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The Effectiveness of Using Realia in Teaching / Learning Vocabulary

The Case of Third Year Middle School of Mouloud Kacem Nait Belkacem Mecheria

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Dedication

I Dedicate This Dissertation To:

To my parents who without their love and support this dissertation would not have possible

To my grand - mother who always remembered me in her prayers

To my sisters Marwa , Doha, Abir who always believed in me and pushed me forward and helped me in all possible ways.

To my uncles and my aunts who They gave me moral help: Abdel Rahmen Miloud , Ghressia ,Messouda, keira, Fadila,Toufik , Lakder ,Baghdad ,Laradje ,Djeloul .

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ABSTRACT

Vocabulray plays a significant role in the process of teaching and learning english as foreign language EFL .The current study attempts to find out to what extent realia can be an effective classroom tool to teach and learn EFL vocabulary. It aims at showing the techniques used by EFL teachers to teach vocabulary, their attitudes towards using realia and the way realia is implemented in the 3rd year classes of Mouloud kacem nait belkacem middle school. Therefore, for this investigation the researcher has chosen a mixed method approach which includes two instruments which are classroom observation through the checklist, and teacher's interview. The obtained results have revealed that the accurate use of realia has a crucial role in teaching and learning vocabulary. It is regarded as an effective tool to present new lexicon to EFL learners at middle school (MS).

List of Abbreviations and Acronyms

- **EFL:** Teaching English as a Foreign Language

- **MS:** Middle School

- **VLS:** vocabulary learning Strategy

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General Introduction

Due to science, technology and globalisation English language become now days the most common language in the whole world. It is wide spread in all domains of human life spoken by both native speakers or non-native one's as an international language (lingua franca) used in international communication.

The utility of this language makes many communities adopt English as foreign language such as Algeria. The main purpose of teaching English in non-English setting is to enable leaners to use language correctly and appropriately by improving the four skills of language of learners in order to achieve accuracy and fluency while using the target language. Therefore, many scholars and educators affirm that those goals cannot be achieved dealing with one of the most important aspect of language which is vocabulary .learners cannot use language without sufficient knowledge of vocabulary .

Hence, teachers tries to use all the effective and possible pedagogical methods and technique to help learners to memorise a large amount of vocabulary to avoid any obstacle while producing target language. Realia is one of them. It is consider as one of tools used in English as foreign language (EFL) classrooms stated by many instructors.

The present research aims to found out to which extent realia can be effective to teach and learn English as foreign language (EFL) learners new vocabulary for the 3rd year at Mouloud kacem nait belkacem middel school (MS). It seek also to show all technique used by teachers to teach vocabulary and how realia is implemented in English as foreign language classrooms.

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❖ Therefore, the problematics is formulated as follows:

To what extent realia can be effective in teaching and learning English vocabulary at Mouloud kacem nait belkacem middle school (MS)?

This study attempts to answer the following questions derived from the mains one:

➢ What are the techniques used in teaching vocabulary at (EFL) classroom?
➢ What are the teachers attitudes towards using realia ?
➢ How is realia implemented at (EFL) classroom?

 In order to find answer to the previous questions the following hypotheses are propose:

➢ Among the techniques used in teaching vocabulary it may be   : pictures -real object-songs-drawing- mime and gestures -drilling-synonyms and antonyms -illustration games
➢ Perhaps teachers attitudes towards using realia vary between positive and negative one it make lesson unforgettable , more interesting , extra work for teachers , helpful way to attract students attention , spending too much time in one activity real object is useful to open curiosity ,teachers lose control while using this media
➢ May be it is different from one to teacher to another - some of them in hole session others only in warming up ,from one sequence to another - it depends on the learning style of the learners - on the ages.

This dissertation includes two chapters .The first chapter deals with some definitions of key terms related to vocabulary teaching and learning strategies of teaching and learning vocabulary , realia advantages and disadvantages of using realia in English as foreign language   (EFL) classroom . The second chapter is devoted to discuss classroom observation checklist and interview for both teachers and learners concerning the current study Furthermore the results are analysed and interpreted quantitatively and qualitatively

Chapter One

Literature Review

Chapter One

Literature Review

1.1. Introduction

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1.1. Introduction

Educators state that one of the most important skills should be taught in English as foreign language (EFL) classroom is vocabulary because the absence of words effect language produce. It is one the key term in any language .This chapter tackles some definition concerning vocabulary and it's kinds strategy of teaching and learning vocabulary in addition to the definition of realia as tool for teaching and learning new vocabulary.

1.2. Vocabulary Definition

One of the most important aspects in teaching English as foreign language (EFL) that, teachers and learners deals with is vocabulary. Lexicon is one of the key influences in English language or any other language. Many schoolers define vocabulary. For, Hornby (1989:1025) **"vocabulary is total number of words which make up a language"** it is considered as one of the needed components of language . Without it language cannot be existed. Moreover, Hatch and Brown (1995:1) stated that : **"Vocabulary is a list or sets of words that individuals speakers of language might use lexis may refer to a list of items and words that a language speaker use while his speaking and reading for a text or story."** It all kind of words and items that person use in his life while speaking or reading Linse (2005:121) **"Vocabulary is the collection of words that you use on a daily basic large"**. It the combination of words that person use in daily life . According to Longman English Dictionary vocabulary [1] is :

1. All the words that someone knows or uses
2. All the words in a particular language
3. The words that are typically used when talking about a particular subject
4. A list of words with explanations of their meanings, especially in a book for learning a foreign language

Simply, vocabulary is all words in a language that individual knows and uses to make any type of communication. Knowledge of vocabulary should be stored in memory and related to other skill as spelling, pronunciation, word formation. It is the

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[1] **https://www.ldoceonline.com/dictionary/vocabulary**

knowledge of words meaning and usage of the word in the appropriate context. For, Lewis (1993: 89) vocabulary: **"is known as the core or heart of language."** Which mean the basic element in language.

1.2. 1. Types of vocabulary Knowledge

Vocabulary is one of the key building blocks of language and the first step learner deal with while learning foreign language .Specialist classified vocabulary into two types receptive and productive. Nation (1990:5) has define receptive or passive vocabulary as:**" the ability to recognize a word and recall its meaning when it is encountered"** receptive or productive words are words encountered ,learned ,comprehend stored in memory via reading and listening

1.2.1.1. Receptive Vocabulary

Receptive (passive) vocabulary refer to learners ability of understand word while reading or listening but they do not use it. Hatch and Brown (1995:25) indicated that:**"Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce"**
Receptive vocabulary are words that learner understand but that cannot use.

Hiebert and Kamil (2005:4) also defined:**"Receptive or recognition vocabulary is that set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use."** Receptive vocabulary implies the comprehension of meaning of word that is met in speech or writing, it is to restore vocabulary in memory and understand other's words. Nation 2001 affirm that this type is always related to reading and listening .after that Milton (2009) clarify that to develop productive vocabulary which is essential for communication learners should wider range of receptive vocabulary. Hence Grave (2006), stated that passive vocabulary is also divided into two kinds oral and written. Passive oral is vocabulary that learner understand by hearing to other's words, while passive written is vocabulary that learner understand by reading other's writing .

1.2.1.2. Productive vocabulary

Productive vocabulary (active) are words that we use in daily life both in speaking and writing. Hatch and Brown (1995:25) stated that: **"However Productive Vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing".**

Productive vocabulary are words that learner can understand and use correctly for writing and speaking .

For Nation (2001)point out that active vocabulary is the ability of producing words in appropriate written and spoken language it involve knowing how to pronounce the word how to write and spell it and how to use it in correct grammatical patterns while speaking and writing .

Based on scholar explanation productive vocabulary refers to words that learner understand and can pronounce while talking or writing paragraph

Additionally, Grave (2006) stated that productive vocabulary is also divided into two kinds written and oral .productive oral vocabulary are word that learner produce in speech or conversation .while productive written vocabulary are words that learner use to write in writing .Nation (2001) said that active vocabulary always associated with speaking and writing because words initially be part of learner receptive vocabulary knowledge and later on pass to the productive one .

Zhou (2010) determine that learns know receptive vocabulary more than productive vocabulary.

1.2.2. Importance of vocabulary

It is obvious that vocabulary is important in teaching and learning English as foreign language (EFL) .Although it was neglected by many teachers, they were focusing more on other skills rather than vocabulary .Wilkins in (1972:79) summarise the importance of lexicon in this sentence assert that :**'' without grammar very little can be conveyed without vocabulary nothing can be conveyed ''**

The absence of grammar may not be a problem but the absence of vocabulary

Moreover, Hatch (1983) also asserts that:"**in terms of handling basic communication, lexicon is important when we have inadequate knowledge of a new language the words probably make the communication possible ''**

The quotation above emphasised vocabulary rather than grammar because according to Hatch and Wilkins if we have correct grammar rule without sufficient vocabulary we would not be able to produce words or sentences it would be misunderstood and ours message will not be achieved . In contrast if we have sufficient vocabulary and we respect grammar rules our ideas would be understood and ours message would be clear and accomplish; authors give simple advice for those who want to increase their English to read more books and learn more words for being able to use productive vocabulary and use it in daily life while communicating or expressing view ,they did not try to downplay the importance of grammar because, it is necessary for the correct use of English language in written or spoken forms . Now days communication became heart of human life , people share ideas and messages through vocabulary, sufficient knowledge of word help as to held conversation but lack of vocabulary impedes language use .

1.2.3. Teaching and Learning vocabulary

In general teaching and learning are ongoing processes which are the heart of education. According to Cambridge English dictionary Teaching is derived from the verb to teach which means to instruct   to give someone knowledge or to train someone[2]   and   learning   as   the activity of obtaining knowledge   or knowledge obtained by study [3]

Teaching vocabulary is crucial part in teaching English as foreign language (EFL). Since it is one of the important pillars of language

Commonly, there are several methods concerning teaching vocabulary and each one is different than the other

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[2] **https://dictionary.cambridge.org/dictionary/english/teach?q=teaching+**
[3]**https://dictionary.cambridge.org/fr/dictionnaire/anglais/learning?q=learning+**

1.2.3.1. The Grammar Translation Approach

Grammar translation method is one of the most traditional methods it has been use at the end of the 18th and 19th century .It was used first to teach Greek and Latin literature according to Freeman (2006: 19-20) grammar translation method is based on Translation of a literary passage where students translate a reading passage from the target language into the native language. The translation may be written or spoken or both Reading passages were directly translated into native language and student ordered to find out the antonym of some words in the passage. Deductive application of grammar rules are presented with examples. Once the students understand a rule, they are ordered to apply it to some different examples.

Fill in the blanks Memorization Students are given lists of target language vocabulary words and their native language equivalents and are asked to memorize them.

1.2.3.2. Direct method

In contrast to the Grammar-Translation Method, the Direct Method it is based on the direct association between the object and the meaning of word in the Target Language without translation into mother tongue. It emphasize the direct association of language with object .According to Richards and Theodore (1986:10), Classroom instruction should be conducted in the Target Language. vocabulary and sentences are should taught every day, .Grammar should taught inductively, New teaching points should introduced orally Concrete vocabulary should taught through demonstration, objects, pictures; abstract vocabulary is taught by association of ideas. Speaking, listening comprehension correct pronunciation and grammar should emphasise.

1.2.3.3. Audio Lingual Method

This teaching technique was initially called the Army Method ,it involve in the second world war by the American army in order to get fluent speakers in French and Italian and Japanese language Theodore (1986:44). And was the first to be based on linguistic theory of behaviourism .The Audio-Lingual method focuses on oral skills. It tries to improve students' speaking proficiency vocabulary and grammatical through

the repetition and drill of dialogues, to enable students to respond quickly and accurately in spoken language.

1.2.3.4. Natural Approach

This method was develop by Tracy Terell in 1977 based on krashen monitor model the main goal of this method is to develop communicative competence the principals of natural approach are taken from the on hypotheses of krashen like : acquiring and learning , moniter , affective ,input .

1.2.3.5. Communicative language method

As the name implies, the central concept in communicative language teaching is the communication, it based on the idea that learning a language successfully comes through having to real communication and interaction. Which means that, instead of focusing on the acquisition of grammar and vocabulary (grammatical/linguistic competence), the Communicative Approach aimed at developing the learner's competence to communicate in the target language (communicative competence), with an enhanced focus on real-life situations.

1.2.3.6. Total physical Response

It was founded by James Asher, a professor of psychology, it is to teach language trough physical movement or the coordination of speech and action .The most usual activities involve teacher's commands to which students respond physically like: stand up, move on. It is widely used with beginners

1.2.3.7. Suggestoppedia

Suggestopedia is a language teaching method originated in the 1970s by Bulgarian psychologist Georgi Lozanov. The name combines the terms "suggestion" and "pedagogy" is based on a modern understanding of how the human brain works. It also helps to learn the things most effectively it is based on the use of Baroque music songs and games.

1.2.3.8. Silent Way

The Silent Way is the name of a method of language teaching devised by Caleb Gattegno.When using this approach in teaching English as foreign language teacher should be silent and as much as possible in the classroom and learners should be encouraged to speak as much as possible it help students their own learning and to correct their own errors.

1.2.3.9. Competency-Based Approach

Competency-Based Approach is an approach that focuses on the development of competence of the learner as a result of the training ,it is more used in learning concrete skills than abstract learning based on the learners focused and works naturally with independent study and with instructor in the role of facilitator. It focuses on the outcomes of learning .it addresses what the learners are expected to do rather than on what they are expected to learn about .

1.3.1. Definition of Learning Strategies

Strategy is define as a plan of action designed to achieve a long-term or overall aim or the art of planning and directing overall military operations and movements in a war or battle often contrasted with "tactics". The word strategy comes from the ancient Greek word strategia, which means steps or actions taken for the purpose of winning a war.[4]

Strategy is not limited only military operation but it is also used in the process of learning English as foreign language (EFL) by learners in order to enhance their learning. Cohen (1998:4) defines language learning strategies as: **"Those processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a second or foreign language, through the storage, retention, recall, and application of information about that language"**   It is any step taken by learner in order to enhance their learning through storage , retention , recall .

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[4] **https://en.oxforddictionaries.com/definition/strategy**

Learning strategy by Oxford (2003) is specific actions used by learner for acquisition, storage, retrieval and use of information with the aim of an easier, faster, enjoyable, self-directed and effective learning process Appropriate language learning strategy yielded greater proficiency and self-confidence. When students are encouraged to take control of their own learning by using learner strategy the role of teacher shifts from instructor manager parent director and evaluators to facilitator helper guider and advisor the weight in teaching will be changed from teacher centred to learner centred Oxford (1990)

1.3.2. Classification of vocabulary Learning Strategy (VLS)

Many researcher has classified learning strategy in many different way to reach certain classification .One of the well-known classification was classification done by Chamot and O'Malley (1990)

According to Chamot and O'Malley (1990) learning strategy are differentiated into three categories: cognitive, meta- cognitive and effective and social strategy. Cognitive strategy means the use of minds (conscious) in learning this strategy help learner to manipulate language through (reasoning, analysis , not taking , summarizing ,using grammatical structure and outlining.) using metacognitive strategy refer to the learner understanding and control of their cognitive processes ,it is thinking about thinking and knowing what we know and what we do not know .it is an efficient way when new vocabulary , rules and writing system confuse learner it based on arranging and planning it help learner to organize his learning in order to benefit from his energy and efforts. Affective Social affected learning either positively or negatively it involves: feelings, emotions, motivation. Good learners control their feeling and emotion, negative feeling like anxiety which take forms of worry insecurity fear and self-doubt will affect their learning in addition Social strategy is very important in language learning because it help learner to communicate with others and explore social norms this strategy asking questions cooperating with others (work in group) self -talk .

However vocabulary learning strategy (VLS) is regarded as sub-category of language learning strategy it is defined by Cameron (2001: 92) **"The actions that learners take to help themselves understand and remember vocabulary items".**

Vocabulary learning strategies are actions taken for understanding and remembering words.It is used to get large number of words their meaning and how do we pronounce them.

According to Schmitt (1997) vocabulary learning strategies is the processes by which a learner obtains, stores vocabulary items when encountering a word for the first time and retrieves, remembers and uses vocabulary items when communicating. leaner use different ways and strategy for storing new vocabulary remember it and use it while talking or writing among those strategy stated by Schmitt (1997) guessing new words from the context ; it is one of the famous strategy used by leaners it the ability to guess meaning of unknown words through looking at the vocabulary around .Oxford and Scarcella (1994:237) as "**by far the most useful strategy is guessing from various given contexts"** .another strategy which is mentioned in categorisation of Schmitt is the use of dictionary which is also commonly used by English foreign language (EFL) learner, they usually use a monolingual dictionary to enhance their vocabulary knowledge because dictionary provide detailed information concerning pronunciation, grammar, written explanation. Dictionaries also provide examples of words used in various contexts Carter (1987) dictionaries also provide examples of words used in various contexts.

Another one which the use of English in their daily life, it is more significant because learner use or practice language at self –talk at home or interaction with either native or non-native speaker or by asking questions and working in group. media as: computer, television ,internet, games, songs, movies. It is the use of technological materials to learn new vocabulary. Authentic materials are good in terms of learning new words in their contexts. Stoffer (1995). And another strategy, social strategy by Schmitt (1997:210) define as:

"those employed to understand word meaning by asking someone who knows it" it is to ask help for someone it may be teacher as source of knowledge to provide them explication synonym antonym and pronunciation or ask friend in order to help to understand new words Schmitt confirm social strategies are rather popular.

1.3.3. Strategy / Technique of Teaching Vocabulary

Teaching strategy are all the technique and tools used by teachers to teach learners vocabulary Doff (1989) define strategy as ways of presenting vocabulary or technique for teaching new words .

Those strategies make the process of teaching more easily and effective. They are several or technique teacher may use to teach vocabulary

1.3.1. Audio Technique

This technique is widely used between teachers is to use teacher speech in the process of teaching vocabulary .verbal technique is divided into different parts: definition ,explanation ,synonym ,antonym,translation .

it based on explain new vocabulary meaning or to give simple definition of target word , teachers while explaining and defining should use language that is simple and comprehensible for all students to be easier for them to understand or by using synonym and antonym in order to provide an easy explanation of new lexicon , or to learner the same meaning of words in native language ,but for many scholars is not an effective way to teach vocabulary because . The use of the mother tongue takes time which could better be spent in using English. Harmer (1985: 86)

1.3.2. Audio-Visuals Technique

Audio Visual Materials are the combination of Auditory and visual materials. This may include: Television, film, video printed material with recorded sound Computer, VCD player, Virtual Classroom it make learning process more realistic and dynamic.

1.3.3. Visuals Technique

It considered any instructional device that can be seen. Gairns and Redman (1980) as cited that **"there are three form visual techniques; realia, pictures, mime or gestures."**

Teaching by using mime expressions and gestures refers to actions of expressing thoughts ideas and feeling by facial expressions this technique is useful for the explanation of many words like adjectives : sad , happy , angry This way can make great fun for learners who like acting and moving it appear in various shapes hand gestures, facial expressions, body movement.

Pictures also provide big help for teachers in any time; it is to demonstrate the meaning with piece of pictures that explain the context of new words or the use of drawing which is to draw an object in the board to help learners to understand the meaning and realise the new words .like drawing : flower ,mountain ,house

Realia is the integration of real life object in the classroom to show directly the new meaning for students, using realia make topics more attractive to appeal learners to get involved in the classroom activities.

1.4.1. Definition of Realia

Realia is an object from real life used in classroom instruction as way to present meaning of new word .Anderienne and Jordan (2000-23) defined it as **" term of (concrete object) that is used in classroom to build back ground and vocabulary "**

It is considered by many scholars and educators as an adequate tools to enhance vocabulary of target language .Teachers of (EFL) use realia to connect directly word with meaning for example: teacher stand in front of his students and explain for them the word "apple "students will listen to him and slowly understand what teacher means many of them will translate it into their mother tongue to get the meaning however , if teacher actually show for them a real apple ,students will understand immediately what teacher mean and associate the word with object it is similar to how do we acquire ours mother tongue .

Students in this case will not only acquire a new vocabulary but also they will explore other skills such as: listening speaking reading and writing. Students first will hear the word from the teacher, and then they will try to repeat the pronunciation again; after they will reread it and finally they will rewrite it or apply it in sentence or paragraph.

While using realia the best way is to give students opportunity to use all their five senses (sight, hearing, smell, touch, taste) what make learning experience more memorable and interesting.

1.4.2. Types Of Realia

According to Argawati (2009) there are two types of realia that can be used by teacher.

A. Real Object

All the objects that teacher can bring them into the classroom and show it for students such as: fruit, vegetables, cloth, stationeries, maps, human body

B .Replica

If the teacher could not bring the real object into the classroom so he should use replica which is the thing that we can replace with it the real object it can be doll or toys.

1.4.3. Advantages and Disadvantages

Realia as any tool used for teaching and learning vocabulary has many advantages according to Mutaz and Jahelnabi 2012

a) Advantages

- ✓ Realia make learning more interesting and memorable for learners and teachers.
- ✓ Using realia can help students remember vocabulary rapidly
- ✓ Any word has been taught by realia can be stored in long term memory
- ✓ Applying realia comes to lower anxiety and help shy students to express their opinion and feeling
- ✓ It create more comfortable atmosphere and bring welcome change into the classroom

✓ Realia help teacher to avoid long time confusing explanation to save time and effort

✓ It help teacher to evaluate students (strengths and weakness) and identifying how they can improve their language

✓ Having sadly interacted with real object will keep students on their toes excitement and fun.

✓ learning process will be more interactive and enjoyable

b) Disadvantages

Realia disadvantages are:

✓ Special preparation is necessary which can be time confusing and sometimes make disturbance in the classroom. Temo (2009)

✓ According to many researcher like: Gairns and Redman , Argawati. Afdiyani. realia is used only for teaching concrete items of vocabulary. It is impossible to describe abstract object using realia for example poor, need, love or adverbs like: tomorrow, last week, next weekend or adjectives like (nice, bad, courageous, exhausted those words can be expressed only by actions or expressions.

✓ Some element may not be brought into the class because of size portability. Afdiyani (2013)

1.5. Conclusion

This chapter shows that vocabulary is the most important aspect in teaching and learning English as foreign language (EFL).And also shows that realia is one among the visuals aids that teachers use for teaching new vocabulary in target language. which makes learning experience more interesting and memorable for learners and teachers as well because it bring welcome change into the classroom and allows learners to use all their sense .

The next chapter deals with analyses of data taken from teacher's interview and classroom observation with both qualitative and quantitative way.

Chapter Two

Results Analyses and Interpretations

Chapter Two

Data Analyses and Interpretation

2.1. Introduction

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General Conclusion

2.1.Introduction

This chapter is designed to give an account of methodology used in the study to see to which extent realia can be an effective tool to improve vocabulary achievement of learners in English as foreign language (EFL) classroom.

The data gathering tool for this study are classroom observation and interview those will be discussed and analysed in addition some suggestion and recommendation are put at the end of the investigation.

2.2. Sample Population

A sample is defined as a smaller set of data that is chosen and/or selected from a larger population by using a predefined selection method .it is the process of using small number of items or parts of larger population to make conclusions about the whole population. The researcher have chosen randomly a sample which consists of teachers and pupils of (3rd) year at Mouloud Kacem nait belkacem middle school at Mecheria city .

2.2.1.Teachers profile

The study concerns with (6) teachers from different educational institutions their experience range from (5-15) years but obviously only the teacher of (3rd) year classes will be concerned with classroom observation.

2.2.2. Learners profile

The target sample consists of pupils of mouloud kacem nait belkacem (90) students were divided into (3) classes in the school year 2018-2019 aged between 13-14 years old majority of them are females only (30) are males. All of the pupils are native speakers of Arabic dialect and French considered as second language .

2.3.Data Collection Procedure

The Data Collection is a process by which the researcher collects the information from all the relevant sources to find answers to the research problem, test the hypothesis and evaluate the outcomes. The researcher used classroom observation and interview as tools of gathering data to accomplish this research.

2.3.1.Description of The Classroom Observation checklist

Classroom observation is a way of gathering data through observing classroom atmosphere. According to Baily (2001) classroom observation is the purposeful examination of teaching and learning events through the systematic processes of data collection and analysis, it is a method of evaluating and recording specific information about what is going in the classroom .

Classroom observation has taken (03) weeks during the academic year 2018/2019 in which the researcher has attended (04) sessions with same teacher but with (03) different classes the hole number of students was (90) the majority of pupils in this classes were females (60) and only (30) were males.

The researcher were setting at the back of the class and observing the technique used by teacher to teach vocabulary , how do they implemented those technique in the class and also various areas in teaching and learning atmosphere courses.

In order to have a well-organized classroom observation, we have designed a checklist includes 09 criteria related to classroom vocabulary instruction.(see appendices1)

2.3.2. Classroom Observation Analysis and Discussion

Item a) Teacher emphasize on vocabulary teaching in classroom

It was clear in all 4 session attended by the researcher that teacher was aware of the importance of vocabulary in the process of teaching and learning English as foreign language (EFL) because the luck of vocabulary can be an obstacle for many students they cannot expressing their self either written or oral it is central aspect in learning foreign language ,of course without neglecting other aspects of language like pronunciation ,spelling; grammar in order to reinforce teaching and learning this new vocabularies .

when learners face new words, he tries to explain the new meaning for them , by all the possible means , shows for them how is it written ,how to pronounce it and when we use this word provided by examples then he asked his students to use this word in other sentence to be sure that they understand the explanation of new vocabulary .

Item b) Teacher use visuals aids to teach vocabulary

The researcher had observed that the teacher use all visuals aids to teach his students vocabulary (see appendices A,C,D.) He did use different technique for example : pictures , mime and gestures , drawing , realia and other tools which are not visuals for example: explanation , synonym ,antonym. Since, it is helpful enjoyable in many ways; it facilitates learning, simplify ideas and brings the real context into classroom. .

Item c) Teacher directly explain the meaning of new word in mother tongue

In all the session ,researcher had noticed that there is no use of mother tongue (Arabic) during the lesson, specially by the teacher he was always talking in English even when he explain the meaning of new vocabulary ,he never used the mother tongue
the teacher was totally against the use of Arabic in English language class even though students tries to use Arabic when participating or asking questions but he neglect them and encourage them to use English even with mistakes because the teacher believed that practice will help them to master the language .

Item d) Teacher use real object when explaining the meaning of new words

Nearly,in all lesson attended by the researcher the teacher was using realia in the process of teaching and learning such as (pictures , real object, mime and gestures)
 For example in the first sessions (I LISTEN AND DO) (see appendices A) teacher use pictures of forests ,national parks animals ,and UNESCO in order to familiarize learners with new vocabularies related to the topic of biodiversity in Algeria also in session of (I PRACTICE).Teacher use pictures to explain for his students obligation and prohibition(see appendices C) in other session which named (I PRACTICE) (see appendices D) he take two students from the classroom and asked them to stand in front of their friends   and asked his students to describe them .students were participating to describe them (one is short and fat and the other was slim and tall) for

doing a comparison between two persons , realia was already used in warming up and pre-listening . The only one session that teacher do not use realia was in session of (I PRONOUCE) (see appendices B) where the objective was to identify the silent letters (k, h ,w ,t) when the researcher asked teacher, he said that in such lesson there no need to use realia .

Item e) learner interact with teacher while using realia

Learners were interacting with teacher and at the time with each other it was an oral interaction, learners were relaxed, motivated, interesting. They were participating during the lesson they do the exercises and they answer the teacher whenever he asked them and they asked him if they need an explanation or for clarification .the teacher was moving around students, asking them questions, discussing with them such points related to the lesson ,for example some students are shy to say that they did not understand so, he repeat for them the explanation and asked them to come to the board while doing the exercise to be sure that they understand ,the discussion was not already about the lesson sometimes he ask he students about their daily life like " why you have been absent yesterday " or " today you are not following what is wrong with you "so, he created such enjoyment in the classroom what made students smile and laugh which drove them to be more relaxed and more interactive

Item f) Teacher loose classroom control when using realia

In all lessons, the teacher never loose classroom control he was controlling and managing his classroom in very good way ,he was always smiling confident, consistent , using positive reinforcement and has the ability of getting the attention of his students , even when he face a misbehaviour he use an eye contact or the sentence "keep calm "to stop this act ,he was also using humour and make students funny to get away from boring lesson in other hands all students were enjoyed engaged in the lesson, asking questions, discussing their own learning, and excited to participate.

Item g) Teacher use explanation to explain new lexicon

The teacher used explanation to explain for his students lesson or new vocabulary when explaining he tries to use a very simple and easy English language in order to be clear for all the students and understood he supported the explanation either by exemplifying , reminding , drawing , mimes and gestures, he used all possibilities and tools to help his learner to add new vocabulary in their mind .

Item h) Teacher ask students to use dictionaries

The researcher noticed in all the lesson, that students did not use or bring dictionaries with them and when he asked the teacher he said that not all the students have possibilities to buy an English dictionary this why he avoid asking them to brought dictionary with them but sometimes he take them to the library of middle school (MS) gives them dictionary and show them how to use it of course in group work .

Item I) Classroom atmosphere is positive

The classroom atmosphere was always positive teacher start his lesson by greeting his students and inquiry about their daily life in order to establish a positive climate in the classroom. then he start the lesson with his student where the majority of students are active motivated interested comfortable relaxed and only few among of them were afraid and shame but the teacher push them to participate in the lesson to integrate all of them

2.3.3. Description of The Teacher Interview

The interview was conducted with (6) EFL teachers in middle school (MS) it's aims at findings out teachers opinion about the importance of teaching vocabulary through the use of realia in education specially in Middle School . The interview rate was 100% all the teachers completed the interview which includes 8 question is conducted as it is follow

Any formal interview should contain two parts ,the first part is for the personal information as :gender and teaching experience and the second one is for the research question . (See appendices 2)

First Part of the interview which includes personal information

*gender

*Teaching Experience This question is to know the teacher's experience

Second part of the interview which includes the question of interview

Question One : In your opinion , to what extent teaching vocabulary is important ?

This questions is to know if teacher emphasis vocabulary or not

Question Two : How do you present for your students new vocabulary ?

This question is to know the tools used to present for students new vocabulary

Question Three : What type of tools or aids you prefer to use in teaching vocabulary ?

This question is to know what is the preferred one for the teachers

Question Four : What do you think about using realia ?

This question is to know teachers attitude towards using realia

Question Five : Do you rely on realia the whole session ?

This question is to know how realia is implemented in classroom

Question six : How do you find teaching with realia ?

This question see the classroom atmosphere how it is while using this tool

Question Seven : What type of difficulties you face when using realia ?

This question is to know the obstacle that teachers face when using realia

Question Eight : Do you think that realia increase interaction between teachers and learners ?

This question is to know one amonge the advantages of using realia

2.3.4. Interview Analyses And Result

Part one : Personal Information

*Gender   **Table 2.1:** The Gender

	Number	**Percentage**
Male	1	16.7
Females	5	83.3
Total	6	100

The table above shows that the majority of English teachers are Women (83.3) only few of them (16.7) are Men.

* Teaching Experience
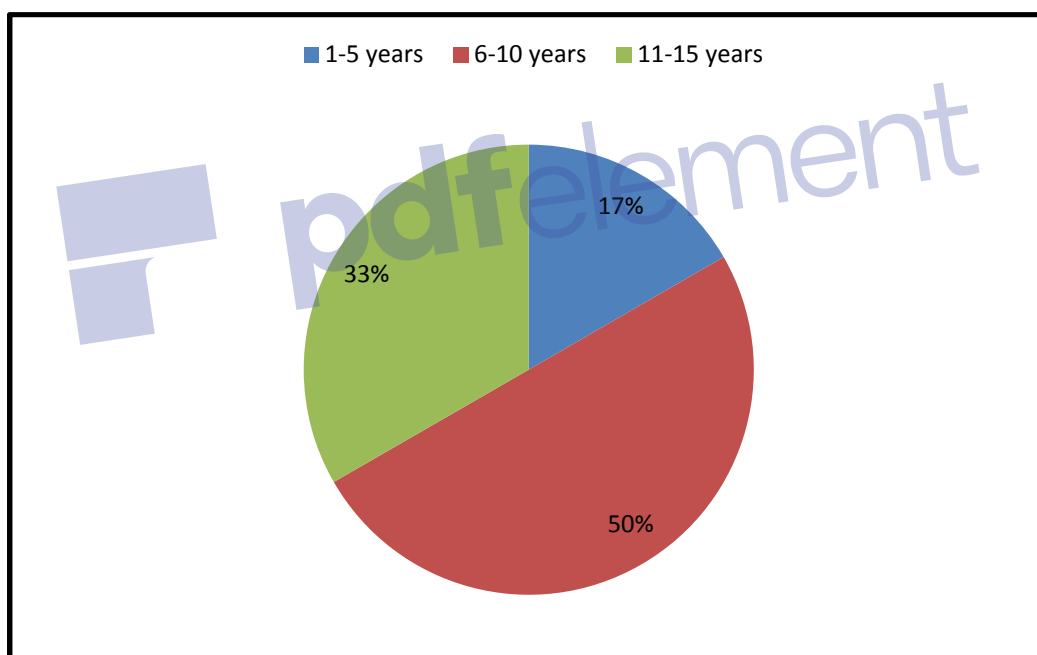
Graph 2.1: Teacher's Experience

The result above shows that (50%) of teachers their experience range between

6-10 years, about (33%) their experience range between 11-15 years and 17% range between1-5 years .

Question 1 In your opinion to which extent vocabualry is important ?

The result shows that all teachers of English are aware of the importance of vocabulary in English as foreign language (EFL) classroom .

Question 2   How do you present for your students new vocabulary ?
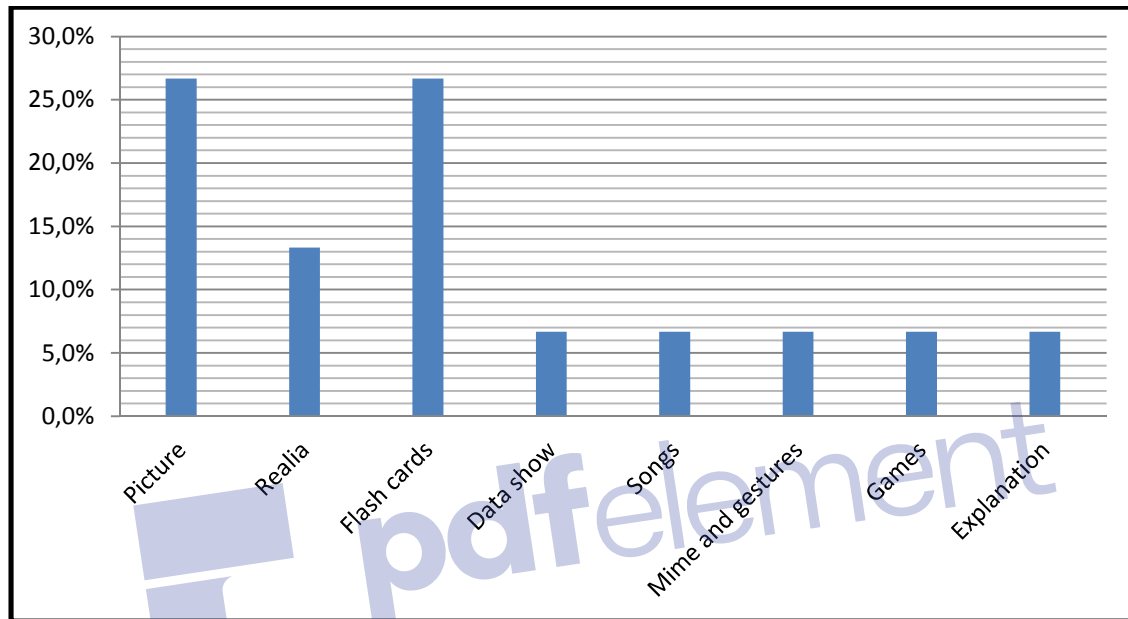
Graph 2.2 : Tools for presenting new vocabulary

The graph above present some technique which are used in teaching english vocabulary the majority of them (26.7%) use pictures and flash cards , (13.3%) use realia and about (6.7%) use other tools like data show ,songs ,mime and gestures games and explanation

Question 3 What do you prefer to use in teaching vocabulary ?
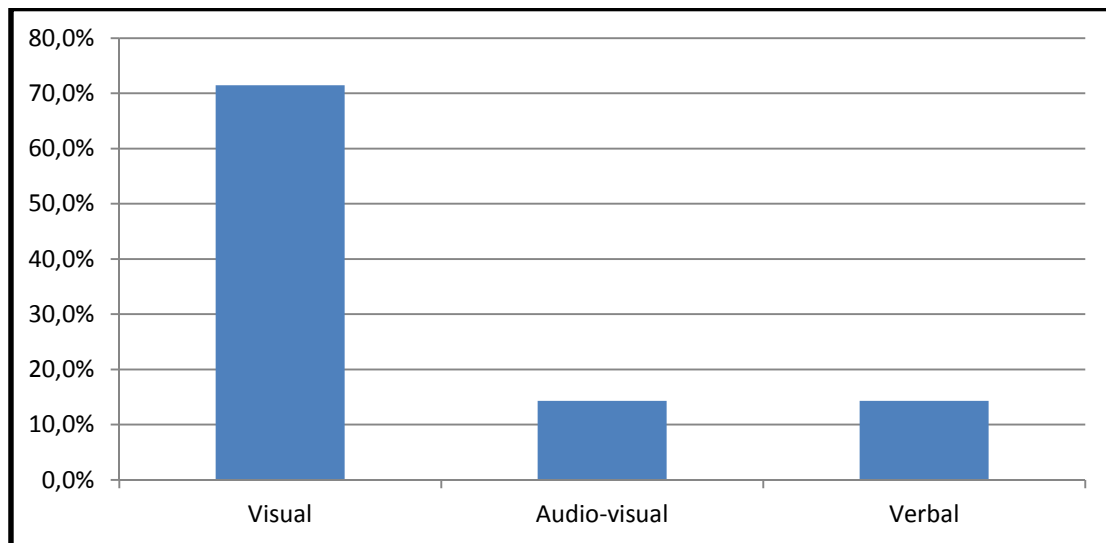
Graph 2.3 : Aids preferred by teacher to teach vocabulary

The graph shows that (72%) of teachers prefer to use visuals aids and about (28.6%) use other tools like audio-visuals and verbal technique .

Question 4 What do you think about using realia ?
The result shows that all (6) teachers have positive attitude towards using realia in English as foreing language (EFL)classroom

Question 5 : Do you rely on realia all the hole session ?
The result show that all teachers do not use realia for the hole session

Question 7 Do you find any difficulties when using realia ?
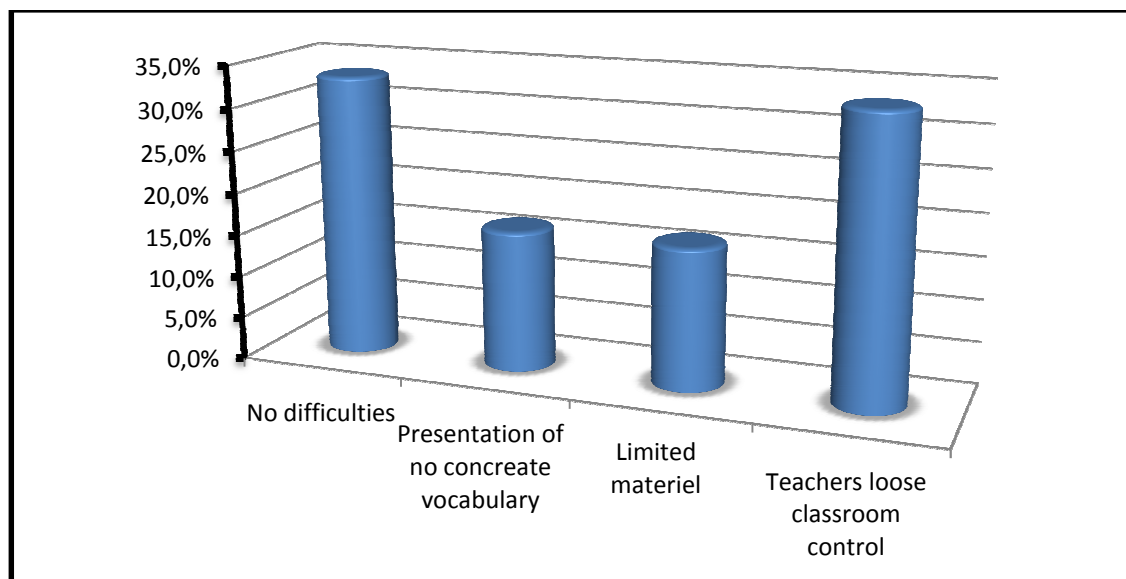
Graph 2.4 Difficulties of teaching when using realia

The result shown that (33.3%) do not find any difficulties and other (33.3%) loose classroom control (16.7%) one of the difficulties is to present non-concret vocabulary and other (16.7%) said that limited materials is one of the problems

Question8 : Do you think realia increase interaction between teacher and learner ?
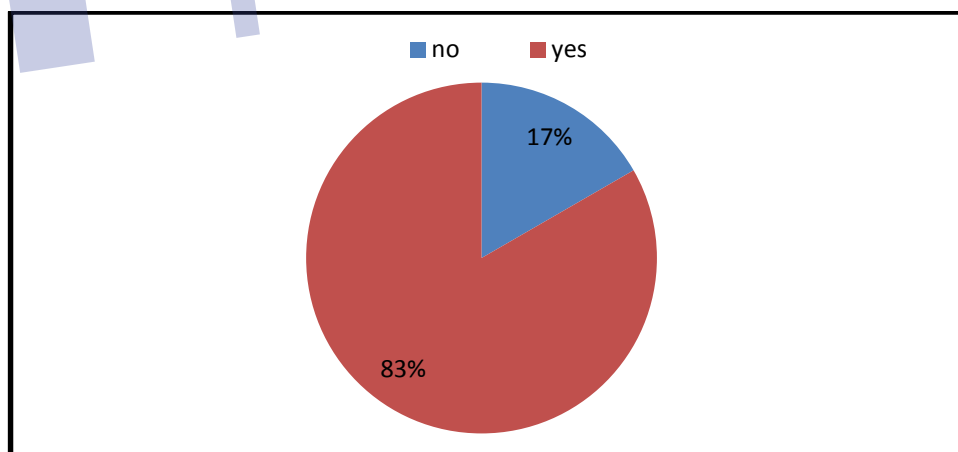
Graph 2.5 : The interaction when using realia

The result above show that (83%) are agree that realia increase interaction between teacher and learner and only (17%) they are disagree

2.4. Result And Findings

This research reveals the followings mean results Accordings to classroom observation and teacher's interview :

Teachers of english as foreign language (EFL) at midell school (MS) are conscious cocerning the importance of vocabulary. They emphasised it in theire lesson because it is the most important skill that links the four skills all toghether. teachers are argued that vocabulary is a main part in their instructional practices at the classroom, they have asserted that teaching and learning English as foreign language (EFL) cannot achieved and realized without vocabulary mastery . However they claimed that they do not teach only vocabulary but they try to cover others elememnt in teaching language like : orthography grammar, pronunciation .

Moreover, that the majority of teachers prefer to use visuals aids to present for their students new vocabulary like : pictures, flash cards , realia, mime and gestures,drawing.Because those aids are attractive and portable. So,it encourage students to participate during the lesson .A few of them use audio and audio visual tools to present new vocabylary .Teachers asserte that they do not stick on one but they varies theire tools among visuals audio and audio visuals it depends on the lesson and the learning style of learners .

All the teachers have positive attitudes towards using realia in teaching english as foreign language classroom (EFL). They assume that realia help students to memorize the new lixcon quickly and made them more interactive motivated and interested.Hence,all teacher's agree that the use of realia is depends on. from one sequence to another and is not use for the hole session but only in presentation step. They said that realia made students enjoy at classroom .

In addition , some teachers do not face any difficulties while using realia others stated that it is difficult to describe non-concrete words through realia one of the problems also stated by some teachers is limited materials others stated that they lose classroom control which cause for them many problems.

The result proofs that most of teachers agree that realia help students to interact with their teachers and even interact with their classmates they stated that .It gives them the opportunity to practice real life situation in the classroom. What make them excited ,motivated , enjoyed and having fun while learning .

2.5. Conclusion

The primary goals of this research is to find out to what extent realia can be an effective tool for teaching vocabulary.The result show that realia is one among the effective tools used in the process of teaching and learning new vocabulary . it is the only one that bring real life into the classroom .

2.6. Suggestion and Recommendation

At this end of this research the researcher would like to give some suggestion, which hopefully would be useful for other researchers and readers.

- Teachers should feel more encouraged to use realia in the classroom and consider it as part of lesson because real objects attract the students' attention and aid concentration French (1983)

- Willis(2008) stated that the use if real object help learners to increase their sensory experience, learners enjoy exploring objects with all of their relevant sense .It help them to feel more comfortable motivated, and creative

- Learners should be more cooperative by using realia so that the condition of the class can be more conducive.

- Teachers have to raise their pupils' awareness about the worth of acquiring the EFL vocabulary.

General Conclusion

Teaching and learning vocabulary is not an easy task it is the basic element in any Language since without vocabulary the use of language is impossible. Vocabulary is regard as the key of mastering any language either native or target language .

This research aims at proof the effectiveness using realia to teach and learn vocabulary for the 3rd year level in Mouloud kacem nait belkacem Middel School at Mecheria . The researcher used two research instruments classroom observation which is devoted to observe learners activity in the class and the classroom atmosphere in session of English as foreign langue (EFL).The researcher also used an interview for teachers to know their attitudes towards realia and technique they used to teach vocabulary and how do they implement realia in their classroom. In order to provides an answers for the research questions that ours research is based on .

The result reveals that the technique used for teaching vocabulary are visuals, audio visuals, audio techniques. Visuals tools are the most used.Realia is one of them . It is an effective tool supported by all teachers for teaching and learning new vocabulary, which includes : toys ,maps , pictures , fruits vegetabales ,clothes stationeries human body .And show that among the technique used to teach vocabulary. But they use is from time to time according to the sequence and it used only in presentation stage.

Finally, realia has a significant effect for teaching and learning vocabulary .It is very beneficial and helpful tool for both teachers and learners .

The researcher hoped that this research can be useful and become a reference to the next researcher. It is expected that the finding of this study will be used as a starting point for the future research on similar problems

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Appendices

Appendix 1

School   **Academic Year 2018/2019**

Observer   **Level**

session   **Date /Time**

Creteria	Yes	No	Comment
Item a) Teachers emphasize on vocabulary teaching in classroom **Item b)** Teachers use visuals aids to teach vocabulary **Item c)** Teachers directly explain the meaning of new words in mother tongue **Item d)** Teachers use real object when explaining the meaning of new words **Item e)** learner interact with teacher while using realia **Item f)** Teachers loose classroom control when using realia **Item g)** teachers use explanation to axplain new licxon **Item h)** teacher ask students to use dictionneries **Item I)** classroom atmosphere is positive			

Appendix2

Teachers Interview

Dear teacher

This interview aims at collecting information about the effectivness of using realia in teaching and learning vocabulary . We would be gratefull if you could answer these questions and provide us with the best insights in order to help us in ours research for master degree

* Thank you in advanced for your collaboration .

-Gender:

-Teaching Experience :

1.In your opinion , to what extent teaching vocabulary is important ?

....
....

2.How do you present for your students new vocabulary ?

....
....
....

3.What type of tools or aids you prefer to use in teaching vocabulary ?

....
....

4.What do you think about using realia ?

....
....

5.Do you rely on realia the whole session ?

....
....

6- How do you find teaching with realia ?

....
....

7-What type of difficulties you face when using realia ?

....
....

8-Do you think that realia increase interaction between teachers and learners ?

....
....

AppendixA

Lesson plan A

school MOULOUD KECEM   **Lesson** I listen and do
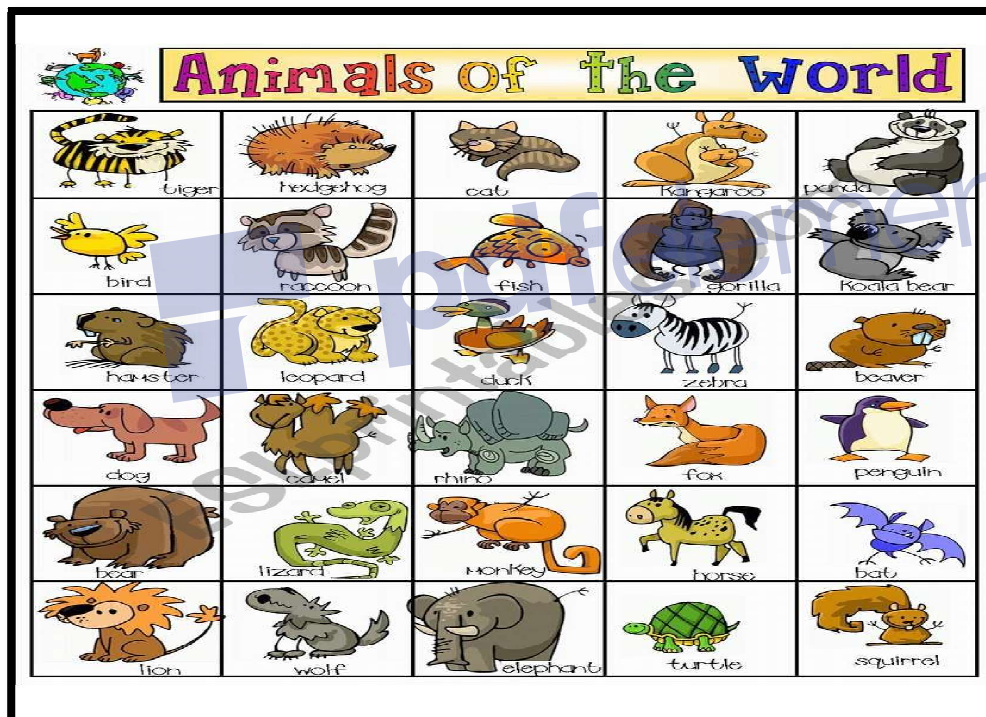
level 3 rd year   **Materials** pictures /book

sequence Me and My Environment

learning objectives : pps will be able to   know more detail about Algeria

Timing	Teachers Task	Learners Task
05 MN 10MN 15MN 20MN	**Warm up** T-Greets his pps , they respond **Pre-listening** T-Sticks some pictures on the board and asks : 1-What does each picture represent for 2-Can you name some algerian forests 3-What 's the role of UNESCO international organisation **During listening** T- ask his pps to open their books on page 113 T-gives the instructions task 1page113 Orall *now we are listening to a script where a UNESCO represantative speaking about biodiversity about algeria . **Post listening** T-task 3p113 (written) I complete the information in the fact file	Pps forests national parks animals plants Pps chrea djurdjura Pps protect animals and plans species Pps listent to the script

40

Appendix B

lesson plan B

school MOULOUD KECEM   **Lesson** I practise

level 3 rd year   **Materials** White board /book

sequence Me and my Environment

learning objectives: pps will be able to identify silent letters k h w t

Timing	Teachers task	L earners task
05 MN	**Warm up** T-Greets his pps , they respond	
15MN	**Presentation** T-write the following sentences on the board and read them **K**now - **W**rite - W**h**at - lis**t**en T- invite his pps to read the previous words and circle the unpronounced letters T-cheks her pps pronciation and correct if necessary **T-asks students to open their book on p 125and read pronciation tools** **K is usually silent letter when it is initial position the first letter in word followed by "n"** **W is usually silent when it is initial position and followed by "r"** **Exception sword and playwright** Task 1 underline the silent letter in each word	K -W-h-t
30MN	Knuckle -knee -honest -wrapper -kneel -answer -know -wrong -wrist -rhyme- wheat -when Task 06p128 listen and tick the box corresponding to the pronciation of the letter in bold type in each word	K -k-h-w-k-w -k-w….

Appendix C

Lesson plan C

School MOULOUD KECEM   **Lesson** I practise

Level 3 rd year   **Materials** pictures /book

Sequence Me and my Environment

Learning Objectives pps will be able to express obligation and prohibition using must and must not

Timing	Teachers Task	Learners Task
05 MN	**Warm up** T-Greets his pps , they respond	
10MN	**Presentation** T-Sticks some pictures on the board and asks : 1-What does each picture represent for you ? 2-It is obligatory to follow sings ?	We must respect the signs
20 MN	**Practice** 3-T- stick other pictures and asks his pps about this picture	You must not drop litter You must not stop and wait You must not cut trees You must not fish in this area
15MN	**USE** T- ask his pps to open their books on page 120 T-gives the instructions task 1page120 written And task 3 page 121 T - asks his learners to copy down the correction on their copy book	You must keep algeria clean and tidy You must not be late for school Pps order the sentences to make meaningful statements

Appendix D

lesson plan D

School MOULOUD KECEM   **Lesson** I practise

Level 3 rd year   **Materials** Realia /book

Sequence Me and my Environment

Learning Objectives: pps will be able to use comparative of superiority short -long adjectives

Timing	Teachers Task	Learners Task
05 MN	**Warm up** T-Greets his pps , they respond	
15MN	**Presentation** T-asks tow pps to come on the board T-asks his pps to describe two pps who are standing on the board through the already known adjectives T- asks his pps to make sentence describing each one of them T-invites his pps to open book on page 113-114and asks them to read the grammer tools then do the following tasks	Tall short slim fat
15MN	**Practice** Task 1p137 put adjectives between ( )in the correct form **Use**	More fast than
15MN	Task 2p137 make the comparative or superlative forms of the adjectives in ( ) T- ask his pps to copy down the correction on their copybooks	More clean than Heaviest More clever than Best

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