

CHAPTER - ONE

INTRODUCTION

This is the study entitled **Teachers' Beliefs on the Use of Realia in Teaching English Vocabulary**. This chapter of the thesis consists of general background, statement of the problem, objective of the study, research questions, significant of the study, delimitations of the study and operational definitions of key terms.

1.1 Background of the Study

Teaching materials include any material, program or machine that can be used to help the teacher present or explain his/her lesson better. They are especially designed to help the teacher save time and effort and to arouse interest on the part of the student's. Sometimes, teaching materials are different from teaching aids. Teaching material are those which have the content of teaching such as curriculum, course of study, text book and other supplementary materials like songs, rhymes, and games. On the other hand, teaching aids which are audible or visible or both which help students learn the language more quickly and more accurately.

Teaching aids and materials in language teaching are very important 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. El-Araby (1974, p.2) say, "Teaching aids, however are designed to help the teacher save time and effort. Many of them can be effectively used in large classes. Some of them relieve the teacher from many routine works. All of them make the class more lively and more interesting for the teachers and the students." 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 in to the classroom, animate or inanimate is a potential visual aid. Teachers, boys, girls, pets, plants, geometry-box, clothes, flowers, furniture, materials, objects, everything 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 etc. are visual aids. Teaching aids help students to focus their attention on objects, events and situation which give meaning and context. They help students to remember things for a long time. Students do not pay attention to what is happening in the classroom in their absence. Therefore they are much more essential in language classroom.

Teaching materials are often said to focus attention on meaning and all the materials that can be used and seen inside the classroom make teaching live. The teaching objects always present in the classroom motivate the students and make the teaching learning effective. The teacher must be effortful to make the class lively, to motivate the students and to make teaching realistic. The teacher should enter the classroom with new sets of visual aids and they should match with the aim and plan of the lesson.

There is a common saying that 'a picture is better than a thousand words'. The importance of teaching materials and visual aids can be clear from the old Chinese's proverb: I hear I forget, I see I remember, I do I understand. From this above we can understand the importance and role of teaching materials in teaching English.

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 helps our students learn the language more quickly and more accurately. The above sentence clearly says that teaching aids could be of two types: Visual– which appeals to the sense of seeing. They are pictures blackboard, OHP etc. On the other hand language lab, radio etc comes under audio-aids.

1.2 Statement of the Problem

Language teaching is not an easy task for everybody. In case of vocabulary, it is a part of language teaching. Vocabulary teaching is closely related to teaching materials. Without teaching material, teaching is incomplete. Since realia is concerned with teaching aid, it helps the teacher present subject matter easily and students understand the meaning clearly. So, in the lack of sufficient knowledge and understanding of realia, teaching might be worthless. Realias are the individual technique to teach English vocabulary that the teachers use during their teaching. Different teachers employ different realia and they have different view about realia. Moreover, they mostly said to be using translation and explanation. That's why I was interested to conduct research in this field.

1.3 Objectives of the Study

This study had the following objectives:

- a) To find out teachers' beliefs on the use of realia in teaching English vocabulary.
- b) To suggest some pedagogical implications based on findings.

1.4 Research Questions

This study was oriented to find out the answers to the following questions:

- a) Is it possible to teach English vocabulary using realia?
- b) What are the technique used by the teachers' to teach English vocabulary?
- c) Which technique is most effective to teach English vocabulary?
- d) What are the challenges faced by teacher while using realia to teach English vocabulary?

1.5 Significance of the Study

Realias for teaching have been receiving ever growing attention in the areas of vocabulary teaching and learning. It is fair to say that language education in many different contents have been seeking ways to help teachers become more successful. The application of realia to teach English vocabulary is viewed as a vehicle for successful teaching. A language teacher must possess the knowledge of the appropriate use of realia so as to make teaching more effective. In the context of Nepal, the people who belong to teaching need to gain and develop the ideas on the issues related to realia to be a good teacher.

This study is hoped to play a significant role in the field of language teaching giving a vision to those who are related to this field, such as, language teachers, students, textbooks, writers, materials developers, syllabus designers and an others who are directly or indirectly related in the field of study.

1.6 Delimitations of the Study

This study had the following delimitations:

- a) It was limited to the primary level English teachers of Nish, Boharagaun and Devistan VDC of Baglung district.
- b) Sample was limited to only 40 teachers.
- c) The study was limited to the responses obtained through questionnaire.
- d) The study was limited to the analysis of responses obtained from the respondents only.

1.7 Operational Definitions of Key Terms

- Realia** : In this study the realia means ordinary objects used in a class for teaching purpose.
- Profession** : In this study the word 'profession' refers to a type of job that needs special training a skill, especially one that needs a high level as education.
- Belief** : A strong feeling that sth/sb exists or is true; confidence that sth/sb is good or right.
- Category** : In this study, a group of people or things with particular features in common.
- Technique** : A particular way as doing sth specially one in which you have to learn special skills.
- Vocabulary** : The words that people use when they are talking about a particular subject.

CHAPTER - TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

The review of related literature provides the researcher both theoretical and empirical key points related to his/her subject of investigation. This chapter is about the review of both theoretical and empirical literature. It also includes implication of review for the study and conceptual framework. The review is presented in following sections.

2.1 Review of Related Theoretical Literature

Any research works are based on certain theoretical assumptions or principles. Theories and formulate the explain, predict and understand the phenomena and extend the existing knowledge within the limits of the critical bounding assumptions. This section includes the following theoretical reviews on teachers' beliefs on the use realia and vocabulary teaching.

2.1.1 Beliefs: An Introduction

Generally, beliefs are difficult to define but we can make some helpful statements to understand them. They are culturally bound. They are formed early in one's life. It is a proposition which may be consciously or sub-consciously held by an individual. It can be different from each other. Beliefs are said to guide people's thinking and action. So, it is a personal construct that serves as a guide to thought and behaviour.

To sum up, belief refers to a perception or attitude towards a particular thing or object. It is also the conceptual system of attitudes, values, ideologies and personal theories of understanding. These thing have formed impressions about themselves, their abilities and about the nature of knowledge how learning takes place. It plays an important role in many aspects of teaching as well as in

life. So the teacher also have their own belief towards teaching, learning, language and learners.

2.1.1.1 Teachers' Belief

Teachers come to the classroom with their own system of beliefs. Beliefs are important concepts in understanding teacher's thought process, instructional practices, changes and learning to teach. Teacher beliefs can be represented as a set of conceptual representations which store general knowledge of objects, people, events and their characteristics relationship. Teacher beliefs are related to student learning through some sequenced of events, mediated by the teacher that happen in the classroom.

Teachers' beliefs are important concepts which are studied in Teachers' Professional Development (TPD). According to Richards and Lockhart (2010, p. ix) "Reflective teaching goes in hand- in-hand with critical self-examination and reflection as a basis for decision making, planning and action". So, reflective teaching and TPD are closely related to each other they can make effect on teachers' beliefs. According to Borg, (2006, p.31) "Beliefs are involved in helping individuals make sense of the world, influence how new information is perceivd, and whether it is accepted or rejected". According to him, understand teacher's beliefs is essential to improve teaching practices and teacher education programmes. Similarly, Williams and Burden (2007, p.56) says "Beliefs were also found to be far more influencial than knowledge in determining how individual organize and define tasks and problems and were better predictors of how teachers behave in classroom". Again Williams and Burden (2007, p. 56-57) mention that "Teachers' beliefs about what learning is will affect everything that they do in the classroom, whether these beliefs are implicit or explicit".

Teachers' beliefs play an important role in many aspects of teaching as beliefs are assumption which shape the way we teach. In this regard, Richards and

Lockhart (2010, p.30) say "These beliefs and values serve as the background to much of the teacher's decision making and action, and hence constitute what has been termed the culture of teaching". Therefore, teaching and learning activities are directly related to teachers' beliefs towards learner's role in classroom. Regarding this fact Williams and Burden (2007, p.57) mentions "Teachers' deep rooted beliefs about how language are learned will pervade their classroom actions more than a particular methodology they are told to adopt or course book they follow". Teaching is a very personal activity. Individual teachers bring to teach very different beliefs and assumptions about what constitutes effective teaching. Teachers' beliefs had a greater influence than teachers' knowledge on the way they planned their lesson, on the kinds of decisions they made and on their general classroom practice.

Moreover, Teacher's beliefs bring new goals, attitudes and decisions in teaching. It is important for teachers to become aware of their own and their learners' beliefs during teaching and teaching process. So, teachers' beliefs play a central role in the process of teacher development (TD) as well.

2.1.1.2 Sources of Teachers' Beliefs

Teachers' beliefs system are built up gradually over time and consist of both subjective and objective dimensions. Richards and Lockhart (2010, p.30) give the following sources of teachers beliefs;

- i. Teachers own experience as language learners:** All teachers were once students, and their beliefs about teaching are often a reflection of how they themselves were taught.
- ii. Experience of what works best:** For many teachers experience is the primary source of beliefs about teaching. A teacher may have found that some teaching strategies work well and some do not.

- iii. Established practice:** Within a school, an institution or a school district, certain teaching styles, methods, approach is dominant that is established through practice in the learning environment.
- iv. Personal factors:** Personality includes extrovertness and introvertness. These factors plays an unique role to construct beliefs about language teaching and learning. It deals with the individual characteristics and behaviour.
- v. Educationally based or research-based principle:** Teachers may draw on their understanding of a learning principle in psychology, second language acquisition (SIA) or education and try to apply it in the classroom.
- vi. Principles derived from an approach or method:** Teachers may believe in the effectiveness of a particular approach or method of teaching and try to implement in the classroom.

2.1.1.3 Categories of Teachers' Beliefs

The term 'Category' refers to the class or division of something. Here, categories of teachers' beliefs deal with teachers' perceptions towards factors which are related to teaching English language. Regarding this Richards and Lockhart, (2010, pp.32-40) suggest five categories of the teachers' beliefs which are summarized in the following way.

i. Beliefs about the English Language (EL)

English refers to different things for different people. Teachers have different beliefs about why their learners should learn English. This may be because it is an international language, it will help the learners get better jobs, or because of the perceived beauty of the interaction associated with the EL.

ii. Beliefs about learning

Learning consist of acquiring, organizing principles through experience. Teacher's belief about learning may be based on their training, their teaching experience or may go back to their own experience as language learners.

iii. Beliefs about teaching

Teachers' beliefs about how they should teach are based not only on their training but also their personalities. so, teaching is a very personal activity and it is not surprising that the individual teachers bring to teaching very different beliefs and assumptions about what constitutes effective teaching. Therefore, different teachers follow the same teaching situation in different ways because for their beliefs and assumptions.

iv. Beliefs about the program and the curriculum

Any language teaching program reflects both the culture of the institution as well as collective decision and beliefs of individual teachers. Some teachers have distinct philosophies about the programmes and curriculum they are using. Other may follow the institutions or government dictates.

v. Beliefs about language teaching as a profession

The profession is a kind of occupation which can only be practiced after rigorous academic study. Richards and Lockhart (2010, P. 4) say "The degree to which individual teachers have a sense of professionalism about their work

depends up on their own working conditions, their personal goals and attitudes, and the career prospects available to language teacher in their community.

Some teaching have a distinct view of their profession as a career with goals and career opportunities. Other may not have such clearly established perspectives of their roles in teaching.

2.1.2 Vocabulary: An Introduction

Vocabulary is the most important aspect of language. It is a tool and medium of exchanging ideas, thoughts and feelings. Without command over vocabulary, we cannot express our ideas and thoughts. It is the basic building block of language.

According to Richards et.al (1985, p. 307), "Vocabulary refers to a set of lexemes, including single words, compound words and idiom" Similarly, Thornburry (2002, p.14) says, "Vocabulary is largely a collection of items." Vocabulary refers to the word that we use in our day to day life in order to express our feelings and thoughts. Likewise Ur (1999, p.45) also adds, "Vocabulary consists of more than one word". Further she clarifies "Vocabulary can be defined, roughly, as the words we teach in the foreign language"(p. 60). In general sense, it refers to the total number of words that wake up a language. Further says, Wallace (1982, p.9) says, "... it is possible to have a good knowledge of how the system of a language works and yet not be able to communicate in it; where as if we have the vocabulary we need it is usually to communicable after a fashion". In other words, vocabulary works as flesh and organ in the whole body of language. In this regard Harmer says, "If language structures make up the skeleton of language than it is vocabulary that provides the vital organs and flesh". So, vocabulary is very important aspect of language without which language doesn't function meaningfully.

All these definitions of vocabulary refer to the fact that vocabularies are the core part of any language. It refer to the word that we use in our day to day life

in order to express our feelings and thoughts. To communicate effectively, we need to select appropriate vocabulary and use them with the help to underlying rules.

2.1.2.1 Types of Vocabulary

Vocabulary can be classified on the basis of different criteria.

i. Content vs Functional Words

Richards et.al (1985, p.61) divide words into two classes, i.e. content and functional words. The words which refers to thing, quality, state or action and which have meaning in isolation. It shows that content words exists alone in a sentence. They have their own meaning in a sentence. Further, The words which have little meaning on their own, but show grammatical relationship in between sentences are known as functional words.

Thornbury (2002,P.5). Say "contents words carry high information. Content words are usually nouns, verbs, adjectives and adverbs". They are also called major words or open words. Similarly "Functional words include preposition, conjunction, auxiliaries, qualifiers, pronouns, articles".

II) Active vs passive vocabulary

Harmer (1991,p.159) says "Active vocabulary refers to the vocabulary that has been taught to learn and which learners are expected to be able to understand , pronounce and use constructively in speaking and writing " Harmer (ibid) further says ,"passive vocabulary refers to the words which the students recognize when they occur in context but which they will probably not be able to produce". Similarly Bhandari (2063, p. 162) says," By active vocabulary we mean the words which students will need to understand and also use themselves". Bhandari (ibid) again adds "Passive vocabulary is that vocabulary over which we do not have full command and we do not use in our speech". So active vocabulary are used frequently to express, desires feelings and thoughts

but passive vocabulary, on the other hand, is passive in use. It's not used frequently by learners.

III) Major vs Minor Words

Arts and Arts (1986, p.22) classify words into two types, i.e. major word classes and minor words classes. Major word classes are that we call open classes, the membership of which is unrestricted and, therefore, large. Minor word classes are closed classes, the membership of which is restricted and, therefore very small. Nouns, adjectives, verbs and adverbs are major words classes, whereas pronouns, prepositions, conjunctions, determinants and classifiers are minor words classes.

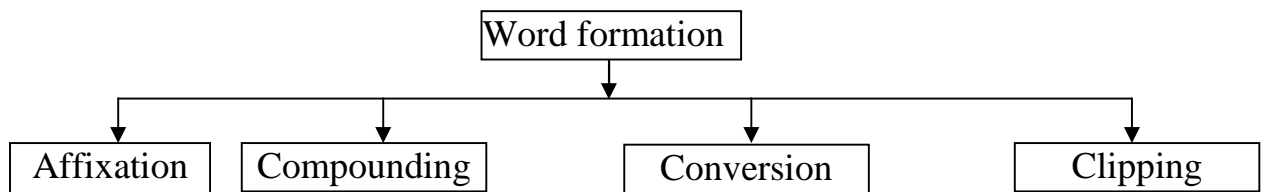
2.1.2.2 Aspects of Learning Vocabulary

Vocabulary is the backbone of language. It is the basic unit of language. Teaching and learning vocabulary is not a easy task. There are four aspects of learning vocabulary which help not only to increase vocabulary power but also to use them correctly. Similarly, aspects of learning word make the learner strong in connection, denotation and metaphorical use of the words. Harmer (1991, p.160) emphasizes on the four aspects of vocabulary for teaching and SL learning effectively. They are mentioned below.

I) Word Formation

Word formation us mainly concerned with the process of forming new words and pronouncing them correctly. In other words, word formation is the process of making new words through the use of different affixes and other elements. Words can change their shape and grammatical use, too. The same word can be used in different ways by adding suffixes, prefixes and by changing its spelling. So, students need to know about the formation of words. Harmer (1991, p.157) says, " word formation means knowing how words are written and spoken and knowing how they can change their form" As Yule (1985, p.64) defines' Word

formation as "the process for the changing of their structure". Thornbury (2002, p.5) presents four ways of word formation which can be presented as below;



Sources; Thornbury (2002, P. 5)

Word formation has been taken as the process which takes in to account of forming new words not only in written form but also in spoken form with correct stress and intonation according to the uses.

II) Word Grammar

Word grammar is the study of words according to the structure and analysis in to morphological level. Harmer (1991, p. 57) says, "As words change according to their grammatical meaning, the use of certain words can trigger the use of certain grammatical patterns", Word grammar mainly concerns with the major word classes like noun, verb, adjective and adverb with their detail description. For example, If a word is noun then we have to consider whether it is countable or uncountable, singular or plural, taken singular or plural verb and soon.

III) Word Meaning

Meaning of any lexeme is the sense that is understood in mind. It is said that spelling of vocabulary is the physical aspect whereas meaning is the mental aspect of word. Mostly, one word has only one meaning where the learner does not get any trouble but sometimes one word has more than one meaning for example the word bank have different meaning.

- a) We go to the bank to withdraw the amount
- b) Public found a corpse at the bank of the river

- c) Students bought the question bank of all subjects
 - d) The doctor sent me to the blood bank to check whether there is blood
- from the above example, we can conclude that context of the word determines the meaning of the word.

Similarly, sense relation is another aspect of vocabulary to determine the meaning. Regarding sense relation Yule (1985, p.188) says, "Word are not only the meaning containers and role players but they have relationship". In terms of sense relationship language becomes easy to understand. When the learners face the problem, s/he deciphers meaning relation its synonyms, antonyms, hyponyms, etc. Similarly, connotation and denotation also play the vital role to decide meaning of the word. Denotation is the dictionary meaning of the word which always remains the same and is regarded as the central meaning of a lexical item. But connotation is the underlying meaning of the word which depends on the emotion and attitude towards the people and objects.

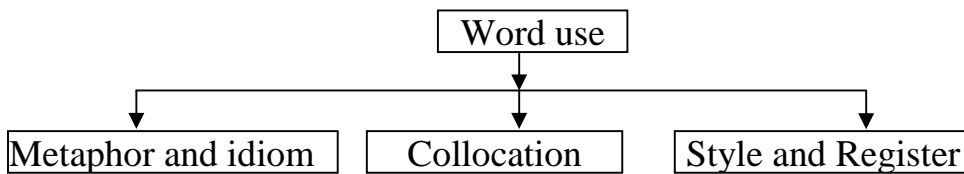
IV) Word Use

Word use is another aspect of vocabulary teaching. The meaning of a word is changed extended and restricted. It refers to changing or limiting the word according to its use in different situations. Mostly, the words are understood with their direct meaning but they are frequently straitened through the use of metaphor and simile, collocations, style and register, etc.

Metaphor is a figure of speech which makes use as comparison or descriptive term for a person and thing which is literally impossible. Simile is another figure as speech which compares the things comparing with the use of 'like' and 'as'.

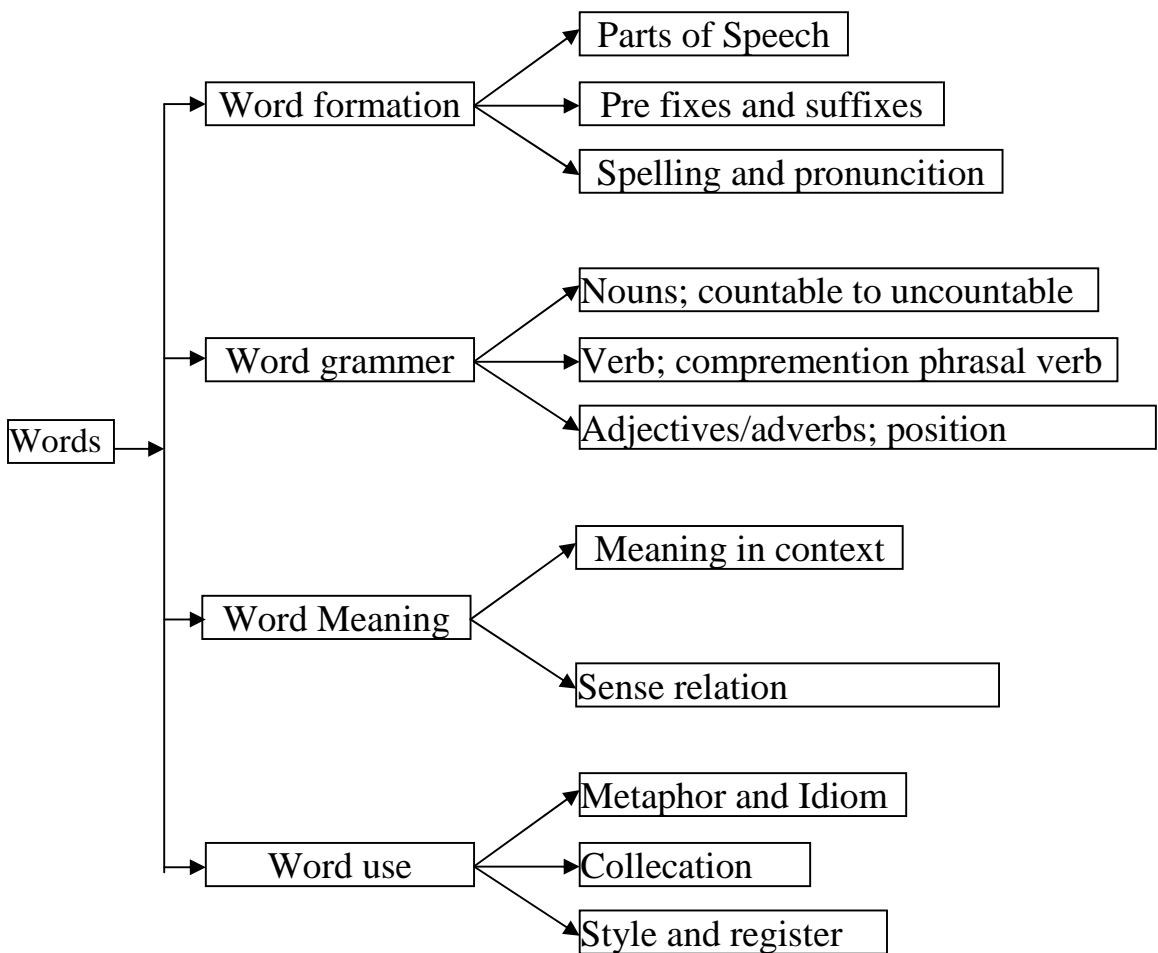
Similarly, idiom is a group of words which functions as a single unit whose meaning can't be inferred by separating the parts. Likewise, collocation is the association of one lexical item with another lexical item.

Furthermore, style is the way of using language by an individual which differs from formal situation to informal situation on the basis of person, location, place, etc. But the register is one of the varieties of language which is used by a group of people who are sharing the same occupation or the same interest. According to Harmer (1991) the words can be used in the following ways.



Source; Harmer (1991, p. 158)

To sum up, the things, Harmer concludes the following diagram.



Source; Harmer (1991, p. 158)

2.1.2.3 Importance of Teaching Vocabulary

Vocabulary is the indispensable aspect of language. Everyone starts to communicate with the help of words in course of language acquisition or learning. Vocabulary is more important than aspects of language. Wilkins (1997, p.111) says, "Without grammar very little can be conveyed; without vocabulary nothing can be conveyed". Thornbury (2002, p.12) says "All language have words, language emerges first as words similarly, Harmer (1991, p. 153) stresses the importance of words by saying that, "If language structures make the skeleton of language, then it is vocabulary that provides the vital organs and the flesh." So, vocabulary teaching has become the essential part of language teaching. Bhandari (2063, p.7) also says, "Among the aspect of language, vocabulary is the most important one because other aspects grow out of it".

From above discussion, we can conclude that vocabulary is very important aspect of language. As we know, the main function of language is communication. So, we cannot communicate with other people without using vocabulary. That is why, the teacher should create the environment to learn new items and use them in the class.

2.1.2.4 Principles of Vocabulary Selection

No speaker of any language can master all the vocabularies of that language. It is even more impossible in case of foreign language learning. So, it is beneficial to select the important and useful words while teaching any foreign language. selection of vocabulary refers to the process of choosing lexical items that are appropriate for certain level. We learn words as we need them and more we need them we use them. So, selection of vocabulary is very essential. Regarding the selection of vocabulary, Harmer (1991, p. 154) says "One of the problems of vocabulary teaching is how to select the words to teach". So, selecting vocabulary refers to the process of choosing lexical items

that are appropriate for certain level. Harmer (1991, p.25) presents following principles for vocabulary selection.

I) Frequency

It refers to the number of occurrence of certain words. The words which occur more often have high frequency. According to this criteria, the words which have high frequency should be selected first.

II) Coverage

Coverage is another popular principle for selecting words. If any word can include the other related words, it has high coverage. The words which have high coverage should be selected first.

III) Availability

The words which are easily available have high availability. The words which are easily available should be selected first.

IV) Range

Range refers to the occurrence for the certain words in every subject. Mainly function words have high range than the content words. According to this criteria, the words which have high range should be selected first.

V) Learnability

Some words are easier to teach and learn where as others are difficult. So, the words which are easy to learn should be selected first.

VI) Productivity

The words which allow the addition by means of prefix and suffix are said to have high productivity. We must select those words which have high productivity.

2.1.2.5 Techniques of Teaching Vocabulary

Vocabulary is an important aspect of language. Teaching vocabulary is a difficult task in case of foreign and second language learning. All the words cannot be taught using a single technique and therefore different techniques are followed while teaching words. For effective teaching vocabulary, Harmer (1991, p.192) emphasizes on:

I) Technique of teaching pronunciation

- Through modeling
- Through visual representation
- Phonetic symbol

II) Techniques of teaching spelling

- Copying
- Dictation
- Word analysis
- Focusing the trouble spot
- Phonic method
- Spelling game

III) Technique of teaching meaning of word

- Realias
- Pictures
- Action
- Contrast
- Enumeration
- Explanation
- Translation

Some common techniques based above classification are described below:

I) Using Realia

Realia refers to a real object. The teacher can bring real objects like 'ruler', 'pen', 'bell', etc. in the class. The teacher can bring objects into the classroom. Sometimes, the teacher can point out to the things which are present outside the class. So, teacher can teach new items by using real objects in the classroom

II) Using picture

Picture is another technique for teaching vocabulary. Picture can be used when concrete objects are impossible to bring into the class. Brining a pen into the classroom is not a problem. Bringing an elephant, however, is, one solution is the use of picture. Pictures are brought or drawn by the teacher but they should be attractive to motivate the student. Pictures can be collected from the magazines also.

III) Contrast

It is the process of presenting meaning comparing with another one. e.g. 'empty' can be taught comparing it with 'full'. The teachers can create suitable context to present the meaning of new words.

IV) Synonyms

It is the way of presenting meaning with the similar manning of words.
eg. residence – home

V) Antonyms

It is the way of presenting new meaning through opposite meaning. So, new words can be taught by using antonyms. e.g big – small

VI) Translation

The meaning of a word is translated into students' mother tongue. It is a easy and quick way of teaching vocabulary, but the problem is that students are passive in this technique. Teachers should use it only when there is no other technique to present the word.

VII) Games

There are many games and activities that can be used for teaching vocabulary. Selection of games depends upon the nature of vocabulary and the level of students. There are many games which are appropriate for use in the L₂ classroom. These are based on spellings and meanings of vocabulary some examples of games are as follows:

- Pictionary
eg.: (e...c...t)
- Back to the board

VIII) Minimal pairs

The teacher can teach the meaning of new word by presenting minimal pairs of words like 'too-two', 'she-see', 'their-there' etc.

IV) Using body

Teachers can teach new words by using their body. There are three basic ways of making use of body for teaching meaning of a word. They are:

- Mini and action
- Facial expression
- Gesture

X) Using definition

Some words can be taught giving definition. For example, bus - a vehicle that carry people.

2.1.3 Realia

Realia are real things or concrete objects that are used in the classroom to build background knowledge and vocabulary. Realia are artifacts from the real world that are related to the subject matter being studied. Students can interact with the realia to gain better perspective on what they are studying. It is an associative bridge between the classroom and the real world.

According to Nunan (1992, p. 107) Realia is defined as "Objects and teaching props from the world outside the classroom that are use for teaching and learning". Under this statement, realia is considered as real objects, which are used to aid in practicing a new language, as a way to present meaningful examples from the real world. Likewise, the British council site state that "Realia refers to any real objective e use in the classroom to bring the class to life". In this way, realia is seen as objects used as a way of teaching, considering it as examples or aids of a foreign language.

Similarly, Richards and Platt (1992, p.55) regard realia as "actual objects and items which are brought in to classroom or as aids to be talked or written about and use in language teaching such as; articles of clothing, Kitchen, Utensis, items of food etc".

Realia are concrete objects and the paraphernalis of everyday life. i.e. realia is understood as an infinite number of things from the real realm. Nevertheless, there are certain contradictions over this term because realia is considered as an 'authentic material' in EFL terminologies by some authors, associating it with audio-visual resources, (real objects, pictures, photographs, etc.)

So, realia refers to real objects or things that can be easily carried to school and even into the classroom: for example; a piece of fruits, a ruler, geometry box, a stone, a stick , an egg and toys etc. According to Cross (2003, p.7), "Realia refers to the real things, it can be brought to school: a piece as bread or fruit, toys and so on are easily carried. They also create interest".

2.1.3.1 Realia: A Methodological Tool

Nowadays, for a great number of language teachers 'teaching' is not an easy task, especially for those who teach in EFL classrooms. Realia is a Latin term which basically refers to real objects and is commonly practiced as a method in teaching. Among the reasons for that emerged are included: large classes, the English language is not demands as a second language, students motivation towards the leaning of English is not the best, and finally the technique used by the teachers are not the most appropriate in relation to the student's needs, that is to say, their learning style, type of intelligence, social background are not considered as prominent element in some cases.

2.1.3.2 Realia for Young Learners

Young learners like nothing better than playing with plastic toys. They are active learners and they have high sense of curiosity again they at the school age. Use these to our advantage. If we cannot include food and drink, then take alone or plastic toys, It is probably isn't going to be possible to bring along a griaffe but plastic toys work beautifully. We can bring fruit, vegetable and lots of toys. We can create the realistic learning environment with the help of these things, and we can make the young learners more curious, Children love making things, and this would be one method of learning vocabulary which young learners cannot forget.

2.1.3.3 Types of Realia

There are mainly two types of realia. They are the realia-within the classroom and outside the classroom. Realia within the classroom are again of the types. They are: (a) those which are already in the classroom (i.e. desk, bench, blackboard, dustbin, wall and so on. (b) those which are brought by the teacher. (i.e. stone, flower, plants, orange, apple, water etc.)

The realia can also be classified into the one that we can touch and one we cannot touch but point to (e.g. The Himalayas, The sun, etc.)

2.1.3.4 Realia and Vocabulary in Language Classroom

Realia is a term for real things concrete objects that are used in the classroom to build background knowledge and vocabulary. While using realia in the classroom to teach English vocabulary is not always possible, it is usually the best choice of the student is to learn all they can about a topic. 'Realia' helps to make English lesson more memorable by creating a link between the object and the vocabulary, i.e. in case of vocabulary learning, vocabulary learning is especially related to young learners. If the teachers' use realia to teach vocabulary it makes more memorable and create the purposeful situation for learning.

Realia breathes life into new vocabulary and chances of our students remembering the new words we have taught them increase, similarly the use of realia into the lesson is a create icebreaker and serves as a useful tool to promote conversation, so conversation also helpful for vocabulary learning. Realia is useful for the young learners because they are active and creative. Therefore, teacher should try to tap into their natural creativity. Various teaching techniques can be used with realia for teaching language items such as vocabulary, language function and language skills.

Teaching is an association of different principles and techniques. These principles, method and techniques play an important role in teaching English vocabulary. So, Realia is a best method to teach English vocabulary for young learners. There are different methods adopted by different language teaching practitioners and researchers. Among them the use of realia for teaching English vocabulary 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.

The use of realia in the classroom supports English learners in a wide variety of ways. Introduction of real objects that can be seen, felt, and manipulated is a powerful way to connect vocabulary to real life. The use of realia is motivating to students because they can actually use the real objects in the way in which they are intended to be used. Realia introduces an authentic hands-on nature to many lessons. The use of real objects conveys meaning in a way that no photograph or illustration can. There is no confusion over the size, weight, texture, or smell of an object, fruit, vegetable, or tool when the real things are present. In some cases it is important to provide several objects in order to see the range of possibilities, such as several different kinds of apples or tiny sunflowers to be compared with the huge examples seen in certain parts of the world. So, the teacher can be extremely innovative in the use of realia as demonstration and application.

Therefore, realia breathes life into new vocabulary and chances of our students remembering the new words you have taught them. Take the word 'apple' the probability of remembering the word is much higher after experiencing the taste, touch and smell of the object. Realia does not have to be limited to food or drink. Timetables, tickets, newspapers and clothes may all be used to help breathe life into lessons and help provide interest.

2.1.3.5 Benefits of Realia

Many adults have had bad experiences of learning English vocabulary at school and remember that English lessons as simply dull. Realia has the benefit as really grabbing student's attention, and promoting them to speak. When they speak they can use lots of vocabulary. Here are some benefits of using realia in the language classroom, they are as follow:

- I) Real objects are highly motivating and promote retention on the part of the students.
- II) There are abundant sources for realia at no or very little cost.
- III) Realia provides structural support, which is especially beneficial for the beginners or young learners.
- IV) As opposed to commercial language teaching materials, realia can be adopted to any teaching style or classroom environment.
- V) Unlike two dimensional or computer based materials, realia can be held and manipulated as good vehicles for authentic, meaningful communication especially for students with tactile learning styles.
- VI) They can be used to create situations to make the meaning of a word or a structure clear and to practice them in meaningful situations.
- VII) Realia can dispel the monotony of practice work by creating variety.
- VIII) They shorten the teaching learning time too.
- IX) They stimulate the students to speak the target language as well as read and write.
- X) They make communication approach to language learning easier and more natural.
- XI) They help to teach listening, speaking reading and writing and allow the teacher to integrate these skills constructively.

2.2 Review of Empirical Researches

In the span of time, various research works have been carried out in various field. Similarly, a number of research studies have been carried out related to language skills, teaching techniques and teaching materials at the department of English Education, Faculty of Education, T.U. No research has been carried out so far, teachers' beliefs on realia in teaching English vocabulary, the studies related to the present study one reviewed here.

Pande (2004) has carried out a research entitled "A Study on the Effectiveness of Project Work Technique in Developing Writing Skill." The main purpose of this study was to find out the effectiveness of project work technique in developing writing skill. The main finding of the study was that teaching through project work technique has a better impact on the result. She also found that project work technique worked relatively more effectively than the conventional one. The study shows that the experimental group has an average increment percentage of 6.5 whereas the controlled group has the average increment percentage of 2.93 on the same category.

Timsina (2005) carried out a survey research entitled "A Study on Student's 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 of data collection and randomly selected ninety students of Kathmandu, Lalitpur and Bhaktapur district. The test items were based on SLC curriculum as compulsory English as secondary level was communicative, student's performance was not satisfactory. There was no significant difference between male and female students' skill in communication in English. The students of urban area produced more appropriate sentences than the student's semi-urban and rural area.

Parajuli (2008) carried out a research on "Teachers' Beliefs on Visual Aids in Teaching English". His objectives were to find out the teachers' beliefs on visual aids in teaching English at the primary level of Palpa district. The area of his study was Palpa district and the population of this study were 60 primary level English teachers. Questionnaire was the major tool for data collection in his study. The conclusion of this study is that the learners have favor of benefit of using visual aids in teaching English. Due to those benefits they have shown positive beliefs towards visual aids. Most of the teachers' opined that visual aids develop creativity of the students.

Rauth (2008) carried out a research on "Techniques of Teaching Vocabulary Used by Public and Private School Teachers: A Comparative Study". His objectives were to find out techniques used by public and private school teachers to teach vocabulary in private and public school of Salyan and Dang district. Only ten private and ten public lower secondary schools were selected for observation. It was the observation study. The conclusion of this study is that the public school used mother tongues and transaction techniques but most of the teachers as private schools used contextual presentation, pictures and realia and also believe on visual aids.

Joshi (2010) carried out a research entitled "Learners' Autonomy: A case of M.Ed. Students" to investigate the autonomous activities of students in learning English. To achieve his objectives he designed and administered questionnaire for 80 students of department of English Education, University Campus, T.U., Kirtipur and he interviewed 6 teachers from the same Department. His conclusion was that the learners make good practice of autonomous activities. They undertake various plans and activities. So as to learn and improve their English language in learning. From the analysis of the responses of the teachers, he found that autonomous learning is very important for the learners.

Although, the above mentioned studies are related to the teaching materials, vocabulary achievement, strategies as teaching vocabulary and so on. No

research is carried out to find out the teachers beliefs on realia in teaching English vocabulary. so, this study is new and different from any researches carried out in the department.

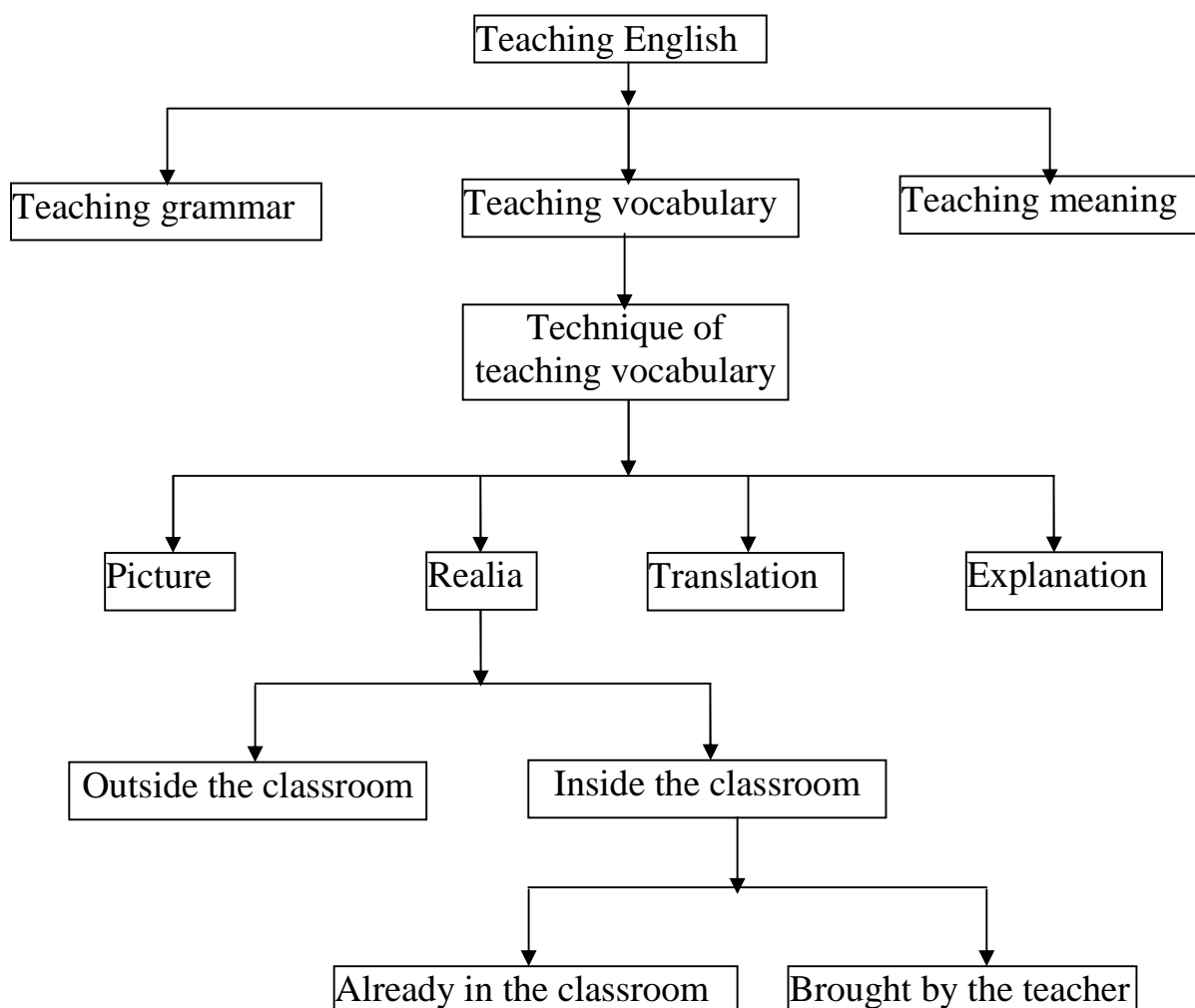
2.3 Implication of Review for the Study

In literature review, our central focus is to examine and evaluate. What has been before on a topic and established the relevance of this information to our own research. This review of the study may obtain from the variety of source including Books, Journal, articale, etc. This entire source helps to bring the clarify and focus on the research problems, improve methodology and contextualize the findings. It is also equally important to examine and evaluate what has been said before on a topic and what has not been said yet for finding new area for further research. To summarized, the aforementioned studies have their own value and importance in their respective field. The reviewed researches will provide me with some varilabe ideas regarding concepts, research tools, methodology etc.

Here, becoming a English teacher, I have selected this topic. There are very limited research studies which have been carried out in the field of materials and teaching aids. the study on, Khatri (2000), Timsina (2005), Parajuli (2008), Rauth (2008) and Joshi (2010) gave me many ideas regarding the process of my research, thought I have utilized the ideas of research whose works I have reviewed. I am not fully depend on them. The studies mentioned above analyzed teaching materials, vocabulary achievement and teacher beliefs on vishal aids but I will be found teachers' beliefs on realia in teach English vocabulary. Therefore, may study is new in the field of English education especially in the Department of English Education and this work is a new attempt in the exploration of above mentioned untouched area. So, this seems be new study.

2.4 Conceptual Framework

A conceptual framework is an interconnected set of ideas about how a particular phenomenon functions or is related to its parts. The frameworks serves a the basis for understanding co-relational patterns of interconnections across events, idea, observation, concepts, knowledge, interpretations and other components to experiences. The conceptual framework of my research was as following.



CHAPTER - III

METHODS AND PROCEDURES OF THE STUDY

This chapter on methods and procedures of the study briefly describes the methods and procedures that were followed to action the objectives of this study. Hence, to meet objectives of the study. I adopted the following methodologies;

3.1 Design and Method of the Study

Survey research design was used to complete this study. Survey research is a new technique for social science research and educational research. Survey is quiet and old technique and was largely developed in the eighteenth century.

To find out the teacher' beliefs on the realia in teaching English vocabulary, I was followed mixed research design (i.e. qualitative, and quantitative) in general and the survey research design in particular. In this type of research, I was visited the determined field area to find out existing data. Specifically, it is carried out in large number of population in order to find the public opinion on certain event, issue or situation. Survey research study was selected because such study is carried out to address the large population by selecting sample population which is representative of the study population as a whole. In this context, Cohen and Thurnino (1985 as cited in Nunan, 1992, p.140) write:

Surveys are the most commonly sued descriptive method in educational research, and may vary in scope from large scale governmental investigations through to small-scale studies carried out by single researcher. The purpose of survey research is generally to obtain the snaphsto of condition, attitudes, and/or events at a single point of time.

Similarly, Nunan (1992, P.14) states "Surveys are widely used for challenging data in most areas of social inquiry from politics to sociology, from educational to linguistics". Likewise, Cohen et.al (2010) write that survey research in which researchers gathers to describe the nature of existing situation or to identify most standard one against the existing situation.

From aforementioned definitions we can conclude that survey research is a type of research which studies large and small population by selecting sample population chosen from study population. Survey is also carried out in educational sectors to obtain a snapshot of conditions, attitude and events at a single points of item.

The main purpose of survey research is to find out opinion on certain issues, to assess certain educational programme, to find out behaviour of different professionals, to study certain trend and existing state of certain institution at a single point of time then compare and finding with the standards one. Finally to forward some suggestions for the improvement. Nunan (1992, p. 141) suggests the following eight steps procedure of survey research.

- Step 1: Define objectives : What do we want to find out?
- Step 2: Identify target population : Who do we want to know about?
- Step 3: Literature review : What have others said/discovered about the issue?
- Step 4: Determine sample : How many subjects should we survey, and how will identify these?
- Step: Identify survey instruments : How will the data will be collected: questionnaire/interview?
- Step 6: Design survey procedure : How will the data collection a actually be carried out.

Step 7: Identify analytical procedure : How will the data be assembled and analyzed?

Step 8: Determine reporting procedure : How will be written up and presented?

The discussion above entails that survey is one of the important research methods used in educational investigations. It is mainly carried out to find out people's attitude, opinions and specific behaviour on certain issues, phenomena, events or situation. The finding of survey is generalizable to the whole group. For this reason, I chose survey design in my research study.

3.2 Population, Sample and Sampling Strategy

The population of the study were the primary levels English teachers who are teaching in different school in Baglung. Out of those population sample size consisted of 40 teachers. I used mixed sampling procedure. Mixed sampling procedure has the characteristics of both random and non random sampling designs. I selected different schools and the primary level teachers using purposive non-random sampling. Within simple random sampling I adopted fishbowl draw method to select the sample size that I decided upon.

3.3 Study Area/Field

The area/field of this study is related to use of realia for teaching vocabulary.

3.4 Data Collection Tools and Techniques

I used a set of questionnaire as a tool for data collected. Both closed ended and open ended questions were asked to the informants. I used these tools to find out primary level English teachers' beliefs on the use of realia in teaching English vocabulary.

3.5 Data Collection Procedure

The following procedure for data collection were used in the study:

- I went to the field, took consent and established rapport with the related people.
- Then, I went selected school I selected 40 teachers using the procedure mentioned above
- I distributed the questionnaire for 20 minutes to the concerned informants and request them to complete
- Finally, I collected the questionnaire, thanked the information for their help and co-operation.

3.6 Data Analysis and Interpretation Procedure

Systematically collected data were analyzed, interpreted and presented descriptively with the help of statistical tools (percentage & frequency).

CHAPTER - IV

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter presents analysis and interpretation of data which I collected from 40 teachers of Baglung district. The collected data were systematically analyzed and interpreted by categorizing them into different heading which are presented into the following sub-sections.

4.1 Analysis of Data and Interpretation of Result

In order to analyze the collected data from questionnaire I used simple statistical tools like frequency and percentage. Similarly, I used item analysis in case of qualitative data. The actual beliefs have been discussed under the theme as developed on the basis of questionnaire. Data received from both questionnaire i.e. close and open ended are presented in the following way.

4.1.1 Analysis and Interpretation of the data Obtained Through Close Ended Questions

The researcher used closed ended type of questionnaire to find out teachers' beliefs on the use of realia to teach English vocabulary in the primary level. The obtains data has been mentioned in the following way.

a) Appropriateness of Realia for Teaching English vocabulary

In this first questions, the researcher tried to find out their beliefs whether realia is an appropriate technique. The obtained data has been presented as follow:

Table 1

S.N.	Item	Strongly agree		Agree		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%
1	Realia is an appropriate technique to teach English vocabulary	20	50	5	12.5	10	25	5	12.5

The above table shows that 50% of the respondents responded that they strongly agreed, 12.5% of them just agreed, 25% of them disagreed and 12.5% of them strongly disagreed about appropriateness of realia in teaching vocabulary. The data shows that realia is an appropriate technique in teaching English vocabulary.

b) Role of Realia on Learner's Opportunity to Practice Vocabulary

In this section, the researcher tried to find out teachers beliefs about whether realia gives learners more opportunity to practice vocabulary. The obtained data has been presented as follow:

Table 2

S.N.	Item	Strongly agree		Agree		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%
1	Realia gives learners more opportunity to practice vocabulary	20	50	10	25	5	12.5	5	12.5

The above table shows that 50% of the respondents strongly agreed, 25% of them agreed, 12.5% of them disagreed and 12.5% of them found strongly disagreed with the statement that realia gives learner's more opportunity to

practice vocabulary. From the analysis of data, it can be concluded that realia gives learners more opportunities to practice vocabulary.

c) Learners' Satisfaction with Realia

Under this theme, the researcher tried to find out teacher beliefs whether learners who work with realia are more satisfied. The obtained data has been shown in the following table;

Table 3

S.N.	Item	Strongly agree		Agree		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%
1	Learners who work with realia are more satisfied	25	62.5	10	25	3	7.5	2	5

The above table shows that most of the teachers i.e. 62.5% of them were found strongly agreed, 25% of them just agreed, 7.5% of them disagreed and 5% of them found strongly disagreed with the statement learners who work with realia are more satisfied. From the analysis of data it is found that most of the teachers' beliefs the learners who work with realia are more satisfied.

d) The Course Book which we used Encourage Use of Realia

In this section, the researcher tried to find out the teacher's beliefs about the course book we use encourage us to use realia. The obtained data has been show in the next page;

Table 4

S.N.	Item	Strongly agree		Agree		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%
1	The course book we use encourage use realia	20	50	5	12.5	5	12.5	10	25

The above table shows that 50% of the respondents responded that they are strongly agreed, 12.5% of them just agreed and equal number of respondents i.e. 12.5 responded disagreed and 25% of them found strongly disagreed with the statement. According to the data, we can say that the course book we use encourage us to use realia.

e) Effectiveness of Realia on Learner's Achievements

This section is concerned with to find out teachers' beliefs about realia increase learners achievements. The obtained data has been presented in the following way.

Table 5

S.N.	Item	Strongly agree		Agree		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%
1	Learners achievements	25	62.5	10	25	5	12.5	-	-

This table shows that 62.5% of them strongly agreed, 25% of them responses they are just agreed, 12.5% of them are disagreed with the statement realia increase learners achievement. This shows that realias are helpful to increase teachers' achievements.

f) Effectiveness of Realia in Large Class

In this section, the researchers tried to find out teachers beliefs about effectiveness of realia in large class. The obtained data has been shown as follow:

Table 6

S.N.	Item	Strongly agree		Agree		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%
1	Effectiveness of realia large class	18	45	10	25	5	12.5	7	17.5

Above table shows that 45% of them strongly agreed, 25% of them just agreed, 12.5% are disagreed and 17.5 strongly disagreed about effectiveness of realia in large class. The data shows that realia is an effective technique in large class.

g) Effectiveness of Realia for Mixed Abilities Students

This section is the concerned with to find out teachers' beliefs about effectiveness of realia for mixed ability students. The obtained data has been shown as follows:

Table 7

S.N.	Item	Strongly agree		Agree		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%
1	Realia is more effective for mixed abilities students	26	65	10	25	1	2.5	3	7.5

This table shows that majority of teachers' i.e. 63% viewed that they are strongly agreed, 25% of them response just agreed, 2.5% of them disagreed and 7.5 strongly disagreed about effectiveness of realia for mixed ability students. From the analysis of data we can say that realia is an effective technique for dealing mixed abilities students.

h) Realia is Quick and Easy to Organize

In this topic, the researcher tried to find out teacher beliefs whether realia is quick and easy to organize. The obtained data has been shown as follows:

Table 8

S.N.	Item	Strongly agree		Agree		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%
1	Realia is quick and easy to organize	6	15	4	10	17	42.5	13	32

The above table shows that just 15% of them beliefs that they are strongly agreed, 10% of them just agreed, 42.5% belief disagreed and 32.5% of them strongly disagreed about organized of realia. This shows that realia is not easy to organize.

I) Frequently Use Realia in their Classroom

In this section, the researcher tried to find out beliefs whether teachers must use realia is their classroom. The obtained data has been shown next page:

Table 9

S.N.	Item	Strongly agree		Agree		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%
1	Teachers must frequently use realia in their classroom	28	70	11	27.5	1	2.5	-	-

Above table shows that 70% respondents responded they strongly agreed, 27.5% of them are just agreed and 2.5% of them disagreed about how frequently they used realia in their classroom. This shows that teachers' most frequently use realia in classroom.

j) Effectiveness of Realia for Teaching Vocabulary

In this section, the researcher tried to find out teachers' beliefs about effectiveness of realia in teaching English vocabulary. The obtained data has been shown as follows:

Table 10

S.N.	Item	Strongly agree		Agree		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%
1	Teaching vocabulary from realia is more effective	31	77.5	7	17.5	1	2.5	1	2.5

The table says that, the majority of teachers i.e. 77.5% of them are strongly agreed, 17.5% agreed, 2.5% disagreed and again 2.5% strongly disagreed about effectiveness of realia in teaching English vocabulary. This shows that the majority of teachers' were beliefs that teaching vocabulary through using realia is more effective than other technique.

k) Appropriateness of Vocabulary Teaching for All Levels

In this section, the researcher tried to find out teachers beliefs whether vocabulary teaching is an appropriate for all levels. The obtained data has been shown as follows:

Table 11

S.N.	Item	Strongly agree		Agree		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%
1	Vocabulary teaching is an appropriate for all levels	11	27.5	6	15	19	47.5	4	10

The above table shows that, 27% were belief that they strongly agreed, 15% agreed, 47.5% disagreed and 10% of them strongly disagreed. The data shows that teaching vocabulary is not appropriate for all levels. It could be effective for young learners.

L) Effectiveness of Realia for Young Learners

In this section, the researcher tried to find out teachers' beliefs teaching through realia for young learners in an easy job. The obtained data has been shown as follows:

Table 12

S.N.	Item	Strongly agree		Agree		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%
1	Teaching through realia for young learners is an easy job	6	13	17	42.5	12	30	5	12.5

The above table says that 13% of the respondents responded that they strongly agreed, 42.5% of them just agreed, 30% of them disagreed and 12.5% strongly disagreed about teaching through realia for young learners is an easy job. From the data it can be said that teaching through realia for young learners is an easy job.

m) Effectiveness of Using Realia for Teacher's Professional Development

In this section, the researcher tried to find out teachers beliefs whether using realia in teaching process really helps to develop teachers' professional development. The obtained data has been shown as follows:

Table 13

S.N.	Item	Strongly agree		Agree		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%
1	Using realia in teaching process has effective role in teachers professional development	27	67.5	12	30	1	2.5	-	-

The above table shows that, the majority of the teachers i.e. 67.5% of them strongly agreed, 30% of them agreed and just 2.5% of them disagreed about used of realia in a teachers' professional development. According to the data we can conclude that teaching through realia really has effective role for teacher professional development.

n) Condition of use of Realia in Teaching English Vocabulary

In this section, the researcher tried to find out how frequently they use realia in teaching English vocabulary. The obtained data has been shown as next page:

Table 15

S.N.	Item	Always		Sometimes		Rarely		Never	
		F	%	F	%	F	%	F	%
1	Frequently do you use realia in teaching English vocabulary	5	12.5	26	65	7	17.5	2	5

The above table shows that 12.5% of them always used realia in teaching English vocabulary. The majority of teacher i.e. 65% sometimes teach through realia, 17.5% of them rarely used and just 5% of them never used in their classroom. It can be interpreted that the majority of the teachers sometimes users of realia in their classroom.

p) Comparison of Techniques mostly Used in Teaching English Vocabulary

In this section, the researcher tried to find out how which technique they mostly used in teaching English vocabulary. The obtained data has been shown as follows:

Table 16

S.N.	Item	Translation		Explanation		Picture		Realia	
		F	%	F	%	F	%	F	%
1	Which technique do you mostly use in teaching English vocabulary	3	7.5	9	22.5	8	20	20	50

The above table shows that most of the teacher i.e. 50% used realia technique to teach English vocabulary. Whereas 22.5% of them used explanation, 20% of them use pictures and 7.5% of them used translation technique while teaching English vocabulary. So realia was found as the most preferred technique they used teaching English vocabulary.

4.1.2 Analysis and Interpretation of Data through Open Ended Questions

In this section, the researcher tried to find out more accurate information of the teacher who teach English in the primary level. The obtained data has been analyzed and interpreted item wise in the following way.

a) Teachers' Views on Realia

The selected teachers were asked to give brief information about realia. From the obtained data it was found that most of the teachers have the knowledge of realia they have defined in a different way the majority of teachers viewed that realia are real things, concept or objects that are used in the classroom to build background knowledge and vocabulary. This shows that it is better to have the knowledge of realia before teaching in the class.

b) Using Realia in Teaching Vocabulary Really help to Meet the Objectives of the Course

In this type of questionnaire, the researcher wanted to find out if we use realia in classroom, we able to meet the objective of the course. Though the obtained data from the teachers it was found that majority of the teachers' beliefs that could be possible. Similarly less number of teacher can't beliefs that. So the majority of the teacher beliefs that using realia in teaching vocabulary really help to meet the objectives of the course.

c) Challenges Faced by Teacher while Using Realia to Teach English Vocabulary

In order to find out teachers beliefs about challenges face by teacher while using realia in large classes through open ended question. After the study of their written response, most of the teachers faced challenges like mixed ability students, not available of realia, some are expensive, taking all in classroom is not possible. After synthesizing their view, challenges face by teachers are mixed ability students, lack of knowledge, and so on.

d) If students do not Understand the Instruction

Next item in the open ended questions was asked as 'If the students' do not understand your instruction what do you?' While responding to this item almost all the respondents responded that they use realia, picture, acting, illustration, drill etc. As a reason of doing so, they believe that realia can be best to make their student understand. The next item in the questionnaire was asked as 'which technique is most appropriate for young learners to teach English vocabulary'. After the analysis and interpretation of the written response of them they believe, realia, picture, illustration, translation and so on. Majority of teachers' them believe that realia can be best, few of them believe that realia can be best, few of them pictures can be best for young learners. Some of them believe translation and illustration can also be best. This shows that if students do not understand the instruction we must use realia.

e) Teaching Vocabulary Through Realia in the Context of Rural Area

In order to find out teachers' beliefs about 'which techniques is more useful to English vocabulary in the context of Nepali. Why?' While responding to this item some teachers believe that picture can be best, some of them believe thus explanation can be best, some of them believe that translation can be best. Most of them believe that realia can be best. In the context of Nepal, they believe that, teachers can use realia in their classroom according to the context. Some of the respondents respond that they can act in the classroom in case of vocabulary teaching eg. Jump, run, dance etc. some realia are already in the classroom they are students, teachers, text, bench, blackboard, door, window etc. are available inside the classroom and some are bring outside the classroom. From this study, in case of rural area teachers are interested to use realia but some of them have very little knowledge about realia. Some of them have full of knowledge about realia. This shows that it is better to have brief knowledge about use of realia according to the context.

f) Advantages of Realia in the Classroom

Next item in the open ended questionnaire the researcher asked as 'what are the advantages of using realia in the classroom?' while responding to this item, they belief, it saves teaching time, it makes learning realistic, it create native like situation in the classroom, easy to understand. This shows that realias have lots of advantages in case of vocabulary teaching. So, we can say it is really helpful to motivate the learning process.

4.2 Summary of the Finding

The present study was about the 'Teachers' beliefs on the use of realia in teaching English vocabulary'. Which aimed at finding out the teachers beliefs on the use of realia to teach English vocabulary specially in case of primary level. After the systematic analysis and interpretation of the data. I came up with the following summary of the finding:

- Out of the sample of this study, 70% teachers' believed that realia is an appropriate technique to learn English vocabulary in case of primary level and 30% of the teachers' believed others techniques. From this we can conclude that realia is an appropriate technique to teach English vocabulary.
- The majority teachers' i.e. 72% believed that learners who work with realia are more satisfied only 28% were believed that other technique also can be best. So learners who work with realia were found more satisfied.
- Similarly, 62.5% believed that the course book which we use encourage use of realia. Only 37.5% were believed that our course book doesn't encourage. So the course book which we use encourage use realia.
- In case of mixed abilities classes, 90% of them believed that realia is best technique to handle mixed ability class.

- Another finding is related to organization and management, only 25% of them were believed that it is easy. The majority of teachers said that it is not easy job for all. So if teachers' have lot of knowledge about realia they can organize easily.
- In case of teachers' professional development, the majority of respondents' i.e. 97.5% responded that use of realia in their classroom really helps to develop teachers' professional development.
- In case of learners achievement, majority of teachers i.e. 87.5% believed that realia really increases the learners achievement.
- Some other findings are as, when teaching English vocabulary through realia, teaching time was saved, the learners were easily motivated to learning process, helped to the long term memory of learners and made the learning process realistic.

CHAPTER - FIVE

CONCLUSION AND RECOMMENDATION

Uses of realia in teaching English vocabulary have been receiving ever growing attention in the area of foreign language teaching and learning. Teaching by realia has dominated the current pedagogical endeavors so the teachers, trainers, experts and policy makers are now days being concerned to the discussion about realia and its use. The major goal of ELT is to make the learner understand. However using realia in case of rural areas school is not easy job. Thus hat teacher's beliefs about realia in case as vocabulary teaching are the cone by this study.

5.1 Conclusion

After the study, I have found the majority of the teachers are favour in reailia. They beliefs that realia is a best technique in case of vocabulary teaching. The finding of the study shows that, the majority of the teacher's beliefs that teaching vocabulary is best handle by using realia. To be specific, they beliefs that using realia in the classroom with brief illustration can be best. So the teachers have good knowledge about the content and s/he has good knowledge about how to use in the classroom.

This study is subsumed under five different chapters. The very first chapter introduces the cone concept of the study including its background of the study, statement of the problem, objectives, and research questions, significance of the study, delimitation of the study and definition of the key terms. The second chapter reviews the exiting theories, beliefs, assumptions and further elaboration of the things related to the topic reviewed on this section. Similarly, the implication of the review and conceptual framework included in the chapter helped to complete the study in easier way. The third chapter presents an outline of the methodology followed to carry to the study. Survey design,

purposive non random sampling procedure, using questionnaire as the tools and eliciting data from teachers were the core aspect of methodology. In the fourth chapter the analysis and interpretation of data descriptively presented. The summary of the finding included in these chapters fulfills the objectives as it. The final part of the study concludes the facts and recommends for the policy makers, practitioners and further researchers for further improvements and applications.

5.2 Recommendations

It is true to say that qualified and professionally dedicated teachers, curious and devoted students and the research based policies and strategies tend to give better result in any academic program. However, the policymakers, practitioners and the researcher are not found to whom considerable responsibilities and effective practices for the use of realia in teaching English vocabulary. Thus, it seems very essential to recommend some of the suggestion to the policy makers, practitioners and new researchers on the basis of the findings of this study. Therefore, I would like to suggest the following recommendations;

5.2.1 Policy Related

The educational product of a country depends on the educational policy implemented by the government. Similarly, teaching and learning is also highly influenced by the policies formed by the nation. In this regard, the following points are recommended for effective policy:

- Curriculum, syllabus and supporting materials have to be designed targeting to the use of realia in primary level.
- The government should provide training programme for primary level teacher which most focus use of realia.

- The use of realia in case of vocabulary teaching should be derived from policy level so the students & the teacher can be facilitated in their learning and teaching.

5.2.2 Practice Related

Teaching and learning with lots of realia is not an easy task. So, the teacher should be knowledgeable, practical and curious in their subject and students should be active and interested to learning. Some of the practice related recommendations are as follows:

- The finding of the study shows that classrooms are full with realia.
- The teachers should develop knowledge about how to use realia in case of vocabulary teaching.
- The teacher should allow the students to do the task in the classroom with realia.
- The school as well as teacher should make some realia which are around their school/home and use then in their classroom.
- Teacher should have multiple knowledge about how to handle mixed abilities classroom with the help of realia.
- Students and teachers play an important role to the fulfillment of expected outcomes of any academic programme. Thus they are recommended to be active, creative and interactive in their classroom.

5.2.3 Further Research Related

Regarding the recommendations for further research, it is important that a large scale qualitative research should be carried out by maximum number of respondents. It is because one of the key/limitations of this study as the sample size and the tools of data elicitation. The new researchers have to observe the

actual class and explore the effectiveness of realia in classroom. Some other recommended actions related to further research are given below:

- Further research should be based on action and experiment of effectiveness and implementation of realia to teach English vocabulary.
- Further research should be the belief of realia between public and private schools teacher and male teacher and female teachers in case as primary level.
- Further research should be realia and young learners in case of primary level.

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Questionnaires

Dear informants

This questionnaire is a research tool for gathering information for my research entailed "**Teachers' beliefs on realia in teaching English vocabulary**" as a partial fulfillment of master degree in education under the supervision of **Mr. Resham Acharya**, Teaching Assistant, Department of English Education, T.U. Kirtipur. You are kindly requested to give your responses through the following questionnaire. The correct information provided by you will be of great help for completing my research. The information provided by you will be kept highly confidential and used only for research purpose. I would appreciate your honest opinions and assure you thank your response will be completely anonymous.

Researcher

Durga Raj Paudel

Name:

School:

Sex:

Qualification:

Experience:

7. Learning from realia is more effective than translation.
- a. strongly agree b. agree
- c. disagree d. strongly disagree
8. Realia is an effective technique for dealing with mixed abilities students.
- a. strongly agree b. agree
- c. disagree d. strongly disagree
9. Realia is relatively quick and easy to organize.
- a. strongly agree b. agree
- c. disagree d. strongly disagree
10. Teachers of other subject use realia in their class.
- a. strongly agree b. agree
- c. disagree d. strongly disagree
11. Teachers must frequently use realia in their classroom.
- a. strongly agree b. agree
- c. disagree d. strongly disagree
12. Teaching vocabulary from realia is more effective than explanation.
- a. strongly agree b. agree
- c. disagree d. strongly disagree

13. Translation is an effective technique to teach English vocabulary.
- a. strongly agree b. agree
- c. disagree d. strongly disagree
14. Picture is an appropriate materials to teach English.
- a. strongly agree b. agree
- c. disagree d. strongly disagree
15. Vocabulary teaching is an appropriate for all level
- a. strongly agree b. agree
- c. disagree d. strongly disagree
16. Realia is an appropriate technique for adult learners.
- a. strongly agree b. agree
- c. disagree d. strongly disagree
17. Translation is an appropriate technique is large class.
- a. strongly agree b. agree
- c. disagree d. strongly disagree
18. Teaching vocabulary through explanation is more effective than other.
- a. strongly agree b. agree
- c. disagree d. strongly disagree
19. Teaching through realia for young learner is a easy job.
- a. strongly agree b. agree
- c. disagree d. strongly disagree

20. How frequently do you use realia in teaching English Vocabulary?
a. always b. sometimes c. rarely d. never
21. Which technique do you mostly use in teaching English vocabulary?
a. Translation b. Explanation c. Picture d. Realia
22. Which of these skills can be best handled by using realia.
a. listening b. speaking
c. reading d. writing e. all
23. Using realia in teaching process has effective role in teachers' professional development.
a. strongly agree b. agree
c. disagree d. strongly disagree
24. Realia is appropriate for all level
a. strongly agree b. agree
c. disagree d. strongly disagree

Set B

1. Do you think using realia in teaching English vocabulary really help to meet the objectives of the course?

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2. What are the challenges you face while using realia to teach English vocabulary in language classroom.

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3. If the student's do not understand your instruction. What do you do?

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4. Which technique is most appropriate for young learners to teach English vocabulary? Support your answer?

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5. Which technique is more useful in teaching English vocabulary in the context of Nepal? Support your answer.

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6. Which technique do you suggest other teachers to deal with while teaching English vocabulary in the rural area? Why?

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7. What are the advantage of using realia in the classroom?

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8. Do you think using realia in the classroom helps in learning vocabulary? Why?

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9. Is it possible to teach all language item using reaila? Give your opinion.

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10. What is your opinion regarding the use of realia in teaching vocabulary?

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