UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Proyecto de Investigación de Titulación previo a la obtención del Título de Licenciado/a en Pedagogía del Idioma Inglés.

Theme: **REALIA AND THE SPEAKING SKILL**

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TUTOR APPROVAL

CERTIFY:

I, Mg. Wilma Elizabeth Suárez Mosquera holder of the I.D No. 1802859841, in my capacity as supervisor of the Research dissertation on the topic**: "REALIA AND THE SPEAKING SKILL"** investigated by Alexis Ronaldo Carrillo Burbano with I.D No. 1804387668 , confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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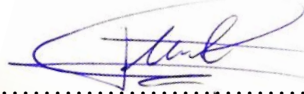Mg. Wilma Elizabeth Suárez Mosquera

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DECLARATION PAGE

I declare this undergraduate dissertation entitled "**REALIA AND THE SPEAKING SKILL**" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility

……………………………………………

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TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic "**REALIA AND THE SEPAKING SKILL**" which is held by Alexis Ronaldo Carrillo Burbano student from Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, academic period April 2022– September 2022 and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles. Therefore, the presentation before the pertinent organisms is authorized.

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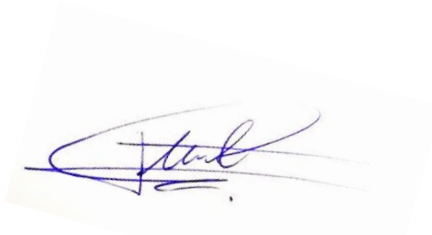
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IV

DEDICATION

TO:

Everyone that believed on my potential: family, teachers, friends, and a special dedication to my father, Mauricio because during my whole life, he demonstrated that he is a warrior, he did not surrender with the life's troubles. As consequence, that made me a strong person. Also, to my uncles and my

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ABSTRACT

Realia refers to the use of teaching aids related to real and authentic objects that anyone can find on the environment, and it could influence the development of speaking and writing skills in the learning process. The main aim of this investigative work was to analyze the tendence about the use of realia to develop the students' speaking skills in EFL. The participants of the current study were 23 students from the level A1 beginners at Centro de Idiomas open program. In addition, this was a descriptive and qualitative research. Thus, all the compiled data was retrieved through a survey which allowed the appropriate analysis of the population. The survey contained at least ten questions based on the Likert's scale where the main answers contained different types of scales such as: frequency, importance, agreement, and experience related with the use of realia in classroom and out of classroom. Finally, analyzing the last results, it was found that the most percentage of respondents feel that realia is a set of good teaching aids that helps with the development of speaking skill in EFL (English as Foreign Language).

Key words: Realia, speaking skill, EFL, trends, frequencies

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TEMA: "REALIA AND THE SPEAKING SKILL"

AUTOR: Ronaldo Carrillo

TUTOR: Dr.Mg. Wilma Suárez

Resumen

Realia son materiales didácticos auténtico y reales que alguien puede encontrarlos en el ambiente y que puede influenciar en el desarrollo de las habilidades de la escritura y el habla en el proceso de enseñanza. El objetivo principal de este trabajo de investigación fue analizar la tendencia acerca del uso de realia para desarrollar la habilidad del habla de los estudiantes en el idioma inglés como legua extranjera. Los participantes del presente estudio fueron 23 estudiantes del nivel A1 principiantes del programa abierto del Centro de Idiomas. Además, esta fue una investigación de tipo descriptiva y cualitativa. De esta manera, los datos recopilados fueron obtenidos a través de una encuesta que permitió un análisis apropiado de la población. La encuesta contenía diez preguntas basadas en la escala de Likert donde sus respuestas principales contenía distintos tipos de escalas, por ejemplo: frecuencia, importancia, acuerdos y experiencias relacionados con el uso de realia dentro y fuera de clases. Finalmente, analizando los últimos resultados se encontró que la mayor parte de encuestados sintieron que realia es un buen material didáctico que ayuda con el desarrollo de la habilidad del habla del inglés como lengua extranjera.

Palabras clave: Realia, habilidad del habla, inglés como lengua extranjera, tendencias, frequencias.

Chapter 1

Theoretical framework

1.1 Investigative background

The present research studies a set of teaching aids that are easy to find in the environment, not only in a classroom, but it also allows to engage the student's attention easily. Furthermore, those teaching aids enrich the student's vocabulary. Those are realia, which are one of the bests resources that are commonly used to teach vocabulary in most of the cases. Realia refers to authentic objects from the real life that one uses in the classroom to teach a specific concept. Realia can be both physical and virtual if it is something used in the real world (Atabekova, 2021). The use of real objects to explain in a brief way any vocabulary word is necessary to avoid wasting time and take advantage by developing activities that are important in a lesson. In addition, the current section presents a set of studies about previous research related with realia and speaking skill to have a base to develop the present investigative work. Furthermore, Smith (1997) points out the use of virtual realia to improve the experience of the students related with the present set of teaching aids.

The current research background is important to determine some trends related with the use of realia in other educational contexts. This allows to determine a model of research which contain the necessary information in an organized way to avoid misunderstandings at the time of executing the present investigation. Furthermore, those investigations contribute to contrast opinions and ideas that were pertinently studied before.

Patau (2020) developed an investigation to analyze the use of realia in teaching speaking and to find out how students' speaking skill is improved using realia in descriptive dialogues. This research was carried out with the participation of 18 students from eight grade of North Poso Pesisir, Indonesia. The participants took three different lessons and in only one of them the teacher used realia. Before realia was used, students showed poor vocabulary knowledge as consequence most of them got an average score of 32.0 over 100. On the other hand, after realia was used, their grades improved to 53.3 over 100. In addition, Harmawan and Amri (2018) conducted a study where the purpose was to explain how to use realia in increasing the ability and motivation on students in speaking. The study was carried out with students from junior high school. For the

experiment, it was necessary to divide the lesson in 3 different stages: pre – teaching activity, whilst-teaching activity, and post-teaching activity. After realia was applied in that lesson, students demonstrated that realia helped to develop a lively and enjoyable environment increasing the students' interest and motivation to speak.

Joni (2020) led an investigation which was aimed at improving speaking skill through simulation technique assisted with realia. To develop the present study, it was important the participation of 32 students from first semester of ELESP FKIP Unmas Denpasar. The research was then carried out through implementing simulation technique assisted with realia in two-planned cycles and each cycle consisted of two successive sessions. The results of the post-test in each cycle demonstrate that there was a significant improvement concerning the subjects' speaking skill reaching from 51.68 % of language achievement in the pre-cycle in comparison with the 81.10% after applying the cycle II of the research. On the other hand, Adrianty (2021) developed an investigation where the goal was to see if there was any significant effect on students' speaking achievement after they were taught through realia. It was necessary the contribution of 12 students from 8° grade of MTs Muhammadiyah 1 Pekanbaru to develop the investigation. The quantitative research method contained a pre-experimental design, it took six lessons, and the students were evaluated with a pre and a post-test. The mean score increased from 43.42 up to 60.92 over 100. It means there was a significant effect on students' speaking achievement after the application of realia.

Setiadi and Firman (2018) conducted a study where the objective was to find out whether or not the use of realia improves students' speaking ability. For the present research was important to require 30 students from eleventh grade of SMU Negeri 1 Bajeng Kab. Gowa – Indonesia. The main process in the research was conducted in three stages: D-test, cycle I and cycle II and the data was collected by using an observation guide. Besides that, the researchers also used post - tests to get the students' score, in order to know the improvement of students' ability in speaking. The result of the research shows that the use of realia in teaching speking can improve students' speaking ability. the students get an average score of 3.67 over ten before applying realia and after giving the treatment they get an average score of 7.82 over ten. In addition, Hasan (2018) led an investigation about finding empirical evidence about the improvement of students' speaking skill between students who are taught by using realia and the students who are not taught by using realia.

The population of the research was 20 students from 10th grade of SMAQ A1 Ihsan. The research method was quasi-experimental where the investigator took two classes using tests to calculate the main hypothesis. Based on the analysis of thee result above, it can be interpreted that there was a significant difference between using realia and without using realia; in other words, realia is effective in teaching speaking.

Anggraeni (2017) tried to find out if realia is effective or not to develop speaking through descriptive texts. The population were 239 students from 10th grade of SMK Batik Perbaik Purworejo. The procedure was developed applying a post – test with a group applying realia and a control group where, the control group had an average score of 59.46 in comparison of the group who had realia with an average score of 67.33, it means that realia is effective in teaching speaking of descriptive texts. Furthermore, Sumarsih (2019) pointed out that realia avoid the misunderstanding of students because the use of real objects are easy to understand new vocabulary words and as consequence, realia are effective for students that are having first experiences with a new language.

1.2 Theoretical framework

English language teaching

English is one of the most widely used international language as was stated by Patel and Jain (2008) English plays a key role in our educational system. The present affirmation was determined in most of the research since the English language is a universal language for that reason most of the schools, and educational institutions around the world teach English as a foreign language. In addition, teaching English nowadays has become an opportunity to exchange knowledge between nations, that is the main reason for teaching that language in most of the countries, because English is a limited language, is not entirely complex and it is understandable even that language could be spoken with mistakes for its context.

According to Harmer (2007) English is now commonly used in exchanges between, say, Japanese and Argentinian businesspeople or between Singaporeans and their Vietnamese counterparts. To sum up, it does not matter if the people from countries that speak a different language which is not English, want to negotiate, English will be the language they will use.

Teaching aids

Teaching aids are supporting materials that a teacher can apply in their lessons to give a clear example about any topic that is being studied. Spratt et al. (2011) conclude that teaching aids are things that a teacher can use to support their teaching in the classroom. Furthermore, teaching aids are necessary to develop a lesson plan to support the lesson and demonstrate clear examples about topics, grammatical models, and vocabulary. Furthermore, the use of teaching aids plays an important role in enhancing students' interaction and participation (Ahmed & Othman 2018). In addition, teaching aids are immersive with the language acquirement of students because it allows to find answers by requiring the students' critical thinking. In addition, Bala (2015) claimed that based on the endeavors of teachers to find out ways to engage students on their courses most of them used real objects from the environment as teaching aids to develop clear lessons.

Realia

Realia represents the use of real or tangible things that the teachers can use in classroom to improve the understanding in new vocabulary words. Berwald (1987) claims that realia refer to real objects or artifacts, not copies, models, or representations from a particular culture. In other words, realia include things that a teacher commonly find on the environment that are apply in classroom to teach any lesson and those should be authentic objects. On the other hand, a challenge that was present in the investigation is how to apply the present aids if is not available on presential modality, furthermore, realia can be available to apply virtually. Smith (1997) states that virtual realia are sets of digitalized objects and items from the target culture which are brought into the classroom as examples or aids. Virtual realia can be seen as adds, menus, products that people can find in a shop. In addition, it is precise to mention that realia, virtual or presential, contain some difficulties for being applied in classroom.

As first challenge, real objects are uncomfortable to carry at classrooms, some of the main topics could be clothes and food for that reason it is pertinent to consider before planning a lesson applying realia, which objects should be considered to apply that aid in a determinate topic. On the other hand, virtual realia contain a wide range of materials that could be available to apply in a lesson, because of the management of resources that could be found navigating the web. However, a disadvantage of applying virtual realia is that some of the resources that are found on the internet are not real is just to teach a lesson, for instance, realia lose its effect of being an authentic material

to teach in classroom. In addition, Sumarsih, (2019) points out that realia also can improve the writing skills of students who want to develop a descriptive text. In addition, realia allow students to get a better comprehension about any topic, or a new vocabulary word and virtual or tangible realia is a set of aids that allow students to accomplish with the main purposes of a lesson.

Strategies to use realia

There are several strategies to apply realia in classroom the most common of them nowadays after the pandemic are virtual platforms that are find on the web. That is the case of Al-Jarf, (2022) who lead and investigation where realia were developed by discussing global events through WhatsApp and Facebook groups. On the other hand, Maulisa (2018) claimed that realia can allow that students can represent a character by using realia to develop role plays or any dialogue. In addition, Yudar, et al. (2020) promote on their investigation the use of realia through visual media such as TV programs to improve the speaking skill and the student's pronunciation.

Dependent variable

Communicative skill

It is important to determine what a communicative skill is, to identify the pros and cons about learning a new language. First, the definition of a communicative skill is state by Ahmad (2016) communication is a skill that involves a systematic and continuous process of speaking; the present affirmation states that speaking is a well – defined communicative skill why not reading, writing, or listening, because reading is a receptive skill where is only focused on the receptor, writing is a productive skill where people can share their ideas. Furthermore, Mokhtar, et al. (2011) consider that speaking and writing are effective skills to exchange ideas between human beings. Those skills are fundamentals because its main purpose is to allow the social interaction allowing the communication between individuals.

Productive skills

Productive skills are those that allow to share ideas with others, those ideas can be executed by a verbal or written methods. It is known that productive skills could help people to develop some other skills that are necessary to execute a dialogue between humans. Ampa, and Akib (2019) mention that productive skills refer to writing and speaking because those skills allow the exchange of the ideas in the language process. Thus, a communicative skill also allows the exchange of ideas between people. On the other hand, before developing productive skills, it is important to have a model of speaking and writing for those reasons are also relevant the receptive skills such as listening and reading to know, discover and analyze new vocabulary models.

Speaking

According to Spratt et al., (2011) Speaking skill is one of the four most important language skills and it is productive skill, in other words, it means that speaking skill involves producing a language more than receive it. Furthermore, it is important for the communication between humans, because that skill allows to exchange ideas in a precise moment where the participants do not have the necessity to wait an amount of time to receive a response. There are factors that influence the development of speaking skill of English language such as pronunciation, answering questions, intonation, etc. Thus, it is pertinent to determine the main challenges that influences the development of the speaking skill. Leong and Ahmadi (2017) claim that speaking skill is regarded as one of the most difficult aspects to develop in the language learning. The base of the last affirmation is because speaking skill contains a wide range of subskills that are complex to teach in classroom in EFL.

Speaking subskills

Spratt et al. (2011) claim a set of several subskills of speaking, such as: grammar, vocabulary, functions, registration, features of connected speech, body language, oral fluency, hesitation, self - correction and interactive strategies. All of them are important for the development of the speaking skill. However, the present study is about the relation between realia and the speaking skill, so it is necessary to talk about only the subskills that are linked with both variables. Realia, as was claimed

in previous research works, allows the enrichment of vocabulary and grammar, so both speaking subskills were analyzed in the present study.

Vocabulary and grammar

To begin with vocabulary, it is pertinent to remember that no one field of skills or language structure could exist without the support of the other fields, there can be no speaking if you do not have the vocabulary to speak with (Scrivener, 2005). Furthermore, a wide range of vocabulary allows to perform detailed information about any topic that the students want to talk. In addition, vocabulary not only influences the speaking, but the other skills also such as listening, reading, and writing would be affected if vocabulary will be enriched in the learning process. Scrivener (2005) states that grammar is concerned with the form of a language. In other words, a language follows a structure for being comprehensible to the audience, if there is no grammar, the speaker could lose the main point that he / she expected to explain at the audience.

Strategical activities to develop speaking subskills

The main aim of these activities is to improve the students' speaking skills. Furthermore, those activities provide the necessary mechanisms and knowledge to perform the language accurately. In addition, it is denotable that those activities are subdivided in two categories that a teacher can develop on any lesson to improve the student's speaking skills, even these activities demand amounts of time, but those are important for a good language production. According to Harmer and Thornbury (2007) there are a set of practical activities that were categorized in: awareness – raising activities and appropiation activities.

Awareness – raising activities

Awareness demands three processes: attention, noticing and understanding, those processes can be helped by the presence of teacher and other learners, they can promote noticing by incorporating several characteristics such as adjectives. An example of awareness – raising activities is the application of using recordings and transcripts, but the disadvantage of that activity is the lack of performance such as pause fillers. In contrast, there are other alternative resources such as authentic material (TV, radio, etc.) that allow the performance of spoken data. However, the problem with these resources is the use of colloquial language and the cultural knowledge that is variable in each

country. Another activity to improve the speaking skill is using live listening. Harmer and Thornbury (2007) claim that recordings permit the learner' exposure to a range of accents and voice types to multiparty talk. In addition, the students can learn models of pronunciation and accents through this activities' type.

Appropriation activities

These activities are focused on learning a skill is not only a behavior as difference to awareness activities. These activities are most collaboratives because it demands social interaction. Also, those controlled activities because those kinds of practices are repetitive in relation with the language items in circumstances where the possibility of committing mistakes is minimized (Harmer & Thornbury, 2007). However, those kinds of procedures are slow, so a disadvantage of a lesson that applies appropriation activities is the amount of time. Furthermore, the activities from this category are drilling and chants, reading aloud, assisted performance and scaffolding, dialogues, and communicative tasks.

1.3 Objectives

1.3.1 General objective:

To analyze trends related with the use of realia to develop speaking skill on students from level A1 beginners at Centro de Idiomas UTA open program.

1.3.2 Specific objectives:

- To analyze how often the teacher applies realia in his/her lessons.
- To determine the frequency of the use of realia by students to comprehend new vocabulary words and grammar to develop their speaking skills.
- To evaluate the students' experiences related to the use of realia to improve their speaking skills.

Description of the Objectives' fulfillment

- To achieve the first research objective, students from the level A1 at the Centro de Idiomas completed a survey. The first objective of the survey included questions about the frequency that the teacher applies realia with the students.
- To reach the second objective the survey had a set of questions related to students' frequencies of the use of realia to learn new vocabulary words and grammar to develop their speaking skills.
- Finally, the survey found out the students' experiences about the use of realia to determine if it was favorable or not for the development of their speaking skills.

CHAPTER II: Methodology

2.1 Resources

2.1.1 Population

The population of the present research work were students from level A1 at "Centro de Idiomas UTA". They were 23 teenagers between 15 - 17 years old. They were 5 males and 18 females, all of them belong to the open program.

Table 1: Population of the level A1 Centro de Idiomas UTA

Population		
Gender	**Total**	**Percentage**
Females	18	78%
Males	5	22%
Total population	23	100%

Author: Carrillo, R. (2022)
Source: Survey

2.1.2 Instruments

The present study was carried out with the application of a survey which contains ten questions. It was set up to find out information about the use of realia to develop the speaking skill. The questions were associated with the use of realia to learn vocabulary words and to improve oral communication. Additionally, the survey included questions to get information about the students' impressions to learn through realia and the importance of developing their speaking skill.

The questionnaire had ten items based on Likert's scale, which included five multiple choice close questions. According to Hernández et al. (2018), a survey is a non-experimental, cross-sectional, or cross-sectional descriptive or correlational-causal investigation since it sometimes has the purpose of different designs. The survey allowed to describe, predict, and explain the variables of this research work. The survey was validated by two experts in the language teaching field.

Data Analysis

The data was collected after the application of the survey in Google forms. It allowed an easy process of data compilation because the tabulation that was obtained after the application was generated automatically. Furthermore, to represent the investigative data was managed with the same tool obtaining an Excel's document with the students' answers.

2.2 Methods

Design

The present study is descriptive because the main target is to analyze the effectiveness of using realia to develop speaking skills and it was focused on how and what more than why. According to Nieto (2018), a basic descriptive investigation belongs to the second investigative level, whose objective is to compile data and information about the characteristics, proprieties, aspects, or dimensions of the population that is being investigated. On the other hand, as is claimed by Hernández et al. (2018) the current investigation is transactional, because the compiled data was retrieved in only one time of the investigation. Furthermore, the present research work evaluates trends related with the population to find quantifying results for its pertinent analysis.

Quantitative approach

The quantitative part of the research allows to collect precise information (Leavy, 2014). Thus, the quantitative research evaluates the student's tendence about the use of realia in both cases: learning in classroom and learning for their own vocabulary enrichment.

In the present descriptive study, the questions to be addressed were:
1. How often does the teacher apply realia in his / her lessons?
2. How often do the students apply realia for their own vocabulary development?
3. What are the students' perceptions towards realia to develop the speaking skill?

Bibliographic - documentary

According to Ahmed (2010), the present study has a bibliographic-documentary characteristic, because it gathers information from different types of research works to find previous studies to contribute at the development of the present investigation. In addition, the present characteristic is relevant for the purpose of getting a perception that involves both variables: Realia and the speaking skill. In addition, Hernández et al. (2018) states that it is necessary to search bibliographical sources to get a clear idea about what the researcher is going to investigate.

Field research:

The current study corresponds to field research because the data was collected in the place where this investigation was developed with the information provided by the students at Centro de Idiomas UTA open program. This quality permits the investigator to keep in touch with the population who is being studied to get reliable information. In addition, Hernández et al. (2018) state that with the simple fact of stay in the field, the investigator can collect and analyze information.

Level or type of research

Exploratory

This investigation is exploratory because its purpose is to study an event or situation that is new or that was not deeply studied (Hernández et al., 2018). Furthermore, there are not any research works that were focused on the same variables in the present educational context so, it is precise to start working in this research to find relevant information about the use of realia and the speaking skill. Moreover, exploratory research is distinctive because its data is collected "in the place of the facts" (Singh, 2021).

Ethical considerations

It is pertinent to remind that in all steps of the research process, the researcher needs to engage ethical practices (Cresswell, 2012). In contrast, the present step was considered with a compromission letter that was send at Centro de Idiomas UTA. The letter was managed between the secretary departments of Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) and Centro de Idiomas. In addition, the information compilated about the participants were confidential to protect their identities because all of them are minors.

CHAPTER III

3.1 Analysis and discussion of results

The present chapter shows the analysis of the compiled results. For the development of the investigation was applied a survey with the main objective to analyze the student's perceptions towards the use of realia for the development of the speaking skill. The applied survey contains 10 questions whose answers were based on Likert's scale that was headed to 23 students and them represents the study's sample.

Results of the survey made to the students of level A1 of the language center of the Technical University of Ambato.

1. **How important is it for you to have tangible examples (Use of real didactic material that can be clearly and precisely perceived) for the development of useful vocabulary for oral production in English?**

Table 2 Importance of using real teaching material

Importance of using real teaching material

Answers	Frequency	Percentage	Accumulated Percentage
Very Important	19	83%	83%
Important	2	9%	91%
Moderately Important	1	4%	96%
Of Little importance	1	4%	100%
Unimportant	0	0%	
TOTAL	23	100%	

Author: Carrillo, R. (2022)
Source: Survey

Analysis and interpretation

To analyze trends related to the use of realia of speaking skill on EFL, was important the cooperation of 23 students from the level A1 at Centro de Idiomas UTA who represents 100% of the study sample. 19 students who represent 83% answered that the use of real teaching material for the vocabulary development is very important. Meanwhile, 2 participants who represent the nine percent of the respondents answered that that the use of real teaching material for the vocabulary development is important. On the other hand, one person answered that the use of real

teaching material for the vocabulary development is moderately important and finally one person answered that the use of real teaching material for the vocabulary development is of little importance.

It is observable that most of the respondents who represent 83% of students, thinks that the use of real teaching material is very important for the vocabulary development on EFL. Because those teaching aids result as a dynamic and functionals tools to improve and develop the enrichment of the students' speaking skills.

2. How important do you consider the use of realia (Real objects applied in class: (menus, class objects) for the development of a lesson based on speaking skills?

Table 3 Importance of the use of realia

Importance of the use of realia			
Answers	**Frequency**	**Percentage**	**Accumulated Percentage**
Very Important	**9**	**39%**	**39%**
Important	**12**	**52%**	**91%**
Moderately important	**2**	**9%**	**100%**
Of Little importance	**0**	**0%**	**100%**
Unimportant	**0**	**0%**	
TOTAL	**23**	**100%**	

Author: Carrillo, R. (2022)
Source: Survey

Analysis and interpretation

To continue with the analysis, the second question have as aim to determine the level of importance of using realia in classroom. In the table is evident the results that were obtained from the 23 students which represent 100% of the audience. 39% of the students answered that is very important the use of realia in classroom. Meanwhile 52% of participants answered that is important and only the nine percent of them answered that the use of realia in classroom is moderately important. Analyzing the results, it is evident that 91 % of the participants, considered that the use of realia in classroom is very important and important for the development of vocabulary in the speaking skill.

3. How often does your teacher apply realia in class?

Table 4 Frequency of the use of realia in classes

Frequency of the use of realia in classes			
Answers	**Frequency**	**Percentage**	**Accumulated Percentage**
Very Frequently	**5**	**22%**	**22%**
Frequently	**13**	**57%**	**78%**
Occasionally	**5**	**22%**	**100%**
Rarely	**0**	**0%**	**100%**
Never	**0**	**0%**	
TOTAL	**23**	**100%**	

Author: Carrillo, R. (2022)
Source: Survey

Analysis and interpretation

In the table is evident that 5 students who represent 22% of the total answered that it is very frequently that the teacher uses realia in classroom. Meanwhile 13 students that represent 57% answered that the teacher frequently uses realia in classroom. Finally, five students who represent 22% answered that occasionally the teacher applies these teaching aids. From the present point, it is observable that the most part of the respondents answered that the teacher applies realia very frequently to develop the students' speaking skill.

4. How often do you use realia to understand new vocabulary words?

Table 5 Frequency of use of realia to understand new Vocabulary Words

Frequency of use of realia to understand new Vocabulary Words			
Answers	**Frequency**	**Percentage**	**Accumulated Percentage**
Very Frequently	**3**	**13%**	**13%**
Frequently	**10**	**43%**	**57%**
Occasionally	**8**	**35%**	**91%**
Rarely	**1**	**4%**	**96%**
Never	**1**	**4%**	**100%**
TOTAL	**23**	**100%**	

Author: Carrillo, R. (2022)
Source: Survey

Analysis and interpretation

The 13% of the respondents answered that they use realia very frequently to understand new vocabulary words. Meanwhile 43% of them uses realia frequently. 35% of the participants uses realia occasionally. 4% of the participants answered that they use realia rarely to understand new vocabulary words. Finally, a 4% of the respondents answered that they never used realia to understand new vocabulary words. Analyzing the compilated data, it was deducted that most of the participants use realia to improve and develop their vocabulary.

5. **How often do you practice with realia to improve your English-speaking ability?**

Table 6 Practice Frequency with realia to improve your English-speaking ability

Practice Frequency with realia to improve your English-speaking ability			
Answers	**Frequency**	**Percentage**	**Accumulated Percentage**
Very Frequently	**4**	**17%**	**17%**
Frequently	**9**	**39%**	**57%**
Occasionally	**9**	**39%**	**96%**
Rarely	**1**	**4%**	**100%**
Never	**0**	**0%**	**100%**
TOTAL	**23**	**100%**	

Author: Carrillo, R. (2022)
Source: Survey

Analysis and interpretation

In the present table, it is observable that four students that represent 17%, answered that they practice through realia to improve their speaking skill in EFL very frequently. Meanwhile, 39% answered that they apply frequently the use of realia to improve their speaking skill. The other 39% students' percentage answered that they practice through realia occasionally. And the last four percent answered that they rarely practice through realia to improve their speaking skill. After analyzing the compilated data, it is observable that most part of the students practice through realia occasionally and rarely for develop their speaking skill.

6. How often has your speaking ability improved after taking a class using realia?

Frequency of improvement of speech ability after having received a class applying realia			
Answers	**Frequency**	**Percentage**	**Accumulated Percentage**
Very Frequently	**3**	**13%**	**13%**
Frequently	**8**	**35%**	**48%**
Occasionally	**8**	**35%**	**83%**
Rarely	**4**	**17%**	**100%**
Never	**0**	**0%**	**100%**
TOTAL	**23**	**100%**	

Author: Carrillo, R. (2022)
Source: Survey

Analysis and interpretation

After applying the survey, three students who represent 13% answered that they improved very frequently their speech ability after receiving a lesson with realia. 35% of the respondents answered that they improved frequently their speech ability. The other 35% answered that they improved their speech abilities occasionally. Finally, 17% of the respondents improved their speech abilities rarely applying realia. After analyzing the compiled data, it is observable that when realia is applied in a lesson helps to improve the students' speech ability, but it depends on the students' interest to acquire and develop their knowledge.

7. ¿Do you consider that the vocabulary explained in class becomes more understandable through realia?

The vocabulary explained in class becomes more understandable through realia			
Answers	**Frequency**	**Percentage**	**Accumulated Percentage**
Totally agree	**10**	**43%**	**43%**
In agreement	**12**	**52%**	**96%**
Undecided	**1**	**4%**	**100%**
Disagree	**0**	**0%**	**100%**
Strongly disagree	**0**	**0%**	**100%**
TOTAL	**23**	**100%**	

Author: Carrillo, R. (2022)
Source: Survey

Analysis and interpretation

The table shows the current results: ten students who represent 43% answered that they are totally agree about the idea that the vocabulary explained in classroom becomes more understandable applying realia. 12 respondents with 52% of the total population, answered that they agree with the idea of the use of realia becomes more understandable the vocabulary explained in classroom. The other 32% of participants answered that improve their speech occasionally through realia. Finally, four percent answered that they are undecided about the idea of realia becomes the vocabulary more understandable. It is evident that most of the respondents gave a positive answer about the use of realia makes the vocabulary more understandable.

8. ¿Do you agree that the use of realia improves English vocabulary and grammar skills?

Table 9 Realia improves vocabulary and grammar skills of the English language

Realia improves vocabulary and grammar skills of the English language			
Answers	**Frequency**	**Percentage**	**Accumulated Percentage**
Totally agree	**9**	**39%**	**39%**
In agreement	**13**	**57%**	**96%**
Undecided	**1**	**4%**	**100%**
Disagree	**0**	**0%**	**100%**
Strongly disagree	**0**	**0%**	**100%**
TOTAL	**23**	**100%**	

Author: Carrillo, R. (2022)
Source: Survey

Analysis and interpretation

After the results' compilation, the table shows that nine students who represent 39% answered that they are totally agree with the idea about realia improve the vocabulary and grammar in ELF. Meanwhile, 13 students who represent 57% of the total population answered that they agree with the use of realia improves the vocabulary and grammar skills in EFL. And only the four percent of the participants answered that they are undecided with the idea about the use or realia improves the vocabulary and grammar in EFL. After analyzing the compiled data, the students are agreeing with the idea about realia contributes at the improvement of grammar and vocabulary in EFL.

9. Would you consider that by applying realia in class, you would improve the quality of your speaking ability in the English language?

Table 10 Realia would improve the quality of your English language speaking skill

Realia would improve the quality of your English language speaking skill			
Answers	**Frequency**	**Percentage**	**Accumulated Percentage**
Totally agree	**10**	**43%**	**43%**
In agreement	**12**	**52%**	**96%**
Undecided	**1**	**4%**	**100%**
Disagree	**0**	**0%**	**100%**
Strongly disagree	**0**	**0%**	**100%**
TOTAL	**23**	**100%**	

Author: Carrillo, R. (2022)
Source: Survey

Analysis and interpretation

In the current table it is evident that ten students who represent 43% answered that they are totally agree whit the idea about realia improve the quality of their speaking skill. Meanwhile, 12 students who represent 52% answered that they agree with the idea about the use of realia improves the quality of their speaking skill. Finally, four percent of the participants answered that they are undecided with the idea about the use of realia improves the quality of the students' speaking skill. Thus, the students are agreeing with the idea about realia improves the students' speaking skill in EFL.

10. How would you rate your experience in relation to the use of realia to improve your English language development skills?

Table 11 Experience in relation to the use of realia

Experience in relation to the use of realia			
Answers	**Frequency**	**Percentage**	**Accumulated Percentage**
Excellent	**8**	**35%**	**35%**
Good	**10**	**43%**	**78%**
Regular	**3**	**13%**	**91%**
Bad	**1**	**4%**	**96%**
Appalling	**1**	**4%**	**100%**
TOTAL	**23**	**100%**	

Author: Carrillo, R. (2022)
Source: Survey

Analysis and interpretation

From 23 students who answered the survey, eight students who represent 35%, answered that they had an excellent experience in relation to the use of realia. Meanwhile ten students who represent 43% answered that their experience with the use of realia was regular. Four percent of the respondents had a bad experience. Finally, 4% of the participants answered that their experience was appalling about their experience in relation with realia. Most of the students had a good experience with use of realia in relation with development of speaking skill.

Discussion

The present study reveals that the main trends that influences the student's experiences are closely linked with the previous research works for several reasons.

As first point, even there were some challenges to determine the most common trends applying realia. The last investigative research works also applied realia in virtual modality as consequence of the pandemic, this application was studied since Smith (1997) stated that virtual realia is as so important as tangible realia because its contents are also relevant for the development of the student's speaking skills. In addition, it is pertinent to mention that virtual realia such as platforms, audio visual media and others form part of realia for its properties of being authentic objects that are found on the environment and could be applied for educational purposes. However, Berwald (1987) claimed that realia should be tangible things that a teacher or student could find in the environment, periods changes, it means that technology always runs and as consequence, the way that humanity learn new things too.

As second point, it is pertinent to mention that the results obtained from the previous research works, remark that realia is effective to develop more than speaking skills it can influence writing skills on students. Hasan (2018) studied the present phenomena by applying other teaching aids in comparison with realia and his results were clear, realia allow to understand new vocabulary words in an effective way and the application of realia were effective because that teaching aid allowed to take advantage of the time to develop an entire lesson. In addition, Anggraeni (2017) found that realia not only improve the student's speaking skills, but it also improves writing for its capacity to teach speaking through descriptive texts. In contrast, that means that the participants of the

present research work prefer to use realia for their own vocabulary enrichment. On the other hand, most of the participants prefer to use realia than other teaching resources because realia do not need deep explanations for been clearly understanded.

Finally, teachers around the world prefer the use of the present teaching aids because of its practicality, even not all those resources are comfortable to carry at classrooms, virtual realia allow to develop a lesson with efficiency. Furthermore, realia are well regarded by students because they get engaged when their teachers use those aids to improve their speaking skills. As consequence, it is obtained that the student's experiences related with the use of realia in the national and international context are the same, students in other countries got acceptable scores after the application of realia and in the present educational context realia is well accepted by the students who want to improve their speaking skills.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After analyzing the retrieved data from this investigation, the following conclusions are determined:

- The students' perceptions about their trends of using realia to improve their speaking skill were successful. Realia become in some countries as one of the best sets of teaching aids to apply in classroom for its practicality and the detailed descriptions that it gives to recognize new vocabulary words. As consequence, the most relevant trends related with the use realia to improve the speaking skill were most of the participants, prefer to use real teaching material to understand new vocabulary words and they believe that it is important the use of realia to develop their speaking skills.

- The participants were agreeing about the affirmation that realia were frequently applied by the teacher in classroom to improve the students' speaking skills. However, realia sometimes could be hard to apply in lessons because some of the authentic objects are difficult to carry at classrooms.

- The participants apply realia frequently for their own vocabulary development. In addition, these teaching aids are useful because its main property is to give detailed information about a new vocabulary word to understand the language in a better way.

- The students consider that the experience in relation to realia and the development of the speaking skill was good because the present teaching aids are easy to understand and, in some cases, those aids are easy to apply.

4.2 Recommendations

- To Improve the students tendence to apply realia not only in classroom but for their own knowledge also, it is important that teachers motivate at students to learning new vocabulary words through realia. Because those teaching aids are enjoyable for most of the learners.

- To develop realia in classroom is recommendable to search the bests resources. It will avoid wasting time trying to find any object that belongs to the topic that teachers are going to explain.

- The students can find in the web digital realia. It is precise to remark that those aids should be authentic, not for teaching purposes. That type of realia is known as virtual realia. Furthermore, it will help to find objects that belong easily to any topic.

- To improve the experience between the teaching aids and the students, it is necessary to make the lesson enjoyable and dynamic for all the participants in the classroom. It will help to engage the students' attention easily and without problems

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ANNEXES

Annex 1: Approval
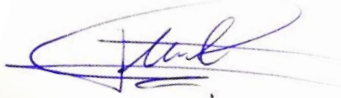
CARTA DE COMPROMISO

Ambato, 13/04/2022

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

   Yo Mg. Sarah Iza Pazmiño en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "**REALIA AND THE SPEAKING SKILL"** propuesto por el estudiante Alexis Ronaldo Carrillo Burbano, portador de la Cédula de Ciudadanía 1804387668, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

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

Particular que comunico a usted para los fines pertinentes.

Atentamente.

…................................
Alexis Ronaldo Carrillo Burbano
1804387668
0980523442
acarrillo7668@.uta.edu.ec

Annex 2: Questionnaire survey

Realia and the speaking skill

Names and Age:

_____

Evalúe la siguiente encuesta acorde a 5 (muy importante) hasta 1 (sin importancia) Realia representa el uso de objetos reales, tangibles y auténticos aplicados en una lección declase visto como un material de aprendizaje.

1. **¿Qué tan importante es para usted el tener ejemplos tangibles (Uso de material didáctico real y que se puede percibir de manera clara y precisa) para el desarrollo de vocabulario útil para la producción oral en el inglés?**

   Marca so/o *un* óvalo.

           5. Muy importante

           4. Importante

           3. Moderadamente importante

           2. De poca importancia

           1. Sin importancia

2. **¿Qué tan importante considera usted el uso de realia (Objetos reales aplicados en clase: (menús, objetos de clase) para el desarrollo de una lección basada en la destreza del habla?**

   Marca solo un óvalo.

           5. Muy importante

4. Importante

3. Moderadamente importante

2. De poca importancia

1. Sin importancia

Evalúe la siguiente parte acuerdo a 5 (muy frecuentemente) a 1 (nunca).

3. ¿Con qué frecuencia su maestro aplica realia en clases?

Marca solo un óvalo.

5. Muy frecuentemente

4. Frecuentemente

3. Ocasionalmente

2. Raramente

1. Nunca

4. ¿Con qué frecuencia usa usted realia para comprender palabras nuevas de vocabulario?

Marca solo un óvalo.

5. Muy frecuentemente

4. Frecuentemente

3. Ocasionalmente

2. Raramente

1. Nunca

5. ¿Con qué frecuencia usted practica con realia para mejorar su habilidad del habla de inglés?

Marca solo un óvalo.

5. Muy frecuentemente

4. Frecuentemente

3. Ocasionalmente

2. Raramente

1. Nunca

6. ¿Con qué frecuencia ha mejorado su habilidad del habla después de haber recibido una clase aplicando realia?

Marca solo un óvalo.

5. Muy frecuentemente

4. Frecuentemente

3. Ocasionalmente

2. Raramente

1. Nunca

Evalúe la siguiente parte acuerdo a 5 (totalmente de acuerdo) a 1 (totalmente endesacuerdo).

7. ¿Considera usted que el vocabulario explicado en clase se vuelve mas compresible a través de realia?

Marca solo un óvalo.

5. Totalmente de acuerdo

4. De acuerdo

3. Indeciso

2. En desacuerdo

1. Totalmente en desacuerdo

8. ¿Está de acuerdo con que el uso de realia mejora las habilidades de vocabulario y gramática del idioma inglés?

Marca solo un óvalo.

5. Totalmente de acuerdo

4. De acuerdo

3. Indeciso

2. En desacuerdo

1. Totalmente en desacuerdo

9. ¿Consideraría que mediante la aplicación de realia en clase, mejoraría la calidad de su habilidad del habla del idioma inglés?

Marca solo un óvalo.

a. Totalmente deacuerdo

4. De acuerdo

3. Indeciso

2. En desacuerdo

1. Totalmente en desacuerdo

10.   ¿Cómo valoraría su experiencia en relación con el uso de realia para

mejorar sus habilidades en el desarrollo del idioma inglés?

Marca solo un óvalo.

1. Pésima

2. Mala

3. Regular

4. Buena

5. Excelente

Annex 3: Validation of Instruments

UNIVERSIDAD TÉCNICA DE AMBATO

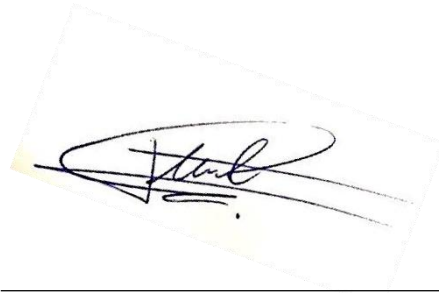## FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES YEXTRANJEROS

Dear Mg. **Edgar Encalada Trujillo**

    I am writing to you to request a review of the survey to collect data for the research study: Realia and the speaking skill, it will help to determine its validity. It is a fundamental requirement to qualify for the degree in Pedagogía de los Idiomas Nacionales y Extranjeros, Mención Inglés.

  Your participation is essential since it will consist of analyzing and evaluating the relevance of each item of the survey. This is doing to judge the aspects and their concordance with the objectives, variables, dimensions, and indicators of the research study. Any suggestion or modification that you consider necessary will be welcome for its validity.

Cordially,

————————————————————

Ronaldo Carrillo

C.I.1804387668

UNIVERSIDAD TÉCNCA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍADE LOS IDIOMAS NACIONALES Y EXTRANJEROS

GENERAL INSTRUCTIONS FOR THE EXPERT.

✔ Determine if each of the items of the instrument establishes a relationship with the research variables.

✔ There is an evaluation table in which you can express your opinion about each of the items that make up the instrument.

✔ There is a general evaluation of the instrument, where you can point out all those aspects that you consider important to improve the content.

✔ Make all pertinent observations based on the objectives to be achieved.

✔ Evaluate the survey of the investigation attached to the document.

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES YEXTRANJEROS

GENERAL INFORMATION FROM THE EXPERT:

Full Name: EDGAR GUADIA ENCALADA TRUJILLO
Profession: English Professor at Universidad Técnica de Ambato
Degrees   Undergraduate: SCIENCE OF EDUCATION DEGREE MAJOR IN ENGLISH   Institution: TECHNICAL UNIVERSITY OF COTOPAXI   Year: 2003   Postgraduate: MAGISTER IN LINGUISTICS APPLIED TO BILINGUAL EDUCATION   Institution: CATHOLIC UNIVERSITY CAMPUS IBARRA   Year: 2015

<center>**IDENTIFICATION OF THE RESEARCH STUDY**</center>

THEME: Realia and the speaking skill

THE PROBLEM: Realia Influences the development of the speaking skill

GENERAL OBJECTIVE

To analyze the students' tendence about the use of realia to develop speaking skill of Level A1 at "Centro de Idiomas - UTA".
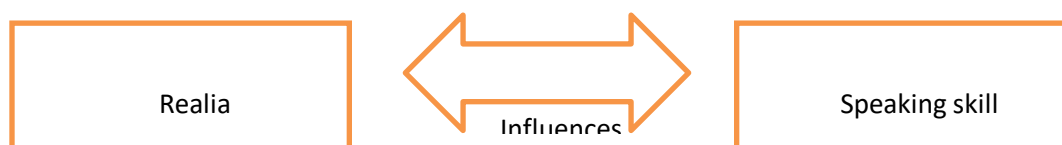
SPECIFIC OBJECTIVES

1. How often does the teacher applies realia in his / her lessons?
2. How often does the students apply realia for their own knowledge?
3. What are students' perceptions towards realia to develop the speaking skill?

STUDY VARIABLES

Independent Variable: Realia

Dependent Variable: Speaking skill

MAIN CATEGORIES

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┌──────────────────┐     ⟵─────⟶     ┌──────────────────┐
│     Realia       │      Influences  │  Speaking skill  │
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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALELS YEXTRANJEROS

SURVEY VALIDATION TABLE

THEME:

Instructions: Choose the option that you believe is most relevant to each item.

Survey aimed to students

Objective: To analyze the students' tendence about the use of realia to develop speaking skill of Level A1 at "Centro de Idiomas - UTA".

Specific:

How often does the teacher applies realia in his / her lessons?

How often does the students apply realia for their own knowledge?

What are students' perceptions towards realia to develop the speaking skill?

STUDENT'S SURVEY QUESTIONNAIRE

General Instruction

Please read each question carefully and select the best answer that most closely fits your opinion.

Link of the Learner's survey

https://docs.google.com/forms/d/1p5vlhgn4hjBBTF8B2bIvPkf3nrkuc3MIvnmqQZZmmGs/edit?usp=sharing

Students' Table Questions

PARAMETERS	Relevance of the instrument's questions to the objectives				Relevance of the instrument's questions to variables and statements				Technical quality and representativeness				Questions wording and language			
QUESTIONS	1D	2R	3G	4O	1D	2R	3G	4O	1D	2R	3G	4O	1D	2R	3G	4O
Question 1				X				X				X				X
Question 2				X				X				X				X
Question 3				X				X				X				X
Question 4				X				X				X				X
Question 5				X				X				X				X
Question 6				X				X				X				X
Question 7				X				X				X				X
Question 8				X				X				X				X
Question 9				X				X				X				X
Question 10				X				X				X				X

1D- DEFFICIENT   **2R- REGULAR**   **3G- GOOD**   **4O- OPTIMAL**

Observations:

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES YEXTRANJEROS

EVIDENCE OF EXPERT JUDGMENT

Mg. EDGAR ENCALADA TRUJILLO with identity card number: 0501824171, certify that I make the expert judgment of this instrument designed by Carrillo Ronaldo, with identity card number: 1804387668 for undergraduate research titled **Realia and the speaking skill** , a fundamental requirement to qualify for Licenciado in Pedagogía de los Idiomas Nacionales y Extrajeros mención Inglés at Universidad Técnica de Ambato.

In Ecuador, on July 18th, 2022.

Sincerely,

Firmado electrónicamente por:
**EDGAR GUADIA
ENCALADA
TRUJILLO**

Lic.Mg. Edgar Encalada Trujillo

UNIVERSIDAD TÉCNCA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y

EXTRANJEROS

SURVEY

<u>VALIDATION TABLE</u>

THEME:

Instructions: Choose the option that you believe is most relevant to each item.

<u>Survey aimed to students</u>

Objective: To analyze the students' tendence about the use of realia to developspeaking skill of Level A1 at "Centro de Idiomas - UTA".

STUDENT'S SURVEY QUESTIONNAIRE

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Link of the Learner's survey

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Students' Table Questions

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QUESTIONS	1D	2R	3G	4O	1D	2R	3G	4O	1D	2R	3G	4O	1D	2R	3G	4O
Question 1			✓				✓				✓				✓	
Question 2			✓				✓				✓				✓	
Question 3			✓				✓				✓				✓	
Question 4			✓				✓				✓				✓	
Question 5			✓				✓				✓				✓	
Question 6			✓				✓				✓				✓	
Question 7			✓				✓				✓				✓	
Question 8			✓				✓				✓				✓	
Question 9			✓				✓				✓				✓	
Question 10			✓				✓				✓				✓	

1D- DEFFICIENT   **2R- REGULAR**   **3G- GOOD**   **4O- OPTIMAL**

Observations:

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

EVIDENCE OF EXPERT JUDGMENT

Mg. Xavier Sulca with identity card number: 1802447548, certify that I make the expert judgment of this instrument designed by , with identity card number: for undergraduate research titled, a fundamental requirement to qualify for Licenciado in Pedagogía de los Idiomas Nacionales y Extrajeros mención Inglés at Universidad Técnica de Ambato.

In Ecuador, on July 18th,

2022.Sincerely,

Firmado electrónicamente por:

Lic.Xavier Sulca

1802447549

Annex 4: digital questionnaire survey:

https://docs.google.com/forms/d/1p5vlhgn4hjBBTF8B2bIvPkf3nrkuc3MIvnmqQZZmmGs/edit?usp=sharing