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RESEARCH PAPER

TITLE: How the Use of Realia Contribute to the Student's Motivation in the English Learning Process at a High School Level in The National Institute of Sébaco During the II Semester, 2015?

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Abstract

Keep the motivation of the student to learn, and especially to learn a foreign language in Nicaragua is a great significance for English teachers, due to the fact young learners' mood change all the time and they need an active, funny and real teaching and learning development and currently the usage of real materials provide that atmosphere the learners need.

The aim of this research paper was to determine in what ways realia can influence in the students' motivation in a high school level at the National Institute of Sebaco during the second semester 2015.

In this research paper we defined and classified realia and its usage in the teaching and learning process in ESL (English as a Second Language). Then it described the analysis and discussions of the findings in our methodological design and finally this work proposed suggestions and a strategic plan that can be used in high school to improve the motivation and learning of the students by using real materials.

Acknowledgement.

Each dream we wish to achieve becomes a goal that we propose to develop and to get ahead we always need help from other people.

With the deepest gratitude we want to thank to every person who inspired, touched and helped us, with their presence.

Firstly, we wish to thank to our wonderful and indescribable holy God, because he is always faithful and good in all moment of our life.

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Dedicatory

Getting to this point has not been easy, we have came a long journey full of hard, beautiful and unforgettable experiences and nothing would have achieved without the grace and mercy of Almighty God who gave us life, strength and protection throughout this process.

You give Him praise and glory and honor we dedicate with all our heart, our final project that we crown our college career.

We also dedicated this work to our family, parents, husband, wife, brothers, sisters and children since without their suitable help and love we could not get our goals in life.

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Research problem

How the use of realia contribute to the student's motivation in the English learning process at a high school level in the National Institute of Sebaco?

Research Questions

1- What types of authentic materials are being used at a high school to motivate students to learn English?

2- How the use of realia can influence the motivation of high school students to learn English?

Chapter One

I.   Introduction

Speaking English as a first or second language is common in the world, the reason is English is one of the most spoken languages and it is becoming a universal language. Dieu (2005)

In Nicaragua the General Curriculum of Basic and Middle Education (MINED 2010)[1], which is center to student; as an integral person, pretends that the teacher be an instructor instead of being the person who is always talking, explaining something and students just listening without developing their previous knowledge, and learning in a mechanic way. In order to promote an interactive learning, teachers have the responsibility to create meaningful and confidence environments for the learners in which they feel motivated and comfortable in every class moment.

Finding the best way to catch the attention and keep the motivation of young EFL (English as a foreign language) leaners is great work for teachers. Duckers (2005) said:¨there isn't a universal recipe for teaching. The best ways is the students making progress with more confidence and are motivated to the learning¨. (24)

Motivation is very important to acquire a foreign language in a dynamic and meaningful way. Linguists and teachers agree on that students learn a second language by interacting and they learn better when they are highly motivated, Hammer (2001).Many English teachers use different strategies to increase the student's motivation such as: the use of authentic and real materials and games.

Our research is about how   the use of realia can contribute to the students' motivation in the English teaching and learning process at a high school level. According to Wehmeier (2005), realia includes ordinary objects used in class for teaching purposes and

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[1]MINED for its ACRONYM in Spanish.

McGuire(2005) states that realia can enliven a classroom, using the senses to involve the audience in what is being presented. The learning is natural, not forced and funny, not bored.

The use of realia is common place in English as a second language/English as a foreign language (ESL\EFL) classrooms and it is widely considered to have great value in fostering an active teaching learning environment. By presenting information through diverse media, realia helps to make English language input as comprehensible as possible and to build an associative bridge between the classroom and the world, Heaton, (1979).

Using realia we bring the real world into the classroom. According to Dickens, Robertson & Hofmann (1995) realia is anything which has a purpose outside of the ESL classroom and can be brought into the classroom. Realia includes a wide of resources that can be used for the teaching and learning process. It does not mean that realia has to be something tangible, digital materials, too, are included as realia and that is a something new in education. Virtual realia is a collection of linguistic and non-linguistic authentic materials which have been compiled, scanned, and posted on our web server.

With the increasing integration of computers into language instruction and the phenomenal growth of the Internet, the idea of digitizing realia and organizing it into a web site is a logical further development in language teaching in the digital age. Virtual realia merges an established technique with the new educational methods in bringing authentic material into EFL classroom worldwide, explained Tanguay (1997).

Like more traditional realia, virtual realia is motivating and meaningful in that it brings an authentic piece of the target culture into the language classroom, since the students interact directly with these materials rather with someone else´s interpretation and analysis of them and thus may find virtual realia more appropriate for their interests than traditional authentic materials collected by the teacher. An important benefit of virtual realia is that the materials are truly interactive and more flexible than traditional ones that can be easily adapted and up dated.

Finally, Yuksel (2010) establishes realia in general can be used as a technique to capture the attention of the students and to provide and strengthen their motivation in the

English learning. In addition, traditional or virtual realia can be useful as a tool to promote the motivation of students in the English classrooms.

1.1 Relevance of the research

The current research is an attempt to study the use of realia as a tool to contribute to student's motivation in the acquisition of English as a foreign language in high school.

Motivation is of prime importance in area of educational psychology. It is well known that the research on motivation is expected to be beneficial for both   teachers and learners, for teachers because it facilitates classroom management and for students because it helps them to keep the interests to learn. Motivation has been the target of a great deal of research during the past decades, because the affective and emotional aspects are important in the teaching and learning process.

Nowadays, for a great number of language teachers teaching is not an easy task, especially for those who teach English as foreign language classrooms (EFL). Among the reasons that emerge from this statement are : large classes, the English language is not deemed as a second language, students' motivation towards the learning of English is not the best, and finally the techniques used by the teachers are not the most appropriate in relation to the students' needs, especially for young EFL learners.

Teaching young learners is a different phenomenon, different from teaching adults because the mood of the young learners alter every minute and their attention span is limited and it requires a great effort(Ozturk,2007). They would like to be more involved in the class, and their world consists of visual images, pictures, concrete materials and dynamics. Therefore the teacher should vary the activities in the class and use real materials to they feel comfortable and motivate during class time.

The teacher should also take into account the fact that younger students' motivation can distract swiftly and also determines their failure or success. The Longman Dictionary of Language Teaching and Applied Linguistics (1992,) defines motivation "as one of the

causes of success and failure in second language learning" (p.344). A way to make the learning more fun and motivated is to involve students in the use of realia with different activities. Having learners involved in using realia that are related to the lesson help engage students in the learning process by introducing them to the context as well as to relevant vocabulary items(Shin, 2006).

Motivation, among other psychological variables, plays an effective role on academic achievement among students in general and English language learners in particular and the usage of realia can increase it. The use of realia is only limited by our imagination and possibly practicality, too.

In acquiring new vocabulary or new words, young learners need to have the real concept of world presented by words. To help students figure out the words and the concept, teachers need means to present ideas to become reality; for the reason, realia is considered to be the alternative means to run the teaching process to be more enjoyable and interesting. (Rivers, 1983).

Using realia stimulates the mind and makes the vocabulary more memorable than a picture. It would create a link between the objects or phrases we show. Students can touch, smell and with a food item, taste it. Realia saves time, as recognition of an object is often immediate; elicitation of vocabulary, it becomes easier. It also breathes life into new vocabulary and the chances of your students remembering the new words, you have taught them, increases. Realia has the benefit of really grabbing student's attention, and prompting them to speak.

The use of realia in the English classroom is not limited to learn vocabulary and grammar but also in listening and speaking skills. As Hesses & Sklarew (1994) noted, learners can explore aspects of American culture which are expressed in everyday realia items. It also can provide great vocabulary in the form of puns, idioms and slangs. They can also serve as springboard for a discussion of underlying cultural values, beliefs, and behavior as well as provide and often non language dependent means of introducing students to the lesson topic.

All the reasons above show the real purpose of our research since motivation is so important in the English learning and that realia can be a good technique to capture the attention of the students in order to increase their motivation, and to provide a meaningful learning.

1.2 Background of the study

Motivation is a common and meaningful theme in education. Many researchers concerned with motivation have conducted several research and studies about the relation of it with the teaching and learning process and about the influence of motivation in the success and failure of the students. Motivation plays and important role in improving and developing learners' communicative ability (Humaida, 2012.)

Motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of foreign language learning. It provides the primary impetus to initiate learning English and later the driving force to sustain the long and often tedious learning process.

There are many kinds of motivation such as extrinsic and intrinsic and many strategies and techniques that can be applied to keep and increase the learners' motivation as the use of games, songs and dynamics in classroom, but in this research we will work on educational motivation in relation with the use of realia in the English learning process in high school.

This research will start from related studies applied in other countries and with the review of some literature about motivation, realia and strategies in the using of real material.

Besides, in the development of this research we pretend to observe some classes to identify the use of realia in the English class and then to apply some strategies in the use of realia in some English classes to value the effectiveness of it.

There was several previous research on motivation to learn English conducted worldwide. Clement (2006) assessed Hungarian student's motivation to learn English. He

revealed the presence of a relatively classroom motivation among teachers and students because teachers were creative to prepare classroom environment using different materials and techniques and the students participated in the class spontaneously in every moment.

Boosakorn (1985) surveyed student's motivation for learning English in Malaysia; he found that students expressed a strong desire to learn English. It concerns the reasons or goals that underlie their involvement or noninvolvement in academic activities. The classroom climate is particularly important when students feel a sense of affiliation being valued and respected; consequently they are more likely apt to engage actively in the learning process.

Shaaban (2000) examined motivation of Lebanese students to learn English as a foreign language. The findings revealed that female students were more motivated than their male counterparts., because according to a survey realized girls like to do more educational activities than boys, for instance girls reading 45%, practice English 71%, and boys like more playing outside with others 71% and going for sports activities 67% and also girls are more open to participate in class.

Furthermore, Kris & Kobon (2006) conducted a research in Slovenia regarding students' motivation to learn English; the finding explored the relative importance of the different types of motivation. He explained that intrinsic motivation has a relevant importance in the students learning performance because a student who is intrinsically motivated undertakes an activity for its own sake, since it provides enjoyment and good feelings towards the learning. An extrinsically motivated student performs better in order to obtain some reward or avoid some external punishment to the activity itself such as grades, stickers, or teacher approval.

Oxford &Shearing (1974) stated that motivation directly influences how students use two languages (L2) learning strategies how much learners interact with native speaker, input they receive in the target language, how well they do on the curriculum test, how high their general proficiency becomes, and how long they preserve and maintain L2 skills after language study is over.

Yuksel (2010), an English Language instructor, proposed the use of realia in the English language teaching and he revealed that realia can be also a good technique to increase the students` motivation. He argued that realia can be used to capture the attention of the students and to provide and to strengthen management classroom. Combining realia with well-chosen activities students can practice all language skills.

1.3 Organization of the paper:

This research study is structured in the following way. In the introduction we state the problem, in this stage we also justify our work expressing the reasons why our research is important and in the background we present why the topic was relevant in past studies.

The next chapter is the literature review, in this chapter we firstly start describing the importance of the English in the world, how our topic relates to the learning of English as a Second Language (ESL), secondly, we broadly define the key terms used in this work such as: learning, motivation, student motivation, types of motivation (intrinsic and extrinsic) and some factors that affect or influence the motivation of students and finally we bring several definitions of realia and its importance and usage too.

In the methodology we provide a specific explanation about our research design such as the method used, the population, sampling and instruments. In this case, we will use qualitative method because we pretend to describe aspects that interfere in the phenomenon of this study based on the review of important literature and then with the application of instruments to collect data.

At the end of this work we discuss general conclusions related to the input of this research until this stage. And finally, bibliography is presented.

1.4 Key terms

Motivation as defined by Clement (2006) is "the driving force by which humans achieve their goals". In psychology, motivation has internal and external factors that simulate desire and energy in people to be continually interested in and committed to a job, role, or subject, and to exert persistent effort in attaining a goal. (P.4).

Realia: Richards & Platt (1998) regards **realia** as "actual objects and items which are brought into a classroom as examples or as aids to be talked or written about and used in language teaching such as: articles of clothing, kitchen utensils, items of food, etc."(p.14)

Learning: Cobb (2009) defined learning as "the lifelong process of transforming information and experience into knowledge, skills, behaviors, and attitudes". So learning is the elaboration process where students select, organize, and transform the information that they receive.(p.23).

<div align="center">**Chapter Two.**</div>

II.   Literature Review

Theoretical Framework

2.1 English in the world: Importance

English has official or special status in at least seventy-five countries with a total population of over two billion. English is spoken as a native language by around 375 million and as a second language by around 375 million speakers in the world. Speakers of English as second language will soon outnumber those who speak it as a first language. Around 750 million people are believed to speak English as foreign language. One of four of the world´s population speaks English to some level of competence. Demand from the other three- quarters is increasing (Dieu,2005).

2.2 Teaching process:

"Teaching is an interactive process, primarily involving classroom talk, which takes place between teacher and pupils and occurs during certain definable activities". (Johnson, 2005. P. 11)

Teaching is the process in which teacher and students interact with the main purpose of the acquisition of knowledge, involving some actions and factors that are important in the process. In the Nicaraguan teaching process the main factor is to achieve the educational goals, that is one of the main concerns of the actual government, more and better education, but this is just a little part of the reality because there are some teachers that don´t care about this process and just consider it as an action that they have to do just to earn a salary and not because it is important to them. On the other hand, there are few teachers that love teaching so this process is inspiring and creative.

2.2.1 Learning process:

Cobb (2009) defined learning as "the lifelong process of transforming information and experience into knowledge, skills, behaviors, and attitudes" P.23. So learning is the elaboration process where students select, organize, and transform the information that they receive.

Learning strategies are strategies that are used by the students to help them to understand information and solve problems; a learning strategy "is a person´s approach to learning and using information." (Johnson,2005, p.19).

3   Motivation:

Motivation is the psychological feature that arouses an organism to action towards a desired goal, the reason for that action (Larousse, 2005.) According to various theories, motivation may be rooted in a basic need to minimize physical pain and basic need to minimize physical pain and maxim pleasure; or it may include specific needs such as eating and resting.

Motivation as defined by Clement (2006) is "the driving forces by which humans achieve their goals" (p.14).In psychology, motivation has internal and external factors that stimulate desire and energy in people to be continually, interested in and committed to a job, role, or subject, and to exert persistent effort in attaining a goal.

To motivate students to learn, teachers may contextualize vocabulary in situations where students can relate to in terms of their personal experiences, rather than simply as more vocabulary to memorize. It can be assumed that by linking the students' experiences with their own learning process guarantees an effective storage of newly learned vocabulary, expressed Oxford,(1990).

3.1 What is a student motivation?

Student motivation naturally has to do with students desire to participate in the learning process, but it also concerns the reasons or goals that underlie their involvement or noninvolvement in academic activities. Although students may be equally motivated to perform a task, the sources of their motivation may differ.

The term to learn has a slightly different meaning. It is defined by one author as "the meaningfulness, value, and benefits of academic tasks to the learner-regardless of whether or not they are intrinsically interesting" (Marshall, 1987,P. 5).

Motivated students have a positive impact on learning. They take advantage of a given opportunity and show intense effort and concentration in the implementation of the learning process. Also, they reveal positive emotions such as excitement, enthusiasm, interest, and optimism during learning.

Characteristics of the learners:

They are inquisitive and receptive, easily motivated if the teacher know how to motive them. They need activities that involve physical movement. The affective and the emotional aspects of teaching are important for them.

3.2 Types of motivation:

External (extrinsic) is defined as "The influence of the outside sources, the inducement to act or change based on the expectations and examples of other people".(Sass,1989, p.16).The outside influence can cause in some people the desire of being a better person and achieve goals.

Internal, intrinsic or self-motivation: López (2009) states that self-motivation refers to engaging in an activity for its own sake, for the pleasure and enjoyment it provide. Internal motivation is the most important element in the learning process because if somebody is motivated to learn something she/he tries to do all or she /he can. Self-motivation plays an important role in enhancing yourself to learn something and increasing self-determination. As Romando (2009) expresses self-motivation is very important in the English learning process because highly motivated students actively engage more in the learning process than less motivated students.

Factors influencing the development of students' motivation can be outlined as follows: home environment, school- related success and failure, teachers' beliefs about teaching and learning, school wide goals, policies and procedures; classroom climate, lack

of interest in learning, poor academic aptitude, dissatisfaction of basic needs. In our schools, the factors more affect the motivation of the students are related to home problems, specially poorness, violence and bad behaviors, but also the school environments including teacher´s attitudes and physical environments and resources.

Motivation is an important factor in the learning of foreign languages. And every teacher of English as a foreign language (EFL) looks all the time for different ways on how to raise student's motivation expressed by Paulova & Klimova (2011).This is really showed by many Nicaraguan EFL teachers, who are dynamic and who usually use games, songs and different strategies, and materials to teach.

4. **Realia:**
The use of authentic materials in EFL classes is not new, because teachers started using them in the 1970s as a result of the spread of the Communicative Language Teaching Approach (Martínez, 2002,).Depending on its definitions realia is an authentic material. Cancelas & Ouviña, (2003), say that authentic materials are designed for usage in real life situation. Realia and other authentic materials provide a wide range of printed and spoken message that can be used as primary or secondary material in a foreign language classroom.

Authentic materials:

Jacobson (2003) describes "authentic materials are print or learner- contextualized materials and activities used in the classroom in ways that they would be used in the lives of learners outside their classes"(P.250). Authentic materials in the classroom therefore are "stretches of real language, produced by real speakers or writers for real audiences and designed to convey real messages of some sort"(252). Another way of defining authentic materials is that they are any materials which have not been specifically produced for the purpose of language teaching. Realia based on its definitions is like a general term that contains all tangible and virtual materials that can be used in the teaching of the learning process, for every subject.

Biber (1995) points out that authentic material have the following characteristics. First is that they are objective as opposed, second, they can be adopted as a teaching

resource, for verification of classroom facts. Third authentic materials are pedagogic as teaching materials; they bring variety of learning methodology to the classroom thereby enhancing learner motivation.

Richards & Platt (1998) regards realia as "actual objects and items which are brought into a classroom as examples or as aids to be talked or written about and used in language teaching such as: articles of clothing, kitchen utensils, items of food, etc.(p.24)" while Zukowsky & Faust (1997) contemplate it as "concrete objects and the paraphernalia of everyday life is, realia is understood as an infinite number of things from the real realm.(P. 14). In our country, English teachers who most of the times do not have money to invest in their work, for instance, to buy text books or whatever materials to teach, can still create their own materials by using old books, magazines or bringing concrete materials (toys, clothes etc) to the classroom.

Realia is closely related to the Natural Approach, whose basis was on meaning, not form, emphasizing the idea that the more visualization and recreational activities are applied in the language classroom, the better learners acquire a foreign language on the basis of a natural progression.

Accordingly, realia comes to be indispensable for the effectiveness of language acquisition, because the implementation of these materials create a more natural setting, where the learner learn a foreign language, much like a child learns his native language in early stages. Considering this, through the use of realia, language acquisition is generated naturally, thus representing a paramount advantage. Realia is another technique that can be used to capture the attention of the students and to provide and strengthen their motivation in the English learning.

All the definitions argue that realia is motivating and meaningful in that it brings an authentic piece of target culture into the language classroom. Practicing the language and teaching it by means of real materials, brought to the classroom environments, enhances the motivation of the students as well. Sumarni (2008) states the use at Realia "is the proponent of communicative language teaching that has advocated the use of authentic sign, magazines, advertisement and newspaper, or graphic and visual sources around us which communicative activities can be built, such as maps, pictures, symbols graphs and

charts".(p.26). Different kinds of objects can be used to support communicative exercises. In practice, bringing the actual item to class provides an unmistakably clear illustration of an object. This can also provide a useful stimulus to lesson. On a slightly more ambitious scale, asking students to teach other students how to perform a task using realia can be very motivating and memorable.

All the materials the teacher can bring to a classroom as the ones mentioned above is named traditional realia but, realia is not closed to tangible objects, since a few decades ago virtual realia had been created and updated to be used as an educational tool to teach English.

According to Tanguay (1997) "Virtual realia is a collection of linguistic and non-linguistic authentic materials which have been compiled, scanned, and posted on our webserver"(page 9).An important benefit of virtual realia is that the materials are truly interactive and more flexible than traditional ones that they can be easily adapted and up dated.

With the increasing integration of computers into language instruction and the phenomenal growth of the internet, the idea of digitizing realia and organizing it into a web site is a logical further development in language teaching in the digital age. Virtual realia merges an established technique with the new educational technologies in bringing culturally based authentic material into EFL classroom worldwide, explained Tanguay (1997). Actually, the majority of the teachers express that their students have problem with the excessive use of phone in the class, with these innovated programs, this weakness can be transform in strength, because teachers can assign task or motivate them to use their phone with educational purposes like playing or watching virtual programs, practicing the vocabulary studied, or learning new vocabulary.

Using materials is a very essential part of the teaching and learning process. These days, the resources for teaching materials are available for everybody. The internet is regarded as a very important and rich source for authentic materials. There are three types of authentic materials broadly classified by Jacobson (2003) in audio, visual, and printed materials.

Audio materials involve those that learners can listen to. These can be grouped into three: television (commercials, programs, quiz show, interactive talk show, cartoons, news,) radio (interviews, interactive talk shows and advertisements), taped conversations (phone conversations, meetings, short stories, poems and novels).

Visual materials, on the other hand, are those that the learners can see.   These include photographs, paintings and drawings, children's artwork, wordless road signs, pictures from magazines, and wordless picture books.

The third type of authentic materials comprises the printed materials.   These include newspapers (articles, movie reviews, advertisements, astrology columns, sports reports, obituary columns, TV guides, recipes, directions, notices etc.), restaurant menus, directories, minutes of a meeting, memoranda, diaries, tourist information brochures and travel guides, greeting cards, letters, billboards, posters, bus schedules, and forms (medical history forms, application forms, tax forms, etc.).(p.253).

4.1 Importance of the use of realia

Students can learn more when the information is presented in a variety of modes than when only a single mode is used. As stated by Stice (1987) students retain 10 percent of what they read, 26 percent of what they hear, 30 percent of what they see, 50 percent of what they see and hear,70 percent of what they say and 90 percent of what they say as they do something.

It is important to set the classroom to be fun and to be interesting. One of the efforts of making interesting teaching learning process is taking real objects to the classroom. The use of realia in the classroom supports learning in many ways (orally and written). Allowing the students to explore the objects hands-on is a powerful way to connect vocabulary to real life. Realia gives a context by itself owing to the fact that the teacher uses real objects which makes the experience be worth remembering for the students thereby easier to be recalled from their memories.

The learning is natural and not forced; by using realia a teacher can create an environment that is rich enough to compete with the common "this is boring" complaint.

When we create a colorful environment with pictures, concrete or virtual material students do not have opportunity to sleep in class and to be indifferent (McGuire, 2005)

The use of realia is only limited by your imagination and possibly practicality too. Real authentic materials have the following advantages: bring reality to the classroom and make interaction meaningful. Learning functional writing without real-life texts will widen rather than plug the gap between classroom writing and workplace functional writing. Authentic materials therefore succeed in connecting the classroom to the outside world and bringing the outside world to the artificiality of the classroom. They will also make the teaching and assessment to focus on skills rather than the facts of language.

In what ways realia can contribute to the students' motivation?

Using realia is motivating to the students because they can see how the item is actually used and experiment with it. By using realia, there is no question as to the size, color texture and etc. of the item being discussed. It conveys the meaning much more than any picture or illustration. Students get so much when the teachers use realia in the classroom.

Real life objects are real life learning. Authentic materials are used. The situations in which the learners use language should be as realistic as possible. In another way the language used is authentic. Hammers (2002) arguments all these real objects can increase the motivation of the students, make them much more involved in the course, make the class free from monotony. As Hildred (1978) emphasized language is but one aspect of the child activity which include eating, playing, responding to instructions, enjoying social contacts.

At the same time, Johasson (2010) claims that realia can be used to make our teaching process real, to enable coordination in the courses delivered, to develop an actual culture which is comprehensive, indulgent, and to appreciate the whole job done by the students. All these explanations pave the way that real life objects are real life learning. In English instruction, for instance, students should feel competent and confident while learning English; provide safe motivational and educational environment and finally create life-long learners of English.

4.2 Usage of realia:

The use of realia is deeply known, many teachers support their classes in tangible or virtual way and they use this strategy not only to teach English, but also, to teach all subjects, history, science, geography and still math, since authentic materials are useful in developing learner´s reading and listening comprehension skills through introducing learners to new vocabulary and expressions, (Otte, 2006).Authentic materials will necessarily add variety to classroom activities and support a more creative approach to teaching. Thus, the learners will have a chance to practice the skills learnt in the classroom in real life situations. This strategy will certainly have a positive effect on learner motivation.

Authentic materials can be adapted for instructional use taking into account interests and appreciation of teachers and students. Kienbaum (1986) suggests materials can be thematically organized and prepared by instructors in the foreign language classrooms. He argued, that is really important the professional intervention at all levels, because a teacher can select materials, explain difficulties of grammar and vocabulary and point out cultural distinctions, teachers can experiment with both adapted and unadapted materials.

Cultural objects can be used to describe the customs and traditions of another country, but also, they can become in a set of teaching aids that facilitate the simulation of experience in the target culture, for example, filling out forms, traveling by train, renting cars, etc. a complete range of activities is open to simulate in English classrooms. The major advantage of using realia is that it contains current language on all topics imaginable and provides constant reinforcement of grammatical forms learned in the classroom, Pierre (1987)

Many researchers such as Gilmore (2007), Sherman (2003), Thanajaro (2000) Otte (2006) believe that authentic materials have a strong positive effect on motivation in learning in general, since, they feel learners as practitioner of a real language used beyond the classroom, they also encourage them to learn better, authentic materials give students opportunity to deal with situations similar to the real world outside the classroom. Garcia

(1991) a History researcher, states that realia contribute to improving the learners cultural awareness, because is like a window into culture.

In metropolitan regions of the United States of America with high concentration of immigrant population there is a program for high school social studies to a sheltered people of English language learners (ELLs). This program includes integrative subjects: history, political science, sociology, geography and economics.

In this study teachers used different strategies to reduce cognitive load and one of them is the use of realia and visual support. Szpara (2005) explained the use of authentic material (realia) brought a great benefit to all students of this program, getting more vocabulary and improving reading skill. They also acquired cultural and social English to be successful in school.

The preparation of written pedagogical materials to accompany the realia or authentic material being used often involves two steps, the first one is the identification of useful vocabulary items for study and practice, and the second one is the development of exercises, and content questions with the purpose to help students understand and describe aspects of the foreign language according to their levels.

The usage of realia has positive effects on learners, in that it: helps students to produce better language and acquire it faster; and besides it exposes learners to real language and makes them more confidence to deal with real life situations. All these effects improve learner´s motivation.

5. Summary

Motivation is an important factor in the learning of foreign language; it can also determine the success or failure of the students. And every teacher of English as a foreign language (EFL) looks all the time for different ways how to raise student's motivation.

Realia is one of the most important tools a teacher can use in class in order to make his/her teaching effective and motivated to all students. In this paper we discussed the way in what realia has contributed to the learning and motivation of the English learners.

A number of studies point out that the use of authentic materials is regarded a useful means to motivate students, arouse their interest and expose them to real language they will face in the real world. Other researchers confirmed the role of authentic materials in developing reading, writing, listening and speaking skills through introducing learners to new vocabulary and expressions.

Realia based on its definitions is like a general term that contains all tangible and virtual materials that can be used in the teaching of the learning process, for every subject. The use of realia in the classroom supports learning in many ways (orally and written).

Authentic materials permit students to explore the objects in a powerful way to connect vocabulary to real life. The use of realia in the English classroom is not limited to learn vocabulary and grammar but also in listening and speaking.

In addition, realia comes to be indispensable for the effectiveness of language acquisition, because the implementation of these materials create a more natural and funny setting, learners can learn a second language in a natural way and they can feel confident, comfortable, and motivated their learning.

Chapter Three.

III. *Methodology*

3.1 Research design:

Our research design was an Action research method; it is conducted by one or more individual or groups for the purpose of solving a problem or obtaining information in order to inform local practice. According to Fraenkel & Wallen (2008) it "is intended to address a specific problem within a classroom, school, or other community" (P.590). Its primary purpose is to improve practice in the short term as well as to inform larger issues. We chose this method, because our work was addressed to an educational setting, eight grade of high school, and our purpose is to improve the motivation of those students by putting into practice the use of realia in different way.

Our Action research project involved four basic stages: 1- we identified the research problem and research questions, 2- obtained the necessary information to answer the question, 3- analyzed and interpreted the information we gathered, and finally, we developed an strategic plan of action.

Analysis and Synthesis was applied in the review of documents on the subjects and in the processing of the data. We started from the general aspects related to the topic to the particular items.

Depending of the modalities our research was classified as follows:

1. According to its temporal scope: cross-examined, because it was conducted over a period of time, second semester of the school year.

2. According to its objective: our research was descriptive and explicative, because described an aspect of the methodology of the English class which was motivation and the use of realia and it is explained in the way teacher can use these tools to get better results in the English teaching and learning process.

3. According to the measurement: referred to the qualitative research design. That because in it we expressed the contribution of the population through the selected sample and about the literatures review.

3.2 Subject selection:

The universe of this research was 740 students of the morning session at The National Institute of Sébaco, Department of Matagalpa.

3.2.1 Population: this research was applied to 8th grade students at the Institute. These were 240 in total in the morning shift.

3.2.2 Sampling: the sample was intentional, taking into account students' characteristics such as: group discipline and age (because this is the more disciplined group from all eight grades and the age range of them is between 12 and 13 years old among boys and girls).

The sample was formed by 40 students of 8th grade ``A`` at the Institute, representing 17% of the total population and an English teacher.

3.2.3   Characteristics of the sample.

The sample for this research paper was formed of 40 students out of 240 students, which is the full number of 8th grade students of the morning session. In total, there were six 8th grade classrooms. The age range of these students went between 12 and 17 years old, but in 8th grade A, (which the group of our sample) the students are from 12 to 13 years old. They were the youngest of those classrooms and had important characteristics such as: good discipline, responsibility, good coordination and the best relationship with the teachers. They have showed love for English class, and their teacher most of the time uses materials to teach.

The students at The National Institute of Sebaco come from different neighborhoods of the urban area, and from nearby country site communities such as: Paso Carreta, Carreta Quebrada, Rio Nuevo one and two and El Hatillo.

Every student at the institute has his /her respective English text book and there are fifty bilingual dictionaries for the use of them. This center also provides technological services such as internet, media room (mediateca) in this place the teacher can use recording, TV, projectors… to support the English class but, something related to realia is only used when the teacher brings it to school in some classes. At the moment, there isn´t any realia bank there.

3.2.4 Description of the place:

The Institute is located in Barrio Sebaco Viejo; next to Ruben Baltodano School. The institute of Sebaco was founded on February 2nd 1973 near by the Panamerican road, firstly named Jose Rodriguez Somoza.

Between the ages of 1771 and 1772 the number of secondary students increased and it was necessary the foundation of an institute. For that reason an intellectual group headed by Bachelor Reynerio Zelaya (founder and principal) make gestions to open the institute before the MED (MINED for today) and the government.

In August 1980 teachers Elba Gonzales and Sergio Meza Pantoja send a letter to Doctor Carlos Tunerman Berheim (Minister of Education) in order to solicit the Institute building, they received answer but only the building material. The community had to get lot land and pay labor force, all the community had to participate with money and construction.

In September 25th 1982 it was opened with the name Eddy Alonso National Institute in honor to a student died in 1979 in Sebaco freedom.

In 2005, FISE BANK made a reconstruction of the institute through coordination of Lic. Annie Maria Leiva Herrera and the principal mayor Justo Velázquez

Nowadays the institute has a computer lab, a physical-chemical lab, basketball and football field, a library, a Media room(MEDIA-TECA) very well equipped with educational videos in DVD,VHS,CD, this place also has a TV,DVD, and a projector. There are also nineteen classrooms, each one with a whiteboard, chairs and some of them with a desk for the teacher.

3.3Data collection:

3.3.1 Instruments.

For this study we used a survey for each student of the selected sample and another was a survey for the English teacher of the classroom, Another instrument we used was a direct observation of an English class session, and then we´ll also applied methodological strategies with the selected group in order to test the use of realia to increase the motivation of the students. As instruments to get information about the phenomenon, we used the respective guidelines of the techniques applied. (See in annexes pages 36-50)

3.4 Data Analysis.

The results gotten from the applied instruments were analyzed by data tabulation by the interpretation of each item of each applied instrument. Finally, they were discussed and supported by graphics.

3.4.1   Analysis and discussion of the results

In this stage we presented the analysis of the data gotten from the triangulation of the instruments applied in order to value our research questions. Firstly we applied a survey to the teacher and to each student of the 8th grade, and then we had the opportunity to observe 7 sessions of the English class and practiced three activities in it by using realia.

Every instrument applied was tabulated and after that analyzed and discussed by the researchers.

Chapter Four

IV.   Results

4.1 Setting characterization of the place:

The place in which our research was carried was The National Institute of Sebaco. It is a public school and has a big building, which is in good physical condition, enough classrooms and a professional team of 55 teachers for two modalities: daily and weekends, 23 in the morning session, 15 in the afternoon session and 17 on Saturday and Sunday, most of them graduated and are highly qualified to teach and with great experience. The Institute is located in Barrio Sebaco Viejo; next to Ruben Baltodano School.

The whole building is located in a safe, pacific and enjoyable place. All its land is fenced off with wall and a wire barbed above it and furthermore has three security guards to keep the place safe and in order, sometimes two police officers watch around the school to prevent any problems. Concerning to the 8th grade classroom, there were advantages and disadvantages we can mention. Firstly, it has a good physical condition, good lighting, electricity, two whiteboards and enough chairs, though the half of them are damaged, sometimes the classroom was a little dirty, because there wasn't any cleaning tools. Related to the real environment, the classroom sometimes suffered distraction and interruption because it is located in a noisy place since in front of it, there was an auditorium, and a bathroom was near. The auditorium was used for teachers and students for different activities.

4.2 Characterization of the classroom environment:

The students of this group showed appreciation for the English class. They had good relationship with the teacher and other classmates, and good discipline; their attendance was excellent. The age range of these students went between 12 and 13 years old. They were the youngest of the eighth grade classrooms.
 Most of   the eighth grade students came from the urban area, from all the neighborhoods of Sebaco and only four of them came from the community Rio Nuevo 1.

On the other hand, the English teacher had the necessary ability and qualification to teach. She has a bachelor degree, graduated at FAREM –UNAN Estelí in 2009 with eleven years of experience in education; all the time teaching English in secondary school and had participated in different training teaching courses in integrated areas, but especially in English skills and teaching methodologies, such as: Pilot English Language Proficiency for teachers (sponsored by The USA Embassy), INTEL Educar (training course of the use of technologies for the teaching process), Strengthening of the educative quality in Nicaragua (sponsored and developed by UNAN and The Government) and a course of Inclusive Education (to teach students with disabilities). Besides, she has participated in some Nicatesols. These trainings showed the wide experience she has in Education and in the teaching of English, though her mood and energy is something passive and she usually uses the native language to teach English.

4.3 Data Analysis.

The data was analyzed taking into account relevant aspects of our research and following the research questions we proposed.

In the first step we tabulated the data, wrote the questions with their respective answers given for the students, then we chose the repeated answers for each question/items and calculated percentages.

Secondly, we analyzed the survey applied to the teacher and the ten observations we made.

When we got the analysis of the collected data of every instrument, we made the triangulation of the data and discussed the results interpreting positive and negative aspects and the limitations of our research. (See annexes page 51)

With regard to our first research question, and the process above, we got the following findings:

4.4 Findings:

Firstly, we could observed the type of authentic materials used by the teacher in the English class in 8th grade to motivate students to learn English and they were: visual and printed materials, especially flashcards, pictures, cut outs, English books and rarely real items related to the topics studied. Those materials were partially applied in the four English skills, but mostly through writing and speaking exercises such as: reading aloud, presentations, matching and completion drills, brainstorming, dynamics and games, though we could not perceive the real purpose of the usage of those materials, maybe the teacher used them only like whatever strategy to teach, get marks, or entertain the students but not specifically to get a better learning and to increase the motivation.(see photos in annexes page 57).

Graphic1
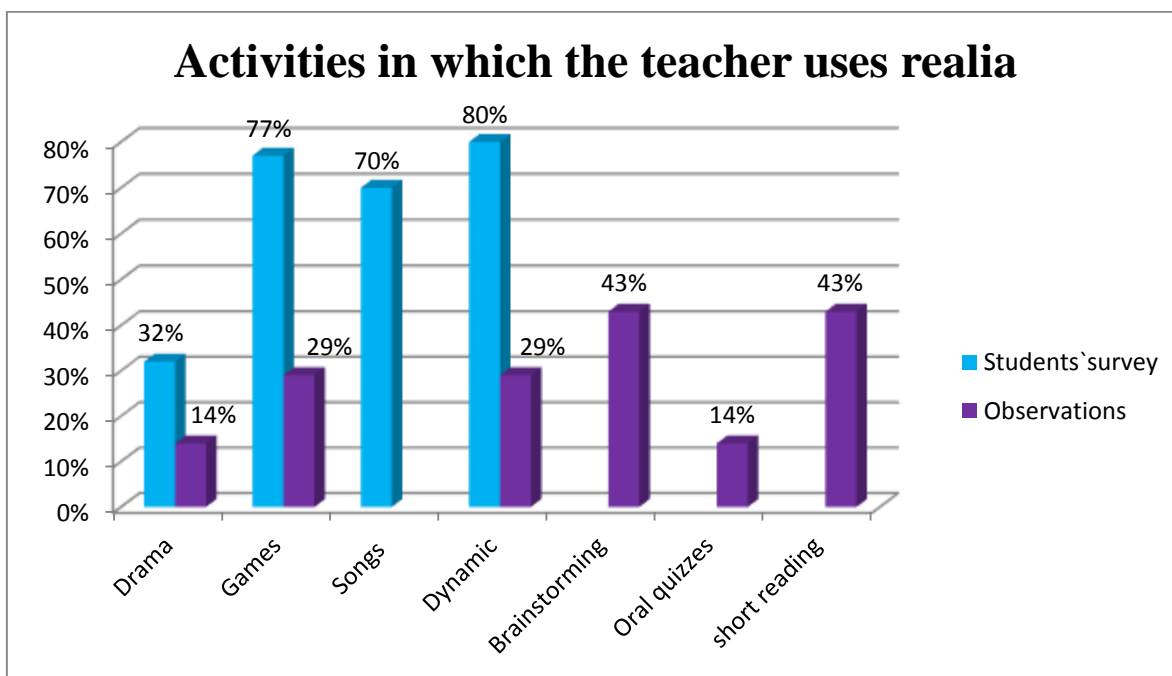
The graphic 1 show the activities in which the teacher used realia according to the answers of the students and other activities we could observed during our visits to the classroom, except the songs.

Audio and virtual materials (programs or activities from internet sites) were never used in the observed class, due to the teacher did not have the necessary means, and even though the school had audio materials most of them were in bad conditions and old

fashioned. Besides, they were used for all teachers (See photo page 59). The printed and visual materials mostly used in the English class were previously elaborated and collected by the teacher from magazines, old books etc, though she has some real wallpapers, flashcards, CDs, worksheets, some of them acquired through the courses and Nicatesols in which she had participated, but also the students created their own materials to describe or present a topic.

When the teacher used realia the participation of the students was good and their motivation too, however not for all the students, the same students always participated and most of the time from their chairs. Those students specifically were the good students or the leaders of each team, they also were the ones who did the speaking exercises. The other students just helped them in writing exercises and when somebody asked them.

The following graphic show the frequency of the participation the students had during the observations and also in relation to the survey they answered.

Graphic 2
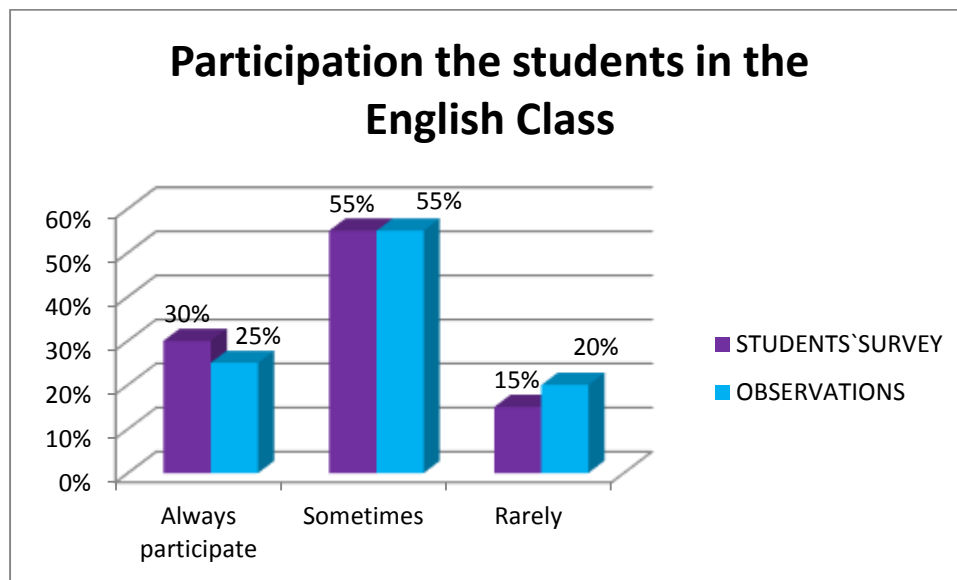
In this graphic it could observe that most of the students sometimes participate in the English class, we could infer that there was not active participation for all the students.

Although some authors like Hammers include pictures and flashcards like Realia, Realia specifically refers to real objects or items, according to the meaning used in this research; in that case the main teacher´s preference was using visual and manipulative

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materials but not using realia. We could observe that exists a little confusion in the teacher between realia and manipulation of materials, she considered using realia, but she most used and created pictures and flashcards and just once used realia in the class.

Despite of the teacher using different kind of materials and activities, the learning of the students was not very productive, since most of the time they only answered what the teacher asked for. We considered the learning and motivation of the students would have been meaningful if the teacher had engaged them in every process and used real material instead of flashcards, cut outs and pictures, involving the students in every moment of the class increasing their participation, using real material to make the learning more real and therefore more interesting too. So those elements could contribute to increase the motivation in them. If they are highly motivated, they learn better and also it is easier for the teacher to manage better the group.

The usage of those materials was relevant since the English teacher could integrate the majority of the English skills. However, it is necessary to put more emphasis in using real material and furthermore audio materials to practice listening skill, so that it is a hard and necessary skill the students have to master to acquire and communicate in a foreign language.

For purposes of our research, we developed some activities by using realia, in which we tried to motivate all the students to work actively in every process of the class and especially for the shy of them and those who participated less. Besidess we spoke to them mostly in English than in Spanish and this they liked. The first material we used was an audio related to the topic to practice listening skills (since it had not been used) and the reaction of the students was significant, everybody paid really attention and listened to the material presented, in that case we explain through a video grammar related to the use of Wh-questions, then we asked the students the use of those and most of them expressed their knowledge in their native language and a few of them by using single words in English.

Another activity was labeling words (equipment sports). It was interesting because every students was active in each group creating a wallpaper with the cut out vocabulary we supplied from worksheets and then they named them in written way and finally presented in front of their classmates. Then the students described pictures, firstly in groups of four. They completed a picture card with the personal information and general description of the most famous sport players, after that, they orally described them. The meaningful of this activity was the reporters or speakers were the shy students or those who rarely participate in class less in English. The teacher attitude was exciting since her students were highly motivated and attending. (See photos in annexes, page 58).

According to the second question, we could prove the usage of realia positively influenced the motivation of the eighth grade students in the teaching and learning process of the English class since it changed the monotonous and bored environment of the English class and the negative students` attitude towards the English learning in a relevant way. It was possible due to the fact, in the last activity, we applied a TPR dynamic, in which the students simulated to play a match by using real sport materials (clothes and equipment) and also technical words form the vocabulary studied like: home run, straight, outside, corner, penalty, bat, ball etc. this was a really meaningful moment because 85% of the students actively participated in the dynamic using realia and they used appropriate terms related to some sports, they also showed enjoyment in the English class. (See photo in annexes, page 58)

In the process of our intervention in the English class, we could confirm that with the use of realia the participation and interest of the students really increased, their attention was more focus on the class than in other aspects from the outside environment, and the learning was meaningful, since the fact to use real material got them involved in the learning process.

Chapter Five.

V.   Conclusion

From the results obtained through the applied instruments it can be inferred that realia is a technique that has been used by the teacher in the teaching and learning process. However, this use has been limited to printed, visual materials that are authentic materials, but not specifically realia. Audio and virtual realia are less and not usable to teach English, due to the physical conditions and number of resources that the Institute has for all its educative population and besides, the class is large. In accordance with our findings, we can state the teacher´s preference for printed and visual materials.

We can mention that it was really notable the positive influence of realia in the participation, interest, learning and specially the motivation of the students when it was developed in a designed way and to get a real purpose.

It is valid to mention the favorable results for realia could be attributing to a specific characteristic of the participants of our study, since they showed appreciation for the English class and had good discipline. Apart from that, the success depended on the dynamism and the use of as many senses and strategies as possible combining authentic materials in the learning process.

Despite of the effectiveness of the usage of realia, it has not focused to increase the student´s motivation but only to present vocabulary, practice some English skills, entertain students or getting marks.

5.1 Limitations

An important limitation of our study was that the topics developed during the time of the observations sessions were just related to "Sports". A reason for which we had chosen the eighth grade was because its English programs included topics such as: foods, descriptions, clothes and others, which are especially for the usage of real materials and we did not have the opportunity to observe the use of those topics.

Another thing was the time of our observations; it was not the most appropriated since the development of the English classes showed many difficulties such as: schedule interruptions for meetings, evaluations and TEPCES[2] (Planning, Capacitation and Assessment Educative Workshop) and therefore our observations were affected too.

The lack of a control group did not allow us to establish comparison between the usage and not usage of realia as a tool to increase the motivation, in which could enhance our findings.

5.2 Further researches

Future researchers in secondary school are needed on combining strategies to use realia, the usage of realia to practice the four English skills and the creation of materials.

5.3 Recommendations:

Realia is a great technique to teach English and to increase the students 'motivation, however its use and success depends on the good planning, organization and development of the class. When you use realia you have to have a real purpose and to choose specific strategies to obtain what you wish.

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[2] TEPCES, for its ACRONYM in Spanish.

The first people who have to be motivated have to be the teachers. The mood and energy of the teachers have to be active and creative to transmit that to their pupils.

Since the economy sometimes is a negative factor to use realia, it is important to create a realia bank in a safe and comfortable place with the existed materials and enriched with the materials that the students bring to the class, and to reuse materials such as: newspaper, old books, object, etc.

Concerning audio and digital materials use, you can make an educative procedure to get audio means; nowadays there are cheaper digital materials to acquire like: USB players, in which you can practice listening skills, and besides you can motivate the students to use their tablets or cell phones to practice some English activities.

Make a previous reservation to bring students to the main classroom and places of the institute, like library, sport field, science lab, outside the classroom, and also try to use every material or means the institute has. Students can, this way, learn in a pleasant and real manner and enjoy that.

Sometimes a method or strategy do not work alone and by itself. It is important to mix realia with others strategies such as: Songs, games, role play, videos, describing and narrating pictures etc… in order to get the purpose you pursue.

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

To help the English teacher in her educative development in the correct usage of realia we elaborated and handed in a strategic plan. (See in Annexes page…)

VI.   ANNEXES

ANNEXES

Instruments applied
National Autonomous University of Nicaragua
Farem-Esteli
Survey

Dear students.

We are doing an interview on investigation about the use of realia to improve the students`
motivation.

Thanks for helping us by answering some questions.

I.   General Data.

Student`s Name:_____

Grade_____ Date_____

1. Do you like English class.?
    Yes: _____ No: _____ Why? Check the reasons.
    A. Because it is an International Language.
    B. To meet a foreign people.
    C. To get opportunities to the future.
    D. Because it is an interesting class
2. Do you participate in English class.?
    Always: _____ Sometimes: _____ Never: _____ Rarely:
    _____

3. Circle the activities the teacher use to increase students motivation in the
    English class.

    A. Songs.
    B. Games.
    C. Realia.
    D. Drama.
    E. Movies.
    F. Others….
4. Check the resources your school has to teach English.
    A. Books. _____
    B. Bilingual dictionaries._____
    C. Whiteboard_____
    D. Marker_____
    E. Tv_____
    F. Projector_____
    G. Recorder_____
    H. Dvd_____

I. Others…_____

4. Check what kind of resources the English teacher uses in your class.
   A. Concrete material.(toys,puppets,clothesitems,kitchenitems,etc..)_____
   B. Flash card or pictures _____
   C. Audio
   D. Digital material.

5. What kind of material do you use or manipulate in the English class.?

6. How the teacher use resources to motive the students to learn English class by
   A. Drama._____
   B. Game._____
   C. Songs._____
   D. Dynamics: _____
   E. Others.. _____

7. Do you consider when you use realia increase your motivation to learn English? Why?

National Autonomous University of Nicaragua
Farem-Esteli
Survey

Dear teacher.

we are doing an action research project with the purpose to recognize how the use of realia can improve the students motivation.
Thanks for help us with your contribution.

I.   General Data.
School: _____
Grade: _____ Section:_____
Academic Level: _____
Experiences Years: _____

1. What Didactic materials your school has, do you use to teach English?

2. Do you have difficulties to use any materials?

   Yes:_____No:_____ Which:_____
   Why: _____

3. How often do you use realia in class?
   Always_____Usually_____ Sometimes_____
   Rarely_____ Never_____

4. What kind of didactic materials do you most use?

5. In what activities or strategies do you apply realia?

6. Circle the reason to use realia in the English class.
A. To get a meaningful learning.
B. To increase the students motivation
C. To gets marks in class
D. To get entertaining the students
E. To practice the English language skills.

7. What result have you got by using realia?

8. Do you think to use of realia can improve the students motivation? Why?

9. What advantages and disadvantages do you consider theuse of realia have?

National Autonomous University of Nicaragua
Farem-Esteli
Observation Guide

Objectives: Recognize how of the use of realia contribute the students` motivation in the English learning process in Eight grade of the National Institute of Sebaco.

A. General Data.

School: _____

Grade:_____ Section:_____

1. School materials

a.What materials or means the school have?	Yes	No
English Books		
Bilingual Dictionaries		
Whiteboard		
Eraser		
Marker		
Dvd		
Projector		
Tv		
TICS(Internet)		
Others…..		
b. The physical enviroments.		
Classroom		
Lights		

Table		
Chair		
Plug/Adaptor		
Electricity		

Use of means.

(**A:** always **U:** usually **S:** sometimes **N:** never)

1. What kind of materials the teacher use?	A	U	S	N
a. concrete materials				
b.Audiomaterials				
c.Visual material				
d.printed material.				
2.The English teacher promotes activities of…(by using realia)				
1.Writing				
• Completion drills.				
• Matching drills.				
• Describing pictures				
• Narrating				
• Creating paragraph				
2.Reading				
• Reading a loud.				
• Reading short paragraph				
• Reading vocabulary				
3.Speaking				
• Repeating				

	A	U	S	N	E.B	S.B	N.O
• Dialogue							
• Dramatization							
• Role play							
• Brainstorm							
• Twister							
• Poem							
• Conversation							
4.Listening							
• Interview							
• Videos							
• Total physical response(TPR)							
• English festival							
• Short Reading							
3.In class students work.							
a.Individually							
b.In pair							
c.In group							
d.Teacher in front of the class.							
	A	**U**	**S**	**N**	**E.B**	**S.B**	**N.O**
4.student partícipate in class							
5. when using realia the students reaction is…							
a.Motivate							
b.boried							
c.Distracted							
d.active							

E.B: Everybody   **S.B:**Somebody   **N.O:** No one

Commentaries:_____

_____

_____

Survey applied to 8th grade students at The National Institute of Sebaco.

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

Farem-Esteli

ENTREVISTA

Queridos estudiantes.

Estamos haciendo una entrevista en la investigación sobre el uso de objetos comunes para mejorar la motivación de los estudiantes.

Gracias por ayudarnos contestando algunas preguntas.

I. Datos Generales.

Nombre de estudiante: Fabiola leticio Balmaredo

Grado ___8___ Fecha _7/10/2015_

1. ¿Te gusta la clase de Inglés.?

Si: __✓__ No: _____ ¿Por qué? Cheque las razones.

A. Debido a que es un idioma internacional.

B. Para conocer personas extranjeras.

(C.) Para obtener oportunidades para el futuro.

D. Debido a que es una clase interesante

2. ¿Participa en la clase de Inglés.?

Siempre: __✓__ a veces: _____ Nunca: _____ Raramente: _____

3.Encierre las actividades que usa el docente para aumentar la motivación de los estudiantes en la clase de inglés.

A. Canciones.

B. Juegos.

C. Material autentico.

D. drama.

E. Películas.

F. Otros ....

4.Cheque los recursos que su escuela tiene para enseñar Inglés.

A. Libros. _____✓_____

B. Diccionarios bilingües . _✓_____

C. Pizarras _____✓_____

D. Marcadores_____✓_____

E. Televisión_____✓_____

F. Proyector _____✓_____

G. Grabadora_____✓_____

H. DVD _____✓_____

I. Otros ..._____✓_____

5. Cheque qué tipo de recursos usa el profesor de inglés en su clase.

A. Material concreto. (Juguetes, muñecos, ropa, artículos de cocina, etc..) _____

B. Tarjetas o Dibujos_____✓_____

C. Audio ✓

D. Material Digital. ✓

6. ¿Qué tipo de material utilizan o manipulan los estudiantes en la clase de Inglés?

Fotos
dibujos
ropa
Comida

7. ¿Cómo el maestro utiliza recursos para motivar a los estudiantes a aprender la clase de inglés
por:

A. Drama . ____✓____

B. Juego . ____✓____

C. Canciones . ____✓____

D. Dinámica: ____✓____

E. Otros .. ____✓____

8. ¿Considera que utilizar material autentico aumenta su motivación para aprender Inglés? ¿Por
qué?

Si por qué es divertido, aprendemos
más, nos motivamos, nos desarrollamos
mejor en la clase y compartimos
enseñanzas y aligual las imagenes,
fotos, enseñan con más claridad.

Survey to the English teacher

National Autonomous University of Nicaragua

Farem-Esteli

Interview

Dear teacher.

we are doing an action research project with the porpuse to reconize how the use of realia can improve the students motivation.

Thanks for help us with your contribution.

I.   General Data.

School: National Institute of Sébaco

Grade: 8th   Section: A

Academic Level: University degree.

Experiences Years: 11

1. What Didactic materials your school have do you use to teach English?
    It has many materials as: T.V, books, dictionaries, speakers. and a Classroom to use these resources (T.V. speakes, and a D.V.D.)

2. Do you have difficulties to use any materials?

    Yes:_____ No: X Which: audio materials
    Why: They are obsolet, few for all teachers...

3. How often do you use realia in class?
    Always_____ Usually X Sometimes_____
    Rarely_____ Never_____

4. What kind of didactic materials do you most use?
- Pictures, books, realia (Classroom objects)
- Cut out from some papers, books, newspaper.

5. In what activities or strategies do you apply realia?
- to introduce a content, It could be a new vocabulary, to make sure my students familiarize with it.

6. Circle the reason to use realia in the English class.
(A) To get a meaningful learning.
(B) To increase the students motivation
(C) To gets marks in class
(D) To get entertaining the students
(E) To practice the English language skills.

7. What result have you get by using realia?
- The students get a better understanding by watching the object.
- They con get a better learning and apply it in their real life.

8. Do you think to use of realia can improve the students motivation? Why?
Yes, of course. because most of the time they concentrate their attention in the material that is been used., ande this produce more participation and increase their motivation.

9. What advantages and disadvantages do you consider the of realia have?
Advantages.
- It increases student's participation.
- It's a concrete material that is most of the time available.
- firstly students make a representation of that object and they can apply it to the real life. Disavantages:
- It need economic inversion / time.

Observation Guide applied in seven sessions

National Autonomous University of Nicaragua

Farem-Esteli

Observation Guide

Objectives: Recognize how of the use of realia contribute the students motivation in the English learning process in Eight grade of the National Institute of Sebaco.

A. General Data.

School: _National Inshtute of Sébaco_

Grade: _2nd_ Section: _A_

Oct 6th, 2015.

1. School materials

a. What materials or means the school have?	Yes	No
English Books	✓	
Bilingual Dictionaries	✓	
Whitheboard	✓	
Eraser	✓	
Marker	✓	
Dvd	✓	
Projector	✓	
Tv	✓	
TICS(Internet)	✓ → No functioning.	
Others.....		
b. The physical enviroments.		
Classroom	✓	
Lights	✓	
Table	✓	
Chair	✓ → some in bad conditions.	
Plug/Adaptor	✓	
Electricity	✓	

Use of means.

(A: always U: usually S:sometimes N: never)

1. What kind of materials the teacher use?	A	U	S	N
a. concrete materials	X			
b.Audio materials				
c.Visual material	X			
d.printed material.				
2.The English teacher promotes activities of...(by using realia)				
1.Writing				
• Completion drills.				
• Matching drills.				
• Describing pictures	X			
• Narrating				
• Creating paragraph	X			
2.Reading				
• Reading a loud.				
• Reading short paragraph				
• Reading vocabulary				
3.Speaking				
• Repeating	X			
• Dialogue				
• Dramatization				
• Role play				
• Brainstorm			X	
• Twister				
• Poem				

	A	U	S	N	E.B	S.B	N.O
• Conversation							
4.Listening							
• Interview							
• Videos							
• Total physical response(TPR)							
• English festival							
• Short reading							
3.In class students work.							
a.Individually							
b.In pair							
c.In group	✓						
d.Teacher in front of the class.	✓						
	A	U	S	N	E.B	S.B	N.O
4.student participate in class		✓				✓	
5. when using realia the students reaction is...							
a.Motivate	✓					✓	
b.boried							
c.Distracted			✓			✓	
d.active			✓			✓	

E.B:EverybodyS.B:SomebodyN.O: No one

Commentaries: _Theme: Sports._
-The teacher uses a dynamic about the sports.
-ss create sentences / and a paragraph
-Realia: sports equipment (items), paper for a dynamic.
- There were many interuptions from the others classrooms.

Data Results Table.

ITEMS	STUDENTS`SURVEY	TEACHER´S SURVEY	OBSERVATION	RESEARCHERS´CONCLUSIONS
1- Participation the students in the English class.	25% of the students always participate in the English class, 55% sometimes and 15% rarely.	The participation of the students is very good some of them always participate actively.	The participation of the students is good, 25% always participate, 55% sometimes and 20% rarely.	In this item we could confirm that the students' participation is good, as the teacher and students mentioned.
2- Activities the teachers uses to increase the students motivation: Song, game, authentic materials, drama, movies, etc.	67% of the students express that activities the teacher most use to increase their motivation is usage of realia in second scale songs and games (52%) and in minor percent drama (35%)	I usually use dynamics, songs, games, role-play, brainstorming, authentic materials and groups' work.	The activities teacher most use were realia (57%), especially flashcards and pictures and work groups (71%) and sometimes she used role-play (14%), dynamic. (43%)	In general way, the activities more used for the teacher in the English class were: authentic materials, games and songs, role play and groups' work.
3- Sources the institute has to teach English.	English book, English dictionary, whiteboard markers, T.V, projector recorders, DVD.	It has many materials such as: TV, books, dictionaries, speakers and mean classroom.	In some rooms such as: mean room, computer lab, library and principal room we can observe the sources the Institute has and they can be used to teach English. Like: English books and dictionaries, whiteboard markers, TV, recorder, computer, DVDs, CDs...	It is evident the Institute has the enough and necessary sources to teach English in better way, and also the specific places for their usage and storage.

4- Means and sources used to teach. English; concrete material card and pictures. Audio; digital material	The students expressed the teacher most used card and pictures (85%) and concrete material (62%) and some of them expressed she uses audio (35%) and digital material (35%), They also manipulate concrete materials such as: clothes item, foods, sport' equipment, etc. and pictures.	I usually use pictures, books; realia (classroom objects) cut outs from some papers, books and newspaper.	In our observations sessions we could observe the means and sources used by teachers and students. They are wallpapers (14%), books (57%), dictionaries (29%), flashcards (57%), cut outs (29%), concrete material (14%) (sport equipment)	The most materials used by the teacher and manipulated students were: printed (cards and pictures), visual and concrete material. Audio and digital material, were never used during the observations, however the students expressed the teacher used them though the teacher did not mention them.
5- Activities in which the teacher uses realia.	Drama: 32% Game: 77% Songs: 70% Dynamic: 80%	To introduce content, it could be a new vocabulary to make sure my students familiarize with it.	The teacher used realia in brainstorming (43%), oral quizzes (14%), short reading (43%), dynamic and games. (29%), drama (14%)	In this item the teacher misunderstood the question, but we could prove that the teacher used realia in these activities: brainstorming, oral quizzes, short reading, dynamic and games, in agreement with the mentioned by the students.
6- Why the use of realia can improve the students motivation to learn English.	Because it is funny and dynamic (80%) we learn more and better (85%) we learn easier vocabulary and improve our English pronunciation (25%)	Because most of the time they concentrate their attention in the material that is been used, and this produce more participation and increase their motivation.	Some of the students usually were active in the English class, participating in every stage and in every activity.	We fit in with the usage of realia improve the students 'motivation to learn English because it increase their participation in the class and the attention too, and in addition the students mentioned it made the class more funny and dynamic and the learning better and easier.

| 7- Advantages and disadvantages of the usage of realia | ADVANTAGES: We learn easier and better the English vocabulary, interact with our classmates and have a funny class.

DISAVANTAGES:
We don`t have enough time to practice and make a good presentation and we don`t have enough material to work in class | ADVANTAGES
To get a meaningful learning.
To increase the students 'movation.
To get entertaining the students.
To practice the English Language skills.
It increases the student´s participation.
It`s a concrete material that is most of the time available for the students to make a representation of the objects and they can apply in to the real life.<br>DISADVANTAGES:<br>-Economic inversion.<br>-Time to organize the class.<br>Audio and visual material obsolete and it`s not available to use in every moment. | ADVANTAGES
-Students produce better learning
-They usually are highly motivated.
-They interact in class.
Make a class like a real life.
-Active participation in the English class.
-The teacher manages the class in a better way.
-Teacher and students can reuse materials.

DISADVANTAGES:
-Few time to practice the activities.
-Obsolete audio and visual materials.
-large classes. | The usage of realia had many advantages for teacher and students, meaningfully in getting better English learning and increasing their participation and motivation.

The Disadvantages are related to the short time of the English class and the schedule of the visual and audio materials and the physical conditions they present and also the amount of the students the class has. |

Strategic plan

Objective: To suggest ideas for using realia in appropriate ways in order to get a better learning and motivation in the English learning process in high school.

General data:

Name of the school: National Institute of Sebaco.

Kind of educative level: secondary school, 8th grade.

Performance time: since the beginning of the school year.

Teacher´s name: Rosa Esther Torres.

No	Found problems at our educative work.	Some strategies to improve the educative work	Material and didactic means.	Observations
1	No all students participate actively in the English class.	Engage students in different productive activities, such as: songs, drama, games, role play…	Audio materials, realia (clothes items, kitchen utensils, foods, fruits etc) tv…	The materials and activities can be chose in accordance with studied content.
2	Lack of interesting of some students.	To enliven the classroom atmosphere bringing real materials or objects and making the learning real and contextualized.	Audio, visual, printed and virtual materials.	To need materials from the students previously.
3	Several usages of visuals (flashcards, pictures).	Chose the contents that are special to use real material to vary the use of materials.	Use all the means the school have. Create a bank of realia with concrete materials like toys, clothes etc.	Make a previous reservation and coordination to access the means' rooms. Sometimes move the students to another place in the school outside the classroom.

4	Students´ shyness	To strength students' self confidence encourage their motivation with personal attention.	Use monitor students to help among classmates and dedicate more attention to shy students.	Acknowledge the students' development and efforts with pretty words and little gifts.

Activities for the usage of realia in English classes.

1- Celebrating holidays: role plays, drama, games, and songs.
2- Topics related foods, restaurants: prepare an indoor picnic, practice a real dialogue or role play about ordering in a restaurant.
3- Label fruits, vegetables, classroom objects, sport´s equipment, clothes etc.
4- Locating things by using prepositions and demonstratives adjectives.
5- Have a fashion show to describe people and clothes.
6- Simulate a real job interview.
7- Bring real family photos to create a family tree or narrate pictures, describes characteristics, personal appearance.
8- Paste little real things on the board and label them, like pieces of cloth to introduce the colors.
9- Play games like guess the missing things on the desk or on a box.

Photos

Students of eight grade A and their English teacher filling a survey.

The researchers talking about their research with the English teacher at The National Institute of Sebaco.

Students presenting Christmas cards they create with different materials in the content Holidays.

In the left photo students orally present a topic, and in the right teacher making a brainstorm to introduce vocabulary in orally and written way

.

Students acting in a dynamic about sports.

They firstly created a picture card, after that, describe it.

In the left picture, they elaborate a wall paper with sport equipment, in the right, one of the researchers hand in a gift to a group who did the best work orally and written.

Students playing a football match in the English Class.

Rooms and resources The Institute has.

The left one is the science laboratory, and the right is the means' room (mediateca)

This a section of the library, and in the right it observed some building models used in the English class during this year

Timetable

Date	Activities	Hours	Responsable	Place	Observation
August 22nd	Gruop organization	11-12 MD	Erlinda M, Juan Pablo and Geovany	FAREM Esteli	
August,27th	Group meeting to check Introduction and literature review and make the instrument draft	1-5 pm	Erlinda M, Juan Pablo and Geovany	Sebaco	
August, 28th	Sending the instrument draft email to the advisor	11 am	Juan Pablo	Esteli	
August, 30th	Give to advisor the literature review and introduction	11:30 am	Erlinda M, Juan Pablo and Geovany	Esteli	
September 2nd	Group meeting to complete the methodology and work with the time table of activities.	2-5 pm	Erlinda M, Juan Pablo and Geovany	Sebaco	
September4th	Checking the timetable with the advisor.	2 pm	Juan Pablo	FAREM Esteli	
September 5th	Give the methodology and timetable of activities	11 am	Erlinda M, Juan Pablo and Geovany	FAREM Esteli	
September 7th	Ask the permission to the principal, English teacher and students at The National Institute	9 AM	Erlinda M, Juan Pablo and Geovany	Institute National of Sebaco	

	of Sebaco and give of the letter (FAREM)				
September 9th	Check the instrument guides again	1-4 pm	Erlinda M, Juan Pablo and Geovany	Sebaco	
September 12th	Give the instrument guides to the advisor	11 am	Erlinda M, Juan Pablo and Geovany	FremEsteli	
September 18th	Application of the interviews to the English teacher and students of the sampling	9 am	ErlindaMairena and Geovany	National Institute of Sebaco	
September 19th	Give the introduction and the literature review to the teacher	11 am	ErlindaMairena, Pablo Dixon and Geovany	FAREM Esteli	
September 21st	Group meeting to analyze the instruments.	1-5	ErlindaMairena and Geovany	Sebaco	
September 22nd	Application of the observation guide	9 am	Erlinda and Geovany	National Institute of Sebaco	
September,24th	APA styles revision and analysis of the observation guide	1-5	ErlindaMairena, Pablo Dixon and Geovany	Sebaco	
October 8th	Analysis of the data results	1-5 pm	ErlindaMairena, Pablo Dixon and Geovany	Sebaco	
October 14th	Analysis and discussion of the results	1-5 pm	ErlindaMairena, Pablo Dixon and Geovany	Sebaco	

October 28th	Revision of the written work, creation of graphics,…	1-5 pm	ErlindaMairena, Pablo Dixon and Geovany	Sebaco	
November 4th	Writing the conclusions	1-5 pm	ErlindaMairena, Pablo Dixon and Geovany	Sebaco	
November 1oth and 11th	Checking all the writing work	1-5 pm	ErlindaMairena, Pablo Dixon and Geovany	Sebaco	
November 18th and 19th	Oral practice and coordination for pre defense	2-4 pm	All the group	Sebaco	

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