vocabulary learning is vital for mastering and reaching fluency, the new vocabulary learned provided the learner with satisfactory performance in the improvement of speaking the English language, enhancing aspects such as communication. In addition, the results obtained in the pre and post-test reflect that the use of realia positively influences vocabulary learning, contributing to encouraging English teachers to use realia in teaching.

The information and conclusions in this study are comparable to those in the article written by Muzatha and Mohamed (2019). As part of this experiment, a group of 60 students (3A grade: Experimental group and 3B grade: Control group) took a pre and post-test. Also, to demonstrate a significant difference in vocabulary learning before and after activities using Realia, the independent sample t-test and the paired

sample t-test were used to examine the test findings. The significant value in their project, as determined by the paired samples t-test, is 0.000 with a t-value of -28.296. The paired samples' mean difference is -2.6666. Less than the alpha value of 0.05, the significant value is 0.000. As a result, the alternative hypothesis is supported and the null hypothesis is disproved. In other words, using realia when teaching English vocabulary has a big impact. The pupils were successful academically as a result of this argumentation, which was supported by the findings and validation of the hypothesis. The realia is quite beneficial for expanding English vocabulary among primary school pupils, according to the test analysis. In summary, the benefits of employing realia in vocabulary instruction for children include improving their retention of the word, deepening their comprehension, and reducing the monotony of the teaching-learning process, particularly when teaching English vocabulary to elementary school pupils.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 Conclusions

Once the results have been obtained and based on the research objectives and the statistical data interpreted from the research called "Realia and vocabulary learning " applied to 5th grade at Centro Educativo Bilingüe "La Granja", allows presenting the following conclusions and recommendations to be taken into consideration for future investigations:

- In order to identify the types of realia that can impact English language teaching, several academic papers and scientific articles were reviewed to read, know and obtain the necessary information for the development of the project. It was identified that Realia includes It includes visual media, auditory media and audio-visual media that the teacher uses in the class in order to develop meaningful learning in the student.
- After evaluating and comparing the results obtained in the vocabulary pre-test and post-test, based on the vocabulary section of the KET exam (level 2) designed by Cambridge, it was confirmed that the application of realia in English classes effectively influenced the learning and acquisition of vocabulary of 5th grade students. The results show that in the score obtained before the exam, the students obtained an average of 3.17 points. On the other hand, after the implementation of realia, the students' final scores improved significantly, reaching an average of 4.93 points. This means that they went up by 1.76 points, which shows a significant difference.
- The findings demonstrated how the use of realia in the educational setting affects vocabulary development because by being exposed to vocabulary words through games, manipulation of real objects, observation, listening to English songs, performing vocabulary-related activities, etc. students acquire lexicon unconsciously.

## 4.2 Recommendations

Based on the effectiveness of the results obtained in the present research, in case teachers agree with using realia for their lessons and taking into consideration the positive influence that realia has in vocabulary learning, it is highly recommended:

- To apply realia that includes 1. visual media (pictures, maps, slides, flashcards, classroom objects, etc.) 2. auditory media (songs, riddles, rhymes, etc.) 3. audio-visual media (audio videos, movies, etc.). By using these realia in English classes, students can learn to express themselves better, in the context in which they find themselves, as they will be able to relate the vocabulary learned to everyday situations.
- To use a careful selection of realia material, taking into account the needs and characteristics of the group of students with whom the teacher is working. Remember also the objectives of the lesson the teacher wants to teach; this will help to choose the right realia objects. In this way, the activities carried out in class will have the appropriate value and effectiveness in the vocabulary learning process.
- To implement realia in the foreign language classroom, as they encourage the learner to develop communication, paralinguistic and intercultural skills, as it plays an important role in motivating the learner to learn the language, which is essential for meaningful learning.

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## ANNEXES

### ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

#### CARTA DE COMPROMISO

Ambato, 06 de Octubre del 2022

Doctor  
Marcelo Nuñez  
Presidente  
Unidad de titulación  
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros  
Facultad de Ciencias Humanas y de la Educación

Yo, Andrés Illingworth en mi calidad de Director del Centro Educativo Bilingüe "La Granja", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Realia and Vocabulary Learning" propuesto por el/la estudiante Nathalie Joyce Coello Freire, portador/a de la Cédula de Ciudadanía 1600549024, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

## ANNEX 1: APPROVAL

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.


Particular que comunico a usted para los fines pertinentes.

Atentamente.



.....  
Ing. Andres Illingworth  
Director del Centro Educativo Bilingüe  
"La Granja"  
C.I. 1801145317  
0996114965  
12granjaceb12g@gmail.com

## ANNEX 2: PRE AND POST-TEST

 Cambridge Assessment  
English

KET Exam (Level A2)  
Vocabulary Section  
PRE and POST -TEST  
TIME Approximately 20 minutes

Name: .....

**INSTRUCTIONS TO CANDIDATES**

- > Write your name, center number and candidate number on your answer sheet if they are not already there.
- > Listen to the instructions for each part of the paper carefully.
- > Answer all the questions.
- > You will have 20 minutes to complete the vocabulary section.
- > Use a pencil.
- > At the end of the test, hand in both this question paper and your answer sheet.

**VOCABULARY PART 1**  
This test contains 50 questions which focus on vocabulary and language used at KET Level (A2).

Choose the correct answer.

1. Are you ready to \_\_\_\_\_ your meal now, sir?  
A. ask for  
B. order  
C. demand  
D. explain
2. I stopped gardening when the rain started. I didn't want to get \_\_\_\_\_.  
A. warm  
B. windy  
C. dry  
D. wet
3. Ahmet comes from Egypt so his first language is \_\_\_\_\_.  
A. Arabian  
B. Arab  
C. Arabia  
D. Arabic

4. The shortest month of the year is \_\_\_\_\_.  
A. February  
B. July  
C. December  
D. January
5. Come to my desk and \_\_\_\_\_ me your book, please.  
A. get  
B. bring  
C. take  
D. carry
6. It's cold outside today you should take a \_\_\_\_\_ with you.  
A. sock  
B. scarf  
C. belt  
D. glove
7. Jorge is Venezuelan and his wife is \_\_\_\_\_.  
A. Sweden  
B. Swedish  
C. Swedes  
D. Swede
8. Be careful not to \_\_\_\_\_ your passport.  
A. loose  
B. loss  
C. lost  
D. lose
9. At the end of the course all the students must \_\_\_\_\_ an exam.  
A. sit  
B. stand  
C. run  
D. walk
10. I'd like to make \_\_\_\_\_ with the dentist, please.  
A. a reservation  
B. an appointment  
C. a meeting  
D. booking
11. How much do these tomatoes \_\_\_\_\_?  
A. price

- B. charge  
C. pay  
D. cost
12. My grandfather \_\_\_\_\_ me to swim.  
A. taught  
B. learnt  
C. made  
D. showed
13. Your hair is dirty. You must \_\_\_\_\_ it tonight.  
A. wash  
B. tidy  
C. brush  
D. clean
14. There are 24 hours in a \_\_\_\_\_.  
A. day  
B. week  
C. year  
D. night
15. They live on the top floor of a big block of \_\_\_\_\_.  
A. rooms  
B. houses  
C. home  
D. flats
16. Must \_\_\_\_\_ the football match on TV this evening?  
A. look  
B. see  
C. listen  
D. watch
17. Mark \_\_\_\_\_ a lot of great photos on his holiday.  
A. took  
B. put  
C. had  
D. did
18. This ~~match~~ problem is too \_\_\_\_\_ for me.  
A. hard  
B. noisy  
C. heavy

- D. empty
19. Jack's not well I think we should call an \_\_\_\_\_.  
A. illness  
B. ambulance  
C. accident  
D. engine
20. My favourite subject at school was \_\_\_\_\_ because I love learning about numbers.  
A. art  
B. history  
C. science  
D. mathematics
21. Could you \_\_\_\_\_ the situation to me again?  
A. explain  
B. talk  
C. excuse  
D. tell
22. My sister earns 200 \_\_\_\_\_ a week.  
A. money  
B. cash  
C. dollars  
D. notes
23. They were all \_\_\_\_\_ so they went to a restaurant.  
A. angry  
B. thirsty  
C. fat  
D. hungry
24. Can you \_\_\_\_\_ Spanish?  
A. tell  
B. talk  
C. say  
D. speak
25. I'm very tired. I'm going to go to \_\_\_\_\_.  
A. bath  
B. bed  
C. shower  
D. chair



26. If you don't know how to \_\_\_\_\_ a word, look it up in your dictionary.

- A. mean
- B. spell
- C. understand
- D. learn

27. Can I help you \_\_\_\_\_ your homework?

- A. work
- B. do
- C. turn
- D. make

28. Joe \_\_\_\_\_ his bicycle to work every day.

- A. rides
- B. drives
- C. goes
- D. gets

29. You need \_\_\_\_\_ to make an omelette.

- A. fish
- B. potatoes
- C. apples
- D. eggs

30. All the children at that school have to \_\_\_\_\_ a uniform.

- A. wear
- B. use
- C. carry
- D. put

31. You must be \_\_\_\_\_ in the library.

- A. quiet
- B. quietly
- C. quite
- D. quietness

32. For dinner we had \_\_\_\_\_ and rice.

- A. cow
- B. chicken
- C. pig
- D. sheep

33. We had a very good football \_\_\_\_\_ last night.

- A. game
- B. play
- C. kick
- D. time

34. We're going back home the day after \_\_\_\_\_.

- A. tomorrow
- B. yesterday
- C. tonight
- D. today

35. My father's brother is my \_\_\_\_\_.

- A. uncle
- B. cousin
- C. nephew
- D. aunt

36. I'm \_\_\_\_\_ I'm late my car broke down.

- A. wrong
- B. bad
- C. unhappy
- D. sorry

37. Could you tell me the \_\_\_\_\_ in Piccadilly Circus, please?

- A. path
- B. way
- C. road
- D. street

38. Rome is the \_\_\_\_\_ city of Italy.

- A. big
- B. lead
- C. head
- D. capital

39. My mother is a very good \_\_\_\_\_.

- A. cooking
- B. cook
- C. cookery
- D. cooker

40. Can I have a \_\_\_\_\_ ticket to Oxford, please, coming back today?

- A. return

- B. double
- C. long
- D. round

41. Don't \_\_\_\_\_ to post my letters for me.

- A. forget
- B. remember
- C. mind
- D. matter

42. My video recorder isn't \_\_\_\_\_ could you repair it for me?

- A. making
- B. doing
- C. working
- D. going

43. I'm going to go to bed now. \_\_\_\_\_! See you in the morning.

- A. Good evening
- B. good night
- C. Good morning
- D. Goodbye

44. I bought some milk at the little shop on the \_\_\_\_\_.

- A. bus stop
- B. corner of our street
- C. traffic lights
- D. end of the road

45. Could you \_\_\_\_\_ in this form for me, please?

- A. wrote
- B. make
- C. note
- D. fill

46. When I went through customs, nobody \_\_\_\_\_ my passport.

- A. controlled
- B. looked
- C. watched
- D. checked

47. Did you enjoy the \_\_\_\_\_ From London to Tokyo?

- A. fly
- B. flying
- C. flight

- D. flew

48. Can you help me \_\_\_\_\_ a new dress for the party?

- A. try
- B. choose
- C. decide
- D. look

49. I'd like to work \_\_\_\_\_ and learn about a different country.

- A. foreign
- B. abroad
- C. strange
- D. another

50. Bill loves repairing cars and he wants to train to be a \_\_\_\_\_.

- A. mechanic
- B. doctor
- C. waiter
- D. painter

### ANNEX 3: LESSON PLANS

#### Lesson Plan 1

**Teacher:** Nathalie Coello

**Subject:** English

**Level:** 5th grade “G”

<p><b>Group:</b> 23 students, 12 women, men 11</p> <p><b>Date:</b> 22/11/2022</p> <p><b>Duration:</b> 40 mins</p>		
<p><b>Topic:</b> Pre-test</p>		
<p><b>Aim:</b></p> <ul style="list-style-type: none"> <li>To determine students’ level of vocabulary using a pre-test (KET)</li> </ul>		
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Students will be able to remember the vocabulary learned during the previous school years</li> <li>Students will be able to active their knowledge of vocabulary to take the test</li> </ul>		
Time	Activity	Tools and materials
10 mins	<ul style="list-style-type: none"> <li>Teacher introduces herself</li> <li><b>Warm up:</b> The teacher and the students watch a video about realia</li> </ul>	<ul style="list-style-type: none"> <li><b>Board Tv Video</b> <a href="https://www.youtube.com/watch?v=45_0V8RBE4k&amp;t=124s">https://www.youtube.com/watch?v=45_0V8RBE4k&amp;t=124s</a></li> </ul>
10 mins	<ul style="list-style-type: none"> <li>After watching the video, the teacher explains to the students what realia is about</li> <li>The teacher solves any doubt that the students have about the project</li> </ul>	<ul style="list-style-type: none"> <li><b>Board Video</b> <a href="https://www.youtube.com/watch?v=45_0V8RBE4k&amp;t=124s">https://www.youtube.com/watch?v=45_0V8RBE4k&amp;t=124s</a></li> </ul>

20 mins	<ul style="list-style-type: none"> <li>• The teacher gives some instructions to the students before taking the pre-test</li> <li>• The teacher distributes the pre-test sheets to the students</li> <li>• Students take the pre-test</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Vocabulary pre-test (KET)</b></li> </ul>
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### Resources

Realia's video [https://www.youtube.com/watch?v=45\\_0V8RBE4k&t=124s](https://www.youtube.com/watch?v=45_0V8RBE4k&t=124s)



Lesson 2: Realia and Representations of Realia

solar system model

0:50 / 3:06

Desliza hacia abajo para ver más detalles

model

CREATED USING PowToon



**KET Exam (Level A2) Vocabulary Section PRE -TEST**

TIME Approximately 20 minutes

Name: .....

**INSTRUCTIONS TO CANDIDATES**

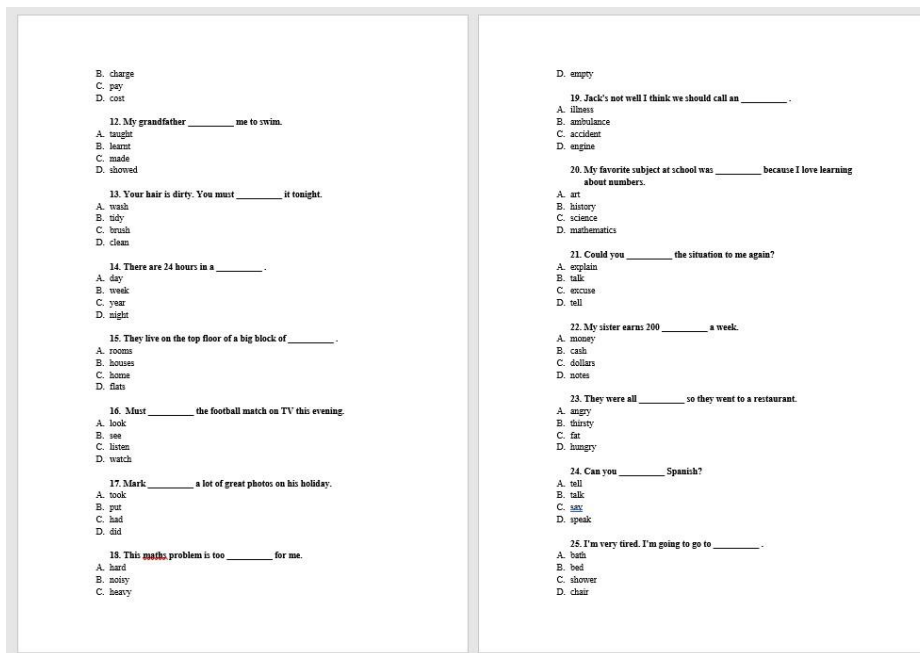
- Write your name, center number and candidate number on your answer sheet if they are not already there.
- Listen to the instructions for each part of the paper carefully.
- Answer all the questions.
- You will have 20 minutes to complete the vocabulary section.
- Use a pencil.
- At the end of the test, hand in both this question paper and your answer sheet.

**VOCABULARY SECTION**

This test contains 50 questions which focus on vocabulary and language used at KET Level (A2).

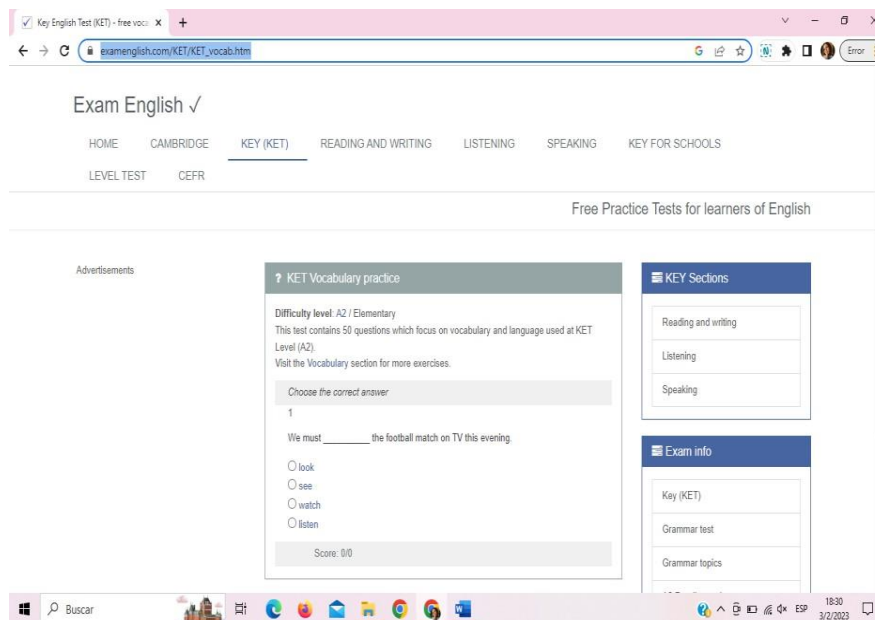
Choose the correct answer.

<p> Cambridge Assessment English</p> <p><b>KET Exam (Level A2) Vocabulary Section PRE and POST -TEST TIME: Approximately 20 minutes</b></p> <p>Name: .....</p> <p><b>INSTRUCTIONS TO CANDIDATES</b></p> <ul style="list-style-type: none"> <li>&gt; Write your name, center number and candidate number on your answer sheet if they are not already there.</li> <li>&gt; Listen to the instructions for each part of the paper carefully.</li> <li>&gt; Answer all the questions.</li> <li>&gt; You will have 20 minutes to complete the vocabulary section.</li> <li>&gt; Use a pencil.</li> <li>&gt; At the end of the test, hand in both this question paper and your answer sheet.</li> </ul> <p><b>VOCABULARY PART 1</b> This test contains 50 questions which focus on vocabulary and language used at KET Level (A2).</p> <p>Choose the correct answer.</p> <p>1. Are you ready to _____ your meal now, sir? A. ask for B. order C. demand D. explain</p> <p>2. I stopped gardening when the rain started. I didn't want to get _____. A. warm B. windy C. dry D. wet</p> <p>3. Ahmet comes from Egypt so his first language is _____. A. Arabian B. Arab C. Arabia D. Arabic</p>	<p>4. The shortest month of the year is _____. A. February B. July C. December D. January</p> <p>5. Come to my desk and _____ me your book, please. A. get B. bring C. take D. carry</p> <p>6. It's cold outside today you should take a _____ with you. A. sock B. scarf C. hat D. glove</p> <p>7. Jorge is Venezuelan and his wife is _____. A. Sweden B. Swedish C. Swedes D. Swede</p> <p>8. Be careful not to _____ your passport. A. loose B. loss C. lost D. lose</p> <p>9. At the end of the course all the students must _____ an exam. A. sit B. stand C. run D. walk</p> <p>10. I'd like to make _____ with the dentist, please. A. a reservation B. an appointment C. a meeting D. booking</p> <p>11. How much do these tomatoes _____? A. price</p>
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Ket exam ( level 2) Vocabulary section by Cambridge

Link: [https://www.examenglish.com/KET/KET\\_vocab.htm](https://www.examenglish.com/KET/KET_vocab.htm)



**Lesson Plan 2**

**Teacher:** Nathalie Coello

**Subject:** English

**Level:** 5th grade “G”

<b>Group:</b> 23 students, 12 women, men 11		
<b>Date:</b> 24/11/2022		
<b>Duration:</b> 40 mins		
<b>Topic:</b> Winter clothes		
<b>Aim:</b>		
<ul style="list-style-type: none"><li>• To acquire a new vocabulary about <i>Winter clothes</i> using realia</li></ul>		
<b>Objectives:</b>		
<ul style="list-style-type: none"><li>• Students will be able to identify the new vocabulary (gloves, sweater, pants, shoes, skirt, sweater, socks,scarf) by doing some practice activities</li><li>• Students will be able to learn the new vocabulary using real objects</li></ul>		
<b>Time</b>	<b>Activity</b>	<b>Tools and materials</b>
10 mins	<ul style="list-style-type: none"><li>• <b>Warm up:</b> The teacher plays a song and asks the students to listen and pay attention to the lyrics of the song</li></ul>	<ul style="list-style-type: none"><li>• Song <a href="https://www.youtube.com/watch?v=KDE6i_ZZkFU">https://www.youtube.com/watch?v=KDE6i_ZZkFU</a></li></ul>

20 mins	<ul style="list-style-type: none"> <li>• After listening, the teacher asks students what words they can remember, while the teacher writes them on the board, and then ask students what other clothes they know</li> <li>• Then, the teacher shows to the students these real winter clothes and asks them to repeat after her</li> <li>• The teacher allows the students to touch and see the clothes</li> <li>• Next, ask students to try and say each word on their own</li> <li>• <b>Wrap up:</b> Then, to reinforce the lesson, the teacher writes on the board some sentences with blank spaces. The sentences must be completed with words from the learned vocabulary.</li> <li>• The teacher asks the students to participate in the activity. The students raise their hands to participate and say the answer</li> </ul>	<ul style="list-style-type: none"> <li>• Board</li> <li>• Markers</li> <li>• Winter clothes (gloves, sweater, pants, shoes, skirt, sweater, socks, scarf)</li> </ul>
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	<ul style="list-style-type: none"> <li>Ex: It's cold outside today you should take a _____ with you.</li> </ul>	
10 mins	<ul style="list-style-type: none"> <li>Afterwards, the teacher distributes students a worksheet and asks students to complete the activity</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet- Winter Clothes</li> </ul>

## Resources

Link [https://www.youtube.com/watch?v=KDE6i\\_ZZkFU](https://www.youtube.com/watch?v=KDE6i_ZZkFU)



Real Winter clothes



# Worksheet : Winter Clothes

Name:.....

Date:.....

 **Winter clothes** 

Jacket	Boots	Gloves
Scarf	Socks	Sweater

 <input style="width: 100px; height: 30px;" type="text"/>	 <input style="width: 100px; height: 30px;" type="text"/>	 <input style="width: 100px; height: 30px;" type="text"/>
 <input style="width: 100px; height: 30px;" type="text"/>	 <input style="width: 100px; height: 30px;" type="text"/>	 <input style="width: 100px; height: 30px;" type="text"/>

### Lesson Plan 3

**Teacher:** Nathalie Coello

**Subject:** English

**Level:** 5th grade “G”

<b>Group:</b> 23 students, 12 women, men 11		
<b>Date:</b> 28/11/2022		
<b>Duration:</b> 40 mins		
<b>Topic:</b> Seasons of the year		
<b>Aim:</b> <ul style="list-style-type: none"><li>• To learn key vocabulary terms about <i>Seasons of the year</i>.</li></ul>		
<b>Objectives:</b> <ul style="list-style-type: none"><li>• Students will be able to identify the different seasons (spring, summer, fall, and winter)</li><li>• Students will be able to associate the seasons of the year to a real context using realia</li></ul>		
<b>Time</b>	<b>Activity</b>	<b>Tools and materials</b>
10 mins	<ul style="list-style-type: none"><li>• <b>Warm up:</b> First, the teacher begins the class by asking: Guys, can anyone tell me what time of year is coming up? How is the weather usually at this time of year? (Students respond and give their opinions)</li><li>• So, the teacher writes on the board: In what season of the year is it very cold and we have to wear warm clothes? (Students participate, respond and give their opinions)</li></ul>	<ul style="list-style-type: none"><li>• Board</li><li>• Markers</li><li>• Riddles</li></ul>

20 mins	<ul style="list-style-type: none"> <li>• Now, teacher introduces the key vocabulary about <i>Seasons of the year</i>, using flash cards</li> <li>• The teacher asks the students to sit in groups of 4 and gives the students 5 minutes to look at the cards and practice the vocabulary.</li> <li>• Students play with flashcards: The flashcards are placed upside down on the table. One by one, each student holds up a flashcard, looks at the picture, and says the name of the season.</li> <li>• After, the teacher removes the flashcards</li> </ul>	<ul style="list-style-type: none"> <li>• Flash cards- Seasons of the year</li> <li>• Tables</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Wrap up:</b></li> <li>• Now, the teacher sticks the flashcards on the board</li> <li>• The teacher makes some riddles and the students think, guess, and say the answer: Riddles <ul style="list-style-type: none"> <li>- In what season of the year do the leaves fall from the trees?</li> <li>- What season of the year is it very hot and we can go to the beach?</li> <li>- In what season can we see many flowers and fruits in the field?</li> <li>- In what season does it snow and do we wear warm clothes?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Flashcards</li> <li>• Board</li> <li>• Riddles</li> </ul>
10 mins	<ul style="list-style-type: none"> <li>• Finally, as a production, the students write 3 sentences using the vocabulary learned during the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheet</li> </ul>

Resources



## Lesson Plan 4

**Teacher:** Nathalie Coello

**Subject:** English

**Level:** 5th grade “G”

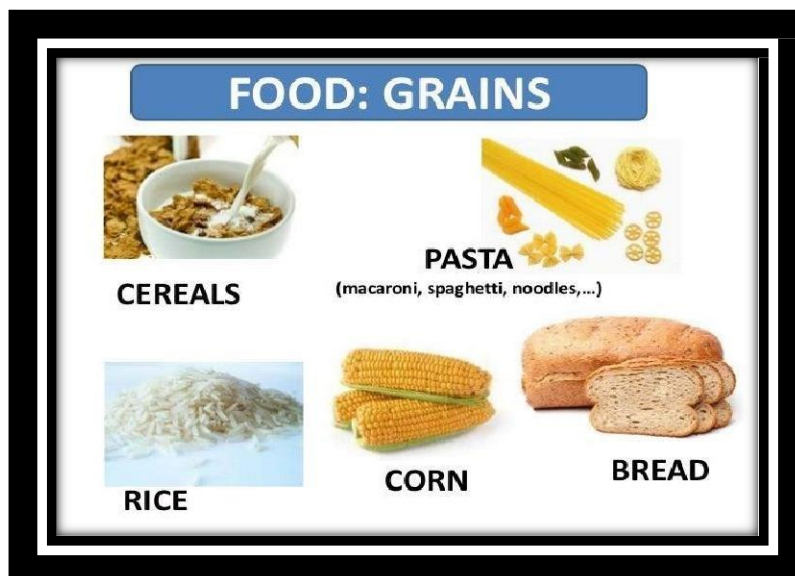
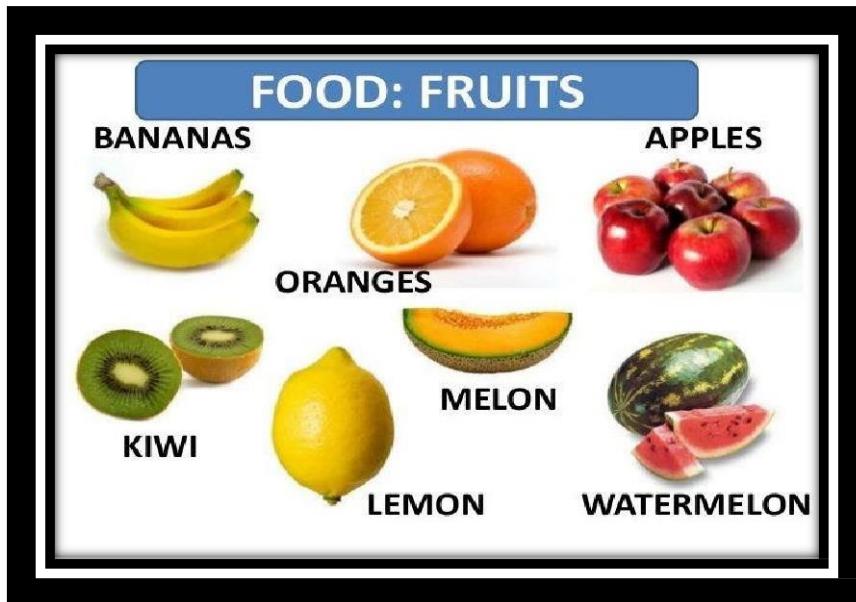
<b>Group:</b> 23 students, 12 women, 11 men		
<b>Date:</b> 30/11/2022		
<b>Duration:</b> 40 mins		
<b>Topic:</b> Food		
<b>Aim:</b>		
<ul style="list-style-type: none"><li>• To learn food vocabulary to be able to use it in a real context</li></ul>		
<b>Objectives:</b>		
<ul style="list-style-type: none"><li>• Students will be able to activate students’ existing knowledge about food vocabulary</li><li>• Students will be able to identify the name of the different food</li></ul>		
<b>Time</b>	<b>Activity</b>	<b>Tools and materials</b>
10 mins	<ul style="list-style-type: none"><li>• <b>Warm up:</b> In order to introduce the topic, the teacher starts the class by asking 2 questions</li><li>• Teacher asks: What time do you go out for recess, dear students? ( students answer ) What is your favorite food?( students answer ) The teacher writes the students' answers on the board.</li></ul>	<ul style="list-style-type: none"><li>• Board</li><li>• Markers</li></ul>

20 mins	<ul style="list-style-type: none"> <li>• Then, teacher shows some slides related to food vocabulary and asks students for the name of these foods.</li> <li>• Then the teacher projects some slides on the tv</li> <li>• On the slides the students can observe different foods</li> <li>• The teacher says the name of each food and the students repeat</li> <li>• Then the teacher gives an example and says: I like strawberries (she also writes the sentence on the board)</li> <li>• So, she asks a student: What is</li> </ul>	<ul style="list-style-type: none"> <li>• Slides- Food pictures</li> <li>• Tv</li> <li>• Board</li> <li>• Markers</li> </ul>
	<p>your favorite fruit?</p> <ul style="list-style-type: none"> <li>• To participate, students raise their hands and say a complete sentence to give a correct answer.</li> <li>• <b>Wrap up:</b></li> <li>• Now, the students practice the vocabulary by playing a matching game. (Play using the Tv)</li> </ul>	<ul style="list-style-type: none"> <li>• Matching game <a href="https://wordwall.net/es/resource/3523548/food-memory-game">https://wordwall.net/es/resource/3523548/food-memory-game</a></li> </ul>
10 mins	<ul style="list-style-type: none"> <li>• Students produce a crossword activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheet</li> </ul>



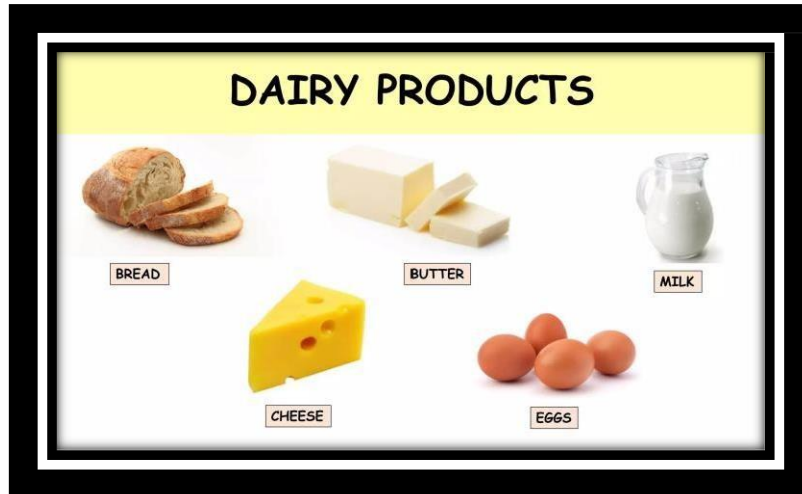
**Resources**

**Slides- Food vocabulary pictures**



Matching game [https://wordwall.net/es/resource/3523548/food-memory-](https://wordwall.net/es/resource/3523548/food-memory-game)

[game](#)



## Worksheet : Crossword activity

Name:.....

Date:.....

Look at the pictures, find the names and circle the correct answers. (find minimum 5 foods)

### How many words can you find?

c	h	e	e	s	e	f	a	c
r	p	i	z	z	a	i	p	h
i	t	o	a	s	t	s	p	i
c	e	r	e	a	l	h	l	c
e	d	s	a	l	a	d	e	k
g	f	b	a	n	a	n	a	e
g	r	b	r	e	a	d	h	n

## Lesson Plan 5

**Teacher:** Nathalie Coello

**Subject:** English

**Level:** 5th grade “G”

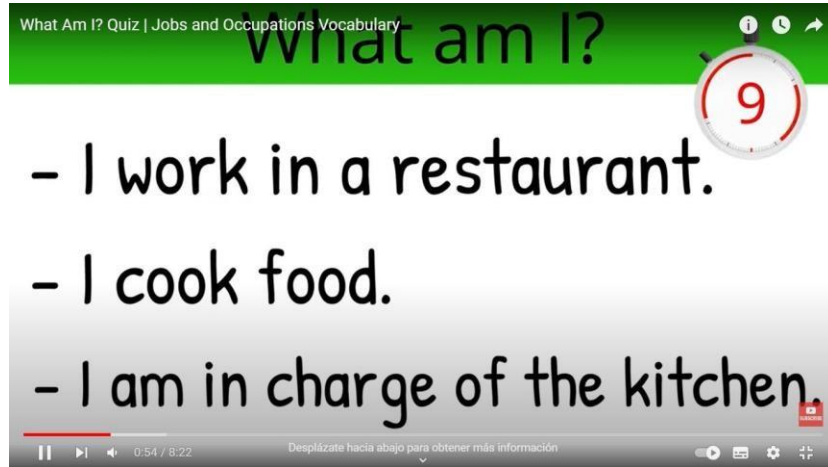
<b>Group:</b> 23 students, 12 women, men 11		
<b>Date:</b> 06/12/2022		
<b>Duration:</b> 40 mins		
<b>Topic:</b> Professions		
<b>Aim:</b>		
<ul style="list-style-type: none"><li>• To acquire a new vocabulary about Professions using realia</li></ul>		
<b>Objectives:</b>		
<ul style="list-style-type: none"><li>• Students will be able to activate their existing knowledge about professions</li><li>• Students will be able to learn about professions using real objects</li></ul>		
Time	Activity	Tools and materials
10 mins	<ul style="list-style-type: none"><li>• <b>Warm up:</b> The teacher plays a video and asks the students to listen and pay attention to the video</li><li>• Instructions: Students must read the sentences that appear in the video and must try to figure out what profession it is</li></ul>	<ul style="list-style-type: none"><li>• Tv</li><li>• Video <a href="https://www.youtube.com/watch?v=1oxb7WRuijw">https://www.youtube.com/watch?v=1oxb7WRuijw</a></li></ul>
20 mins	<ul style="list-style-type: none"><li>• Then, the teacher presents 6 flashcards with the different professions so the students can practice the names</li></ul>	<ul style="list-style-type: none"><li>• Flashcards- Professions</li></ul>

	<ul style="list-style-type: none"> <li>• The teacher shows the flashcards to the class one by one and asks the students to listen and repeat after her</li> <li>• Then, she shows the flashcards again and asks them to say the words on their own</li> <li>• <b>Wrap up :</b></li> <li>• Then, the teacher gives a flashcard to each student in the class. Instruction: Students must listen carefully to the sentences that the teacher says and stand up when it is their turn</li> <li>• For example, the teacher says: "I am a doctor". All students</li> </ul>	<ul style="list-style-type: none"> <li>• Flashcards- Professions</li> </ul>
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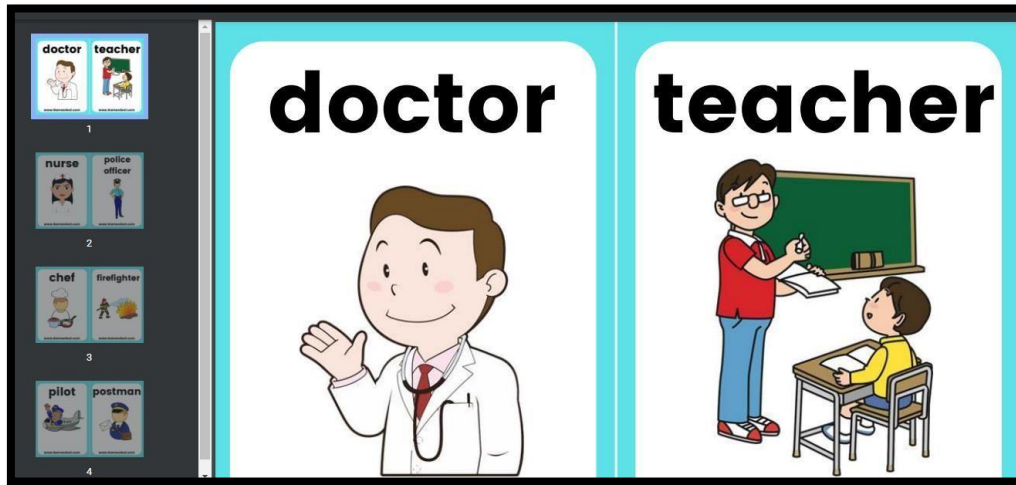
	<p>holding that flashcard must stand up and repeat the sentence: "I ama doctor"</p>	
10 mins	<ul style="list-style-type: none"> <li>• Finally, as a production, the students will make a drawing of their favorite profession.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheet</li> <li>• Drawing of the favorite profession</li> <li>• Colors</li> <li>• Markers</li> <li>• Pencil</li> <li>• Pen</li> <li>• ruler</li> </ul>

## Resources

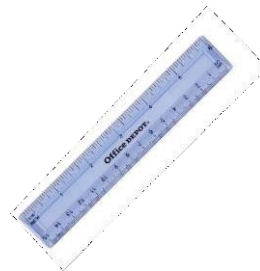
<https://www.youtube.com/watch?v=1oxb7WRuijw>



Flashcards - Professions



Drawing of the favorite profession



## Lesson Plan 6

**Teacher:** Nathalie Coello

**Subject:** English

**Level:** 5th grade “G”

<b>Group:</b> 23 students, 12 women, men 11		
<b>Date:</b> 08/12/2022		
<b>Duration:</b> 40 mins		
<b>Topic:</b> Family members		
<b>Aim:</b>		
<ul style="list-style-type: none"><li>• To talk about different family members</li></ul>		
<b>Objectives:</b>		
<ul style="list-style-type: none"><li>• Students will be able to activate the existing knowledge about family vocabulary using realia</li><li>• Students will be able to recognize the family members</li></ul>		
<b>Time</b>	<b>Activity</b>	<b>Tools and materials</b>
10 mins	<ul style="list-style-type: none"><li>• <b>Warm up:</b> First, to contextualize the lesson, the teacher shows the students photos of her family.</li><li>• The teacher shows her family photos to the students and asks them to guess who they are.</li><li>• For example, she shows a picture of her brother/her sister and asks them to guess how she is related to her (the teacher).</li></ul>	<ul style="list-style-type: none"><li>• Family photos</li></ul>



20 mins	<ul style="list-style-type: none"> <li>• Next, students will practice the keywords from the lesson with the family member cards</li> <li>• The teacher will show the cards to the students one by one and ask them to repeat</li> <li>• Then show the cards again to the students and ask them to say the words on their own.</li> <li>• The teacher will use some sentences as she teaches the lesson on the family:</li> <li>• Who's this/that? – This is my (father).</li> <li>• Who's he/she – He/She is my (brother/sister).</li> </ul>	<ul style="list-style-type: none"> <li>• Family member cards</li> <li>• Tables</li> <li>• Chairs</li> </ul>
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	<ul style="list-style-type: none"> <li>• What does your father/mother do? – He/She is a (pilot).</li> </ul> <p><b>Wrap up:</b></p> <ul style="list-style-type: none"> <li>• Students play while practicing vocabulary: This game can be played in pairs or small groups of 3/4. For this activity, each group needs a set of flashcards.</li> <li>• Instructions to play: Each group should place their 6 cards face down and mix them up. Students will take turns guessing the family member while using the target language. To do this, one student will point to a card and ask another student, ‘Who’s this?’. Then that student will try to guess who it is by saying, ‘This is my (mother).’</li> <li>• Then they should turn the card over to see if he/she guessed correctly. If they got it right, then that student gets to keep that card. If he/she got it wrong, then they turn the card over again and mix up the cards. The game finishes when all the cards have gone, and the student with the most cards the winner.</li> </ul>	<ul style="list-style-type: none"> <li>• Family member cards</li> </ul>
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10 mins	<ul style="list-style-type: none"> <li>Finally, to reinforce the vocabulary learned, students will complete a worksheet</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet</li> </ul>
Homework	<ul style="list-style-type: none"> <li>At the end of the lesson, students should review the vocabulary and expressions from the lesson at home.</li> <li>Students will create a family tree diagram, using photos of their family.</li> </ul>	<ul style="list-style-type: none"> <li>Family's photos</li> <li>a cardboard</li> <li>markers/ colors</li> <li>a ruler</li> </ul>

**Resources**

Family photo



Flashcards- Family members

1

father (dad) mother (mom)

2

brother sister

3

aunt uncle

1

**brother**



[www.Games4esl.com](http://www.Games4esl.com)

**sister**



[www.Games4esl.com](http://www.Games4esl.com)

1

grandfather (grandpa) grandmother (grandma)

2

father (dad) mother (mom)

3

brother sister

3

aunt uncle

1

**grandfather (grandpa)**



[www.Games4esl.com](http://www.Games4esl.com)

**grandmother (grandma)**



[www.Games4esl.com](http://www.Games4esl.com)

## Family Worksheet

Name:.....

# THIS IS MY FAMILY



This is my family. My father John is forty years old. He is a teacher. Sara is my mother. She is thirty five. She is a nurse.

Gustavo is my grandpa. He is a doctor. Ursula is my grandma. She is sixty two. She is very nice.

Tommy is my baby brother. He is one year old. He is always happy. Rebeca is my sister. She is six years old. She is very relaxed.

I am Peter. I'm ten and I love my family.

Read the text and choose the correct answer.

- 1) John is Peter's **FATHER – GRANDPA – BROTHER.**
- 2) John is **50 – 40 – 60 – years old.**
- 3) John is a **TEACHER – DOCTOR – DENTIST.**
- 4) Sara is Peter's **GRANDMA – MOTHER – SISTER.**
- 5) Ursula is Peter's **SISTER – GRANDMA – MOTHER**
- 6) Tommy is always **SAD – ANGRY – HAPPY.**
- 7) Rebeca is Peter's **COUSIN – MOTHER - SISTER.**

## Lesson Plan 7

**Teacher:** Nathalie Coello

**Subject:** English

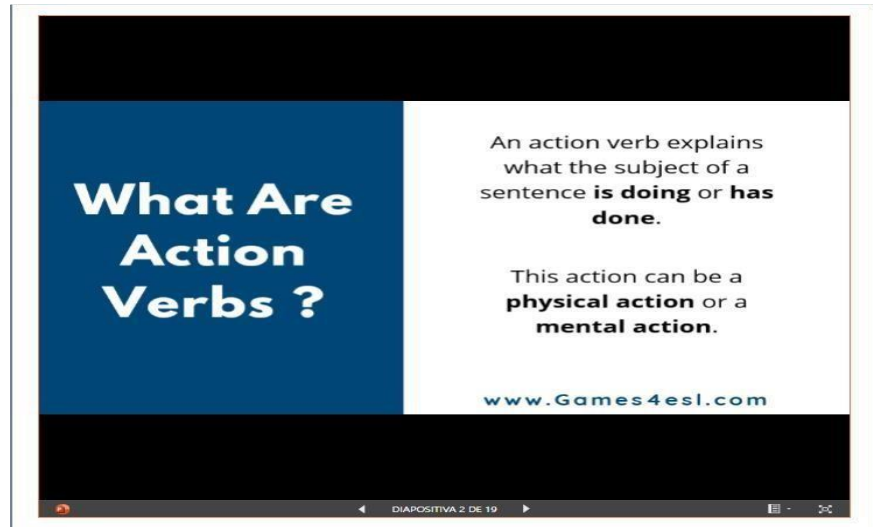
**Level:** 5th grade “G”

<b>Group:</b> 23 students, 12 women, men 11		
<b>Date:</b> 13/12/2022		
<b>Duration:</b> 40 mins		
<b>Topic:</b> Action Verbs		
<b>Aim:</b>		
<ul style="list-style-type: none"><li>• To identify and use action verbs</li></ul>		
<b>Objectives:</b>		
<ul style="list-style-type: none"><li>• Students will be able to learn the use of actions verbs</li><li>• Students will be able to identify and demonstrate an action verb</li></ul>		
<b>Time</b>	<b>Activity</b>	<b>Tools and materials</b>
10 mins	<ul style="list-style-type: none"><li>• <b>Warm up:</b> First, the teacher asks the students to think of what they like to do the most and asks them not to say anything because this will be a little game of charades.</li><li>• Students form 2 groups (1 and 2 )The teacher instructs group 1 to silently act out their favorite activity while group 2 tries to guess. Then the groups switch roles.</li><li>• Then the teacher explains to the students that the activity they did was represents their favorite activity, which is an Action.</li></ul>	<ul style="list-style-type: none"><li>• Slides</li></ul>

20 mins	<ul style="list-style-type: none"> <li>• After, the teacher use slides to explain the correct form to use Actions verbs</li> <li>• The teacher resolves doubts of the students if they have them</li> <li>• Students complete a worksheet activity</li> </ul> <p><b>Wrap up:</b></p>	<ul style="list-style-type: none"> <li>• Worksheet</li> </ul>
	<p>To practice the action verbs, students will play a 'HiddenPicture' style activity.</p> <ul style="list-style-type: none"> <li>• The teacher projects the game onTV, and she gives the game instructions to the students.</li> <li>• The teacher clicks on the colored shaps to reveal the picture below. Then the students must try to guess what the action verb is.</li> </ul>	<ul style="list-style-type: none"> <li>• 'Hidden Picture' style activity</li> </ul>
10 mins	<ul style="list-style-type: none"> <li>• Students complete an activity about action verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheet</li> </ul>

## Resources

### Slides



**What Are Action Verbs ?**

An action verb explains what the subject of a sentence **is doing** or **has done**.

This action can be a **physical action** or a **mental action**.

[www.Games4esl.com](http://www.Games4esl.com)

DIAPOSITIVA 2 DE 19



**Action Verb Examples**

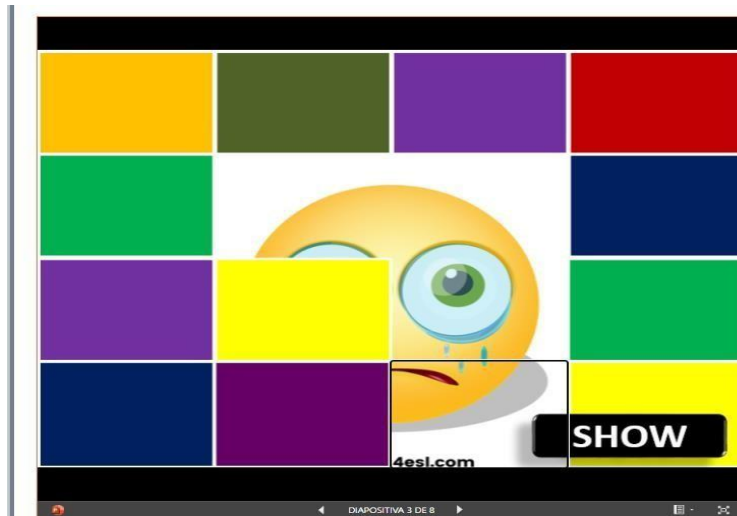


**run**

DIAPOSITIVA 3 DE 19



'Hidden Picture' style activity



# Actions Verbs Worksheet

Name:.....

Look at the action and paint the correct answer.

## What can you do?



JUMP

WALK



SLEEP

LOOK



EAT

RUN



CLAP

SLEEP



RUN

WALK



DANCE

WALK



## Lesson Plan 8

**Teacher:** Nathalie Coello

**Subject:** English

**Level:** 5th grade “G”

<b>Group:</b> 23 students, 12 women, men 11		
<b>Date:</b> 15/12/2022		
<b>Duration:</b> 40 mins		
<b>Topic: Country and nationalities</b>		
<b>Aim:</b>		
<ul style="list-style-type: none"><li>• To learn about countries and nationalities using realia</li></ul>		
<b>Objectives:</b>		
<ul style="list-style-type: none"><li>• Students will be able to recognize the flags of the countries</li><li>• Students will be able to learn and relate the nationalities with the respective countries</li></ul>		
<b>Time</b>	<b>Activity</b>	<b>Tools and materials</b>
10 mins	<ul style="list-style-type: none"><li>• <b>Warm up:</b></li><li>• First, the teacher presents in class a series of photos of Famous Landmarks in the world to activate the students' knowledge.</li><li>• The photos show different Famous Landmarks in the world, the students must guess in which country of the world these places are located.</li></ul>	<ul style="list-style-type: none"><li>• Photos of Famous Landmarks in the world</li><li>• Tv</li></ul>
20 mins	<ul style="list-style-type: none"><li>• Afterwards, the teacher shows the students a list of countries and nationalities. For this activity,</li></ul>	<ul style="list-style-type: none"><li>• Images of the flags of different countries</li><li>• Listening</li></ul>

	<p>images of the flags of different countries and listening will be used. Students will be able to see and identify the flags and listen to the pronunciation of the names of the countries with their respective nationalities.</p> <ul style="list-style-type: none"> <li>• <b>Wrap up:</b> To practice and learn the vocabulary of the lesson, the students play a Random Wheel. The teacher projects the wheel of chance on TV. To play, the teacher spins the random wheel and the students will see the image of the flag, say the name of the country and say the nationality.</li> </ul>	<ul style="list-style-type: none"> <li>• Tv</li> <li>• Random Wheel- Countries</li> <li>• Tv</li> </ul>
10 mins	<ul style="list-style-type: none"> <li>• Finally, the students do a worksheet on countries and nationalities to reinforce what they have learned during the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheet- Countries and nationalities</li> </ul>

## Resources

[https://www.canva.com/design/DAE\\_AycAQEk/sgd8XPACFvWIVz4Gk4pxGA/edit?utm\\_content=DAE\\_AycAQEk&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAE_AycAQEk/sgd8XPACFvWIVz4Gk4pxGA/edit?utm_content=DAE_AycAQEk&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)



[https://www.liveworksheets.com/worksheets/en/English\\_as\\_a\\_Second\\_Language\\_\(ESL\)/Countries\\_and\\_nationalities/Countries\\_and\\_adjectives\\_hd524939oq](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Countries_and_nationalities/Countries_and_adjectives_hd524939oq)

**COUNTRIES**

Listen and repeat:

COUNTRY	ADJECTIVE	COUNTRY	ADJECTIVE
Australia	Australian	Japan	Japanese
Brazil	Brazilian	Mexico	Mexican

<https://wordwall.net/es/resource/3774095/countries-and-nationalities>

1:18 Arrastra la rueda para girarla

Spin the wheel and say the country

Gírala

**Worksheet**  
**Countries and nationalities**

Name: .....

**1. Choose the correct word.**

- a) This toy is made in  / .
- b) Tacos and guacamole are  /  foods.
- c) Coffee is produced in  / .
- d) This movie is produced in the  / .
- e) Pizza and spaghetti are  /  foods.



**3. Look at the flags and write the country.**

- a) The pyramids are located in .
- b) Kangaroos and koalas are found in .
- c)  is the largest country in the world.
- d) Madrid is the capital of .



## Lesson Plan 9

**Teacher:** Nathalie Coello

**Subject:** English

**Level:** 5th grade “G”

<b>Group:</b> 23 students, 12 women, men 11		
<b>Date:</b> 20/12/2022		
<b>Duration:</b> 40 mins		
<b>Topic:</b> Nationalities and Languages		
<b>Aim:</b>		
<ul style="list-style-type: none"><li>• To learn about languages using realia</li></ul>		
<b>Objectives:</b>		
<ul style="list-style-type: none"><li>• Students will be able to identify the language used according to nationality</li><li>• Students will be able to learn and relate the nationalities with the respective languages</li></ul>		
<b>Time</b>	<b>Activity</b>	<b>Tools and materials</b>
10 mins	<ul style="list-style-type: none"><li>• <b>Warm up:</b></li><li>• The teacher divides the students into pairs. Students have two minutes to see, identify and think about the images they have on the sheets. Then the students will have 3 minutes and fill in the name of the country and nationality on the worksheet. The team to finish the activity first wins.</li></ul>	<ul style="list-style-type: none"><li>• Worksheet- - Nationalities and languages</li></ul>
20 mins	<ul style="list-style-type: none"><li>• Afterwards, the teacher projects some slides on TV so that the</li></ul>	<ul style="list-style-type: none"><li>• Slide</li></ul>



	<p>students learn about nationalities and languages. The teacher reads and the students repeat afterwards.</p> <ul style="list-style-type: none"> <li>• <b>Wrap up:</b></li> <li>• Then the teacher shows a game of find and match on the TV</li> <li>• In the game the students must see the image of the place, read the sentence, relate the nationality with the languages and tap the correct answer.</li> </ul>	<ul style="list-style-type: none"> <li>• Find and match game</li> <li>• TV</li> </ul>
10 mins	<ul style="list-style-type: none"> <li>• Finally, as a result, the students will finish completing the worksheet. The students will sit in the same pairs as at the beginning of the class and now they will write the language, in the blank space they have on the worksheet.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheet- Nationalities and languages</li> </ul>









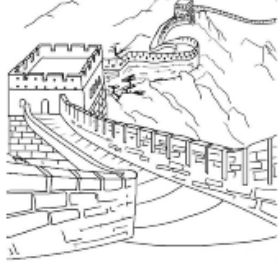
## Resources

Slide

<b>Countries, nationalities &amp; languages!</b>		
Country	Nationality	Language
 Brazil	Brazilian	Portugese
 Italy	Italian	Italian
 England	English	English
 Spain	Spanish	Spanish
 Egypt	Egyptian	Arabic
 Vietnam	Vietnamese	Vietnamese
 Colombia	Colombian	Spanish
 Australia	Australian	English

## Worksheet Nationalities and Languages

Name:.....

 <p>country: nationality: language:</p>	 <p>country: nationality: language:</p>	 <p>country: nationality: language:</p>
 <p>country: nationality: language:</p>	 <p>country: nationality: language:</p>	 <p>country: nationality: language:</p>
 <p>country: nationality: language:</p>	 <p>country: nationality: language:</p>	 <p>country: nationality: language:</p>

Find and match game

<https://wordwall.net/resource/2002765/countries-capitals-languages>

0:38 ♥♥♥ ✓ 2



Paris is the capital of...



**China.**  
They speak  
**Chinese.**



**France.**  
They speak  
**French.**



**Argentina.**  
They speak  
**Spanish.**



**Japan.**  
They speak  
**Japanese.**



**Germany.**  
They speak  
**German.**



**United States  
of America.**  
They speak  
**English**



**England.**  
They speak  
**English.**



**Italy.** They  
speak  
**Italian.**

☰ 🔊 🔍

## Lesson Plan 10

**Teacher:** Nathalie Coello

**Subject:** English

**Level:** 5th grade “G”

<b>Group:</b> 23 students, 12 women, men 11		
<b>Date:</b> 22/12/2022		
<b>Duration:</b> 40 mins		
<b>Topic:</b> Post-test		
<b>Aim:</b>		
<ul style="list-style-type: none"><li>• To determine students’ level of vocabulary using the post-test (KET)</li></ul>		
<b>Objectives:</b>		
<ul style="list-style-type: none"><li>• Students will be able to verify whether realia use positively influences vocabulary learning</li><li>• Students will be able to compare the results of the pre-test and post-test performed by the students</li></ul>		
<b>Time</b>	<b>Activity</b>	<b>Tools and materials</b>
10 mins	<ul style="list-style-type: none"><li>• The teacher asks students about the vocabulary topics they learned in the interventions.</li><li>• Students think, remember and give answers. Teacher writes responses on the board.</li><li>• The teacher asks students if they have any questions or want to clarify a topic, if so, teacher proceeds to explain.</li></ul>	<ul style="list-style-type: none"><li>• Remember and talk about vocabulary topics</li><li>• Board</li><li>• Markets</li></ul>

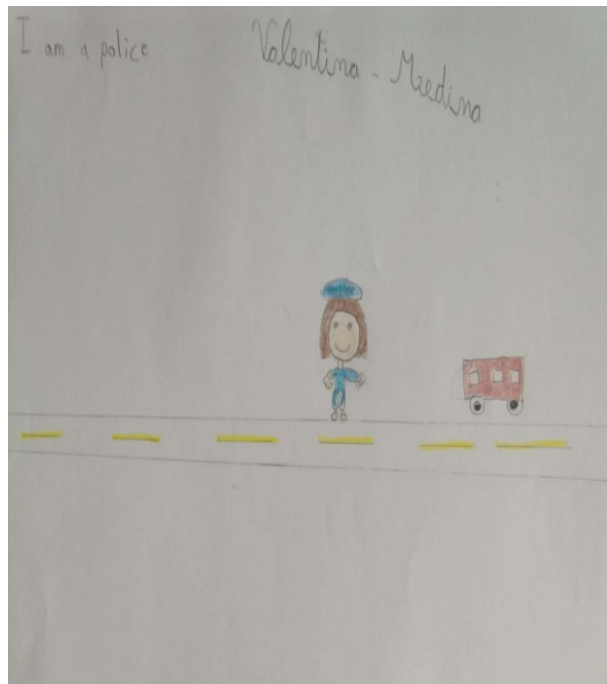
20 mins	<ul style="list-style-type: none"> <li>• Now, the teacher gives some instructions to the students before taking the post-test</li> <li>• The teacher distributes the post-test sheets to the students</li> <li>• Students take the post-test</li> </ul>	<ul style="list-style-type: none"> <li>• Post-test / Vocabulary Post-test (Ket) from Cambridge</li> </ul>
10 mins	<ul style="list-style-type: none"> <li>• After 20 minutes, the teacher collects the sheets and the test ends.</li> <li>• The teacher thanks the students for their participation.</li> </ul>	

ANNEX 4: INTERVENTIONS PHOTOS









Actions Verbs  
Worksheet

Name: Amabella Holguin

Look at the action and match it with the correct answer.

What can you do?

	JUMP	WALK
	SLEEP	LOOK
	EAT	RUN
	CLAP	SLEEP
	RUN	WALK
	DANCE	WALK

Worksheet  
Winter Clothes

Name: Benjamin Zaki

Date: 12/11/19

Write the names of winter clothes and drop in the correct blank.

Winter clothes		
Jacket	Boots	Gloves
Scarf	Socks	Sweater
Gloves	Scarf	Jacket
Boots	Sweater	Socks

