





**BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA**

---

---

**FACULTAD DE LENGUAS**

**“THE USE OF REALIA TO TEACH ENGLISH VOCABULARY TO  
KINDERGARTEN STUDENTS.”**

**A thesis submitted to the Faculty of Languages for  
the Degree of Licenciatura en Enseñanza del Inglés**

**By:**

**Maria del Carmen Conde Osorio**

**Thesis Director**

**Maestra Mayra Juárez Almaraz**

**Puebla Pue.**

**January 2018**



**THE USE OF REALIA TO TEACH ENGLISH VOCABULARY TO  
KINDERGARTEN STUDENTS.**

This thesis has been read by the members of the thesis Committee of

Maria del Carmen Conde Osorio

And is considered worthy of approval in partial fulfillment of the requirement for the  
degree of

**LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS**

Thesis Director

---

Mtra: Mayra Juárez Almaraz

Committee Member

Committee Member

---

Mtra: Rocío Rodríguez Rivera

---

Mtra: Patricia Aracely Valerdi Dávila

**Benemérita Universidad Autónoma de Puebla**  
Puebla  
January 2018

## **ACKNOWLEDGEMENTS**

First all of I would like to thank God for giving me this opportunity. I also want to thank, teacher Mayra Juárez Almaraz for supporting my work with patience, motivation, and knowledge. Her guidance helped me all the time in the process of writing this thesis. I could not have imagined having an excellent mentor for my research.

I am also grateful to the rest of my thesis committee: Teacher Rocío Rodríguez Rivera and teacher Patricia Aracely Valerdi Dávila for giving me their time, valuable insights, and comments, as well as their different perspectives to this research.

## TABLE OF CONTENTS

<b>CHAPTER I. INTRODUCTION</b>	<b>Page</b>
1.0 Introduction to the problem.....	1
1.1 Rationale.....	3
1.2 Location.....	3
1.3 Purpose of the study.....	4
1.4 Research aims.....	4
1.5 Research questions.....	4
1.6 Significance of the study.....	5
1.7 The context of research.....	5
1.8 Conclusion.....	5
<b>CHAPTER II. LITERATURE REVIEW</b>	
2.0 Introduction.....	7
2.1 English as a Foreign Language.....	7
2.2 The importance of Learning English at a young age.....	8
2.3 The Cognitive development of young learner.....	9
2.3.1 The Sensorimotor Period.....	10
2.3.2 The Preoperational Period.....	10
2.3.3 Concrete Operational Period.....	11
2.3.4 Formal Operational Period.....	11
2.4 What vocabulary is.....	11
2.4.1 The importance of vocabulary.....	11

<b>2.4.2</b> Teaching English vocabulary to very young children.....	12
<b>2.4.3</b> Presenting new vocabulary to very young children.....	13
<b>2.5</b> The role of the teacher.....	14
<b>2.6</b> Realia Definition.....	15
<b>2.6.1</b> Teaching English Vocabulary to very young children using Realia.....	17
<b>2.6.2</b> Realia Activities applied in the classroom to teach English vocabulary .....	19
<b>2.7</b> The relation between Realia and children’s five senses during the learning process.....	21
<b>2.8</b> Advantages and disadvantages of using Realia to Vocabulary teaching.....	21
<b>2.9</b> Conclusion.....	22

### **CHAPTER III METHODOLOGY**

<b>3.0</b> Introduction.....	24
<b>3.1</b> Setting.....	24
<b>3.2</b> Subject.....	24
<b>3.3</b> Research Methodology.....	24
<b>3.4</b> Instruments.....	25
<b>3.4.1</b> Teaching journal.....	25
<b>3.4.2</b> Lesson plan.....	26
<b>3.4.3</b> Class Observation.....	26

<b>3.5</b> Data collection.....	26
<b>3.6</b> Data analysis.....	28
<b>3.7</b> Conclusion.....	28

## **CHAPTER IV RESULTS**

<b>4.0</b> Introduction.....	29
<b>4.1</b> Research Questions.....	29
<b>4.1.1</b> Research Aims.....	30
<b>4.2</b> Realia Activities to teach new English vocabulary.....	30
<b>4.3</b> Successful Activities.....	31
<b>4.3.1</b> Real food.....	31
<b>4.3.2</b> Colors.....	32
<b>4.3.3</b> Parts of the body.....	32
<b>4.3.4</b> Animals.....	33
<b>4.3.5</b> Fruits.....	34
<b>4.4</b> Unsuccessful Activities.....	34
<b>4.4.1</b> Classroom vocabulary.....	34
<b>4.4.2</b> Clothes.....	35
<b>4.4.3</b> Geometrical Shapes.....	36
<b>4.5</b> Realia Impact on very young children.....	36
<b>4.6</b> The relationship between children’s five senses and their learning using Realia.....	37
<b>4.7</b> Teacher’s experiences using Realia to very young children.....	38

4.7.1 Advantages of using Realia.....	38
4.7.2 Disadvantages of using Realia.....	39
4.8 Chapter conclusion.....	39

**CHAPTER V PROPOSAL OF USING REALIA TO TEACH NEW ENGLISH VOCABULARY TO KINDERGARDEN STUDENTS.**

5.0 Introduction.....	40
5.1 Findings.....	40
5.2 Answer to the research questions.....	40
5.3 Accomplishment of the research.....	42
5.4 Limitations of the study.....	42
5.5 Personal Reflection.....	43

**TABLE OF APPENDIXES**

Appendix A Teaching Journal.....	45
Appendix B Class Observation Format.....	46
Appendix C Lesson plan.....	47
Appendix D Realia Activities.....	48

**LIST OF TABLES**

1.- Table II.1 Different uses of Realia technique.....	17
2.- Table III.1 Table of participants during the research.....	29
3.- Table III.2 Realia activities applied to tech new English vocabulary....	31



**REFERENCES**

**BIBLIOGRAPHY**

## CHAPTER I: INTRODUCTION

### 1.0 Introduction to the problem.

For a long time, philosophers and Education experts had the belief and thought, that the teaching of vocabulary in a foreign language was based only on grammatical structure and rules, leaving aside the acquisition of new words. Clearly, vocabulary teaching and learning did not receive enough and adequate importance as it should, sometimes even without considering the useful advantage in developing an extensive vocabulary. This is how Wilkins (1972, p 111) cited in Folse (2004) indicates, "While without grammar very little can be conveyed, without vocabulary nothing can be conveyed." Wilkins highlights the importance of vocabulary; we can say very little with grammar, but we can say anything without words and expressions.

The teaching of vocabulary can seem a hard process, especially when talking about a foreign language. Many linguists have attempted to give emphasis and investigate how vocabulary should be best taught and learned. This means that are different techniques in which words presented by the teacher need to have and create a big impact on students' motivation to learn a new word in a foreign language. Evidently, the technique used by the teacher in order to teach and present vocabulary should contribute to make enduring and durable learning. In accordance with these new words vocabulary should not be taught isolated, but in a context where students can understand the real meaning and use of the word and, then make connections with other words from the same group. However, English teachers need to consider that in the process of learning a language there

is a distinction often made between 'foreign' and 'second' language learning. Littlewood (1990) states that "a 'second' language has a social function within the community where it is learnt, whereas a 'foreign language is learnt primarily for contact outside one's own community" (p.2). It means that children are not familiar with the language that they are exposed.

Nowadays for a great number of English teachers one of the biggest challenges is teaching new English vocabulary to very young children at the transition level 3- 5.

Among the reasons that emerge are included the following: English Language is not the mother tongue or is not deemed as a second language to learn, the children's motivation is not the best towards the language, and finally the technique used to teach is not the most appropriate in relation to the children's needs.

Considering these reasons previously presented, teaching new English vocabulary to very young children needs certain treatment. They are different from adults; as stated by Balter & LeMonda (2003), children learn vocabulary saying word by word, and they learn from the concrete to abstract. An appropriate teaching technique is necessary to make the teaching and learning process successful and effective. Besides the teacher must know target specific children learning characteristics and needs, so the teacher can implement the appropriate technique. Various techniques create a good atmosphere in the classroom and motivate very young children to learn new words in a fun and enjoyable situation. According to Gairns and Redman (1986), "there are techniques of long- term and retention of new vocabulary. Certainly, Realia is included in a category of teaching techniques to present new vocabulary." (p.3541).

“Realia” is seems as an appealing and useful technique, the presentation of new vocabulary is introduced with real objects into the classroom. These include toys, puppets, games, and other hands - on materials to teaching.

According to Stewart (2005) Realia for very young children brings life into the new vocabulary and gives them the chance to remember and increase the new words taught. Children tend to learn the new vocabulary relatively quickly, playing, using the five senses and on hands- on experience using a variety of toys.

Essentially English teachers should consider at the time they teach and present new English vocabulary, a helpful technique to balance their teaching, to motivate children to learn, remember and produce a new word.

### **1.1 Rationale**

I was interested in doing this research to investigate an effective and useful teaching technique used by the English teacher in the class, especially when talking about very young children.

One of the reasons was, when I was doing my Social service in a kindergarten from the rural sector, it was the first time that young children had an English teacher, so I was interested in the language teaching process, looking for a successful and effective teaching technique.

### **1.2 Location**

This research was carried out in a rural and public kindergarten. The participants were students at 3- 5 years old, 22 students, the majority of them females.

The class consists of 5 students from 1° grade, 10 students from 2° grade, and 7 students from 3° grade. They like playing and talking so much. Academically they do not have an English teacher and their achievement is average.

### **1.3 Purpose of the study**

The purpose of this research is the implementation of using Realia as a teaching technique used by the English teacher to teach new English vocabulary to kindergarten students at 3- 5 years old. This project also focusses on the verification of Realia as an effective and useful technique to teach vocabulary to very young children.

### **1.4 Research aims**

- a) To investigate the effectiveness and usefulness of Realia as a technique to vocabulary teaching.
- b) To study the relationship between the children's five senses and their learning using Realia.
- c) To validate if young children can learn, remember, and produce the new English vocabulary using Realia.
- d) To verify if Realia motivates children to learn new English vocabulary.
- e) To find out the advantages and disadvantages of using Realia.

### **1.5 Research questions**

- 1. - How effective and useful can Realia be as a technique to teach new English vocabulary among kindergarten students at age 3-5?
- 2. - How closely are the children's five senses related to vocabulary learning using Realia?

3. – Can Realia help very young children to learn, remember and produce a new word?

4. - What extent does Realia motivate children to learn new English words?

5. - What are the advantages and disadvantages of using Realia to vocabulary teaching?

### **1.6 Significance of the study**

Based on the description of this study it is expected to demonstrate that Realia is an useful and effective technique to teach new English vocabulary for both, rural kindergarten teachers and children.

For the teacher, the findings of this research are hoped to give information during the teaching process using Realia technique with kindergarten students at age 3- 5 years old. By using Realia, the teachers can teach and present easily and effective new English vocabulary. So, teacher can help children to learn, remember and produce their vocabulary.

For young children, the use of Realia in learning new English vocabulary can help them to learn easily. Besides, the use of Realia during the teaching process can make this experience funnier and more interesting for them.

### **1.7 The context of research.**

This research involved an investigation of some areas; Foreign Language, the cognitive development of a young learner (Sensorimotor Period, Preoperational Period, Concrete Operational Period, Formal Period) what vocabulary is, what Realia is and its use, as well as the use of children's five senses when learning a language.

## **1.8 Conclusion**

Vocabulary is the base in language learning. It is the central component to make successful communication. Therefore, the major challenge of most English teachers is to help students to develop and increase a large English vocabulary with useful words.

During the learning process, very young children might face some difficulties, because it is a new language for them, different from their mother tongue. Based on the background of this research, the English teachers should know the appropriate teaching technique used to teach vocabulary, so very young children can learn it successfully. Most of the children vocabulary consist of concrete things. It means that in teaching English vocabulary to children, there are many objects that can be used. The teacher can bring a variety of objects in the classroom to introduce new words by showing the real object; in many cases, it helps children to memorize the words through visualization rather than by repetition.

Realia is an appropriate technique used by English teachers to face children's difficulties in learning, especially vocabulary.

## **CHAPTER II LITERATURE REVIEW**

### **2.0 Introduction**

Teaching and learning English vocabulary are two very important elements in the learning process that cannot be separated. Teaching can help the learning process to be effective and more interesting. According to Brown (2000), "Teaching is guiding and facilitating learning, enabling the learner to learn setting the condition to learning" (. p7). It means that, teaching is a process and an activity for helping and assessing students to understand better the concepts taught.

Teaching English vocabulary to very young children or learners is very different from teaching adults or teenagers. It is not an easy job, because it is the first time for them to learn a new language that they have never used before. Therefore, English teachers are suggested to use a good technique and make interesting activities that attract children's attention and make them learn, remember, and produce a new word.

There are several techniques to teach vocabulary; one of them is Realia.

As stated Nation (2011) Realia refers to the use of real objects into the classroom. These kinds of objects make the meaning of the word clear (e.g. an apple, a pencil, a chair). It is beneficial for them because the use of real objects immerses students in using new words without any written translation.

### **2.1 English as a Foreign Language**

Nowadays there is a large number of children starting foreign language learning processes at the age of 3- 4. Although they may not to be able to express by themselves in a foreign language in a correct and adequate way, they are meeting a new language for the first time. Learning a foreign language refers to



developing the four skills (writing, speaking, reading, and listening) in order to communicate using this language.

Very young children, learning a foreign language have the ability to develop their world view, so as their world expands the language needs to cope. This language reflects the main core of children's understanding and the different changes presented. One of the methods used to teach a foreign language is Total Physical Response; this is a successful method where teachers use different actions, objects and activities with very young children who are expected to recognize and respond in order to facilitate vocabulary assimilation and comprehension.

According to Ashworth & Wakefield (2004) "Children learn a second language, so they can use it with their friends. They are not interested in language as anything but a means of communication". (p34). They learn language because they are natural learners; they are motivated to learn language without conscious learning as teenagers or adults; they know what language is and how it is used to invite, socialize, answer and much more.

## **2.2 The importance of Learning English at a young age.**

Introducing English at a young age gives very young children the opportunity to wake up their early enthusiasm about a foreign language. This enthusiasm can be developed with different techniques that focus on the teaching and learning process through play, and experiences. Many experts suggest that sooner is better to learn a foreign language for children because they present difficulties in learning a new language at puberty or adolescence stage. Tahta, Wood & Loewenthal (1981) also indicate that the early age to learn is before the age of 8.

At this age very young children's brain can absorb all the information in an easy way. However, when they are adults or adolescents their brains lose plasticity and certain linguistic features, for that reason very young children's learning is a question of experiences and play rather than information to memorize. Therefore, English teachers can provide them with the possibility of experiencing to perform a successful learning.

The teacher is the main source of motivation for many young children studying English at the first time. Harmer (1991) states that teachers with a good technique and command of the language are essential components of success. Finally, the organization and implementation of the language need to be flexible in relation to children's needs and characteristics, we must keep in mind, that every child is unique, this is an extreme factor to remember when teaching.

With all these factors, introducing the language at a young age can result effective on children because it increases their interest, motivation, and promotes an active participation.

### **2.3 The cognitive development of young learner**

Every child experiences physical and psychological development, where a formation's child goes through its initial stages. This means when a child uses the language to transform his or her attention, perception, imagination, memory and thinking. Piaget (1920) stated a theory about children cognitive development. In this theory, Piaget describes a serial of stages of cognitive development.

### **2.3.1 The Sensorimotor Period**

The Sensorimotor Period extends from birth – 2 years old. In this stage children build their knowledge and comprehension using the senses (experiences) and their bodies (physic interaction with objects) to explore as well as their first words learned.

To develop this stage, an adult or parents can provide them with a variety of objects of various sizes, shapes, and colors to use. Children can learn about their environment, and the situations around them, but they cannot recognize their experience.

### **2.3.2 The Preoperational Period**

The Preoperational Period extends from 2- 7 years old. During this stage, children acquire the ability to use symbols such as language to represent the world, (e.g. a box is a table, and pieces of paper are plates). The preoperational period is divided into two stages.

#### **a) Symbolic functions**

Children are able to understand, remember, and represent objects and images in their minds without having presented the objects in front of them.

#### **b) Intuitive thought**

When children tend to propose the question “why” and “How come”. Children learn how to interact with their environment and around them, using mental words and images. This stage is when they want to know everything, and the egocentrism is developed. It means that they think all the people see the world as the same way as he/she does.

They also believe that inanimate objects have the same perceptions as them and they can see, feel, and hear.

### **2.3.3 Concrete Operational Period**

The Concrete Operational Period extends from 7 and 12 years old. In this stage, children's thoughts are as relevant as an adult's is. They gain the capacity for true mental operations, which include visualization, verbalization, and mental manipulation

### **2.3.4 Formal Operational**

Formal Operational Period extends from 12 years old to adolescence. Children tend to use logic; they are able to reason and think. (E.g., they are able to imagine, what happens if they do certain thing, how it makes them feel and how it makes feel others).

## **2.4 What vocabulary is**

Many authors give different definitions about what vocabulary is. According to Hatch & Brown (1995) "vocabulary as a list of words for a particular language or a list of set of words that individual speakers of a language might use". (p 1). While Linse (2005) defined vocabulary "as the collection of words that an individual knows". (p 121).

This means that vocabulary is crucial for understanding what people said, without knowledge about vocabulary it can be difficult to understand people's message and the comprehension and use of the language cannot be achieved.

### **2.4.1 The importance of vocabulary**

Vocabulary is a very important element in any language and in our life. Every day, we use vocabulary to communicate ideas, named objects and express

feelings using words. Furthermore, vocabulary knowledge helps us with a language comprehension. According to Mckeown (2002), vocabulary is the heart of the language comprehension and use. The comprehension of the language depends on the known words that are going to be used in the oral production.

In addition, if a student knows enough vocabulary, he/ she is more precise, when expressing the exact word meaning and it is easier for him/her to understand what he /she is talking about. Therefore, English Teachers should focus on a technique to teach vocabulary and help students to recall and learn the words to develop their own vocabulary knowledge in order to communicate successfully.

#### **2.4.2 Teaching English vocabulary to very young children**

The teaching of English vocabulary to very young children has become essential and important in recent years. One reason has been the introduction of English as a foreign language from the preschool.

According to Pinter (2006 cited in Rich, 2014)

A growing number of children are also being introduced to English in pre-school programmes as well. Thus, the term young learner is increasingly employed to cover children studying English from as early as 3 years old all the way up until the age of 13-14 (p.2)

Teaching English vocabulary to very young children requires from teachers a very good understanding in relation to student's needs, characteristics, and a good ability to introduce the language.

Very young children are very special with different characteristics; they are incredible, spontaneous, and do and say whatever comes into their little minds and heads.

Scott & Ytreberg (1990) suggest some characteristics about young children.

- 1.-Young children cannot decide for themselves what to learn
- 2.-Young children love to play, and learn best when they are enjoying themselves. However, they also take themselves seriously and like to think, what they are doing is “real” work.
- 3.-Young children are enthusiastic and positive about learning, it is important to praise them if they are to keep their enthusiasm and feel successful from the beginning.
4. - Their own understanding comes through hands, eyes and ears.
- 5.- They understand situations more quickly than they understand the language used. (p 2, 3).

Very young children are very capable of learning foreign language words, it is important to help them to expand their vocabulary

Cameron (2001), states that there are certain guidelines to teach vocabulary to very young learners to take into account.

- a) They need concrete vocabulary
- b) They need to recycle the words repeatedly
- c) They need basic level words
- d) They learn words as a collection

#### **2.4.3 Presenting new vocabulary to very young children.**

Teaching English vocabulary needs a good and interesting media, especially if our students are very young learners at age 3- 5 years old. Media used in the teaching and learning activity should be effective and interesting. According to Suyanto (2007) the use of effective and interesting media including visual and

audio can help learners to understand and help them to connect between words and objects.

There are kinds of media that can be used in the teaching and learning process to very young children.

- a) Flashcards
- b) Posters
- c) Puppets
- d) Video/ Audio
- e) Power point slides
- f) Realia.

According to Smith (2008), the teacher and children can do some activities to learn vocabulary.

1. - Reading books aloud, children enjoy listening to stories.
2. - Children may play word games to remember the vocabulary.
3. - By seeing and touching children can describe a real object.
4. - Teacher can illustrate the word making a chart of pictured.

Smith (2008) indicates some techniques to vocabulary teaching.

- a) Pictures by using photographs, illustrations, or drawings
- b) Demonstration by using gestures or performing an action.
- c) Translation by showing the meaning of the word
- d) Realia by using real objects to teach and present vocabulary.

## **2.5 The role of the teacher**

During the teaching process, the English teacher plays an important role in planning and managing the student's learning process. Harmer (1991) argues that

“the behavior and the attitude of the teacher are the most important factors in the classroom” (p 249).

Therefore, teacher needs to have an excellent ability to control and manage students into the classroom and the class. Teachers have to promote a successful learning in his/her students. Moreover, there are certain competencies for professors to be noted in the Tuning (2011) these competencies are:

- 1.- Knows the Education area and how to teach a foreign language.
- 2.- Knows the critical educational theory and makes use of it in different contexts.
- 3.- Designs and implements different strategies and evaluations of learning processes based on certain criteria.
- 4.-Selects and makes different didactic material according to the context.
- 5.- Selects, designs, and evaluates using ICT.
- 6.- Designs, implements, and evaluates educative projects and programmes

All these competences based on education pretends to help and prepare teachers to maximize the teaching strategies and necessary elements during the learning and teaching process as well as how to select and apply the appropriate pedagogical resources to achieve them improving student's learning.

## **2.6 Realia Definition**

If a teacher brings a real animal, food, or a flower into the classroom to help him/her to teach he/she is using Realia. According to Stewart (2005), “Realia objects that resemble children real- world provide a tool for children to develop essential English vocabulary into the classroom. Realia enhance meaning words and make vocabulary easier to understand, concrete and more comprehensible.” (p.6).



According to Peacock (1997 cited in Karunaratne) “Realia is a vital classroom tool in the attempt to teach language in use” (p. 146). This means familiarizes children real life situations involving them with the language directly, acquiring and using new vocabulary. Along with this idea according to Chiarantano (2005), “Realia are objects or activities used into the classroom to illustrate and teaching vocabulary”, (p 7). The children are more likely to remember what teacher said with a real object, it is used to facilitate language acquisition and production.

There are several kinds of Realia that can be used during the teaching and learning process, they are:

1. - The real object that can be showed to the children and have direct contact, for example things in the classroom (table, chair, blackboard, pencil) etc.
2. - The replica of the objects, if they are not possible to bring in the class such as animals (cow, dog, cat, dolphin, lion), etc. or professions (dentist, teacher, doctor) etc., as a substitute of these objects, teacher can use plastic toys.

Realia supports the fact that very young children are in the process and stage of acquiring new vocabulary according to their level. So, it is easy for them to know and remember the real meaning of the new word through an object. For that reason, Realia is considered as a teaching technique and a media to make the teaching process more enjoyable and interesting.

Food, plastic toys, stuffed animals, clothing, and plants all are examples of Realia.

The following table contains some Realia examples to be applied.

<b>Type</b>	<b>Realia</b>	<b>Practices</b>
1.-Food	Fruit, vegetables, many plastic food items are available for classroom use.	Sensory experiences, vocabulary development.
2.-Clothing	Different kinds of hats, gloves, sweaters, jackets, boots any examples of ethnic clothing to support understanding.	Vocabulary development, Writing support, oral language practice.
3.-Literacy materials	Books, magazines, newspapers, leaflets, encyclopedia, etc.	Vocabulary development
4.-Flowers and plants	Examples of flowers and plants being studied or read about; unusual plants such as large sunflowers, pumpkins.	Sensory experiences, vocabulary development, size, comparisons.
5.-Animals	Classroom pets, house pets, farm and zoo animals.	Sensory experiences, vocabulary development
6.-Ethnic materials	Piñatas, tortilla, tea, clothing.	Vocabulary development, cultural experiences.

**Table II.1 Different uses of Realia technique**

### **2. 6.1 Teaching English Vocabulary to very young children using Realia**

When teaching vocabulary to very young children it is important to select key words, during the teaching process. Teachers with a lot of experience know how important vocabulary is especially if we are talking about very young children. Teachers have the expectation that children must learn many words to build and increase their vocabulary, but they can acquire them in a faster way if the words are presented in concrete terms that they can touch, smell, taste, hear and play with them.

Furthermore, teacher should have a certain technique to present the new words; this technique should attract children's attention and involve them during the process. Considering the importance of vocabulary, there are several techniques of presentation. According to Chiarantano (2005) the use of Realia in the classroom is effective for active teaching- learning environment and promotes a better understanding. This means children can directly connect the language with the real objects.

There are two reasons for using Realia to teach vocabulary to very young learners.

1. - They are more interested in the material than in the textbooks used in the class.
2. - They can use the real objects when they leave the classes to promote a better understanding.

It can be said that Realia used in the classroom can build background knowledge and vocabulary; children are more active during the learning process, because very young children are the central component to support the lesson.

“Do not rely on the spoken word only. Most activities of the young learners should include movement and involve the senses. You will need to have plenty of objects and pictures to work with and to make full use of the school and your surrounding”

Scott & Yterberg 1990 (p. 5)

In using Realia to present vocabulary, the teacher needs to consider what Realia is appropriate for:

1. - Decide if the topic is appropriate for the young learners according to their age and the lesson topic and make sure that they are interested.

2. - Be careful with how much vocabulary is in the materials, if young learners have to cope with the real materials, they will not learn the vocabulary to be presented in the topics.

If the appropriate Realia is used, teacher can apply it to present the lesson to the young children. With this technique, it is expected that young children can be more interested during the activity and the teaching and learning process can be successful and effective for them.

### **2.6.2 Realia Activities applied in the classroom to teach English vocabulary**

#### **a) Real food**

Teacher prepares some items of food. Children can all take turns. They cannot see the food, teacher-blindfolds children one by one, handing them some food; they use their five senses to guess what the food is.

#### **b) Colors**

Teacher introduces one color at a time, names the color and asks children to look for the objects with that color. For yellow, children can identify things like a banana. For each object, children must say the sentence “(The name of the object) is red or yellow”.

#### **c) Parts of the body**

Making two lines of girls and boys, teacher sings a song using body parts, where children can identify them. After teacher plays a game of “Simon says” with the children, teacher says, Simon says touch your nose or your head.

#### **e) Animals**

Showing them real animals, (cat, dog, frog and bear) teacher repeats the vocabulary with them. Once children can identify the animal, teacher makes the

sound of each one, children must guess which animal is and tell their answer to the teacher

#### **f) Fruits**

Sitting in a circle; Teacher gives some real fruit to the children (apple, orange, banana, and lemon); teacher asks children to repeat the vocabulary and then passes the real fruit to one child; he/ she passes the real fruit to their classmate saying the name of the fruit.

#### **g) Classroom vocabulary**

Teacher shows students some real classroom objects and then asks them to name the objects they knew; he/she keeps uncovering the object until children name it. After that, the teacher asks them, to close their eyes and quickly hides one of the objects, he/she asks them to open their eyes again and asks them what is missing.

#### **h) Clothes**

Sitting in a circle, teacher gives some real clothes to their students explaining its meaning; teacher asks students to repeat the vocabulary. They instead of saying their own names say the name of the real clothes that is given them and choose another child, and then the game goes on.

#### **i) Geometrical Shapes**

Teacher brings the class some geometrical shapes (circle, triangle, square). Using a song, the teacher teaches one by one. Once children can identify the shapes; encourages them to repeat the vocabulary and identify them.

## **2.7 The relation between Realia and children's five senses during the learning process.**

As we know human body uses five senses (sight, hearing, smell, taste, and touch) to get information about the world.

The senses play an important role in a child's learning process. English Teachers even parents can stimulate the child's senses by providing a variety of toys and objects, and by putting the child where he/ she can see what is going on around them. According to Bangsbo (2004) "children learn through using their five senses, they need to use real objects or have direct experiences to assist them in their learning and development" p 52. The use of real objects provides experiences for them and the opportunity to learn and remember concepts taught (e.g. vocabulary) it also makes understandable and interesting the explanation and the learning process, allowing children the opportunity to talk, think and understand what they are learning.

According with Heather McGuire (2005) Realia can make more lively a classroom using the senses to involve students in what is presented and taught. The learning is natural and not forced. By using Realia teacher can create a good environment.

## **2.8 Advantages and disadvantages of using Realia to Vocabulary teaching.**

Realia helps the teaching process for children, especially for the material dealing with real objects; it is better showing the items than describing the vocabulary in a verbal way. Phillips (1993) indicates "Vocabulary is best learned when the meaning of the word(s) is illustrated, for example by a picture, an action or a real object" (p68). Using Realia in teaching, enables children to be involved in real experiences, makes the lesson more interesting and motivates them.

Most children react in a positive way to real objects because they are having direct contact with them.

There are advantages and disadvantages of presenting Realia in the teaching process. According to Soulier (1981) some advantages of using Realia are:

- a) Objects are useful because they are real.
- b) These can be used to provide a real experience and an excellent opportunity for learning and teaching.
- c) Realia stimulates the five senses.
- d) Realia gives the teacher the opportunity of planning, locating, organizing, and classifying as well as involving students into the learning environment, therefore some disadvantages of using Realia are:

- a) Realia is not always available
- b) Realia can distract children's attention.
- c) It is expensive.
- d) Realia is not always practical for using into the classroom.

## **2.9 Conclusion**

Vocabulary is an important element in learning a foreign language. It is the heart of the language.

Nowadays vocabulary is one of the most important aims in English teaching programs, starting from preschool age to help students to obtain a wide vocabulary composed of useful words. This is the reason why Realia is important; with concrete objects children can build their own background knowledge and vocabulary as well as activate their five senses.

Based on the background of this research it would be better for English teachers to know an appropriate technique to teach vocabulary to very young children.

Most vocabulary of very young children's learning consist of concrete things. It means that there are a variety of objects that can be used for showing them real meaning. The teacher can bring real objects into the classroom, to teach the new words by showing them to children, and help them to memorize trough visualization and making relationship than only repetition. It is also important to know the different learning styles, children have different ways of learning therefore, the teacher needs to diagnose and identify them, because the children can be kinesthetic, visual or auditive. When the teacher knows their children's best way to learn, the teacher can help them to learn more effectively.

Realia is a helpful technique for very young children, especially when, they are learning new vocabulary for the first time. In teaching vocabulary, using Realia provides the opportunity to them to associate the meaning of words directly. Besides, they can use their five senses.



## **CHAPTER III METHODOLOGY**

### **3.0 Introduction**

At the beginning of this research was to necessary develop an understanding about what Realia is. Mainly, the search was focused on developing a research in which Realia technique was studied and used by English teachers.

The purpose was the implementation of Realia during the teaching process to teach new English vocabulary to kindergarten students at age 3-5 years old, to verify the effectiveness and usefulness, in order to show if very young children could learn, remember and produce a new word.

Therefore, to collect the data, it was necessary to carry out a teaching journal, lesson plans, a drawing test and a class observation.

### **3.1 Setting.**

The research was carried out at a public kindergarten school. This school is from the rural sector.

### **3.2 Subjects.**

The subjects of this research were the students of 1°, 2°, and 3° grade. The class consisted of 7 students from 1° grade, 10 students from 2° grade, and 7 students from 3° grade. They liked playing and talking so much. Academically, they did not have an English teacher and their achievement was average. Most of the students come from a medium socioeconomic level.

### **3.3 Research methodology**

This research was applied in accordance with the qualitative method. Creswell (1994) indicates that, qualitative method is a research that involves discovery; it describes what occurs in a natural setting and the experiences.

On the other hand, Hennink, Hutter & Bailey (2011) suggest, “a qualitative research is an approach that allows you to examine people’s experiences in detail by using a specific set of research methods such as interview observations, and content analysis”. (pag 9).

### **3.4 Instruments**

Research instruments are effective devices for obtaining relevant and important information and they are designed to measure and obtain data about a research project.

In this section of the research, the instruments selected and used to carry out were a teaching journal, lesson plans, a drawing test and a class observation. All these instruments were adapted according to the students’ age, level, and the different activities to be used in the class. The purpose was to determinate the Realia effectiveness during the vocabulary learning process.

#### **3.4.1 Teaching journal**

To carry out this research, a teaching journal format was designed and adapted. This included the following points, activity name, description, material, students’ participation, how successful the activity was, and problems presented in the class. Richards& Lockhart (1996) indicate, “A journal is a teacher’s or a student’s written response to teaching events.” (p7).

According to Richards& Lockhart (1996), there are two purposes for keeping a teaching journal. The first is to record all ideas and events to reflect on them. The second is that the process of writing helps the teacher to understand better how the teaching process is develop and carried out.

### **3.4.2 Lesson plan**

The Lesson plan format was adapted; according to Bourque and Clark (1992), instrument adaptation is necessary when some instruments are too long, when they need to be translated into other languages or when we have to change the procedure to achieve the objective.

The researcher designed the lesson plan for teaching the different topics, including the learning objectives for each class, class time, and the learning activities using Realia.

According to Manion and Morrison (2004) the lesson plan is a clear example of planning, it allows the teachers to create learning activities with the purpose of developing the objective of the lesson, increases, and optimizing students' knowledge as well as detecting weaknesses and strengths.

### **3.4.3 Class Observation**

The class observation format was adapted; this evaluation instrument established the pedagogical practices criteria, preparation of the lesson, teaching, class management and language to be evaluated using a descriptive rating.

All these research instruments were pilot tested in order to detect mistakes and correct them.

### **3.5 Data collection**

To collect the data, it was necessary to develop three research instruments:

**a) The Lessons plan.** Before implementing the teaching journal, the researcher made lesson plans to be implemented in the class. Then chose a topic and designed the activities using Realia material. Besides, he/she prepared and

attendance list, a teaching journal and a digital camera to record the teaching and learning process.

**Presenting the topic.** The researcher presented the topic, introducing the new words, its meaning and pronunciation using real objects.

**Implementing the Lesson plan.** In this step, the researcher implemented the technique in the class in the middle of activities using Realia to teach new English vocabulary based on the material and lesson planning.

**b) Teaching journal.** The researcher described the teaching activity and material implemented in the lesson plan. After he/she described very young children's personal reactions during the activity using Realia.

In addition, the researcher kept a record of the questions and observations about problems that occurred in the teaching process and finally some ideas or remainders to improve in the class.

**c) Class observation format.** The teacher, observed directly the teaching process conducted by the researcher using Realia technique in the classroom and assigned the highest score according to the pedagogical practices criteria.

**d) Drawing test.** In this test, children were asked to make a drawing of the words said by the teacher. The children illustrated the meaning of the words. The results are below. The number of children were (22), nine children in the group could not illustrate the meaning of the words, two sheets of paper did not have anything while other ones had the wrong picture. In contrast, the rest of the children (13) could illustrate the meaning of the words using Realia applied in the previous classes.

The researcher could observe that children who could not illustrate the meaning of the words were restless and some other preferred just keep silent without doing anything; they were only looking at their classmate doing the test.

### **3.6 Data analysis**

Realia teaching technique is considered effective and useful when teaching new English vocabulary. The indicators were that very young children could learn, remember and produce a new word using Realia and enjoying the activities during the class and the learning environment in the classroom. In addition, it is important to mention that one simple draw test was carried out, where children illustrated the meaning of the words and they were successful. It demonstrates that very young children's vocabulary increased when the English teacher used Realia.

### **3.7 Chapter conclusion**

Based on the research conducted, using the Realia technique to teach English vocabulary to kindergarten students is effective. Furthermore, the implementation of Realia in different activities increased very young children's motivation to learn new words. When the teacher implemented the use of Realia in the teaching process, it was observed that very young children were interested in the lesson and they became more actively involved in the teaching and learning process.

## CHAPTER IV RESULTS

### 4.0 Introduction

This chapter discussed the findings obtained from the three instruments, teaching journal, lesson plan, observation format and finally a drawing test used in this research study. Each part of this research consisted of a series of different steps planning, implementing, observing, and reflecting. The data collected was written here. Furthermore, in order to present the data analysis, the research questions and aims were provided.

The research population was composed of very young children at 3- 5 years old participating in the experimental research.

The table below summarized the gender of participants to this research.

Sex	Number
Female	14
Male	8
Total	22

**Table III.1 Table of participants during the research**

### 4.1 Research questions

1. - How effective and useful can Realia be as a technique to teach new English vocabulary among kindergarten students at age 3-5?
2. - How closely are children five senses related to vocabulary learning using Realia?

3. - What are the advantages and disadvantages using Realia to vocabulary teaching?

4. - Can Realia help very young children to learn, remember and produce a new word?

#### **4.1.1 Research Aims**

a) To investigate the effectiveness and usefulness of Realia as a technique to vocabulary teaching

b) To investigate the advantages and disadvantages using Realia during the teaching process.

c) To investigate if young children can learn, remember and produce new English vocabulary using Realia.

d) To investigate the relationship between children's five senses and their learning process using Realia in the class.

#### **4.2 Realia activities to teach new English vocabulary.**

The number of the selected topics were 9. The activities and real objects were designed to be applied in the class using Realia; one topic was divided in two classes (real food). Each activity was planned to use a lesson plan and was written in a teaching journal reflecting about each one.

The table III.2 below shows the activities used. These were divided in successful and unsuccessful.

<b>1.- Food Tasting</b>	<b>3.- Color Identification</b>	<b>5.- What animal did you hear?</b>	<b>7.- Learning Classroom vocabulary</b>	<b>9. – it is a square or a triangle?</b>
<b>2.- Food Tasting</b>	<b>4.- Knowing my body parts</b>	<b>6.- What is your favorite fruit?</b>	<b>8.- Clothes search</b>	

**Table III.2 Realia activities applied to tech new English vocabulary**

### **4.3 Successful Activities.**

The most successful activities, below were described and applied using the Realia technique each activity was successful because the majority of children participated and followed the activity. The vocabulary taught could be learned and they remembered by themselves

#### **4.3.1 Real food**

The teacher prepared some items of food. So, the children could all take turns. They could not see the food and were blindfolded one by one, handing them some food; They used their five senses to guess what it was. If a child guessed right, the rest of the class applauded, and he /she could take off the scarf and see. If he/she could not guess the food the rest made a surprise face. The teacher priced the child who says the word in English.

#### **Reflection**

This activity was successful; it was written in the journal 1° and 2°.

At the beginning of the activity, children were excited. They wanted to participate. First all, they repeated and identified the vocabulary, but they presented difficulties to remember the words and its meaning. However, “The majority of them participated and they understood the rules at the beginning of the game. The class was divided in two parts. At the end of the classes the children could remember the vocabulary.”



### **4.3.2 Colors**

The teacher brought objects with identifiable color. Introduced one color at a time using flashcards, and asked children to look around the classroom for objects with that color. For yellow color, the children could identify things like a banana. For each object, they had to say the sentence “(The name of the object) is red or yellow”. The teacher asked them, if they could name other things with that color. At the end the teacher repeated the activity with each of the different colors and vocabulary.

#### **Reflection**

This activity was successful; it was written in the journal 3°.

The researcher could observe that in the middle of the game, children wanted to participate and as a consequence they have to learn the color.

“They could identify different colors using Realia objects. Many children wanted to answer raising their hand, when the teacher asked the color. Although sometimes their answers were incorrect; they paid attention and tried to memorize the vocabulary taught. One interesting anecdote happened; some children could identify the color at first and if they did not understand the activity; they told the teacher *explicame otra vez para que me aprenda el color*”

### **4.3.3 Parts of the body**

The teacher asked the children if they knew the parts of their body and the children answered. Making two lines of girls and boys; the teacher sang a song using body parts, where children could identify them; they played the game “Simon says”. The teacher modeled the activity and said, “Simon says touch your nose, touch your head” and so on. Besides, by looking at their classmates, they had to touch his/her classmate’s body parts. At the end of the class the teacher asked them to repeat and identify the vocabulary.

## Reflection

This activity was successful; it was written in the journal 4°.

During the activity children had the necessity to learn the new vocabulary to join in the activity and participate with the rest of the class, they had the opportunity to receive feedback from the teacher and their classmates.

“Children were enjoying the activity, when a child did not identify the correct body part, the rest of the class looked at him/ her, saying he /she was wrong. So, the teacher asked them to repeat the vocabulary, if the pronunciation was wrong, the teacher and they repeated the vocabulary one more time”.

### 4.3.4 Animals

Teacher brought real animals (cat, dog, frog and bear) to the class and asked children to look at them. She asked them what it was and answered to herself, “I do not know” and then, some children answered.

Showing them the real animals, the teacher repeated the vocabulary with them. Once they could identify the animal, the teacher made the sound of each one then the children had to guess it and tell the teacher what the animal was. Finally, the teacher allowed them to touch the animal asking them, what animal it was, giving a price to the child who said the word in English.

## Reflection

This activity was successful; it was written in the journal 5°.

Children were excited about touching the animals and they were focused on the activity, trying to learn and remember the vocabulary. One interesting anecdote observed was the noise in the class.

“If children made noise were because they were interested, and they wanted to get a chance to participate and not to distract the rest of the class, the noise was a good indicator showing that children were really involved in the class”.

### **4.3.5 Fruits**

Sitting in a circle, the teacher gave different types of fruits to the children (apple, orange, banana, and lemon). The teacher asked children to repeat the vocabulary. They had to pass the fruit to the next child, saying the name of the fruit until arriving to the teacher. At the end of the class, the children could taste the fruit and repeat its name.

#### **Reflection**

This activity was successful; it was written in the journal 6°.

The teacher taught the vocabulary with real fruits, she could notice that children were excited during the activity, at the beginning they repeated the vocabulary to identify it and understand better. One interesting aspect was “children could use their five senses (sight, hearing, smell, taste and touch).

Furthermore, they could say the vocabulary, when teacher asked them. One of the phrases was “teacher my favorite fruit is orange, or my favorite fruit is apple”. At the end, they could taste the fruit making different gestures”.

### **4.4 Unsuccessful Activities**

The researcher below described the unsuccessful activities, applied using Realia. These activities were not successful because aspects such as the material, the activity process and the children’s behavior took place giving an unsuccessful result.

#### **4.4.1 Classroom vocabulary**

The Teacher showed them some real classroom objects and, then hide the objects behind her. She asked them to name the objects they knew. Some students answered the teacher. She asked them to close their eyes and quickly hide one of the objects, and then she told them to open their eyes again and asked

them what was missing. Teacher priced the child who said the correct word in English.

#### Reflection

There were some problems faced by the researcher in this activity, it was written in the journal 7°.

“The first problem was the material, when the teacher explained the material, children paid attention, but after a while they felt bored and they began to play with the material by themselves. They could not remember the names of the objects and they lost the concentration. The second problem was the children’s behavior during the teaching learning process; they were talking and some other running around the classroom.”

During this activity, the teacher could observe that the activity was not enough, the children’s reactions were not positive; in this case the material must be flashy and big to concentrate children’s attention.

#### **4.4.2 Clothes**

Sitting in a circle; the teacher gave some real clothes to their students explaining its meaning. The teacher modeled the activity and asked students to say their name and after that, name the clothes that were given to them. Then the children were supposed to choose another child, and the game went on.

#### Reflection

This activity was not successful; it was written in the journal 8°.

This activity was not successful; the teacher could implement other kind of didactic material, to call children’s attention, and an activity to involve all children with the objective to learn the vocabulary.

Consequently “children protested they wanted to sit with her/ his favorite friend. They screamed asking the teacher to move them into another place they wanted. When doing the activity, they were not disciplined, but they stopped, if the teacher warned them. Consequently, the class became noisy and they could not keep their focus during the activity.”

#### **4.4.3 Geometric Shapes**

The teacher brought the class some geometric shapes (circle, triangle, square) showing the shapes; the teacher asks all of them to repeat the vocabulary. Using a simple song, the teacher taught them. Once they could identify the shapes, the teacher described them one by one, for example the triangle has three sides. After the children had to look for objects into the classroom with the same shape. Working in small groups, teacher gave them some geometric shapes; and then, they had to tell the teacher which shape it was.

This activity was not successful; it was written in the journal 9°

One factor, which affected the class, was that one child asked permission to go to the toilet and the teacher allowed her/ his, but after he/she came back to the class, some others asked permission to go to the toilet, too. This was the reason to go out from the class. In this case the implementation of a dynamic activity and didactic material was necessary.

“Consequently, most of the children did not answer correctly, when teacher asked about the shapes. They just keep silent and did nothing, the participation was very little, and they were not interested in the activity.”

#### **4.5 Realia impact on very young children.**

After analyzing the activities and the test, the researcher noted that the use of Realia in teaching English vocabulary gave a positive progress. The teaching and learning process was better. Although not all the activities were successful for them, as the researcher described above, children still remembered the vocabulary taught in the previous classes. Therefore, two classes were observed and evaluated to identify the changes, progress, weaknesses, and problems presented during the process. As a result, most of the children became more active and enthusiastic in responding the teacher activity instruction and they did better.

Although, there were not serious problems faced by the teacher, during the observations some of the children were not easy to manage; sometimes they presented an undisciplined behavior; when the teaching and learning process was happening; they were talking with their friends, and walking around the classroom distracting others' attention without any purpose; they did not pay attention, when the teacher explained the material and the activity. The teacher must warn them to go back into their place.

Consequently, the children worked in the activity slowly because they talked with their friends more than doing the activity and they did not want to work cooperatively with their classmates and the teacher.

On the other hand, according to the results obtained from the test, it could be inferred that Realia is an effective technique to teach new English vocabulary. However, another important fact was to reflect, that the results obtained from unsuccessful activities, did not mean that children were not able to learn and remember the word or illustrate the meaning correctly, the teacher must encourage these children to participate and pay more attention using different material or strategies, controlling, and monitoring the activity to make the teaching and learning process more effective.

#### **4.6 The relationship between children five senses and their learning using Realia.**

As a result of all the activities applied using Realia, the children easily learned and remembered the vocabulary through the use of their five senses. In the “animals” and “fruits” activities they were more interested in joining during the learning activities using their five senses (sight, hearing, smell, taste and touch).

Curiously, the teaching and learning process ran better; they paid more attention to the activity, some children who were usually passive were active and the class was successful. Therefore, Realia could make the classroom and the class more lively using the five senses to involve children in what was presented and taught. They could incorporate all the five senses and allowed children to recognize and remember the new vocabulary.

The learning was natural and not forced therefore, by using Realia the teacher could create a good environment and the learning process could be useful for the children.

#### **4.7 Teacher's experiences using Realia to very young children.**

Very young children from the kindergarten school were difficult to control in some cases. It was expected that they were too young, and it was the first time for them to study English. They preferred playing games with their friends and toys than learning, and if they found difficult something; they did not pay attention.

Therefore, the researcher decided to use Realia in teaching English vocabulary. As she described, Realia referring real objects from real life. However, during the activities using Realia some advantages and disadvantages were presented.

##### **4.7.1 Advantages using Realia**

- a) Realia could motivate very young children during the class and they could use their five senses.
- b) They were very happy and enjoying the lesson.
- c) They also became more active in receiving the information during the learning process.

#### **4.7.2 Disadvantages using Realia.**

a) Bringing real material was not easy. If the material was about the things in the class, Realia could be used.

But if the material was about animals, or professions, it was difficult to bring them into the classroom.

b) Realia sometime could distract the class because when the teacher showed and let the children to touch the objects; they started to play the materials by themselves.

#### **4.8 Conclusion of the chapter**

In order to present the result obtained from this chapter, the aims and research questions were presented, and the results were discussed and explained. In the following chapter, the conclusions will be presented to complete this research.



## **CHAPTER V PROPOSAL OF USING REALIA TO TEACH NEW ENGLISH VOCABULARY TO KINDERGARDEN STUDENTS.**

### **5.0 Introduction**

This chapter discusses the general conclusions which were formulated in chapter III of this research project and summarizes the main findings obtained from the data in chapter IV.

This chapter will answer the research questions, accomplishments of the research aims, limitations of the study and finally a personal reflection.

### **5.1 Findings**

Results were obtained from the journals, lesson plans, observation formats and drawing tests used in this research study. The results were more positive than negative. At the beginning, it was complicated because it was the first time for the participants to study English and they did not understand the words clearly.

However, the researcher designed different activities using Realia, with a variety of real objects. Each activity was written in the journal and evaluated in the observation format.

At the end of the classes the teacher asked the students the vocabulary using a drawing test. Most of the students got good results during the session.

### **5.2 Answer the research questions**

**RQ1. - How effective and useful can Realia be as a technique to teach new English vocabulary among kindergarten students?**

When teaching vocabulary, there are many different techniques to do it. Among these techniques, there is one, which is the case of Realia, which can make use of different real objects to present new English vocabulary.

Using Realia was useful and therefore, effective it helped very young children to memorize the vocabulary easier.

**RQ2. - How closely are children five senses related to vocabulary learning, using Realia?**

As the researcher mentioned previously, humans have five senses to get information and learn, during the teaching and learning process using real objects, very young children's five senses played an important role. The lessons taught, allowed them to use all their five senses in order to acquire new vocabulary.

They learned through different activities such as smelling, hearing, touching, and looking at different real objects to guess, repeat, distinguish and identify the vocabulary.

**RQ3.- What are the advantages and disadvantages of using Realia to vocabulary teaching?**

One of the challenges of using Realia during the teaching and learning process is the presentation of real objects in the class.

During the English classes Realia presented some disadvantages, in some cases the material was not relevant or interesting and as consequence the class was not successful.

However, Realia technique could be successful in some activities, especially where very young children, used their five senses. Fortunately, the participation increased, and the new vocabulary was understood.

In conclusion, it can be deducted that Realia technique allowed very young children to make the learning process a memorable and comfortable experience.

#### **RQ4.- Can Realia help very young children to learn, remember and produce a new word?**

Concerning this technique, it could be concluded that Realia could help very young children to recognize and memorize the vocabulary taught in classes. By using Realia during the teaching and learning process, the teacher helped very young children to understand the meaning of the words in a better way.

At the end of the classes very young children's improvement was better; they achieved to memorize the English words and tried to write the words by themselves.

#### **5.3 Accomplishment of the research**

This research studied the implementation of Realia in vocabulary teaching to very young children.

Realia helped the teacher to teach the vocabulary concept; one of the reasons is because Realia connected the vocabulary with the real object directly. Therefore, very young children could remember the words. The results showed that the implementation of this technique with very young children was successful.

#### **5.4 Limitations of the study.**

According to this research, it was demonstrated and concluded that Realia is a reliable technique, but it is relevant to say that this technique has not had the importance that it deserves as an effective and useful technique. Some reasons are that Realia is not always available in all the classes because it is difficult to take into the classroom or sometimes the material is too expensive.

Most of the English teachers prefer to use other kinds of techniques, such as pictures by using photographs, illustrations, drawings, games, or translation by showing the meaning of the word.

Consequently, those techniques that obtain a successful result are commonly used in learning English vocabulary, to help them to remember the words easily in their minds.

It is also important to remember that Realia gave participants a context where students were immersed in real experiences and using their five senses; they could understand and learn the words better.

### **5.5 Personal Reflection.**

Based on the research findings, the researcher concluded that the use of Realia is effective and useful to teach new English vocabulary.

Realia gave very young children a positive change, during the learning process; it was reflected in their attitude, attention, participation and interest during the English classes. They became more interested and active.

By using Realia in the classes, teacher gave very young children real experiences with the real objects and its meaning, this way the children could understand better the vocabulary concept.

It is also important to emphasize that teaching vocabulary using Realia could be more effective when it was combined with different funny activities such as guessing, matching and the use of five senses. This technique could influence at the moment of learning new vocabulary, giving as a result that very young children, understood the word, without any necessity to use a written translation, the real object was enough to be recalled in their memories.

In accordance with these investigation findings, the researcher proposes some recommendations. English teachers need to select the correct and appropriate technique in vocabulary teaching to very young children, it is important to select Realia material for each English class into the classroom, one of the reasons is that very young children are for the first-time in contact with new words and it should be memorable, interesting and motivating for them. English teachers need to be careful with the number of words without exceeding.

Finally, the teacher needs to create a good environment into the classroom to make successful the teaching and learning process as well as to make the students learn in an easy, enjoyable, and interesting way.

**APPENDIXES**

**APPENDIX A**

**PRE SERVICE TEACHER`S NAME** \_\_\_\_\_

**COURSE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**TEACHING JOURNAL**

<b>Activity name</b>	<b>Description</b>	<b>Material</b>	<b>Students participation</b>	<b>How successful the activity was?</b>	<b>Problems</b>

APPENDIX B							
CLASS OBSERVATION FORMAT							
Teacher's name				Course		Number of students	
Date of observation				Observer's name			
Preparation of the Lesson	Excellent	Very good	Good	Satisfactory	Needs Improvement	Observations	Recommendations / Suggestions
1.-Lesson plan was according to students 'level and number.							
2. -Objectives were clear and specific in the lesson plan.							
3.-Material was according to the lesson.							
4.-Time in class is used effectively							
<b>Teaching.</b>							
1.-Teacher included successful Realia into the lesson plan.							
2. - The use of Realia helped the teacher to teach new English vocabulary							
3.-Children demonstrated enthusiasm for the real objects.							
4.-Realia allowed children to touch and manipulated the objects and stimulate the five senses.							
5. - The use of Realia allowed children to work in groups and follow the activity.							
6.-Children associated new English vocabulary through the use of Realia.							
7.-The use of Realia encouraged children to participate in the class.							
8.-The use of Realia made English Lesson comfortable for children.							
9.-At the end of the class children could learn, remember and produce the new English vocabulary using Realia.							
<b>Class management</b>							
1. - English teacher demonstrated knowledge about the topic.							
2. - Showed ability to deal with classroom problems.							
3.-Organized children in groups to work in class.							
<b>Language</b>							
1.-Used the language according to students 'level							
2. - Used tone and volume of voice clearly							

<b>APPENDIX C</b>				
<b>LESSON PLAN FORMAT</b>				
<b>BENEMERITA UNIVERSIDAD AUTONOMA DE PUEBLA FACULTAD DE LENGUAS</b>				
<b>DATE</b>				
<b>SCHOOL</b>			<b>SUBJECT</b>	
<b>LEVEL</b>				
<b>TOPIC</b>				
<b>OBJECTIVES</b>				
<b>STEP</b>	<b>TIME</b>	<b>TEACHER ACTIVITY</b>	<b>SS ACTIVITY</b>	<b>AIDS/RESOURCES</b>



**APPENDIX D REALIA ACTIVITIES**  
**Figure 1.0 Clothes activity using Realia**





**Figure 1.1 Animals activity using Realia**

## REFERENCES

- Becoming a Teacher Knowledge, Skills, and Issues- Colin Marsh- 2010- Australia
- Child development Jean Marshall & Sue Stuart 2001-London.
- Essential speaking skills: A handbook for English Language Teachers- Joanna Baker/Heather Westrup 2003-London.
- International Perspectives on English teaching to young learners- Sara Rich 2014- Houndmills: Palgrave Mcmillian.
- Second Language Acquisition: An Introductory Course- Susan M Gass & Larry Selinker- 2013- New York
- Learning Styles and Inclusion -Gavind Reid – 2005- London.  
Meeting the Needs of Second Language Learners and Educators' Guide- Judith Lessow-Hurley- 2003- Virginia USA.
- Practical Approaches to using learning styles in Higher Education-Rita Dunn & Shirley A. Griggs 2000 United States of America.
- Processing Data: The Survey Example, Issue 85- Linda B. Bourque Virginia Clark- 1992- United Sates of America
- Qualitative Research Methods- Monique Hennink, Inge Hutter, Ajay Bailey- 2011- United States of America
- Realia Making Language Real- Hyru Gau- 2007- United Sates of America
- Teaching and Learning English Grammar-MaryAnn Christison, Donna Christian, Patricia A. Duff, Nina Spada- 2015- New York.
- Teaching English to Children- Wendy A. Scott and Lisbeth H. Ytreberg- 1990 London New York

- Teaching of English: A sociological study-Iresha Madhavi Karunaratne- 2009- Navin Shahdara India
- Teaching the World's Children: ESL for Ages Three to Seven - Mary Ashworth, Patricia Wakefield- 2004-Canada.
- The role of the Kindergarten Teacher into the classroom- Mary Bertha Brown- 2015 California
- Understanding children's play-Jannie Lindon- 2001- United Kingdom.
- Vocabulary, Semantics and Language Education- Hatch and Brown- 1995- Cambridge University Press
- Vygotsky's Educational Theory in Cultural Context- Alex Kozulin- 2003- United States of America
- Working with Words: A Guide to Teaching and Learning Vocabulary- Ruth Gairns, Stuart Redman- 1986- United Kingdom.

## **INTERNET PAGES**

<https://people.ucsc.edu/~ktellez/50strats.PDF>

<https://uriedc423deeney.wikispaces.com/file/view/Realia%20article.pdf/448608080/>

[Realia%20article.pdf](#)

<http://file.upi.edu/Direktori/JURNAL/EDUCATIONIST/Vol. IV No. 2->

[Juli 2010/07 Bachrudin Musthafa.pdf](#)

[http://www.aps.edu/language-and-cultural\\_equity/newsletters/september2005.pdf](http://www.aps.edu/language-and-cultural_equity/newsletters/september2005.pdf)

<https://www.diva-portal.org/smash/get/diva2:844160/FULLTEXT01.pdf>

<http://www.cje.ids.czest.pl/biblioteka/6940128-Teaching-English-To-Children.pdf>

[www.iises.net/international-journal-of.../publication-detail-213](http://www.iises.net/international-journal-of.../publication-detail-213)