

Effectiveness of Realia in Teaching English Vocabulary

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Submitted by

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Recommendation for Acceptance

This is to certify that Mrs. Asmita Sigdel has prepared current thesis entitled 'Effectiveness of Realia in Teaching English Vocabulary' under my guidance and supervision.

I recommend this thesis for acceptance.

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Evaluation and Approval

Declaration

I hereby declare that, from the best of my knowledge, this research work is entirely original; no parts of it has ever been submitted to another university

Date: 4th July, 2024

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Asmita Sigdel

Dedication

Dedicated

To

MY BELOVED PARENTS

Whose unwavering dedication and relentless efforts have illuminated my path and
molded me into the individual I have become. I want to thank my parents for
believing in my dream.

Acknowledgement

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Abstract

This research entitled “Effectiveness of Realia in Teaching Vocabulary” aimed to figure out the effectiveness of applying realia in teaching English vocabulary. This is an experimental research in type. To accomplish this research, I had chosen twenty six students of grade five from one of the community schools running in Nijgadh Municipality of Bara district. Firstly, I administered a set of questions regarding vocabulary as pre – test in order to observe the existing competence of the students. Next, I divided the students in two different groups; experimental and controlled group implying non – random sampling procedure. I took the classes, from 15th May 2023 to 22nd June 2023, applying realia in experimental group and lecture method in controlled group. Those groups were formed to experiment effectiveness of realia in teaching primary students on English vocabularies of their level. Finally, in order to accumulate the data, I administered the same set of questions to find out their outcomes. The result showed huge difference between the outcomes of the both groups. The result portrayed that experimental group led the controlled group by average score 9.83. It revealed that use of realia for teaching English vocabulary in primary level is more satisfactory than that of lecture method.

This study contains total five chapters. Chapter one includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. Likewise, chapter two comprises review of related theoretical literature, review of empirical literature, implication of the study and conceptual framework. Furthermore, chapter three consists of methods and procedures applied for the study that comprises design of the study, population, sample and sampling strategies, research tools, sources of data (Primary and Secondary), data collection procedures,

data analysis procedure and ethical considerations. Besides, chapter four incorporates analysis of data and interpretations. Finally chapter five embraces findings, conclusion and recommendations. References and appendices have been attached at the end of this study.

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Abbreviations

ESL: English as Second Language

EFL: English as Foreign Language

ELT: English Language Teaching

L2: Second Language

NELTA: Nepal English Language Teachers' Association

i.e. : that Is

etc: Etcetera

T.U.: Tribhuvan University

K.G.: Kinder Garden

F.M.: Full Marks

%: Percent

CHAPTER ONE

INTRODUCTION

In Nepal English language is being taught as a foreign language. It is difficult here to teach as well to learn due to our first language. I had prepared a research report on 'Effectiveness of Realia in Teaching English Vocabulary', a kind of experiment research. I have written Background of the study, Statement of the problem, Objectives of the study, Research questions, Significance of the study, Delimitation, and Operational definitions of the key terms in this 'Introduction' chapter.

Background of the Study

Communication has various ways to be done. Among them language is the most commonly used means of communication and the property of only human beings. Language is the means of communication so we can connect one another through it. We all human beings are gifted with speaking ability forming some language. It is the barrier breaker for our life. It connects people and helps them to survive with harmony. Language is the most powerful and well developed means of human communication. English is an essential part of our daily life in contemporary society. English language is very important language, which is used all over the world as a tool for communication. Language is a systematic means of communication on through which we express our feelings, thoughts, ideas and emotions.

The word 'language' is defined in various ways by different linguists and scholars. According to Jespersen (1904, p4) "Language is not an end itself. It is a way of connection between souls, a means of communication." (as cited in Sthapit, 2001, p1). To quote Bloch and Trager (1942, p.5) "A language is system of arbitrary vocal

symbols by means of which a social group co-operates." Chomsky (1957, p.13) defines "Language is a set of sentences each finite in length and constructed out of a finite set of elements."

Crystal (2003, p.225) defines language saying, "the abstract system underlying the collection totally of speech, writing behavior of a community or the knowledge of a system by an individual". Language is universal medium to express human thoughts, feelings, ideas and emotions. English language is accepted as an international lingua franca.

Our country Nepal also has a lot of difficulties in teaching English language in the area where its national language is overwhelmingly used and preferred more. Due to the influence of first language many teachers and learners get fatigued and toiled during class. They must follow a new path of teaching that will ease them in classroom environment. In such condition language teaching techniques are the gifts for English language learning and teaching. They play main role while transferring the language. My focus was on teaching vocabulary using a teaching technique that can be the different taste and easier for learners. I tried to find out how effective would realia be in English vocabulary teaching in primary level. Does it help teachers in teaching and students in learning or not? Whether applying realia technique brings change in teaching learning activities or not?

Statement of the problem

Language teaching and learning is not a simple task. For instance English language learning is a challenging work for students having different language as their first language and English as second language. If students are motivated and engaged in communicative tasks in ESL/EFL context, there will be learning. Students are meant to work in pair but they don't get chance because of education system of our

country, where teacher centered method is mostly applied. When students don't get chance to engage with the assist of student centered method of teaching how can it be effective learning?

I through using realia in vocabulary teaching want to make it more fascinating learning. Primary level students instantly get promoted to secondary level. So, teaching vocabulary in such context needs varieties of techniques to follow and among them I am very keen for using realia technique. To make vocabulary teaching effective and appropriate according to the context, teacher must follow innovative techniques for teaching vocabulary inside classroom.

As an English language teacher I also have been challenged during vocabulary teaching. I found my students suffering to learn adequately. They also got difficulties in solving the vocabulary related tasks in classroom. By observing these challenges faced by the students I made a plan of doing research work in primary level students (class 5) based on experiment research design. I wanted to know what results could be when I used realia in English vocabulary teaching. I wanted a confirming check over the use of realia whether it could be beneficial or not.

Objectives of the study

The proposed study had two specific objectives they are:

- a. To find out effectiveness of realia in English vocabulary teaching.
- b. To suggest some pedagogical implications on the basis of findings.

Research Questions

The study was concerned with finding out the answers of given research questions.

- a. What is the effectiveness of realia in teaching English vocabulary?

- b. How does realia ease in teaching English vocabulary?
- c. How can realia correct the mistakes of the students?
- d. What are the pedagogical implications of realia in teaching English vocabulary?

Significance of the Study

After this research is carried out, the teachers of the English language will be benefited to adopt the realia to teach vocabulary. Similarly, this study will be highly significant for the ELT practitioners mainly who want to undertake researches in the field of teaching material. The aim of the research work is to find out the effectiveness of realia in vocabulary teaching. The study might be useful for all concerning people from learners to service provider including students, teachers, writers, planners, education administrators as well.

The carried - out report is definitely going to be helpful for the English language learner and teacher. The teaching sector will get new ideas about the method of teaching vocabulary. The research is going to help those people who want to try different technique in their teaching. This research will make it easier to English language teachers in making their ELT classroom extra effective than the usual. The research will give the knowledge about realia, a method of teaching vocabulary which will certainly help the English language users to enrich and enjoy the teaching learning activities.

Delimitation of the Study

I was limited for my study to certain boundary. In the same way this research was confined in terms of the following aspects:

- The research was limited to the primary level students.

- This research was limited to the students from one of the community schools belonging to Nijgadh Municipality of Bara district.
- This research was confined to twenty six students of grade five.
- The research was bound to the use of realia in teaching English vocabulary.
- The research was done with experimental research method and the students were divided into two different groups; experimental and controlled groups.
- The vocabulary teaching with realia was used only in experimental group.
- The teaching was done for thirty days period.

Operational definitions of the key terms

In this study following definitions would be used to carry out further research activities:

- a. **Effectiveness:** The word 'Effectiveness' in this study refers to the impact or influence of realia technique in solving problems related to English vocabulary teaching.
- b. **First language:** First language in this research means Nepali Language.
- c. **Realia:** in this study 'Realia' means method of teaching and teaching material means bringing the original object or its picture inside the experimental group only.
- d. **Experimental research:** in this research 'Experimental Research' refers to the method of research which was used in the research. It was used only in experimental group to find out the effectiveness of realia in English vocabulary teaching.

- e. **Holistic comparison:** In this research 'Holistic Comparison' is the comparing technique used to judge the effectiveness of realia in English vocabulary teaching. In gist, it is used to compare the result of controlled and experimental group in pre - test and post - test.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of review of the theoretical literature review, review of empirical literature, implications of the review for the study and conceptual framework

Theoretical literature review

Literature review is one of the essential tasks to conduct any research. The present chapter explains the existing theoretical literature related to the present study for the purpose of the finding out what have been studied and how those research works become helpful to this present study

English language teacher

A teacher must possess a strong personality and leadership skills to effectively guide students. Teachers need to manage and control the classroom environment to facilitate effective learning. Several key attributes are necessary to be become an effective teacher. They are;

1. A teacher should make an interesting lesson
2. A teacher must love his/her job
3. A teacher should have his/her own personality
4. A teacher should have much of knowledge
5. A good teacher is an entertainer in a positive sense not in negative sense

(Harmer, 1998:1-2)

In addition to strong leadership abilities, a teacher must foster an effective teaching and learning environment. This can be achieved by addressing the following

key points. 'Teachers should create a relaxed and enjoyable atmosphere in the class room. They should retain control in the class room as well as present work in an interesting and motivating way. They have to provide conditions, so pupils understand the work. Teachers should be clear for what pupils are to do and achieve. They ought to strictly judge what can be expected from a pupil. And they should definitely help pupils with difficulties as well as encourage them to raise their expectations of themselves. Developing personal mature relationship with pupil with demonstration of personal talents and knowledge is also required.'

Teaching English vocabularies

Vocabulary is the basic knowledge of learning L2 (second language), including English. As Linda Taylor states, "Vocabulary is central to language teaching and learning" (Taylor, 1990: ix). It means that if someone wants to learn L2, they have to learn vocabularies first. As a basic knowledge, vocabularies should be given in the early stage before they recognize grammar and the other skills of learning L2. Because with a good vocabulary, learner can express more what they feel and what they want to state.

If you spend most of your time studying grammar, your English won't improve much. You will see more progress by learning new words and expressions. You can say very little with grammar, but you can say almost anything with words. Thornbury (2002:13)

Teaching vocabulary to young learner is very different from teaching vocabulary to adult. It is not an easy task because this is their first experience with language learning, and they are not accustomed to it. Therefore, the teacher is suggested that he makes an interesting learning activity to the student in order that

they can understand well and the learning process can run well too. Crystal (2003, p. 126), defines vocabulary as, “A fixed set of words used as part of the definition of other words. The notion is found in such context as foreign language teaching, the teaching of reading and lexicography.”

Strategies for Teaching and Learning Vocabulary

Anuthama (2010, p.11-15) through the journal of NELTA discusses three strategies for teaching vocabulary. They are:

- i. The ripple effect
- ii. Teaching vocabulary in colour
- iii. The word wall approach

The Ripple Effect

According to Sweetser (1990), a polysemous word usually has a core meaning and all the other meanings come from it by means of a metaphor. The word-meaning expansion works like a ripple, which starts from a centre and extends outward. The centre or the core may denote a physical entity in the material world with a clear focus. This is extended to refer to other physical entities which it resembles. Finally, its meaning can be extended to encompass abstract concepts through the use of a metaphor.

Teachers find the Ripple Effect strategy a powerful one in vocabulary comprehension, retention and production. Learners learn how to make associations and use their imagination in the learning process. It enables learners to understand a word better. The diagramming can illustrate not only many meanings of a word, but also the links between those meanings. When selected carefully, it can also

demonstrate collocations and idiomatic usages. Through the links provided in a diagram, learners will more easily understand an abstract or alien concept. It is also helpful in fostering the target-culture awareness. Metaphorical thinking and language are universal, but the specific associations they involve vary across cultures. The method makes this very clear.

Teaching Vocabulary in Colour

Colours have a significant impact on health and psychology. A deficiency or excess of certain colours can lead to physical and emotional issues. Utilizing colour vibrations is a method used in treating various diseases and mental health problems. The colours of classroom walls, curtains, or even the teacher's clothing can either calm or agitate students. Additionally, colour is a vital tool in visual thinking, helping to distinguish ideas more clearly, stimulate creativity, and capture and direct attention. Even traditional notes can be improved with colour coding; maps, cluster maps, mandalas, and expressive drawing are much more effective in colour (Williams, 1993).

Using colour to highlight words helps learners focus on tasks and increase the time and attention they devote to each word. Underlining words or decorating them with coloured pencils is an activity that all students can do successfully, and this sense of achievement is very encouraging. Texts and exercises that are coloured with pencils feel more familiar and personal to learners, making them easier to work with when reviewing the material.

The Word Wall Approach

The research work that has been done on vocabulary learning so far has focused on three findings. Grabe and Stoller (1997) stated that vocabulary necessitates encountering new words multiple times across different contexts of discourse. Multiple exposures, of varying intensities and in contexts different in nature are said to gradually lead to a large recognition vocabulary. According to second study, extensive vocabulary learning happens when learners establish meaningful connections between newly introduced words and those they already know. Consequently, students use known words in new contexts and use new words with practical associations. This in turn allows for faster processing of words which are related semantically. According to Stahl, context can be a powerful influence on learners' vocabulary growth. But learning words from context is a long term process. By means of explicit instruction, language teachers can "compress that process so that students can learn more words in a shorter period of time" (Stahl, 1999 p.14).

The walls of words were not used as the only instructional tool for vocabulary development in his classroom. Learners consulted the Word Wall as a Thesaurus and spell-check during writing assignments. They utilized it as a resource during language development lessons. Special lessons and competitive games were created on the Word Wall to promote the adaption of strategies for learning vocabulary. They build learners' word power through explicit instruction, implicit learning, multiple exposures and opportunities for making meaningful connections among word. Repetition and recycling are made possible by using the Word Wall approach. The opportunity for learners to visually perceive, touch, hear, verbalize, and write the words led to increased retention of vocabulary and heightened enthusiasm for vocabulary acquisition.

Teaching Tools

Teaching tools are frequently noted for their ability to focus attention on meaning. Various tools available and visible within the classroom bring teaching to life. Numerous objects and items within the classroom can serve as visual aids. Corder (1973 as cited in Sapkota 2072, p127) stated everything belonging to or brought into the classroom, animate or inanimate, is potential visual aid. Blackboards, chalk, flannel boards, flashcards, charts, real objects, matchstick figures and pictures are examples of visual aids. Teaching aids assist students in focusing their attention on objects, actions, events, and situations, thereby providing meaning and context. These aids enhance long – term retention of information, and without them, lessons can become dull and fail to maintain students' interest.

A teaching aid is any tool, whether audible, visible, or both, that assists students in learning a language more efficiently and accurately. Although teaching aids are indispensable in effective teaching, they are not basic needs for any educational program but secondary or optional ones, Sharma (2004, p. 318).

In the absence of teaching materials, students often fail to pay attention to classroom activities. The adage "a picture is worth a thousand words" highlights the significance of teaching aids in education. The importance of visual aids in teaching, especially English, is further emphasized by the old Chinese proverb: "I hear and I forget, I see and I remember, I do and I understand." Thus, teaching materials are crucial components of the learning process, and students should be actively engaged with them. Specifically, in the context of teaching a second or additional language, visual aids play a vital role in the classroom.

Types of Teaching Tools

The classification of teaching tools listed below. (Testbook, 2024)

- i. Visual Aids: This includes things like pictures, diagrams, charts, and movies.
- ii. Audio Aids: For instance, recorded speeches, songs, or sound effects. A teacher might play a historical speech to teach history or play a song to help students remember a specific concept.
- iii. Audiovisual Aids: These aids combine both visuals and sound. Some examples include videos, animated clips, or a video call with an expert. Imagine learning about volcanoes by watching a film that vividly depicts an eruption with dramatic sound effects.
- iv. Tangible Aids: These are items that students can physically touch or manipulate. You get to touch and feel these things, which make the learning more real and memorable.
- v. Interactive aids: These tools enable students to engage actively and interact with resources such as smart boards, educational games, computer – based quizzes, or virtual reality systems. It's about actively engaging students, making learning more enjoyable and effective.
- vi. Printed Aids: Things like textbooks, charts, maps, and flashcards come under this.

Realia

Realia refers to real objects or items. Generally, any object that can be easily brought into the school or classroom, such as a piece of fruit, a ruler, a stone, a stick, an egg, or toys, is considered realia. Broadly speaking, even larger entities like the Himalayas or a lake, which can be used to explain the meaning of words or language items, fall under the category of realia. Sometimes, anything real that can be imagined and visualized in the students' minds can also be termed realia. For example, one can create an image of street puddles by pouring some water on the floor to simulate a puddle. Using realia helps teach not only the meaning of real objects but also the vocabulary related to them. Especially in our current context, concrete words are best taught using realia.

The primary benefit of using realia in the classroom is to create a more memorable learning experience for students. For instance, teaching fruit and vegetable vocabulary becomes more effective when students can touch, smell, and see the actual items while hearing the new words. This approach appeals to a boarder range of learning styles compared to using only flashcard images. (British council)

There are primarily two types of realia: those found inside the classroom and those outside the classroom. Realia within the classroom can be categorized into two types: they are: (a) Those which are available in the classroom (i.e. desk, bench, whiteboard, dustbin, wall etc.). (b) Those brought by teachers (i.e. stone, flower, plant, fruits, vegetables etc.). Various techniques can be employed using realia to teach language items and vocabulary effectively. Students of all ages, including adults, often benefit more from these methods than from traditional instructional approaches. The principles, methods, and techniques of teaching are crucial in

facilitating learning activities. Consequently, teachers must choose the most suitable options for teaching these items.

Various methods are employed by language teaching professionals and researchers. Among these, the use of realia for teaching English vocabulary is considered a prominent and effective method. Many educators believe that realia is advantageous because it is readily available in the local environment of schools, requires minimal effort to collect, and is cost-effective. This makes it a practical and efficient resource for enhancing vocabulary instruction.

The Disadvantages of Realia

Daud (2013, p6) explained that realia has not only some advantages, but it has some disadvantages too. First of all he has discussed on the size of realia that the main obstacle in presenting media realia in the classroom is a size too big; high-priced real object. Not all of realia can be brought to classroom. Likewise, realia takes a lot of time when it is used to practice in the classroom. Furthermore, teacher and students need more preparation when they want to use it.

The Advantages of Realia

Bably and Nusrat (2017:1) noted that there are some advantages of using realia are:

- a. Lesson which is presented to be meaningful a clear for the students.
- b. Bringing realia into classrooms has created the opportunities for students to be active learners and allowed instructors to be facilitators.
- c. Students feel comfortable and motivated with authentic materials.
- d. Using realia offers the learners the opportunity to be familiar with those vocabulary or structures and prepares them well for the real world.

- e. Using real objects into the classroom is to make the learning more interesting

Nowadays the teachers use the communicative approach but using authentic and realia materials (direct Method) and so on, in class and always interact with our students. Authentic materials reflect the real use of language in culturally appropriate contexts.

- Selection can be based on learner interests or requirements.
- They inherently promote improved reading and listening skills.
- They generate excitement, offer a departure from the usual routine, and inspire students.
- Learners hear, read and produce language that serves a useful purpose.
- Teacher must choose authentic materials that interest the learners.
- Realia must meet lesson objectives and illustrate authentic use of the language.
- We must use good quality video, sound, print, and graphics.

Toreniyazova and Otegenova (2022, p1085).

Realia in the Classroom

Realia refers to real objects, such as specimens of plants or animals and actual machines or tools, as they exist in real-life situations. These objects can enhance the learning experience and improve the retention of concepts. Using realia in the classroom is common and highly valued for fostering an active teaching-learning environment. It is beneficial across all subjects and suitable for students of any age or proficiency level.

In language teaching, for instance, realia offers learners, multi-sensory experiences by allowing them to see, hear, touch, and manipulate items. This interaction with authentic materials helps students engage with the language as it is used in real-life scenarios, addressing genuine communication needs.

Both traditional and virtual realia have been shown to improve concept retention. Real specimens, such as plants and tools, make learning more concrete, authentic, and engaging by allowing learners to handle and study these objects directly. Presenting real objects in the classroom, as they exist in everyday life, provides students with direct, hands-on experiences. Wikipedia

Review of Empirical Literature

Several researches have formerly been conducted relating to teaching materials and teaching vocabulary at the Department of English education, Faculty of Education T.U. I too have used some of them which are shortly reviewed under this empirical review:

Sharma (2011) carried out a research entitled "Effectiveness of Pictures in Teaching Vocabulary" that pointed to get the effectiveness of pictures in teaching vocabulary in the English language classroom. To achieve the objective, the researcher chose a school named Bal Jyoti Primary School from Tansen, Palpa. Through the help of the purposive sampling, she had selected thirty students of grade three to carry out this research work. She had prepared a set of pre/post test to collect required data. She had collected primary data through the help of the set of the test items. Thirty students had been divided into two groups; fifteen students in experimental group and other fifteen students in controlled group. The experimental group had been taught by using pictures whereas she had taught the controlled group using lecture method. The collected data was evaluated and decoded descriptively ,

which includes the progressive aspect of the both of the groups in learning vocabulary. She had prepared several figures, bar graphs and tables to demonstrate the analyzed data. In the findings, she expressed that experimental group had increased its average score by 78.8 percent but the controlled group had increased its average score by only 38.5 percent in holistic comparison. It was revealed that pictures are helpful and effective in teaching vocabulary and breaking the monotony.

Mandal (2012) carried out a research entitled “Teachers’ Views on the Use of Authentic Materials in Teaching English.” The main objective of the research was to identify and analyze the use of authentic materials by English teachers. Both primary and secondary sources of data were used to meet the objective of the study. The population of the study was lower secondary English teachers of private schools of Saptari district. The result showed that 55 percent of teachers from lower secondary schools used authentic materials in their classroom as a teaching learning materials and it was found that most of the teachers responded that newspaper was the most feasible materials in the ELT classroom.

Chaudhary (2013) carried out a research entitled ‘Techniques of Teaching Vocabulary Adopted by Lower Secondary Level English Teachers’ which aimed to find out the techniques of vocabulary taught by lower secondary level English teachers. Researcher had prepared a checklist and a questionnaire as the tools for data collection. Researcher had selected 10 lower secondary level English teachers of Sindhupalchok district. Researcher had observed total 40 classes as well as distributed questionnaire to each teacher. The collected data were analyzed and interpreted statistically. The findings was that the teachers taught the various aspects and sub – aspects of vocabulary using different techniques such as use of context, word analysis, rule giving, demonstration, mime, sense relation, modeling and drill, dictation and

spelling competition and so on.

Paudel (2015) has carried out a research entitled "Teachers' beliefs on the use of realia in teaching English vocabulary", a kind of survey research design and reported that he tried to find out what perspectives do teacher have on using realia. According to his research results, teachers in majority favoured realia as the best technique to teach vocabulary in primary level whereas some teachers have found different methods better than realia. He also found that 90% teachers agreed with the use of realia is best for mixed ability classes as well as for teachers' professional development. His findings paved my way to check its effectiveness in current context after around ten years.

Dhamala (2016) carried out a research on “The Effectiveness of Language Games for Developing Students’ Vocabulary” by using an experimental research design. The main objective of the research was to find out the effectiveness of language games for developing students’ vocabulary. The researcher selected only 28 students of grade nine of Kathmandu through non – random sampling procedure. The researcher had divided the students into experimental and controlled group and used pre – test and post – test design for the research. Research has demonstrated that students in the experimental group performed better in post-tests compared to those in the control group. The findings indicated that using language games to teach vocabulary was more effective than employing the lecture method.

Chaudhary (2018) conducted a survey research on 'Strategies adopted by grade nine students for learning vocabulary'. This particular study strived to find the strategies which have been practiced by grade nine students while learning vocabulary. This research was also oriented in finding the frequency of using such strategies. The researcher had used thirty nine grade nine students of three secondary

level public schools of Kirtipur area. Purposive non – random sampling procedure was used for sampling. The data were collected from the questionnaire. The major findings of this study were that majority of students used social strategies. They were found learning from glossary and with the help of their teachers. They were also learning vocabulary with the help of their family members. And as per the final findings, researcher noted that most of the students didn't keep the vocabulary note for the learning. It shows that vocabulary learning is either prioritized by the students or neglected too at the same time.

Rajbanshi (2016) conducted a research study entitled "Effectiveness of Teaching Vocabulary Through the use of Realia." To obtain the objective, he selected 40 students of grade four from a secondary school of Morang. He implied experimental research design and the students were divided into two different groups; Experimental and Controlled Group. He had applied same pre – test and post _ test questionnaire after teaching twenty four days using realia for experimental group whereas lecture method for controlled group. The finding displayed that performance of experimental group was more outstanding than that of controlled group.

Paudel (2017) carried out a research work entitled "Techniques used by primary level English teachers to motivate students". The main objective of this study was to find out techniques used by primary level English teachers to motivate students in ELT classroom. The research design of this study was survey. Researcher had used both primary and secondary sources for the data collection. Researcher had selected thirty primary level English teachers as a sample population for this study from Kathmandu valley. Purposive non – random sampling procedure was used in order to select the sample of this study. Questionnaire and classroom observation checklist were used as a research tool for the data collection. The findings of this study

presented that almost all of the teachers are using smile and talk theory and they are using interesting jokes, songs and rhymes to attract students toward learning. They also used colourful diagrams and they are also found questioning students who tries to disturb the classes. Such knowledgeable findings helped me to develop the idea of testing effectiveness of realia as well as gave me insights to motivate students in a way they have been practiced by other primary teachers.

Acharya (2023) carried out a research entitled 'Strategies Adopted by Basic Level English Teacher in Teaching Vocabulary: this Case Study was intended to check the strategies that teacher used in grade six in teaching English Vocabulary in different terms like Pronunciation, Spelling, Word meaning, Word Formation and Word Use. It also aimed to explore the most frequent and least used strategies. The study was based on case study under qualitative research design. The population of the study was basic level English teachers of private school in Kathmandu district. The tool used in the present study was observation checklist and questionnaire. The researcher observed 24 classes of a selected teacher from 30 April 2023 to 29 June 2023. The overall findings of the study reflected that out of 24 observed classes the teacher used different strategies for teaching different aspect of vocabulary. The teacher used modelling, visual representation, phonetic symbols, reading aloud, drilling and dictation for teaching pronunciation. Copying and read aloud and dictation for teaching spelling. The collected data showed the teacher frequently used dictation, drilling, modelling, explanation, translation, copying and read aloud and phonetic symbol while teaching different aspects of vocabulary. The least strategies used by the teachers are demonstration, contrast, prefix and style and register.

Dhamala (2023) studied enhancing vocabulary of young children through the use of matchstick figures and pictures in her master's thesis through the quasi –

experimental research design and reported that she tried to examine whether using pictures and matchstick figures (pin men) help students for developing vocabulary or not. According to her research results, students' improvements were seen in post – test better in experimental group than that of controlled group. He also found that even if the result was similar in pre – test experimental group performed better than control group achieving higher scores on most of the test items of vocabulary.

Upadhyaya (2023) conducted a research entitled “Short story as a strategy of developing vocabulary: exploring perceptions and challenges”. The main objectives of this study were to explore students' perception towards the use of short story in vocabulary development and to examine the challenges in learning vocabulary through it. It was a survey research done on forty students of different schools using random lottery sampling. The researcher had used open – ended and close – ended both type of questions to collect the data. And the researcher had found that majority from the students argued that stories enhance vocabulary. They also added that such technique also helped in learning antonym and synonym. They perceive vocabulary as the bone of English language. These major findings reveal that using short stories while learning vocabulary is a useful strategy for developing word power.

Implication of the Review for the Study

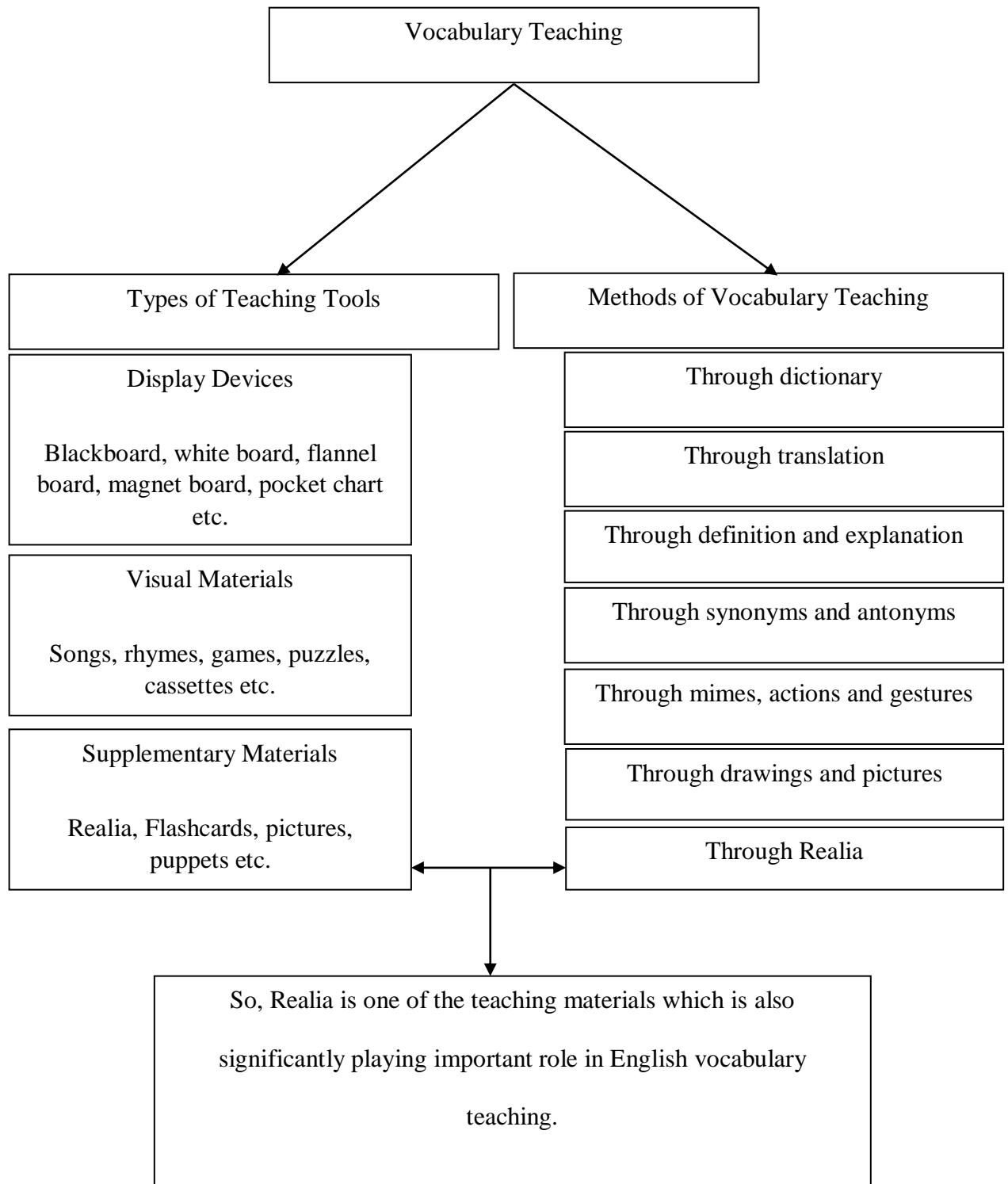
Though, there are several researches on using teaching materials and teaching vocabulary at different level but no researches based on using realia at grade five while teaching vocabulary has been done in our department. Hence, the present research aims at finding the effectiveness of realia in English vocabulary teaching. Out of eleven studies reviewed, all of them were conducted either on the vocabulary teaching or the use of realia in the department of English education. These studies are directly and indirectly related to my study. After reviewing these works, I have got lots of ideas regarding techniques i.e., which is teaching techniques, how they are used in the classroom, what sorts of teaching techniques are used most in that level etc. in teaching vocabulary. These studies are related to my topic and they enlighten me while doing my project.

Expanding on the research is the goal of the literature review. Before starting my research, I consulted a variety of sites to broaden my understanding. To help with my research, I read a lot of books, journals, and research papers. In particular, the study by Chaudhary (2018) gave me the impression that vocabulary instruction using various tools can significantly alter students' performance. From studying Upadhyaya (2023) and Dhamala (2023), I took away some knowledge on how to use various tactics well. Similar to that, Poudel's (2017) work gave me insight into how to get realia ready for the educational environment. The method I utilised for my research was greatly aided by Poudel (2015) thesis work. Similar to how Rajbanshi (2016) inspired me to write this study, Sharma (2011), Mandal (2012), Chaudhary (2013), and Dhamala (2016)'s works expanded my understanding of the efficacy of various approaches to teaching English vocabulary. I had the chance to assess the earlier investigations carried out by my seniors thanks to their research. In my quest for

gathering secondary data, it provided me with a new perspective. These researches increased my understanding of the value of the inductive approach to teaching English vocabulary.

Conceptual Framework

Figure 2



CHAPTER – THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter is comprised of research methodology. Some of them are detailed under the sub - topics of design and methods of the study, population sample and sampling strategies, study area/field tools for data collection, data collection procedure, and procedures of data analysis and interpretation. These topics describe the methods I have used during research work.

Design and Method of the Study

Wikipedia (2024) defines experiment as a systematic procedure conducted to test a hypothesis, evaluate a theory, or establish the effectiveness of something new. By manipulating one or two variables, experiments help to reveal cause – and – effect relationship. These studies, which can differ significantly in scope and objective, depend on replicable methods and through analysis of the outcomes.

There are so many research designs and I have used experimental research design. In this applied experimental research design twenty – six (who were basically enrolled in class five) students were selected and divided into two different groups: control group and experimental group. I had taken a pre – test before I made these groups. I had taken the pre – test with same questions to all selected students. So, I collected the first data for my research with the result came. I taught vocabulary in the experimental group using Realia but normal teaching of vocabulary in the control group.

Experimental group was taught vocabulary with the use of Realia. I had taken Realia to teach in experimental group, by showing them as well by giving them the

chance to observe it themselves. As well as I had taken the digital pictures of some vocabularies those are not physically available in our area. But I taught controlled group without the use of Realia but with the use of board writing, flash cards, etc. I asked them to memorize and learn the provided vocabularies.

After teaching them in different manner about four weeks from 15th May 2023 to 22nd June 2023 I had collected the last data for comparison and contrast. I had taken the post – test in both group with the same question to find out the actual effectiveness of Realia in vocabulary teaching. Then the first data of pre - test and last data of post - test were compared. With these data I carried out the findings of this research about the effectiveness of Realia in teaching English vocabulary.

Population Sample and Sampling Procedures

The sample was consisting of twenty – six students among the total population of twenty six. I had selected one of the primary schools of Bara district using non – random sampling procedures for the data collection. The sample of the research was grade five students of a primary school from Nijgadh Municipality.

Study Area

Only one school of Bara district was selected for the experiment. And the research was only limited in grade five and twenty - six students were taken. English vocabulary teaching was the study area and I had used Realia technique to teach vocabularies. It was done to find out the effectiveness of Realia in English vocabulary teaching.

Tools/Instruments for Data Collection

Tools/instruments are the major elements of data elicitation in any research study. In this research, I used pre – test and post – test items for data collection. I had made a set of question to take the pre – test and the post – test. The test items were constructed being based on Our English book prescribed for Grade Five students.

Data Collection Procedures

The following procedures were followed while collecting the data in this study:

First of all, I consulted the relevant literature, curriculum and textbook of grade five. A set of test items were developed as a tool for conducting pre – test and post – test. Then I informed the concerned school about my research and I requested for permission. After that I explained the respondents about the purpose of the study and then administered a pre – test to determine the actual level of the students in terms of the vocabulary. I divided the students in two groups: experimental and controlled on the basis of pre – test result. Students were selected on the basis of roll number. I had taught vocabularies in experimental group using Realia. On the other hand, the controlled group was taught through usual teaching method like lecture method, memorization, explanation, etc.

At the end of my study, I administered the post – test and the results of pre – test and post – test were compared and processed for analysis and interpretation using holistic analysis. It took almost four weeks duration for data collection procedure and research activities at that school.

Procedures for Data Analysis and Interpretation

I had used quantitative and descriptive methods to analyze the data. Quantitative method included simple statistical tools, like formulating tables and showing data in percentage and descriptive method included simple explanation of the data. Also, I administered a set of pre and post – tests for the controlled and experimental group students. It has been analyzed on the basis of marks obtained by the students. And comparison was made using holistic analysis method in chapter four.

Ethical Consideration

In the course of carrying out research, a researcher should be conscious related to the ethical issues and take the responsibility of his/her own research. As a researcher, I was conscious about the following ethical responsibilities while carrying out the research. I took permission of the selected school, students and due respect to the site without thinking the short - term benefits of the study. I proposed a plan to find effectiveness of Realia in teaching English vocabulary that would be as much as practicable to the participants and gave them a situation to study and participate in pre – test and post – test. In the same way, I have safely put the responses. Moreover, I have not included any sign and symbols that reveal the identities of respondents. Likewise, I reported the information being based on logical evidence and facts including authentic citation in the research.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with analysis and interpretation of the result. Analysis and interpretation is one of the most important stages to be dealt with at the process of writing thesis. The data were collected and tabulated systematically from the primary sources. The primary sources were the students of grade five of a primary school of Nijgadh Municipality, Bara. The record of the students' performance (i.e., pre - test and post - test) has been analyzed from different perspectives to figure out the effectiveness of realia in teaching English vocabulary.

Analysis of Data and Interpretation of Results

Following the experiment, data is analyzed based on the outcomes and categorized accordingly. The data collected are analyzed using a quantitative approach within the framework of experimental research. Each item is interpreted under specific sub-headings. The findings are presented in comparative formats, which include holistic, group-wise, and item-wise analyses.

Holistic Comparison

For the holistic comparison, the pre-test and post-test results of the experimental and control groups are compared. Twenty-six grade five students are divided into two groups, each consisting of thirteen students. The comparison is presented as follows:

Table - 1

**Comparative Analysis of Experimental and Control Groups in Pre – Test and
Post – Test Phases**

	Experimental group	Controlled group
Number of students	13	13
Full marks	40	40
Total marks	520	520
Marks obtained	154	162
Average in pre – test	11.85	12.46
Total marks	520	520
Marks obtained	383	273
Average in post – test	29.46	21
Differences	17.61	8.54

The table above shows that the experimental group had an average score of 11.85 in the pre-test and 29.46 in the post-test, reflecting an increase of 17.61 points. In contrast, the control group had an average score of 12.46 in the pre-test and 21 in the post-test, with an increase of 8.54 points.

This indicates that students in the experimental group improved by 17.61 points, suggesting the positive impact of using realia in teaching. The control group did not show the same level of progress, implying that the use of realia in teaching vocabulary is effective.

The following table provides detailed information on scores for different test items.

Table - 2**Comparative Average Scores of Both Groups in Each Category**

S.N.	Types of Test Items	F.M.	Experimental Group	Control Group	Differences
1.	Writing a word for given definition	5	2.38	1.01	1.37
2.	Choosing best answer	5	2.39	0.69	1.7
3.	Matching items	5	2.31	1.24	1.07
4.	Writing meaning	5	2.46	1.23	1.23
5.	Writing synonyms	5	2.23	0.77	1.46
6.	Writing antonyms	5	2.62	1.08	1.54
7.	Ticking the correct one	5	2.38	1.46	0.92
8.	Filling the blanks	5	1.62	1.08	0.54
	Average Total	40	18.39	8.56	9.83

The table displays a holistic comparison of the Experimental group and Control group across each category. It reveals that the Experimental group increased its average score by 18.39 from the pre-test to the post-test, whereas the Control group showed an increase of 8.56. This indicates that the Control group had a lower average score compared to the Experimental group. The Experimental group demonstrated better learning outcomes, with a lead of 9.83 in the average score, attributed to the positive effect of using realia. Therefore, it can be concluded that the use of realia is effective in teaching English vocabulary.

Items Wise Comparison

This section compares eight different types of test items.

Result of Writing Word for Definition

This is one of the test items included by the researcher in both the pre – test and post – test, with a total possible score of five marks.

Table - 3

Score Obtained in Writing Word for Definition

Group	Experimental	Control
Total score in pre – test	21	22
Average score in pre – test	1.62	1.69
Average percentage in pre – test	32.31	33.85
Total score in post – test	52	35
Average score in post – test	4	2.7
Average percentage in post – test	80	53.85
Difference in average score	2.38	1.01
Difference in average percentage	47.69	20

The table illustrates the performance of students in the Experimental group and Control group in both the pre-test and post-test. The Experimental group achieved an average score of 1.62 out of a total of five marks in the pre-test, which increased to 4 in the post-test, representing a 47.69% average score improvement.

In comparison, the Control group obtained an average score of 1.69 in the pre-test and 2.7 in the post-test, indicating a 20% average score increase. This suggests that using

realia, such as providing a single word for a definition, is effective in teaching vocabularies.

Result of Choosing Best Answer

This is one of the test items included in pre-test and post-test assessments, each carrying a total of five marks. Each item is graded on a one – mark basis.

Table-4

Scores Obtained in Choosing Best Answer

Group	Experimental	Control
Total score in pre – test	28	30
Average score in pre – test	2.15	2.31
Average percentage in pre – test	43.08	46.15
Total score in post – test	59	39
Average score in post – test	4.54	3
Average percentage in post – test	90.77	60
Difference in average score	2.39	0.69
Difference in average percentage	47.69	13.85

The table presents the performance of students in the Experimental group and Control group in both the pre-test and post-test. The Experimental group achieved an average score of 2.15 out of a total of five marks in the pre-test, which increased to 4.54 in the post-test, representing a 47.69% average score improvement.

In contrast, the Control group obtained an average score of 2.31 in the pre-test and 3 in the post-test, indicating a 13.85% average score increase. This suggests that the use of realia is effective in teaching vocabulary.

Result of Matching Items

This particular test item is included in both the pre – test and post – test evaluation, with a total allocation of five marks. Each individual item is worth one mark.

Table-5

Score Obtained in Matching Items

Group	Experimental	Control
Total score in pre – test	18	18
Average score in pre – test	1.38	1.38
Average percentage in pre – test	27.69	27.69
Total score in post – test	48	34
Average score in post – test	3.69	2.62
Average percentage in post – test	73.85	52.31
Difference in average score	2.31	1.24
Difference in average percentage	46.16	24.62

The table displays the academic performance of students in both the Experimental group and Controlled group across pre-test and post-test assessments. In the pre-test, the Experimental group achieved an average score of 1.38 out of a total of five marks, which increased to 3.69 in the post-test, indicating a 46.16% average score improvement.

In comparison, the Controlled group also scored an average of 1.38 in the pre-test and 2.62 in the post-test, showing a 24.62% average score increase. This suggests that the use of realia is effective in teaching vocabularies at the primary level.

Result of Writing Meaning

This test item was included in both the pre – test and post – test assessments, totaling five marks. Each item is graded with one mark.

Table-6

Score Obtained in Filling Writing Meaning

Group	Experimental	Control
Total score in pre – test	19	22
Average score in pre – test	1.46	1.69
Average percentage in pre – test	29.23	33.85
Total score in post – test	51	38
Average score in post – test	3.92	2.92
Average percentage in post – test	78.46	58.46
Difference in average score	2.46	1.23
Difference in average percentage	49.23	24.61

The table presents the academic performance of students in both the Experimental group and Controlled group in pre-test and post-test evaluations. In the pre-test, the Experimental group achieved an average score of 1.46 out of a total of five marks, which increased to 3.92 in the post-test, reflecting a 49.23% average score improvement.

In contrast, the Controlled group scored an average of 1.69 in the pre-test and 2.92 in the post-test, showing a 24.61% average score increase. This indicates that the use of realia is effective in teaching the meaning of words.

Result of Writing Synonyms

This particular test item is included in both the pre – test and post – test evaluation, with a total allocation of five marks. Each individual item is worth one mark.

Table-7

Scores Obtained in Writing Synonyms

Group	Experimental	Control
Total score in pre – test	20	22
Average score in pre – test	1.54	1.69
Average percentage in pre – test	30.77	33.85
Total score in post – test	49	32
Average score in post – test	3.77	2.46
Average percentage in post – test	75.38	49.23
Difference in average score	2.23	0.77
Difference in average percentage	44.61	15.38

The table displays the academic performance of students in both the Experimental group and Controlled group in pre-test and post-test assessments. In the pre-test, the Experimental group achieved an average score of 1.54 out of a total of five marks, which increased to 3.77 in the post-test, reflecting a 44.61% average score improvement.

In contrast, the Controlled group scored an average of 1.69 in the pre-test and 2.46 in the post-test, showing a 15.38% average score increase. This suggests that the use of realia is effective in teaching synonyms in vocabulary instruction.

Result of Writing Antonyms

This set comprises the sixth type of test items, encompassing five questions, each valued at one mark, thus totaling five marks overall.

Table-8
Scores Obtained in Writing Antonyms

Group	Experimental	Control
Total score in pre – test	18	15
Average score in pre – test	1.38	1.15
Average percentage in pre – test	27.69	23.08
Total score in post – test	52	29
Average score in post – test	4	2.23
Average percentage in post – test	80	44.62
Difference in average score	2.62	1.08
Difference in average percentage	52.31	21.54

The table illustrates the academic performance of students in both the Experimental group and Controlled group in pre-test and post-test assessments. In the pre-test, the Experimental group achieved an average score of 1.38 out of a total of five marks, which increased to 4.00 in the post-test, reflecting a 52.31% average score improvement.

In contrast, the Controlled group scored an average of 1.15 in the pre-test and 2.23 in the post-test, showing a 21.54% average score increase. This indicates that the use of realia is effective in teaching antonyms.

Result of Ticking the Correct One

This set comprises the seventh type of test items, encompassing five questions, each valued at one mark, thus totaling five marks overall.

Table-9

Scores Obtained in Ticking the Correct One

Group	Experimental	Control
Total score in pre – test	11	13
Average score in pre – test	0.85	1
Average percentage in pre – test	16.92	20
Total score in post – test	42	32
Average score in post – test	3.23	2.46
Average percentage in post – test	64.62	49.23
Difference in average score	2.38	1.46
Difference in average percentage	47.7	29.23

The table illustrates the performance of students in both the Experimental and Controlled groups on pre-tests and post-tests. The Experimental group achieved an average score of 0.85 out of a total of five marks in the pre-test, which increased to 3.23 in the post-test, marking a 47.7% average improvement. Conversely, the Controlled group scored an average of 1 in the pre-test, rising to 2.46 in the post-test,

reflecting a 29.23% average improvement. These results suggest that incorporating realia is beneficial for teaching vocabulary.

Result of Filling the Blanks

This is eighth type of test items containing five questions, each worth one mark, totaling five marks in all.

Table-10

Scores Obtained in Filling the Blanks

Group	Experimental	Control
Total score in pre – test	19	20
Average score in pre – test	1.46	1.54
Average percentage in pre – test	29.23	30.77
Total score in post – test	40	34
Average score in post – test	3.08	2.62
Average percentage in post – test	61.54	52.31
Difference in average score	1.62	1.08
Difference in average percentage	32.31	21.54

The table illustrates the performance of students in the Experiment and Controlled groups on pre-test and post-test assessments. The Experimental group achieved an average score of 1.46 out of a total of five marks in the pre-test and 3.08 in the post-test, showing an average percentage increase of 32.31%. In comparison, the Controlled group scored an average of 1.54 in the pre-test and 2.62 in the post-test, with an average percentage increase of 21.54%. These results indicate that using realia is beneficial in teaching vocabulary.

Error Improvement of the Students

1. Writing Word for Definition

In question number one students were asked to write the word for each definition. Most of the students in experimental group committed error. For instance, in pre – test, 'architect' was written in the place where there 'chef' is correct. But in the post – test most of the students improved their error and correctly answered, whereas, many students were found erroneous, in the controlled group.

2. Choosing Best Answer

The second question was choosing the best answer from the multiple options. Many students carelessly wrote answers in pre –test like they wrote 'place' instead of 'notes' in the question number d. Similarly, in question number e. they wrote 'worry' and 'visit' more common than the correct answer 'hurry'. But after they were taught using realia in experimental group, they overcome these problems and corrected their error to optimum level.

3. Matching items

Another question was asked for matching the words with their meanings. The students from experimental group committed error for the word 'trade' and 'different'. It showed they were unable to answer such words meaning clearly first but later on they were found correcting their error to maximum and got improved after they were taught in experimental group. But the students from the controlled group continued their errors simultaneously.

4. Writing Meanings

Next question was asked for giving the meaning for the provided words. In the pre – test experimental group's students made errors for the words 'demon', and 'disciplined'. But their errors got corrected after the separate teaching through realia. They overcome their errors in post – test with fifty percentage raise than the result of pre – test. Ninety percent of the students from experimental group supplied correct meaning of the words 'demon', and 'disciplined'.

5. Writing Synonyms

The question number five was asked to write the similar words from the provided. The students from experimental group in the pre – test wrote wrong answers like they had written wrong answers for the words 'meal', and 'look' mostly. But in the post – test they corrected their mistake and were become able to answer correctly.

6. Writing Antonyms

Next question was asked to write opposite words from the given five words. Students from experimental group were similarly found making errors in pre – test while writing the opposite meaning of the some words like, 'speak', and 'run'. Controlled group students had made mistakes in the same questions mostly but after the post – test experimental group students are found more corrected than the controlled group students.

7. Ticking the Correct Answer

Another question was asked to choose the best answer from the multiple answers and was bit more complex for the all students. Experimental

group in the pre – test made more errors in the choosing the best answers. They had randomly selected the answers rather than doing it rationally. They wrote impressed for exhausted, fast for furious and poor for the word dutiful. But after they were taught vocabulary using realia they overcome their issues almost and correctly became able to choose the best alternate in the post – test.

8. Filling the Blanks

In the last question of the pre – test, they were asked to choose between the correct word from the similar sounding words. In the pre – test half of them were unable to get the writer answer from question number a, b, c, & d. Those students wrote wrong word for each question. But it was clearly accomplished with ninety percent in their post – test examination.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

Findings

This research has made an effort to find out the effectiveness of realia in teaching English vocabulary. The research was conducted in one of the primary schools of Nijgadh - Bara involving twenty - six students of grade five. The chosen students were divided into two groups: an experimental group and a control group. After analyzing and interpreting the data collected over four weeks of teaching, I have arrived at the following findings:

- The primary purpose of the thesis report was finding the effectiveness of realia in teaching vocabulary which is finally turned true. Teaching vocabulary using realia is found effective.
- Researcher found that using realia for teaching vocabulary in writing a single word for the given definition is comprehensive. As per the result on table number 3, the experimental group had achievement of 47.69 where as control had only 20
- The observed data shows that use of realia in choosing the best answer is found effective. I found 47.69% increase in the result of experimental group which is 33.84% higher than the result of controlled group.
- Likewise, researcher found that use of realia is more effective to teach matching items. Their progress was seen like experimental group's average percentage was 21.54% higher than of the controlled group.
- Findings reveal that use of realia is literally helpful for writing meaning of the mentioned words.

- Researcher concluded that using realia for writing synonyms is useful indeed in primary level. It is based on the table number 7 where I found out experimental group having 44.61 growth in comparison to control group having 15.38 on the same sort of test item.
- Findings depict that using realia for writing antonyms is useful indeed too in primary level. Controlled group scored below half than experimental group in this item.
- Overall performance of the experimental group disclosed that it is certainly effective to ticking the correct answer among the options using realia.
- The result of filling the blanks also portrays that use of realia is quite effective to teach vocabulary. The result of experimental group was doubled in post – test.
- Because of the use of realia in teaching vocabulary, students became able to improve errors committed in the exercises of text in pre - test dramatically. As per the average error correction record experimental group outnumbered the performance of control group drastically.

Conclusion

Various sorts of teaching materials are used in teaching learning activities. Among them realia presents real objects or pictures of the object. In this research, realia was used for teaching vocabulary in grade five in one of the primary level schools of Bara district. Students were split into two groups: one was taught vocabulary using real objects (realia), while the other was taught with regular lectures. After comparing their test scores before and after the lessons, the group taught with realia scored higher on the post-test. Not only the higher score but also the improvement of error was high in experimental group. In a nutshell, use of realia in teaching vocabulary at primary level is literally advantageous and convenient.

Recommendations

The following recommendations can be considered on the basis of major findings of the study. Here are described some policy based, practice based and further research - based recommendations clearly.

Policy Related

- This study shows that experimental group performed significantly better in handling the vocabulary. Therefore, the use of realia in the vocabulary teaching process should be emphasized in educational policies.
- The concerned educational offices should conduct many more training regarding the use of realia so that the teachers can easily be aware of how to and when to use realia in their teaching profession.
- Textbook authors should incorporate various teaching materials into their books, enabling teachers to use these resources to enhance the effectiveness of their teaching and learning activities.

Practice Related

Huge number of teaching materials is found to be used in teaching learning activities for teaching vocabulary along with lots of teaching techniques. My practice related recommendation goes to teachers to use realia as much as possible. It has a great impact upon teaching vocabulary. On the basis of the findings of my research I want to suggest the use of realia in teaching vocabulary to be applied. All the English language teachers are referred to apply realia while teaching vocabulary primary level.

Further Research Related

This research was conducted with the application of experimental research design. It is one of the methods of carrying out research work. This research was bounded to the twenty - six grade five students of one of the primary schools from Nijgadh - Bara. It can't be complete itself as it was conducted in one place and context and can be different in different place, time and context. Therefore, I don't claim that it is complete in itself. Since it is an experimental research, it could not cover in the greater number of population. Therefore, additional research can be conducted in this field. I have tried to mention some suggestion and related area for the research.

Such type of similar researches can be conducted in another place in other classes and other districts too. This thesis was done using experimental research design; other methodology can be carried out to find the results. Not only realia but also several teaching materials such as audio materials, video materials etc can be used to conduct research regarding vocabulary and researcher can also find out the effectiveness of other techniques. Researcher can also apply action research method for other better findings. This research was accomplished in the period of four weeks. So, others can conduct more than one month researches to obtain more valid outcomes in the future time.

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APPENDIX- I

Participant consent form

Department of English Education

Tribhuvan University

Mr. Sanjaya Basnet (Supervisor)

Department of English Education

Hetauda Campus, Hetauda

Effectiveness of Realia in Teaching English Vocabulary

1. I have read the Participant Information Statement and talked to the researchers about the study if I wanted to.
2. I got answers to all my questions about the study, and I am satisfied with the answers.
3. I understand that joining this study is completely my choice, and I don't have to participate if I don't want to.
4. I know that I can leave the study at any time before I submit my responses.
5. I understand that my personal information collected during this study will be kept safe and only used for the agreed purposes. My information will only be shared with others if I give permission.
6. I know that the study results may be published, but my name or any details that could identify me will not be included.

I consent to:

Fill the questionnaire:

Yes []

No []

Signature _____

Name _____

APPENDIX – II

A SAMPLE OF TEST ITEMS

These test items had been prepared and given to the students to take data for the research work entitled **Effectiveness of Realia in Teaching English Vocabulary**.

The researcher hopes that you all co-operate by participating in these test items.

Thank you

APPENDIX III**Test Items (Pre – test / post – test)**

School's name: **FM:40**
Class: **V** **PM: 16**
Student's name: **Date:**

Attempt all the questions.

1. Write the words from the box next to the correct definition. 5

(Architect/ Chef/ Horror/ Comedy/ Mechanic)

- a. _____ a sort of movie that is funny.
- b. _____ a sort of movie that is scary.
- c. _____ a person who repairs machines.
- d. _____ a person who designs buildings.
- e. _____ a person who cook meal.

2. Choose the best answer. 5

- a. He often borrows books from the _____.
 - i. Scissors
 - ii. Library
 - iii. Occupation
 - iv. Hospital
- b. My friend frequently goes to _____ to see the doctor.
 - i. School
 - ii. Library
 - iii. Hospital
 - iv. Shop
- c. We cut the clothes with _____.
 - i. Scissors
 - ii. Gloves
 - iii. Screw Driver
 - iv. Pliers

d. While the teacher spoke, her students listened and took _____.

i. Shorts ii. Office

iii. Place iv. Notes

e. If we don't _____, we will be late.

i. Worry ii. Visit

iii. Hurry iv. Shout

3. Match the clues with their vocabulary words on the right.

5

A	B
I. Not the same	A. Proper
II. Being pals	B. Building
III. Correct	C. Friendship
IV. House	D. Different
V. Buying and selling goods	E. Trade

4. Write the meaning of the following words:

5

a. study

b. weep

c. disciplined

d. tall

e. demon

5. Write the similar word for the following.

5

a. happy

b. meal

c. look

d. write

e. speak

6. Write the opposite word for the following.

5

a. happy

b. sit

c. speak

d. run

e. open

7. Tick the correct one. 5
- a. To be exhausted means to be _____
- i. Tired ii. Impressed
- iii. Interested iv. Rich
- b. To be furious means to be _____
- i. Rich ii. Angry
- iii. Interested iv. Fast
- c. To be wealthy means to be _____
- i. Angry ii. Interested
- iii. Rich iv. Poor
- d. to be dutiful means to be _____
- i. Rich ii. Poor
- iii. Perfect iv. Obedient
- e. to get pleasure means to _____
- i. Enjoy ii. Cry
- iii. Weep iv. Hide
8. Fill in the blanks with the correct word from the bracket 5
- a. I can _____ your pain. [feel/ fill]
- b. I will _____ ink. [feel/ fill]
- c. This medicine can _____ your wound. (heal/ heel)
- d. Her _____ is paining. [heal/ heel]
- e. Wash your hands with _____. [soap/ shop]

APPENDIX IV**Marking Scheme**

School's name **FM: 40**

Class: Five **PM: 16**

1. Write the words from the box next to the correct definition. 5

- a. Comedy - a sort of movie that is funny.
- b. Horror - a sort of movie that is scary.
- c. Mechanic - a person who repairs machines.
- d. Architect - a person who designs buildings.
- e. Chef - a person who cook meal.

2. Choose the best answer. 5

- a. He often borrows books from the _____.
 - i. Scissors
 - ii. Library**
 - iii. Occupation
 - iv. Hospital
- b. My friend frequently goes to _____ to see the doctor.
 - i. School
 - ii. Library
 - iii. Hospital**
 - iv. Shop
- c. We cut the clothes with _____.
 - i. Scissors**
 - ii. Gloves
 - iii. Screw Driver
 - iv. Pliers
- d. While the teacher spoke, her students listened and took _____.
 - i. Shorts
 - ii. Office
 - iii. Place
 - iv. Notes**
- e. If we don't _____, we will be late.
 - i. Worry
 - ii. Visit
 - iii. Hurry**
 - iv. Shout

3. Match the clues with their vocabulary words on the right.

5

A	B
i. Not the same	Different
ii. Being pals	Friendship
iii. Correct	Proper
iv. House	Building
v. Buying and selling goods	Trade

4. Write the meaning of the following words:

5

- a. Study – look at closely in order to observe or read.
- b. Weep – to express deep sorrow for usually by shedding tears.
- c. Disciplined – showing a controlled form of behaviour or way of working.
- d. Tall – great or more than average height.
- e. Demon – an evil spirit or devil.

5. Write the similar word for the following.

5

- a. Happy- merry/ joyful/ contented
- b. Meal – dinner/ grits
- c. Look – glance/ stare/ peek
- d. Write – draft/ note
- e. Speak – chat/ communicate/ talk

6. Write the opposite word for the following.

5

- a. Happy – sad/ worry
- b. Sit – stand/ rise
- c. Speak – be silent/ gabble/ intone/ mutter
- d. Run- stay/ dawdle
- e. Open – close/ shut

7. Tick the correct one.

5

- a. To be exhausted means to be _____
 - i. **Tired**
 - ii. Impressed
 - iii. Interested
 - iv. Rich

- b. To be furious means to be _____
i. Rich **ii. Angry**
iii. Interested iv. Fast
- c. To be wealthy means to be _____
i. Angry ii. Interested
iii. Rich iv. Poor
- d. to be dutiful means to be _____
i. Rich ii. Poor
iii. Perfect **iv. Obedient**
- e. to get pleasure means to _____
i. Enjoy ii. Cry
iii. Weep iv. Hide
8. Fill in the blanks with the correct word from the bracket 5
- a. I can feel your pain. [feel/ fill]
- b. I will fill ink. [feel/ fill]
- c. This medicine can heal your wound. (heal/ heel)
- d. Her heel is paining. [heal/ heel]
- e. Wash your hands with soap. [soap/ shop]

APPENDIX V

Sample of Lesson plan for controlled group

School's Name:

Class: V (Five)

Teaching items: Vocabulary

Time: 40minutes

1. Objectives:

At the end of the lesson the students will be able to:

- i) Identify the new vocabulary words.
- ii) Define the new vocabulary words.
- iii) Use the new vocabulary words.

2. Teaching materials:

- i. Whiteboard and markers.
- ii. Flashcards of vocabulary words.
- iii. Handouts with sentences or questions related to the vocabulary words.
- iv. Coloured markers or stickers.

3. Teaching activities:

- The teacher enters to the classroom and explain the words and their meanings
- The teacher uses the flashcards to show the word and their meanings.
- The teacher explains the words to all students and asks students to remember the meanings of the words.
- At last, the teacher gives class work to do the vocabulary exercise.

4. Evaluation:

- Make a sentence using given words.

APPENDIX VI**Sample of Lesson Plan for Experimental Group**

School's Name:

Class: V (Five)

Teaching items: Simple Present Tense

Time:40 minutes

1. Specific objectives:

On the completion of this lesson the students will be able to:

- iv) Identify the new vocabulary words.
- v) Define the new vocabulary words.
- vi) Use the new vocabulary words.

2. Teaching materials:

- v. Realia objects.
- vi. Whiteboard and markers.
- vii. Flashcards with images of the realia objects.
- viii. Handouts with sentences or questions related to the vocabulary words.
- ix. Coloured markers or stickers.

3. Teaching learning procedures:

I. Introduction

- I will begin the lesson by explaining students that they will be learning new vocabulary words using real objects from everyday life.
- I will share the lesson objective with the students and emphasize the importance of building their vocabulary.

II. Pre-teaching Vocabulary

- I will write down the vocabulary words on the whiteboard.
- Then I will pronounce each word clearly and have the students repeat after me.
- I will show the flashcards with images of the vocabulary words to reinforce understanding.

III. Realia Activity

- I will display the realia objects on a table or in a designated area of the classroom.
- I will divide the students into small groups and assign each group a different realia object.
- In their groups, students will examine the object, discuss its name, and brainstorm words related to it.
- After that I will encourage them to use the new vocabulary words that I introduced earlier.
- Each group will then present their object to the class, describing it and using the new vocabulary words in sentences.
- After each presentation, I will ask the other students to add any additional words or phrases they can think of related to the object.

IV. Sentence Completion

- I will distribute handouts with sentences or questions related to the vocabulary words. Students will complete the sentences using the new words they will get learned.
- Then I will allow students to work individually or in pairs to complete the sentences.

V. Group Discussion

- I will conduct a brief group discussion where students share their completed sentences or answers with the class.
- I will encourage them to use the new vocabulary words in their discussions.

VI. Wrap-up

- I will review the key vocabulary words and their meanings one more time.
- I will, at last, thank the students for their active participation and effort.

4. Evaluation

- I will ask them to make sentences using the given words in the whiteboard.
- I will assign them homework.

APPENDIX VII

Score in Pre – test and Post – test of Experimental and Controlled Group

S.N.	Students' name	Pre – test	Post – test	Differences
1	A	16	19	3
2	B	11	26	15
3	C	10	21	11
4	D	10	28	18
5	E	14	19	5
6	F	13	31	18
7	G	12	22	10
8	H	13	31	18
9	I	12	22	10
10	J	13	30	17
11	K	12	23	11
12	L	12	29	17
13	M	13	21	8
14	N	13	33	20
15	O	13	23	10
16	P	16	32	16
17	Q	14	19	5
18	R	12	33	21
19	S	7	22	15
20	T	11	29	18
21	U	12	33	11
22	V	11	30	19
23	W	13	18	6
24	X	6	19	13
25	Y	14	21	7
26	Z	13	32	19
	Average Score	12.15	25.23	13.08

APPENDIX VIII

Result Analysis of Experimental Group

S.N.	Students' name	Pre – test	Post – test	Differences
1	B	11	26	15
2	D	10	28	18
3	F	13	31	18
4	H	13	31	18
5	J	13	30	17
6	L	12	29	17
7	N	13	33	20
8	P	16	32	16
9	R	12	33	21
10	T	11	29	18
11	V	11	30	19
12	X	6	19	13
13	Z	13	32	19
	Average Score	12.62	29.46	16.84

APPENDIX IX

Result Analysis of Controlled Group

S.N.	Students' name	Pre – test	Post – test	Differences
1	A	16	19	3
2	C	10	21	11
3	E	14	19	5
4	G	12	22	10
5	I	12	22	10
6	K	12	23	11
7	M	13	21	8
8	O	13	23	10
9	Q	14	19	5
10	S	7	22	15
11	U	12	23	11
12	W	13	18	6
13	Y	14	21	7
	Average Score	12.46	21	8.54

APPENDIX X**Holistic Comparison**

Group	Experimental	Control
Full marks	40	40
Average in pre – test	12.62	12.46
Average in post – test	29.46	21
Differences	16.84	8.54