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The use of realia to increase seventh grade students' vocabulary learning.

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DEDICATORY

We dedicate this Research to our parents who were by our side day by day, giving us their support to complete our university education. To our fellow students who always motivated us to go ahead and were attentive to our research progress. We also dedicate this research to all the teaching staff of the English Department who transmitted their knowledge to us which now we have to put into practice.

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ABSTRACT

Using real objects and materials gives students opportunity to experience real life in the class atmosphere and this may facilitate their learning process.

The use of realia is widespread in ESL/EFL classrooms as it helps to make the language classroom dynamic and productive. The purpose of this research is to determine if the use of realia in EFL increases vocabulary learning in seventh grade students at Salvador Mendieta Cascante high school in the second semester of 2020.

This study is quasi experimental design. A comparative analysis of the use of realia in contrast with the traditional method shows how vocabulary is learned. This allows us to get results from a sample to an entire population of interest and the assessment of a pre-test and post-test. The population was 87 students from 7th grade in the afternoon shift of regular courses during the second semester.

The results showed the effectiveness of the use of realia as a strategy to improve the vocabulary learning among EFL seventh grade students.

I. INTRODUCTION

Learning English as a second language has become a very important language all over the world, as it allows you to get to know a great diversity of people, countries and their cultures, as well as to have job and academic opportunities. In Nicaragua, as part of the state's policies, English has become a priority for teaching in primary and secondary schools. Therefore, the government through the ministry of education has developed a new educational route in which the teaching of English as a second language has been introduced, seeking to train new generations in a bilingual system.

Speaking a foreign language requires first of all the knowledge of vocabulary, since it represents an essential part of the understanding of the language. However, the seventh-grade students in the English class present a lack of vocabulary because it is their first year of experience with this language, in addition the use of common strategies used by teachers which do not allow them to understand or express themselves easily. For this reason, the use of a strategy that facilitates the learning of English vocabulary is required.

The paper that follows focuses on finding a strategy within the framework of the different strategies that have been implemented in education to facilitate the learning of English vocabulary in seventh grade students. Consequently, it is fundamental to evaluate the variation of learning that students present through the use of realia in contrast to other traditional methods that are applied to teach or learn vocabulary.

II. PROBLEM STATEMENT

According to Ethnologue, one of the most reliable digital platforms of the world's most spoken languages, it lists English as the universal language spoken by 1.132 million people. That is why its mastery is of utmost importance and this does not exclude Nicaragua.

Therefore, in the country, there are more and more educational centers that implement the teaching of English as a second language. This can be observed from primary education since the Ministry of Education has implemented the teaching of this language in its educational program. However, it has been a challenge for teachers and students, the mastery of new vocabulary, either because students do not know the terms or have not been part of their communicative context.

Consequently, the mastery of these vocabulary is a requirement for meeting the communicative needs that we as speakers must develop. For this reason, a pedagogical strategy such as the realia should be evaluated in order to develop in the seventh-grade students´ communicative abilities related to the command of vocabulary.

III. RATIONALE

This research arises from the need presented by seventh grade students for English language vocabulary enrichment at the Salvador Mendieta high School in the department of Managua. Thus, we believe that it is important and necessary to use an adequate and appropriate methodology that helps the student's learning process during the teaching of the vocabulary in a more comfortable and visible way that can facilitate a clear and more effective understanding. Consequently, this study will determine if the use of realia increase vocabulary learning in seventh grade students.

IV. OBJECTIVES

4.1. General Objectives

➢ To determine through a pre-test and a post-test if the use of realia increases vocabulary learning in seventh grade students of Salvador Mendieta Cascante School in the second semester of 2020.

4.2. Specifics Objectives

➢ To identify through the pre-test the level of vocabulary learning of seventh grade students.

➢ To implement the realia strategy during class to motivate vocabulary learning in seventh grade students.

➢ To examine through a post-test whether or not the use of realia increases vocabulary learning.

➢ To assess the percentage variation of vocabulary learning through the application of realia in seventh grade students.

V. RESEARCH QUESTIONS

➢ What is the vocabulary level of seventh grade students at Salvador Mendieta Cascante School?

➢ How does the use of realia during class motivate seventh grade students in learning vocabulary?

➢ Do seventh grade students learn vocabulary with the use of realia?

➢ What is the variation in vocabulary learning in the pre-test and post-test in seventh grade students?

VI. BACKGROUND

This research work named the use of realia to increase vocabulary learning in seventh grade students in the area of foreign language (English), will cover the seventh grade, who are students with low levels of learning since they have not been exposed to the language at any previous educational level. Likewise, an effort will be made to assimilate the subject based on works that were found at a national and international level that address relationships with respect to this study. In the search for information we found various documents, publications, critical studies and brief comments on the subject. The following is detailed:

Firstly, a study entitled Realia and vocabulary learning among Young learners was found. It focuses on the comparison and analysis according to the use of realia in contrast to other techniques in terms of ways of teaching and learning vocabulary. As well as the effectiveness that this technique shows when learning newly presented vocabulary. Therefore, this work served to compare and define the different activities that can be applied in the classroom through the use of realia in learning vocabulary.

Secondly, we had the study of the Positive Effects of Realia in the English as a Foreign Language found in the international journal of social sciences and educational studies by Emine Bala in September 2015 which aimed to demonstrate that realia increases students' success in the learning process, taking into account that low-level students find it difficult to learn at the time presented by the teacher because they do not have the facility to synthesize what they learn in class without a context while the use of objects and materials makes learning more successful, giving them the opportunity to experience real

life in a classroom environment that allows good learning. Both quantitative and qualitative methods were used in this research. The study confirmed that the application of realia was effective where it was seen that the use of real objects helped students to feel comfortable being successful in class activities and tasks. That is why this work allowed us to assume a particular point of view as is the learning of vocabulary through realia that would generate new contributions to our field of knowledge.

It was found a study conducted by students from UNAN-Estelí in Nicaragua during the second semester of 2015 with the theme how the use of realia contributes to the students' motivation in the English learning process. This research was applied to the students of the National Institute of Sebaco with the objective of determining how the use of realia influences the motivation in the English learning process, where it was concluded that a positive influence in the participation, interest, learning and especially in the motivation of the students was really remarkable. This work helped us to corroborate that realia is a strategy that works in a positive way in the process of teaching a new language.

VII.   THEORETICAL FRAMEWORK

In this section we analyze the key variables of our research, namely the process of learning and teaching English language with emphasis on vocabulary using realia in which we will address studies done on realia, the importance of learning vocabulary, teaching vocabulary to young learners, definitions of realia, steps to implement the realia strategy, category on realia, the advantages and disadvantage of realia, activities for young learners using realia to improve vocabulary learning, and finally the use of realia for young learners. Once the analysis is completed, we will present some concluding remarks on the theory.

7.1. Studies on Realia

In order to obtain previous information about the topic that is developed in this research work, it was evidenced that this topic has been previously examined by students and professors of different Universities and Institutes of Higher Education with the purpose of stablishing the problematic about the influence of the use of realia in the learning of the vocabulary of the English language. We have found those researches that will provide fundamental theoretical elements. The following researches are:

The study conducted in Ecuador in the city of Quito by the author Mayta Vasquez in the year 2017-2018 with the theme: "Realia and its relationship with the learning of English language vocabulary of students in the ninth year of General Basic Education parallel C of the Great Britain Educational Unit", in which it was found that realia as a strategy contributes to students being motivated to learn new vocabulary in the learning process. In addition, it could be found that realia allow a better understanding of meaning through real objects by handling and manipulating didactic resources that will help the

student to reinforce their knowledge helping to create meaningful learning in vocabulary. (Vasquez, 2018).

This study highlights that vocabulary development is a fundamental part of the process of learning a foreign language at any educational level, since vocabulary improvements have a direct and positive impact on the ability to achieve a general command of the language. In order to raise the vocabulary level of the students, it is intended to include real objects in which, through observation and direct contact with the real object, the assimilation of the meaning is achieved until the vocabulary presented is retained. The mentioned work will be a great reference in the research because it highlights the use of realia as one of the most fundamental didactic resources in the educational process. Consequently, it allows the teacher to transmit knowledge by being in contact with the students and adapting these resources to the different needs. The study has a theoretical basis that is a contribution to this research.

7.2. The importance of learning vocabulary

English vocabulary can help students to control their abilities in listening, speaking, writing, and reading. Nation (2002) affirms that vocabulary growth is such an important part of language acquisition that it deserves to be planned for, controlled and monitored (p. 267, The ability of communicative and creativity of English language teacher are important aspect to a successful learning trough activity in the classroom to the young learners. A learning vocabulary has many benefits as (Konchady, 2009) states there are other benefits you will gain with a large amount of vocabulary. A large vocabulary will improve

the student's skill not just in achieving high score in an exam but it can help the students in:

a. explaining your thoughts more clearly

b. writing better articles, reports, and messages

c. speaking more precisely and persuasively

d. understanding more of what you read

e. getting better grades in high school, college, and graduate school (p.21- 22).

Thus, vocabulary should be ideally placed as important aspect of language learning that should be given much attention in the practice of TEFL so as to improve students' vocabulary mastery.

7.3. Young Learners

7.3.1.   Teaching vocabulary to young learners

Teaching vocabulary to young learners is different from teaching vocabulary to adults. It is not an easy job, because it is the first time to them to get language learning and they are not used to this language before. Hence, the teacher is suggested to make an interesting learning activity to students in order that they can understand well and the learning process can run well too.

To make an interesting activity, the teacher needs to have a specials ability or skill as Douglas brown state that "to successfully teach children a second language requires specific skills and an intuition that differ from those appropriate for teaching adult".

Beside this, a teacher should have a certain technique of presenting new words to young learners it will be easier for the teacher to attract the student's attention and it makes young learners have a meaningful learning.

Most activities of young learners should include movements, and involve the senses. Teachers will need to have plenty of objects and pictures to work with, and to make use of the school and its surrounding.

There are several techniques of presentation according to Harmer in his book "*Practice of English Language Teaching";* one of this is by using Realia.

7.4. Definitions of Realia

For B. Seaton (SEATON, 1982) "realia are considered to be those real objects that are used in the classroom as a didactic resource for teaching foreign languages".

Realia can include: dolls, bags, fruits, clothes, coins, plastic objects, in other words, almost anything. The use of realia can help us to clarify concepts, and can be of great help to create situations and contextualize.

According to M. Cele-Murcia and others (CELCE MURCIA, 1979) realia are almost unlimited. The greater the number of objects incorporated by the foreign language teacher in the classroom, the better the learning motivation and the better the results.

These authors list a large list of objects and their application: calendars, maps, puzzles, clocks, menus, a suitcase full of clothes, postcards, letters, stamps, magazines, newspapers, meals, travel catalogs, puppets, mirrors, etc.

Realia consists of actual objects or items which are used in the classroom to illustrate and teach vocabulary or to serve as an aid to facilitate language acquisition and production. It concretizes vocabulary and language and places it in a frame of reference. It also allows language learners to see, hear, and in some cases touch the objects. (Chiarantano, 2005)

Realia, is a type of strategy in where teacher use it to demonstrate the meaning of the words, and catch the students´ attention for a long time. This strategy works to facilitate the teaching learning vocabulary in students that are learning a new language, and do not have any previous knowledge about it.

7.5. Realia Categories

a) ***Household Items***

Eating utensil, kitchen, appliances, miniatures, such as household furniture, old fashioned items no longer commonly seen.

b) ***Food***

Fruits, vegetables, unusual items unfamiliar to children: many plastic food items are available for the classroom use.

c) ***Clothing***

Different kind of hats, gloves, sweaters, jackets, boots, any examples of ethnic clothing to support understanding.

d) ***Literacy Materials***

Books, magazines, newspapers, encyclopedia, reference books, checkbooks, bank books.

e) ***Farm or occupational items***

Rakes, plows, harnesses, tools, basket, hay, nails, models of barns, silos, scarecrows, wagon, farm carts.

f) ***Flowers and Plants***

Examples of flowers and plants being studied or read about, unusual plants such as large sunflowers, pumpkins.

g) ***Animals***

Classroom pets, house pets, farm and zoo animals, birds.

7.6. Steps in Implementing The Use of Realia

Identify opportunities to use realia: Be aware of opportunities to include realia in lessons as you plan. Prepare any stories to be read aloud or used for reading instruction to identify vocabulary that may be unfamiliar to the students and locate realia that will be helpful to their understanding.

Collect realia: Begin to collect item that can be stored in the classroom and organize them so as they can be easily accessed for instruction. Plastic, tubs, clear plastics bags are often used for this purpose. Some items will be used with only one theme or book and should be stored in the classroom teaching and may even make part of your trip tax deductible. Parents can often contribute photographs that you can copy or scan for growing file. Send out a request for photos of hard to find items to give the parents an opportunity to lend support.

Build a library of Realia: Collaborate with other teachers at your school or grade level to build a library of realia that can be share for major theme studies. Locate local

merchants, farmers and others resources for the loan of large items such as farm equipment or animals.

Use field trips as realia: If it's too large to move and your students learning would benefit by experiencing it, take a field trip. Give your students the opportunity to really understand what they are studying.

7.7.Advantages of using realia

Using realia can make the learning process meaningful and more memorable for the learners as they can connect it with their real life; thus, adding a new dimension in the language learning process. They feel motivated and get involved with the learning process as they can apply their knowledge in everyday situations. Here we mention some advantages of using realia during classes.

First, According to TasnubhaBably the use of realia encourages students to be creative, engaging their senses in the learning process by generating interest and motivating them to be active and creative in the classroom, which make the learning meaningful. In this term, the student can learn through by touching, smelling, or seeing at the same time of hearing the words.

 A second advantage of using real objects and mass media in the teaching of English is that it provides constant reinforcement about the words they are learning and, in this way, allow them to have the opportunity to increase their vocabulary by developing a practical and interactive approach. In addition, using realia promotes cultural understanding which Creates connections between objects and words in order to make easier to recall information.

Third, the use of realia keeps the student to be connected in the classroom to real world activities and objects that allow them to be exposed to real discourses such as interviews or simple conversations from daily life. Moreover, when presenting diverse media, it helps to make the language dynamic, productive and comprehensible, facilitating the simulation of experience and interaction. (TasnubhaBably&DilNusrat, 2017).

Thus, the use of realia bring a welcome change in the class, a break from typical class activities like reading and writing.

7.8. Activities involving Realia

7.8.1.   Realia activities for young learners

For English teachers' realia is useful, because they can create funny activities in order to engage students and get them excited about the learning process.

Realia hopefully can make young learners or students learn more with fun and can raise their creation activity. In addition, according to Moon (2000) language related to the arts and crafts activities can be taught while making or drawing the visual, certainly students are more likely to feel interested and incented in the lesson and will probably take better care of the materials. Some activities in the classroom can use objects, toys stuffed animal, wardrobe or many other to catch the student's attention.

Although in certain contents, when teaching vocabulary, it can be difficult to present a real object in the classroom for each word you want to teach, realia can be used through audiovisual media such as maps, images, flags, newspapers, timetables, etc. Those authentic materials keep the student interested and motivated in the learning process.

The objects that are used to teach through realia whether it is vocabulary or any other aspect of the language, go hand in hand with the activities that the teacher implements in the classroom to make learning meaningful. There are a variety of activities in which the following stand out:

1) **Recreate the realia**

Young students love arts and crafts, and getting them to make their own version of a newspaper, train ticket, or other realia that you've shown them is a great way to solidify the lesson. It helps make vocabulary memorable and gets students to apply what they've learned. Plus, this one can be done in both an in-person class and an online class

2) **Memory**

According to turner memory is a game which consists in passing objects one after the other in order to know if students can see, recall and name them in the correct order. It is a great activity to teach vocabulary, as you can choose items from a specific theme / category (food, sport, objects that are different shapes or colors, etc.)

3) **Following Direction**

Turner also explains that following directions consists in giving students commands to carry out with the objects which is a great way to make students active participants in the lesson. Again, this game can easily be played in both the physical or virtual classroom.

For presentation as an activity involving with realia Buckley consider that it is a great warm-up exercise, in order to select and present a random object in which students have to talk about by saying the name or describe it.

4) What is it?

One of the main activities that takes place in the classroom where realia is used is, what is it? In which according to Turner it consists in filling a bag with items where the student takes turn trying to guess what is the objects, he / she is touching by putting his / her hand in the bag and feeling it. They can use vocabulary to describe the object to their classmates as they guess.

5) Eating out

Design and print out a simple menu with the food you'd like to teach including starters, main courses, and desserts. In small groups, have one student play the role of waiter and take orders, while the other students order their meals. Then have students switch roles. You may also include as many props as you"d like, like a full table setting to teach tableware vocabulary. Students may ask the waiter for a missing item like a spoon, fork, or napkin.

6) Asking for directions

Get some real city maps from the local tourist office and give one to each pair of students. Have them take turns asking and giving directions to popular city sights.

Tell me about your family

Real family photos are great for not only learning about relationships but also physical descriptions. Have students bring one family photo each and describe family members. Students may also take turns asking classmates questions.

7) Let's have a fashion show

Children love to play dress up, and what a better way for them to learn items of clothing and colors than put them on and strut around the classroom to show off their unique style? Adult learners can also model the clothing they're wearing.

8) Celebrate the holidays

Learning English is not only about learning to speak in a foreign language. Students should learn about cultural elements as well. Special holidays like Halloween, Thanksgiving, and Christmas offer unique learning opportunities. To teach students about Halloween, plan a celebration complete with pumpkin carving, costume contest, and typical games like bobbing for apples. Give your students the chance to experience the holidays and not just read about them

9) The Job Interview

Do you have students who will be applying for jobs in English? Try to get your hands on some real job applications and have students practice filling them out in class. You may also conduct job interviews using real life interview questions. This type of practice will not only teach them the vocabulary they should know, it will give students the boost of confidence they need.

7.9.Using Realia for learning vocabulary

Nowadays, the use of realia to teach vocabulary in the classroom continues to be present, regardless of the level or educational area in which it is found. For example, in the middle school English classroom, with the use of real objects and the manipulation of different objects, the teacher will achieve his or her objective, which is to introduce the target language through the students' senses, such as sight and touch, to analyze, reflect,

and touch to analyze, reflect, and thus grasp without difficulty, the terms that the teacher wants them to learn. At the same time, the student is able to overcome certain conflicts that result when there is no the acceptance of a new language and, consequently, the objects they may have in the educational institution.

The objects they may have in the educational institution, will strengthen the students' learning of the English language by English language learning of the students by feeling a strong bond with them. Therefore, learning English language vocabulary through real objects means improving student engagement.

The student's participation by feeling a strong attraction and acceptance towards the real objects used, becoming acceptance of the real objects used and taking responsibility for their learning. Subsequently, creativity will increase as he/she recognizes these elements as a source of learning, which will allow them to have a more active mind and willing to assimilate new knowledge, which will improve the learning of English vocabulary. In the same way, the teacher will be more involved in the educational process by finding the need to look for new teaching strategies which purpose is to create a conducive environment where the student can develop and learn involuntarily with the objects shown in a real situation. Moreover, the teacher is also forced to transform the way he teaches by opting for the use of real elements in order to real elements so that the student feels a connection with these elements and that they serve as a support during the educational process. The combination of real objects or resources that are used to strengthen students' vocabulary as well as provides the opportunity to explore, inquire, stimulate ideas of participation and interaction in the classroom,

Herrell & Jorda (2008) mention the kinds of realia used to increase vocabulary learning.

➢ The real objects show to the student, for example, the things in the classroom such as table, notebook, pen, eraser, etc. Another example could be the clothes' accessories that are visible to the students (ring, earrings, watch, etc.)

➢ If the real object is not possible to bring to the classroom such as animals, the teacher can replace it by using toys or pictures.

7.10.   Common Realia for Different Levels

Chris Soames (2010) has described some methods of using Realia. Thus, realia can be used indirectly as a tool for teaching vocabulary; for example, items of food and drink are perfect for teaching uncountable and countable nouns. Here are some ideas on how to use realia in your lessons.

➢ Use your country's flag and a map to show students where you live and to help them learn the names of foreign countries

➢ Utilize toys such as plastic animals and toy cars in games for young learners

➢ Timetables, tickets and pedestrian maps are great for practicing role-play scenarios such as asking for directions, or buying tickets

➢ Use mobile phones to create telephone conversations, practice giving numbers, arranging meetings, or discussing a new product" Focusing on the competency level of the learners, SebahatYilmaz(2011) has listed some materials of realia that can be used in the classroom.

- ➢ Beginners

  Television timetables, Cinema timetables, train timetables, restaurant menus, postcards (Writing), utility bills, application forms, classified adverts, recipes

- ➢ Intermediate

  Teenage magazines, Surveys & teenage issue, Newspaper articles from tabloid newspapers, Instruction manuals, Adverts & flyers

- ➢ Advanced

  General newspaper articles, Magazine articles, Academic material

VIII. Hypothesis

The use of realia will increase the vocabulary learning of 7th graders EFL students.

IX. Methodological Design

This section describes the methodological approach used in the study. This study aimed to determine if the use of realia increases vocabulary learning in seventh grade students. A quantitative approach was applied. This implies that the data was collected over a period of time and subsequently analyzed using quantitative techniques. Next, each of the components in this section are described.

Research Type

This section describes the methodological approach used in this study which is quasi experimental design and quantitative. It is considered quantitative because the main purpose is the quantification of data. This allows us to get results from a sample to an entire population of interest and the assessment of a pre-test and post-test. In Addition, it is transversal because it was developed from September to December 2020. We collected and analyzed the information to determine if the use of realia increases vocabulary learning in seventh graders.

Population and Sample

The following research was developed at Salvador Mendieta Cascante High School located in Managua, District V, with a population of 87 students of both genders, in the school there are three seventh grades in the afternoon shift A, B and C from regular courses in the area of English during the second semester 2020. Most of them were male, obtaining 47 male students and 40 female students.

In order for the present study to reach its projected aims, it is necessary to take as a sample two of the seventh grades, seventh grade A and seventh grade C, composed by 54 students of Salvador Mendieta Cascante High School. The sample consisted of 30 students of both genders, 18 boys and 12 girls, who attended English class three times a week. The average age among them was 12 and 15 years old.

Data Collection Methods

As a first step it was designed a pre-test to obtain the previous data that was important to know the weakness and strength of the students focused on the level of vocabulary learning. Two group from seventh grade were selected, group A (the experimental group) and group C (the control group).

For the control group a lesson plan was applied where the activities were focused on traditional aids and class board to teach the vocabulary. For the experimental group in addition of class board there were used real objects and pictures in order to enhance vocabulary learning. Ultimately, after each lesson students were asked to answer a post-test individually that was designed in order to assess students' variation of vocabulary learning through the application of realia in seventh grade students.

Quantitative information about the experimental and control groups

GROUPS	NUMBERS
EXPERIMENTAL	15
CONTROL	15
TOTAL	30

Tools/ Instruments

➤ **pre-test**

Pretest are non-graded assessment tool used to determine preexisting subject knowledge (Berry, 2008). Student's score are lower on the pretest because they have not yet studied the material which is tested.

➤ **post test**

It was on 1940 the earliest use of posttest in Journal of Higher Education. According to Oxford dictionary it is a test given to students after completion of an instructional segment and often used in conjunction with a pretest to measure their achievement and the effectiveness of the program

Analysis of results

On Monday, November 16, 2020 our group made its first visit to the Salvador Mendieta Cascante High School to apply a pre-test to 15 students of seventh grade "A" and to 15 students of seventh grade "C" in the afternoon shift. The content to be applied concerned unit V in the English subject, with the purpose of identifying the level of vocabulary learning in the seventh-grade students, which was important to know the weaknesses and strengths of the students focused on the level of vocabulary learning. Two groups of seventh graders were selected, group A (the experimental group) and group C (the control group).

Pre-test results

The following test applied in this intervention consists of 3 items, being the first one a union of compound words where the student had to join one word with another through a line. The test was carried out on Monday, November 16, 2020 to 30 seventh grade students, among them 15 from group A and 15 from group C at Salvador Mendieta Cascante High School, and the results obtained were as follows:

Match the column to form the words and write them in the line							
Control group (C)				Experimental group (A)			
Words	Correct answers		Incorrect answers		Correct answers		Incorrect answers	
	Nº	%	Nº	%	Nº	%	Nº	%
Earring	11	73	4	27	14	93	1	7
Hair clip	11	73	4	27	8	53	7	47
Hairband	7	47	8	53	6	40	9	60
Safety pin	7	47	8	53	2	13	13	87
Bowtie	7	47	8	53	5	33	10	67

Figure #1

1. ***Match the column to form words and write the words in the line***
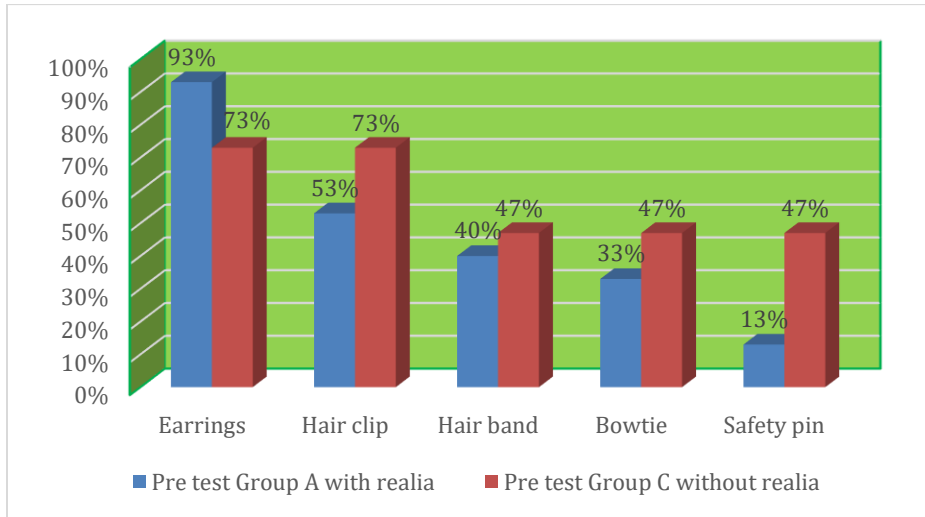
In the previous chart corresponding to the second item of the pre-test to evaluate the previous knowledge of the students in grades seventh A and seventh C, the following is observed:

Of the 100% (15 students) tested for the above-mentioned grades, it was found that 93% of the students in seventh grade A managed correctly to join the word "earring" ". However, the test that was conducted in seventh grade C gave a result of which, of the 100% (15 students) chosen, 73% of the students were able to join the word that was being evaluated. Therefore, it can be stated that the student of seventh grade A dominate the word matching having a difference of 20% over the correct joining of that word

Likewise, in the second item of the test, the word "hair clip" appeared, in which the students had to join each word to form one in the right way. The data that this test yielded are the following, of the 100% (15 students) tested in group A, 53% of them fulfilled the union of the word properly. Meanwhile in group C the percentage of the matching above

this word was 73% from the 100% (15 students). Therefore, it can be understood that the seventh grade C students know how to match correctly the word hair clip having the greatest advantage over the knowledge of the word

Then, the word presented to them in the second item of the test was "hair band" in the same way each student had to match the two words correctly in order to form a single word, the graph shows that of the 100% (15 students) evaluated in group A only the 40% really knew the word achieving the joining in the right way. On the contrary, in group C, having also 100% students in the evaluation process the 47% of them knew the word. Therefore, it can be assured that the students of seventh-grade C have the 7% of difference over the students from group A.

As the fourth word in the exercise in which the students had to join the words correctly to form a single word was the word "bowtie", the results show that 33% of the 100% students in group A were able to match the word, while in group C of the 100% students tested the 47% of them had knowledge about how to join the words properly. Therefore, it can be said that the seventh grade C students had a difference of 14% achieving the matching word correctly.

Finally, each student had to match the word "safety pin", and only 13% of the 100% students could join the word. The opposite was true for group C, since 47% of them could achieve the union of the word correctly, even though the test presented the same level of difficulty for both groups. In this way, it can be concluded that group C dominate this word having 34% knowledge over the word.

This was followed by an item to sort letters and form words, with the following results:

Unscramble the letters and form the correct words							
	Control group (C)				Experimental group (A)		
Words	Correct answers		Incorrect answers		Correct answers		Incorrect answers	
	Nº	%	Nº	%	Nº	%	Nº	%
Apron	5	33	10	63	8	53	7	47
Gloves	1	7	14	93	0	0	15	100
Socks	2	13	13	87	0	0	15	100
Necklace	0	0	15	100	0	0	15	100
Scarf	0	0	15	100	0	0	15	100

Figure #2

Unscramble the letter to spell a word and find 5 accessories
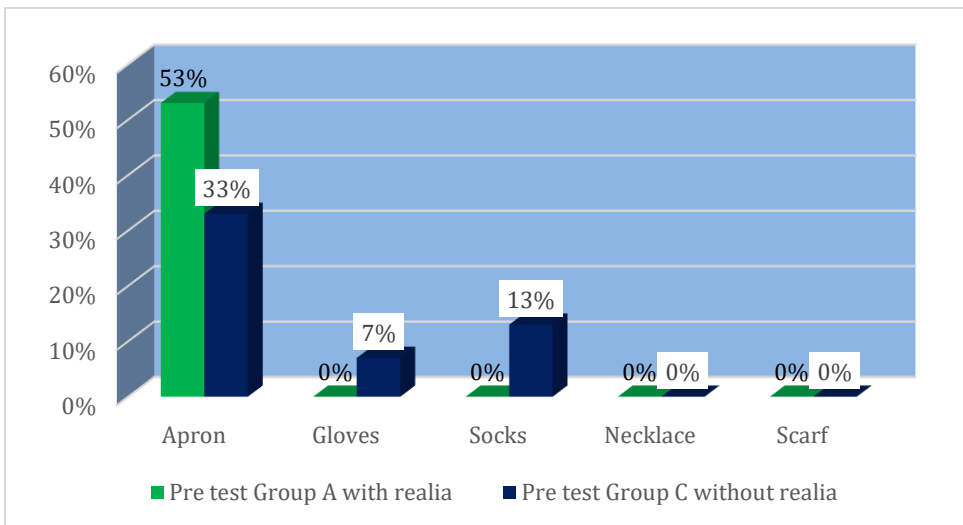
In figure 2, it shows the pre-test results, the green color represents seventh grade group A, the pre-test was applied before an English lesson using realia. In this activity students were asked to unscramble the letter to spell a word and find 5 accessories, 53% of the students unscrambled the word apron correctly, and the words gloves, socks, necklace, and scarf got 0%.

The blue color represents pre-test group C without realia, the pre-test was applied before an English lesson without using realia. In this activity students unscrambled the word apron 33%, the word gloves 7%, socks 13%, necklace and scarf got 0%. The result means that group A had better grade in the words apron and group C in the words gloves and socks.

As the last item of the test, a completion exercise was developed. Displaying the following results:

Write the missing letter to complete the words							
Control group (C)				Experimental group (A)			
Words	Correct answers		Incorrect answers		Correct answers		Incorrect answers	
	Nº	%	Nº	%	Nº	%	Nº	%
Sunglasses	0	0	15	100	0	0	15	100
Watch	1	7	14	93	0	0	7	100
Earmuff	0	0	15	100	0	0	15	100
Ring	2	13	13	87	0	0	15	100
Purse	0	0	15	100	0	0	15	100

Figure #3

Write the missing letter to write the complete words
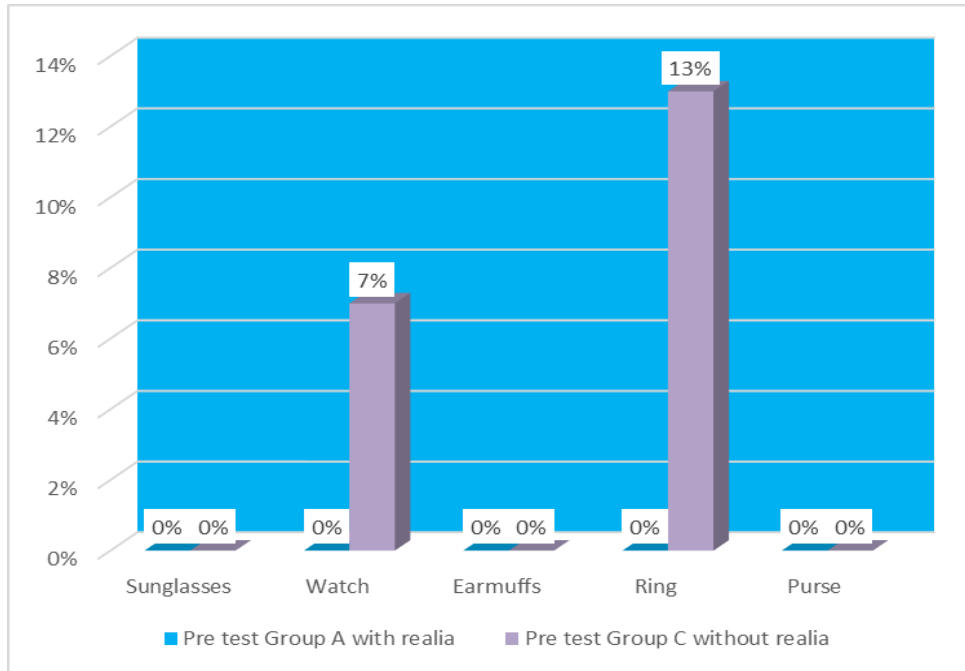
In the previous chart, corresponding to the las item of the test in order to assess what students know before the class with realia which is the case in seventh grade A and a class without realia which is the case of group C, the following is observed:

Of the 100% (15 students) tested for the above mention grades, it was found that none of the seventh grade A students were able to add the missing letters of the word sunglasses from the fourth test item. Similarly, the test applied in seventh grade C showed the same result than group A. In conclusion, none of the group A and group C students knew how to solve that activity.

Also, in the fourth item of the test, the word watch appeared, in which the students had to add the missing letters to complete the word. Of the 15 students evaluated

in group A, none of them could solve the activity satisfactorily. While in group C 7% of the students added the letters correctly to form the word watch, having as difference of 93% over the exercise of the evaluated item.

Then, the word presented to them in the fourth item of the test was earmuffs. In the same way that each student had to add letters to form the word. The graph shows that none of the students from group A solved the exercise correctly. Similarly, the graph reveals that none of the students in group C were able to solve the activity of the tested item either.

As the fourth word in the exercise in which students had to add letters to form the word ring. The results revealed that none of the students from group A could add the letters to correctly form the word. However, 13% of the seventh grade C students satisfactorily solved this activity. Having as a difference of 87% over the exercise of the evaluated item.

Finally, the word presented to them was pure where the students had to add the letters to form the word correctly. In this case, none of the groups evaluated could satisfactorily solve the item evaluated.

Description of the didactic interventions to control group

The following diagnostic test was conducted on Monday, November 16, 2020 starting with the didactic intervention in the seventh-grade group C, beginning at 1:00 and ending at 1:40 in the afternoon. That day 15 students from 27, which is the total, came to class, in which upon arriving to the classroom the students were a little uneasy to see the presence of us, then they sat in an orderly manner to listen to the guidance of the teacher

of the subject of English, we explained the reason for our presence and then make our presentation.

The activity to be performed on the diagnostic test was explained to the students, some students were curious to know what the topic would be, all were attentive to the explanation of the researcher teacher, each one was given the didactic material to perform the test, the items of the test were read and they were asked to write their full name.

The test was performed by 15 students. At the end of the diagnostic test, the students participated actively.

Strengths

Interest in the diagnostic test.

The application of the pretest was completed.

Weaknesses

Non-attendance

The section was not clean.

Didactic session number 2: presentation of the new vocabulary

Our second intervention for the control group took place on Wednesday, November 18 at the Salvador Mendieta Cascante school where a lesson plan was developed from 1:40 to 2:25 in the afternoon. The vocabulary presented was about accessories and clothing, since this was the content that according to the school teacher should be taught in accordance with the program of the Ministry of Education (MINED). The same as in the experimental group.

To start with the lesson, the research teacher writes on the board the content and its achievement indicator, the students pay attention to the teacher's explanation, the students are asked to mention words about clothes or accessories that they know, they are asked to do it in English and Spanish language. Once the activity is done the teacher writes a list of words about accessories and clothing on the board, practices pronunciation and description of the word so that students can understand what the accessory is. Then allows students to read each word and practice them with their classmates.

To continue with the class, four activities were developed (meaning, matching, decoding and filling in the missing letter). These activities were focused on using traditional techniques.

In the meaning exercise, students had to write the correct word from English to Spanish. In the matching exercise, students had to put two words together to form words from the vocabulary. In the decoding activity, students were presented with jumbled words in which they had to organize the letters and form the words by spelling them correctly. In the missing letter exercise, students had to add the correct letter so that each word was completed properly. All these activities were developed on the whiteboard.

Strengths

Students attention

Student participation

Weaknesses

Non-attendance

Didactic session number 3: pos-test application

The third didactic intervention was carried out on November 24 for the control group in which they were given a review of the words from the previous class in order to know how much they remembered. That day they were asked to solve a post-test with the objective of evaluating the percentage variation of learning in relation to the vocabulary by comparing both results.

Strengths

Discipline

Complete solution of the final test

Weaknesses

Non-attendance

Description of the didactic interventions to experimental group

On Monday, November 16, 2020, the first didactic intervention was carried out in the experimental group in a 45-minute period, from 1:40 to 2:25 in the afternoon. On that day the students were asked to answer a 3-item test corresponding to the content of clothing and accessories. This test contained word linking exercises, ordering of letters to form words and finally an exercise to complete with the missing letters in the word. This test was designed with the purpose of identifying prior knowledge before the application of the realia strategy.

The school teacher explained to the students the reason for our presence and asked them to be attentive to the orientations, after we introduced ourselves, we proceeded to explain the activity to be carried out, which consisted of the test. The students were anxious and curious.

The test was performed by 15 students. At the end of the pre-test, the students participated actively.

Didactic session number 2: presentation of the new vocabulary (experimental group)

On Tuesday, November 17, the second didactic session was carried out in the experimental group (A) where the first lesson plan began, since that day they had a period of 90 minutes for the English class from 3:30 to 5:00 pm.

To start the dynamic, the teacher researcher writes on the blackboard the content and its achievement indicator, the students are attentive to the teacher's explanation, the students are asked to mention words about clothes or accessories they know, they are asked to do it in English or Spanish language. Once the activity is done, the teacher presents a

series of accessories related to clothing on the desk and one by one presents them to the students so that they can identify what the object is, the teacher also mentions the word in English, making them repeat the word.

To continue with the class, the research teacher presents a series of pictures, pasting them on the blackboard so that they can be seen by all the students and asking questions to find out how much the students remember from the previous activity with the objects presented. Next, each student is given the support material referring to the words written on pieces of paper and they are guided to perform a matching exercise in which they must join the words written on the papers with the images pasted on the blackboard, once finished they are asked to read each word.

Continuing with the activities, each student is given a letter written on a piece of paper, with which they must get up from their seat and look for another letter that another classmate must have so that they can form one of the words related to the topic. At the end, a group of students is observed with a completed word, they are asked to read the word and describe its use.

As a final activity, we developed what this is, which consists of putting all the objects on accessories and clothes in a black bag and requesting volunteer students to pass in front of their classmates and with their hand touch an object and say what it was in their hand, once the word was said, the object was taken out of the bag and it was observed if the student said it correctly or incorrectly.

During classroom activities, order and discipline are observed, as well as active student participation.

Strengths

Attentive to explanation and guidance

Active participation of students.

Acceptance of the activities.

Weaknesses

Non-attendance

Didactic session number 3: pos-test application (experimental group)

The last interaction was carried out on November 25 in the experimental group, where the students were asked which of the objects, they were using they recognized, since in the previous class they were asked to carry an object related to the accessories studied, and the same post-test was applied as in the control group, with the objective of determining whether the use of the realia strategy increases vocabulary in seventh grade students.

Final test or post-test results:

The final test consisted of a series of items exactly the same as the pre-test, where it is evident that the students obtained very good results.

The test that was applied in this intervention consists of 3 items being the first matching words, followed by an item of unscramble words and finally missing letter exercise carried out on Friday November 24 and 25, 2020 to 30 students of 7th grade "A" and (C) of the Salvador Mendieta Cascante High School, obtaining the following results.

The first item of the test consisted of joining words together to form a compound word, with the following results:

Match the column to form the words and write them in the line							
Control group (C)				Experimental group (A)			
Words	Correct answers		Incorrect answers		Correct answers		Incorrect answers	
	Nº	%	Nº	%	Nº	%	Nº	%
Earring	13	87	2	13	14	93	1	7
Hair clip	10	67	5	33	9	60	6	40
Hairband	7	47	8	53	8	53	7	47
Safety pin	9	60	6	40	8	53	7	47
Bowtie	8	53	7	47	11	73	4	27

Figure # 4
*Match the column to form words and write the words in the line*
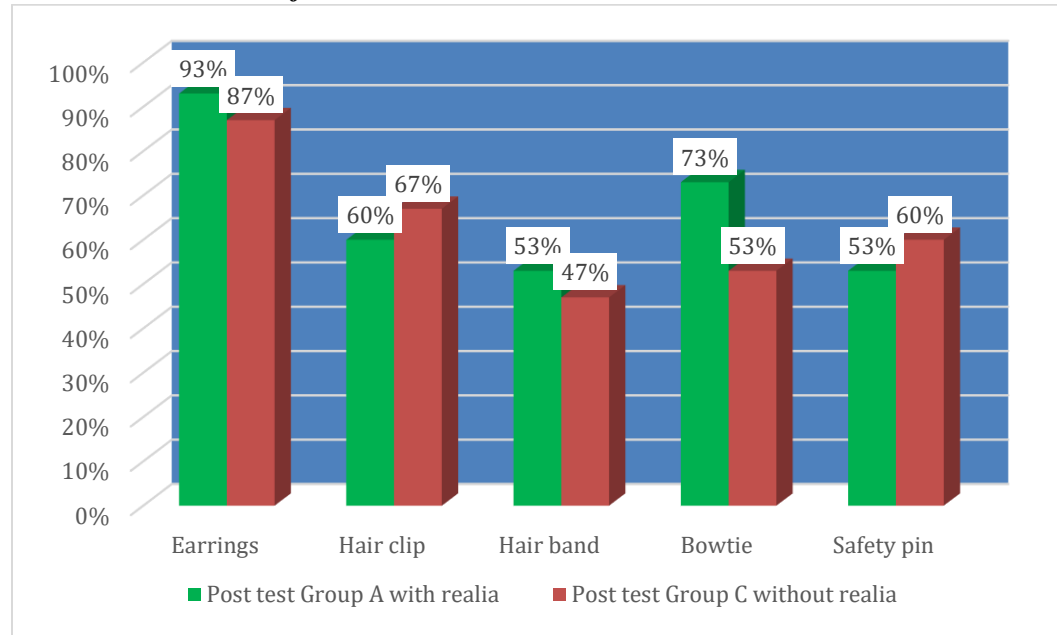
In this chart 4, it shows the post test results, the green color represent seventh grade with realia and the red color represents seventh grade C without realia.

In this activity students were asked to match the column to form words and write the word in the line in which the group A with the first word the result was 93% of the students were able to do it successfully, while in the group C the result was 87%, in which there is an evident difference, on the second word the result in group A was 60% of the students, however in the group C the result was 67% ,on the third word the result was 53% of the student from group A and in group C the result was the 47%. On the other hand, in the fourth word bowtie the result was a 73% of the student who did well, while in group C the result was 53% in which there is a big difference in the way they learn vocabulary and the last word safety pin the result was 53%, in contrast with group C the result was 60% of the student learnt that word easily without realia.

As a conclusion student learn most of the words presented trough realia than without realia. They were then presented with an item to sort letters and form words, yielding the following results:

Unscramble the letters and form the correct words							
Control group (C)				Experimental group (A)			
Words	Correct answers		Incorrect answers		Correct answers		Incorrect answers	
	Nº	%	Nº	%	Nº	%	Nº	%
Apron	6	40	9	60	13	87	2	13
Gloves	4	27	11	73	13	87	2	13
Socks	4	27	11	73	14	93	1	7
Necklace	2	13	13	87	11	73	4	27
Scarf	6	40	9	60	14	93	1	7

Figure 5
Unscramble the letter to spell a word and find 5 accessories
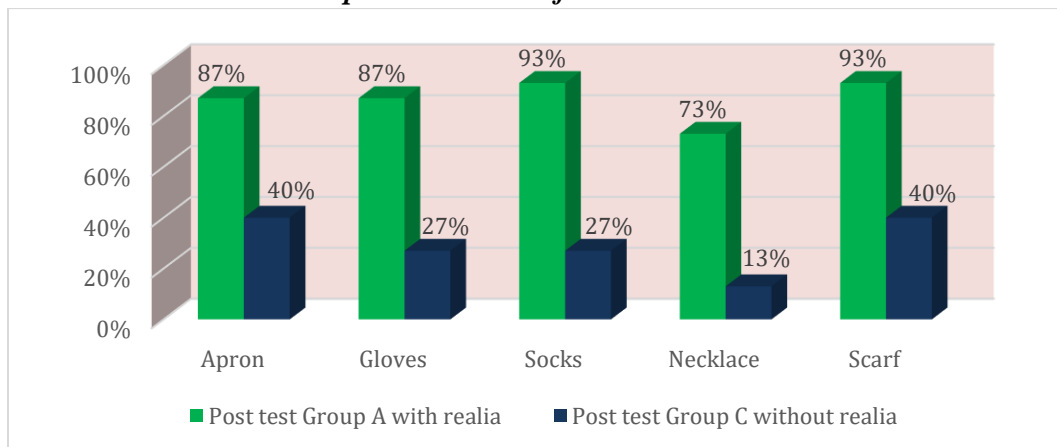
The above chart shows the results of the application of the test corresponding to the evaluation of the knowledge acquired by the seventh-grade students after applying the realia strategy in a class for group A and a traditional strategy in a class for group C:

From the 100% students who were presented with the word "apron" in the third item of the test in which they had to order the letters and form the word, the result show that 87% from the students in group A were able to order and form the word correctly, however, in group C, it is indicate that 40% from the 15 students evaluated were successful in answering the word correctly, being thus evident that the students of seventh grade A dominate the word since they can write it.

Likewise, it is observed that the next word exposed in the item of unscramble the letters which was "gloves" 87% of the 15 students belonging to group A were able to organize the word while in group C only 27% of the students achieved to complete the word in a proper way. Therefore, it can be affirmed that seventh grade A students are familiar with the word.

In turn, the word "socks" was displayed in a disorganized form in which 93% of the students of seventh grade A completed the task satisfactorily, occurring the opposite in group C because of the 15 students only 27% succeeded in completing the word correctly. In this case, it is possible to assure that the students of seventh grade A managed to comprehend the word.

Later, in the third item of the test, the students were given the word necklace, in which they had to put each letter in sequence and form the correct word. The data show that 73% of the 100% students tested in group A completed the word by ordering it correctly, not in group C where it is shown that 13% of the students were successful in organizing the word. Therefore, it can be seen that the seventh grade A students were able to assimilate this Word

Finally, in the unscramble item from the test the word "scarf" was scrambled and the students had to order it right. The results demonstrate that group A the 93% of the 100% students ordered the word right, however of the 100% students tested in group C, 40% of them did order the word correct. Therefore, it can be concluded that the seventh grade A students do know the word.

As the last item of the test, a complete exercise was developed. Revealing the following results:

Write the missing letter to complete the words							
Control group (C)				Experimental group (A)			
Words	Correct answers		Incorrect answers		Correct answers		Incorrect answers	
	Nº	%	Nº	%	Nº	%	Nº	%
Sunglasses	2	13	13	87	12	80	3	20
Watch	5	33	10	67	12	80	3	20

Earmuff	3	20	12	80	4	27	11	73
Ring	7	47	8	53	5	33	10	67
Purse	5	33	10	67	1	7	14	93

Figure #6
Write the missing letter to write the complete words
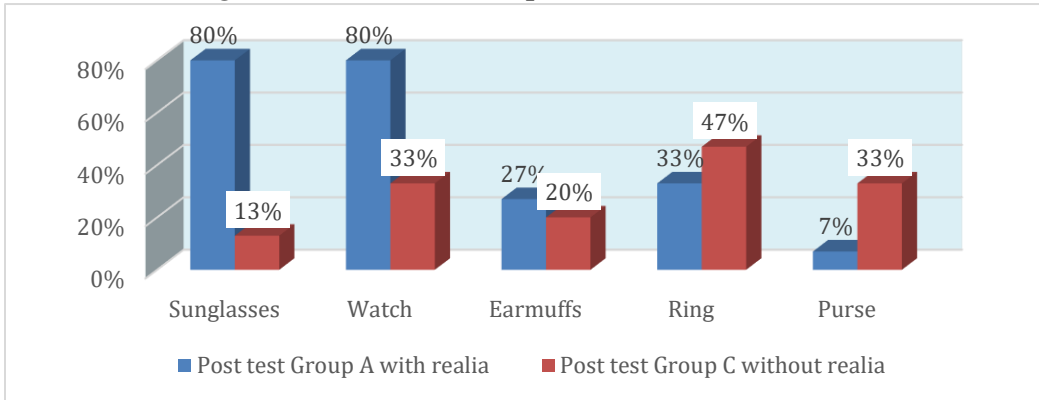
In this chart 6, it shows the post test result, the blue color represents seventh grade A with realia and red color represents seventh grade C without realia.

In this activity students were asked to write the missing letter to complete words in the line in which the group A with the first word sunglasses was 80% of the students were able to di it successfully, while in the group C the result was 13% in which there is an evident difference, on the second word watch the result in group A was 80% of the students, while in the group C the result was 13%. On the third word earmuffs the result was 27% of the students A and in group C the result was 20% having a small difference of 7%, in the fourth word ring the result was 33% of the students did well. On the other hand, the group C was 47%. Finally, in the last word purse the result was 7% of the students could resolve this word. On the other hand, with group C the result was 33% of the students learnt that word easily without realia.

Application

In this research, we proceeded to the learning analysis of the vocabulary presented in a seventh-grade English class, in which the experimental group activities based on the use of realia were applied while the control group carried out activities with a traditional method. Hence, we decided to apply a pre-test with the objective of calculating the students' level of vocabulary learning before receiving that class, followed by a post-test with the objective of evaluating the variation of vocabulary presented by the students through the application of realia. That is why we proceeded to compare these grades for each of the items included in each test (meaning, matching, unscramble and missing letter) and in this way obtain a more organized study of all the words addressed during the class.

Triangulation's results

In this research whose subject of study is to determine if the use of realia is a strategy to increase vocabulary learning in seventh grade students of Salvador Mendieta Cascante school during the second semester of the school year 2020, where 5 visits were made to the school so that each group was evaluated through the interventions of the researcher teacher, it is observed that

In each session with the content to be addressed, they were nervous, but with expectations to learn and participate, they liked the activities that were developed in the classroom and this facilitated the strategy to achieve its goal, this undoubtedly helped greatly to have an initial understanding effective enough to finalize the content.

As for the 3rd intervention, the students' attention was maintained almost in its entirety, in addition to integrating themselves into the activities, which allowed the content to be developed in a timely manner.

In the development of the 4th and 5th intervention, given that the activities to be carried out were a brief review of the content previously taught and then the application and answering of a test, concentration and group discipline were guaranteed, as well as the assimilation of the content.

Since it was the last and almost final session, the students were calmer and more confident, which allowed the application of the final test in a more fraternal way. Good results were obtained since, as we know, there are different levels of learning within a classroom and this was evident in the final test.

X. Conclusion

Based on this study on the use of realia to increase vocabulary learning in seventh grade students at Salvador Mendieta Cascante high school, taking into account the general objective of determining by a pretest and a pos test whether realia increase vocabulary learning in seventh grade students, the results obtained from the application of the pretest and posttest lead to the following conclusions:

By mean of the pretest it was possible to identify the previous knowledge that students of seventh grade A and C had about the content of accessories and clothes of unit V in English subject, which were very subjective and not very well known in depth.

Then, six lesson plans were elaborated, three with activities focused on the implementation of the realia strategy with the content of unit V of the English subject, which allowed to motivate the students in the process of learning vocabulary, where the interest of the students was evident. They were active and attentive during the class and the participation was good as well.

Thanks to the realia strategy implemented in activities during the class, it was very helpful for both the teacher and the students as it allowed the teacher to give the class in a clearer, less boring, and more understandable way.

In the same way we observed that the class stopped being less monotonous, more dynamic and participative since the realia strategy was applied in the different activities managed to awake motivation and interest on the part of the students. Also, with this experience we managed to understand the importance of the use of this strategy that the

teacher applied inside the classroom, which allowed the class was always active, participative, and the student could be ready to learn more.

The objective of examining whether the use of realia increases the learning of vocabulary in seventh grade students was achieved, which consist in the application of the posttest where the assimilation in the process was seen during the implementation of the realia strategy in which its effectiveness was seen according to the results in the charts.

XI. Recommendations

According to the conclusions expressed above we determined that Realia is an important strategy to teach and learn vocabulary in combination with other activities in the English language since it is highly effective in its use, therefore, we present a series of recommendations which should be taken into account when the teacher wants to teach a vocabulary class to his students.

We recommend that this research material be part of the Center's bibliography documentation department of the university's English department for the service of subsequent researchers. Likewise, we suggest that this strategy be implemented frequently in the country's educational centers to reinforce the new vocabulary presented

It is also important that adequate techniques are defined when making use of realia in the process of teaching vocabulary for better learning.

It is important to create a pleasant environment with enriched materials that the students bring to the class, and to reuse materials such as: newspaper, old books, object, to make the class more interesting and dynamic.

To use authentic materials, it should be taken into account the different levels of vocabulary knowledge. Teachers are the ones in charge of selecting and searching innovating, interesting and appropriate resources in accordance with the students' needs, reality and levels of English.

ATTACHMENTS

Salvador Mendieta school

Pre-test- post-test vocabulary

Name: _____Date _____Score _

Accessories and clothing / Accesorios de ropa

2. Write in the right space the meaning of the word / Escribe en el espacio correcto el significado de la palabra

Earring_____

Bowtie_____

Socks _____

Watch_____

Scarf _____

3. Match the column to form words and write the words in the line. / une las columna, forma palabras y escríbela en la línea.

A	B	
Ear	pin	_____
Hair	tie	_____
Safety	ring	_____
Hair	clip	_____
Bow	band	_____

3. Unscramble the letter to spell a word and find 5 accessories / ordena las letras y forma la palabra sobre 5 accesorios de ropa

Example:

pleurp: purple

1. Onrap   _____
2. Vesgol   _____

3. Scoks   _____

4. Lenckaec   _____

5. Racsf   _____

4. Write the missing letter to write the complete words / escribe la letra que falta en el espacio en blanco y forma las palabras

1. S __ n g__ ___ss ___ s
2. W__ __ ch
3. Ea___ m___ t t ___
4. ___ in___
5. Pu___ s ___

Students of seventh grade (A) taking the pretest about clothing accessories

Students of seventh grade (A) taking the post-test about clothing accessories'

Students participating in a realia class.

Teacher presenting the new vocabulary

Seventh grade students from group © attending a traditional class.

Students' participation in a traditional class.

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