Polo del Conocimiento

Utilizar realia como método para mejorar la producción oral a través de la adquisición de vocabulario en estudiantes de inglés

Using realia as a method to improve oral production through vocabulary acquisition in english learners

Usando a realia como método para melhorar a produção oral através da aquisição de vocabulário em alunos de inglês

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Resumen

La adquisición de vocabulario representa un componente fundamental en el aprendizaje de lenguas extranjeras, en particular en el desarrollo de las habilidades de comunicación oral. La relación entre el conocimiento de vocabulario y la competencia oral se ha identificado sistemáticamente como crucial en la investigación en educación lingüística. Este estudio tuvo como objetivo determinar la eficacia de los objetos reales como enfoque metodológico para mejorar la producción oral mediante una mayor adquisición de vocabulario en estudiantes de inglés. Se empleó un diseño de investigación cuasiexperimental con evaluaciones previas y posteriores a la intervención con 28 estudiantes de undécimo grado durante un período de 12 semanas. Los datos se recopilaron mediante pruebas estandarizadas de vocabulario y evaluaciones semiestructuradas de producción oral, y posteriormente se analizaron mediante pruebas t pareadas, correlaciones de Pearson y ANOVA. Los resultados demostraron mejoras significativas tanto en la adquisición de vocabulario ($d > 2,3$) como en la producción oral ($d > 1,2$), con una fuerte correlación entre el aumento de vocabulario y las mejoras en la expresión oral ($r = 0,78$). Estos hallazgos proporcionan evidencia convincente de que la instrucción basada en objetos reales ofrece un enfoque pedagógico eficaz y accesible para desarrollar el conocimiento de vocabulario necesario para una comunicación oral exitosa en contextos de aprendizaje del inglés.

Palabras clave: realia; adquisición de vocabulario; producción oral; aprendizaje del inglés; enseñanza de lenguas extranjeras.

Abstract

Vocabulary acquisition represents a fundamental component in learning foreign languages, particularly in developing oral communication skills. The relationship between vocabulary knowledge and oral competence has been systematically identified as crucial in linguistic education research. This study aims to determine the effectiveness of real objects as a methodological approach to improve oral production through greater vocabulary acquisition among English students. A cuasiexperimental research design was undertaken with prior and subsequent evaluations of the intervention with 28 eleventh grade students over a period of 12 weeks. The data was compiled using standardized vocabulary tests and semi-structured evaluations of oral production, and later analyzed using paired tests, Pearson correlations and ANOVA. The results

demonstrated significant improvements in both vocabulary acquisition (d > 2.3) and oral production (d > 1.2), with a strong correlation between the increase in vocabulary and improvements in oral expression (r = 0.78). These findings provide convincing evidence that instruction based on real objects offers an effective and accessible pedagogical approach to developing the vocabulary knowledge necessary for successful oral communication in English learning contexts.

Keywords: realia; acquisition of vocabulary; oral production; learning English; foreign language teaching.

Resumo

A aquisição de vocabulário representa uma componente fundamental na aprendizagem de línguas estrangeiras, em particular no desenvolvimento das competências de comunicação oral. A relação entre o conhecimento do vocabulário e a competência oral foi sistematicamente identificada como crucial na investigação em educação linguística. Este estudo tem como objetivo determinar a eficácia dos objetos reais como abordagem metodológica para melhorar a produção oral através de uma maior aquisição de vocabulário em estudantes de inglês. Foi implementado um projeto de investigação quase experimental com avaliações anteriores e posteriores à intervenção com 28 estudantes do primeiro grau durante um período de 12 semanas. Os dados foram compilados através de testes de vocabulário padronizados e avaliações semiestruturadas da produção oral, e posteriormente analisados através de testes pareados, correlações de Pearson e ANOVA. Os resultados demonstraram melhores resultados tanto na aquisição de vocabulário (d > 2,3) como na produção oral (d > 1,2), com uma forte correlação entre o aumento do vocabulário e as melhorias na expressão oral (r = 0,78). Estes hallazgos fornecem provas convincentes de que a instrução baseada em objetos reais oferece uma abordagem pedagógica eficaz e acessível para desenvolver o conhecimento do vocabulário necessário para uma comunicação oral bem-sucedida em contextos de aprendizagem de inglês.

Palavras-chave: realia; aquisição de vocabulário; produção oral; aprendizagem de inglês; ensino de línguas estrangeiras.

Introduction

Vocabulary acquisition represents a cornerstone in foreign language learning, particularly when developing oral communication abilities. The relationship between vocabulary knowledge and speaking proficiency is well-established in language education research, where vocabulary range is consistently identified as the strongest predictor of oral competence (Yadara Aguirre Arauz et al., 2019). Students who possess greater lexical resources demonstrate enhanced capacity to express complex thoughts, engage in meaningful dialogue, and navigate communicative challenges in their target language. Consequently, effective vocabulary teaching methodologies play a crucial role in developing English language learners' overall communicative competence.

Despite recognition of vocabulary's importance, many English language classrooms continue to employ traditional instructional methods that fail to optimize vocabulary acquisition. Students frequently struggle with retention and appropriate contextual application of new lexical items, particularly when vocabulary instruction relies heavily on memorization and repetitive drills divorced from authentic usage contexts. This disconnects between teaching approaches and actual language use contributes to significant challenges in oral production among English learners, who often exhibit hesitation, limited expression capabilities, and anxiety when attempting to communicate verbally in the target language (Antonio Meléndez Jiménez & Argentina Franco Echaverry, 2015).

The persistence of ineffective vocabulary instruction methodologies presents substantial obstacles to language development. When students remain unable to access appropriate vocabulary during communicative exchanges, they experience frustration, reduced participation, and diminished confidence in their language abilities. These challenges frequently compound over time, potentially leading to fossilized errors, communication avoidance behaviors, and ultimately, limited progress in language acquisition. Without intervention, language learners may fail to develop the oral production skills necessary for functional communication in professional, academic, or social settings where English proficiency is required.

The integration of realia—authentic objects and materials from daily life—offers a promising alternative to traditional vocabulary instruction approaches. Unlike abstract or decontextualized teaching methods, realia provide tangible connections between language concepts and their real-world referents, creating meaningful learning experiences that enhance both comprehension and retention. This approach transforms the classroom environment into a more authentic

communication space where vocabulary acquisition occurs naturally through interaction with concrete objects. By engaging multiple sensory channels and creating genuine communicative purposes, realia-based instruction reduces anxiety while simultaneously increasing motivation, participation, and contextualized language use (Irawan, 2017).

This research aims to determine the effectiveness of realia as a methodological approach for improving oral production through enhanced vocabulary acquisition among English language learners. By investigating how concrete objects facilitate more meaningful vocabulary learning experiences, the study seeks to identify specific instructional strategies that promote active language use in classroom settings. Through systematic implementation and assessment of realia-based teaching interventions, this research will provide empirical evidence regarding the relationship between tangible teaching aids, vocabulary development, and subsequent improvements in oral communication proficiency.

Literature Review

The Importance of Oral Communication and Vocabulary in Language Learning

The history of English Language Teaching (ELT) has evolved significantly over time, traversing diverse methodologies and practices in both English as a Second Language (ESL) and English as a Foreign Language (EFL) context. Throughout this evolution, the prominence of memorization and repetitive learning of English language structures has remained a consistently prevalent teaching approach across various educational settings. However, this traditional methodology has demonstrated less than optimal results, particularly in fostering speaking proficiency among English language learners. Many students struggle to effectively communicate in authentic situations beyond classroom settings, raising concerns about the efficacy of such teaching methods (Wang et al., 2021).

Oral communication represents the fundamental purpose of language acquisition, serving as the primary means through which learners demonstrate proficiency and achieve communicative competence. Research by Catalina Fuelantala Pulido and Alejandro González Mesa (2016) emphasizes that oral production involves not only grammatical accuracy but also appropriate vocabulary selection, proper pronunciation, and contextually suitable expressions. The capacity to communicate effectively in spoken language constitutes a crucial skill for academic success, professional advancement, and cross-cultural understanding in increasingly globalized

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environments (Anicet & Rangendahimana Rose Mary, 2018). This multifaceted skill requires integration of various language components, with vocabulary knowledge consistently identified as a critical foundation for successful oral communication.

Vocabulary Acquisition Process and Types of Vocabulary

Vocabulary acquisition in second language learning follows complex cognitive processes that differ significantly from first language lexical development. According to M. Sasse (2016), vocabulary knowledge encompasses multiple dimensions, including form recognition, meaning comprehension, collocation awareness, and appropriate usage in varying contexts. The acquisition process typically progresses through receptive knowledge (understanding) before developing into productive capacity (use), with learners requiring multiple exposures to new lexical items across different contexts before achieving full mastery. Nation (2013) distinguishes between several vocabulary types essential for language learners: high-frequency words forming the core of everyday communication, academic vocabulary crucial for educational contexts, technical terminology specific to particular fields, and low-frequency specialized vocabulary encountered in specific contexts.

The vocabulary acquisition process involves both explicit instruction and implicit learning opportunities, with researchers increasingly acknowledging the complementary nature of these approaches. Beck et al. (2013) categorize vocabulary into three tiers: basic everyday words (Tier 1), high-utility academic words (Tier 2), and domain-specific technical terms (Tier 3). For English language learners, developing robust Tier 2 vocabulary represents a particularly significant challenge and opportunity, as these words occur across multiple contexts and enable more sophisticated communication. Meaningful vocabulary acquisition requires both intentional learning through direct instruction and incidental acquisition through exposure in authentic contexts, with the integration of multisensory learning experiences significantly enhancing retention and retrieval.

Relationship Between Vocabulary and Oral Production

The intrinsic connection between vocabulary knowledge and oral production capabilities has been well-documented across numerous research studies. Eugenia Arévalo Guerra and Saray Díaz Tulena (2017) found a direct correlation between vocabulary breadth and speaking proficiency among eighth-grade English learners, with lexical limitations frequently constituting the primary barrier to effective oral communication. Their research demonstrated that students with limited

vocabulary exhibited significantly greater hesitation, code-switching, and communication avoidance behaviors compared to peers with more extensive lexical resources. Similarly, Molina-Molina (2012) identified vocabulary deficiencies as the most frequent obstacle reported by language learners when attempting to engage in spontaneous conversation.

The relationship between vocabulary and oral production extends beyond simple word recognition to encompass depth of knowledge. Schmitt (2014) emphasizes that truly functional vocabulary knowledge requires understanding not only definitions but also collocations, connotations, and appropriate usage contexts. When learners possess this deeper lexical understanding, they demonstrate greater fluency, reduced cognitive load during speaking tasks, and enhanced ability to focus on message construction rather than word retrieval. Research by Antonio Meléndez Jiménez and Argentina Franco Echaverry (2015) found that increased confidence in vocabulary usage directly correlated with willingness to participate in oral activities, creating a positive reinforcement cycle that further enhanced language development. This interdependent relationship underscores the critical importance of effective vocabulary instruction methodologies in developing oral communication proficiency.

Realia as a Resource to Enhance Vocabulary Acquisition

Realia refers to authentic objects and materials from everyday life incorporated into the language classroom to create meaningful learning contexts. Unlike abstract instructional approaches, realia provide tangible connections between language concepts and their real-world referents, facilitating more natural acquisition processes. Irawan (2017) defines realia as teaching aids utilizing real objects that clarify meaning and enhance understanding, noting effectiveness for concrete vocabulary instruction. This approach capitalizes on multisensory learning opportunities, engaging visual, tactile, and sometimes olfactory or gustatory senses to create stronger memory associations than purely verbal instruction.

The efficacy of realia in vocabulary instruction derives from several theoretical foundations. According to Krashen's Input Hypothesis, language acquisition occurs most effectively when learners receive comprehensible input slightly beyond their current proficiency level (i+1). Realia provides contextual support that makes otherwise challenging vocabulary accessible by connecting abstract linguistic concepts to concrete referents (Yadara Aguirre Arauz et al., 2019). Similarly, Mayer's Cognitive Theory of Multimedia Learning suggests that humans process information

through separate visual and verbal channels, with learning enhanced when both channels are engaged simultaneously—precisely the advantage offered by tangible teaching aids.

Empirical research supports realia's effectiveness for vocabulary development. Nikolov (2009) found that primary school EFL learners demonstrated 37% greater vocabulary retention when instruction incorporated concrete objects compared to traditional flashcard methods. More recently, Ghazali (2019) observed significantly higher production accuracy and recall among secondary students taught with realia compared to control groups receiving conventional vocabulary instruction. Beyond quantitative improvements, qualitative studies by Antonio Meléndez Jiménez and Argentina Franco Echaverry (2015) documented reduced anxiety and increased participation when authentic materials were incorporated into speaking activities. This growing body of evidence suggests that realia represent not merely a supplementary teaching technique but a fundamental methodological approach for enhancing vocabulary acquisition and subsequent oral production.

Methodology

Research Design

This study employed a quasi-experimental research design with pre and post-intervention assessments to evaluate the effectiveness of realia as a method for enhancing vocabulary acquisition and oral production among English language learners. The research was conducted during the 2019 academic year, with interventions implemented over a 12-week period. This design was selected to provide quantitative data regarding vocabulary development and oral production improvements while allowing for controlled comparison of student performance before and after realia-based instruction.

The study followed a single-group pretest-posttest design, where all participants received the realia intervention and served as their own controls. This approach was deemed appropriate given the classroom-based nature of the research and the need to ensure all students received potentially beneficial instruction.

Participants

The study participants consisted of 28 eleventh-grade students (15 female, 13 male) ranging in age from 16 to 18 years at a public secondary school in Ecuador. All participants were native Spanish speakers studying English as a foreign language, with proficiency levels ranging from A1 to A2

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according to the Common European Framework of Reference for Languages (CEFR). Participants had received approximately 3-4 years of previous English instruction following the national curriculum guidelines.

Prior to the study, informed consent was obtained from both participants and their parents/guardians, and all research activities were conducted in accordance with institutional ethical guidelines. No participants withdrew from the study during the 12-week intervention period.

Instruments

Two primary data collection instruments were employed to assess vocabulary acquisition and oral production:

Vocabulary Assessment

A standardized vocabulary test measuring both receptive and productive vocabulary knowledge was administered before and after the intervention. The assessment included 50 target vocabulary items selected from the curriculum and organized across three competency levels:

- **Recognition tasks** (Multiple-choice format): Students identified correct definitions from four options
- **Definition matching**: Students matched vocabulary items with appropriate definitions
- **Contextual usage tasks**: Students demonstrated understanding by using vocabulary items in appropriate sentences

The vocabulary items were selected based on curriculum alignment and represented various semantic categories including concrete nouns, action verbs, descriptive adjectives, and abstract concepts. Content validity was established through expert review by three experienced English language instructors, and internal consistency reliability was confirmed with Cronbach's alpha = 0.87.

Oral Production Evaluation

Semi-structured interviews and guided speaking tasks were conducted and audio-recorded at pre and post-intervention stages. Each session lasted approximately 15 minutes and included:

- **Picture description tasks**: Students described scenes containing target vocabulary
- **Role-play scenarios**: Students engaged in communicative situations requiring specific lexical items

- **Open conversation**: Students discussed familiar topics to elicit natural language use

Recordings were assessed using a validated rubric examining four dimensions on a 5-point scale:

- **Fluency**: Rate of speech, hesitation frequency, and natural flow
- **Pronunciation**: Accuracy of phoneme production and word stress
- **Vocabulary usage**: Appropriateness, accuracy, and range of lexical items
- **Communicative effectiveness**: Clarity of message and successful meaning transmission

Inter-rater reliability was established with two experienced raters achieving Cohen's kappa = 0.82 across all dimensions.

Intervention Procedures

The realia-based intervention was implemented over 12 weeks, with two 45-minute sessions per week specifically dedicated to vocabulary instruction using concrete objects. The intervention followed a structured protocol:

Materials and Setup

Realia materials included:

- **Acrylic objects**: Transparent geometric shapes, colorful household item replicas, and manipulable puzzle components
- **Wooden items**: Various textured objects representing everyday tools, foods, and natural elements
- **Natural materials**: Stones, shells, fabrics, and organic items with distinct tactile properties

All materials were selected based on curriculum vocabulary themes and cultural appropriateness for the target population.

Instructional Sequence

Each realia session followed a consistent five-phase structure:

1. **Introduction Phase (5 minutes)**: Teacher presented 3-5 target vocabulary items using corresponding realia objects, providing clear pronunciation models and basic definitions.

2.   **Exploration Phase (15 minutes)**: Students physically handled objects while practicing pronunciation and exploring semantic relationships. Activities included describing physical properties, comparing objects, and identifying functions.

3.   **Guided Practice Phase (15 minutes)**: Students engaged in structured communicative tasks using realia, such as:

o   Information gap activities where students described objects for peers to identify

o   Categorization tasks requiring verbal justification of groupings

o   Problem-solving scenarios involving object manipulation and verbal explanation

4.   **Production Phase (8 minutes)**: Students participated in less-structured speaking activities incorporating target vocabulary, including role-plays, storytelling, and discussion tasks using realia as conversation prompts.

5.   **Consolidation Phase (2 minutes)**: Brief review of target vocabulary and preview of upcoming lexical items.

Control Procedures

To ensure consistency across sessions:

- All sessions were conducted by the same instructor following standardized protocols

- Target vocabulary was systematically introduced according to curriculum pacing

- Each vocabulary item received minimum three exposures across different realia contexts

- Session activities were audio-recorded for fidelity monitoring

Traditional vocabulary instruction continued for non-target lexical items to maintain curriculum coverage, creating a natural comparison between realia-enhanced and conventional teaching approaches within the same classroom context.

Data Analysis

Quantitative data analysis employed both descriptive and inferential statistical methods using SPSS 26.0:

1.   **Paired t-tests** compared pre and post-intervention scores on vocabulary assessments and oral production evaluations to determine statistical significance of observed changes.

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2. **Pearson correlation coefficients** examined relationships between vocabulary acquisition measures and oral production improvements to establish the mediating role of lexical knowledge.

3. **ANOVA analyses** investigated potential differential effects based on student initial proficiency levels (low, medium, high) as determined by pre-intervention assessment scores.

Statistical assumptions were verified prior to analysis, including normality testing using Shapiro-Wilk tests and homogeneity of variance assessment. Effect sizes were calculated using Cohen's d to determine practical significance of observed differences. Alpha level was set at $p < 0.05$ for all statistical tests, with Bonferroni corrections applied for multiple comparisons where appropriate.

Results

Vocabulary Acquisition

Pre and post-intervention vocabulary assessments revealed substantial improvements across all measures following realia-based instruction. As shown in Table 1, participants demonstrated significant gains with large effect sizes, representing a 72.3% overall improvement from baseline performance.

Table 1: Pre and Post-Intervention Vocabulary Assessment Scores

Vocabulary Measure	Pre-Intervention Mean (SD)	Post-Intervention Mean (SD)	Mean Difference	t-value	p-value	Cohen's d
Recognition	23.4 (4.8)	37.2 (5.3)	13.8	8.72	<0.001	2.73
Definition	18.7 (5.2)	32.6 (4.9)	13.9	9.14	<0.001	2.78
Contextual Usage	15.3 (6.1)	28.9 (5.8)	13.6	8.45	<0.001	2.31
Overall Score	19.1 (5.4)	32.9 (5.3)	13.8	8.77	<0.001	2.61

Note. N=28. All comparisons significant at p < .001.

All vocabulary measures showed statistically significant improvements ($p < .001$) with large effect sizes ($d > 2.3$), indicating both statistical and practical significance. Notably, contextual usage scores improved comparably to recognition scores, suggesting realia facilitated deeper lexical understanding beyond memorization.

Analysis by semantic category revealed concrete nouns achieved the largest gains (47.8%, d = 2.94), followed by action verbs (44.2%, d = 2.67), descriptive adjectives (42.5%, d = 2.45), and abstract concepts (31.6%, d = 1.89).

Oral Production Development

Oral production evaluations demonstrated significant improvements across all speaking dimensions following the realia intervention. Table 2 presents comprehensive assessment results showing substantial gains in communicative capabilities.

Table 2: Pre and Post-Intervention Oral Production Assessment Scores

Speaking Dimension	Pre-Intervention Mean (SD)	Post-Intervention Mean (SD)	Mean Difference	t-value	p-value	Cohen's d
Vocabulary Usage	2.1 (0.8)	4.2 (0.7)	2.1	10.24	<0.001	2.82
Fluency	2.3 (0.9)	4.0 (0.8)	1.7	8.96	<0.001	2.05
Communicative Effectiveness	2.5 (0.7)	3.9 (0.6)	1.4	7.83	<0.001	2.19
Pronunciation	2.8 (0.8)	3.7 (0.7)	0.9	5.42	<0.001	1.24
Overall Speaking Score	2.4 (0.7)	3.9 (0.6)	1.5	9.47	<0.001	2.32

Note. N = 28. Scores based on 5-point scale. All comparisons significant at p < .001.

All speaking dimensions showed significant improvements with large effect sizes. Vocabulary usage demonstrated the strongest gains (d = 2.82), confirming the direct impact of enhanced lexical knowledge on speaking performance. Objective speech analysis revealed 78.1% increase in mean utterance length, 56.8% improvement in lexical diversity, and 62.5% reduction in filled pauses.

Vocabulary-Oral Production Relationship

Correlation analysis confirmed a strong positive relationship between vocabulary gains and oral production improvements (r = .78, p < .001). Linear regression analysis revealed vocabulary improvement accounted for 61% of variance in speaking gains (R^2 = .61, $F_{(1,26)}$ = 40.73, p < .001), with the regression equation: **Oral Production Improvement = 0.43 + 0.82(Vocabulary Improvement)**.

This relationship varied by initial proficiency: low-proficiency students (r = .87), medium-proficiency students (r = .74), and high-proficiency students (r = .64), suggesting realia particularly benefits learners with limited lexical resources.

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Proficiency Level Effects

ANOVA analyses investigated differential intervention effects across initial proficiency levels. Table 3 presents results for vocabulary improvements by proficiency group.

Table 3: ANOVA Results: Vocabulary Improvement by Initial Proficiency Level

Source	Sum of Squares	df	Mean Square	F	p-value	η²
Between Groups	156.3	2	78.15	8.94	0.001	0.42
Within Groups	218.7	25	8.75			
Total	375.0	27				

Note. N = 28. Low proficiency n = 9, Medium proficiency n = 10, High proficiency n = 9.

Post-hoc Tukey HSD tests revealed low-proficiency students (M = 16.2, SD = 2.8) showed significantly greater vocabulary improvements than medium-proficiency (M = 13.1, SD = 3.1, p < .01) and high-proficiency students (M = 11.5, SD = 2.6, p < .001). Similar patterns emerged for oral production improvements, with low-proficiency students (M = 2.1, SD = 1.3) outperforming their peers significantly (p < .05). These findings confirm realia-based instruction provides greatest benefits for students with limited initial vocabulary and speaking abilities.

Discussion

Key Findings

This study demonstrates that realia-based instruction significantly enhances both vocabulary acquisition and oral production among English learners, with large effect sizes (d > 2.3) indicating practical significance. The strong vocabulary-oral production correlation (r = 0.78) confirms vocabulary's mediating role in speaking development.

Theoretical Implications

Results support embodied cognition theories and Mayer's (2014) Cognitive Theory of Multimedia Learning, suggesting multisensory experiences create stronger memory traces than verbal instruction alone. The effectiveness aligns with Krashen's (1985) Input Hypothesis, as realia provides contextual support making vocabulary accessible (Yadara Aguirre Arauz et al., 2019).

The differential impact across vocabulary types supports Vygotsky's (1978) emphasis on concrete mediational tools, with concrete nouns and action verbs showing stronger gains than abstract

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concepts. These findings extend previous research by Nikolov (2009) and Irawan (2017) on realia's effectiveness.

Practical Applications

The five-phase intervention framework provides teachers with a replicable approach for vocabulary instruction. Particularly beneficial for low-proficiency students, realia-based instruction addresses vocabulary limitations identified by Arévalo Guerra and Díaz Tulena (2017) as primary barriers to oral communication.

Limitations

The quasi-experimental design and 12-week duration limit causal inferences and long-term conclusions. Single-group design prevents comparison with traditional instruction. Future research should employ randomized controlled designs and investigate long-term retention.

Conclusion

This study provides compelling evidence that realia-based instruction significantly improves vocabulary acquisition and oral production among English learners. Large effect sizes across all measures (d > 2.3 for vocabulary, d > 1.2 for speaking) demonstrate practical significance beyond statistical significance.

The strong vocabulary-oral production relationship (r = 0.78) confirms lexical knowledge's fundamental role in speaking proficiency, with vocabulary improvements accounting for 61% of speaking gains. Differential effects by proficiency level suggest realia particularly benefits struggling learners, supporting educational equity through accessible, effective instruction.

From a theoretical perspective, results support embodied cognition approaches while challenging traditional grammar-first instruction sequences. The multisensory learning experiences facilitated by realia create stronger form-meaning connections essential for both receptive and productive vocabulary knowledge.

Practically, the intervention framework offers teachers evidence-based strategies using readily available materials, making implementation feasible across diverse educational contexts. While further research is needed to examine long-term retention and optimal parameters, this study establishes realia as an effective pedagogical approach for developing vocabulary knowledge necessary for successful oral communication in English.

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