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**ACTION RESEARCH PAPER**

**The Use of Realia as a Tool to Provide Meaningful Vocabulary to Students from Seventh Grade at Centro Educativo Católico San Ambrosio, circuit 01, Regional Education of Nicoya.**

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#### **iv. Abstract**

The development of this action research paper intends to improve the students' speaking skill performance through The Use of Realia as a Tool to Provide Meaningful Vocabulary to Students from Seventh Grade at Centro Educativo Católico San Ambrosio, circuit 01, Regional Education of Nicoya. The application of this research will provide students with better speaking situations during the learning process to improve their proficiency with the aim of increasing their vocabulary using this dynamic and realistic teaching technique in class. Using Realia based on interactive environment is necessary to catch the students' attention in class and motivate them to improve the language without fear. In this way, the main goal of this investigation is to create a proactive teaching process, where all the students can participate freely with their classmates.

#### **iv. Resumen Ejecutivo**

El desarrollo de este trabajo de investigación busca mejorar el desempeño de la habilidad oral de los estudiantes a través del uso de Realia como herramienta para brindar vocabulario significativo a estudiantes de séptimo grado del Centro Educativo Católico San Ambrosio, circuito 01, de la Regional de Educación de Nicoya. La aplicación de esta investigación proporcionará a las personas estudiantes situaciones de conversación durante el proceso de aprendizaje con el fin tanto de mejorar su habilidad como de aumentar su vocabulario utilizando esta técnica de enseñanza dinámica y realista en el salón de clases. El uso de Realia basado en un entorno interactivo es necesario para captar la atención de los alumnos y motivarlos a practicar el idioma sin temor alguno. De esta forma, el objetivo principal de esta investigación es generar un proceso de enseñanza proactivo, donde todos los estudiantes puedan participar libremente con sus compañeros.

## **v. Acknowledgement**

Without the support of many people the completion of this project would never have occurred. I wish to express my sincere appreciation and thanks to God, my Lord and Savior; I am here due to His favor and grace; definitely no work of value can be achieved without Him. Secondly I owe special thanks and indebtedness to my tutor Lic. Didier Acuña Angulo for his patience, assistance and guide. I also record my thanks and appreciation to my readers Lic. Alexandra Angulo Hernández and Lic. Willy Rivas Álvarez for their unlimited help. Finally, thanks to CECSA principal Msc. Lourdes Fernández Cabezas and the English teachers staff for their support and help during conducting this study.

## **vi. Dedicatory**

From the Deepest of my heart, this final project is dedicated to my family, whose support, words of encouragement and push for tenacity ring in my ears, and my nephews who have been affected in every way possible by this quest. I also dedicate this work and give special thanks to my best friends Bai and Jaz who have supported me throughout the process in many different ways. I will always appreciate all they have done.

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# **CHAPTER 1**

# **INTRODUCTION**

## 1.1 INTRODUCTION

Language learning is a dynamic and living process, for that reason it is important a classroom experience with no limitations of books or any other traditional or regular academics procedures, but to an experience with new alternatives that provide better increment, richer and a more functional involvement which impact learners as well as the development of their communicative skills to make them reflect about the importance of what this learning process could mean for life. The development of communicative competence in the English language is a determining factor on student's learning process. Therefore, the use of Realia in the ESL classroom becomes an important tool to achieve both academic and intercultural results that allows students to experience in a more real way the academic contents, the reality of the countries of the target language as well as to provide them with the opportunity of enjoying a more interactive, realistic and authentic learning process

Realia is every real object that as part of a culture can be used in real life situations, and teaching as clear examples of authentic material that even though they have not been designed specifically for academic purposes, they provide varied information to illustrate vocabulary and structures in L2. Teachers can take advantage from any real object such as newspapers, magazines, coins and bills, masks, telephones, food and so on with the intention of providing learners a meaningful learning experience by connecting classroom and academical tasks to the real world in the way they create a link between the word and the object represented.

Consequently, it is teacher's task to encourage and motivate students in the acquisition of knowledge and the development of skills, that is why, the use of authentic material as a support strategy allows teacher to strengthen and to provide a more meaningful language development to students. Since realia transcends from knowledge to action and from classroom to real life even influencing significantly students' world due to the fact that the foreign language taught is not dominated for the most part of students' families, which makes it difficult to practice and to improve knowledge acquired in class. In this case, realia as a strategy, simulates the experience of the culture and target language, building real situations by the use of real objects without needing to apply the mother tongue to mediate the understanding process.

It is also important not to abuse on use of these materials, and also to consider students' interest and competency level at the moment when selecting authentic material being careful about the way of using it, and considering that without a good approach of the purpose that is intended through their application, students could face frustration instead of being engage into the L2 process. There is a need of using a well thought selection of realia in classroom, functional to learners' needs and closest to experiences about real life and context of the target language, but considering different aspects when selecting the appropriate material it will permit teacher to achieve the most successful outcome on students, realia can be challenging sometimes for the teachers, but benefits the learners and it's an essential tool for teaching second language due to authenticity and relevance.

This Action Research is organized into 7 chapters, which content is following described.

Chapter I (Introduction) describes in general mode the topic of the Action Research, its importance and the need for study as well as the details that will step the development of this work. Chapter II (Literature Review) presents a bibliographic and historical review about the object of study, both the Centro Educativo Católico San Ambrosio and the application of Realia in Second Languages, describes theories and concepts related to this field and how this Action Research aims to enrich the learning process of students of the seventh in this institution. Chapter III (Design and Method) introduces the main ideas, concepts and tools and the diagnostic data analysis of this Action Research methodology; in addition, it explains the reasons for implementing it to carry out this research plus the population and the context of interest. Chapter IV (Findings) in this chapter, not only data collection is presented by means of graphs, but also a brief interpretation is made for each of them and the information found. Similarly, the relationship between the questions that led the investigation and the answers found after it was established. Chapter V (Reflections) this section presents in a subjective way the reflections and experiences lived and faced during the development of this research. Similarly, a plan for further actions or suggested changes will be presented if there is an opportunity to apply this research once again. Chapter VI (Conclusions) we will find a summary of the questions stated on Chapter 1, the major issues involved in this Action Research, everything regarding to implications, strengths and limitations about it. Finally, Chapter VII (Recommendations) it is a section for recommendations and suggestions given by the researcher to be carried out by students, institutions and other teachers. Also, references and annexes are presented here.

## 1.2 Rationale

Teaching English in some ways is a big challenge; students have a huge desire and interest for learning while teachers have the most important role and opportunity in creating the best encouraging and emotional atmosphere in classroom. Taking into account the effectiveness of having something eye-catching to look at and relevance to the task at hand, realia is useful for both touching and visualizing , since it is addressed to different types of learners such as kinesthetic, visual, and auditory. This research looks forward to determine the importance and impact of applying realia in ESL classroom considering that our target population (students), according to Ur (1996) have a great immediate need to be motivated by the teacher or the materials in order to learn effectively.

In spite of many teachers understand the need of using visual teaching utilities; they are not clear on knowing how to use them or to manage the lessons effectively. They should investigate new ways to improve their students' language acquisition success, considering whether the material is suitable for the learners, focusing on their competency level, cultural background, interests, etc. Understanding he/she can raise students' motivation and enthusiasms by selecting interesting materials. This must be done considering that using visuals stimulates students to maintain studying on the language target since practicing the topic with visuals assists them to get involved in more powerful learning, "those students who are most motivated about learning the language are willing to put in more time to learn it well" states Bernard (2010).

Instead, students who are not motivated cannot continue learning the language or show a significant success and high performance in class activities.

In this case, students who are taught with realia show more success compared to those who are not taught with visuals during teaching process. For this reason, teachers should have an ample range of teaching materials, and offer students variety of elements not to bore and lose students' attention from the course; in order to make the learning more memorable and entertaining, so that students should experience the tools which are arranged for real life situations. According to Harmer (2001), "the language teachers should stimulate, and expose students to the language and give them opportunity to practice it in the classroom". It is significant that learners' experiences during learning through realia includes sensory abilities such as smell, hear, see, touch and taste the real objects to improve perception of new topics as well as also obtain foreign language cultural information regarding to.

Furthermore, it is also imperative to use the technological and social nets resources available in order to apply better strategies. Considering the increasing integration of computers into language instruction, the use of TICS and the phenomenal growth of the Internet, the idea of digitizing realia and organizing it into a web site is a logical further development in language teaching in the digital age.

### **1.3 Purpose**

The intention of this action research is to determine the impact of using realia in ESL classroom to increase vocabulary on students from seventh at Centro Educativo Católico San Ambrosio while they experience a more memorable learning by applying it. In order to achieve this, the researcher will identify the pros and cons of using realia in classroom as well as different ways of applying it with the finality of evaluate its effectiveness in the language teaching-learning process.

#### **1.3.1 General Objective**

This action research presents the general objective and the specific objectives, considering an objective as the proposal of a goal or purpose to be achieved, and which, according to the area where it is used, or rather formulated, has a certain level of complexity that make known what we are going to look for, in order to reach the culmination of the hypothesis.

- To implement effective oral speaking lessons through the use of realia to increase vocabulary on students from seventh at Centro Educativo Católico San Ambrosio.

### **1.3.2 Specific Objectives**

- To determine the oral performance level of the students from Centro Educativo Católico San Ambrosio.
- To apply a project that will use realia for enhancing oral production in seventh graders at Centro Educativo Católico San Ambrosio.
- To assess the effectiveness of using realia in the improvement of students' oral performance.

### **1.4 Research questions**

The research questions are one of the first methodological steps that a researcher must carry out when enter on an investigation, these questions are essential to classify ideas, give guidance and delimitate the investigation with the intention of the researcher focus on what is really important. In the same way as a column supports a structure, research questions are the axis on which research development is centered. They must be formulated in a precise and clear manner, so that there is no ambiguity regarding the type of expected response; in addition, they must be formulate. The methods, procedures and instruments for this action research emerge from the questions structure required for the application of this one. Below are the research questions relevant to this action research:

1. How can I use realia in ESL classroom?
2. What are the advantages and disadvantages of using realia in ESL classroom?
3. Why is important the use of realia in ESL classroom?
4. How does the use of realia strategy increment vocabulary and improve speaking skill?

### **1.5 Hypothesis**

The hypothesis is a tentative answer to the research questions since has not been tested yet. It works as a compass that guides the researcher in his investigation with the finality to test the relationship between the things related to the object of study, it must be written before to start the research and data collection., for that reason it should be testable, based on theories and knowledge which means that it can also be supported or refused through scientific research methods. The use of realia in ESL classroom as evidence that students from Centro Educativo Católico San Ambrosio can increase vocabulary and improve their speaking skill. Considering that realia as a very effective, and appropriate technique in teaching vocabulary leads to good motivation among students of second language.

# **CHAPTER 2**

# **LITERATURE REVIEW**

## 2.1 Theoretical Framework

### 2.1.1 The context

The present Action Research is an overview of the use of realia as a tool to provide meaningful vocabulary to Students from seventh at Centro Educativo Católico San Ambrosio (CECSA) code 5020105, circuit 01 of Nicoya Regional Office. It is a private institution located in Guanacaste province exactly 50 meters West and 50 North from the EBAIS of San Martin town in the district of Nicoya. This district is also considered the second canton of Guanacaste in Costa Rica, founded on December 7, 1848, which makes it one of the first thirteen cantons that the country had. It has a territorial extension of 1,333.68 km<sup>2</sup>, divided into seven districts with a population of 24,800 people according to the last demography study made in Costa Rica in 2011. Nicoya is currently a busy commercial, and service center, it owns one of the two hospitals in the province (Hospital de la Anexión), and it is a transportation hub that connects various tourist centers on the south coast of Guanacaste, such as Sámará and Nosara, which grows more and more with the tourist expansion and with the facilities that the modern bridge over the Tempisque river allows, facilitating the transit to the rest of the country.

In order to be precise, CECSA institution is located in San Martin neighborhood, which is considered the largest neighborhoods in the Nicoya city, with an approximate area of 85 to 90 hectares. Here we find two stages of urban growth, the first one of them San Martin Viejo and sometime later what we know today as San Martin Nuevo, where precisely we find this institution. According to a diagnostic report made by the Ministerio de Vivienda y Asentamientos Humanos (2010) San Martín faces serious “problems of unemployment and occupation of minors that could possibly manifest other collateral problems related to socialization, educational processes and social integration in the settlement” turning the neighborhood into danger zones, considering that crime and assault points have been established, as well as the sale and purchase of drugs, and even consumption of alcoholic beverages. Generally, risky situations occur at night especially, but other times during the day.

### **2.1.2 Description of the target setting**

Centro Educativo Católico San Ambrosio opened its doors in 1994 as a proposed made by people from Nicoya, concerned about the social situation that the town was experiencing. At that time, the group of people met with the priest in Nicoya, Ricardo Vargas, and began to give shape to the project of an educational proposal called San Ambrosio receiving students of three levels: pre-school, first and second grade and attending classes in the parish hall of the Catholic Church. After two years later, in 1996, the administrative organization along with parents, agreed to move to a new place –La Cananga communal living- due to the fast increasing on population CECSA was having its educational services, levels and as result in its number of students. However, the situation at this place was not the best for the personnel and students, during weekends there were different activities as part of the neighborhood, so that every Friday the staff and students must remove all the furniture and materials related to academical issues and organized them once and again on Sunday.

As a result, both parents and the personnel decided to ask help to the Bishop in charge with the aim of the Diócesis would purchase a piece of land by their own where they could build the educational center. This construction began in 1999 and a year later, San Ambrosio inaugurated its school year in its own facilities. The center operates under the academic day mode and although it used to be a subsidized school some time ago, now it is entirely privately financed. Most of its population comes from Nicoya downtown and other places around the zone as well as San Martín. Even though, CECSA was founded in 1994, it was until 2000 that San Ambrosio began its functions in its own building, which is where it currently operates, from 2007 till 2019 the institution was administrated by the Mexican order of Daughters of the Holy Spirit and from last January 2020 a new administration took place in the educative center, leded by people hire by the organization of La Diócesis Tilarán-Liberia. Currently, CECSA belongs to the Catholic High Schools groups of La Diócesis of Tilarán and has a population of 388 students, 33 professors, and 10 people between maintenance and administrative personnel, attending a daily schedule from 7:00 am to 4:00 pm.

## **2.2 A Realia Approach in Teaching**

### **2.2.1 Historical background: the teaching vocabulary evolution**

The teaching vocabulary strategies have evolved given way to new and modern ways of teaching it, considering both individual strategies for good learners as well as reciprocal relationships between vocabulary learning strategies, learning outcomes and learners' language proficiency, which contributes significantly to its acquisition. Harmer (2007) wrote that “the acquisition-versus-learning debate may seem to be relatively recent argument, yet for as long as languages have been taught people argued about the best way of doing it, and how to help students to learn more effectively”. (p. 48).

From this perspective, it is important to consider the fact that in order to provide learners a range of better and vary strategies in the learning-teaching language process; we must take into account learners' target language skills understanding that those ones with a higher level of this are often able to apply more complex vocabulary strategies, whereas those ones with lower level skills, whom are usually limited to fewer and more basic strategies; for both cases is imperative that teacher contemplates what was and is included in classrooms and what teaching materials use.

Among the surfeit of ideas and techniques offered over the years, several trends have emerged from the research literature, impacting significantly on how languages are taught today and how students do employ strategies to learn vocabulary. High school students, for example, seem to use more strategies for vocabulary learning than for any other aspect of language. However, not all of those methods are used much anymore in the way “they were originally envisaged - still some of the techniques they included have been incorporated into modern

teaching practice” (Harmer, 2017, p.48) such is the case of the Silent Way or Community Language Learning.

On the another hand, there are some others that still have relevance today, like The Grammar Translation Method; that although the method is not practiced in the same way that it used to be, it continues to be present since most of the students practice the translation in their minds and at different stages. Considering the changes to which the teaching of the target language is exposed, it obligates the teacher to expands, and modifies the strategies that will be used in classroom, since today a foreign language is not limited exclusively to the study and memorization of its use in a correct and ordered way, but the perception of its characteristic features that also defines the culture it belongs to.

Nonetheless, there is no language without words, Hatch and Brown (1995) defined vocabulary as “a list or set of words for a particular language or a list or set of word that individual speakers of language might use” (p.37) those language users build some words to form sentences and be able to communicate with other people from this point is understandable that the role of vocabulary cannot be ignored in learning a foreign language. Vocabulary tends to grow and evolve with age and services as a tool for acquiring knowledge, usually experiences changes over time in the way that some words may change over time and may even disappear.

With the aim of learning vocabulary of a foreign language the memorization method is essential; even though it seems to be a boring and tedious method for some, Hoque (2018) argued that information “can be memorized in many different ways and using specific techniques (mnemonics, rote learning, visualization, and so on) in order to learn long lists of numbers, playing cards in a deck, dates, names and any amount of other things.” (p.2) giving good results and proving to be one of the best methods for vocabulary acquisition, in the way teacher is able to improve and experiment into a variety ways of doing it.

Due to this, it is considered that realia can facilitate the learning process of vocabulary and foreign language, since it enhances real aspects of concrete situations and contexts of everyday life, while transporting students to an imaginary reality in which they need to create strategies to take an active role at a given moment. Moreover, it allows students to acquire many social and cultural aspects such as customs, history, weather, etc. both different from theirs as well as difficult for teacher to teach without any five sense supporting material, and providing its importance as a methodology out of the conventional that promotes motivation and improve the self-esteem of the students.

### **2.2.2 What do Theorists say about Realia?**

Realia as a teaching technique, it can be considered an effective tool for teaching and learning vocabulary in the second language, focused on making use of real objects finding in the environment, which can be brought to the classroom to facilitate students' learning since they can physically observe and manipulate the element under study.

In his book, *Principles of Language Learning and Teaching*, Douglas Brown (2006) states that teaching is “guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. The understanding on how the learner learns will determine your philosophy of education, your teaching style, your approach, methods, and classroom techniques” (p.19). Considering his conception, it is comprehensible that the process of teaching a foreign language must be through methods and techniques that allow both creating an environment of comfort and fun in the classroom, plus helping students to develop the ability to understand the target language; in addition to communicating through it.

Preliminary work in this field by Quinata, focused primarily on Realia in English Language Vocabulary Learning, summarizes some results of previous researchers regarding to realia as a teaching tool. Explaining and agreeing on a succession of factors that establish that, along with the evolution of teaching vocabulary, so do the old approaches and techniques giving way to new and renewed ones.

Mentioning the use of realia is not limited to visual support but may also include the use of the five senses depending on the object of study, which significantly can affect the process of learning to enhance students' vocabulary mastery considering that "realia enables students to arouse curiosity and interest in learning" (Quinata, 2017, p.85) as well as the huge motivation and participation from students during lesson due to the fact of using realia in class, improving their language skills.

### **2.3 What is Realia?**

There are several definitions of realia suggested by linguists and that agree in the conception of realia as real objects that facilitates and enrich students language learning process, for instance Nunan (1999) considers realia as "objects and teaching learning props from the world outside the classroom that are used for teaching and learning" (cited in A. Paredes, M. Paredes & Rojas, 2008, p. 24) it means that realia as part of a teaching learning equipment from outside the classroom is used in the language process to aid students understand and learn better and easier.

Realia is also known as concrete objects which allow students to make their experience a more memorable by using their sense, realia is "use to provide experience on which to build and to provide students with opportunities to use all the sense in learning" according to (Herrel and

Jordan, 2012, p.88). Regards Richard & Platt (1992) realia is “actual objects and items which are brought into a classroom as example or as aids to be talked, written about and used in language teaching such as: articles of clothing, school equipment, items of food, etc.” (p.88) those objects are used by teacher to support students to get a better comprehension of real situations and other cultures. Meanwhile, Harmer (1993) explains realia as “the use of real objects in the classroom, thus the words ‘pen’, ‘ruler’, ‘ball’ can easily be explained by showing a pen or ball or ruler”. Thus; from the several definitions of the term realia mentioned above it can be concluded that realia is all original objects or items meant for illustrating topic, material talked about into concrete or real-life situations in classroom.

### **2.3.1 Advantages and disadvantages of realia.**

Different writers conclude that realia is interesting media in teaching learning process, and has so many advantages both for teachers and students having as a result a very significant impact on the learners’ ability in mastering the vocabulary. In this way, Smith (1997) enlists some advantageous points to take into consideration (as cited in Suharsih and Hamidiyah, n.d., p.3-4):

1. Kinesthetic learning is the type of learning that students will most effectively acquire, mostly because they will have hands-on experience.
2. The use of realia brings a welcome change in the class, a break from typical class activities like reading and writing.
3. The unexpectedness of having to suddenly interact with real objects will keep students on their toes; it will create excitement, and they will have fun.
4. Students have the chance to practice real life situations like using maps and asking for directions in a foreign language, but with the guidance of someone who speaks fluently and will help them get it right.

5. Students will clearly understand the reason they are learning a particular ESL component. Instead of wondering when and where they might have use for a particular language element, they will know the reason.

In addition, in his research paper, *The Importance of Using Realia in Teaching English*, Mohammed (2012) emphasizes the advantage of realia since the fact it “makes the learning more interesting and memorable” both for learners and teachers as well as states that:

“Using realia comes lower anxiety they are highly motivating and entertaining and they can give shy pupils more opportunities to express their opinions and feeling they learn each other's mistakes .They also enable teachers to avoid long confusing explanations and save time and effort. And also enable pupils to acquire new experiences with in foreign language which are not possible during typical lesson. Using realia enhances pupil’s cognitive skills such as problem solving, decision making, planning and organization of critical thinking. Using realia can helps pupils remember things faster and they are effective tools in team work. Any word has been taught by realia can be stored in long term memory .Teacher's gestures are good for kinesthetic learners, videos develop listening and speaking skill and are suitable for auditory learners. Pictures are good for visual learner .using realia can help teachers to evaluate their learners’ strengths and weakness and identify how they can improve their language.” (p.18).

In consort with the list above, is evident that the main advantage of using real objects into classroom is also “to provide experience on which to build and to provide students with opportunities to use all the sense in learning” (Herrell and Jordan, 2012, p.23) giving them a learning experience more memorable. As an example of this is when the teacher is going to teach vocabulary related to fruits and vegetables, which can be much more effective for students if they can improve their five sense -touching, smelling and seeing the objects, hearing the new word and tasting, depending of course on the nature of the object.

## Disadvantages of Using Realia

Although, realia also has some disadvantages in teaching vocabulary since some objects cannot even be presented in the class, using it is only limited by imagination, in other ways, the teacher is able to use a shopping list in case of; Quinata (2017) sets two important points about disadvantages:

1. Realia would be used only concrete nouns for example: car, bag, window, etc. It's impossible to describe abstract object using realia for example abstract noun (poor, need), adjective (nice, angry), verb (work), adverb (next week, tomorrow) those things can only be expressed by action or expression not real object.
2. Some limitations on the objects brought to class could be: the size, portability, and safety.
  - a) Sizes: the realia size is too large, too long, or too wide. So, it is impossible for the teacher to provide them.
  - b) Portability: is the accessibility to bring objects to the class. Not all of realia can bring to the class.
  - c) Safety: teacher should concern whether it is safe or not. For example dangerous object like animal cannot be brought to the class.

Other disadvantages according to several writers and summed up by Temo (cited in Bably & Nusrat, 2017, p.3) to take into consideration are:

- d) The materials may be too culturally biased, so unnecessarily difficult to understand outside the language community.
- e) The vocabulary might not be relevant to the student's immediate needs.

- f) Too many structures can be mixed, so lower level students might have a hard time decoding the texts.
- g) Special preparation is necessary which can be time consuming.
- h) With listening tasks, too many different accents can be heard which can cause some confusions.
- i) The material can become outdated easily, e.g. news.
- j) There are many headlines, adverts, signs, and so on that can require good knowledge of the cultural background.

### **2.3.2 Types of realia: virtual, real object and replica of the object.**

Even though realia is any real object that we use to facilitate the acquisition of vocabulary for the teaching process of ESL, it is important to understand that not all of the topic lesson can be supported by the real thing. Herrell & Jordan (2000) say that “if the real thing is not available, the teacher must move down the continuum from the concrete (real thing), to a replica such as model, to a semi-concrete object such as a photograph or illustration”. On the word of Orilina (2009, p. 21) “several kinds of Realia that can be used by the teacher” and are categorized as following:

#### **2.3.2.1. Real Object**

The real object being learnt and it is possibly show to the student, such as, stationeries (book, pencil, eraser, bag, pen, ruler, etc), things in the classroom (table, chair, blackboard, picture, chalk, etc), parts of the body (hand, hair, eyes, nose, ears, mouth, foot, etc), etc.

### **2.3.2.2. Replica of the object**

The replica of the object if the real objects are not possible to bring to the classroom, such as, animals (cow, goat, frog, cat, lion, dog, etc), vehicles (bus, train, plane, motorcycle, etc), occupations (Doctor, soldier, steward, policeman, fisherman, etc) etc. As a substitute of the real object, the teacher can use dolls or toys.

### **2.3.2.3. Virtual Realia**

The use of digitized objects replaces those ones that are difficult to be displayed in front of the students, but that also allow promoting meaningful learning through exposure. Types of Virtual Realia we find are: Websites, printed material (images), videos and songs. Realia does not necessarily have to be something tangible. Teachers must look for alternative realia to create the fun, and enjoyable teaching-learning process that also enable them to avoid long confusing explanations, saving time and effort.

### **2.3.3 Realia vrs authentic material: similarities and differences.**

Realia and authentic materials, are dissimilar due to their various uses in the language classroom and especially, their ambiguous definitions. Realia works as an instructional tools which establishes the means of easy use, minimal cost that does not require any kind of previous preparation because it consist of a variety of resources that teachers can find even their own house, for example: toys, bags, pieces of clothing, photographs, maps, puzzles, menus, letters, magazines, timetables, films, brochure, air ticket, wedding card, coffee maker, camera, and receipt of purchase etc.

Certainly, authentic materials are designed to be used in real life situations, not for used as instructional tools. According to Vivian Cook (1981) “Authentic materials are indeed a

valuable part of the teacher's stock in trade, and can do some things that other materials are not capable of. However, inevitably they have to be used in small doses, must be carefully selected and controlled, and need well –thought out teaching exercises to be fully exploited.”

Authentic materials provide cultural information about the target language; exposure to real language supporting a more creative approach to teaching.

## **2.4 Realia as an effective pedagogical tool in Teaching English.**

Realia can help focus students' attention, does not matter at what time of the lesson the teacher would like to use it, but it can be used as an icebreaker as a way of introduce the topic, in presentation stage, and in promoting cultural perception plus teaching a life skills lexicon or even in teaching effectively grammar and specific vocabulary.

### **2.4.1 Teaching vocabulary through realia.**

The type of realia material is extensive and very varied, it can be used indirectly as a tool for teaching grammar like items of food and drink for teaching uncountable and countable nouns. Below is a list of realia objects that can be used to teach vocabulary:

- a) Food: fruits, vegetables: Food can be real or plastic, and students can use the senses of smell and touch to describe them.
- b) Clothing: shoes, hats, gloves, boots, sweaters: Students will be able to bring their own clothes, describe them and expose them
- c) Plants: roses, sunflowers, pumpkins: The teacher will be able to use a real plant to teach the parts that a plant has.

- d) Literary materials: books, magazines, newspapers, encyclopedia, reference books, check books.
- e) Animals: pets, farm animals, zoo animals, birds: students may bring plastic animals or use images.
- f) Agricultural or occupational items: rakes, plows, harnesses, tools, baskets, hay, nails, models of barns, farm carts. In this area the use of toy tools can be used.
- g) Household items: kitchen utensils, miniature furniture: If you are going to work with children, it is better to use toy kitchen utensils or, at the same time, use images that represent them.

With the intention of taking advantage from objects and materials, teacher must considers four basic principles as Hutchinson and Waters (1987) state “input (starter), content (text), language (function) and task (activities)”, so that it gives the impression to yield a positive feedback, at the same time that teachers provide useful vocabulary to which efficiently run the teaching-learning process.

#### **2.4.2 List of materials of realia according to learners’ competency level.**

Focusing on the competency level of the learners, some materials of realia that can be used in the classroom categorized by (Bably & Nusrat, 2017, p.2) could be:

##### **Beginners**

- Television timetables
- Train timetables
- Restaurant menus
- Postcards (Writing)
- Utility bills

- Application forms
- Classified adverts

### **Intermediate**

- Teenage magazines
- Surveys & teenage issues
- Newspaper articles from
- Tabloid newspapers
- Instruction manuals
- Adverts & flyers

### **Advanced**

- General newspaper articles
- Magazine articles
- Academic material

#### **2.4.3 A selection of activities involving realia.**

Students love games, so they as (Buckley, n.d., pa.21) says are “always well-received by students. They get the chance to put away the textbooks and play for a while”. For that reason as Rosenberg (2009) asserts we should “focus on the students in the classroom, on keeping them involved, on having them doing and producing rather than passively receiving information” (p.10) through a diversity of games that both engage and keep them involve. The following games where enlisted by Buckley (n.d.) in his article Keeping it Real with Realia as a great way to start or develop the class.

- a) **Desert Island Survival:** Tell the students they are stranded on a desert island. They have to use each of the objects to survive or to attract attention and get rescued. They have to describe the object — and parts of the object — and talk about how it can help them survive or be rescued.
  
- b) **Presentation:** Another great warm-up exercise is to do presentations with a random object. Each student talks about one of the objects you have selected for a given amount of time. Presentations are great for building the students' confidence.
  
- c) **Role Play Ideas with Realia:** This works with all kinds of students of all ages and levels. They get to use real English in a real-life situation using real objects.
  
- d) **English Tea Party:** To introduce the idea of drinking tea, how it is important in some countries where everything stops for tea or it could be the social setting of a tea shop, a cafe or the royal tea party in England. Whatever it is you can have great fun with this exercise. You will need a tea party set.
  
- e) **Dinner Party:** You can also change things around to include the theme of dinner or going out to a restaurant.
  
- f) **Location, location:** This is an easy exercise to set up. Simply place objects around the room and ask the students to tell you where the things are. They will have to use all the main prepositions of place — on, in, behind, in front of, next to. Plus, they will have to use the correct form of this, that, these and those.
  
- g) **Directions in town:** You can make use of a map. The map could be a real street map from the town or city where you live but I think it might be a lot easier to use an online map.

- h) Special Holidays:** Take, for example, the Easter holiday. Can you remember the kind of things you did in school as a child during Easter? Things like painting eggs or hiding chocolate.

## **2.5 Suggestions for teachers to use realia in classroom.**

Suggestions about using realia, in this case considering virtual realia, is the use of real world videos which according to (Harmer 2003, p. 282) “can add a special, extra dimension to the learning experience”. Here are the reasons stated by him:

- 1. Seeing language in use:** This greatly aids comprehension, since for example, general meaning and moods are often conveyed through expression, gesture and other visual clues. All such paralinguistic features give valuable meaning clues and help viewers to see beyond what they are listening to, and thus interpret the text more deeply.
- 2. Cross-cultural awareness:** Video uniquely allows students a look at situations far beyond their classrooms.
- 3. The power of creation:** When students use these themselves they are given the potential to create something memorable and enjoyable.
- 4. Motivation:** Most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks.

Moreover ideas on how teachers can use realia in their lessons are:

- a)** Use your country's flag and a map to show students where you live and to help them learn the names of foreign countries.
  
- b)** Utilize toys such as plastic animals and toy cars in games for young learners.
  
- c)** Timetables, tickets and pedestrian maps are great for practicing role-play scenarios such as asking for directions, or buying tickets.
  
- d)** Use mobile phones to create telephone conversations, practice giving numbers, arranging meetings, or discussing a new product.

# **CHAPTER 3**

# **DESIGN AND METHOD**

### 3.1 Research Method

Action Research is a process of systematically reflecting on individual/group teaching practices using research methodologies (Watts, 1985, p. 118). According to this explanation, an action research follows a variety of evaluative, investigative, and analytical research methods to diagnose problems or weaknesses in the teaching-learning process with the intention of helping teachers to reflect on what effect their teaching is having on their students, how they could work better with other methods, and what mistakes they have been committing during the ESL process.

Action research emerged in the United States during the 1940s through the work of social psychologist Kurt Lewin, who promoted a shared decision-making by participants in the workplace and the establishment of community action programs. In the 1950s, action research was taken up in educational circles. The use of action research in educational settings has contributed significantly to the development of more “democratic” teaching practices that are linked to students’ and teachers’ everyday lives (Nicodemus & Swabey, 2015, p.5).

To sum up, the action research four-stage method: planning, acting, developing and reflecting aims to connect teacher’s daily work with academic research in consideration with the benefits of their development in profession. This is considered an interactive cycle through which teachers-researchers construct knowledge since they evaluate themselves, their students, their colleagues and as well as to determine ways to continually improve in the language teaching.

### 3.2 Type of Approach

Research methods are the strategies, processes or techniques utilized in the collection of data or evidence for analysis in order to uncover new information or create better understanding of a topic (“Research Methods: What are research methods?”, 2019). To accomplish this study, both quantitative and qualitative methodologies were considered as complementary methods that combined with the investigation permit to get results in both wide and deep reaching, so that to achieved the proposed objectives. With the intention of understanding how these methods work, and to complement each other it is important to identify the characteristics of each one as followed:

1. Quantitative research methods are characterized by a deductive approach; qualitative methods are characterized by an inductive approach.
2. Quantitative researchers are concerned with objective reality that is there to be discovered; qualitative researchers focus on interpreting their participants’ perspectives.
3. Quantitative researchers focus on establishing cause–effect relations; qualitative researchers focus on describing and understanding relationships.
4. Quantitative researchers identify hypotheses to test; qualitative researchers work with a guiding hypothesis and allow a specific focus to emerge as a study progresses.
5. Quantitative researchers select participants as randomly as possible; qualitative researchers purposefully select research participants based on their articulateness and experience in the research setting. (Gay, Airasian & Mills, 2000, p.483).

In conclusion, quantitative method focuses on the collection of numerical data to explain, predict and control phenomena of interest; while qualitative method collects extensive information that seeks to describe a topic more than measuring it. Think of impressions,

opinions, and views. Concerns to mixed methods research is a methodology that focuses on combining both quantitative and qualitative in a same research study using methods like collecting, and analyzing research to expand and strengthen a study's conclusions.

In the current action research, the instruments propose to collect students' data are:

- Research Questionnaire, which is a quantitative technique, which ask the same questions to large numbers of participants to measure opinions as numerical data.
- Observation checklist, as a qualitative tool to identify skill gaps, and problem areas to further improve vocabulary teaching strategies as well as student learning development by the implementation of realia.

Moreover, in order to collect professors' data both research questionnaire and survey were implemented; while for the English Advisor a virtual interview was implemented.

### **3.3 The Context**

Centro Educativo Católico San Ambrosio (CECSA) is located in San Martin town in the district of Nicoya the second canton of Guanacaste province, Costa Rica. The data collected by Nicoya Local Government (2017) confirmed that Nicoya was founded on December 7, 1848, which makes it one of the first thirteen cantons in the country. It has a territorial extension of 1,333.68 km<sup>2</sup> and is divided into seven districts. Its head is the city of Nicoya, located 350 kilometers by road from the country's capital San José, in the heart of the peninsula of the same name.

Located 123 meters high, it was the land of Chorotega Amerindians until the Spanish arrival in 1520. It is known by some as "the colonial city of Costa Rica". Nicoya and the entire territory of Guanacaste annexed themselves of their own free will to Costa Rica on July 25, 1824. One of the most outstanding old buildings is The Parochial Church located in the main

park of the town, Recaredo Briceño Park, which was built few years after colonization, successfully restored in recent years, and on display to the public today. It dates from 1544 (foundation of the hermitage of San Blas), and its architecture is a first for Latin American Baroque.

### **3.3.1 The Target Setting**

The present research took place at Centro Educativo Católico San Ambrosio (CECSA) a private institution that belongs to the Catholic High Schools groups of La Diócesis of Tilarán. It is located in Guanacaste province in San Martín town in the district of Nicoya, and operates under the academic day mode, code 5020105, circuit 01 of Nicoya Regional Office. The institution is in a curricular where students receive 10 English lessons per week, since preschool till secondary levels, using their own English program. Currently, CECSA has a population of 388 students, 33 professors, and 10 people between maintenance and administrative personnel, attending a daily schedule from 7:00 am to 4:00 pm.

The institution is located on a large lot surrounded by green areas, a car park, a gym and a sports plaza. The building is distributed throughout the property in 4 halls for primary and secondary, one for the Catholic University and an adjoining area for preschool. In the first of the pavilions are the administrative offices, the library, the language therapy classroom and three classrooms for primary school, a wide corridor with a green area and garden tables also used for lunch and snack times. In the second hall the computer and plastic arts classrooms are located, the psychology office and four more primary classrooms as well.

The third hall consists of four classrooms for levels 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup>; while the seventh levels are located in the fourth halls next to the kitchen workshop room. Moreover, the adjoining area for preschool is wide enough to offer a psychomotor play area, playground, dining

area and two large classrooms, all surrounded by green areas and security, so that children are not compromised or threatened by high school students. In addition, the toilets can be found in each hall plus a dining area located next to the soda whose service is completely under private administration, so that each student either brings their respective lunch from home or buys it on the spot.

### **3.3.2 Participants**

For the aim of this research, the subjects of the population are: English teachers, third cycle students at Centro Educativo San Ambrosio, and the English Advisor of Nicoya Regional Office. The third cycle students are the seventh grade students in academic year 2020 of Centro Educativo Católico San Ambrosio. Even though there are 2 seventh groups as part of CECSA's population, the total number of the population of this research is 19 students from group 7-B which receive a total of 10 English lessons weekly distributed in 2 lessons per day of 40 minutes each. Most students of this group, come from different public schools, so they present a lower English level compare with the rest of classmates as well from the another seventh grade, which most students have studied in CECSA since they were in preschool or primary. The 7-B student's ages ranged from 12 to 13 years old.

Regard teachers' population, their information will be explained based on the instruments applied to them during the development of this chapter. Gathering the general data according to the survey and the questionnaire answered can be explain as follows. Even though there are four English teachers, only 3 of them were accessible to answer the Diagnostics Instruments, all of them have a Bachelor degree and among ten and twelve years of experience as well a temporal professional status.

In this current action research paper, we also had the opportunity of an interview with the English Advisor of Nicoya Regional Branch, who in addition to having a Master degree in English teaching and 17 years of experience in the educational field, is in charge of the English coordination of Universidad Latina, Santa Cruz Campus. The purpose of the interview was to know the opinion, and knowledge regarding the subject under study by the professional in charge of ensuring professional and quality work by the English teachers of the institutions under her charge.

### **3.4 Data Collection Procedures and Tools of Initial Research**

Mentioned by Research design, John W. (2008, p.178) the data collection steps include setting the boundaries for the study; collecting information through unstructured or semi structured observations and interviews, documents, and visual materials, as well as establishing the protocol for recording information.

#### **3.4.1 Procedures of initial research**

In this section, we investigate the use of Realia as a tool to provide meaningful vocabulary to Students from seventh grade at Centro Educativo Católico San Ambrosio, for this reason diagnostics instruments such as Classroom Observation Checklist and Student Research Questionnaire are going to be implemented with the intention of obtaining a full and accurate picture of student's vocabulary and its application in sentences from real context.

### **3.4.2 Instruments**

Instrument can be defined as a tool or media, such as Classroom Observation Checklist and Student Research Questionnaire used in this paper in order to measure or collect the data in the research process, and comprehending that without the instruments, the data would not be gathered very well.

#### **3.4.2.1 Survey**

According to Question Pro (2020) “A Survey is defined as a research method used for collecting data from a pre-defined group of respondents to gain information and insights on various topics of interest”. While surveys can take multiple forms, the most common is questionnaire form, either written or online both involves asking people for information; however, the online type has been the most popular way of conducting survey research for over a decade now, allowing the researcher to get faster the insights about.

The survey is going to be applied in order to collect information. One of the surveys is applied to the English Advisor to know her point of view on the use of realia as a tool to provide meaningful vocabulary to seventh grade students by the teachers and the institution under their advice. Considering the scope that she has as a supervisor to know with better precision how much or little professionals in the second language know about realia as a support instrument in ESL teaching. Another survey was applied to the English teachers of the institution with the intention of knowing how much they know about this language-teaching tool and in what different ways do they use it in classroom. The result of this surveys will be analyzed and discussed.

### **3.4.2.2 Initial Stage Instruments**

#### **3.4.2.2.1 Diagnostic Classroom Observation Checklist**

In the literature, several theories have been proposed to explain the Observation is something you notice by watching and listening. According to Sugiyono (82013, p.145) “observation is a complex process, a process that is composed of a variety of biological processes and psychological”. For this research paper, classroom observation will be used with the aim of obtaining information and knowing how much learners know, differentiate and produce by using a vary of vocabulary given by the teacher and according to their English level.

First, students identify a set of words mixed and distributed into differents pringles can and classify them in six different categories (nouns, verbs, articles, pronouns, adjectives and w questions). Following, they have to produce sentences using the respective vocabulary. Recognizing and applying around each identified word is where you will focus your observation. During the observation write in the corresponding chart the total of students that recognize and classified the vocabulary correctly. Finally, in the notes section, Teacher has a space where to write any additional observation which may be relevant to the student’s evaluation.

#### **3.4.2.3 Instruments for the Assessment**

In rendering to Fortress Learning (2020). An assessment ‘instrument’ is part of an assessment tool — it includes the checklists (or other ‘instruments’) and instructions needed to conduct one part of a competency-based assessment (e.g. written test with answer key, observation checklist, verbal questioning instrument, log book, etc).

Instruments for the assessment stage are very important considering they guide us in the particular study done with students. These assessment help to measure the level of achieve in each students such as: identification and follow indication, improve of the language, increase vocabulary and others. Consequently, the two type of instruments to measure these objectives are implemented at the end of each intervention session, which also are mention at the end of each action plan proposal and can be found in the annexes too: a checklist and a classroom observation.

### **3.5 Action Plan**

Before teaching, it is important to have a preparation including lesson plan, which consist of the classroom management, the material and realia that will be presented, activities, time organization and explanation of the topic, all of this suitable with students' level, and the topic to make the explaining of material easily so that the students can understand the material well.

The intervention must be developed in 2 stage with a total of seven sessions of two lessons of 40 minutes each and describe as following: Stage 1, session 1 for the diagnostic process with a total of 2 lessons. Stage 2, sessions from 2 to 7 which consist on the intervention and implementation of the planning in class to teach vocabulary through realia. These sessions represent a total of 14 lessons with 40 minutes each. There is also a final stage three, which refers to the formative assessment instruments for each Action Plan Proposal Week which can be found in the annexes.

The teaching and learning process is divided into several sections bellow:

- a) Pre teaching activities such as: Greeting the first step in the process, checked the students' attendance which helps the teacher to know and remember the names of the students and warm up to sets the atmosphere, expectations of the lessons and determine the type of activities will be working on.
  
- b) Presentation strategies such as pre, while and post task: in this stage, the teacher should act as a resource, explain the topic, and develop activities for students learning vocabulary by using the realia. Students have to improve the language and the previous and new vocabulary by the experience they are having through the contact with real objects or any replica in the case some objects are not allow or possible to bring into the classroom. Students identify and relate the vocabulary taught with the real object with the intention of do easier the vocabulary and language acquisition.
  
- c) Assesment instruments can be found in the annexes and applied by the teacher in order to assess students' achievement of the task during each session as part of the post activities.

The intervention Action Plan Proposal is found below, please take into consideration that the academic content is based on CECSA's English Program and the series book which the institution works on, Outstanding! A1.2.

### ACTION PLAN PROPOSAL

Term:	Level: 7 <sup>th</sup>	Unit: 5	Week: 1
<b>Domain:</b> Socio-Interpersonal and Transactional		<b>Scenario:</b> Enjoying Life	<b>Theme:</b> Time to Eat (Diagnostic Observation Checklist)
<b>Enduring Understanding:</b> Enjoying life involves paying attention to daily routines and taking care of one's lives.		<b>Essential Question:</b> How do the things people do every day help them enjoy life?	
Learn to Know	Learn to do	Learn to be and live in community:	
<p><b>Grammar &amp; Sentence Frames:</b></p> <ul style="list-style-type: none"> <li>• WH and other questions: How do you like the...?</li> <li>Is/Are the...OK?</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Nouns</li> <li>• Verbs</li> <li>• Articles</li> <li>• Pronouns</li> <li>• Adjectives and WH questions</li> </ul>	<p><b>Function</b></p> <ul style="list-style-type: none"> <li>• Discriminating vocabulary.</li> <li>• Understanding short instructions.</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Spelling Bee</li> <li>• Discriminate and categorize vocabulary.</li> <li>• Giving sentences in real context situations.</li> </ul>	<p><b>Psychosocial</b></p> <ul style="list-style-type: none"> <li>• Neatness and organization.</li> <li>• Completing tasks with responsibility.</li> </ul>	

NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (Objectives)	MEDIATION STRATEGIES	DURATION/ TIME				
<p><b>Spelling Bee</b></p>	<p>Use the spelling of familiar words in order to spell others that are unfamiliar in that way students improve vocabulary and</p>	<p style="text-align: center;"><b>Pre-teaching</b></p> <p><b>Routine:</b> Greetings and checking attendance, giving general day instructions and class agenda for the first time.</p>	<p>10 minutes</p>				
		<p style="text-align: center;"><b>Participating</b></p> <p><b>Warm up:</b> Teacher divides the class in two teams. The first player on team one is given a word to spell orally. If correct, the team gets a point. After team spelled out, T. shows the word and a realia or replica of the object to illustrate on. Then, team two do as same. The group with more spelled words correctly is the winner.</p>	<p>15 minutes</p>				
		<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th data-bbox="747 865 1073 898"><u>Word</u></th> <th data-bbox="1077 865 1455 898"><u>Spelling</u></th> <th data-bbox="1459 865 1812 898"><u>Object to illustrate</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="747 901 1073 1027">  <p>Cookies</p> </td> <td data-bbox="1077 901 1455 1027"> <p>C - O - O - K - I - E - S</p> </td> <td data-bbox="1459 901 1812 1027">  </td> </tr> </tbody> </table> <p style="text-align: center;"><b>Introducing</b></p> <p>T introduces her purposes for this intervention and explains what the Diagnostic Observation Checklist is as well as the general and specific instructions to achieve it.</p> <p><b>Pre-reading:</b> T sets the six pringles vocabulary can and divides the class in groups of 5 students each. T instructs the Ls to identify the vocabulary and classify them into six</p>	<u>Word</u>	<u>Spelling</u>	<u>Object to illustrate</u>	 <p>Cookies</p>	<p>C - O - O - K - I - E - S</p>
<u>Word</u>	<u>Spelling</u>	<u>Object to illustrate</u>					
 <p>Cookies</p>	<p>C - O - O - K - I - E - S</p>						

<p><b>Pringle Vocabulary</b></p> <p><b>Can</b> <b>(the diagnostic)</b></p>	<p>Discriminate the vocabulary from the six different pringles vocabulary can, and classify them according to categories: nouns, verbs, articles, pronouns, adjectives and WH.</p>	<p>different categories: nouns, verbs, articles, pronouns, adjectives and WH; while she/he fills the diagnostic observation checklist with the information gather from the activity.</p>	<p>30 minutes</p>	
<p><b>Construct sentences</b></p>	<p>Give sentences of real context situations using the vocabulary from the categories.</p>	<p style="text-align: center;"><b>Production</b></p> <p>When the Ls have discriminate and categorized the whole vocabulary, they should give as much as sentences they can using the vocabulary in real context situations.</p>	<p>15 minutes</p>	
<p><b>Round Robin</b></p>	<p>Help students to organize and understand better what they have learned.</p>	<p style="text-align: center;"><b>Wrap up</b></p> <p>Students play Round Robin which consist on a brainstorming that encourages contributions from all of them. T gives Ls a word category they will tell vocabulary that belongs to it.</p>	<p>5 minutes</p>	
<b>DIDACTIC MATERIALS</b>		<b>ASSESSMENT INSTRUMENTS</b>		<b>TECHONOLOGICAL EQUIPMENT</b>
<p>Blackboard, eraser, markers, spelling booklet of words, pringle vocabulary can.</p>		<p>Teacher applies a <b>Diagnostic Observation Checklist</b> as a formative assessment instrument for the <b>Action Plan Proposal Week 1</b> which can be found in the annexes.</p>		
<b>Reflective Teaching</b>				
<p><b>What worked well</b></p>	<p><b>What didn't work well</b></p>	<p><b>How to improve</b></p>		

### ACTION PLAN PROPOSAL

Term:	Level: 7 <sup>th</sup>	Unit: 5	Week: 2
<b>Domain:</b> Socio-Interpersonal and Transactional	<b>Scenario:</b> Enjoying Life		<b>Theme:</b> Time to Eat: Food Pyramid
<b>Enduring Understanding:</b> Enjoying life involves paying attention to daily routines and taking care of one's lives.		<b>Essential Question:</b> How do the things people do every day help them enjoy life?	
Learn to Know	Learn to do	Learn to be and live in community:	
<p><b>Grammar &amp; Sentence Frames:</b></p> <ul style="list-style-type: none"> <li>• <b>WH and other questions:</b> which fruits do you eat? What's your favorite dish/food? What do you eat for breakfast? Do you eat meat? Do you have a healthy diet? Can you draw a food pyramid? I usually eat/ I like to cook/make...</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• <b>Healthy food:</b> Vegetables: tomatoes-broccoli-onions-carrots/Meals: beef-chicken-pork/Fruits: mangoes-pears-etc. / Grains: rice/Dairy products: cereal, yogurt, cheese/Oils: corn oil.</li> <li>• <b>Time:</b> Breakfast, lunch, dinner, snack.</li> </ul> <p><b>Phonology:</b></p> <p>Newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g., think to thank).</p>	<p><b>Function</b></p> <ul style="list-style-type: none"> <li>• Identifying daily routines.</li> <li>• Classifying healthy food.</li> <li>• Drawing a food pyramid.</li> </ul> <p><b>Discourse Markers</b></p> <ul style="list-style-type: none"> <li>• Connecting words: and</li> </ul>	<p><b>Psychosocial</b></p> <ul style="list-style-type: none"> <li>• Living safely by practicing healthy routines.</li> </ul> <p><b>Proverbs/Quote</b></p> <ul style="list-style-type: none"> <li>• We are what we eat</li> </ul>	



<p><b>Introducing Realia through blindfold guessing game</b></p>	<p>Guess among different types of food by using their senses: smell, touch and taste.</p>	<p>-How do you like spaghetti? -Are you a coffee/tea drinker?</p> <p style="text-align: center;"><b>Planning/organizing</b></p> <p>T. prepares as many items of different types of food as he/she can, and cuts them into small pieces if need and placed them in dessert containers to bring to class without anyone seeing or knowing about.</p> <p>T. blindfolds the Ls one by one, handing them some food, so they use their senses to guess what it is they got at first try. They can smell it, touch it, and taste it. If L guesses right, the rest applaud and he/she can take the scarf off, but if L cannot guess the food the rest let out a sound of disappointment. Eventually T. names the word in English at the time that shows Ls the item food.</p> <p>T. asks Ls what do they think is the new topic to learn about, and what they think is related the topic with the way how the activity was developed. Then, explains what realia is, why using real food facilitate learning process. Also, T. explains Ls the relation between the previous diagnostic session and these new ones interventions.</p>	<p>20 minutes</p>
<p><b>Making a Food Pyramid</b></p>	<p>Identify the six groups of the food pyramid and</p>	<p style="text-align: center;"><b>Production</b></p> <p>T. asks Ls what they know about the six groups in the food pyramid and some examples regards. After that, he/she divides the class into groups of four and gives each group a piece of paper, magazines, scissors, and glue. Then have each group cut pictures of foods</p>	<p>25 minutes</p>

<p><b>Category Game</b></p>	<p>classify as many examples as can into each group.</p> <p>Review the lesson by placing the correct type of foods on each level (group).</p>	<p>from those food groups, draw a pyramid and paste the items in the correct category on the paper. Display the pyramids around the room.</p> <p>Ls explain their pyramid to the class as a mini-oral report. Also they pick their favorite foods from the food groups and share about their favorite way to eat them or preparing a dish in class that uses food from a majority of the food groups.</p> <p><b>Wrap up:</b> Teacher divides the group in two teams and writes the classification of the pyramid on the board. Then, T. uses the different food from containers and others that he/she brings into class to show Ls, so they need to identify what group food belongs to, come to the board and write the name. At the end of the game, T. checks answers on the board, considering correct spelling and grammar. The team with all vocabulary correctly wins.</p>	<p>5 minutes</p>
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DIDACTIC MATERIALS	ASSESSMENT INSTRUMENTS	TECHONOLOGICAL EQUIPMENT
<p>Blackboard, eraser, markers, paper shopping bag, vocabulary papers, dessert containers, real food, paper, magazines, scissors and glue.</p>	<p>Teacher applies a <b>Checklist</b> as a formative assessment instrument for the <b>Action Planning Proposal Week 2</b> which can be found in the annexes.</p>	
Reflective Teaching		
<p>What worked well</p>	<p>What didn't work well</p>	<p>How to improve</p>

### ACTION PLAN PROPOSAL

Term:	Level: 7 <sup>th</sup>	Unit: 5	Week: 3
<b>Domain:</b> Socio-Interpersonal and Transactional	<b>Scenario:</b> Enjoying Life		<b>Theme:</b> Time to Eat: Enjoy Free Food
<b>Enduring Understanding:</b> Enjoying life involves paying attention to daily routines and taking care of one's lives.		<b>Essential Question:</b> How do the things people do every day help them enjoy life?	
Learn to Know	Learn to do	Learn to be and live in community:	
<p><b>Grammar &amp; Sentence Frames:</b></p> <ul style="list-style-type: none"> <li>• <b>Adverbs of frequency:</b> often, always, never, sometimes / I don't often eat... / I always cook...</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• <b>Adjectives of food:</b> tasty, oily, juicy, salty, healthy, and creamy.</li> <li>• <b>Others:</b> much, beef, left, beer, believe, steak, excellent, huge, prefer, healthy, hurry, free, eater.</li> <li>• <b>Expressions:</b> I'm a huge...eater / It's free / I'm crazy about / Not at all / Eat up / a lot of.</li> </ul> <p><b>Phonology:</b></p> <p>Newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g., think to thank).</p>	<p><b>Function</b></p> <ul style="list-style-type: none"> <li>• Using certain nouns to make adjectives to describe food.</li> <li>• Comprehending meanings in context.</li> </ul> <p><b>Discourse Markers</b></p> <ul style="list-style-type: none"> <li>• Connecting words: but</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• Designing a matchday healthy menu.</li> </ul>	<p><b>Psycho-social</b></p> <ul style="list-style-type: none"> <li>• Being disciplined with eating times.</li> <li>• Loving myself by taking care of my body.</li> </ul> <p><b>Proverbs / Quotes</b></p> <p>Eating and drinking shouldn't keep us from thinking.-Italian proverb</p>	

NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (Objectives)	MEDIATION STRATEGIES	DURATION/ TIME
<b>Tutti Fruti</b>	Describe food by color, taste, size, season, use, smell, and feel/texture.	<p style="text-align: center;"><b>Pre-teaching</b></p> <p><b>Routine:</b> Greetings and checking attendance, giving general day instructions and class agenda, etc.</p> <p style="text-align: center;"><b>Participating</b></p> <p><b>Warm up:</b> Teacher brings a basket with some common fruits such as: mangoes, bananas, apples, dragon fruit, lemon and orange. Asks for volunteers to participate describing the selected fruit, so the rest of the class must guess what fruit is about, then Teacher shows the fruit and encourages Ls to search for new words to describe the fruit given.</p>	5 minutes  10 minutes
<b>Brainstorming Food Idioms and Expressions</b>	Synthesize Learners' knowledge of idioms and food expressions by interpretation and understanding of meanings in context.	<p style="text-align: center;"><b>Pre Task: Brainstorming meanings in context</b></p> <p>T. writes on the board some idioms and expressions related to food and gives examples of how to use it as well other options to refer to:</p> <p>“I’m crazy about...” I’m crazy about mangoes/apples/Italian food</p> <p>“I love...” I love mangoes/apples/Italian food.</p> <p>“I’m a huge...eater” / I ‘m a huge beef eater.</p> <p>“I eat a lot of...” / I eat a lot of beef.</p> <p>“It’s free” / “There’s no cost”</p> <p>T. invites Ls. to share some idioms from their home languages with the class, then discuss how an idiom's literal meaning differs from its figurative or "true" meaning.</p>	15 minutes

<p><b>Activity Frequency</b></p>	<p>Say how often you do things with adverbs of frequency.</p>	<p style="text-align: center;"><b>Task: Enjoy Free Food Conversation</b></p> <p>1-Looking at the vocabulary that has been brainstormed on the board, Ls reflect on how frequently they eat, share or prepare important meals, family dinner or any other especial party in which they have opportunity of tasting different types of food as well their favorite ones; moreover, how often they go to each activity.</p> <p>Based on the information shared, Ls fill a slip of paper and categorize the data by frequency. For example, one student might write:</p> <table border="1" data-bbox="751 565 1812 667"> <thead> <tr> <th style="background-color: #f4a460;">Always</th> <th style="background-color: #f4a460;">Sometimes</th> <th style="background-color: #f4a460;">Often</th> <th style="background-color: #f4a460;">Never</th> </tr> </thead> <tbody> <tr> <td>eat mangoes</td> <td>Prepare green salad</td> <td>Eat fried food</td> <td>Drink coffee</td> </tr> </tbody> </table>	Always	Sometimes	Often	Never	eat mangoes	Prepare green salad	Eat fried food	Drink coffee	<p>30 minutes</p>
Always	Sometimes	Often	Never								
eat mangoes	Prepare green salad	Eat fried food	Drink coffee								
<p><b>Juicy-Spicy Game</b></p>	<p>Use adjectives to describe food and drinks.</p>	<p>2-T pairs and divides Ls into two groups "juicy and spicy" and drills the spicy group to get up and face the windows while the juicy group is tasting different foods and drinks. Then each juicy member must find his/her spicy partner and explain him/her what he/she tasted by using the adjectives and the spicy ones guess the food. Then Ls swap roles when they are finished. T monitors and gives feedback.</p> <p>Ex. It's a sweet and creamy dessert... (chocolate)</p> <p>This fruit is sweet and juicy...(orange)</p>									
<p><b>Meal Memory Activity</b></p>	<p>Getting learners thinking about a last dining experience putting in practice vocabulary studied in class.</p>	<p><b>Post-task: a meal memory</b></p> <p>T. splits class into groups of four and ask them to write about a last dining experience or party they can remember, there is no need to be too structured in the form, but to think about. After that, each group share the assignment with the rest of the class.</p>	<p>15 minutes</p>								

<b>Revision and Conclusion</b>	Summarize and review what was taught by taking part in short conversations.	<b>Conclusion:</b> T. ask open questions regarding today topic, and encourages learners to give their impressions and opinions about it.	5 minutes
<b>DIDACTIC MATERIALS</b>	<b>ASSESSMENT INSTRUMENTS</b>		<b>TECHONOLOGICAL EQUIPMENT</b>
Blackboard, eraser, markers, food realia, slip of paper.	Teacher applies a <b>Classroom Observation</b> as a formative assessment instrument for the <b>Action Planning Proposal Week 3</b> which can be found in the annexes.		
<b>Reflective Teaching</b>			
<b>What worked well</b>	<b>What didn't work well</b>	<b>How to improve</b>	

## ACTION PLAN PROPOSAL

Term:	Level: 7 <sup>th</sup>	Unit: 5	Week: 4
<b>Domain:</b> Socio-Interpersonal and Transactional	<b>Scenario:</b> Enjoying Life		<b>Theme:</b> Time to Eat: International Food
<b>Enduring Understanding:</b> Enjoying life involves paying attention to daily routines and taking care of one's lives.		<b>Essential Question:</b> How do the things people do every day help them enjoy life?	
Learn to Know	Learn to do	Learn to be and live in community:	
<p><b>Grammar &amp; Sentence Frames:</b></p> <ul style="list-style-type: none"> <li>• Questions: what do you think about.../of the...? How do you like the...? / How is/are the...?</li> <li>• Response: It's / they're excellent / great / delicious / tasty / pretty good/ all right/ not very good/ terrible.</li> <li>• Likes and Dislikes: I like...a lot/very much. I hate the taste/smell of.../ ...make (s) me sick.</li> </ul> <p><b>Vocabulary:</b> Onion rings, cheeseburgers, strawberry yogurt, fried rice, chicken soup, chocolate cake, fruit juice, seafood, canned food, fast food, meat, vegetables, sushi, tea.</p> <p><b>Phonology:</b> Newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g., think to thank).</p>	<p><b>Function</b></p> <ul style="list-style-type: none"> <li>• Asking about a meal.</li> <li>• Talking about eating habits.</li> <li>• Expressing certainty.</li> </ul> <p><b>Discourse Markers</b></p> <ul style="list-style-type: none"> <li>• Connecting words: but</li> </ul>	<p><b>Psycho-social</b></p> <ul style="list-style-type: none"> <li>• Use assertive communication skills when interacting with others.</li> </ul> <p><b>Sociocultural</b></p> <ul style="list-style-type: none"> <li>• Ways of entertainment according to or based on contexts, eating habits and table manners.</li> </ul> <p><b>Idioms</b></p> <ul style="list-style-type: none"> <li>• with bells on</li> <li>• chill out</li> <li>• hang out</li> </ul>	

NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (Objectives)	MEDIATION STRATEGIES	DURATION/ TIME
<p><b>Telephone Game</b></p>	<p>Learn how small misconceptions can end up making a huge difference and have fun before start the lesson.</p>	<p style="text-align: center;"><b>Pre-teaching</b></p> <p><b>Routine:</b> Greetings and checking attendance, giving general day instructions and class agenda, etc.</p> <p style="text-align: center;"><b>Participating</b></p> <p><b>Warm up:</b> Ls must sit in a circle or stand in a straight line. The first person in the line or circle whispers a word or phrase given by T. into the ear of the person sitting or standing to their right. Ls whisper the phrase to their neighbors until it reaches the last one in line. The last learner says the word or phrase out loud so everyone can hear how much it has changed from the first whisper at the beginning of the circle or line.</p> <p>Suggested sentences about food for telephone game:</p> <ul style="list-style-type: none"> <li>• I love eat toasted cheese and tuna sandwiches.</li> <li>• The angry birds ate candy and crushed the subway surfer.</li> <li>• Chinese food is made with sugar and spice, and lots of rice.</li> <li>• The best chips are chocolate ones.</li> <li>• Sally sells sushi by the seashore.</li> </ul>	<p>5 minutes</p> <p>10 minutes</p>

<p><b>International Food</b></p> <p><b>Handout Chart</b></p>	<p>Find out about different types of international food and named the countries that each items belongs to.</p> <p>Identify ways of asking and responding about a meal as well talking about eating habits and expressing certainty.</p>	<p style="text-align: center;"><b>Introduction</b></p> <p>T. shows Ls the map of the world and elicits the name of some countries. After that, T. places some items of food realia on the table, encourages Ls to look at the food items name them and identify which country they come from as well to think of any more international food taking into consideration their likes and dislikes.</p> <p>Teacher explains Ls different ways of asking about a meal, talking about eating habits and expressing certainty by modeling some responses:</p> <ul style="list-style-type: none"> <li>- I like vegetables a lot / I'm crazy about sushi.</li> <li>- Seafood makes me sick / I hate the taste of coffee.</li> <li>- Do you like spaghetti? Yes! I do.</li> </ul> <p>Then, gives Ls a handout chart where they can find a list of different alternatives for asking and responding as well talking about eating habits and expressing certainty, and encourages them to participate by sharing their appreciations about.</p> <table border="1" data-bbox="751 954 1812 1320"> <thead> <tr> <th colspan="3" style="background-color: #ADD8E6;">A. Asking about a Meal</th> </tr> <tr> <th style="background-color: #ADD8E6;">Questions</th> <th colspan="2" style="background-color: #FFDAB9;">Response</th> </tr> </thead> <tbody> <tr> <td style="background-color: #FFDAB9;">What do you think about.../of the...?</td> <td rowspan="4" style="background-color: #ADD8E6;">It's/They're</td> <td>Excellent / great</td> </tr> <tr> <td style="background-color: #FFDAB9;">How do you like the...?</td> <td>Delicious / tasty</td> </tr> <tr> <td style="background-color: #FFDAB9;">How is/are the...?</td> <td>Pretty good.</td> </tr> <tr> <td style="background-color: #FFDAB9;">Is/Are the...OK?</td> <td>All right / OK. Not very good.</td> </tr> </tbody> </table>	A. Asking about a Meal			Questions	Response		What do you think about.../of the...?	It's/They're	Excellent / great	How do you like the...?	Delicious / tasty	How is/are the...?	Pretty good.	Is/Are the...OK?	All right / OK. Not very good.	<p>25 minutes</p>
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<p><b>Complete Sentences and dialogues.</b></p>	<p>Complete Sentences and dialogues by using food realia and replica as given choices as well as certainly expressions.</p>	<p><b>B. Talking about Eating Habits</b></p>	<p><b>Questions</b></p>		<p><b>Response</b></p>	
		<p>Do you often eat...? Do you like...? Are you a (n)...eater/drinker/lover?</p>	<p><b>Likes</b> I'm a huge/big...eater/ drinker/lover. I'm crazy about... I like...a lot/very much.</p>	<p><b>Dislikes</b> I don't like... I can't stand... I hate the taste/smell of... ...make (s) me sick.</p>		
		<p><b>C. Expressing Certainty</b></p>	<p><b>Strong</b></p>		<p><b>Weak</b></p>	
		<p>Yes (100%) Certainly (100%) Of course (100%) You bet (100%)</p>	<p>I believe so (80%) I think so (80%) Probably (70%)</p>	<p>I guess so (60%) Maybe (40%) I'm not sure (40%) I don't think so (30%)</p>		
		<p>Following, T. instructs Ls to brainstorm ways of saying “to like something” and “to not like something” and if appropriate asks them to share what food his/her family members like or dislike too.</p>				<p>15 minutes</p>

<p><b>My Holiday Recipe</b></p>	<p>Encourage Ls to create their own recipe.</p>	<p style="text-align: center;"><b>Language Practice</b></p> <p>T. shows and puts on the desk some food realia as well as replica -in the cases it is not possible to bring food into classroom. Then, he/she gives Ls a worksheet, so they need to complete the following exercises:</p> <p>1- Complete the sentences with the choices given.</p> <div style="border: 1px solid black; background-color: #d9ead3; padding: 5px; text-align: center;">       Spaghetti Tomatoes Medicine Cheese Sweet dessert Bread     </div> <p>2-Complete the dialogues with the appropriate expressions.</p> <div style="border: 1px solid black; background-color: #fff2cc; padding: 5px; text-align: center;">       Certainly    I believe so    Maybe    I think so        I'm not sure    Of course    You bet    I don't think so     </div> <p>Finally, T. checks Ls' answers and reinforce them by giving more examples.</p> <p style="text-align: center;"><b>Language Production</b></p> <p>T. shows a virtual realia regards to Thanksgiving history and a <b><i>Thanksgiving Recipe: Sweet Potatoes</i></b>, reads it and ask Ls to identify what other important holidays from English spoken countries they know. Then he/she shares his/her favorite holiday recipe and encourages Ls to share their favorite international food recipe.</p> <p>T. divides the class in group of three and instructs them to create their own holiday recipe and share it with the rest of the class.</p>	<p>20 minutes</p>
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<b>Stop Game on Map</b>	Review of the lesson	<b>Wrap up:</b> T. places the map of the world in front of him/her and Ls. Circle his/her hand around the map and asks Ls to say ‘ <i>Stop!</i> ’ When they say ‘ <i>Stop!</i> ’ T must name a food from the country pointed. Then, swap roles with Ls and repeat the activity. The one that name the most food from around the world wins.	5 minutes
<b>DIDACTIC MATERIALS</b>		<b>ASSESSMENT INSTRUMENTS</b>	<b>TECHONOLOGICAL EQUIPMENT</b>
<p>Blackboard, eraser, markers, world map, handout chart, complete sentences worksheet.</p> <p>Food realia: noodles (China), coconut milk (Thailand), mozzarella cheese (Italy), olive oil (Spain), chili pepper (Mexico), kiwi (New Zealand), curry powder (India), camembert (France), paprika (Hungary), Lizano (Costa Rica).</p> <p>Food realia or replica: spaghetti, tomatoes, medicine, cheese, sweet dessert and bread.</p> <p>Virtual Realia: Thanksgiving!</p>		Teacher applies a <b>Classroom Observation</b> as a formative assessment instrument for <b>Action Plan Proposal week 4</b> which can be found in the annexes.	<p>-Video bin</p> <p>-Computer</p> <p>-Speakers</p>
<b>Reflective Teaching</b>			
<b>What worked well</b>	<b>What didn’t work well</b>	<b>How to improve</b>	

### ACTION PLAN PROPOSAL

Term:	Level: 7 <sup>th</sup>	Unit: 5	Week: 5
<b>Domain:</b> Socio-Interpersonal and Transactional	<b>Scenario:</b> Enjoying Life	<b>Theme:</b> Time to Eat: Count Nouns vrs. Non Count Nouns	
<b>Enduring Understanding:</b> Enjoying life involves paying attention to daily routines and taking care of one's lives.		<b>Essential Question:</b> How do the things people do every day help them enjoy life?	
Learn to Know	Learn to do	Learn to be and live in community:	
<p><b>Grammar &amp; Sentence Frames:</b></p> <ul style="list-style-type: none"> <li>• WH and other questions: Where can I buy the vegetables? What foods are good for you?</li> <li>• Modals: What foods <b>should</b> you avoid? I should...</li> <li>• Plural Count Nouns Rules: regular and irregular.</li> <li>• Articles, determiners and quantifiers.</li> </ul> <p><b>Vocabulary:</b> Potatoe, onion, bottle, salt, milk, water, cheese, meat, soup, time, music, students, children, cameras, bag, chairs, soap, church, money, mangoes, tomatoes, apples, vegetables, lettuce, egg, garden salad.</p> <p><b>Phonology:</b> Inflectional endings (s, ed, ing) and identifying their functions; tense, plurality, comparison and part of speech. (clothe s , vegetable s , decided , shopping, etc)</p>	<p><b>Function</b></p> <ul style="list-style-type: none"> <li>• Understanding Count Nouns vrs. Non Count Nouns their definition and rules.</li> <li>• Classifying food into countable nouns vs. non-countable.</li> <li>• Identify articles, determiners and quantifiers to refer to Count Nouns and Non Count Nouns.</li> </ul> <p><b>Discourse Markers</b></p> <ul style="list-style-type: none"> <li>• Connecting words: and, but, because.</li> </ul>	<p style="text-align: center;"><b>Psycho-social</b></p> <ul style="list-style-type: none"> <li>• Being flexible and open to changes.</li> </ul> <p style="text-align: center;"><b>Social Language</b></p> <ul style="list-style-type: none"> <li>• Running errands</li> <li>• Shop around</li> <li>• Shoplifting</li> </ul>	

		<p style="text-align: center;"><b>Pre-teaching</b></p> <p><b>Routine:</b> Greetings and checking attendance, giving general day instructions and class agenda, etc.</p>	5 minutes
<b>Spelling Bee</b>	Improve Ls' spelling by increasing their vocabularies and developing correct English usage.	<p style="text-align: center;"><b>Participating</b></p> <p><b>Warm up:</b> This can be done with the whole class or in two teams. The first player on team one is given a word to spell orally, if correct, the team gets a point. The group with more spelled words correctly is the winner.</p>	10 minutes
<b>Rockin' English Song</b>	Listen a song to learn about Count Nouns vrs Non Count Nouns.	<p style="text-align: center;"><b>Introduction</b></p> <p>Ls watch the video about countable and non-countable nouns <a href="https://www.youtube.com/watch?v=fUvQ-adlF7w">https://www.youtube.com/watch?v=fUvQ-adlF7w</a> After this, T. explains by using a variety of food items the definition of countable and non-countable, give examples and sentences from real context situations in which to use the food vocabulary and items. Then, asks Ls to give a sentence using one of the items.</p> <p style="text-align: center;"><b>Practice</b></p> <p>T. asks Ls to bring his/her favorite fruit/food, so they share their appreciations about favorite fruit/food, its benefits for a healthy lifestyle, while identify if it belongs to count noun and non-count nouns.</p> <p>Following, T. gives Ls a worksheet they need to answers exercises:</p> <p><b>A.</b> Complete the passage: Ls write the correct articles (<i>a, an, or the</i>) in the blanks.</p>	20 minutes
<b>Basket Fruits</b>	Classify real food into countable and non-countable nouns.		20 minutes

<p><b>Role Play: at a restaurant</b></p> <p><b>Juicy-Spicy Game</b></p>	<p>Perform a real context situation by using a real restaurant menu.</p> <p>Quick check about what was taught.</p>	<p><b>B.</b> Fill in the blanks: Ls use <i>a few, a little, many, much</i>, and the correct form of the words given to complete the sentences.</p> <p>T. checks answer and correct them if need it.</p> <p><b>Production:</b> Ls work in groups of 4 and take turns acting out a scene in a restaurant in which one student is the waiter, two are the customers and another one the cashier. After that, each group share the assignment with the rest of the class.</p> <p><b>Wrap up:</b> Ls line up at the door while T. places between them and the door. For each L, T. checks one new word, classification and expression (e.g. holding up a fruit and ask "What's this? or asks if it is countable or non-countable"). When L answers correctly, T says goodbye and let him/her leaves.</p>	<p>20 minutes</p> <p>5 minutes</p>	
DIDACTIC MATERIALS		ASSESSMENT INSTRUMENTS		TECHONOLOGICAL EQUIPMENT
Blackboard, eraser, markers, food realia, worksheet.		Teacher applies a <b>Classroom Observation</b> as a formative assessment instrument for the <b>Action Planning Proposal Week 5</b> which can be found in the annexes.		
Reflective Teaching				
What worked well	What didn't work well	How to improve		

### ACTION PLAN PROPOSAL

Term:	Level: 7 <sup>th</sup>	Unit: 6	Week: 6
<b>Domain:</b> Socio-Interpersonal and Transactional	<b>Scenario:</b> Online and Connected	<b>Theme:</b> Living with Technology	
<b>Enduring Understanding:</b> Social media is a magical and powerful world to be handled with ethical responsibility.		<b>Essential Question:</b> What does social media mean to me?	
Learn to Know	Learn to do	Learn to be and live in community:	
<p><b>Grammar &amp; Sentence Frames:</b></p> <ul style="list-style-type: none"> <li>• <b>Frequency Adverbs:</b> always, all the time, usually, often, sometimes, once in a while, seldom, rarely, never.</li> <li>• <b>Questions &amp; Answers:</b> How often do you listen to music on...? I usually listen to music at night. How often do you...? I every day/week/weekend. I...once/twice/three times a day/ I never... I...all the time/once in a while.</li> </ul> <p><b>Vocabulary:</b> a camera, a touch screen phone, an e-mail, a text message, Facebook, Line, an MP3 player, YouTube, a printer, a copy machine, a laptop computer, the Internet, video games, etc.</p>	<p><b>Function</b></p> <ul style="list-style-type: none"> <li>• Initiating and closing conversations about today and future media.</li> <li>• Describing the major changes in technology in the last years.</li> <li>• Giving examples of technological advances.</li> </ul> <p><b>Discourse Markers</b></p> <ul style="list-style-type: none"> <li>• Connecting words expressing cause and effect, contrast, etc.</li> </ul>	<p style="text-align: center;"><b>Psycho-social</b></p> <ul style="list-style-type: none"> <li>• Using conscious, self-affirmative and positive language responsibly.</li> </ul> <p style="text-align: center;"><b>Quotes</b></p> <ul style="list-style-type: none"> <li>• The human spirit must prevail over technology. --Albert Einstein--</li> </ul>	

<p><b>What's Inside My Computer</b></p>	<p>Identify different technological advances and their use in daily life.</p>	<p style="text-align: center;"><b>Pre-teaching</b></p> <p><b>Routine:</b> Greetings and checking attendance, giving general day instructions and class agenda, etc.</p> <p style="text-align: center;"><b>Participating</b></p> <p><b>Warm up:</b> T. displays on the table some personal devices as examples of all types of technological advances: a laptop computer, a cellphone, an USB, speakers, etc. and asks Ls to identify them and tell what it is used for. Example: T. points computer and asks “What is this?”—Ls replies “A laptop computer!”—“What is it used for?”—“To play games! To write stories! To write emails! so on and so far.</p> <p style="text-align: center;"><b>Introduction</b></p> <p>T. begins by asking Ls “<i>How do you define Technology?</i>” accept all answers and write them on the board. After that, he/she engages Ls to think about answers for the following questions:</p> <ul style="list-style-type: none"> <li>- What Web sites do you visit most frequently?</li> <li>-What major changes have you seen in technology in the last ten years?</li> <li>-What examples of technological advances can you name?</li> </ul> <p>Following, T. uses again his/her personal devices and some social media apps to encourage Ls to identify the name of the items and complete the sentence patterns below by using the vocabulary:</p> <ul style="list-style-type: none"> <li>-Do you know how to...? / It's fun to... / You can...and talk to your friends. I...every day. / The...doesn't work. I can't...</li> </ul>	<p>5 minutes</p> <p>10 minutes</p> <p>15 minutes</p>
<p><b>Get it Started</b></p>	<p>Enlist some others technological advances and major changes in technology society can find today.</p>		

<p><b>Act it Out: How often do you...?</b></p>	<p>Establish conversation with a partner regarding the use technologies.</p>	<p style="text-align: center;"><b>Practice</b></p> <p>T. gives Ls a handout with grammar information about questions, responses and adverbs of frequency, explains and models some situations of real context using the respective vocabulary. For example, T. performs the fact that he/she is checking the email in his/her computer and says: <i>“I check my e-mail <b>three or four times a day</b>”</i>.</p> <p><b>I.</b> Ls take notes in their notebooks then they work in pairs and practice the <i>How often</i> questions and responses given before along the handout.</p> <table border="1" data-bbox="747 597 1812 961"> <thead> <tr> <th style="background-color: #f8d7da;">How often do you...</th> <th style="background-color: #f8d7da;">Response</th> </tr> </thead> <tbody> <tr> <td>1...go online?</td> <td>I...every day/week/weekend.</td> </tr> <tr> <td>2...play video games?</td> <td>I...once/twice/three times a day.</td> </tr> <tr> <td>3...check your e-mail?</td> <td>I never...</td> </tr> <tr> <td>4...watch videos on You Tube?</td> <td>I...all the time.</td> </tr> <tr> <td>5...post pictures on Facebook?</td> <td>I...once in a while.</td> </tr> <tr> <td>6...look up information on Wikipedia?</td> <td>I...sometimes.</td> </tr> </tbody> </table> <p><b>II.</b> T. gives more examples using the adverbs of frequency, later Ls complete sentences exercise in handout putting the adverb or adverbial phrase given in the correct position.</p> <table border="1" data-bbox="747 1140 1812 1349"> <thead> <tr> <th colspan="5" style="background-color: #cfe2f3;">Adverbs of Frequency</th> </tr> <tr> <th style="background-color: #cfe2f3;">Most often</th> <th colspan="3"></th> <th style="background-color: #cfe2f3;">least often</th> </tr> </thead> <tbody> <tr> <td style="background-color: #cfe2f3;">Always All the time</td> <td style="background-color: #cfe2f3;">Usually often</td> <td style="background-color: #cfe2f3;">Sometimes Once in a while</td> <td style="background-color: #cfe2f3;">Seldom rarely</td> <td style="background-color: #cfe2f3;">Never</td> </tr> </tbody> </table>	How often do you...	Response	1...go online?	I...every day/week/weekend.	2...play video games?	I...once/twice/three times a day.	3...check your e-mail?	I never...	4...watch videos on You Tube?	I...all the time.	5...post pictures on Facebook?	I...once in a while.	6...look up information on Wikipedia?	I...sometimes.	Adverbs of Frequency					Most often				least often	Always All the time	Usually often	Sometimes Once in a while	Seldom rarely	Never	<p>20 minutes</p>
How often do you...	Response																															
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Adverbs of Frequency																																
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Always All the time	Usually often	Sometimes Once in a while	Seldom rarely	Never																												

<p><b>Internet Language: net speak</b></p> <p><b>Photo Scavenger Hunt</b></p>	<p>Produce real context situations and conversation by mean of using a chat.</p> <p>Use technology to find out specific items in real school life context.</p>	<p><b>Production:</b> T. gives Ls a list of Internet language: net speak, they work in groups of 3 and write an online conversation between friends using net speak. Then, they perform the chat orally in front of the class. T. comments are short if need it.</p> <p><b>Wrap up:</b> T. divides the class in two teams and hand Ls. a list of things that can be found within school grounds ranging from very easy (ex: a world map) to moderate (ex: a student reading a book) to difficult (ex: a bird). They take photos on their smartphones or tablets and cross off the items they have found. Each team should decide whose phone or camera will be used to take scavenger hunt photos. It should be the same phone for all of the team photos. The winner is the team that find the most items on the list.</p>	<p>20 minutes</p> <p>10 minutes</p>	
<b>DIDACTIC MATERIALS</b>		<b>ASSESSMENT INSTRUMENTS</b>		<b>TECHONOLOGICAL EQUIPMENT</b>
<p>Blackboard, eraser, markers, worksheet. Realia devices: laptop computer, USB, speakers, cellphone. Internet access: apps, email, websites.</p>		<p>Teacher applies a <b>Classroom Observation</b> as a formative assessment instrument for the <b>Action Planning Proposal Week 6</b> which can be found in the annexes.</p>		<p>Computer, speakers, USB, cellphone, Internet.</p>
<b>Reflective Teaching</b>				
<p><b>What worked well</b></p>	<p><b>What didn't work well</b></p>	<p><b>How to improve</b></p>		

### ACTION PLAN PROPOSAL

Term:	Level: 7 <sup>th</sup>	Unit: 6	Week: 7
<b>Domain:</b> Socio-Interpersonal and Transactional	<b>Scenario:</b> Online and Connected		<b>Theme:</b> Living with Technology: <i>Homework or Video Games?</i>
<b>Enduring Understanding:</b> Social media is a magical and powerful world to be handled with ethical responsibility.		<b>Essential Question:</b> What does social media mean to me?	
Learn to Know	Learn to do	Learn to be and live in community:	
<p><b>Grammar &amp; Sentence Frames:</b></p> <ul style="list-style-type: none"> <li><b>Present Continuous Tense:</b> <span style="border: 1px solid orange; padding: 2px;">Verb + -ing</span></li> </ul> <p><i>Statements:</i> I am (not) watching TV. / <i>Questions:</i> Is Mr. Lee having a meeting now? / <i>Response:</i> Yes, he is – No, he isn't. / <i>Usage / Common time expressions:</i> now, at the moment, today, this month, tomorrow, on Saturday.</p> <ul style="list-style-type: none"> <li><b>Questions &amp; Answers:</b> Do you want to...? / Would you like to...? / Are you free to...? / OK, when...? What time...? / Do you have any suggestions for me? That's a really good idea / No / Sorry, I can't.</li> <li><b>Vocabulary:</b> meet for lunch, have some coffee later, watch a movie, video games, phone.</li> </ul>	<p><b>Function</b></p> <ul style="list-style-type: none"> <li>Describing experiences regarding virtual communities and networks.</li> <li>Making suggestions regards to stating problems.</li> <li>Making and responding to invitations.</li> <li>Talking about preferences.</li> </ul> <p><b>Discourse Markers</b></p> <ul style="list-style-type: none"> <li>Connecting words expressing cause and effect, contrast, etc.</li> </ul>	<p style="text-align: center;"><b>Psycho-social</b></p> <ul style="list-style-type: none"> <li>Demonstrating self-control and ethical use of social networks.</li> </ul> <p style="text-align: center;"><b>Idioms</b></p> <ul style="list-style-type: none"> <li>Go the extra mile</li> </ul>	

<p><b>Guess the Movie from Emojis</b></p>	<p>Challenge Learners to identify their favorites from a series of emojis.</p>	<p style="text-align: center;"><b>Pre-teaching</b></p> <p><b>Routine:</b> Greetings and checking attendance, giving general day instructions and class agenda, etc.</p>	<p>5 minutes</p>																				
		<p style="text-align: center;"><b>Participating</b></p> <p><b>Warm up:</b> Learners watch the following video <a href="https://www.youtube.com/watch?v=OPWyKN80e5I">https://www.youtube.com/watch?v=OPWyKN80e5I</a> and are challenged to guess films titles based on a series of emojis. Some 'spell out' the movie names while others serve as cryptic clues..</p>	<p>5 minutes</p>																				
<p><b>Teachers says introductory activity</b></p>	<p>Recognize and use the present continuous tense to talk about activities you are doing now.</p>	<p style="text-align: center;"><b>Introduction</b></p> <p>Teacher tells Ls “Stand up” as soon as they response, he/she writes on the board “You are standing.” Repeat with several other known commands to the class and write it on the board: “You’re sitting” “he’s reading” “she is using the computer” “I’m talking,” etc. Now, T. announces the topic of today <i>Present Continuous Tense</i>.</p> <p>Following, T uses some devices and objects in classroom to explain Ls through examples of real context situations, the use of this tense. Immediately, he/she writes on the board the grammar structure both statements and answer/questions as well common time expression included. Ls take notes in their notebooks.</p> <table border="1" data-bbox="751 1166 1810 1416"> <thead> <tr> <th colspan="4" style="background-color: #4F81BD; color: white;">A. Statements</th> </tr> <tr> <th style="background-color: #D9EAD3;">Subject</th> <th style="background-color: #D9EAD3;">Be Verb</th> <th style="background-color: #D9EAD3;">(Not)</th> <th style="background-color: #D9EAD3;">Verb + ing</th> </tr> </thead> <tbody> <tr> <td>I</td> <td>Am</td> <td>(not)</td> <td>watching the news on my phone.</td> </tr> <tr> <td>Derek</td> <td>Is</td> <td>(not)</td> <td>listening to the music on You Tube.</td> </tr> <tr> <td>The children</td> <td>Are</td> <td>(not)</td> <td>playing video games.</td> </tr> </tbody> </table>	A. Statements				Subject	Be Verb	(Not)	Verb + ing	I	Am	(not)	watching the news on my phone.	Derek	Is	(not)	listening to the music on You Tube.	The children	Are	(not)	playing video games.	<p>15 minutes</p>
A. Statements																							
Subject	Be Verb	(Not)	Verb + ing																				
I	Am	(not)	watching the news on my phone.																				
Derek	Is	(not)	listening to the music on You Tube.																				
The children	Are	(not)	playing video games.																				

<b>Language Center: grammar and vocabulary practice</b>	Practice the present continuous grammar structure and time expressions correctly.	<b>B. Questions</b>			25 minutes
		<b>Question</b>			
		Is Mr. Lee having a meeting now?	Yes, he is / No, he isn't.		
		Are the dogs sleeping?	Yes, they are / No, they aren't.		
		What are you doing?	I'm writing an e-mail to my friend.		
		Where is Bob's mother going?	She is going the grocery store.		
		<b>Common time expressions</b>			
		<b>Now</b>	<b>Around the present time</b>	<b>In the near future</b>	
		(just) now	Today	Tomorrow	
		Right now	This week	On Saturday	
		At the moment	This month	Next week	
		<p>Then T. demonstrates by miming an activity and asks comprehension questions like: What am I doing? Where is she going?-pointing out someone in school's garden- so Ls answer the action (during the demo, write it on the board). Then, Ls mime various activities to their partners and ask comprehension questions too. The partners guess and switch turns at miming.</p>			
		<b>Practice</b>			
		T. gives Ls a worksheet they need to complete considering information about the present continuous tense.			
		<b>Task I.</b> Learners complete a letter by writing the correct tense of the verb and adding a <i>be verb</i> if necessary.			

**Task II.** Teacher read aloud a telephone conversation, so Ls listen carefully and match the questions with the most appropriate response.

Next, T. explains by modeling some situations of real context using to make suggestions and talk about preferences as in the example: T. performs that he/she is having problems with the phone and says: *“The phone/computer is not working”*, so he/she personifies someone else voice and replies: *“Call the phone company”*; *“What is she holding in her hand? ...She’s holding a tablet”*.

Then, asks for volunteers to practice using the box information below.

#### A. Making Suggestions

Problem	Suggestion
1. Studying Chinese is difficult.	1. Ask the teacher for help
2. I’m getting sick. .	2. Go to the doctor
3. The phone is not working.	3. Call the telephone company
4. I’m feeling tired.	4. Get some sleep
5. <i>Your problem</i>	5. <i>Your partner’s suggestion</i>

#### B. Talking about Preferences

I prefer A to B.	I like A more than B.
I prefer doing A to doing B.	I like doing A more than doing B.

<p><b>Short Story</b></p> <p><b>“What are you doing?” game</b></p>	<p>Develop a short story in which Learners use the present continuous tense correctly and all possible devices.</p> <p>Reviewing the present continuous tense by asking and responding actions.</p>	<p><b>Production:</b> T. sets again the different devices and objects of the classroom and instructs Ls to write a short story about activities they do by using those items. They share the story orally in front of the class.</p> <p><b>Wrap up:</b> T. models the activity and gets a volunteer to help him/her. Starts writing in the phone on the spot and has volunteer says "What are you doing?" and replies "I am writing a message/chatting to a friend!" Then starts doing another action and has L. asks again "What are you doing?" Replies "I am ...!"</p> <p>Now, T. divides the class in two groups and have one doing all of the actions and the other asking "What are you doing?" Once finished, groups swap roles. Continue this for all of the realia technological items you find in classroom.</p>	<p>20 minutes</p> <p>10 minutes</p>	
DIDACTIC MATERIALS		ASSESSMENT INSTRUMENTS		TECHONOLOGICAL EQUIPMENT
<p>Blackboard, eraser, markers, worksheet.            Realia devices: laptop computer, USB, speakers, cellphone. Internet access: apps, email, websites.            Classroom objects: fan, trash can, microwave, refrigerator, AC, TV, etc.</p>		<p>Teacher applies an <b>Observation Checklist</b> as a formative assessment instrument for the <b>Action Planning Proposal Week 7</b> which can be found in annexes.</p>		<p>Computer, speakers, USB, cellphone, Internet.</p>
Reflective Teaching				
What worked well	What didn't work well	How to improve		

# **CHAPTER 4**

## **FINDINGS**

## 4.1 Data Analysis

Current Action Research is an overview of *The Use of Realia as a Tool to Provide Meaningful Vocabulary to Students from Seventh at Centro Educativo Católico San Ambrosio in Nicoya*. The purpose of researching this specific topic can be done through the analysis of the data collected, so that in order to begin this process it was first needed to reduce the data into a format that can be easily analyze considering that the process of data analysis in action research is not a small task as Mills (2007) states “data analysis is undertaken when researches want to summarize and represent data that has been collected in dependable, accurate, reliable, correct, and “right” manner. Researchers interpret data to make sense of the research findings, to answer the questions “so what?” (pp. 138). With the intention of achieving the respective analysis of this paper, instruments of investigation such as survey and interview were applied both to English teachers of the institution as well the English Advisor of Nicoya Regional Office.

According to Harmer (2007) “the acquisition-versus-learning debate may seem to be relatively recent argument, yet for as long as languages have been taught people argued about the best way of doing it, and how to help students to learn more effectively”. (p. 48). Considering his statement, in English classroom it is very important that teacher takes into consideration different strategies, procedures and techniques to provide learners a range of better and vary stages to improve and to help them go beyond in the language process. Besides, taking into account learners’ target language skills which can vary between those ones from a higher level whereas those ones with lower level skills, for both cases teacher must contemplate what was and is included in classrooms and what teaching materials use. Due to this, it is considered the fact that high school students, for example, seem to use more strategies for vocabulary learning than for any other aspect of language, which makes very important the application of a vary set of activities in classroom with the goal of catching learners’ attention according to questionnaire answered by teachers from CECSA.

Regarding this point, Hoque (2018) argued that information “can be memorized in many different ways and using specific techniques (mnemonics, rote learning, visualization, and so on) in order to learn long lists of numbers, playing cards in a deck, dates, names and any amount of other things.” (p.2). By reason of this, realia as a tool to provide meaningful vocabulary can facilitate both vocabulary and language learning process by enhancing real aspects of concrete situations and contexts of everyday life from where students need to create strategies in order to take an active role that moves them from an imaginary reality into a real given moment. In addition, through the use of realia, students have the opportunity to acquire better the language in a more relaxed and fun way, enjoying the linguistic process and making it more meaningful for them, as was stated by one of the teachers.

Regards Richard & Platt (1992) realia is “actual objects and items which are brought into a classroom as example or as aids to be talked, written about and used in language teaching such as: articles of clothing, school equipment, items of food, etc.” (p.88). It is very clear that with the intention of using realia in classroom, teacher can make use of a range of original objects or items intended for illustrating both a topic and academic contents into concrete or real-life situations plus supporting students’ comprehension of real situations and other cultures. However, based on the answers given by teachers from CECSA, it is demonstrated the confusion that exists among them between the concept of Realia and its various examples to consider and what Authentic Material is, which would be reflected not only in their teaching process of the target language, but also in their way of planning and implementing both tools and their respective items.

Finally one of the point that teachers agree and are clear about, is the one regards to the implementation of games and activities as a complement of Realia with the aim of enhancing learning abilities in learners since they love games, which as (Buckley, n.d., pa.21) says are “always well-received by students. They get the chance to put away the textbooks and play for a while”. Consequently as Rosenberg (2009) asserts we should “focus on the students in the

classroom, on keeping them involved, on having them doing and producing rather than passively receiving information” (p.10). There is a diversity of games that work as a great way to start or develop the class, and through which students are engaged and keep involved having more interest on the acquisition of vocabulary and language.

## **4.2 Survey Findings**

The following survey was applied to three English teachers from Centro Educativo Católico San Ambrosio, circuit 01, Nicoya Regional Office, 2020. The main purpose of this survey is to know about “The use of Realia as a tool to provide meaningful vocabulary to Students from seventh at Centro Católico San Ambrosio”. The survey consists of five personal information questions, four Yes/No questions in regards of realia general features and four open questions to know more detailed the teachers’ point of view. The information collected in this investigation will be preserved confidentially.

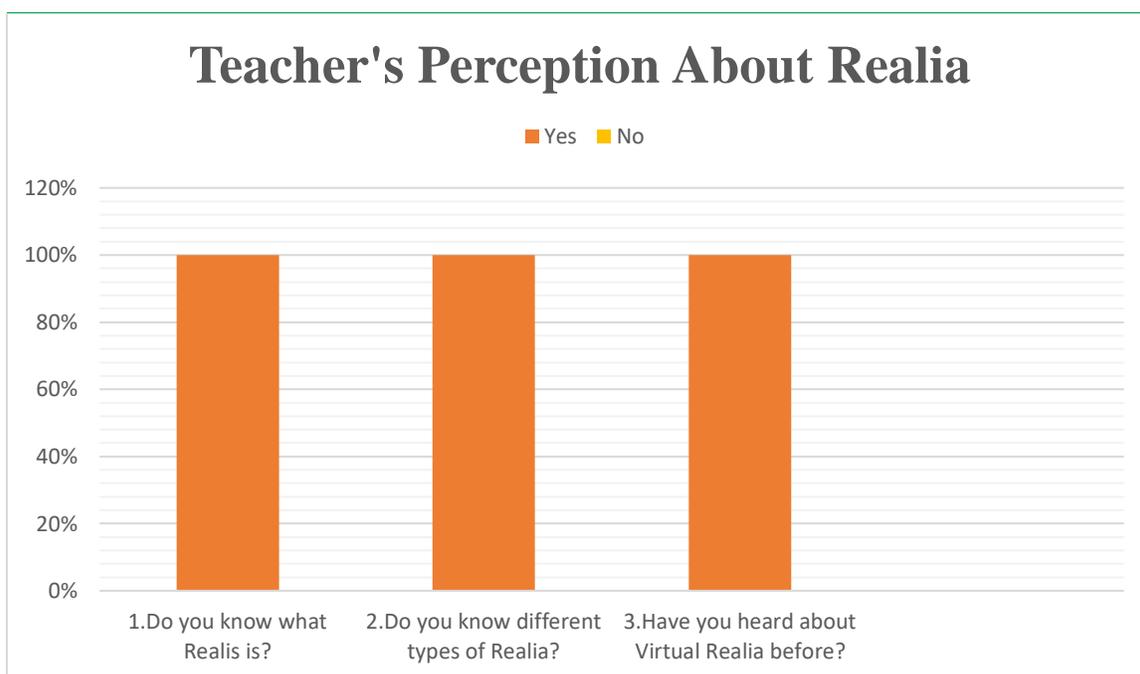
**Table N °1****Teachers' Perception About Realia**

	Yes		No		Total	
	A.F	R.F	A.F	R.F	A.F	R.F
1.Do you know What Realia is?	3	100%	3	0%	3	100%
2. Do you know Different types Of Realis?	3	100%	3	0%	3	100%
3. Have you heard about Virtual Realia before?	3	100%	3	0%	3	100%

---

Source: Questionnaire applied to English Teachers at CECSA, 2020.

Graph N°1



**Source: Table N°1**

According to results of the question number one: 3 teachers that represent 100% of the population say that they know about the concept of realia. Regards question two, 3 teachers that represent 100% of the population assure that they know different types of realia. Finally, the result of the question three, 3 teachers that represent 100% of the population indicate that they have already heard about virtual realia before.

Table N °2

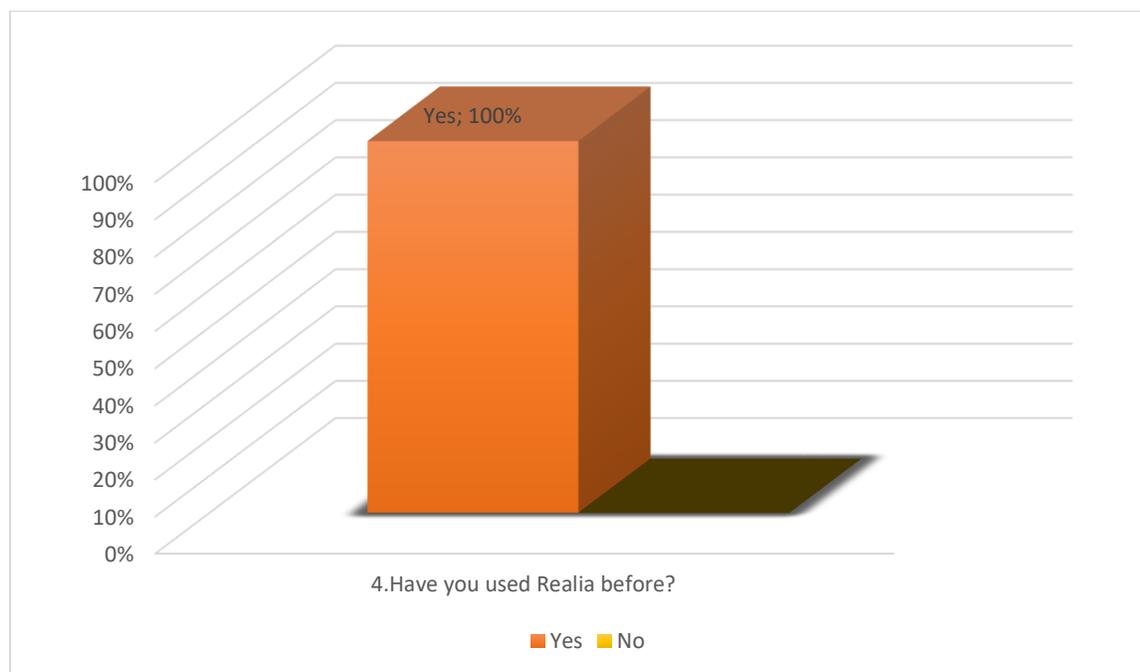
## Use Realia in the English Classroom

	Yes		No		Total	
	A.F	R.F	A.F	R.F	A.F	R.F
4. Have you used Realia before?	3	100%	3	0%	3	100%

Source: Questionnaire applied to English Teachers at CECSA, 2020.

Graph N°2

## Use of Realia in the English Classroom



**Source: Table N°2**

According to results of the question number four: 3 teachers that represent 100% of the population say that they have used realia before in their English classroom.

### 4.2.1 Open Questions Findings

An important implication of these findings is based precisely on the open questions applied to English teachers from Centro Educativo Católico San Ambrosio, who answered the following:

#### 1- What do you know about Realia?

- **Teacher 1:** It's when you make students work in real situations.
- **Teacher 2:** Realia are all didactic and innovative materials that teacher can use to teach in class.
- **Teacher 3:** Realia refers to any object from real life that one uses in the classroom to teach a specific concept.

Explaining the teachers' answers according to The Use of Realia as a Tool to Provide Meaningful Vocabulary to Students from Seventh at Centro Educativo Católico San Ambrosio, the views given by the respondents to the question one were not the same. Though, 2 teachers did not provide a clear idea in responding to this question making clear they have partial knowledge of the term realia, while one respondent demonstrates to really know about realia both in concept as well in its use or application in classroom.

## 2- What are some examples of realia that can be used in teaching vocabulary?

- **Teacher 1:** Role plays, classroom objects, English texts, videos, etc.
- **Teacher 2:** Situations for example: put up a super market, ask for how much the prices are. Practice personal information at a migration office. Ask and order food at a restaurant.
- **Teacher 3:** Magazines, maps- chairs- desks.

It is demonstrated that teachers are confused between what is real objects and authentic material as well as any other performing situations to develop learners speaking skills. Based on this, two teachers give examples of a vary of activities that moves from real situations such as supermarket or restaurant role plays, while 1 respondent provides more accurate examples of objects that illustrate realia concept.

## 3- What is the difference between Realia and Authentic Material?

- **Teacher 1:** In realia you set up an objective to use and practice with the vocabulary taught. While Authentic Material, it's just material you can touch.
- **Teacher 2:** Realia are real objects and Authentic Material is material made by teacher.
- **Teacher 3:** Realia are objects that one can find in their surroundings. Authentic materials are things that students encounter in their daily lives.

According to the answers provided by the teachers, it can be seen that there is great confusion about the terms realia and authentic material. Realia refers to any objects that are around us and it is used in the classroom during the teaching of any subject.

#### **4- Why playing some games and activities in classroom are very important to learn new vocabulary?**

- **Teacher 1:** It's a way to relax them, to acquire the language better.
- **Teacher 2:** It helps students' learning, considering they feel interested and motivated, also it lets teacher create a more confident atmosphere for his/her class.
- **Teacher 3:** Because, it is a good funny way to catch students' attention and also they feel motivated to learn.

Teachers contemplate that this strategies can be very useful and have a significant role in help young learners at basic level to express themselves effectively in the target language. They also recognize that the use of playing activities are necessary since it allows practicing vocabulary through communication and play; while developing at a same time a more relaxed, comfortable and dynamic atmosphere, which at the end of the process also affects both negative or positive the learning practice.

#### **4.3 Interview Findings**

The following virtual interview was applied to the MEP English Regional Advisor from circuit 01, Nicoya Regional Office, 2020. The main purpose of this interview is to know her perception about "The use of Realia as a tool to provide meaningful vocabulary to Students from seventh at Centro Católico San Ambrosio". The information collected in this investigation will be preserved confidentially.

**1- What do you think about the use of Realia as a tool to provide meaningful vocabulary to students?**

The use of realia is a great complement to provide a meaningful teaching and learning process in the classroom.

Emphasizing the English Advisor words according to the first question, it is very important to recognize that using Realia is very advantageous as a complement to provide a meaningful language process through which improve the students' vocabulary in the target language. Obviously, there are different opportunities for learners to learn a second language, and this technique is not exception to take into consideration in the learning process.

**2- What do you consider are the advantages and disadvantages of using Realia in English classes?**

There are always advantages, using realia catch the student's attention while solving their tasks. One disadvantage can be that students could get distracted easily if instructions and the purpose is not clear enough for students.

Concluding with her answer, through realia, teachers have the opportunity to get involve learners into the language process, since it permits to create a more dynamic and interesting learning considering that it has multiple applications in the classroom, becoming a powerful and interactive procedure to develop; both increasing student's confidence and improving their skills into a more real scenery. That is why they need to be updated and look for new strategies that motivate the learning of the new language. In this case, realia as an academic strategy is not perfect,

so it is very imperative that teachers take time to study the reasons why they are going to implement realia at a moment with the intention of avoiding learners' distraction easily.

### **3- Do your teachers use Realia in English lesson? Why? Why not?**

Yes, most of the teachers like to use realia while teaching, this is a great way to catch students' attention.

According to this perception, most teachers that use realia must know how advantageous it is to implement it in perfect manner, creating an upright atmosphere; where all learners can feel freely to express and participate with confidence understanding that if students are engaged in the activity, they will produce more in the target language.

### **4- What other kinds of activities do you consider to be viable to improve and provide vocabulary in our students?**

The use of authentic material can be a great tool to make the teaching and learning process easy and attractive.

Explaining the previous question, authentic material is a pedagogical strategy with specific purposes to take into account during the teaching process. Complementing this aspect, if teachers want to use it in their English classes, they must know how to apply it, putting into practice the criteria for selecting a specific material according learners' proficiency level.

# **CHAPTER 5**

# **REFLECTIONS**

## 5.1 Reflections

It was an interesting experience to work in the way we did considering the facts that surrounded the development of the different stages of this Action Research. At the beginning of the project, it was planned to carry it out in the institution considering that this is a field work; however, due to the pandemic –COVID 19- that at that time was beginning to threaten the country causing the closure of educational institutions, it was necessary to look for alternatives for the development of the research. This is how, what was originally planned to be applied in the classroom, became the proposal of the Action Research presented today.

While was planning to carry out this research project, researcher felt motivated and enthusiastic to have the opportunity to guide the students to learn English vocabulary by taking advantages from both real context and objects; considering that through realia teacher could help the learners to identify their strengths and weaknesses, but also to improve the language by increasing their vocabulary. Sadly, the healthy emergency situation lived at that moment did not permit it, so it was necessary to implement an Action Plan Proposal as part of this Action Research.

It should be noted that the elaboration of this action plan was both a challenge as well an opportunity to elaborate a type of planning that until now did not exceed the old model used by the researcher previously, which was limited to the basic contents, but never to detail to the

teacher the step by step of how to develop his/her English class, specifically through realia. This type of plan proposed, although it meant an adjustment of format and contents, it was also a pleasant time of much learning invested in its design, considering that the academic program of the institution, the new MEP plans as a guide had marked differences each other for the level chosen for this paper.

On the other hand, it was quite interesting to know the different points of view of the teachers interviewed for the diagnoses, and see how they agree on the importance of the use of realia in teaching vocabulary, although not all of them are clear enough about the concept of it, which therefore leads them to confuse this teaching strategy with a similar one as the authentic material. Considering the results obtained from different academic studies described previously, teacher needs to know the differences between realia and authentic material strategies with the aim of implementing a more accurate realia technique in English classes. Analyzing the final results according to the virtual interview applied to Nicoya Regional English Advisor, taking advantage of her answers, realia represents a great opportunity to enhance the student's vocabulary as well communication skills as fundamental steps in the acquisition to learn English as a Second Language.

# **CHAPTER 6**

# **CONCLUSIONS**

## 6.1 Analysis and outcomes of the research questions

Based on this academic study and the previous ones from other authors mentioned on Chapter 2, it is possible to conclude that the action research questions of the use of Realia as a tool to provide meaningful vocabulary to Students from seventh grade at Centro Educativo Católico San Ambrosio; looks forward to clarify the results obtained to provide professional guidance on some essential aspects that the research has found throughout the development of this pedagogical exploration.

The most relevance outcomes according to the research questions that lead this paper regards to the use of realia as a tool to provide meaningful vocabulary to students from seventh grade at Centro Educativo Católico San Ambrosio, we can assure how realia is useful to improve the student's vocabulary in the classroom considering it uses to consolidate in students the association between words and objects in real life. For this, the researcher found and enlisted a set of activities through which the implementation of this strategy benefits learners for an optimal learning of vocabulary in the English language since realia allows them to arouse curiosity and interest in the process. In addition, it is imperative for teachers to take into consideration the age of the students, the subjects and the type of realia objects that should be used in the lesson with the aim of using the most appropriate for the teaching of learners.

Moreover, the researcher developed an action plan that shows different strategies to improve precisely the learners' vocabulary acquisition, realizing that during the development of

the activities the students can improve other important aspects such as fluency, intonation, listening, writing, and reading skills during the teaching process. This plan proposal, also permits teacher to establish a clear and more accurate picture of how to use this learning strategy in the ESL classroom, being even more effective the importance and the result of the use of it. In brief, realia has many advantages to take into consideration in English classes, so that teachers can use the real context to increase the learners' vocabulary to produce more in the target language. Any other way, realia could represent a disadvantage in the way that the teacher is not clear about the concept, the types of and does not take into consideration the different levels and learning styles of their learners, in addition the detail that real things are not always both readily available as practical for use in the classroom considering their size, potential hazards such as live animal and even the costs of some real objects that we do not get from the classroom. Base on this, teachers must understand that despite of realia gives more impression to the students in learning, not all of realia can be used as media in learning.

From the professional upshot of this investigation, it is possible to conclude the most relevant answer of the last research question: how does the use of realia strategy increment vocabulary and improve speaking skill? The professor has the pedagogical opportunity to implement a more accurate Realia knowing its stages and modified procedures during the teaching process if need, creating a colorful, interactive and communicative environment, where the learners can feel more relaxed and inspired to learn English by using this remarkable technique by getting interaction with real materials which also helps to build knowledge.

## 6.2 General outcomes

In conclusion, it is evident that this study has been carried out to explain and simplify the most relevant deductions according to the use of Realia as a tool to provide meaningful vocabulary to Students from Seventh Grade at Centro Educativo Católico San Ambrosio. Based on the results obtained throughout the development of this action research paper, the researcher has concluded the following:

- Teachers from this institution agree that realia is powerful and useful approach to increase the students' motivation in the classroom and caught their attention.
- Realia technique is useful to create a good environment and motivate the students to learn a variety vocabulary in English classes.
- Realia is a powerful and enriching technique to enhance the teachers and students' oral skills in the classroom.
- Realia has disadvantages during the learning process, becoming a distraction for learners in the classroom if they do not like it or even if it is seen as game without a clear objective.
- The learners can feel more comfortable to participate in a cooperative environment.

### 6.3 Strengths according to the data collected

This action research paper is a modest contribution to the ongoing strengths that the researcher has found throughout the development of this study:

- The teachers from this institution have a very good high English level, considering some class observation made by the researcher during the first contact with the institution –weeks before the pandemic-. However, it is remarkable the fact that despite agreeing on the importance of using techniques that facilitate and motivate the student in their learning process, there is no certain clarity about what is realia, the types of realia that exist and the difference between this and authentic material.
- The teachers understand well that teenagers really want to learn English by using interactive and funny procedures, looking for a good solution to this issue, Realia can be consider as a good option to be taken into account according to the learners' needs.
- The implementation of Realia activities is useful to enhance the students' learning vocabulary and as a result their speaking skills, since real items can be observed and handled providing concrete learning experiences to learners.

## 6.4 Limitations

During the development of this action research, it was discovered the following limitations according to the problem under investigation:

- The current situation of coronavirus and its economic implications affects the normal flow of this investigation.
- Lack of cooperation from one of the English teachers.
- Limited contact with the students to know more about them and their learning process.

# **CHAPTER 7**

# **RECOMMENDATIONS**

Realia has many benefits for English students, teachers, and supervisors that need to be taken into account through a more in-depth and professional analysis. Emphasizing the importance of this project, researcher has discovered multiple suggestions and recommendations for colleagues, students and English supervisors as follow:

### **7.1 Recommendations for colleagues**

- Teachers must be aware of this technique to have many benefits for their students in the ESL classroom.
- Teachers are encouraged to use realia for teaching English language vocabulary, as it allows learners to have physical contact with the object in study strengthening their learning and understanding, besides to develop a more attractive and interesting class for them.
- Teachers are recommended to select appropriate Realia objects always considering the learners' level and age as well as the material itself setting in details like shapes and colors with intention of eye catching learners' attention.

### **7.2 Recommendations for students.**

- Students should be aware of the importance of using this technique for improving their skills and vocabulary in English.

- Students will learn to work as a team, expand their knowledge, and be motivated to cooperate with the teacher's instructions.
- Students must read more in English to improve their speaking performance.
- Students must open themselves to new possibilities of learning English through new, powerful and enriching techniques such as Realia.
- Students must be prepared for any challenge in their academic lives, so realia is a procedure that allows them to produce more in English considering real context situations.

### **7.3 Recommendations for principals or advisors**

- To keep in mind that to supervise English teachers it must be a more proactive process and look for the implementation of new pedagogical techniques such as realia.
- The principals should cooperate with the English supervisor in the search of different teaching methods to acquire a better student environment and help them in their acquisition of the target language.
- For English advisors, it is recommended to train English teachers in the application of different types of pedagogical techniques in order to improve the students' production in the leaning process.

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# **Annexes**

**UNIVERSIDAD LATINA DE COSTA RICA**  
**SEDE SANTA CRUZ**  
**DEPARTAMENTO DE INGLÉS**  
**LICENCIATURA EN ENSEÑANZA DEL INGLÉS**



## **ENGLISH TEACHER DIAGNOSTIC**

Dear English Teacher:

This is a survey about “The use of Realia as a tool to provide meaningful vocabulary to Students from seventh at Centro Educativo Católico San Ambrosio” located in district 01 Nicoya Regional Branch. We would like to have your answers with the purpose to gather more specific information for this research. All the information collected will be treated confidentially.

### **I PART: GENERAL INFORMATION**

Age: \_\_\_\_\_

Professional status: \_\_\_\_\_

Gender: \_\_\_\_\_

Years of experience: \_\_\_\_\_

Professional category: \_\_\_\_\_

### **II PART: RESEARCH QUESTIONNAIRE**

In this section you will find four questions regarding to Realia and Vocabulary, read the questions carefully, and mark the appropriate answer. Everything must be answered according to your English learning experience in classroom.

<b>QUESTIONS</b>	<b>YES</b>	<b>NO</b>
1. Do you know what Realia is?		
2. Do you know different types of Realia?		
3. Have you heard about Virtual Realia before?		
4. Have you use Realia before?		

### **III PART: OPEN QUESTIONS**

According to your experience in Teaching English answer the following four questions. Please provide complete answers.

- 1- What do you know about Realia?
- 2- What are some examples of realia that can be used in teaching vocabulary?
- 3- What is the difference between Realia and Authentic Material?
- 4- Why playing some games and activities in classroom are very important to learn new vocabulary?

**UNIVERSIDAD LATINA DE COSTA RICA  
SEDE SANTA CRUZ  
DEPARTAMENTO DE INGLÉS  
LICENCIATURA EN ENSEÑANZA DEL INGLÉS**



## **ENGLISH ADVISOR INTERVIEW**

Dear English Advisor:

This is an Interview about “The use of Realia as a tool to provide meaningful vocabulary to students from seventh at Centro Educativo Católico San Ambrosio” located in district 01 Nicoya Regional Branch. The information collected will be treated confidentially.

### **I PART: GENERAL INFORMATION**

Gender: \_\_\_\_\_

Years of experience: \_\_\_\_\_

Work status: \_\_\_\_\_

Professional category: \_\_\_\_\_

### **II PART: INTERVIEW**

**GENERAL INSTRUCTIONS:** Following you will find 4 open questions regarding this pedagogical research, read them carefully and answer according to your overview and experience.

1- What do you think about the use of Realia as a tool to provide meaningful vocabulary to students?

2- What do you consider are the advantages and disadvantages of using Realia in English classes?

3- Do your teachers use Realia in English lesson? Why? Why not?

4- What other kinds of activities do you consider to be viable to improve and provide vocabulary in our students?

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## DIAGNOSTIC OBSERVATION CHECKLIST

### ASSESTMENT FOR THE ACTION PLAN PROPOSAL WEEK # 1

Researcher name \_\_\_\_\_ Date \_\_\_\_\_

Class Observed \_\_\_\_\_ Time \_\_\_\_\_

**Instructions:** First, students identify a set of words mixed and distributed into different pringles can and classify them in six different categories (nouns, verbs, articles, pronouns, adjectives and w questions). Following, they have to produce sentences using the respective vocabulary. Recognizing and applying around each identified word is where you will focus your observation. During the observation write in the corresponding chart the total of students that recognize and classified the vocabulary correctly. In the notes section, write any additional observation which may be relevant to the student's evaluation.

Many       Some       Few       Not at all

How many students recognized ...?				
GENERAL VOCABULARY	M	S	F	NAT
NOUNS				
VERBS				
ARTICLES				
PRONOUNS				
ADJECTIVES				
W QUESTIONS				

Observations or comments

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### CHECKLIST

#### ASSESTMENT FOR THE ACTION PLAN PROPOSAL WEEK # 2

**Unit 5:** Time to eat                      **Theme:** Food pyramid

**Researcher name** \_\_\_\_\_ **Date** \_\_\_\_\_

**Class Observed** \_\_\_\_\_ **Time** \_\_\_\_\_

**INSTRUCTIONS:** Put a check in the box Yes or No, according to each indicator. The information is totally private.

INDICATORS	Yes	No
1. Learners are able to understand the teacher's instructions.		
2. Learners participate proactively during the teaching process.		
3. Learners are able to communicate their ideas in the classroom.		
4. Learners recognize and manipulates English language using knowledge in vocabulary and pronunciation according to the topic.		
5. Learner are able to use basic phrases related to the theme.		
6. Learners are able to identify grammar structure according to the topic.		
7. Learners show understanding and interest of the topic.		

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**CLASSROOM OBSERVATION**  
**ASSESTMENT FOR THE ACTION PLAN PROPOSAL WEEK # 3**

**Unit 5:** Time to eat                      **Theme:** Enjoy free food  
**Researcher name** \_\_\_\_\_  
**Student's name** \_\_\_\_\_

**Date** \_\_\_\_\_  
**Time** \_\_\_\_\_

**Total points: 25**

Student's Name	A	B	C	D	E	Pts	Grd	%

**Instructions:** teacher evaluate learners knowledge and understanding through 5 assesment vocabulary aspects related to the topic of Unit 5, week 3. The results of this activity will be preserved confidentially.

**Aspects**

1. Learner identify adverbs of frequency.
2. Learner differentiate adverbs of frequency and adjectives of food.
3. Learner use food expressions during conversations.
4. Learner use certain nouns to make adjectives to describe food.
5. Learner comprehends meanings in context.

**Coments**

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Aspects of vocabulary	SCALE		
	Excellent (5) = 10-9%	Very good (4) =7-8%	Needs improvement (3) =5-6%
<b>A. Identification</b>			
<b>B. Discrimination</b>			
<b>C. Fluency</b>			
<b>D. Vocabulary</b>			
<b>E. Comprehensibility</b>			

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**CLASSROOM OBSERVATION**  
**ASSESTMENT FOR THE ACTION PLAN PROPOSAL WEEK # 4**

**Unit 5:** Time to eat                      **Theme:** International food

**Researcher name** \_\_\_\_\_

**Date** \_\_\_\_\_

**Student's name** \_\_\_\_\_

**Time** \_\_\_\_\_

**INSTRUCTIONS:** Put a check in the box Yes or No, according to each indicator.

The information is totally private.

INDICATORS	Yes	No
1. Learners participate proactively during the teaching process.		
2. Learners are able to understand the teacher's instructions.		
3. Learners are able to use expressions to describe likes and dislikes about food.		
4. Learners recognize and manipulates English language vocabulary and expressions according to the topic.		
5. Learner are able to express certainty.		
6. Learners are able ask about a meal.		
7. Learners are able to talk about eating habits.		

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**CLASSROOM OBSERVATION**  
**ASSESTMENT FOR THE ACTION PLAN PROPOSAL WEEK # 5**

**Unit 5:** Time to eat                      **Theme:** Count vrs Non Count Nouns

**Researcher name** \_\_\_\_\_ **Date** \_\_\_\_\_

**Student's name** \_\_\_\_\_ **Time** \_\_\_\_\_

**INSTRUCTIONS:** Put a check in the box Yes or No, according to each indicator.

The information is totally private.

INDICATORS	Yes	No
1. Learners participate proactively during the teaching process.		
2. Learners are able to understand the teacher's instructions.		
3. Learners are able to classifying food into countable nouns vs. non-countable.		
4. Learners recognize and manipulates articles, determiners and quantifiers to refer to Count Nouns and Non Count Nouns.		
5. Learner are able to express certainty.		
6. Learners are able to ask about suggestions, buying and advices.		
7. Learners are able to talk about countable nouns vs. non-countable.		



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**OBSERVATION CHECKLIST**  
**ASSESTMENT FOR THE ACTION PLAN PROPOSAL WEEK #7**

**Unit 6:** Living with technology

**Theme:** Hoework or video games

**Researcher name** \_\_\_\_\_

**Date** \_\_\_\_\_

**Student's name** \_\_\_\_\_

**Time** \_\_\_\_\_

**Instructions:** Most of these skills will be observed during the classroom activities throughout the lesson intervention.

Aspects to evaluate	Most of the time	Some of the time	Not yet
1. Comment on how he/she use technology in daily life.			
2. Share personal experiences regarding to the use of technology.			
3. Speaks clearly and fluently.			
4. Use expressions and vocabulary learned before.			
5. Knows how to take turns when talking or participating.			
6. Ask and response properly in response to the topic.			
7. Describes experiences regarding virtual communities and networks.			
8. Makes suggestions regards to stating problems.			
9. Makes and responding to invitations.			
10. Talks about preferences regards technology.			

