

Realia with writing (Rce)



TYPE OF R&D RESULT

New technology
New product
New service
New knowledge or skill



DEGREE OF COMMERCIAL MATURITY

Conceptual idea
Proof of concept (design)
Validated in a controlled environment
Validated in a real environment
Successfully implanted



PROTECTION

Non-applicable
Patent
Software
Know-how
Utility model

Description of the solution. Problem solved

Currently, language and literature teaching is mainly based on traditional materials, such as textbooks, exercise books, and audiovisual media. Although these resources are essential, they present limitations for the student by offering a standardized communicative approach that, in many cases, is distant from everyday reality. The so-called "authentic materials" (magazines, catalogs, newspapers, invoices, labels, etc.) have also been incorporated into classrooms as resources, reactivating language learning from a meaningful approach even though they were not born as teaching material *per se*. In addition, real objects (realia) without written content are used, such as plastic figures or fruits. These are highly motivating and their manipulation favors the recognition and identification of concepts, which makes them great allies for dialogic play around them.

As a complement to these three learning methods, a researcher from the University of Las Palmas de Gran Canaria (ULPGC) and a member of IATEX, has developed the Realia with writing methodology, which uses three-dimensional household objects that contain written messages along with other semiotic codes (icons, colors, graphics, images) on everyday product packaging (such as food packets or labeled packaging). These objects allow the analysis of language in a context of real use, which fosters the comprehensive understanding

of students about their mother tongue (and also of second languages), with "live" samples of the language.

This methodology is especially interesting for training future language teachers, as it allows for diversifying teaching methods, analyzing the value of language in everyday life, and motivating student learning. In addition, it extraordinarily develops reading skills, as the consumer is also a reader (transversal reader).



Figure 1. Examples of realia with writing



ULPGC
Universidad de
Las Palmas de
Gran Canaria

Fundación
Parque Científico
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Competitive advantages

Advantages for teachers:

- Diversifies and adapts teaching materials in line with the principles of Universal Design for Learning (UDL) of the LOMLOE.
- Facilitates multimodal teaching through the analysis of various communicative codes (text, images, icons).
- Links with cross-curricular needs: the development of critical reading (*Critical discourse analysis*).

Advantages for students:

- Increases motivation and interest in language learning.
- Promotes a multimodal understanding of the message (discourse and metadiscourse) in different communicative contexts.
- Develops metacognitive skills by allowing students to reflect on the objectives and the learning process.
- Involves in immersive learning dynamics (*Learning ecologies*).

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Development stage

The study of this methodology dates to 2013 and has been validated in university programs on several occasions. In addition, its impact on language teaching to future teachers has been quantifiably measured.



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