

CHAPTER ONE

INTRODUCTION

This study is about the “Use of Realia in Teaching Speaking Skill” by the students of grade four. This chapter consists of general background, literature review, objectives and significant of the study.

1.1. General Background

Language is a medium of communication through which human beings express their ideas, feelings and emotions to each other. It is a fundamental need that humans use to exchange meaning with one another in the society. In the absence of language humans can not communicate to each other. It is the unique possession of human beings by which human beings are recognized as a superior living creature in the universe. Human beings are distinguished from all other creatures by language. Although all languages are equally important in terms of communicative values, English is the most important language and widely used international language. It means many people all over the world use it as a second/foreign language. It has played greater roles in international trade, technology, education entertainment and other aspects of social life. It is a vital tool for any individual to become successful in local, national and international communication. In this regard, anyone who does not have sound knowledge of English remains far behind in the world.

Human beings have unique place in the universe due to the possession of language. Different scholars have defined the term ‘language’ differently, but the idea to be understood is the same. According to Jespersen (1904, p.4) "Language is not an end in itself...it is a way of connection between souls, a means of communication."(as cited in Sthapit,2001,p.1) Similarly, Richards et al. (1999, p. 91) define language as “...the system of human communication which consists of

the structures, arrangements of sounds for their written representation into larger units, e.g. morphemes, words, sentences, utterances.” In the same way, Wardhaugh (1998, p.1) defines, ” a language is what the members of a particular society speak.” According to Crystal (2003, p. 255) "Language, at its most specific level, refers to the concrete act of speaking, writing or signing in a given situation".

All these aforementioned definitions reflect conspicuous fact that language is a complex human phenomenon and communication is the overall global function of language. The normal people who are in this universe express their all sorts of feelings and emotions through language. Apart from language, there are other media of communications as well. But language is species- specific.

1.1.1 Language Skills

The purpose of learning a language is to enable the students to communicate in that language. It is essential, therefore that every second of every language class is directed to equip students with the language skills they really need. The four main skills are listening, speaking, reading and writing. To be able to use the language, to convey thoughts, intentions, wishes, information etc., a person needs a mastery of various elements. The four skills mentioned above can be classified as receptive and productive skills. Generally, listening and reading fall under the category of receptive skills while speaking and writing are productive skills. That is, while listening we understand the spoken language and we understand the written language while reading. Similarly, while learning productive skills, what is aimed is the selection of the relevant language for the situation concerned. However, we can not draw watertight distinction between the receptive and productive skills and vice-versa. Also within each main skill there are a number of sub-skills, which often overlap and reinforce one another.

1.1.1.1 Listening

Listening is the receptive skill in the oral mode. Underwood (1989, p.1) says, "Listening is an activity of paying attention to and trying to get meaning from something we hear." It is the language modality that is used most frequently. Listeners actively involve themselves in interpretation of what they hear, bringing their own background knowledge and linguistic knowledge to bear on the information contained in an oral text. Not all listening is same; causal greetings, for example, require a different sort of listening capability than do academic lectures. Language learning requires intentional listening that employs strategies for identifying sounds and making meaning of them.

Listening involves a sender (a person, radio, television etc.), a message and receiver. Listening is given importance in language learning and teaching so that students may become effective listeners. In communicative approach to language teaching, listening strategies are modeled and listening practice is given in authentic situations; the learners are likely to encounter when they use the language out side the classroom.

1.1.1.2 Speaking

Language is learnt for interaction by the fact that the teaching of speaking deserves considerable attention. Speaking is a productive skill like writing and a very complex activity in the sense that it is difficult to describe how utterances are processed and how they come out while speaking (Khaniya, 2005, p.122). Speaking takes place in a situation where the speaker is under pressure to produce his utterances without having much time to organize what and how they want to say. Oral interaction is very complex that even a professor of English who can speak on an academic topic for hours to an audience (Monologue) may have difficulty in coping with the situation where he has to get things done orally interacting with English speaking people. Speaking is based on successful

interaction. This process involves both production and comprehension. (Khaniya, 2005, p.123).

Speaking is the productive skill in oral mode. Learning to speak in a foreign language seems obviously the most important skill because those who can speak the language are referred to as the speaker of that language. Speaking can be defined as the ability to express fluently in a foreign language. It is a complex and complicated skill which involves thinking of what is to be said. Speaking is especially difficult in foreign language because it requires the ability to use the language appropriately in social interaction which is more than the grammatical and semantic rule of that particular language.

Speaking is a crucial part of second language teaching and learning. Despite its importance for many years, teaching speaking has been undervalued and English teachers have continued to teach speaking just as repetition of drills or memorization of dialogues. However, the present world requires that the goal of teaching speaking should improve students' communicative skills because only in that way students can express themselves and learn how to follow social and cultural rules appropriately in each communication circumstances.

1.1.1.3 Reading

Reading is the receptive skill in the written mode. It can be developed independently of listening and speaking skills but often developed along with them. Reading generally, means understanding or making sense of a given text. It is the total understanding of a message in a text. Though reading has traditionally been regarded as receptive skill of absorbing printed information in a text, it is an active and productive skill where the interaction of the reader and text is central to the understanding of the text. Traditionally, the purpose of learning to read in a language has been regarded as to have access to the literature written in that language. It assumes that students learn to read a language by studying its

vocabulary, grammar and sentence structure. But according to communicative approach, purpose of reading is to gain information or verify existing knowledge, or to critique a writer's ideas or writing styles. A person may also read for enjoyment, or to enhance knowledge of this language being read.

1.1.1.4 Writing Skill

Writing is the productive skill in the written mode. There is no doubt that it is the most difficult skill for second language learners to master. It seems to be the complex skill even for native speakers of the language, since it involves not just a graphic representation of speech, but the development and presentation of the thought in a structured way. The skills involved in writing are highly complex. Second language writers have to pay attention to higher level skills of planning and organizing as well as lower skills of spelling, pronunciation, word choice and so on.

1.1.2 Teaching of Speaking

Among four language skills, speaking is one of the most significant skill in the acquisition of a new language. It is a productive skill. We can define speaking as the ability to express oneself fluently in a foreign language. It is a complex and complicated skill; in addition to the structure and vocabulary items, it involves thinking what is to be said. But it is especially difficult in a foreign language because effective oral communication requires the ability to use language appropriately in social interaction. It requires more than its grammatical and semantic rules. Speaking also involves supra-segmental elements such as, pitch, stress and intonation. In addition, non linguistic elements such as gestures and body language, facial expression may accompany speech. Munby (1979, p.36) identifies the following sub skills of speaking.

- i. Articulating sound in isolate forms,
- ii. Articulating sound in connected speech,

- iii. Manipulating variation in stress in connected speech,
- iv. Manipulating use of stress in connected speech,
- v. Producing intonation patterns and expressing attitudinal meaning through variations in pitch, height, pitch range and pause.

Thus, to be a fluent and efficient speaker of a language, the learners need sound knowledge of suprasegmental features such as pitch, stress and intonation and the knowledge of non linguistic elements like gestures and body language, facial expression and so on.

1.1.2.1 Components of Speaking

Since speaking is a very vast skill of language, the elements of it can not be pinpointed easily. Discussion even what constitutes the speaking ability has raised a number of debatable as well as interesting issues. Speaking ability has often been compared with communicative ability and its components are considered to be the components of speaking ability. There is no arrangement to what exactly communicative ability consists of. Hymes (1972, as cited in Khaniya, 2005, p. 23) assumes that second language learners need to know not only the linguistic knowledge but also the culturally and socially acceptable ways of interacting with other in different situations and relationship. His theory of communicative competence consists of the interaction of grammatical, psycholinguistic and sociolinguistic components. Canale and Swain (1980, 1983, as cited in Khaniya, 2005, p. 25) state that communicative competence includes grammatical competence, discourse competence, sociolinguistic competence and strategic competence. Similarly, Bachman (1990, p. 84) calls it communicative language ability which includes these components: language competence, strategic competence and psycho-physiological mechanism. In the same way, Sthapit (2000, p. 7) broadly involves the components such as extended linguistic

competence, the extra linguistic competence and the pragmatic competence or language sensitivity.

Despite the debate on theoretical framework of communicative competence, the ability to speak in a foreign language consists of the following components:

- Articulation and production of sounds and sounds sequence
- Production of stress and intonation patterns
- Grammar
- Vocabulary
- Communicative competence (grammatical competence, discourse competence, sociolinguistic competence, and strategic competence)
- Connected speech
- Phatic communion
- Social components

1.1.2.2 Activities for Teaching Speaking

Generally, students learn to speak in a second language by interacting.

Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real life situation that requires communication. For this, the teacher should create a classroom environment where students have real life communication, authentic activities and meaningful tasks that promote oral language.

For developing interaction skills that enhance speaking ability, Littlewood (1981 as cited in Bygate 1997, p.67) presents four kinds of activities:

- a. Sharing information with restricted co-operation:
 - Identifying one picture from a set
 - Discovering identical pairs
 - Discovering sequences or locations

- Discovering missing information
 - Discovering missing features
 - Discovering secrets
- b. Sharing information with unrestricted co-operation:
- Communicating patterns and pictures
 - Communicating models
 - Discovering differences
 - Following directions
- c. Sharing and processing information:
- Reconstructing story sequences
 - Pooling information to solve a problem
- d. Processing information:
- Problem solving tasks

Now, on the basis of aforementioned speaking activities given by scholars, the following activities can be used to develop oral skills in our context.

- Drills
- Recitation
- Pair work
- Group work
- Role play
- Drama
- Discussion
- Debate
- Information gap
- Brainstorming
- Story telling

- Interviews
- Speeches /Prepared speeches
- Communicative Games

1.1.2.3 Stages for Teaching Speaking

Speaking is a complex skill because of its vast network. So, it needs systematic progression, from easy to difficult stages and aims to teach pronunciation, grammar and so on. Generally, teaching speaking skill involves the three stages. (Harmer, 1991, p. 51)

- a. Introducing new language
- b. Practice
- c. Communicative activities

a. Introducing New Language

The introduction of new language is an activity that falls at non- communicative end of speaking continuum. Here, the teacher often works with controlled techniques, asking students to repeat and perform in drills. At the same time, we will insist on accuracy, correcting where students make mistakes. Although these introduction stages should be kept short and the drilling abandoned as soon as possible, they are nevertheless important in helping the students to assimilate facts about new language and in enabling them to produce the language for the first time.

b. Practice

Practice activities are those activities which fall somewhere between the two extremes of our speaking continuum. While students are performing, they may have a communicative purpose and while they may be working in pairs, there may also be a lack of language variety and the materials may determine which the

students do or say. During practice stage, the teacher may intervene slightly to help, guide and to point out in accuracy.

c. Communicative Activities

Communicative activities are those which exhibit the characteristics at the communicative end of speaking continuum. Students are somehow involved in activities that give them both the desire to communicate and a purpose which involves them in a varied use of language. Such activities are vital in language classroom since the students can be their best user to use the language as individuals arriving at a degree of language autonomy.

1.1.2.4 Problems with Speaking

Teaching speaking is not an easy job. The problem may lie with the teaching process or with the students or with the material itself. The degree of difficulty often differs according to the situation and background of the learners. Ur. (1996, p.121) mentions the following problems of the teaching speaking.

a. Inhibition

Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of the criticism or losing face, or simply shy of the attention that their speech attracts.

b. Nothing to say

Even if they are not inhibited, you often hear learners complain that they can not think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

c. Low or uneven participation

Only one participant can talk at a time if he or she is to be heard: and in a large group this means that each one will have only very little talking time. This problem is impounded by the tendency of some learners to dominate while others speak very little or not at all.

d. Mother tongue use

In classes where all, or a number of the learners share the same mother tongue, they may tend to use it because it is easier, because it feels unnatural to speak to one another in a foreign language because they feel less 'exposed' if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes- particularly the less disciplined or motivated ones to keep to the target language.

1.1.2.6 Solutions to the Problems

No panacea can be suggested to the speaking problems that are faced by the learners because they differ according to the situation and the target group. Albeit some of the common solutions can be suggested as below.

- a. Use the language in the group
- b. Activity should be based on the easy language and concrete materials than on the difficult language and abstract language.
- c. Make a careful topic and task those arouse interest in the student and motivate them.
- d. Give the clear instruction to the learners that are supposed to do.
- e. Keep students speaking in the target language and teacher should monitor them to ensure that all the students speak target language.
- f. Teacher should provide them appropriate feedback to encourage speak.
- g. Avoid immediate correction because it inhibits the learners to speak in front of his fellow students.

Similarly, Kayi (2006, p.28) gives the following suggestions for English language teachers while teaching oral language:

- a. Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks and shared knowledge.
- b. Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- c. Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
- d. Indicate positive signs when commenting on a student's response.
- e. Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- f. Involve speaking activities not only in class but also out of class; contact parents and other people who can help.

1.1.3 Teaching Aids and Materials

Teaching aids and materials include any material, program or machine that can be used to help the teachers present or explain his/her lesson better. These are especially designed to help the teacher to save time and effort and to arouse interest on the part of students. Teaching aids and materials in language teaching is immense and their presence indispensable because only the approaches, methods and techniques are not sufficient to serve this purpose rather teachers need teaching aids and materials to support his/her teaching. All the materials that can be used and seen inside the classroom make teaching live.

The classroom has many objects and things that can be used as visual aids; or everything belonging to or brought into the classroom, animate or inanimate is a potential visual aid. Teachers, boys, girls, pets, plants, geometry-box, clothes, flowers, furniture, material objects, every things that anyone is seen to do, any

movement s/he makes, any action s/he performs –laughing, crying, smiling, working, acting, misbehaving, attending or not attending, blackboard, chalk, flannel board, flash cards, charts, realia, matchstick figures and pictures etc. are visual aids. Teaching aids help students to focus their attention on objects, events and situations which give meaning and context. They help students to remember things for a long time. Without them a lesson lacks excitement and they lose interest in it. Students do not pay attention to what is happening in the classroom in their absence. Therefore, teaching aids and materials are very much essential in language teaching.

1.1.4 Types of Teaching Aids and Materials

Teaching aids can be classified variously on the basis of various criteria. There is no uniformity in the number and types of teaching aids. Generally, we can define it as anything audible or visible which help our students learn the language more quickly or more accurately. The definition clearly says that teaching aids could be of two types: Visual- which appeals to the sense of seeing. Thus, pictures, blackboard, OHP etc. fall under the visual aids whereas tape recorder, language lab, radio etc comes under audio-aids.

We have another way of classifying teaching aids viz. technical and non-technical teaching aids. The first kind involves the use of some kind of machine or electricity and more technical knowledge to handle them. The second kind refers to those which do not require this. If we follow this classification, OHP, television, tape recorder etc. are technical aids whereas flashcards, whiteboard, pictures are included into Non-technical aids.

The followings are some of the way of classifying teaching aids on the basis of various criteria:

i. On the basis of load of Preparation

- a. Requiring little preparation, time, effort, expenses: flash cards, magazine-cutouts, picture, puppets etc.
 - b. Requiring more preparation: The magnet board, wall poster, the portable blackboard, whiteboard
- ii. On the basis of who the Producer is**
- a. Commercial: That is available in the market.
 - b. Teacher made: Made by the teacher herself/himself.
- iii. On the basis of their Complexity**
- a. Technical: OHP, movies, video tapes, T.V., cassettes, radio etc. which involves some kinds of machine or electricity.
 - b. Non-technical: Other than technical one e.g. pictures, papers etc.
- iv. On the basis of their nature**
- a. Flat (two dimensional): picture
 - b. Three dimensional:
 - Moving: that shows something dynamic
 - Still: that shows something static
- v. On the basis of Sense (s) Organs involved:**
- a. Visual: realias, pictures, photographs, posters, maps, charts, diagrams, drawings, magazine, cut-outs, matchstick figures, puppets etc.
 - b. Audio-visuals: T.V., video, Language laboratory, multimedia computer etc.
 - c. Audio: radio broadcast, taped materials etc.
- vi. On the basis of how they are shown**
- a. Projected: (Shown to a group of class)
 - b. Non-projected: (distributed individuals)
- vii. On the basis of their purposes**

- a. Reading Aids
- b. Listening Aids
- c. Speaking Aids
- d. Writing Aids
- e. Multi-Skill Aids

viii. On the basis of whether they are used to display other materials or they are displayed themselves

- a. Display devices: (blackboard, pocket-charts)
- b. Materials to be displayed: (pictures, photographs)

1.1.5 Importance of Teaching Aids in the Language Classroom

Teaching aids help students to focus their attention on objects, actions, events and situations which give meaning and context to the words and sentences presented by the teachers. Sometimes, it is mistakenly thought that the use of teaching aids slow down the speed of language teaching which is not true. It rather leads to more through-learning. Teachings aids also help retention that is they help student to remember the learnt things for a long time. Without them, a lesson lacks excitement, fun, life and colour and eventually, the learners loose interest in it. They do not pay attention to what is happening in the classroom. As we know that, children have very short memory span: they tend to forget things quickly. But teaching aids help them to retain the things for a long time. Above all, they do not let a lesson become boring and monotonous. The benefits of using teaching aids in the language classroom are given below:

- They brighten up the class and bring more variety and interest into a lesson. Actually, they vary the pace of the lesson.
- They stimulate the students to speak the target language as well as read and write it. They encourage the learners to lift their eyes from their books which make it easier and more natural for one to speak to another.

- They allow the teachers to talk less by diminishing the importance of verbal stimuli provided by the teacher's voice and allow the students to talk more. This visual rather than verbal approach results in less teacher talking time and more students' participation.
- They enrich the classroom by bringing in topic from the outside world which is made real and immediate by the pictures. They also help to stimulate their imagination.
- The spotlight issues, providing a new dimension of dramatic realism and classifying facts which might pass unnoticed or quickly forgotten. Abstract ideas of sound, temperature, motion, speed, size, distance, mass, depth, weight, odour, test, feel, colour and time can be taught with visual aids.
- They make communicative approach to language learning easier and more natural.
- They help to teach listening, speaking, reading and writing and allow the teachers to integrate these skills constructively.
- They help providing the students with information about the background knowledge of the life and culture of the native speakers of the target language.
- They provide variety at all levels of proficiency. A collection of visual aids in the various media cater for all age of learners and all types of groups from beginners to most advance and most highly specialized.

1.1.6 Use of Realia in the English Teaching Classroom

Generally, the term 'Realia' refers to real objects or things that can be easily carried to school and even into the classroom: for example; a piece of fruit, a ruler, geometry box, a stone, a stick, an egg and toys etc. It is a Latin term which basically refers to real objects and is commonly practiced as a method in teaching the English language.

According to Cross (2003, p.6), “Realia refers to the real things. It can be brought to school: a piece of bread or fruit, a whistle, a stick, toys, eggs and so on are easily carried. They also create interest”.

Similarly, Richards et al. (1992, as cited in Smith, 1997), state that “Realia refers to actual object and items which are brought into the classroom as examples or as aids to be talked or written about and used in teaching.” Similarly, Murcia and Hilles (1988, *ibid*) say, “Objects of any origin used to illustrate vocabulary and structure in the second language are called ‘Realia’.” In the same way, Dicken et al. (1995, *ibid*) say, “Anything which has a purpose outside of the ESL classroom and can be brought into the classroom is called Realia”. In the words of Zukowski, (1997, *ibid*) “Realia refers to concrete object and the paraphernalia of everyday life.”

Now, on the basis of aforementioned definitions, we can say that ‘Realia’ refers to the use of real items found in everyday life as an aid to teaching English. Broadly, use of ‘Realia’ helps to make English lesson memorable by creating a link between the object and the words or phrases they represent. Furthermore, ‘Realia’ is used to teach almost any subject. ‘Realia’ particularly stimulates the learners and is the one way of encouraging creativity by involving the senses. Realia saves time, effort and energy of the teachers as well as learners because recognition of an object is immediate and cutouts the need for lengthy explanation and draw funny pictures on the board. Similarly, elicitation becomes much easier and holding up the objects with a raised eyebrow will usually result in the desired word being spoken.

Highlighting the importance of realia, Cross (2003, p.129) suggests the teachers not to waste time drawing real objects that can be carried into classroom. He further says that waste bins, bus tickets, food labels, stamps etc. can be brought into the classroom and used as a visual material. Realia breathes life into new

vocabulary and the chances of our student's remembering the new words we have taught them increase. Similarly, the use of realia into the lesson is a great icebreaker and serves as a useful tool to promote conversation. It also takes some of the attentions and pressures of teachers by concentrating the student's mind on object and word in question. Especially, realia is useful for the young learners because young children are the perfect age to learn a language as visual learners. Therefore, teacher should try to tap into their natural creativity. If the teacher brings in fruit, vegetable and lots of toys in the classroom, children love to role-play and enjoy by playing the games. Similarly, if the teachers narrate simple stories using the toy animals or puppets, definitely the learners will enjoy and be motivated to learn.

There are many types of realia that can be used as teaching aids in the language classroom. They are the realia within the classroom and outside the classroom. Mainly realia within the classroom are again of two types: they are, (a) Those which are already in the classroom that is, (e.g. desk, bench, blackboard, dustbin, wall, or so on), (b) Those which are brought by the teacher (i.e. stone, flower, plant, orange, apple, water etc.).

The realia can also be classified into the one that we can touch and one we can not touch but point to (e.g. the Himalayas, the Sun, etc.). Various teaching techniques can be used with realia for teaching language items such as vocabulary, language functions, prepositions and language skills. Through the use of realia, students demonstrate comprehension of the teachers' command by physical and linguistic performance. Students learn by observing action performed by their teacher in their class and performing the action themselves. For our present purpose, the use of realia in language classroom has been verified in a number of contexts with varied learner groups that belong to different linguistic background.

Teaching is an association of different principles and techniques. These principles, methods and techniques play an important role in teaching learning activities. So, the teacher should recognize the best method to teach any item. Harmer (2001, p. 73) mentions the use of realia for teaching English prepositions and shows its importance. There are different methods adopted by different language teaching practitioners and researchers. Among them the use of realia for teaching language skills and functions is effective in the sense that it is locally and easily available in the school surrounding without any efforts. They can be collected without a large amount of money within a very short time.

On the basis of aforementioned statements, realia can be used in the lesson as follows:

- Using the country's flag and map to show the students where they live and to help them to learn the names of foreign countries.
- Utilizing toys such as plastic animals and toy cars in games for young learners.
- Bringing in items such as biscuits and plastic cups to practice ordering drinks.
- Timetables, tickets and pedestrian maps of Nepal are great for practicing role-play scenario such as asking for decisions or buying tickets.
- Using mobile to create telephone conversation, practice giving numbers, arranging meetings or discussing new products.

In this way, we can use realias in the classroom for different purposes.

1.1.7 Effectiveness of Realia in the Language Classroom

Realia is a Latin term which basically means real objects and is commonly practiced as a method in teaching the English language. By utilizing the items that the student can taste, touch, smell or feel becomes much easier to relate them with English words and make the learning experiences more enjoyable one for both teacher and student. It has been proven to be a very effective method of teaching because it is a hands-on method that uses actual materials and involves all the senses. The realia method keeps learning interesting which in turn allows the students to gain more knowledge.

Basically, the realia is useful to teach vocabulary, preposition and language functions and skills and so on. Many teachers use real objects for meaning reference only. They show an object say a pen and tell the class, "It is a pen." That is the very limited use of realia. Real objects are not only for teaching, meaning. Broadly, there are two ways of visual aid is used. (a) Visual aid to talk about and (b) Visual aid to talk with. So the teacher should always concentrate over maximum possible utilization of realia in the classroom.

The benefits of using realia in the language classroom are given below:

- Real objects are highly motivating and promote retention on the part of learners.
- There are abundant sources for realias at no or very little cost.
- Realia provides structural support which is especially beneficial for the beginners.
- As opposed to commercial language teaching materials, realia can be adopted to any teaching style classroom environment.

- Unlike, two dimensional or computer based materials; realia can be held and manipulated as a good vehicle for authentic meaningful communication especially for student with tactile learning style.
- They can be used to create situations to make the meaning of a word and structure clear and to practice them in meaningful situation.
- Realia can dispel the monotony of practice work by creating variety.
- They shorten the teaching learning time too.
- They stimulate the students to speak the target language as well as read and write it.
- They help to teach listening, speaking, reading and writing and allow the teachers to integrate these skills constructively.

1.1.8 Action Research

The term ‘Action Research’ was first coined by Kurt Lewin in 1946 to improve the practical aspect of certain discipline. He defined it as, “a comparative research on the condition and effects of various forms of social action that uses a spiral of steps, each of which composed a circle of planning, acting and fact finding about the result of action.” (Retrieved from www.freewikipedia.org/action_research)

As its name suggests, action research is action oriented and is performed in different spiral steps. It is concerned with solving the existing problem.

Characterizing action research, Kemmis and McTaggart (1988, as cited in Nunan 1992, p. 17) say that the three defining characteristics of action research are that it is carried out by practitioners (for our purpose, classroom teacher) rather than outside researcher; secondly, that it is collaborative: and thirdly that is aimed at changing things. Their view is that it is carried out at local level by the practitioner in collaboration aiming at changing things.

In the same way, Wallace (1998) defines action research "as a strategy for professional development which is accomplished by reflecting on the practitioners' regular activities" (series of activities) (as cited in Bhattarai 2005, p. 2). They also state that the aim of action research is to improve the current state of affairs prevalent in the educational context. Practitioners perform a series of activities in order to bring the qualitative change over the existing situation.

Thus, action research is a process, in which participants examine their own educational practice systematically and carefully using the techniques of research, find facts in relation to successfulness and unsuccessfulness, reflect on the identified problems, plan to resolve them, take action again evaluate the action and deduce the conclusion on the whole process. For performing these activities, the classroom researcher does the followings:

- a. Find the solution and change the specific environment in which he is in practice.
- b. Record the changes to be made in existing situation for solving any going on problems.

Moreover, in case of language teaching the teacher can conduct an action research to experience the effectiveness of a technique, methodology and teaching aid and so on introducing them in the existing situation. In this case, the teacher researcher conducts the classroom teaching for a month or an academic year introducing new techniques, approaches, teaching aids and so on. He/she collects the data each day, does reflection and finally deduces the conclusion about how the introduced technique or methods is effective.

Now, on the basis of aforementioned statements, we can draw some of the basic features of action research as follows:

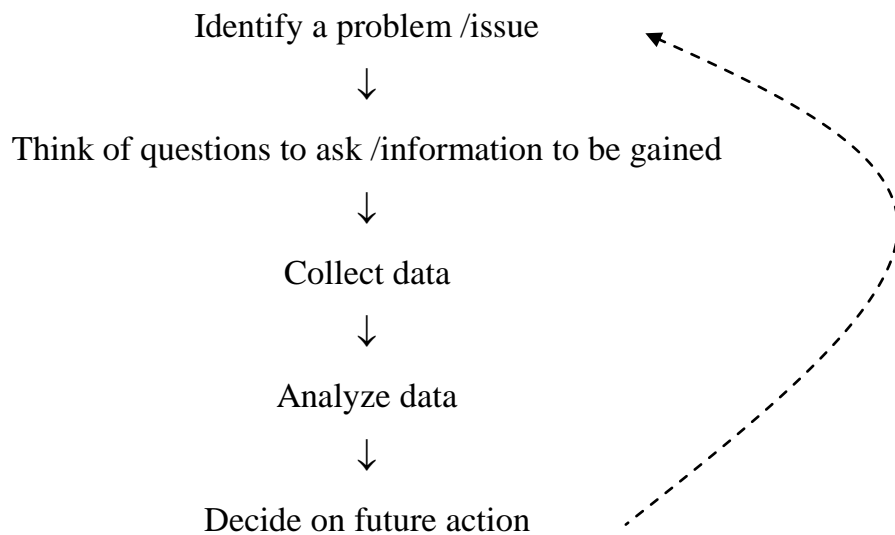
- i. Action research is practical

- ii. It aims at improving current state of affair, participants' regular activities and quality of action within a social setting.
- iii. It focuses in small group professional practices but not on producing general statements, in which reflection cycle is facilitated.
- iv. It is critical collaborative.
- v. Self evaluation in their practice.
- vi. Participation problem solving and continuing.

1.1.8.1 Steps for Action Research

To carry out action research, the researcher has to follow some process. But there is no uniformity on the number of process given by different scholars.

Harmer (2001, p. 345) suggests, the following stages of action research.



Similarly, Nunan (1992, P. 19) speaks of the process of action research in terms of seven steps, which are termed on steps in the action research cycle. They are as follows;

Step - 1 Initiation

In the first stage, the research is initiated by practitioner and is derived from a real problem in the class, which needs to be confronted.

Step - 2 Preliminary Investigation

In this stage, the teacher/expert spends some time collecting baseline data through observing and recording classroom interaction.

Step- 3 Hypothesis

After collecting baseline data or reviewing the initial data, the researcher formulates hypothesis, but it is a optional. The teacher may be in a position to draw out hypothesis or predication about what is likely to occur.

Step - 4 Intervention

The teacher will devise a number of strategies for encouraging the students to relate the content of the lesson to their own backgrounds and interests. These include increasing the number of referential over display questions.

Step - 5 Evaluation

After several weeks, the class will be recorded again. There will be much greater involvement of the students, and the complexity of their language and student - led interaction will be enhanced.

Step - 6 Dissemination

The teacher will run a workshop for colleagues and present a paper at a language conference.

Step - 7 Follow-up

Finally, the teacher will investigate alternative methods of motivating students.

In order to carry out this study, I followed the processes suggested by Burns. Burns (1999) presents four steps in action research; exploring, identifying, and planning; collecting data (analyzing, hypothesizing, intervention); observing (reflecting back to collect data), and reporting to team (writing, presentation) (p.35). Each and every step was not followed as it was; instead they were followed in a modified way in the present research.

1.2 Review of the Related Literature

In the span of time, various research works have been carried out in various fields. Similarly, a number of research studies have been carried out related to language skills and teaching materials at the department of English Education, Faculty of Education, T.U. Some of them are briefly reviewed here.

Chapagain (1999) carried out a research entitled, “Use of Teaching Materials and its Impact in English Language Learning”. It was an experimental research. The main objective of the study was to find out the impact of teaching materials in English language learning and the research findings clearly showed that the use of teaching materials at language teaching and learning had better impact on the whole.

Similarly, Pokhrel (2000) carried out a research entitled “Teaching Communicative Functions, Inductively and Deductively A practical Study” aimed at finding out which strategy inductive or deductive is better to teach language functions. He followed an experimental research design. He found that the inductive method was relatively more effective than deductive method for teaching communicative functions.

Timsina (2005) carried out a survey research entitled “A Study on Students’ Ability of Communicative Skills in English” to determine the students’ ability to communicate orally in English and to compare the achievement of the students in terms of different variables. The study included both primary and secondary sources for data collection and randomly selected ninety students of Kathmandu, Lalitpur and Bhaktapur districts. The test items were based on S.L.C curriculum. He found out that although syllabus of compulsory English of Secondary Level was communicative, students’ performance was not satisfactory. There was not significant difference between male and female students’ skill in communication

in English. The students of urban area produced more appropriate sentences than the students of semi-urban and rural area.

In the same way, Oli (2007) carried out an experimental research on “The Impact of Information Gaps in Developing Speaking Skill”. The Objective of the Study was to find out the effectiveness of Information gaps in developing speaking skill. He found out that information gaps activities had better impact in developing speaking skill.

Similarly, Pandey (2007) carried out a survey research entitled “Teaching of Speaking at the Secondary Level: An Analysis of Classroom Activities” to identify the activities used in teaching speaking at the secondary level classroom. She found that group work, pair work and discussion are most commonly used speaking activities.

Similarly, Acharya (2008) carried out a research on, “Effectiveness of Teaching Vocabulary through Real Objects.” The objective of the study was to find out the effectiveness of realia in teaching vocabulary. It was an experimental research and the research findings showed that the students who were taught using real objects technique progressed significantly better than another group.

In the same way, Neupane (2009) conducted a research entitled “Use of Realia for Teaching English Prepositions”. It was a action research aimed at finding out the effectiveness of realias in teaching English prepositions and the results showed that using real objects technique in teaching prepositions had effective role on the whole.

Besides these, there are other research works done in the areas of ELT. So far, no research work seems to have been done to investigate the effectiveness of realia in teaching speaking at primary level. Hence, this research tried to investigate the effectiveness of realia in teaching speaking at grade four students.

1.3 Objectives of the Study

The objectives of the study were as follows:

- i. To find out the effectiveness of realia in teaching speaking skill at grade four students.
- ii. To suggest some pedagogical implications.

1.4 Significance of the Study

The present research will be significant for the language teachers, students, textbooks writers, syllabus designers, methodologists, linguists and all others who are directly and indirectly related in the field of study.

CHAPTER TWO

METHODOLOGY

This chapter consists of the methodology followed during the study. The study was conducted as follows.

2.1 Sources of Data

The study is based on the primary and secondary sources of data. The primary data were students' responses and the secondary data were extracted from the various books, course books, articles, journals, reports, websites and previous theses etc.

2.1.1 Primary Sources of Data

The students of class four from Capitol Hill Academy of Kathmandu district were used as the primary sources of data.

2.1.2 Secondary Sources of Data

Relevant books, journals, articles, websites and theses of department of English education were used as secondary sources of data. Wright (1986), Nunan (1992), Bygate (1997), Cross (2003), Khaniya (2005), Harmer (2008), etc. were some of them.

2.2 Sample Population and Sampling Procedures

I had selected Capitol Hill Academy of Kathmandu district by using non-random judgemental sampling procedure. Similarly, I applied the same technique to select grade four. There were altogether 32 students in grade 4 and all of them were selected for the research.

2.3 Tools for Data Collection

The tools that I used to elicit the data were pre-test, progressive test and post- test. The test items were made from class four English text book. The pre-test and post test included the same items. Where as progressive test were based on the students gradual improvement in speaking skill. There was only one oral test consisting of 50 full marks. The test items were constructed from the class four English book, that is New Nepal English Reader. Altogether five test items were constructed consisting of five different language functions and each item carried 10 marks. The same question papers were administered to conduct pre-test and post test. Pre-test indicates the students' current level of proficiency at that time and post-test reflects the students competency in speaking skill after the introduction of intervention, that is use of realias.

2.4 Process of Data Collection

In order to collect the required data, the researcher followed the following processes.

- First of all, I visited the school and requested the concerned authority for the permission to carry out the research.
- Additionally, I established the rapport with the subject teachers as well as students and explained them the purpose and process of my research.
- I conducted the pre-test using the test items before teaching the students to identify their current level of competence in speaking skill.
- After analyzing the scores obtained in pre-test, I prepared the lesson plans and taught speaking skill.
- I taught 21 lessons to the students using the realias relevant to the speaking lesson.

- I also conducted two progressive tests in the interval of seven days that is first progressive and second progressive test.
- Finally, I administered the post-test that is same to the pre-test item to gather new data.

2.5 Limitations of the Study

The Study had the following limitations:

- The study was administered only within a single private school, Capitol Hill Academy of Kathmandu district.
- The students of grade IV were taken as the population for the study.
- The numbers of the study was limited to thirty two students.
- The study was restricted to teaching and testing of different language functions.viz. Making comparison, Stating the purposes/functions, Describing things, Using telephone and Ordering.
- In total, 21 classes were implemented.
- There was only one group which was taught for twenty-one days.
- The primary data for the study was collected only from oral test i.e. pre-test, two progressive tests and post-test.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data obtained from the primary sources. This study was carried out to find out the effectiveness of Realia in teaching speaking skill. For this purpose, I selected thirty-two students of grade four of a private boarding school named Capitol Hill Academy, Kathmandu, where he taught twenty-one lessons through the real objects.

In this chapter, I have tabulated, analyzed, interpreted and compared the data in the following order.

- Comparison of results of the pre-test and post-test
- Analysis and interpretation of the data obtained through test results
- Comparative analysis of the data obtained through test results

3.1 Comparison of the Results of the Pre-Test and Post-Test

I conducted a set of pre-test items before starting any experimental teaching. After teaching twenty-one lessons through realias to develop students' proficiency on speaking skill, the post-test was administered. The test items of both tests were same having same full mark that is fifty. The comparison between these two tests has been presented in the following table.

Table No.1
Comparison of the Results of Pre-Test and Post-Test

Test	No. of the students	Obtained Marks	Percentage	Difference	Difference%
Pre-test	32	348	43.5	231	66.37
Post-test	32	579	72.37		

Note: In the above table, "Difference" refers to the difference between the results of the pre-test and post-test. "Difference in %" refers to the difference score's percentage of two tests. Difference of percentage between the score in the pre-test

and that of the post-test is calculated by dividing the difference in score by the pre-test score and multiplying by 100.

The above table clearly shows the fact that post-test's score is increased by 231, i.e. 66.37 percent and the post-test's percentage are increased by 28.87. Therefore, from this comparison, it is proved that Realias are effective to develop the students' proficiency on speaking skill.

3.2.1 Analysis and Interpretation of Pre-test

Before I started teaching, I administered a set of test items (that is pre-test) to determine the students' proficiency on speaking skill. The total mark of the pre-test was 50 having five test items from five different language functions viz. describing things, telling the purposes or functions, Ordering, making comparison and using telephone and each item consisted of ten marks. The score of the students on pre-test is presented in the following table.

Table No. 2
Students' Score on the Pre-test

S.N.	No. of Students (in pair)	Full Marks	Obtained Marks in Frequency	Percentage
1	01	50	27	54
2	01	50	22	44
3	02	50	29	58
4	02	50	16	32
5	01	50	17	34
6	02	50	23	46
7	01	50	18	36
8	02	50	21	42
9	02	50	19	38
10	02	50	24	48
Total	16	800	348	43.5
Average score			21.75	

The above table shows that the total full mark of the pre-test is 800. The total obtained mark is 348, i.e. 43.5 percent. Similarly, the average score of this test is 21.75. The highest secured score is 29, i.e. 58 percent which is obtained by two pairs of the students and the lowest secured score is 16, i.e. 32 percent which is also obtained by two pairs of the students. Eight pairs of the students have got the score lower than average and similarly rest of the others have scored higher than the average score. Therefore, the result of pre-test seems satisfactory.

3.2.2 Analysis and Interpretation of First Progressive Test

After conducting the pre-test, I taught seven lessons using realias to develop students' proficiency on speaking skill. These lessons consisted of stating the purposes and expressing likes and dislikes. After teaching these lessons, I administered the first progressive test. The following table shows the scores of the students' on the first progressive test.

Table No. 3
Students' Score on the First Progressive Test

S.N.	No. of Students (in pair)	Full Marks	Obtained Marks in Frequency	Percentage
1	02	50	29	58
2	02	50	24	48
3	02	50	35	70
4	01	50	21	42
5	01	50	31	62
6	02	50	23	46
7	02	50	22	44
8	01	50	34	68
9	01	50	30	60
10	02	50	28	56
Total	16	800	438	54.75
Average score			27.37	

As the above table shows that the total full-mark of the first progressive test is 800. Out of 800, the total obtained score is 438, i.e. 54.75 percent. In the same way, the average score of this test is 27.37.

Thirty-five out of 50, i.e. 70 percent is the highest score which is got by two pairs of the students and 21 out of 50, i.e. 42 percent is the lowest score which is got by only one pair of the students. Seven pairs of the students have got the lower score and nine pairs of the students have got the higher score than the average scores. Thus, the result of the first progressive test seems satisfactory as more pairs of the students have got higher than the average score and the percentage is also increased here.

3.2.3 Analysis and Interpretation of the Second Progressive Test

After administering the first progressive test, I taught another seven lessons in order to develop students' proficiency on speaking skill through real objects. These lessons included the language functions namely using telephone and making comparison. Then the second progressive test was administered. The following table shows the records of the second progressive test.

Table No.4

Students' Score on the Second Progressive Test

S.N.	No. of Students (in pairs)	Full Marks	Obtained Marks in Frequency	Percentage
1	01	50	33	66
2	01	50	32	64
3	02	50	34	68
4	01	50	22	44
5	02	50	36	72
6	02	50	31	62
7	02	50	28	56
8	01	50	35	70
9	02	50	29	58
10	02	50	27	54
Total	16	800	492	61.5
Average Score			30.75	

The above table clearly shows that the total full mark of the second progressive test is 800 and out of it, the total obtained score is 492, i.e. 61.5 percent. Similarly, the average score of this test is 30.75.

Two pairs of the students have got 36, i.e. 72 percent out of 50 which is the highest score and the lowest score is 22, i.e. 44 percent which is got by only one pair of the students. Seven pairs of the students have got the scores lower than average score and nine pairs of the students have got the score higher than the average score. As the average score and the total obtained marks are increased in this test, it can be claimed that the result of this test is satisfactory.

3.1.5 Analysis and Interpretation of Post-Test

After the completion of the first and second progressive tests, the record was kept. I taught other seven lessons to develop the students' proficiency on the speaking skill through realias. Those lessons were related to the English language functions like describing things; using telephone etc. The test items of the post-test was similar to the pre-test which were constructed including all the language functions taught during the experimentation. The scores of the students on the post-test have been displayed in the following table.

Table No. 5
Students' Score on the Post-test

S.No.	No. of Students (in pair)	Full Marks	Obtained Marks in Frequency	Percentage
1	02	50	37	74
2	01	50	38	76
3	02	50	40	80
4	02	50	33	66
5	01	50	44	88
6	01	50	39	78
7	02	50	27	54
8	02	50	41	82
9	01	50	42	84
10	02	50	30	60
Total	16	800	579	72.37
Average			36.18	

As the above table shows that the total full mark of this test is 800. Out of 800, the total secured score is 579, i.e. 72.37 percent. In the same way, the average score of this test is 36.18.

The highest score of this test is 44, i.e. 88 percent which is got by only one pair of the students and the lowest score of this test is 27, i.e. 54 percent which is got by two pairs of the students. In the same way, ten pairs of the students have secured score higher than the average score and six pairs of the students have secured the score lower than average score.

From the analysis and interpretation of the tests' results, it has been proved that the post-test has better result than the others. The post tests' total score and the average score are higher than the others tests. Therefore, it can be claimed that the post-test's result is better than the other tests.

3.3 Comparative Analysis of the Data obtained Through Test Results

Here, the result of all the tests Viz. pre-test, First Progressive test, Second Progressive test and Post-tests are compared and analyzed with each other.

3.3.1 Comparative Analysis of the Pre-test and First Progressive Test

Here, the result of the pre-test is analyzed and compared with the score of the first progressive test which is presented in the following table:

Table No.6
Comparison of the Pre-test and First Progressive Test

Test	No. of the Students	Obtained Marks	Percentage	Difference	Difference%
Pre-test	32	348	43.5	90	25.86
First Progressive Test	32	438	54.75		

The above table indicates that the total score of the pre-test is 348, i.e. 43.5 percent and the total score of the first progressive test is 438, i.e. 54.75%. Similarly, the increased mark of the first progressive test over the pre-test is 90, i.e. 25.86 percent.

Therefore, this difference between the percentages of the two tests indicates that the proficiency of grade four students on speaking skill was developed from teaching language functions through using real objects.

3.3.2 Comparative Analysis of Pre-test and Second Progressive Test

Table No.7

Comparison of Pre-test and Second Progressive Test

Test	No. of the Students	Obtained Marks	Percentage	Difference	Difference %
Pre-test	32	348	43.5	144	41.37
Second Progressive Test	32	492	61.5		

As the above table indicates that the total score of the pre-test is 348 i.e. 43.5% and the total score of the second progressive test is 492 i.e. 61.5%. Similarly, the increased marks of the second progressive test over the pre-test is 144 i.e. 41.37%. Therefore, we can say that second progressive test has better result than the pre-test.

3.3.3 Comparative Analysis of the First Progressive Test and Second Progressive Test

Here, the score of the first progressive test and the second progressive test are analyzed and compared with each other. The following table presents the comparison of these two tests:

Table No.8

Comparison of the First Progressive Test and the Second Progressive Test

Test	No. of the Students	Obtained Marks	Percentage	Difference	Difference %
First Progressive Test	32	438	54.75	54	12.32
Second Progressive Test	32	492	61.5		

The above table indicates that the total score of the first progressive test is 438, i.e. 54.75 percent and the total score of second progressive test is 492, i.e. 61.5 percent. The increased mark of the second progressive test over the first progressive test is 54, i.e. 12.32 percent. Thus, it is clear that using realias in teaching speaking enhanced in developing grade four students' proficiency on speaking skill.

3.3.4 Comparative Analysis of the First Progressive Test and the Post-Test

The score of the first progressive test and the post-test are analyzed and compared in the following table:

Table No.9

Comparison of the First Progressive Test and Post-test

Test	No. of the Students	Obtained Marks	Percentage	Difference	Difference %
First Progressive Test	32	438	54.75	141	32.19
Post-test	32	579	72.37		

The above table shows that the total mark of the first progressive test is 438, i.e. 54.75 percent and the total score of the post-test is 579, i.e. 72.37 percent. The

increment of the post-test score over the first progressive test is 141, i.e. 32.19 percent.

3.3.5 Comparative Analysis of the Second Progressive Test and the Post-test

Here, the score of the second progressive test is analyzed and compared with the score of the post-test. The comparison of the both tests has been shown in the following table.

Table No.10
Comparison of Second Progressive Test and the Post-test

Test	No. of the Students	Obtained Marks	Percentage	Difference	Difference %
Second Progressive Test	32	492	61.5	87	17.68
Post-Test	32	579	72.37		

The above table shows that the total score of the second progressive test is 492, i.e. 61.5 percent whereas the total score of the post-test is 579, i.e. 72.37 percent. The post tests' score is increased by 87, i.e. 17.68 percent to the second progressive test. This increment in the percentage of the post-test clearly shows the fact that use of realias in teaching speaking skill seems effective.

3.3.6 Comparative Analysis of the Pre-test and the Post-test Scores

The score of the pre-test is analyzed and compared with the score of the post-test. The comparison of the both tests has been shown in the following table.

Table No.11
Comparison of the Results of Pre-test and Post-test

Test	No. of the Students	Obtained Marks	Percentage	Difference	Difference %
Pre-test	32	348	43.5	231	66.37
Post-test	32	579	72.37		

As the above table shows that the total score of the pre-test is 348, i.e. 43.5 percent while the total score of the post-test is 579, i.e. 72.37. Here the post tests' score is increased by 231, i.e. 66.37 percent which is very high than that of pre-test. This high increment of the mark from the pre-test to the post-test reveals the fact that use of realias helped to develop students' proficiency on the speaking skill.

CHAPTER FOUR

FINDINGS AND RECOMMENDATION

The present research entitled “Use of Realia in Teaching Speaking” has made an effort to find out the effectiveness of Realias in teaching speaking skill. For this purpose, the researcher selected a private boarding school of Kathmandu district named Capitol Hill Academy. He taught twenty-one lessons to the students of grade four. These lessons included five different language functions namely stating purpose/function, making comparison, describing things, using telephone and Ordering etc. He constructed a pre-test and administered before the beginning of any experimental teaching. After giving the Pre-test, other two Progressive tests viz. First Progressive and Second Progressive Test were administered and finally, the post-test was conducted. The score of every test was analyzed and compared with each other. The findings derived from analysis are listed below.

4.1 Findings

On the basis of analysis and interpretation of the data, the following findings are drawn.

- a. After analysis and comparison of the pre-test and the post-test, it was found that the average score and the percentage of the post-test were higher than that of the pre-test. Therefore, on the basis of this analysis it can be claimed that the use of realias in teaching speaking skill is effective.
- b. In analyzing the pre-test result, it was found that the total mark of all the students was 348 that is 43.5%. The highest score of the pre-test was 29 that is 58% and the lowest score was 16 that is 32% and the average score was 21.75. Therefore, the result of the pre-test is satisfactory.
- c. When the score of the first progressive test was analyzed and interpreted, it was found that the total score of the first progressive test was 438 that is

54.75%. The average score of the test was 27.37 where the highest score was 35 that is 70% and the lowest score was 21 that is 42%.

- d. After the analysis and interpretation of the second progressive test, it was found that the total score of the second progressive test was 492 that is 61.5%. The average score was 30.75. Similarly, the highest score was 36 that is 72% and the lowest score was 22 that is 44%. The increment in the average score and the percentage showed that the use of real objects in teaching speaking skill was effective.
- e. When the post-test was analyzed and interpreted, it was found that the total score of the post-test was 579 i.e. 72.37%. The highest score was 44 i.e. 88%. The lowest score was 27 i.e. 54% and the average score was 36.18. Thus, the increment in the total score and average score showed that the real objects technique was really effective in developing students' performance on speaking skill.
- f. The total percentage of the pre-test was 43.5% and total percentage of first progressive test was 54.75%. The percentage of first progressive test was increased by 11.25%. Thus, it is proved that the first progressive test's percentage was higher than that of the pre-test.
- g. It was found that the total percentage of pre-test was 43.5% and the total percentage of second progressive test was 61.5%. The second progressive test's percentage was increased by 18.%. Thus, the increment in the percentage clearly shows that there was difference between the pre-test and second progressive test.
- h. In comparative analysis of the first progressive test and the second progressive test, it was found that the total percentage of the first progressive test was 54.75% and the total percentage of the second progressive test was 61.5%. The second progressive test's percentage was increased by 6.75%. Here, the increased percentage clearly shows that there was difference between the first and second progressive tests.

- i. From the comparative analysis of the first progressive test and the post-test, it was found that the total percentage of first progressive test was 54.75% and the total percentage of the post-test was 72.37%. The post-test's percentage was increased by 17.62%. Therefore, the increased percentage indicates that the students' proficiency on speaking skill was increased in the post-test in comparison to the first progressive test.
- j. It was found that the total percentage of the second progressive test was 61.5% and the total percentage of the post-test was 72.37%. Here, the post-test's percentage was increased by 10.87%. Therefore, the increment in the percentage proves that the student's performance was better in the post-test in comparison to the second progressive test.

On the basis of the above findings, it can be concluded that the use of realias in teaching speaking skill will be fruitful if they are selected and implemented appropriately.

4.2 Recommendations

On the basis of the above findings, the following recommendations have been suggested for pedagogical implications:

1. From the analysis, interpretation and comparison of the data, it was found that the students had increasing result in all the four tests. Thus, it is proved that realias are effective in teaching speaking skill to the students. Therefore, the teachers are advised to use realias in teaching speaking skill to the students.
2. Real objects stimulate the students to speak the target language as well as read and write it. They stimulate the learners to lift their eyes from the books which make it easier and more natural for one to speak to others.

3. The use of realias in to the lesson is a great ice-breaker and serves as a useful tool to promote conversation. Therefore, the teachers are suggested to use this technique.
4. Experts, syllabus designers and methodologist at decision making level should encourage the use of realias in teaching speaking skill.
5. Systematic organization and management of the classroom are crucial factors for implementing the real object technique. Therefore, the teachers should pay due emphasis on these matters too, the teachers may face various difficulties. Thus, the following practical suggestions are suggested to the teachers to cope with the likely problems:
 - i. The real objects should be selected according to the level and capacity of the students.
 - ii. In the choice of real objects, the locally available things should be emphasized.
 - iii. To minimize the unnecessary noise, the students should be encouraged to avoid the native- talk and whisper while communicating with each other.

The present study is limited to the thirty-two students of grade four from a private boarding school of Kathmandu district. Only the five language functions were taught through realias. Thus, it can not be claimed that the findings of the study are applicable to all the schools of Nepal. Therefore, it is desirable to carry out the further studies involving more number of the students and schools to verify the findings of the study.

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