

USING REALIA IN TEACHING ENGLISH VOCABULARY TO A MILDLY INTELLECTUALLY DISABLED STUDENT

USO DE REALIA EN LA ENSEÑANZA DE VOCABULARIO EN INGLÉS A UN ESTUDIANTE CON DISCAPACIDAD INTELECTUAL LEVE

Ruth Elizabeth Cando Yáñez ^{1*}

¹ Estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Cotopaxi. ORCID: <https://orcid.org/0009-0006-4828-696X>. Correo: ruth.cando3787@utc.edu.ec

José Ignacio Andrade Morán ²

² Docente Investigador de la Universidad Técnica de Cotopaxi. Ecuador. ORCID: <https://orcid.org/0000-0003-4294-2736>. Correo: jose.andradem@utc.edu.ec

Fabiola Soledad Cando Guanoluisa ³

³ Docente Investigador de la Universidad Técnica de Cotopaxi. Ecuador. ORCID: <https://orcid.org/0000-0002-6170-5325>. Correo: fabiola.cando@utc.edu.ec

* Autor para correspondencia: ruth.cando3787@utc.edu.ec

Abstract

This research analyzes the benefits of using realia as a teaching tool to teach English vocabulary to a student with mild intellectual disability. As background, it is known that the use of real objects improve comprehension and retention of new words, providing a more attractive and effective learning experience; this in turn, can be adapted to the needs of students with this condition. The study was carried out with a 10-year-old student with MID, who participated in a series of six classes, in which she was taught vocabulary through the use of tangible elements, supported by interactive activities. The main focus was the acquisition of new vocab through the Total Physical Response method, which not only supports language acquisition but also encourages sensory experiences and hands-on understanding, contributing to the effective development of communication skills. An action research design was used that included the phases of problem identification, planning, implementation, and reflection, framed within a qualitative approach. The findings suggest that the integration of realia in vocabulary instruction not only supports cognitive development but also promotes a more inclusive, dynamic learning environment.



Esta obra está bajo una licencia *Creative Commons* de tipo (CC-BY-NC-SA).

Sociedad Ecuatoriana de Investigación Científica. E-mail: revistaalcon@gmail.com

Keywords: *realia; Total Physical Response; intellectual disability; mild intellectual disability; vocabulary acquisition; action research*

Abstract

Esta investigación analiza los beneficios del uso de objetos reales como herramienta didáctica para enseñar vocabulario en inglés a una estudiante con discapacidad intelectual leve. Como antecedente, se conoce que el uso de objetos reales mejora la comprensión y retención de palabras nuevas, brindando una experiencia de aprendizaje más atractiva y efectiva; esta a su vez, puede adaptarse a las necesidades de los estudiantes con esta condición. El estudio se llevó a cabo con una estudiante de 10 años, con la condición antes mencionada, quien participó en una serie de seis clases, en las que se le enseñó vocabulario mediante el uso de elementos tangibles, apoyados con actividades interactivas. El enfoque principal fue la adquisición de nuevo léxico a través del método de Respuesta Física Total, que no solo apoya la adquisición del lenguaje, sino que también fomenta las experiencias sensoriales y la comprensión práctica, contribuyendo al desarrollo efectivo de las habilidades de comunicación. Se utilizó un diseño de investigación-acción que incluyó las fases de identificación de problemas, planificación, implementación y reflexión, enmarcadas en un enfoque cualitativo. Los hallazgos sugieren que la integración de objetos reales no solo apoya el desarrollo cognitivo, sino que también promueve un ambiente de aprendizaje más inclusivo y dinámico.

Palabras clave: *Realia; Respuesta Física Total; discapacidad intelectual; discapacidad intelectual leve; adquisición de vocabulario; investigación-acción*

Fecha de recibido: 26/05/2024

Fecha de aceptado: 01/08/2024

Fecha de publicado: 05/08/2024

Introduction

The importance of learning English has increased significantly worldwide. It is not only a global means of communication but also a vital skill in education and the professional realm. Mastering a second language provides access to various academic and career opportunities, making it a key educational objective in many school systems. It is important to note that English as a Foreign Language (EFL) refers to the learning and application of English by individuals whose native language is not English (Nordquist, 2011). According to Richards & Rodgers (2001), EFL instruction involves teaching English to non-native speakers in environments where English is not the primary language, encompassing language skills such as speaking, listening, reading, and writing, to achieve proficiency in English communication. Nation (2005) points out that in the field of English language education, educators have been exploring innovative and experiential teaching approaches to enhance vocabulary acquisition among students.

Vocabulary acquisition is crucial in language learning as it directly impacts learners' overall proficiency and communicative abilities. It involves the process of learning and storing words, including their meanings,



Esta obra está bajo una licencia *Creative Commons* de tipo (CC-BY-NC-SA).

Sociedad Ecuatoriana de Investigación Científica. E-mail: revistaalcon@gmail.com

forms, and usage in different contexts (Nation, 2005). Effective vocabulary acquisition strategies involve both explicit and implicit learning approaches and include techniques such as repetition, context clues, and the use of vocabulary notebooks (Schmitt, 2008). It is important to use learning strategies for effective language acquisition. These strategies include cognitive, metacognitive, social, and affective approaches, and they help learners enhance language acquisition and promote effective learning and autonomy (García, 2010). According to Richards & Rodgers (2001), the relationship between learning strategies and language skills is crucial for understanding how students acquire new vocabulary and identifying their weaknesses. Moreover, assessing the breadth and depth of vocabulary acquired by young learners is important for evaluating their language knowledge and communication skills (Brown & Lee, 2015).

In the field of English language teaching, the use of tangible items from everyday life has gained attention for its potential benefits in vocabulary development. In recent years, several studies have analyzed the advantages of incorporating everyday items in teaching English vocabulary (Annisa et al., 2022; Irfan et al., 2021; Hariati, 2020). According to Irfan et al. (2021), these items, which are defined as tangible, real objects or artifacts, serve as a bridge between abstract language concepts and everyday items, making the learning experience more engaging and effective for young learners. In the quest to enhance English vocabulary learning, pedagogical strategies can utilize the power of real-world concrete materials, which encompass a variety of items (Hadi, 2018). When considering the addition of tangible objects to the aforementioned theories, it becomes apparent that these theories are interconnected rather than isolated.

Integrating realia creates a natural learning environment that aligns with educational principles and has been proven to assist students in naturally learning vocabulary, offering genuine examples and aiding in vocabulary acquisition (Richards & Rodgers, 2001). It can be noted that realia can be employed to teach vocabulary to students with intellectual disabilities. Teaching English to students with ID presents significant challenges due to their below-average cognitive abilities, which impact their language learning and problem-solving skills (Rodríguez & Serrato, 2017). Mild intellectual disability is a developmental condition characterized by limitations in cognitive functioning and adaptive behavior. It affects an individual's ability to learn and function in everyday life. It is defined by an IQ score typically ranging from 50 to 70, indicating below-average intellectual functioning (Lindblad & Fernell, 2024).

The use of inadequate methods and strategies in English language instruction can result in the exclusion of students from effective learning experiences (Modula & Sumbane, 2022). For students with disabilities, the use of tangible objects can be highly beneficial for learning English vocabulary. However, there is little information available regarding the benefits and use of Realia as a complementary tool for teaching English vocabulary to students of this group. While existing literature emphasizes the advantages of these in teaching, there is a noticeable gap in its implementation within this specific educational context (Fathima Muzatha et al., 2019). Furthermore, ignorance of the advantages of using this tool can result in its limited application in teaching English vocabulary to students with MID. It is crucial to consider that learning English vocabulary is already challenging for regular students, and it can be an even greater challenge for those with these limitations.

The primary objective of this project is to analyze the advantages of using realia as a supplemental tool for teaching English vocabulary to a student with MID. To achieve this research objective, the study will address the following question: What pedagogical strategies can enhance the implementation of tangible objects as a



supplemental tool for vocabulary development? In this study, teaching English vocabulary to a girl with mild intellectual disabilities using these items in conjunction with Total Physical Response will be examined. It is a method that combines physical movement with language acquisition. The study utilized an action research methodology, starting with defining the issue—the challenges that students with intellectual disabilities face in learning language. Following a thorough analysis of the literature, lesson plans incorporating realia-based teaching techniques were developed. Teaching English to young learners with special educational needs requires educators to use inclusive and differentiated instructional strategies to accommodate diverse learning abilities. This involves creating supportive and accessible learning environments that address individualized needs and promote active engagement (Dockrell et al., 2011). Effective teaching approaches may include multisensory instruction, the use of visual aids, and hands-on activities to facilitate language learning and comprehension (Koppenhaver & Erickson, 2007).

Putri (2020) mentions that:

Teaching vocabulary to children by using realia is helpful to arouse the learning interests of children. They are curious to see, feel or touch the things they are learning. They find it exciting to learn something by seeing, feeling, touching or when necessary, tasting. As a result, they tend to keep what they have learned in their memory quicker than if they learn it through the usual way (p. 27).

According to Hadi (2018), realia can help students connect abstract language concepts to life experiences, which can improve their understanding and retention of new vocabulary. Teaching English vocabulary to children with intellectual disabilities requires creative and practical approaches. These provide an opportunity to create meaningful and engaging learning experiences tailored to these children's needs by using objects from the real world. The research on the use of these items provides valuable information in the field of English as a Foreign Language (EFL) education, demonstrating the positive impact of using objects on language learning outcomes. Additionally, it introduces appealing tools and innovative teaching methods for educators.

These findings can guide the incorporation of realia into language teaching practices, creating a more interactive and effective learning environment (Hariati, 2020; Purnamasari et al., 2018). By exposing students with intellectual disabilities to real-world objects, the goal is to improve their contextual understanding of vocabulary, providing a more comprehensive and immersive language learning experience. By incorporating real-life objects, students not only encounter words in isolation but also understand the cultural, situational, and experiential nuances associated with the vocabulary being taught.

It should be noted that, for the present research, Cepeda's thesis was used as an informative basis, it examines the teaching of English to a student with mild intellectual disability using Total Physical Response and Natural Approach methods in a remedial context. It highlights the experiences of the pre-service teacher and the student during the implementation of lessons. The research identifies both positive and negative aspects of the teaching methods, emphasizing the importance of tailored strategies for students with special educational needs. The findings aim to provide insights that can improve English language teaching practices for similar learners (Cepeda, 2023).



Methods and materials

Research approach

This qualitative action research study delves into the experiences and perceptions of a pre-service English teacher and a student with mild intellectual disabilities who used the Total Physical Response method and Realia to enhance English vocabulary. Putri (2020) points out that this type of research addresses the opinions, perspectives, and beliefs of the subject of study, which are not quantifiable. It is characterized by exploring the data collected from a particular perspective until reaching a broader understanding. In addition, it is well-suited for examining complex phenomena and understanding participants' perspectives within their social context, it analyzes human behavior through the examination of narrative data, starting in a specific context where the researcher observes, listens, asks questions, takes notes, and seeks to understand in greater depth the object of study from the perspective of the participants in their natural environment (Cobb & Forbes, 2002).

Research method

In this study, applied action research was used, which is a systematic process through which teachers analyze their practices to improve teaching and learning outcomes. Atweh et al. (2002) suggest following a four-step approach: reflect, plan, act, observe, and then reflect to continue through the cycle. This methodology involves using various instruments such as observations, interviews, and diaries to collect relevant information (Purnama, 2011). The study started by identifying the problem, which was the difficulties faced by students with intellectual disabilities in language acquisition. The study was then planned with a prior literature review and lesson plans were designed that used real-world objects for teaching. In the implementation phase, consent was obtained from the student's mother to ensure that ethical guidelines were being followed; six 30-minute lessons were then presented, elaborate with TPR, in each lesson, an English teacher observed and completed a form based on the teaching methods used. Student feedback was also collected through a survey to understand their learning experience. Finally, in the reflection phase, the information obtained was analyzed.

Participants

The study is focused on a 10-year-old girl with a 32% intellectual disability and an unspecified developmental speech and language disorder. She was diagnosed at the age of 7 and is currently in the fifth grade. The girl, who is characterized by being affectionate and talkative, underwent psychological evaluations at the Hospital de las Fuerzas Armadas in Quito. These evaluations recommended extracurricular activities and pedagogical support. Although speech therapy was recommended, she did not attend, but she has shown interest in subjects such as robotics, mathematics, and English (Guanín & Martínez, 2023; Cepeda, 2023). The choice of this participant was based on her specific profile after analysis of the theses "Intellectual Disability in the English Teaching and Learning Process" (Guanín & Martínez, 2023) and the thesis "Teaching English to a Student with Mild Intellectual Disability" (Cepeda, 2023). The student represents a challenge and an opportunity to investigate the effectiveness of using realia in teaching English vocabulary.

Data analysis

For data collection, the following tools were used, adapted from project research Cepeda (2023): student's diary, teacher's diary, and semi-structured observation file.





First, the teacher's diary (p. 59) allowed the teacher-in-training to record her observations, reflections, and experiences during the teaching sessions. One was applied to each class, resulting in total of six similar diaries. Each diary was divided into two parts: the first dedicated to planning and the second to teaching and learning. The plans were subdivided into difficulties and strengths. In the teaching and learning section, positive and negative aspects were recorded. Second, the student's diary (p. 60) was modified for better visualization of the images, this diary allowed the girl to express her experiences and emotions related to learning English vocabulary. Third, the semi-structured file (p. 61), was adapted with three additional questions focused on the use of realia, facilitating the collection of specific data about the girl's interaction with the tangible objects used in the lessons. Here it is added a third part that is related to the use of these objects, where the following is mentioned: The girl related the new words to the realia used in class, the girl felt comfortable participating in activities that involved realia, and the girl got bored using realia. It is important to note that the instruments for data collection were developed in Spanish to facilitate the management of the information obtained.

Finally, "data analysis will follow a thematic analysis approach, which involves identifying, analyzing, and reporting patterns or themes within the data" (Braun & Clarke, 2006). For which the following steps will be followed: data coding, theme identification, interpretation, and triangulation. On the one hand, data coding, transcribed interviews, observation notes, and document analysis will be coded to identify key concepts, ideas, and recurring themes related to the benefits of using realia in teaching English vocabulary to the students from MID. Then, in theme identification, the codes will be grouped into general themes that capture the main findings and insights emerging from the data. In the next step, in interpretation, the themes will be interpreted about the research objectives and theoretical framework, providing a nuanced understanding of the factors that influence the effective use of these in this context. And, in triangulation, findings from different data sources will be compared to ensure the reliability and validity of the results (Braun & Clarke, 2006).

Results and discussion

For the analysis of results, the student's diary, the teacher's diary and the semi structured observation file, were considered.

First, the student's diary, as a result of the 6 weeks of observation, it was obtained that: For question 1: How did you feel during the class? throughout the research a happy face was obtained 5 times and a regular face once. While for question 2: Did you like today's class? A happy face was obtained 6 times. In turn, for question 3: Did you like the materials that were used during the class? Happy face was obtained 5 times and regular face 1 time. Finally, for question 4: Did you understand the class? A happy face was obtained 4 times and a regular one twice.

Below this, there is a table summarizing student responses over the six weeks. In the columns are the questions asked to the student, and in the rows the number of the week in which the classes were taught is indicated. Each box shows the facial expressions recorded in the diary as a response.



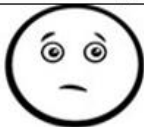
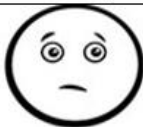
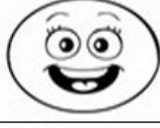
<u>Weeks</u>	How did you feel during class?	Did you like today's class?	Did you like the materials used during class?	Did you understand the class?
1				
2				
3				
4				
5				
6				

Figure 1: Student diary result

Note: The results show the student's weekly answers

Regarding the observations, it is noted that the first week the class was taught on the topic "Clothes", where the student felt shy and forgot some words. She liked the class and the materials, but she seemed average in understanding it. This may be because both the teacher and the method may be new to the student, although she showed positive interest in the class and the materials. The second week saw "The Fruits", in which she mentioned that she felt better, although still shy. She enjoyed the class and the materials, which are common in her daily life. Understanding her actions still presented difficulties. This may be because familiarity with the materials increased her interest and comfort, but she needed more time to internalize the TPR actions. For the third week, the topic was "School Supplies", where the student showed more confidence, enjoying learning about toys she uses at home and new materials. She liked to repeat actions. According to what she mentioned, the increased confidence and familiarity with the method and the topics increased her participation and also her enjoyment.

The fourth week was the topic "My Toys", she mentioned that she was excited to learn about candy, enjoying both the materials and the class. She understood all the vocabulary. The engaging subject matter and engaging



materials facilitated complete understanding and total enjoyment of the lesson. The second to last week the topic was "Sweets", she mentioned that the teacher made her feel comfortable, and she liked participating. She learned about the body parts with enthusiasm and memorized the movements well. This is given that the positive relationship with the teacher and the interest in the content fostered active and effective participation. Last week, the theme was "Body Parts." She mentioned that she felt comfortable with the teacher, and she enjoyed learning about fruits, which she could practice at home. This week was also good as the comfort with the teacher and the practical relevance of the materials continued to foster effective and motivated learning.

What can be seen through the student's diary is that she shows a positive evolution in her attitude and understanding throughout the six weeks. The student started out shy but showed steady improvement in her confidence and enjoyment of classes. The familiar materials and multisensory approach of TPR contributed significantly to her progress in learning English vocabulary. Also, the combination of realia and TPR has proven to be an effective strategy for teaching students with intellectual disabilities, facilitating a positive and stimulating learning environment. This approach not only helped the student acquire new vocabulary but also increased her interest and participation in the learning process.

However, it is worth highlighting some disadvantages of using real objects. On the one hand, there may be resource limitations, since it is not always possible to obtain all the objects necessary for each lesson, which can limit the effectiveness of using these items in the classroom. Additionally, acquiring tangible objects can be expensive, especially if you need many, high-quality ones. Also, some of these can take up a lot of space in the classroom, which can be problematic in small or crowded classrooms. On the other hand, these can wear out over time or become damaged from repeated use, requiring periodic replacements and maintenance. Finally, some realia may not be culturally relevant to all students, which may limit their effectiveness in multicultural contexts.

Secondly, the Semi-structured Observation is presented, which is divided into three parts. To facilitate understanding, distribution tables are included, and each question and its respective answers are detailed below.



Using realia in teaching english vocabulary to a mildly intellectually disabled student

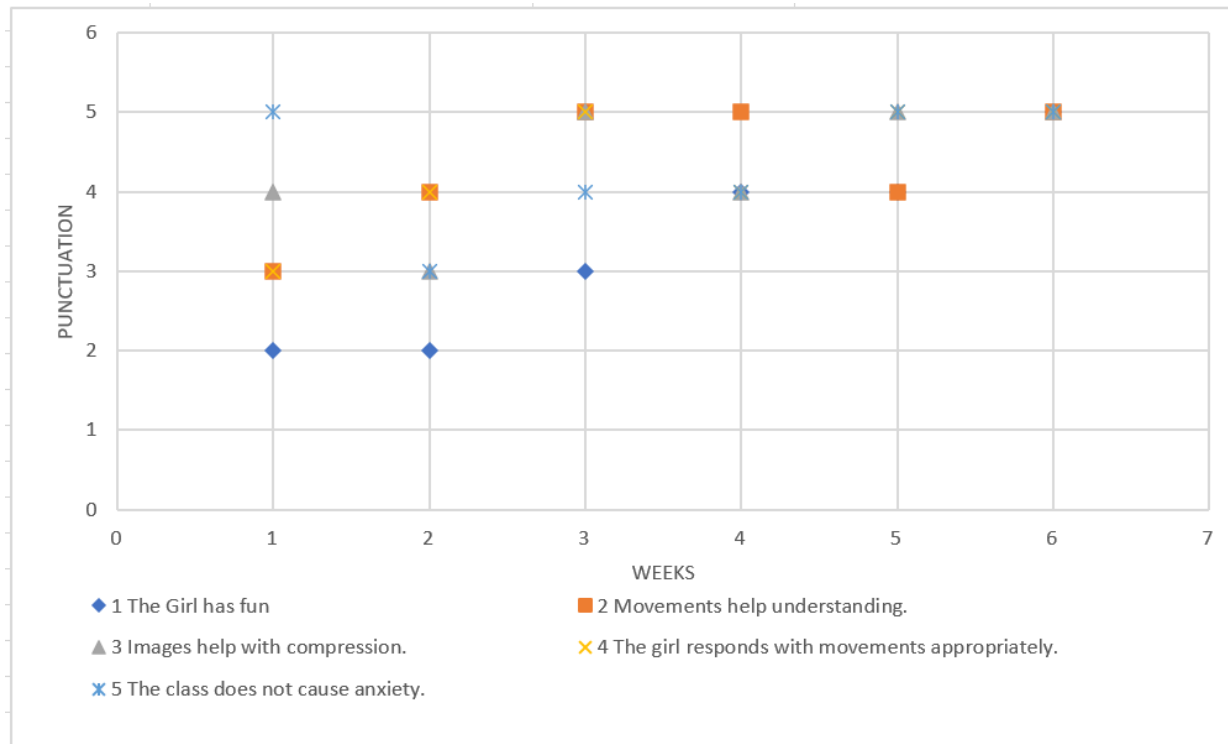


Figure 2: Semi-Structured Observation Guide, Part 1

It can be seen that in part 1, where it is mentioned whether the girl is having fun, the score progressively increases from 2 to 5, indicating an improvement in the girl's enjoyment as the weeks progress. On the other hand, it can be observed that the movements help the student's understanding, with regard to the score starting at 3 and reaching 5, which suggests that the movements are increasingly effective in understanding. Linked to the above is that the girl responds appropriately to movements, and an increase in score from 4 to 5 is seen, which reflects an improvement in the girl's response to movements. Furthermore, the class does not cause anxiety, this is visible in the score consisting of 3-5 showing that the class becomes less and less anxious for the girl. Finally, it is detailed that the girl recognizes the vocabulary learned without looking at real objects or movements, the score of 5 at the beginning and at the end indicates a high level of vocabulary recognition without visual or movement aids.



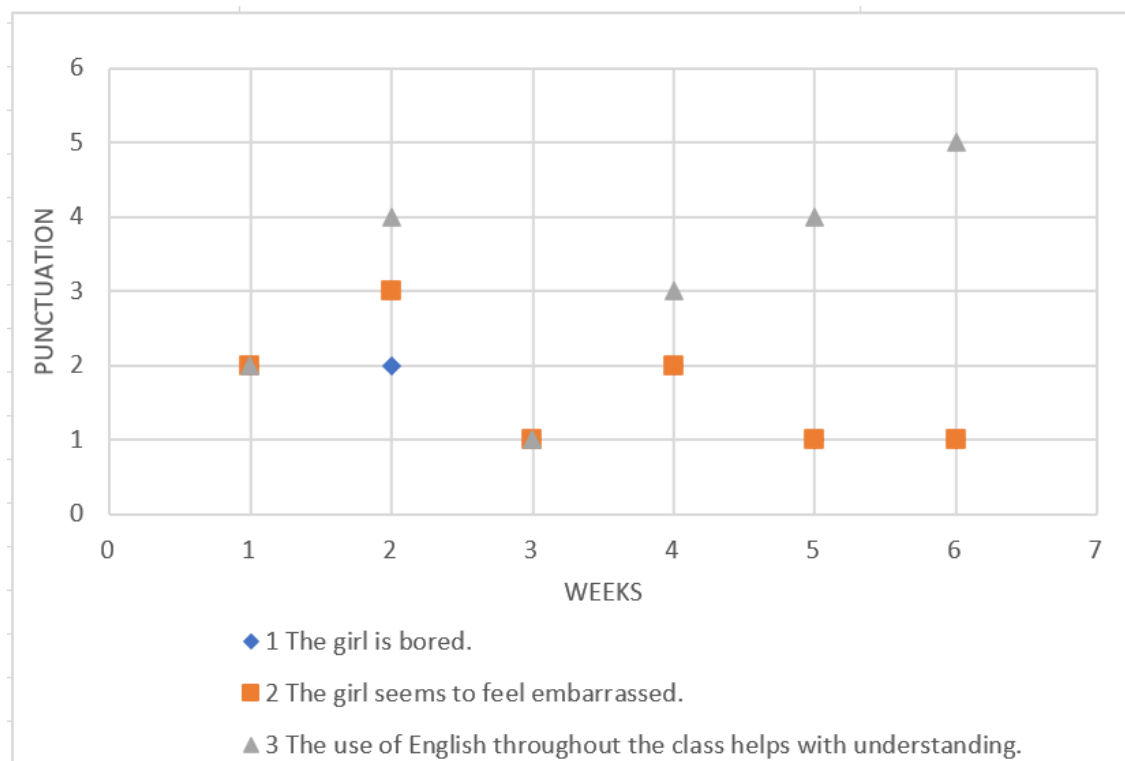


Figure 3: Semi-Structured Observation Guide, Part 2

On the other hand, in part 2, when asked if the girl is bored, the low and constant score of 1-2 suggests that the girl is not bored during classes. Furthermore, where it is indicated whether the girl seems to feel ashamed, consistently low scores of 1-2 indicate that the girl rarely feels ashamed. It is also considered that if the use of English throughout the class benefits comprehension, this can be noted in the initial result of 2-4 and a peak to 5 in week 6 could suggest that at the beginning there are some difficulties with full comprehension in English, but these are resolved gradually.

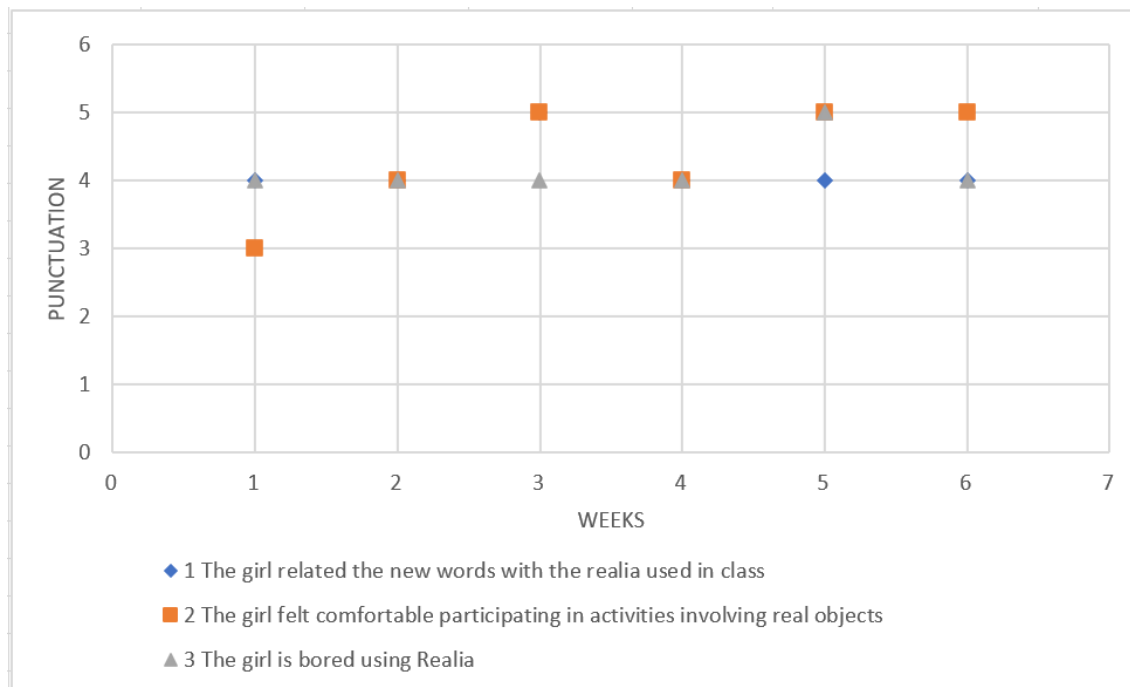


Figure 4: Semi Structured Observation Guide, Part 3

As a last point, in part 3, where Realia is mentioned. Real objects help comprehension, consistent scores of 4-5 indicate that real objects are effective for comprehension. Additionally, the girl related the new words with the real objects used in class, this is evident from the grades, since they improve to 5, showing that the relationship with the real objects is increasingly effective. Finally, the girl easily remembers the objects that she had within her reach. In this part, scores of 4-5 suggest an effective and constant memory for the objects used in class.

Finally, regarding the teacher's diary, in terms of planning, there were no difficulties in its implementation, since the planning in TPR was previously known and the thesis served as a guide to avoid possible errors. The strength lay in the ease of handling the topics, since they were known to the student. On the other hand, when it comes to teaching and learning, in the first week the girl was a little shy and quiet. Nonetheless, as the weeks passed, she became more willing to imitate the movements and repeat the words. As she became more fluent and confident, it became easier for her to learn the vocabulary. Thanks to this trust, she showed greater interest, and the guide's teaching became more enjoyable. An example of this were the answers that the girl gave in the last part of the teaching with TPR. It should be noted that, during the first week, it took her longer to sort the objects as they were mentioned to her, and she made mistakes two of the four times. However, as the weeks went by, her errors decreased, and she took less time to sort the objects.





Conclusions

The present study aimed to analyze the benefits of using real objects in teaching English vocabulary to a girl with intellectual difficulties. Through a qualitative approach based on structured observations over six weeks, it has been shown that this methodology has a significantly positive impact on vocabulary learning for students with special needs. Firstly, the inclusion of tangible elements facilitated a better understanding of new vocabulary. The possibility of manipulating and visualizing concrete objects allowed the girl to more easily associate words with their physical referents, thus improving her ability to retain and remember the vocabulary learned. This finding is consistent with previous studies that highlight the importance of providing visual and tactile stimuli to students with special educational needs.

In addition, a notable increase in the girl's interest and motivation during the lessons was observed. Activities involving these objects were perceived as more fun and engaging, which increased her active participation in class. This increase in motivation not only facilitated a more positive learning environment, but also significantly reduced anxiety levels. The familiarity and security provided by concrete objects contributed to a more comfortable and less stressful learning environment. Furthermore, the child's appropriate response to instructions and movements related to the objects underlines the effectiveness of this methodology in contextualizing and clarifying classroom activities. This additional clarity and context not only improved her understanding, but also fostered more meaningful interaction with the learning material. Finally, the child's ability to relate new words to the objects used in class was notably strengthened. This association skill is crucial for vocabulary development and demonstrates that the integration of concrete elements can be a powerful tool for teaching new words in a contextualized and meaningful way.

In conclusion, the study demonstrates that the use of real objects in teaching English vocabulary to students with intellectual difficulties not only improves vocabulary comprehension and retention, but also increases motivation, reduces anxiety, and facilitates a more effective and meaningful learning environment. These findings underline the importance of integrating object-based teaching methods to optimize educational outcomes in students with special needs, making a strong recommendation for their adoption in inclusive and diversified pedagogical practices.

References

- Annisa, A. N., Angraini, N., & Ulfah, B. (2022). Enriching students's vocabulary using realia of seventh grade students of SMPN 38 Palembang. *ULIL ALBAB: Jurnal Ilmiah Multidisiplin*, 1(12), 4262–4269. <https://journal-nusantara.com/index.php/JIM/article/view/1066/858>
- Atweh, B., Kemmis, S., & Weeks, P. (2002). *Action research in practice*. 1, 114–138. <https://doi.org/10.4324/9780203024478>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Brown, D. H., & Lee, H. (2015). *Teaching by principles: An interactive approach to language pedagogy*. Pearson Education ESL. <https://thuvienso.hoasen.edu.vn/handle/123456789/11518>



- Cepeda Calero, J. L. (2023). *Teaching English to a student With Mild Intellectual Disability* [Universidad Técnica de Cotopaxi]. <https://repositorio.utc.edu.ec/bitstream/27000/11587/1/PP-000349.pdf>
- Cobb, A. K., & Forbes, S. (2002). Qualitative research: What does it have to offer to the gerontologist? *The Journals of Gerontology. Series A, Biological Sciences and Medical Sciences*, 57(4), M197–M202. <https://doi.org/10.1093/gerona/57.4.m197>
- Dockrell, J. E., Lindsay, G., & Palikara, O. (2011). Explaining the academic achievement at school leaving for pupils with a history of language impairment: Previous academic achievement and literacy skills. *Child Language Teaching and Therapy*, 27(2), 223–237. <https://doi.org/10.1177/0265659011398671>
- Fathima Muzatha, M. T., & Mohamed Riyath, M. I. (2019). The effectiveness of using Realia in teaching English vocabulary to elementary school students in Sammanthurai zone. *In Proceedings, South Eastern University International Arts Research Symposium*, 571–576. <http://192.248.66.13/bitstream/123456789/4178/6/090%20Full%20paper.pdf>
- García, M. L. (2010). Metacognitive strategies based instruction to support learner autonomy in language learning. *Revista Canaria de Estudios Ingleses*, 61, 73–86. https://riull.ull.es/xmlui/bitstream/handle/915/13367/RCEI_61_%28%202010%29_05.pdf?isAllowed=y&sequence=1
- Guanín Chasi, L. E., & Martínez Mallitasig, C. N. (2023). *Intellectual Disability in the English Teaching And Learning Process* [Universidad Técnica de Cotopaxi]. <http://repositorio.utc.edu.ec/bitstream/27000/9859/1/PP-000179.pdf>
- Hadi, A. S. (2018). Effectiveness of using realia in teaching English vocabulary for ESL learners. *Nternational Journal of Engineering Sciences & Research Technology*, 7(10). <https://www.ijesi.org/papers/Vol%287%29i10/Version-3/K0710036572.pdf>
- Hariati, P. (2020). Improving students' vocabulary mastery through teaching real objects. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 3(2), 740–748. <https://doi.org/10.33258/birle.v3i2.905>
- Irfan, F., Awan, T. H., Bashir, T., & Ahmed, H. R. (2021). Using realia to improve English vocabulary at primary level. *Multicultural Education*, 7(3), 340–354. <https://doi.org/10.5281/ZENODO.4647933>
- Lindblad, I., & Fernell, E. (2024). *Mild intellectual disability*. University of Gothenburg. <https://www.gu.se/en/gnc/mild-intellectual-disability>
- Modula, M. J., & Sumbane, G. O. (2022). Families' experiences on safety needs of children with intellectual disability. *International Journal of Environmental Research and Public Health*, 19(22), 15246. <https://doi.org/10.3390/ijerph192215246>
- Nation, P. (2005). Teaching Vocabulary. *The Asian EFL Journal*, 7(3), 47–54. https://www.asian-efl-journal.com/September_2005_EBook_editions.pdf





- Nordquist, R. (2011). *English as a foreign language (EFL)*. ThoughtCo. <https://www.thoughtco.com/english-as-a-foreign-language-efl-1690597>
- Purnama, S. P. (2011). Classroom Action Research Alternative Research Activity for Teachers. *Research Gate Journal*, 7(12). https://www.researchgate.net/publication/326083037_Classroom_Action_Research_Alternative_Research_Activity_for_Teachers
- Purnamasari, R., Regina, R., & Rosnija, E. (2018). Improving students' vocabulary using realia. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK)*, 7(8). <https://doi.org/10.26418/jppk.v7i8.27323>
- Putri, A. W. (2020). Teaching vocabulary to kindergarten pupils by using realia and pictures (a quasi-experimental study at TK BISMA). *Universitas Airlangga*, 14–35. <https://repository.unair.ac.id/118127/5/5.%20BAB%20II%20LITERATURE%20REVIEW.pdf>
- Richards, J., & Rodgers, T. (2001). Communicative Language Teaching. In *Approaches and methods in language teaching* (p. 80). <https://www.novaconcursos.com.br/blog/pdf/richards-jack-c.-&-rodgers.pdf>
- Rodríguez, Y. S., & Serrato, D. I. (2017). Teaching students with intellectual disability to use English through pragmatics. *Revista de Investigación Educativa*, 4(4). <http://eprints.uanl.mx/23922/7/23922.pdf>
- Schmitt, N. (2008). Review article: Instructed second language vocabulary learning. *Language Teaching Research*, 12(3), 329–363. <https://doi.org/10.1177/1362168808089921>

