USE REALIA FOR STRENGTHENING THE SPEAKING SKILL IN THIRD BASIC YEAR STUDENTS IN RURAL SCHOOL

USO DE REALIA PARA EL FORTALECIMIENTO DE LA HABILIDAD ORAL EN ESTUDIANTES DE TERCER AÑO BÁSICO DE ESCUELA RURAL

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Use realia for strengthening the speaking skill in third basic year students in rural school

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ABSTRACT

This research aim was identifying the effectiveness of using real objects for strengthening the speaking skill of third-year primary school students in the English language class in Ecuador. From this perspective, the research focused on a qualitative assessment based on documentary analysis, with a hermeneutic and systematic approach; as well as field work to analyze the incidence of the use realia for strengthening the speaking skill the English language applied to the context of the students' educational reality. Methods and techniques of educational research were used in its development, such as: interview and observation form; assessing the level of effectiveness and feasibility of the procedures developed for the appropriate use of real objects in the teaching of the English language with emphasis on the development of speaking skills.

Keywords: real objects, skill, help levels, procedures

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Uso de realia para el fortalecimiento de la habilidad oral en estudiantes de tercer año básico de escuela rural

RESUMEN

El objetivo de esta investigación fue identificar la efectividad del uso de objetos reales para fortalecer la habilidad de habla de los estudiantes de tercer año de primaria en la clase de inglés en Ecuador. Desde esta perspectiva, la investigación se centró en una evaluación cualitativa basada en análisis documental, con un enfoque hermenéutico y sistemático; así como trabajo de campo para analizar la incidencia del uso de objetos reales en el fortalecimiento de la habilidad de habla del idioma inglés aplicado al contexto de la realidad educativa de los estudiantes. En su desarrollo se utilizaron métodos y técnicas de investigación educativa, tales como: entrevista y formulario de observación; evaluando el nivel de efectividad y viabilidad de los procedimientos desarrollados para el uso adecuado de objetos reales en la enseñanza del idioma inglés con énfasis en el desarrollo de habilidades de habla.

Palabras clave: objetos reales, habilidad, niveles de ayuda, procedimientos

INTRODUCTION

Society today demands professionals who are prepared, committed, and trained for the complex task of leading, stimulating, and guiding the learning and development of the human qualities that we consider most valuable in each of the citizens of each new generation (Pérez, 2010, p.17). Hence, the importance of adjusting and updating to the changing times is recognized, taking into consideration that the education system must adopt the changing demands of citizenship to contribute to economic, political, and social development. This is why the topic under investigation is so important.

The issue of realia for sthrethening the speaking skill in English becomes relevant because learning a foreign language requires the following language skills: speaking, listening, writing, and reading. Authors such as Díaz & Suárez, (2011), state that the English teaching-learning process should be characterized by lessons that integrate at least two of these aspects. Therefore, in this context, it is necessary to deal with the oral elements as well as the written ones.

In this regard, Díaz & Suárez, (2011), emphasize that: "oral language is the basis of the foundation of written language...written language comprises the processes of writing and reading. As pupils write, they acquire the essential elements of reading". They argue that these aspects ensure the quality of learning this foreign language; they also recognize that if the student develops the skills of listening and pronunciation correctly, he will be in a better position to read, write, and fix grammatical patterns, pronunciation and the basic vocabulary of the language.

Authors such as Castillo and Moreira, (2021) reveal that Ecuador remains one of the Latin American countries with the worst level of English language proficiency, only above Mexico. The score is 440 out of 1000, according to the EF EPI (English Proficiency Index), 2021. The low performance in the evaluations for the last six years is because some private schools and universities in Cuenca evaluate students and teachers with international exams.

It is recognized then, that the scarce use of realia within the teaching-learning process causes boredom and little interest in learning a foreign language in the students, generating demotivation, distraction, and low academic performance in the ability to speak the English language in the students of the third year of Basic Education in a public school in Pedernales.

The research problem is identified as the difficulty students have in retaining vocabulary, which limits sthrethening the speaking skill the English language in third basic year students in rural school.

It is essential and indispensable to learn English because it is the global language of communication par excellence and is the most widely used language in the world. All activities, from commercial, academic, scientific, and informative activities that take place in the international sphere are carried out in English as a universal means of communication.

For this reason, the use of real objects (Realia) in English language teaching is indispensable, because it is an essential tool that, due to its authenticity, vocabulary, and grammatical forms, promotes interest in the target language and culture. Because of its three-dimensional and tangible character, it has a wide variety of activities that can be carried out in the process: from introducing vocabulary, practicing grammatical structures, and describing a process to carrying out activities involving the manipulation of objects; as well as the use of these objects is adapted to all kinds of audiences. It is up to the teacher to promote their use in the classroom to bring students closer to and motivate them to the context of the countries where the language being taught is spoken, to develop meaningful learning.

Several national and international authors have addressed the subject, including Berwald, (1987); Celce-Murcia, (1988); Dickens, (1995); Gebhard, (1996); Rodríguez, (2016); Ricoy, (2016); Rico, (2016); Freire, (2016); Álvarez, (2017); Anós, (2017); Peña, (2017); Acosta, (2017); Góngora & Velasco, (2017); Murillo, (2017); Alpaca, (2018); Gómez, (2018); Alonso, (2019) Ávila, (2019); Soto, (2019); Zapata, (2019); Gómez, (2020); Acosta, (2020); Dominguez(2021); Holguín, (2022); Padrón (2020); Hoge(2019); Carroli(2008); Collie(2020); Concepción(2001); Mesa(2009), among others. All of them agree that the use of real objects enhances English language skills, linguistic competence, and intercultural competence because they constitute didactic aids that contribute to the improvement of the English language lexicon with emphasis on the different tools and machinery used for this purpose.

From this perspective, real objects are anything that has a purpose outside the foreign language classroom and that can be brought into the classroom, Dickens, (1995) a classic of literature warns of the importance of its use in the learning of any individual.

Freire, (2016) states that knowledge and mastery of the English language increase the chances of finding a good job in less time, therefore, the development of linguistic and communicative skills in the English language is beneficial.

The author of this research declares that the topic under investigation is current and relevant, as no studies of this type have been carried out in the chosen institution, and it will provide new approaches to strengthen the teaching-learning process in this area and serve as a source of reference for future research. The capacity and necessary objects that the institution has to deploy the proposed objectives, as well as the support of the directors and all the agents involved in the process, are highlighted.

It means that in Ecuador the education system is accessible to all citizens; it is governed by the Organic Law of Intercultural Education (LOEI). Its mission focuses on the exploration of truth, the improvement of universal and ancestral Ecuadorian cultures, science, and technology, through teaching, research, and links with society. Its activity is aimed at the integral formation of the human being to contribute to the development of the country and the achievement of social justice, the strengthening of national identity in the pluricultural context of the country, the affirmation of democracy, peace, human rights, Latin American integration and the defense and protection of the environment. Hence, the study of the English language is essential for the progress of this nation.

The canton of Pedernales, in the province of Manabí, has highly prestigious educational institutions ranging from kindergarten to university (third level). These educational centers contribute to the development of tourism, politics, sports, and the media, taking into account the academic and scientific preparation that they develop; to this end, the teaching of English occupies an important place in the economic and social development through the exchanges and agreements that are carried out.

Thus, the purpose of this study is to identify the effectiveness of using real objects for strengthening the speaking skill of third-year primary school students.

Three specific objectives support the general objective of the research, which are described below:

- Analyze how real objects can improve learning for English learners.

- Determine teachers' use of real objects to practice speaking in English.

- Select appropriate objects for the development of English-speaking skill.

All of this will favor the progress of pedagogical, didactic, and methodological approaches in the Basic Education System of Ecuador; it will also constitute a didactic tool for teachers at this level of education. Thus, the purpose of this study is to identify the effectiveness of using real objects for strengthening the speaking skill of third-year primary school students through the following research questions:

- Which are the appropriate objects to develop speaking skill effectively?

- How can real objects improve the learning of the English language?

- How do students develop the speaking skill?

Literature review

In the context of learning and using the English language, students individually or in groups have developed general and communicative competencies, which are used according to their restrictions, context, and conditions to perform language tasks through the application of new strategies; however, the levels of help offered to students in Ecuador must continue to be perfected for meaningful learning.

It is important to stress that, within the communicative competencies, the concept of linguistic skill or ability took on great relevance; these were stimulated and put into practice by the students in the communicative processes. In this sense, Pérez (2015) argues that speaking and understanding were basic oral communication skills, while the basic written communication skills were writing and reading.

In Ecuador, through the Ministry of Education, the learning of English has been made compulsory according to the needs of a linguistically and culturally diverse population; therefore, the curricula at the different levels of education have been updated so that regardless of their mother tongue, students learn English to enable them to respond to the problems of today's world.

In this sense, students should: develop students understanding of the world; develop the personal, social, and intellectual skills necessary to reach their potential and participate productively in an increasingly globalized world; create a love of language learning from an early age; and achieve the output profile proposed in the national curriculum for EGB and BGU.

According to Widdowson, (2001), language skills are part of communicative skills, which are defined as how the language system is manifested, or recognized to be manifested as used. According to Taji, (2014), language skills: listening, speaking, reading, and writing, cannot be isolated, in real life they must be

integrated for communication to take place. It means then, that language skills assess the ability of individuals to understand and express themselves correctly, both orally and in writing.

Rodriguez, (2000) emphasizes the following classifications according to language skills:

Productive skills: include receptive performance, in which the speaker and writer produce language to communicate their intention. The writer produces a graphic representation of the message, while the speaker generates spoken utterances of their message, accompanied by gestures or mimicry to make it more understandable.

Receptive skills: Including productive performance, these begin with listening or reading something; however, beyond this activity, the listener has to distinguish the qualities of sound when listening, while the reader must differentiate the graphic signs. In other words, the first stage of the reader and listener is the recognition of the components of the message.

Authors such as Spratt, Pulverness, & Williams, (2012); and Geiser, (2010) consider that oral skills are one of the most important because the speaker processes information in real-time so they do not have much time to understand that information; that is why students avoid speaking frequently.

According to Spratt, Pulveness, & Williams (2012) speaking skills involve several sub-skills such as:

Use grammar, vocabulary, and functions.

- Use the register to speak appropriately.

- Use body language.

- Produce different types of texts.

- Oral fluency.

- Use interactive strategies.

Hence the need to use new strategies, techniques, and levels of support to develop pronunciation, vocabulary, accuracy, fluency, communication, and interaction that will allow them to contextualize information in new contexts of action.

In this respect, it is proposed that Realia is a didactic technique, productive for student learning because it facilitates a meaningful scenario allowing connections between real-life objects and the vocabulary studied, according to Oyarso, Vargas, & Reyes, (2008, p. 24).

It is responsible for using real objects in the classroom to teach certain topics through experimentation, bringing the class to life, according to the criteria of Herrera & Vega, (2011).

Estrada, (2017) considers Realia to be those real objects that are used in the classroom as a didactic resource for teaching foreign languages.

Realia can be used in the classroom to improve vocabulary learning in students, making use of real objects such as flashcards, dolls, fruits, clothes, calendars, maps, puzzles, magazines, and puppets, among others. All of this, with the aim of elucidating concepts, introducing situations, and placing students in context to make learning more interactive and productive. The importance of the subject matter under investigation is revealed once again, taking into account the importance of the appropriate use of real objects for the teaching and learning of the English language and the improvement of students' speaking skills.

This skill can also be perfected with the help of technological and virtual resources to stimulate the mind and creativity of students.

Regarding the above, Ceballos, Ramírez, & Isaza, (2015), believe that the current world demands the development of communication skills so that students can face challenges and approach human knowledge from different areas in search of better social and work performance.

The task of the teacher as the person responsible for the learning of the English language is therefore recognized, and therefore different tools must be applied in its development. At present, the use of technology aimed primarily at the teaching-learning process has become a favorable and stimulating means to develop activities for the development of linguistic skills such as oral and writing in the learning of English.

Hernández, (2014), states that the use of virtual environments as a methodological strategy not only improves academic performance but also serves to provide students with a more dynamic, reflective, and interactive learning environment that helps them develop skills.

Soto, (2019), expresses that with the phenomenon of technology, traditional education has had to be modified by including the process of the use of information and communication technologies (ICTs) as essential material for the learning process. Hernandez, (2014) warns virtual education is a flexible training modality that allows the student not only to access information but also to transmit and produce knowledge based on data obtained through modern communication networks.

In this research, it is emphasized that English education in virtual environments requires responsibility, discipline, and the planning of well-structured and easy-to-understand content from teachers, according to Soto, (2019). In this sense, Ceballos, Ramírez, & Isaza, (2015), point out that incorporating technology to improve speaking and listening skills favors trust, the spirit of participation, and cooperation among this inseparable triad that gives the school its reason for being.

In a general sense, it is proposed that the use of real objects (Realia) and virtual resources enhance the skills of audio, vocabulary, grammar, reading, and writing; as well as benefiting students in the following aspects: they learn at any time of the day and from home; they save money; they adapt to schedules and adapt to their needs, according to the criteria of Soto, (2019). It is also recognized that they constitute levels of support that teachers can offer in terms of meaningful learning in the study of English.

According to Cisneros, (2021), didactic guidance is an activity of professional help with a sequential, systemic, and communicative character. The levels of help in didactic guidance are classified as: practical-cognitive level of help; practical-valuative level of help and practical-transformative level of help.

For this, extrapolation as a process plays a fundamental role in the contextualization of the contents taught in English language lessons, because it needs a logical, discursive-contextual core that dynamizes the relationships established between the macro-process of comprehension-production of texts in the subject of English language, based on the use of didactic actions, which allows new meanings and senses to be generated in the knowledge applied by the interpreter-interpreter who interacts in various contexts, according to the criteria of Díaz, (2023).

In Ecuador, with emphasis on the canton of Pedernales, the education system has the challenge of training men and women with full citizenship and values; to do so, there is a demand for increasingly better-prepared and better-educated professionals, but, above all, better educated. Hence, success will depend on the link established between the agents involved in the English language teaching-learning process in terms of the socio-political, socio-economic, and cultural development of the country.

From this perspective, new goals, actions, strategies, and well-planned, executed, and evaluated procedures must be planned. According to Castelló, Palma & Pérez (2006), procedures are recognized as a set of ordered and completed actions, i.e. aimed at achieving a goal.

METHODOLOGY

Using a qualitative approach, the study adopts an exploratory design. For data collection in this qualitative research, we will use interviews and observation forms as instruments. Thus, the purpose of this study is to identify the effectiveness of using real objects for strengthening the speaking skill of third-year primary school students. The instruments will be administered to teachers of various ages and years of experience to gather diverse contexts and perspectives, as well as to students.

Participants

For the interview, a sample of five teachers was chosen, 4 female and 1 male volunteer from an urban public educational institution in the province of Manabí, Ecuador. All teachers were the school. For observation form were 60 students, 37 females and 23 males, aged between 8 and 9 years.

Ethical considerations

As a preliminary step for the use of the instrument on the observation form within the educational institution, it was necessary to request written permission from the RECTOR and the grade teacher. This allowed for the application of the instrument and the collection of the information necessary for the research. A letter was sent to the teacher indicating that their identity would not be disclosed to ensure confidentiality.

Instruments

The instruments used for data collection were interviews and observation form. Firstly, interviews were conducted. Open-ended questions were employed to address to the first and the second research questions and gather information for analysis: 'How can real objects improve the learning of the English language?' and 'Which are the appropriate objects to develop speaking skill effectively?' Focused indicators were then utilized for the observation form to gather information related to the third research question: 'How do students develop the speaking skill?'

Both the interview protocols and observation form were developed and validated by three experts. Additionally, they were conducted in English as all experts were teachers of the subject.

Procedure

To address the first and second research questions and explore the impact of real objects on speaking skill, interviews were conducted and then transcribed in their entirety. The responses from the interviewees were

categorized into four main areas highlighting the challenges faced by teachers: (1) teaching material, (2) speaking material, (3) motivational innovation, and (4) contributions to learning. These responses were then analyzed using Word to obtain results for each category. To maintain the anonymity of the participants, their names were replaced with codes. A specific coding system was used: for teachers, the letter (E) was used. For example, E41 referred to the first interviewee.

For the third research question, an observation form was used to monitor the students for one day, with the aim of analyzing how they develop their English-speaking skill. These observations were then tabulated and analyzed in SPSS software.

RESULTS

In the interview results, teachers expressed a positive interest in using realia as a strategy to enhance students' speaking skill in English by providing authentic contexts, sensory experiences, conversational opportunities, and a playful and enjoyable approach to language learning. They highlighted that incorporating realia into English lessons can significantly enrich students' learning experiences and help them achieve their communicative goals more effectively. Teachers mentioned various instructional materials that aid in improving speaking skills, such as flashcards, worksheets, posters, tongue twisters, etc. In questions 5 and 7, It was found that many real objects are appropriate for improving speaking skill, with flashcards and technology being the most commonly used. Similarly, the ability to speak can be significantly improved with excellent results.

The observation forms revealed that students perceive the use of realia within the educational context as highly valuable and effective. Through this approach, they can develop their speaking skill in a more meaningful way, enhancing participation and clarity in the vocabulary used during oral expression.

Table 1: *Speaking Practices Using Realia*

CATEGORIES
1.   Teaching Materials
2.   Speaking Practices
3.   Innovation/ motivation.-
4.   Contributions to Learning

Resource: Interviews to EFL teachers (2023).

Category Tree:

Category 1: Teaching Materials – Teaching materials are various elements that can be grouped together, gathered according to their use for a specific purpose. The elements of the set can be real (physical), virtual, or abstract.

"Teaching material is that which brings together means and resources that facilitate teaching and learning. They are often used within the educational environment to facilitate the acquisition of concepts, skills, attitudes, and abilities" (Julián Pérez Porto and Ana Gardey, 2021). What is interesting about this approach is that it recognizes the diversity of media and resources available, which is crucial in an era where education can be as varied and rich in methods as never before.

Category 2: Speaking Practices - Savignon (2002) mentions the importance of being able to express oneself, understand, and negotiate through communication. She highlights how this is essential to facilitate interaction between two or more individuals, whether verbally or in writing, within the same context. Without this ability, communicative situations tend to fail, leading to incorrect language acquisition. This idea is particularly relevant to the study mentioned, as it underscores the need for oral communication to interpret language, comprehend the social context, identify the intentions behind messages, and other factors that play a crucial role in the effectiveness with which messages are conveyed. This is vital for learning English, as it allows for a correct understanding of what is meant to be communicated.

Category 3: Innovation/ motivation. - According to Gee, S., innovation is "the process in which, from an idea, invention, or recognition of need, a product, technique, or useful service is developed and is commercially accepted." This definition encapsulates the essence of innovation in a comprehensive and succinct manner. It highlights innovation as a multifaceted process that begins with the spark of an idea, invention, or the identification of a need. This is crucial because it acknowledges that innovation can stem from various origins, not just technological advances or groundbreaking inventions, but also from simple, everyday observations or needs that have yet to be addressed.

Category 4: Contributions to Learning - According to Rios Rolando (2023) "Learning theories are conceptual frameworks that seek to understand how people acquire knowledge, skills, and attitudes." learning theories serve as crucial frameworks for teacher to design and implement effective teaching

strategies. By understanding how people acquire knowledge, skills, and attitudes, educators can create learning environments that cater to diverse needs and foster meaningful learning experiences.

Analysis of Each Category According to the Interview Results

Regarding Category 1: Teaching Materials– The evidence indicates that English teachers tend to use didactic materials from ICT, followed by materials elaborated on paper. This implies that they utilize realia resources moderately. Consequently, there arises a weakness in the use of realia.

Regarding Category 2: Speaking practices. – The evidence suggests that English teachers conduct speaking practices primarily through the use of the target language, followed by speaking practices through contextualization. This indicates that teachers are adopting strategies that not only focus on language acquisition but also on students' ability to use those skills functionally and communicatively in real-life situations. Therefore, it is a strength that aids in speaking practice through realia.

Regarding Category 3: Innovation/ motivation. – The evidence confirms that English teachers foster innovation/motivation primarily through student engagement and then through community support. This suggests that English teachers are adopting a holistic approach to teaching, recognizing that true innovation and motivation in English learning require both active student involvement and support from a broader community environment. This approach not only helps students see the value and relevance of English learning in their own lives but also strengthens the ties between the school and the community, creating a richer and more diverse learning ecosystem

Regarding Category 4: Contributions to Learning. – The evidence confirms that English teachers provide contributions to learning primarily through enriching the learning experience, followed by contributions to learning retention. This analysis indicates that English teachers are adopting a comprehensive approach to teaching, where the goal is not only to impart knowledge but also to ensure that this knowledge is deeply absorbed and retained in the long term. This means that English teachers are significantly contributing to the learning process.

Table 2
Reliability statistics

Alfa de Cronbach	N of elements
,892	8

Resource: Observation form /SPSS (2023)

The reliability analysis yielded a score of 0.8, indicating that the instrument was reliable according to Cronbach's Alpha.

Table 3. *Realia*
The use of real objects allows for a more dynamic class.

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	A VECES	8	13,3	13,3	13,3
	SIEMPRE	52	86,7	86,7	100,0
	Total	60	100,0	100,0	

Resource: Observation form /SPSS (2023)

The responses highlight the value and effectiveness of using real objects in the educational context. It was evident that 86.70% of the students were highly motivated during the class while the teacher explained the vocabulary, suggesting that this pedagogical approach can be an effective strategy to improve student motivation, classroom dynamics, and learning outcomes. However, 13.30% appeared a bit bored and struggled to retain the vocabulary.

Table 4

Speaking skill

When shown real objects, the students speak better.

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	A VECES	8	13,3	13,3	13,3
	SIEMPRE	52	86,7	86,7	100,0
	Total	60	100,0	100,0	

Resource: Observation form /SPSS (2023)

The data supports the effectiveness of using realia to improve speech, with 86.70% showing that when real objects are presented, they speak better and learn vocabulary without any difficulty. However, a minority of 13.30% still showed difficulty in speaking even when seeing the objects.

DISCUSSION

The analysis and proposals presented are coherent and relevant, aligning with previous studies. The work studies the variety of teaching resources of realia that can contribute to the participants speaking skill improvement. Thus, the results obtained in the empiric part of the research allow to the author agree to the position of Morales (2012), as cited by Murillo (2017), related that teaching resources comprise a set of material means that support and facilitate the teaching-learning process. These resources can be both physical and virtual, serving as a catalyst to spark students' interest.

In this way, the results obtained in the empiric part of the research allow to the author agree to the position of Chaves & Yuste (2019), mentioned that gamification is a tool used in the field of teaching, mainly in the context of learning and acquiring foreign languages. It turns out that it incorporates elements and techniques typical of games that can be exploited to promote the teaching of foreign languages in a rewarding and motivating way. This is very useful in contexts where the learner does not find sufficient intrinsic motivation to learn.

Thus, the results obtained in the empiric part of the research allow to the author share the position of Alonso, (2019), related making connections through Realia and storytelling for vocabulary learning with preschool-aged children learning English as a foreign language. This research allowed for the identification of the significance of Realia as a technique for vocabulary learning. It provided elements for designing activities aimed at improving semantic memory in students.

Therefore, the empirical findings of the research enable the author to align with Garzón & Basantes (2020) concerning Realia in the process of learning vocabulary in the English language. It provides relevant information regarding the application of the technique and effective strategies for its implementation at this stage of life.

So, the results obtained in the empirical part of the research allow the author to support the position mentioned by Holguin (2022), which describes realia as a teaching technique to activate the passive

vocabulary of the third-grade students in an IED in the English subject. He elaborated on how the realia technique contributes to the activation of student's passive vocabulary and its importance.

The findings show that EFL instructors' trend to use teaching material in ICT versions and paper. It means that it the weakness on the usage of total real objects in EFL classrooms. It is a situation that can be original on the limited able ability of real material in the educational centers. The usage represents an extra expense of energy, money, time of instructors or students require to make.

The findings indicate that English as a Foreign Language (EFL) instructors primarily conduct speaking exercises using the target language, followed by contextualized speaking practices. This suggests that teachers are employing methods that not only emphasize language acquisition but also promote students' practical and communicative use of the language in real-world contexts. This approach underscores the effectiveness of using realia in speaking practice.

Therefore, the findings indicate that students develop better English-speaking skill when the teacher uses realia as part of teaching to improve speaking. However, they also highlight specific areas, such as pronunciation difficulties, that may require greater attention and concentration in teaching. This indicates the need for further studies or deeper research on this.

The authors declare no unexpected results.

This work proposes methods for the proper guidance and utilization of real objects to speaking skill improve the English language elementary learners.

For future research the author suggests to execute educational interventions for minimum 6 months. In addition, to use recycle material can be an interesting option for educational center with limitations in finance for teaching material. In the rural education can be interesting to articulate EFL classes with activities of explorations the natural environments surrounding. Implementing real objects or "realia" in the EFL classroom offers a tangible and meaningful way for third grade students to strengthen their oral English skills. The use of realia turns the learning process into a more interactive and participatory experience, allowing students to practice the language in a practical and realistic context. This pedagogical approach not only promotes the acquisition of new vocabulary but also improves students' ability to use the English language in a functional and communicative way.

CONCLUSION AND RECOMENDATION

Based on the literary review and the results obtained in the empirical part, the authors declare 95% compliance with the objectives set for this action research process, taking into account the timely identification of those real objects that allow it and the levels of help for its execution, for the sake of developing the skill of speaking in the English language.

Theoretical analysis and the application of instruments have revealed the presence of coherence and epistemological consistency in the use of realia for sthrethening of speaking skill in English. This finding indicates that the underlying theoretical principles behind the employment of tangible objects are supported by empirical evidence obtained through the application of different research tools. The application of instruments such as interviews and observation sheets has provided concrete evidence of the effectiveness and coherence of the realia-based approach. Interviews with teachers revealed a positive interest in this strategy, supported by their perception that it provides authentic contexts, sensory experiences, and conversational opportunities that enrich the language learning process. On the other hand, observation sheets with students confirmed that the use of realia within the educational environment promotes more active participation and an improvement in the clarity of vocabulary used during oral expression in English. Real objects provide tangible and authentic learning experiences that engage students on a multisensory level, fostering deeper understanding and retention of language concepts. By incorporating realia into language lessons, educators can create immersive learning environments that simulate real-world contexts, thereby enhancing students' language acquisition skills. Moreover, the integration of real objects into language instruction offers opportunities for experiential learning, where students actively engage with the material through hands-on exploration and experimentation.

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