



POSTGRADUATE STUDIES – SECOND CYCLE

“The effects of using realia in vocabulary teaching among 5th graders in the primary school ‘Andon Zako Cajupi’ in Mitrovica”

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Abstract

The main purpose of this thesis is to investigate the effectiveness of using realia as a vocabulary teaching technique for young learners of a second language in a primary school in Mitrovica.

This study seeks to carefully analyze and define the impact of using realia in students' vocabulary knowledge by making a comparison to the other traditional vocabulary teaching and learning techniques such as translation and memorization.

The target population of this study has included one hundred 5th grade ESL students coming from the primary school "Andon Zako Çajupi" from Mitrovica that were set as two different groups. Two of the groups, the experimental and control group received different vocabulary teaching approaches.

The assigned control group was taught through the reliance of dictionary use and direct translation of new vocabularies and memorization whereas the experimental group had a different teaching instruction, that of learning new vocabularies through the use of different realia.

The instrument that was used during the data processing elicited teachers' attitudes towards the effectiveness of using realia in the classroom and a post test that highlighted the best vocabulary teaching techniques between the two groups. The results indicated that the use of realia among 5th graders is prior to any other vocabulary teaching technique as above mentioned and it reinforced students' vocabulary knowledge more than the traditional approach of translation and memorization. Moreover, the study results of teachers' questionnaire aimed to throw light on different English teachers' perspective of realia and its usage in English language vocabulary teaching. The results indicated that ESL teachers that were a part of the study were aware of the positive pedagogical impact of realia as a mediating factor in today's' classroom. The study also emphasized that the use of realia fosters students' ability to include words taught by it in their vocabulary storage.

Key words: realia, vocabulary, students' vocabulary mastery

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CHAPTER 1: INTRODUCTION

As the English language has become a universal language in Kosovo, the educational system has been taking various serious steps towards enhancing the system of English as a second language teaching in Kosovo schools. These changes in education, especially over the last years, have pointed out lots of practical, effective second language learning approaches and motivational teaching strategies, however, using outmoded language teaching approaches, irrelevant learning materials, and complex instructions may interfere on our students' road towards ESL fluency. Consequently, teaching today's learners means that we must facilitate learning in such way that it becomes just as natural and fun as learning the first language.

The objective of teaching English is that students be successful in four language skills, as listening, speaking, writing and reading. Therefore, teachers should give students opportunity to practice their speaking by giving more examples, activities, methods, and also media that put them into real practice communication. Moreover, teachers are them who implement every stage of the process and try to make it simple and to attain the result in the end of the whole process. Using of new techniques make teaching more exciting and attractive to the students and give them much more space to explore themselves. This way, these techniques can make teaching more easily for teachers because majority of the work would have been done by the students whereas teachers could be regarded as mentors and advisors during the whole process from the beginning until the end of the class.

Amongst many vocabulary teaching approaches, what has drawn the interest of various educators in ESL classes nowadays is English language learning through the use of realia in the classroom, especially in vocabulary teaching.

Richards and Rodgers (2001) defined realia as teaching enhancing objects that can be used during the classes to facilitate learning. Since first and second language acquisition demands having an extensive vocabulary for a better mastering of the language systems, it is essential presenting it through various techniques. Additionally, Larsen-Freeman (1986) implies that vocabulary presentation is best presented

through visual or kinesthetic activities such as videos, songs, educational games and using of realia in the classroom.

In general, this thesis supports the idea that a better understanding of the nature of vocabulary instruction is needed in our education system. It also aims to highlight the extent of realia usefulness as a pedagogical learning tool especially during vocabulary instruction. In other words, by means of using realia students will have the opportunity to expand their store of words and meanings.

This chapter generally deals with the background of the thesis, significance and purpose of the thesis and structure of the thesis.

1.1. Background of the study

Kurniati (2016) noted that:

Vocabulary is an important aspect in learning a language, especially in learning a second or foreign language (English). When learners are learning a new language, they should have enough vocabulary in order to make use of their language into four language skills that are listening, speaking, reading, and writing. Without vocabularies, speakers cannot convey the meaning and communicate with each other in a particular language. Therefore, it is important to choose appropriate media when a teacher teaches vocabulary in a class. (p.1)

Unfortunately, the teaching vocabulary in our education system has not received the proper importance it has on students' language proficiency since educators have not been taking into account the fact that their teaching should be adjusted to their students' needs. For many years, many practical methodologies and teaching techniques have failed to be appropriately conducted since ESL teachers didn't try enough to keep abreast their students' vocabulary learning interest. This way, second language learners have been struggling to properly use L2 language outside of the English classes.

According to Nikmah (2014):

In Junior High School, students are required to memorize all the English rules and a lot of vocabulary items. To master vocabulary items, they

have to know pronunciation, spelling, meaning, and the use of the words in context. Students do not always hear English in their daily life, they just hear English at school and therefore it is hard for them to reach the target learning goal. (p. 45)

Similarly, Kurniati (2016) in his research notes that second language learners face similar issues since:

Some elementary school students feel afraid or nervous when learning English. It is because English as a foreign language is rarely used in their daily life. They were not familiar with the language and they feel frustrated when they could not mention words and understand the meaning of words. (p. 2)

We are aware that each language has its specific language system, each with major differences and complexities, but however, since the lack of communicative confidence is an obvious and common issue among second language learners, what can us as teachers do to enhance their communication confidence?

According to the National Reading and Technical Assistance Center (NCTAC, 2010):

Active vocabulary instruction should permeate a classroom and contain rich and interesting information. Vocabulary instruction, in particular, explicit should cover many words that have been skillfully and carefully chosen to reduce vocabulary gaps and improve students' abilities to apply word knowledge to the task of comprehension. (p.7)

Overcoming such interfering teaching and learning issues means that teachers should stop being the only source of information among with the book, but one of the many learning resources a student might benefit from.

Furthermore, choosing the proper teaching materials help reach the target language objectives easily and successfully (Rubin, 1979; Cunningsworth, 1984). Lastly, teachers should be able to add a connecting bridge between language learning inside the classroom and using it outside the classroom, meaning that besides teaching, we should also illustrate, represent and facilitate learning through the use of various objects, known as realia. Giving our classes a new dimension of learning framework by

using useful pedagogical tools will facilitate learning in such way that it becomes just as natural and fun as learning the first language.

Bably & Nusrat (2017) note that “using realia can make the learning process meaningful and more memorable for the learners as they can connect it with their real life” (p. 1).

In this case, when engaged in more demanding cognitive situations, students acquire information more rapidly. By making associations, the vocabulary gap becomes smaller as proficiency develops. Concerning this situation, children should be encouraged to ask, evaluate and use higher-cognitively demanding thinking skills by being taught through the use of different teaching resources such as realia.

The key findings of this study have proved that vocabulary learning by means of realia is an effective teaching tool that facilitates learning and students’ interaction, creates a fun and relaxing second language learning environment.

1.2. Significance and purpose of the thesis

As previously mentioned, second language learners face difficulties while trying to use the second language outside the ESL classes. Why is this issue so frequently noticeable in our society?

You can start thinking of several ideas and possess strong arguments but the main issue behind this scenario is that teaching of vocabulary hasn’t been receiving proper attention. Learning a second language means starting from the basics. When it comes to basics, it seems that a lot of teachers face with difficulties on how to teach effectively the roots of a language. A student is exposed to a new word while reading or hearing. That new word is produced while speaking and writing. However, when trying to convey different meanings and make useful sentence structures with that particular lexis, let’s us understand that students’ comprehension outcome could be better. This situation has made me think of contemporary and useful teaching strategies that would highly improve and adjust my teaching style.

The aim of this thesis validates and recognizes the importance and effectiveness of using realia in vocabulary teaching and argues that it should be regarded as a useful

pedagogical teaching tool, not only for English language teaching, but for every subject in the curriculum.

For young learners, realia help to memorize a lot of unfamiliar words not just by reading or hearing them. It makes learning vocabulary more enthusiastic and fun, but this use in our schools isn't as presented as it should be. Therefore, the inspiration for this study came from the intention to examine more deeply the use of realia in our everyday context of teaching and learning English.

The purpose of this project is to develop a set of enrichment activities for the primary school students. The model presented will use children's traditional vocabulary learning approaches for the control group whereas will focus more on emphasizing the effectiveness of using realia in vocabulary development in the experimental group. Same vocabulary will be taught only in two different approaches. In this way, the results of the post-test after the experiment will highlight which approach further reinforced the students' abilities to learn these words in their vocabulary storehouse.

The following research will clearly show that a link exists between vocabulary instruction through the use of realia and vocabulary retention. Literature also indicates that there's a need to systematically incorporate the use of effective teaching tools into the curriculum for teaching of vocabulary.

As second language teachers, it is our goal to develop a lifetime learner not a creation of an individual who lacks communicative confidence. Concerned about the lack of research studies in the field of interest, I considered it is also crucial to raise English as a second language teachers' awareness towards the advantages of using realia in ESL classes. The study findings showed that the application of realia in vocabulary teaching is far more superior and effective in students' outcomes than only repetition and overreliance in memorization.

1.3. The structure of the study

This thesis is composed of five chapters. Chapter one shows a general introduction and generally discusses the background of the thesis, significance and purpose of the thesis and structure of the thesis.

Chapter two contains the review of the relevant literature and studies conducted in the field of second language vocabulary learning and teaching. The first section reviews the literature related to the importance of vocabulary learning and teaching, whereas the second part presents the importance of using realia in language learning and vocabulary teaching.

Chapter three discusses the methodology and study procedures. It introduces the research design, participants of the study, instruments and data analysis.

Chapter four presents and discusses all quantitative data gathered from the questionnaires and post-test vocabulary proficiency scores and compares them with reference to the research questions and hypotheses.

Chapter five deals with the conclusions of the study, its limitations and recommendations for the future research studies.

In the end, references used in this study are presented at the bibliography section and appendixes are presented at the end of the thesis.

CHAPTER II: LITERATURE REVIEW

2.1. Introduction of the literature review

Children's vocabulary acquisition is key towards the road of second language proficiency (Dickinson, Golinoﬀ & Hirsh – Pasek, 2012). This chapter therefore, investigates the relevant literature and analysis some of the studies conducted in the field of second language vocabulary learning and teaching by means of the most contemporary techniques. Moreover, it specifies the need of using realia as a vocabulary teaching technique that is superior to the traditional vocabulary teaching approaches in ESL classrooms. The theoretical framework reviews the notion of realia, vocabulary and the ways of teaching vocabulary to young learners. The second part of presents an overview of using 'realia', vocabulary teaching through the use of realia, why is it important to ESL classrooms, realia's characteristics and ending on some useful major findings of many scholars on how to conduct a successful class session by the use of realia as a pedagogical teaching tool.

2.2. What is realia?

Realia is considered as objects, items or props that are used during teaching to enhance students' comprehending skills (Richards and Schmidt, 1985; Nunan, 1999). Berwald (1987, as cited in Kurniati, 2016) states that:

Realia are not only a series of artifacts that describe the customs and traditions of a culture, but they are also a set of teaching aids that facilitate the simulation of experience in the target culture. Realia provide language learners with multi-sensory impressions of the language. (p. 21)

Under these statements, realia is every real life object that aids learning and practicing the language. Realia is defined by Nunan (1999) as "objects and teaching props from the world outside the classroom that are used for teaching and learning" (p. 313).

Along with these ideas, Richards & Platt (1998) similarly regard realia as useful examples of presenting different topics and language objectives, starting from vocabulary learning such as articles of clothing, items of food, kitchen utensils and so

on. Soames (2010) also shows that there is a mental linkage between the objects that are brought in the TEFL classroom and the words that these objects present.

Whether you bring an advertisement, song, cartoon, bus ticket or a magazine article, you're using realia for realia (Cook, 1981). On the other hand, Ulfa (2010) made a distinction between the objects that can be brought and used in ESL classes. The division was categorized as "real things and imitative thing" (Ulfa, 2010, as cited in Kurniati, 2016, p. 22).

Real things, according to Ulfa (2010) are considered the ones that cannot be copied but only seen and touched.

In this regard, Kurniati (2016) notes that for the first category:

Many kinds of real things can be used as realia, for example, the things that are already in the classroom (book, bag, pencil, blackboard/whiteboard, ruler, and eraser), the small things of house that can be brought into classroom (magazine, newspaper, ashtray, and watch), there are also many kinds of real life that can be brought into classroom such as flowers, vegetables, and some of small animals. Teachers can also use a human being as realia to present body parts. (p. 22)

As for the second category of realia, that of the imitative things, the author Kurniati (2016) notes that:

Many kinds of imitative things which can be brought into classroom as substitute for the original things, such as doll, box, globe, transportation toys (car, scooter, train, bicycle, ambulance, plane, and ship), fruit toys (orange, apple, cashew, banana, and mangos), vegetable toys (chili, eggplant, papaya, and carrot), animal toys (horse, lion, elephant, frog, deer, and buffalo), and kitchen set toys (stove, frying pan, knife, and plate). Those things are plastic and wooden made, so they are safe for children and also they can be used as media for several times. (p. 22)

Hubbard (1983) states that realia is real life object that enable the students to make connections to their own lives.

Willis (2008) notes that realia is one of the most effective teaching media since when you're teaching students a concrete item:

An effective teaching strategy is to show them an actual item (triangle, insect, telescope); if this is not possible, realia (a toy version of a real object) can be used (toy, car, model of a dinosaur); to increase the sensory experience, students enjoy exploring objects with all of their relevant sense. (Willis, 2008, as cited in Irawan, 2017, p. 42)

By presenting vocabulary instruction through different approaches, realia helps to make English language input as comprehensible as possible and to build "an associative bridge between the classroom and the world" (Heaton, 1979).

Ur (1996) considers that when considering of using realia in teaching, teachers' should choose its appropriateness so that the learning objectives could be easily accomplished. In choosing the best media for vocabulary presentation, educators and teachers in general, should first be aware of the realia's characteristics. If a realia is directly accessible, related to the real world, inexpensive, meaningful without language, can be touched, observed and easily manipulated, then we are talking about good realia (Irawan, 2017).

As a general overview, it can be concluded that the use of realia should be regarded as a special activity since of its greatest value in fostering an active teaching-learning setting.

2.3. The notion of vocabulary

Vocabulary knowledge is central on mastering a second language (Thornbury, 2002). Even though the meaning of "vocabulary" can be easily conceptualized as a simple argument, knowing a "word" requires a highly organized comprehensive ability. Meaning that, one should be able to notice "similarities, differences, restrictions and examples" between various meanings associated with the word (Richards & Rogers, 2001, p. 134).

The word vocabulary is defined in Oxford Advanced Learner's Dictionary (online version, 2011) as "all the words that a person knows or uses, or all the words in particular language". Neuman & Dwyer (2009) state that:

Vocabulary refers to the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary). Children use the words that they hear to make sense of the words they will eventually see in print. (p. 385)

In foreign language teaching learning process, vocabulary plays an important role. It is one element that links the four skills of speaking, reading, listening and writing all together. Vocabulary is one of the competences of the language. It is an important aspect on learning English. How well one can communicate with English is partly dependent on how many vocabulary he has mastered. (Sukrina, 2013, p. 2)

Similarly, Schmite and Mc Carthy (1997, as cited in Sumarni, 2008) say that:

Vocabulary has an importance role in language skills. In listening ability, vocabulary gives easiness for the learners to comprehend what the other person speaks. In speaking and writing, vocabulary gives easiness for the learners to expand their ideas. In reading, vocabulary gives easiness for the 8 learners comprehend the text. (p. 2008)

Vocabulary is a core component of language proficiency and provides much of the basis for how well young learners speak, listen, read, and write (Richards & Schmidt, 2005).

But, what does the word 'vocabulary' mean?

There have been many theories and arguments regarding on what vocabulary represents in its core meaning (Hatch & Brown, 1991; Carter, 1998; Thornbury, 2002). According to Hatch & Brown (1991) vocabulary represents a set of words from a particular language that helps learners communicate fluently. Regarding to this insight, Oyarzo, Vargas & Reyes (2008) note that "the use of vocabulary plays a predominant role in order to make communication successful no matter what language is being referred to" (p. 18).

Many linguistic researchers note that is not an easy concept to be explained.

Carter (1998), a word can be defined from two aspects, from the orthographic perspective:

A word is any sequence of letters (and a limited number of other characteristics such as hyphen and apostrophe) bounded on either side by a space or punctuation mark. However, in the semantic language system, a word is “a minimum meaningful unit of language”. (p. 4-5)

Among many vocabulary theories and definitions, one that has received significant importance through years is Hodges’ (1984) vocabulary definition. The term vocabulary is defined by Hodges (1984) as:

The vocabulary or lexicon of a language encompasses the stock of words of that language which is at the disposal of a speaker or writer. Contained within this lexical storehouse is a core vocabulary of the words used to name common and fundamental concepts and situations of a culture, as well as subsets of words that result from one's personal, social, and occupational experience. Probably the 10 most important influences on one's speech is the simple circumstance of the language spoken in the country of one's birth. Each one of us grows up by interacting and interpreting the world around through the medium of language. (p. 2)

2.4. Second language vocabulary development

Vocabulary development is regarded as the most critical aspect of second language acquisition (Silvestri, 2015; Wilkin, 1972, Nation, 2006). Given the significance of vocabulary’s role, the literature on L2 acquisition (SLA), frequently regards it as the most integral aspect of language. Nation (2006) notes that vocabulary is the building block of effective communication whereas Wilkin’s (1972) most appreciated comment states that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p. 11).

Chung (2018) notes that “in second language (L2) vocabulary research, much attention has been paid to how learners can be supported to acquire vocabulary and how teachers can be better prepared to teach vocabulary in the language classroom” (p. 499).

Language development (i.e., form, content, and use of words) and vocabulary acquisition of children whom are learning multiple languages is complicated due to the need to support acquisition of the home or

native language, while also supporting English development. (Brown, 2015, p. 6)

One of these difficulties is the similarities and differences between learners' L1 and L2 language structures. As the author Silvestri (2015) notes that students' second language vocabulary development has several similarities with their L1 vocabulary acquisition. Those students that possess little vocabulary mastery have trouble communicating their thoughts, similarly as in their L1 output. Therefore, a limited vocabulary in both L1 and L2 impedes successful communication.

Kaiser and Roberts (2011, as cited in Brown, 2015) note that "a delay in language acquisition, including vocabulary development, is one of the earliest indicators of developmental deficits that may affect later academic and social outcomes for children" (p. 6).

Edge (1993) says "knowing a lot of words in a foreign language is very important because the more words you know, the better chance of understanding or making yourself understood" (p. 27).

Authors have also been discussing if adults acquire the L2 word meaning in a similar way as children acquire the L1 word meaning.

Bialystok (1995, as cited in Ma, 2009) cites that:

Children discover and acquire meaning while they are maturing cognitively and this process is partially supported biologically; whereas adults already have a conceptual and meaning system from their L1, with the result that acquiring the L2 meaning is essentially a reconstruction process of their original conceptual system. This process can be very slow and is sometimes never fully completed, which explains why so many L2 learners stop progressing at a certain level. (p. 55)

We are aware that second language learners do not receive the same amount of L2 exposure as much as native speakers of that L2, and in this regard, Hinkel (2017) raises a highly important question regarding the subconsciously acquired vocabulary.

How many exposures to a word are needed before the learner can recall or recognize the meaning of a word, how much reading has to be done to ensure this number of repetitions of the new vocabulary and how

realistic is it to expect L2 learners to read the necessary amount of text?
(Hinkel, 2017, p. 344)

When there are similarities between L1 and L2, Kamps (2015) suggests that the chances for vocabulary development are higher. Students don't have to rely a lot on memorization since they may encounter words that are represented similarly in their L1.

According to Brown (2015):

Encouraging vocabulary development is so important during early childhood, because it is a time when children are able to acquire vocabulary rapidly" (p. 3). Further on the topic, Brown (2015) notes that "individual children acquire vocabulary at different ages and do not always follow 'typical' patterns of development. (p. 3)

Dickinson, Golinkoff & Hirshpasek (2010) note that the most important reason for early vocabulary acquisition, is that a better vocabulary development is a key factor for later school success.

According to August, Carlo, Dressler, and Snow (2005):

English language learners who experience slow vocabulary development are less able to comprehend text at grade level than their English only peers, and they may be at risk of being diagnosed as learning disabled. (p. 50)

Simply put, Brown (2015) notes that "if children do not have a strong vocabulary they will have difficulty developing the necessary skills to read and write, and if they are not familiar with the vocabulary in the text they will have difficulty with comprehension" (p. 5).

2.5. Teaching vocabulary to young second language learners

"Today's children are exposed to vocabulary in a greater variety of ways than at any other time in history" (Spraggin, 1936, p. 12).

Thinking about little children who learn to speak, then they always start with words used for labeling, so that the concept, for example, of a 'cat' has a name 'cat'. But of course not every animal is a cat. The child needs to learn how far to extend the concept of a cat. (Přibilová, 2006, p. 15)

“In other words, acquiring a vocabulary requires not only labeling but also categorizing skills.” (Thornbury, 2002, p. 18).

Thornbury (2002) further states that knowing a word is mostly a manner of noticing two fundamental lexical branches such as the word’s form and its meaning.

In other words,

Knowing the meaning of a word is not just knowing its dictionary meaning (or meanings) – it also means knowing the words commonly associated with it (its collocations) as well as its connotations, including its register and its cultural accretions. (Thornbury, 2002, p. 15)

Přibilová (2006) notes that:

To know a word is one thing but we have to pause on the fact how this knowledge is acquired. The child has to realize that these common words like cat can be replaced by super ordinate terms like animals. And to this category also belongs other animals, not just cats. (p. 15)

Up to this day, schools seem to be doing a good job since many of them possess many materials that are produced to achieve productive instruction and learning sequences, however, in many of our schools in Kosovo, students’ vocabulary retention is being left aside without receiving proper recognition. Even at this time modern time for education, students are given lists of words along with their definitions to read and memorize them. Each week they are tested on how well they’ve memorized these words. Logically and unfortunately, the majority of words are forgotten. Spraggin (1936) notes that modern teaching programs suggest that textbook manufacturers should enable incidental learning chances by using meaning stories and illustrations. Also, Ojeda (2004) notes that successful teachers are the ones who help students develop vocabulary competence by providing a fun, interactive and up-to-date learning environment.

However, by considering the fact that today’s learners have unlimited access to many learning resources through the use of the internet, television, many online educational programs and virtual books, teachers should try to adjust their teaching style and update their teaching objectives. As the author Lewis (1993) states that teachers should not teach according to a “theoretical perspective”. A contemporary teacher shouldn’t be following a recipe that may have been outdated and ineffective

(p. 8). Having in mind our century in which we are living, children's vocabularies must be richer than any previous generation. However, what's evident is that this is not the case. Our students still lack communicative confidence when trying to use L2 outside the classroom. Possessing little vocabulary knowledge and having little chances to actually practice the words in different contexts shows that our students have developed only a limited vocabulary.

In such case, where does the learner turn for help?

School is the place where this situation can provide better results. But, what's the best way of teaching vocabulary. This has been an issue of great interest among many researchers and linguistics (Rosenshine, 1986; Neuman & Dwyer, 2009) and many of them have recognized the fact that there are significant linguistic teaching strategies that should be followed so that learners receive comprehensive vocabulary instruction.

Mancilla - Martinez (2013) state that:

There are important differences between instruction in a first language and in a second that we need to attend to in order to increase instructional effectiveness and efficiency. One source of differences between first- and second-language vocabulary development stems from learners' degree of proficiency in the second language. A second stems from learners' level of proficiency in the mother tongue. (p. 1)

Due to the significant nature of the second language vocabulary acquisition, Hatch and Brown (1995, as cited in Taheri, 2014), state that when it comes to teaching vocabulary, "there are numerous types of approaches, techniques, exercises and practice that can be used, but teachers should decide what types would be best for their students and their circumstances" (p. 544).

Lewis (1993) on the other hand states that there is a small number of teachers that provide input that enables students develop a variety of knowledge and learning interest and that only a "few language teacher exhibit the kind of intellectual curiosity and readiness to change" (p. 8). What's left to be understood is that we need to pay attention to our teaching approaches as well as our qualities as teachers.

The Center for High Impact Philanthropy (2010) argued about the qualities of a teacher and noted that:

A quality teacher is one who has a positive effect on student learning and development through a combination of content mastery, command of a broad set of pedagogic skills, and communications/interpersonal skills. Quality teachers are life-long learners in their subject areas, teach with commitment, and are reflective upon their teaching practice. They transfer knowledge of their subject matter and the learning process through good communication, diagnostic skills, understanding of different learning styles and cultural influences, knowledge about child development, and the ability to marshal a broad array of techniques to meet student needs. They set high expectations and support students in achieving them. They establish an environment conducive to learning, and leverage available resources outside as well as inside the classroom.

(p.7)

Following his development of the “Lexical Approach”, Lewis (1993) emphasized that teaching vocabulary for years had received less attention than the study of grammatical structures. In view of these reflections, Ellis (1997), also confirms that traditionally various teaching methods were highly engaged into the form-focused instruction. However, the situation started to change in some extent when language pedagogy started to adjust its actual utterances and provided second language learners with real communicative experiences.

In other words,

A lexical approach in language teaching refers to one derived from the belief that the building blocks of language learning and communication are not grammar, functions, notions, or some other unit of planning and teaching but lexis, that is, words and word combination. (Richards & Rodgers, 2001, p. 132)

Oxford (1990, as cited in Hadi, 2018) noted that:

Teachers should balance their teaching methods, somehow structuring the class so that all learning styles are simultaneously or at least sequentially accommodated, so as to achieve effective foreign language learning. Furthermore, to motivate students to learn, teachers may contextualize vocabulary in situations where students can relate to in terms of their personal experiences, rather than simply as more vocabulary to memorize. It can be assumed that by linking the students' experiences with their own learning process guarantees an effective storage of newly learned vocabulary. (p. 67)

Vocabulary instruction which requires active student involvement seems to improve comprehension more than passive vocabulary activities. Good teaching provides the learner with strategies not only for learning the task at hand but for independent learning beyond the task at hand. Students should be responsible for learning in a variety of methods in order to acquire word meanings. (Pohl, 2003, p. 8)

According to Přibilová (2006):

The presentation of new vocabulary can be classified for example according to verbal and visual techniques. Among visual techniques we can find pictures - flashcards, photographs and magazine pictures, wall charts, posters, blackboard drawings, word pictures, several realia that teachers can hold up or point to. Mime, action and gestures can be used especially for explaining actions and times. Learners can label pictures or objects or perform an action. Verbal techniques consist of using illustrative situations, descriptions, synonyms and antonyms, collocations, scales, and using various forms of definition: for example, definition by demonstration (visual definition), definition by abstraction, contextual definitions, and definition by translation. (p. 19-20)

Similarly, Nation (1974: 18-19) noted that teaching the form of a word can be done in three separate ways, such as:

- *“Visually* – by showing the written form of the word
 - by showing the mouth movements involved in saying the word
 - by showing hand movements that draw letters of the word in the air
 - by showing wooden or plastic letters that spell the word
- *Tactilely* (meaning the learners use their sense of touch)
 - by using letters made of wood, cardboard, sandpaper, and so on, so the learners can feel the shapes of the letters that make up the word
 - by using a system of writing like Braille (the writing system for the blind)
 - by writing the word, letter by letter, on the learner’s hand
- *Aurally* - by saying the word
 - by producing the word in morse code or some other aural code

For teaching the meaning of the word we can use various different approaches:

- Demonstration
 - by showing an object or a cutout figure
 - by gestures
 - by performing an action
- Pictures – by using photographs, blackboard drawings, illustrations cut from magazines and newspapers
- Explanation – by description
 - by giving synonyms or opposites
 - by putting the word into a defining context
 - by translating”.

However, before presenting these vocabulary teaching techniques to second language learners, Přibilová (2006) notes that:

Firstly, we should consider how many words should be presented during the lesson. This is closely connected with several factors:

- The level of the pupils – beginners, intermediate etc.
- Their familiarity with the words – have they come across these words or are they completely new?
- Words difficulty – are the words abstract, are they easily pronounced and can we find similar words in the learner’s native language?
- Can the words be easily demonstrated?

- Shall we use realia or anything that the pupils can become familiar with?
- Can pictures be used to elicit vocabulary? (p. 19)

Teaching English to young learners needs a very much understanding of the characteristics of the learners, skillful in managing the classroom and good ability in the language. Young learners are very special; they are in their period to get the ability in a second language. (Suharsih & Hamidiyah, 2012, p. 7)

In contract, the author Přibilová (2006) also states that when it comes to teaching vocabulary by means of translation, it should be kept into account that this technique is being considered as a traditional way of explaining the meaning of words and therefore can be very discouraging for learners especially youngsters.

As proposed by Schmitt & McCarthy (1997), besides these several techniques, vocabulary retention should also be facilitated through the use of contrast, explanation and realia by which the words are presented through the use of real objects.

2.6. Vocabulary instruction through the use of realia

Since second language learners need to master vocabulary knowledge of about “8000-9000 word families for reading and perhaps as many as 5000-7000 families for oral discourse” (Schmitt, 2008, p. 329), the real issue for language teachers is on choosing the proper vocabulary teaching techniques that would fit students’ needs, age, aptitude and motivation in learning.

In this regard, since word learning is different in a second language, Kurniati (2016) notes that when it comes to the use of realia as a vocabulary enhancing teaching resource:

Students acquire new vocabulary in practical way. Students might find it easy to understand the meaning of the words and make the learning experience more memorable for the learners, for example if you were going to teach vocabulary about kind of fruits and vegetables it could be much more effective for students when they can touch, smell, and see the objects at the same time as hearing the new word. (p. 24)

Teaching vocabulary to school students remains a complicated process where the selection of contextual vocabulary find highly significant and important. In order to understand a language, ESL teachers have to invent innovative techniques in teaching vocabulary in the classrooms. (Thiruvengadam, 2017, p. 53)

“Young children love to learn best when they are enjoying themselves, but they also take themselves seriously and like to think that what they are doing is real work” (Scott and Yterberg, 1998, p. 2).

Thirunvengadam (2017) stated that:

Young children learn differently from older children, adolescents, and adult. In learning, young children more difficult in study, it is caused by they learn tend to change their mood every other minutes but, on the other hand young learner more have motivation in learn than adult to do things that appeal to them. In this case, the teacher should more creative in selecting activities in learning process; furthermore, they should provide a great variety of interesting activity and exercise. (p. 53)

Since it is a useful learning tool, we can even argue that realia can be regarded as a learning strategy since Riding & Rayner (1998) noted that if a particular activity becomes a usual, helpful and appropriate learning facilitator then we can argue about a learning strategy.

In view of these regards, Bala (2015) notes that:

There are many ways generated by the linguists to teach the language items in EFL classroom; however, bringing ‘realia’ into the classroom is one of the most effective ways to create an enjoyable class atmosphere and acquire the target language efficiently. (p. 43)

Gomez & Guererro (2012) notes that:

Realia can be used as an icebreaker, and it serves as a valuable tool to encourage conversation. It also makes the students’ minds concentrate on the object. When teaching English vocabulary to children, realia is a good option. For example, children love toys, so they can be used in a

lesson. Realia can be used also to construct a dialogue, to tell a story or explain concepts such as traditions; realia is practical in teaching prepositions of place such as: *on, in, under, next to, and in front of over*. The teacher can take an object and put it on a box, in a box, under a box and so on. (p. 15)

Given the recent attention, a significant question that needs a careful analysis is being raised as on what does it make realia be a distinctive vocabulary teaching technique? Harmer (1998) gives a very detailed example by highlighting the use of realia in vocabulary teaching such as in following:

“It’s a pen! This is perhaps the easiest level at which to explain meaning. The teacher wants students to understand the form ‘pen’ so she holds up a pen and says ‘pen’. The meaning will be clear” (p. 51).

If our students were to memorize a list of new list of vocabulary items, even the most simple and commonly encountered words would not make sense as when students have the chance to visually see, hear, touch and feel with an object that represents the word being taught.

Richards & Rogers (2001, as cited in Gomez, 2012), note that:

Realia uses the senses to understand the meaning and this example is explicit in Multiple Intelligences. It explains that since the intelligence can be broken in other intelligences, some of them can help humans in understanding the purpose of language. It means communication. This is attributed to the fact that language has its own ties to life through the senses. The senses provide the accompaniment and context for the linguistic messages that give it meaning and purpose. It is necessary to have a multisensory view of language meaning that to build an adequate frame of language as well as effective development of skills for language learning. (p. 16-17)

However, regardless of several successful vocabulary teaching techniques, even if applied under the same conditions to all students, certain students might always have a larger vocabulary comprehension than their classmates.

In this regard, Nation (1974) noted that:

The meanings of words must be taught in context – not from lists of unrelated words. For they realize that the meaning of many words can change according to their use in particular sentences and particular contexts. But, recognizing and following this basic approach, a teacher will often find that some word will not 'stick' in the minds of the learners without extra effort on the part of the teacher to help them along. (Nation, 1974, p. 18)

Suharsih & Hamidiyah (2012) suggested that several topics could be learned easier through the use of realia as for example:

- To teach vocabulary for animals, clothing, fruit, use actual objects or facsimiles thereof (pieces of clothing, toy animals, plastic fruit). For young learners, it's a very useful tool in making the abstract concrete.
- to introduce learners to Canada (or countries) use a Canadian flag, a map of the world, and photographs of Canada. Create a picture of a country, introduce and practice target vocabulary and sentence patterns (for example: I'm from Japan), and serve as a springboard to compare and contrast Canada with Japan (Japan is part of Asia. Canada is part of North America.)
- to teach prepositions of place (such as on, in, under, next to, in front of, over). Objects can be placed on a desk, in a desk, under a desk and so on.
- to tell a story use Christmas cards as a means to explain the concept of Christmas and some of its many traditions, to illustrate Christmas images such as Santa Claus, reindeer, candy cane, Christmas trees, poinsettia and to teach Christmas greetings such as "Merry Christmas and a Happy New Year. Christmas cards provided a springboard to get my students to talk about their own holidays and customs. (p. 9)

2.7. Why is realia important in the ESL classroom?

Have you ever wondered how to teach vocabulary properly and effectively? Let's consider how many times you ever found yourself in the scenario as following:

Teacher: "So students, let's do a quick revision. Are you ready?"

Students: "Yes, let's do it"

Teacher: "Who can tell me what does the word 'sneaky' means?"

A very silent classroom!

Teacher: "But how, we've learnt it yesterday. Doesn't anyone remember?"

Have you ever wondered how many students have had to struggle and memorize a lot of notions that were very hard to be remembered? Moreover, how many of them have had bad experiences learning English at school, often by remembering their English lessons as being dull and repetitive.

Especially,

Low-level students may suffer from obtaining what teacher presents because they have no chance to synthesize what they learn in the class with real life situations. Using real objects and materials gives students opportunity to experience real life in the class atmosphere and this may facilitate and accelerate their learning process. (Bala, 2015, p. 43)

Wouldn't it be wonderful if all teachers could just start realizing their teaching impact on students' road towards L2 fluency? Wouldn't it be even more wonderful if the tendency of memorization wouldn't receive that much of interest in today's ESL classes?

In general, young children best like to learn through visualizing rather than memorizing. What other approach than realia would be better on stimulating their genuine interest in learning and moreover, raising their learning motivation?

Using realia in the classroom will help students generate authentic interest in learning and also create a fun and easy teaching framework.

Hadi (2018) noted that:

Visual aids have been classified as important components of the language classes over the years. These aids have been considered as very useful teaching tools for teachers of ESL in almost every trend of second language teaching. (p. 65)

Harmer (2002) on the other hand notes that vocabulary learned from realia emphasizes words that students may associate them their L1 meanings easier without being forced to rely a lot on memorization.

Hadi (2008) regards that:

Realia refers to real objects, specimens or artifacts-not copies, models, or representation from a particular culture. Indeed, authentic materials such as newspapers, magazines. Catalogs, timetables, films are designed for use in real life situations not for use as instructional tools. Although not designed for instructional use, realia and other authentic materials, including non-print mass media, provide a wide range of printed and spoken messages that can be used as primary or secondary material in foreign language classroom. Other examples include telephone books, tickets and radio and television broadcasts. (p. 66)

Students can see the word on the board, on a computer screen, or in a book that they are reading or you are reading to them. They can hear the word when you say it, when another student says it, or when a voice simulator on a computer says it. They can rehearse the association by seeing the word and pronouncing it a number of times, writing it, and playing games that require them to recognize printed versions of it. (Graves, 2006, p. 71)

However, as mentioned by Stice (1987, cited in Hadi 2008):

Students retain 10 percent of what they read, 26 percent of what they hear, 30 percent of what they see, 50 percent of what they see and hear, 70 percent of what they say, and 90 percent of what they say as they do something. (p. 67)

Under these results, it can be implied that second language teachers should focus on incorporating diverse techniques in vocabulary teaching and pay attention to the way of how they present new lexical items. Students should have the feeling of involvement in the classroom.

Whether in an active or passive role, Haynes & Zacarian (2010:2) note that “students’ success is highly correlated with their engagement in the learning process”. Maybe, if teachers would stop making students repeat long word lists that most of the times are time consuming, require a lot of memory reliance, lack of creative meaning and association to real life objects.

Research by Moeller, Ketsman & Masmaliyeva (2009) states that:

Vocabulary learning begins in a learning environment that is rich in oral and written language, one in which incidental learning and direct teaching opportunities are provided to acquire and practice language. (p. 1)

Considering these arguments, as students begin having a mental representation of certain words that are associated on certain activities or objects (realia), then they acquire information more rapidly.

Similarly, Bably & Dilnusrat (2017) noted that:

Using realia stimulates the mind, and it encourages creativity by involving the senses in the learning process. Realia saves time, as learners can recognize an object immediately, thus lengthy explanations are no longer necessary.

Realia can be used also as a motivational enhancing learning tool (Bably & Majid, 2011). Harmer (2001) on the other hand, has listed several reasons regarding the usefulness of using realia in the classroom. The author notes that by seeing language in use, students’ comprehension will take a new dimension since they will immediately find relevance of the word through navigating on different used realia. Additionally, Harmer (2003) notes that students are highly motivated in learning when being taught through interesting tasks.

According to Berwald (1987):

The major advantage of using authentic materials and mass media in the foreign language classroom is that they contain current language on all topics imaginable and provide constant reinforcement of vocabulary forms learned in the classroom. In addition to containing traditional vocabulary learned in the early stages of language instruction, they may contain neo-logisms as well as extensive vocabulary for sports, politics, cooking, music and other topical areas. (p. 3)

Mustain (2009) states that the functions of using real things in the classroom are several starting from the attention and curiosity that they may give to our students. Learning becomes more engaging and students can easier interact with one another in solving different activities by applying real things in the ESL classroom. Lastly, the author mentions that even the quality of learning process can be improved. In addition, another significant advantage of using realia in the ESL classroom as discussed by Ngaroga (2006) is that it motivates young learners in learning.

The advantages of using realia are to motivate, it means they provide the learner with the sort of direct experience that cannot be obtained through other media of learning no matter how well contrived, to allow children to apply various senses and thus making learning effective. (Ngaroga, 2006, as cited in Irawan, 2017, p. 42)

2.8. Realia as a motivator in learning vocabulary

In second language acquisition, the concept of motivation has been considered as one of the most affective factors involved in learning (Julkunen, 2001; Laufer & Hulstijn, 2001). Whenever we mention theories of motivation, Gardner's (1985) theory highlights one of the most respectable appreciations from linguistics and researchers. Gardner (1985) defines second language learning motivation as follows:

Motivation in the present context refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language. That is, motivation to learn a second language is seen as referring to the extent to which the individual

words or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity. (p. 10)

Garcia (2016) notes that:

Motivation, along with other others, plays an important role allowing or blocking the target language, depending on the individuals' motivation level. Therefore, we could establish a relationship between motivation and language achievement, whereby the higher the motivation is, the weaker the filter is, and as a consequence, the better language input will be, allowing a good achievement in the target language. (p. 7)

Similarly, Laufer & Hulstijn (2001) state that:

All learners and teachers know that motivation promotes success and achievement in L2 learning and that students who experience high amounts of an external or intrinsic drive or need to learn, will achieve higher levels of proficiency than students with low levels of drive. (p. 1)

Motivation a classroom context is regarded by Julkunen (2001) as "a continuous interaction process between the learner and the environment" (p. 29).

A student who studies English as a second language must keep his interest and learning motivation high since it's a key towards better language mastery. La Guardia (2009) considers that there are several approaches for language learners that boost learning motivation and make the process of learning fun and enjoyable and if learnt voluntarily, we can argue about intrinsic motivation. Second language teachers, on the other hand, can simulate intrinsic motivation among their students by giving students more competence during the ESL classes. Kusrkar, Croiset & Cate (2011, as cited in Garcia, 2016) have proposed several steps towards enhancing students' learning motivation. They've listed the suggestions as following:

- "Identify students' needs and interests and structure the lessons around them
- Encourage active participation
- Provide challenges to students, such as topic presentations in small groups

- Give positive and constructive feedback
- Provide guidance
- Create a positive atmosphere of emotional support
- Empathize with the students
- Allow students to be involved in planning the course
- Use the words can, could and may to address the students.

(Kusurkar, Croiset & Cate, 2011, as cited in Garcia, 2016, p. 10)

Gardner (2007) notes that:

If the language teacher is ineffective or non-responsive, and so forth, or if the course is particularly dull or confused, and so forth, these factors will undoubtedly be reflected in the individuals' attitudes toward the learning situation. (p. 5-6)

Respectively, teachers according to Madrid (2002) can influence learners' perspective of language by raising students' motivation to attain their learning objectives.

As noted in Zaman (2015):

Teachers can motivate students by implicating many different types of enjoyable strategies. It is very important to make the classroom atmosphere relaxed and friendly. Many students have the content in themselves but they cannot perform because of the lack of confidence. Teachers can motivate the learners by their positive attitudes. A teacher is the guide, mentor or facilitator. Teachers should make the learning process enjoyable and interesting for the students. They can use multimedia or new teaching aids in classrooms. Teachers should teach them about the culture of the language as well. That can make the students more interested to know or to learn about the language. (p. 9)

Furthermore, Smith (2009) notes that:

If a teacher is aware of the significant factors that influence language learning motivation, then it is possible for the teacher to incorporate strategies that are designed to positively develop motivation to persist in language learning and professional language use. (p. 6)

Teaching foreign languages requires of using authentic materials and since the impact of realia in language acquisition has already been represented as a must in an ESL classroom, another highly important issue is to mention the fact that realia raises students' learning motivation and according to Berwald (1987), it also raises cultural awareness. Similarly, Smith (1997) shares the same attitude towards realia and notes that that realia enhances linguistic and cultural comprehensibility.

Often realia such as maps, schedules, notices, etc. consist of minimum amounts of language thereby reducing potential frustration. Even students considered to be slow language learners should be able to understand certain realia with a feeling of accomplishment. (Berwald, 1987, p. 3)

Harmer (2003) notes that students have higher learning motivation when language structures are presented to them through their senses, since they have the chance to use and hear the language as it is. However, without proper attention to realia's appropriateness, the motivational enhancing attribution of realia could be a hard target to be achieved. Therefore, Bably & Nusrat (2017) note that there's a correlation between motivation in learning and the use of realia since it makes classroom activities fun and interesting.

However, "before selecting materials, teachers need to find out the area of interest of the learners. If they choose materials related to the learners' field of interest, it will be immensely effective to actively engage the learners in the learning process" (p. 4).

CHAPTER III: RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction of the research design and methodology

The following section of this chapter outlines the experimental design of the study regarding the effectiveness of using realia in students' vocabulary performance. Moreover, it examines the collected data concerning the effect of gender on students' performance score on both control and experimental group. The researcher describes the overall structure of the research study, sample and population, the selected data instrument, hypotheses of the study, research questions, the kind of realia used during the experiment period, procedure of the study and findings.

3.2. The overall design of the study

This study conducts an experimental research. The experiment was carried out in order to explore the strength of relationship between the variables. The experiment had aims to find out whether the use of realia in vocabulary teaching had any effect in increasing 5th grade students' vocabulary mastery, or else known as the population of the study. The study took place at the primary school "Andon Zako Cajupi" in Mitrovica and the population of the study were 5th graders coming from four different classrooms. The sample of the study was incidental, meaning that the researcher had no prior intention on affecting the overall study results.

The aim of the study is teaching vocabulary using two different teaching strategies, with and without the use of realia and to compare students' performance on vocabulary tests. Students were grouped as two groups, experimental and traditional group. The 1st group also known as 'Group A' consisted of 53 students from two different classrooms (23 students were a part of the first classroom and 30 students were a part of the other classroom) and both of these classrooms were assigned as an experimental group. This group received the vocabulary instruction through the use of realia. On the other hand, the 2nd group also known as 'Group B' consisted of 47 students from two different classrooms (27 students were a part of the first classroom and 20 students were a part of the other classroom) and similarly, both of these classrooms were assigned as a control group. This group was the traditional group that received 'the translation' vocabulary instruction during the research period. Thus,

the total sample of the study consisted of a hundred 5th grade primary school students.

The researcher also aimed to highlight gender differences in vocabulary mastering among the population of the experimental group, therefore a comparison between female and male students' performance scores was made.

The research used two instruments to collect and analyze the data. It used a pre test – post test design of the study in order to see which vocabulary approach provided better vocabulary mastering results and a questionnaire which highlighted teachers' attitude towards the use of realia in their ESL classes.

3.3. Research questions and Hypotheses

This study examines the effectiveness of realia as a pedagogical vocabulary teaching tool among 5th graders, with a special interest on finding out the gender differences in vocabulary learning, as well as it examines teachers' attitudes towards the effectiveness of realia in their ESL classes, by being based on the following research questions:

- Does the use of realia affect students' level of vocabulary mastery more than 'the translation' method?
- Is there a correlation in vocabulary mastery among ESL learners and students' gender in the experimental group?
- Is there is a significant difference between students' English vocabulary proficiency grades and their vocabulary learning outcomes after the use of realia in the experimental group?
- Are ESL teachers aware of realia's efficiency on boosting students' learning interest and helping them understand concepts better?

According to these research questions, here are the following hypotheses of this study:

- H.1. The use of realia as a pedagogical vocabulary teaching tool will affect students' vocabulary knowledge more than the direct translation method used

in the control group. Students coming from the experimental group will provide better vocabulary mastery results than those from the control group.

- H.2. There is a positive correlation between students' gender and vocabulary learning through the use of realia.
- H.3. There is a significant difference between students' English vocabulary proficiency grades and their vocabulary learning outcomes after the use of realia in the experimental group.
- H.4 Teachers are aware that the use of realia as a vocabulary instructional setting boosts students' learning interest, helps them understand concepts better and provides a fun learning environment.

3.4 Population and sample

The study took place at the primary school "Andon Zako Cajupi" in Mitrovica and the population of the study were 5th graders coming from two different classrooms. The sample of the study was incidental, meaning that the researcher had no prior intention on affecting the overall study results. Students were grouped as two groups, experimental and traditional group. The 1st group also known as 'Group A' consisted of 53 students from two different classrooms (23 students were a part of the first classroom and 30 students were a part of the other classroom) and both of these classrooms were assigned as an experimental group. This group received the vocabulary instruction through the use of realia. On the other hand, the 2nd group also known as 'Group B' consisted of 47 students from two different classrooms (27 students were a part of the first classroom and 20 students were a part of the other classroom) and similarly, both of these classrooms were assigned as a control group. This group was the traditional group that received 'the translation' vocabulary instruction during the research period. Thus, the total sample of the study consisted of a hundred 5th grade primary school students.

The school where the researcher did the experiment had a large number of students and teachers who had been teaching there for many years. Also, it was very well equipped and the maintenance of it was to be congratulated. The teaching schedule started at 7:30 am in the morning and ended on at 12:30 pm. The English as a second

language class duration was forty-five minutes and students had ESL classes three times a week, starting on Monday, Wednesdays and Thursdays.

3.5. The procedure of the data collection

This study was carried out at the primary school “Anton Zako Cajupi” in Mitrovica, where I also had finished my internship as an English language teaching. As the very first step, the researcher required permission from the schools’ principals for allowing the study to be conducted. After the principal’s allowance, the researcher contacted the English teacher that had been working at that school for many years and after letting her know of the nature of the study, she confirmed the procedure by showing her interest and unconditional support. After the first class, students were divided into two groups on the basis of random sampling. One group acted as a control group and the other was the experimental one. Both of the groups attempted a pre-test and a post-test two weeks later. The pre-test had the purpose of evaluating students’ basic vocabulary knowledge and as a tool to do so, the researcher asked their English teacher to provide their vocabulary knowledge grades that would serve as an pre-evaluation of their overall outcome.

On the other hand, the post-test had the most important value, that of defining whether the use of realia had been a successful pedagogical teaching tool that provided better chances of vocabulary mastery among 5th graders but also, it proved the fact that traditional vocabulary teaching approaches such as translation and memorization are less effective in increasing students’ knowledge of vocabulary.

The researcher conducted different teaching instructions for both groups. Both of the groups experienced the same teaching lessons, with the exception of the experimental group, which learned vocabulary with the aid of realia. The researcher with the help of the participants’ English language teacher chose three topics that were required to be finished by the Curriculum.

The first topic that both of the groups were presented was *‘Fruits and Vegetables’*. The objectives of this lesson plan were to allow students understand of these two categories and also learn different fruits and vegetables along with their L1 meaning. The participants coming from the experimental groups (Group A) received instruction

by the use of realia. The researcher brought different plastic fruits and vegetables and for each one of them, she asked the students to touch, repeat and say its L1 translation without direct translation on the blackboard. After each student performed the task, the researcher then collected the realia and continued on the other group. The repetition of this task regarding this topic lasted a week. Participants had English as a second language classes three times a week, meaning that they were exposed to realia regarding the 'Fruits and Vegetables' topic for three times. The other topic next week was the '*Means of transportation*'. Students from the experimental group were presented with several toy transportation vehicles that served as realia in teaching different words.

In the meantime, participants coming from the control groups (Group B) received vocabulary instruction through memorization and direct translation. The new lexical items were written on the blackboard and translated into their L1 meaning. Moreover, in the '*Fruits and Vegetables*' topic, they were given a list of these two categories that had the same amount of nouns as the experimental group, and were asked to learn them by heart by the end of the third class session. Lessons were not accompanied by the use of realia but several activities that were related to the book. Similarly, the following topic '*Means of transportation*', students followed the same class flow, meaning that they learned the words by memorization and translation, with less chances to actually see or touch objects representing them words.

The following week, both groups had to fill the post-test. The post-test had questions regarding the new words that were taught during the two week sessions of experiment. The same test was applied to both Group A and Group B. Their scores served as data that were used for validating the study hypotheses.

On the other hand, a questionnaire was prepared and distributed among the English teachers of different schools to gather their opinion about the importance of realia in vocabulary teaching. Data achieved through these questionnaires was also used for final results.

3.6. Instrumentation

This study used a questionnaire that was previously used by the researchers Tasnubh Bably & Dil Nusrat (2017) and also a post-test to measure students' vocabulary achievement for both of groups. The first instrumentation that was used in this study was the teachers' questionnaire (Appendix I). It is a modified version of the research that was conducted by two authors Bably & Nusrat (2017) who examined teachers' perceptions towards the effectiveness of realia in students' overall vocabulary mastery. This questionnaire was distributed to ten ESL teachers coming from the municipality of Mitrovica. They were asked to fill out the questionnaire and were also told that their personal data will be kept private. The twenty items questionnaire had different questions, each with a different purpose of investigation. Questions Q1, Q2, Q6, Q7, Q11, Q13, Q14 and Q15 evaluated teachers' attitudes towards the general pedagogical impact of realia's effectiveness in developing vocabulary knowledge. Moreover, these questions were also related on finding out teachers' attitudes whether they find the use of realia as a motivational enhancing teaching tool, or whether it raises students' creativity and curiosity in learning. However, it also aimed to show if there are disadvantages of incorporating realia in each ESL class activity. Questions Q3, Q4, Q5, Q7, Q9, Q10, Q11, Q14, Q15, Q16 highlighted certain limitations that must be taken into account whenever we decide to use realia in vocabulary teaching. Starting from considering aspects such as time consummation, class flow boredom by repeating it in every activity, time consummation through implementing it, student's age and level, its price and whether teachers find it expensive to buy and so on. In order to achieve the best outcome, the researchers have thought it would be a necessity to focus also on realia's disadvantages so that teachers know how to set their class expectations in future classes of using realia.

After the two weeks of the experiment, students from both of the groups (Group A and Group B) filled out a post-test that elicited which teaching approach has provided superior vocabulary learning outcomes, and which group has performed better. The post-test has had the same amount of lexical items that both of groups have learned during the experimental ESL class sessions. They had to twenty questions to answer and for research easement, their vocabulary learning responses were categorized as

low vocabulary outcomes, moderate vocabulary outcomes and high vocabulary outcomes. The control group was first administered by their ESL teacher and researcher, given a test with no picture or visual representation of words. It had the same amount of words that they had learned when given lists of words regarding the two topics (Fruits and Vegetables) and (Means of Transportation). The time available for them to complete the post-test was also the same as for the experimental group, a total of 45 minutes. Students had to translate the L2 words into their L1 translation, which were commonly given in their first dictionary meaning. On the other hand, students from the experimental group, besides seeing realia that they've seen during the ESL class sessions, they were also provided with a test that had visual representations (pictures attached) regarding to each word they've learned during classes. Similarly, at the end of the class sessions students were told that this kind of testing will not be affecting their English vocabulary grade and that all of the activities were done only for researching purposes.

CHAPTER IV: STUDY RESULTS AND DISCUSSIONS

4.1. Introduction of the study results and discussions

This particular chapter discusses the main findings of the study. In the first part, the experimental design data are highlighted. The results of post tests are presented for both of the groups, firstly by presenting the results coming from the experimental group after the use of realia in ESL classes and secondly, it presents the results coming from the control group after the direct translation method used during the ESL classes.

Furthermore, as from a quantitative perspective, the chapter also highlights ESL teachers' responses from the questionnaire regarding their attitudes and beliefs of using realia in ESL classes. Each hypothesis is carefully elaborated at par with the statistical results.

This section further deals with different variables used in this study such as students' gender, vocabulary English proficiency grades and most importantly the results of vocabulary retention after vocabulary instruction through the use of realia.

The SPSS program was used as a statistical data editor for this study.

Lastly, this chapter discusses and analyzes the overall study findings and compares them to similar findings from other studies.

4.2. The descriptive analysis of demographic characteristics of variables and subjects

Firstly, the description of variables of the study such as the demographic characteristics of variable's distribution such as gender, English vocabulary proficiency grade as well as learners' vocabulary knowledge achievement before and after the use of realia will be presented.

Table 1-The descriptive statistics such as the arithmetical mean, median, mode, standard deviation as well as the maximum and minimum of variables

		Students' vocabulary mastery results after the use of realia in the experimental group	Students' vocabulary mastery results after the use of translation in the control group
N	Valid	53	47
	Missing	0	0
Mean		2.51	2.08
Median		3.00	2.00
Mode		3	2
Std. Deviation		.595	.692
Minimum		1	1
Maximum		3	3

The table presents the descriptive statistics of variables such as:

Mean: Students' vocabulary mastery results after the use of realia in the experimental group is $M = 2.51$; Students' vocabulary mastery results after the use of translation in the control group is $M = 2.08$;

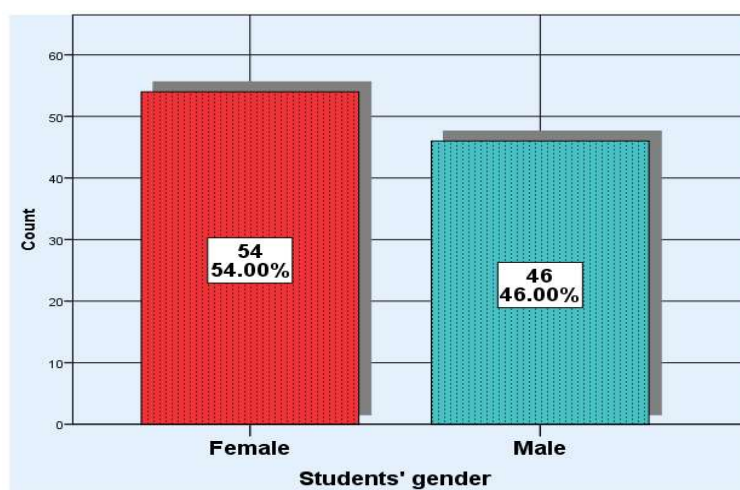
Median: Students' vocabulary mastery results after the use of realia in the experimental group is $Med = 3$; Students' vocabulary mastery results after the use of translation in the control group is $Med = 2$;

Mode: Students' vocabulary mastery results after the use of realia in the experimental group is $Mo = 3$; Students' vocabulary mastery results after the use of translation in the control group is $Mo = 2$;

Standard deviation: Students' vocabulary mastery results after the use of realia in the experimental group is $\sigma = .595$; Students' vocabulary mastery results after the use of translation in the control group is $\sigma = .692$;

The minimum and maximum of variables: Students' vocabulary mastery results after the use of realia in the experimental group is $min = 1$ and $max = 3$; Students' vocabulary mastery results after the use of translation in the control group is $min = 1$ and $max = 3$;

Graph 1- The graphical representation of the participants' gender composition



This graph shows that the majority (54%) are female students whereas (46%) are male students.

4.3. Hypotheses testing

In order to prove the hypotheses some statistical operations were conducted such as the non-parametric Kruskal – Wallis test, correlation, graphs, correlation and descriptive statistics. The data were collected and analyzed by using (SPSS) the Statistical Package for Social Science.

4.3.1. The analysis of the first hypothesis

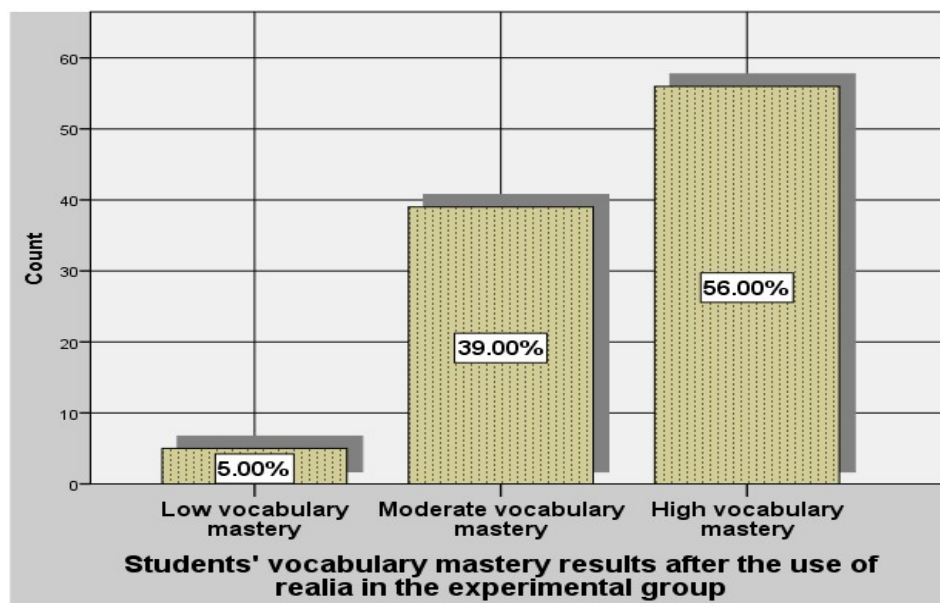
Hypothesis 1: The use of realia as a pedagogical vocabulary teaching tool will affect students' vocabulary knowledge more than the direct translation method used in the control group. Students coming from the experimental group will provide better vocabulary mastery results than those from the control group.

In order to prove this hypothesis, the research question was conducted as following:

- Does the use of realia affect students' level of vocabulary mastery more than 'the translation' method?

In order to test this hypothesis, students' vocabulary achievement of the experimental group after the post-test got measured. Their vocabulary learning outcomes were divided by following three levels such as low, moderate and high level of achievement.

Graph 2- The graphical representation of students' vocabulary mastery after the use of realia in the experimental group



After the experiment was conducted, students from two different classrooms that consisted the experimental group (Group A) that received vocabulary instruction by the use of realia were tested by a post-test that had questions related to the words that they had learned during the classes. In order to ease the research, the level of achievement for these words was divided in three categories: low vocabulary mastery (1-10) correct answers, moderate vocabulary mastery (11-20) correct answers and high vocabulary mastery (21-30) correct answers.

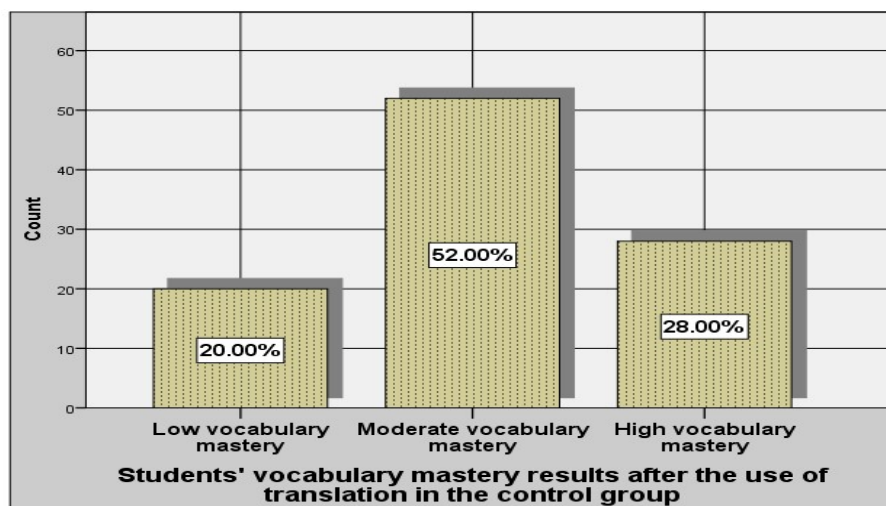
The data showed that most of the participants had high vocabulary mastery (21-30).

The results are as following:

- (56%) of the subjects had high vocabulary mastery outcomes;
- (39%) of the subjects had moderate vocabulary mastery outcomes;
- (5%) of the subjects had low vocabulary mastery outcomes.

The next graph shows the results of the control group (Group B) that received 'translation' as a method of vocabulary learning instruction. Similarly, post-test results followed the same vocabulary mastery categorization for research easement.

Graph 3- The graphical representation of students' vocabulary mastery after the use of translation in the control group



The control group (Group B) in the other hand, received the same post-test as the experimental group (Group A) but in a different vocabulary teaching approach, that of translation only. In order to ease the research, the level of achievement for these words was divided in three categories: low vocabulary mastery (1-10) correct answers, moderate vocabulary mastery (11-20) correct answers and high vocabulary mastery (21-30) correct answers.

The data showed that most of the participants had moderate vocabulary mastery (11-20) correct answers. Since most of the participants in the control group had moderate vocabulary learning results (11-20) and it can be noted that they were less successful in vocabulary retention than the experimental group.

The results are as following:

- (20%) of the subjects had low vocabulary learning results;
- (52%) of the subjects had moderate vocabulary learning results;
- (28%) of the subjects had high vocabulary learning results.

By being based on the experiment research data, the researcher can conclude that the use of realia as a pedagogical vocabulary teaching tool affects students' vocabulary knowledge more than the direct translation method used in the control group. Students coming from the experimental group have provided better vocabulary mastery results than those from the control group (see graph)

This way, the hypothesis *“The use of realia as a pedagogical vocabulary teaching tool will affect students’ vocabulary knowledge more than the direct translation method used in the control group. Students coming from the experimental group will provide better vocabulary mastery results than those from the control group”* is statistically true.

4.3.2. The analysis of the second hypothesis

H.2. There is a positive correlation between students’ gender and vocabulary learning through the use of realia.

In order to prove this hypothesis, the research question as following was conducted:

- Is there a correlation in vocabulary mastery among ESL learners and students’ gender in the experimental group?

As we can see from the correlation table above (see table 2), the correlation between students’ gender and vocabulary learning outcomes after the use of realia in the experimental group was not significant $r = 0.154$. The correlation is statistically insignificant to the standard alpha level of .05 since $p > 0.05$ (sig .126).

As a conclusion, the alternative hypothesis that there is a significant positive correlation between students’ gender and vocabulary mastery after the use of realia is rejected, whereas the zero hypothesis is accepted. Hence, there is no relation between students’ gender and vocabulary learning outcomes in the experimental group.

Table 2- The correlation between students’ gender and vocabulary learning outcomes after the use of realia

		Students' gender	Students' vocabulary mastery results after the use of realia in the experimental group
Students' gender	Pearson Correlation	1	.154
	Sig. (2-tailed)		.126
	N	53	53
Students' vocabulary mastery results after the use of realia in the experimental group	Pearson Correlation	.154	1
	Sig. (2-tailed)	.126	
	N	53	53

4.3.3. The analysis of the third hypothesis

H.3. There is a significant difference between students' English vocabulary proficiency grades and their vocabulary learning outcomes after the use of realia in the experimental group.

In order to prove this hypothesis on a statistical level, a research question was conducted as following:

- Is there is a significant difference between students' English vocabulary proficiency grades and their vocabulary learning outcomes after the use of realia in the experimental group?

In order to prove this hypothesis, the researcher used the non parametric test Kruskal-Wallis test that is the equivalent test of the parametric test ANOVA, such as following:

Table 3- The tabular representation between students' English vocabulary proficiency grades and their vocabulary learning outcomes after the use of realia in the experimental group

Ranks				
Kruskal-Wallis Test		English vocabulary grade	N	Mean Rank
Students' vocabulary mastery results after the use of realia in the experimental group	Poor		4	7.44
	Sufficient		7	9.15
	Good		10	16.00
	Very good		11	23.84
	Excellent		21	43.63
	Total		53	

In order to explore the differences between students' English vocabulary proficiency grades and their vocabulary learning outcomes after the use of realia in the experimental group, the non-parametric Kruskal-Wallis test showed that there are significant differences between students' grades and their overall vocabulary learning outcomes in the experimental group.

The students' vocabulary proficiency grades were divided as "excellent, very good, good, sufficient and poor" and as seen in table 3, the mean ranking has been made

and it results that students' with 'excellent' vocabulary proficiency grade have higher mean rank after the use of realia in vocabulary learning. Kruskal- Wallis test in table 4 shows that there are significant statistical differences in vocabulary overall outcomes after the use of realia: $\chi^2 = 17.997$; $p < 0.005$ (sig .001); $n = 53$).

In conclusion, the hypothesis is approved statistically and the zero hypothesis is refused.

Table 4- The tabular representation of the ranking means' significance between students' vocabulary proficiency grades and their overall vocabulary mastery results after the use of realia in the experimental group

Test Statistics^{a,b}

	Students' vocabulary mastery results after the use of realia in the experimental group
Chi-Square	17.997
df	4
Asymp. Sig.	.001

a. Kruskal Wallis Test

b. Grouping Variable: English vocabulary grade

4.4. Analysis of teachers' questionnaire regarding the effectiveness of realia in ESL classes

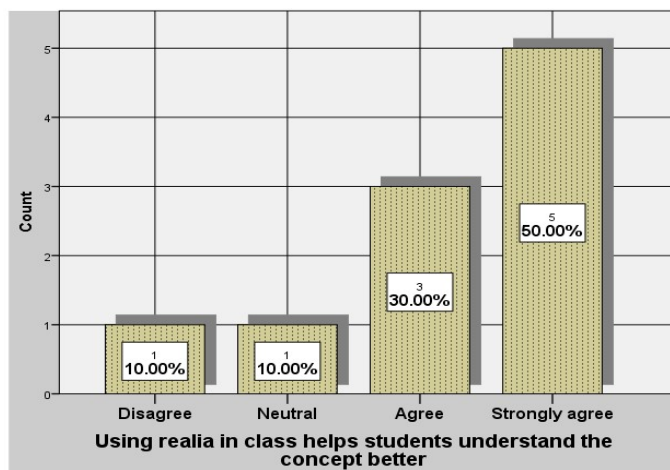
4.4.1. The analysis of the fourth hypothesis

H.4 Teachers are aware that the use of realia as a vocabulary instructional setting boosts students' learning interest, helps them understand concepts better and provides a fun learning environment.

In order to prove this hypothesis, a research question was conducted as following:

- Are ESL teachers aware of realia's efficiency on boosting students' learning interest and helping them understand concepts better?

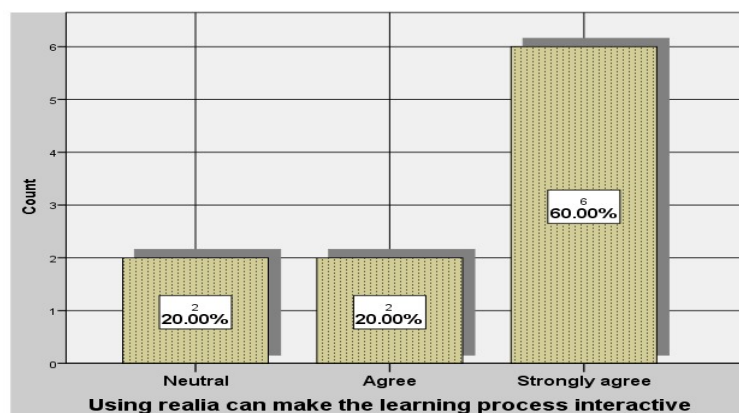
Graph 4- Teachers' answers regarding the questionnaire's statement: Using realia in class helps students understand the concept better



This graph presents teachers' answers regarding the effectiveness of using realia in vocabulary learning and if it helps students understand the concepts better. Following are the results:

- (50%) of the teachers have "strongly agreed" with this statement;
- (30%) of the teachers have "agreed" with this statement;
- (10%) of the teachers were "neutral" with this statement;
- (10%) of the teachers have "disagreed" with this statement.

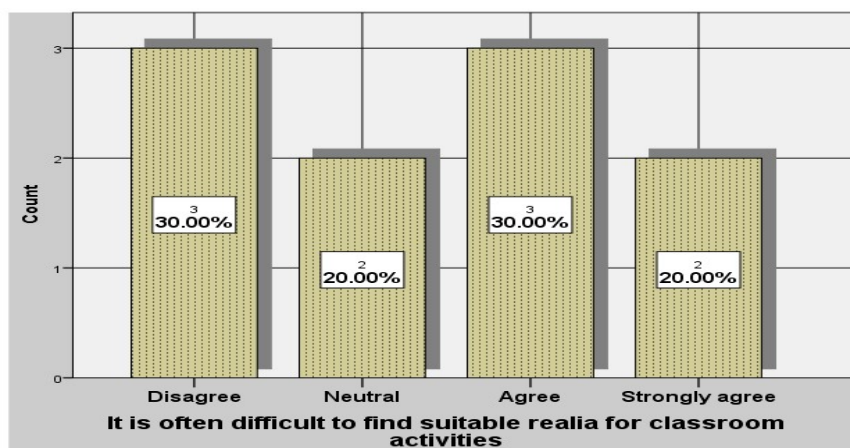
Graph 5- Teachers' answers regarding the questionnaire's statement: Using realia can make the learning process interactive



This graph presents teachers' answers regarding the effectiveness of using realia in vocabulary learning and if it makes learning interactive. Following are the results:

- (60%) of the teachers have "strongly agreed" with this statement;
- (20%) of the teachers have "agreed" with this statement;
- (20%) of the teachers were "neutral" with this statement;

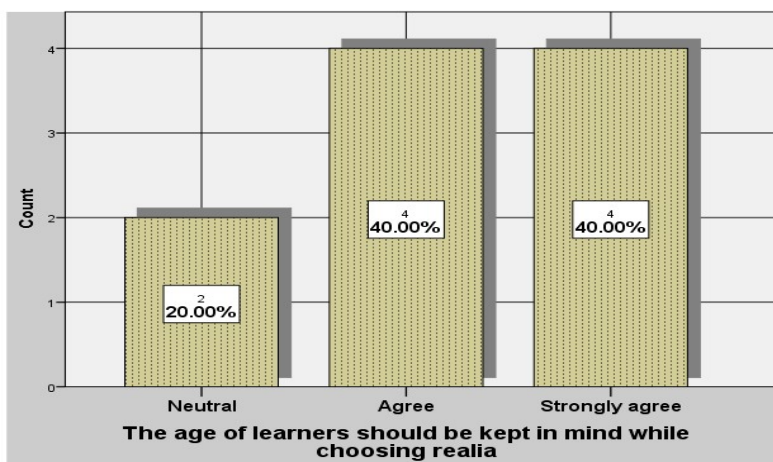
Graph 6- Teachers' answers regarding the questionnaire's statement: It is often difficult to find suitable realia for classroom activities



This graph presents teachers' answers concerning the difficulties of finding the appropriate realia for classroom activities. Following are the results:

- (20%) of the teachers have "strongly agreed" with this statement;
- (30%) of the teachers have "agreed" with this statement;
- (20%) of the teachers were "neutral" with this statement;
- (30%) of the teachers have "disagreed" with this statement.

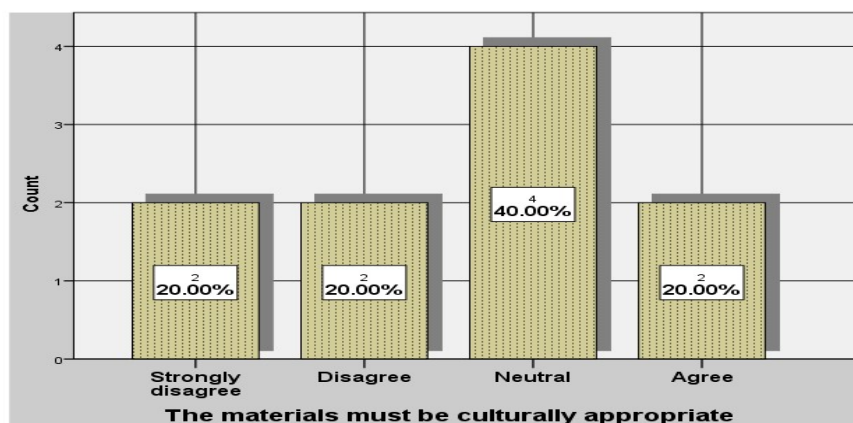
Graph 7- Teachers' answers regarding the questionnaire's statement: The age of learners should be kept in mind while choosing realia



This graph presents teachers' answers whether students' age be kept in mind or not while choosing the proper realia in ESL classes. Following are the results:

- (40%) of the teachers have "strongly agreed" with this statement;
- (40%) of the teachers have "agreed" with this statement;
- (20%) of the teachers were "neutral" with this statement.

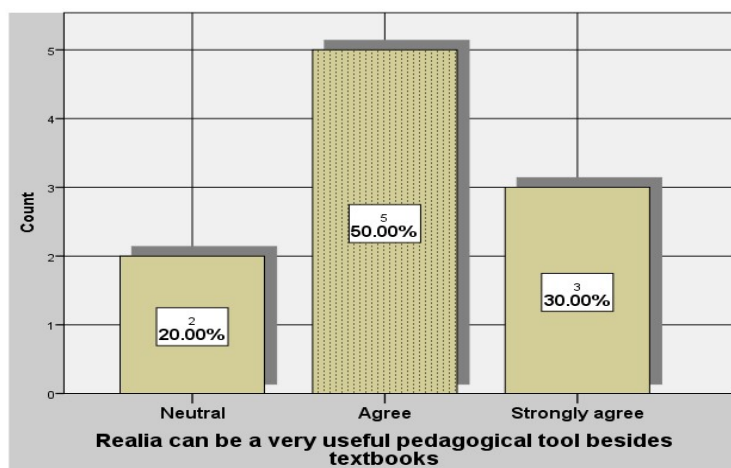
Graph 8- Teachers' answers regarding the questionnaire's statement: The materials must be culturally appropriate



This graph presents teachers' answers whether materials must be culturally appropriate. Following are the results:

- (20%) of the teachers have "agreed" with this statement;
- (40%) of the teachers were "neutral" with this statement;
- (20%) of the teachers have "disagreed" with this statement;
- (20%) of the teachers have "strongly disagreed" with this statement.

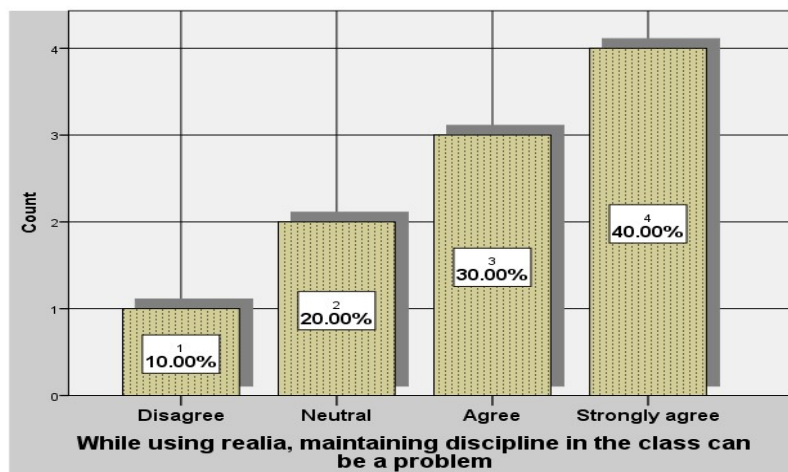
Graph 9- Teachers' answers regarding the questionnaire's statement: Realia can be a very useful pedagogical tool besides textbooks



This graph presents teachers' answers regarding their attitudes and beliefs of using realia as a pedagogical tool besides textbooks. Following are the results:

- (30%) of the teachers have "strongly agreed" with this statement;
- (50%) of the teachers have "agreed" with this statement;
- (20%) of the teachers were "neutral" with this statement;

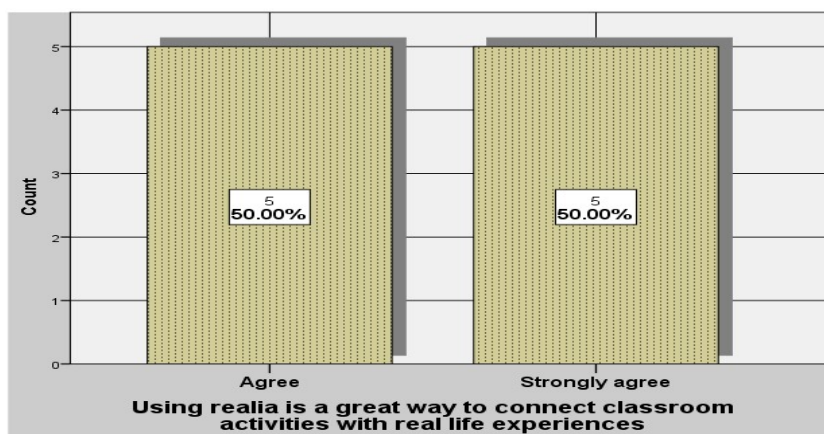
Graph 10- Teachers' answers regarding the questionnaire's statement: While using realia, maintaining discipline in the class can be a problem



This graph presents teachers' answers regarding their experience in class while using realia. The results show if teachers agree or not that there are major issues with discipline while using realia in ESL classes. Following are the results:

- (40%) of the teachers have "strongly agreed" with this statement;
- (30%) of the teachers have "agreed" with this statement;
- (20%) of the teachers were "neutral" with this statement;
- (10%) of the teachers have "disagreed" with this statement.

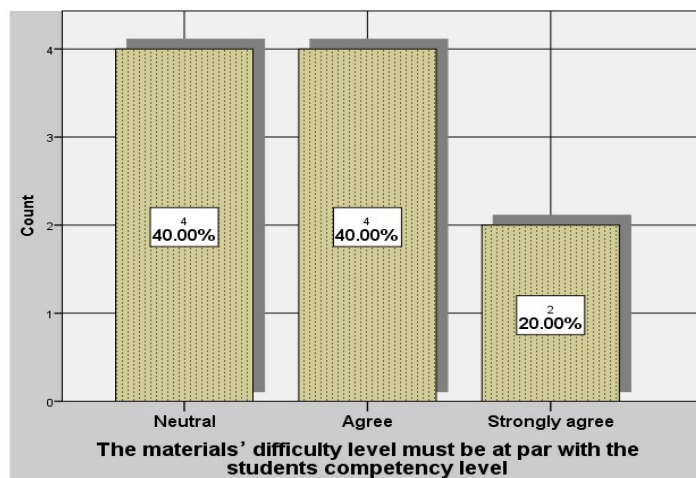
Graph 11- Teachers' answers regarding the questionnaire's statement: Using realia is a great way to connect classroom activities with real life experiences



This graph presents teachers' answers whether realia is a useful teaching tool that connects classroom activities with real life experiences. Following are the results:

- (50%) of the teachers have "strongly agreed" with this statement;
- (50%) of the teachers have "agreed" with this statement;

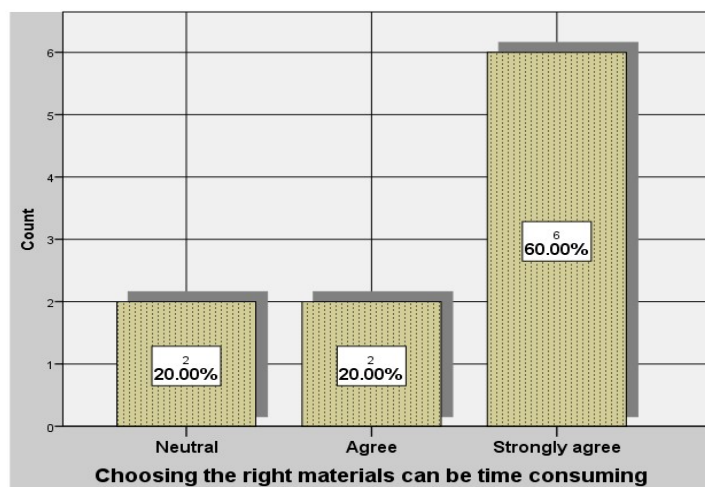
Graph 12- Teachers' answers regarding the questionnaire's statement: The materials' difficulty level must be at par with the students' competency level



This graph presents teachers' answers whether the materials' difficulty level must be at par with the students' competency level. Following are the results:

- (20%) of the teachers have "strongly agreed" with this statement;
- (40%) of the teachers have "agreed" with this statement;
- (40%) of the teachers were "neutral" with this statement.

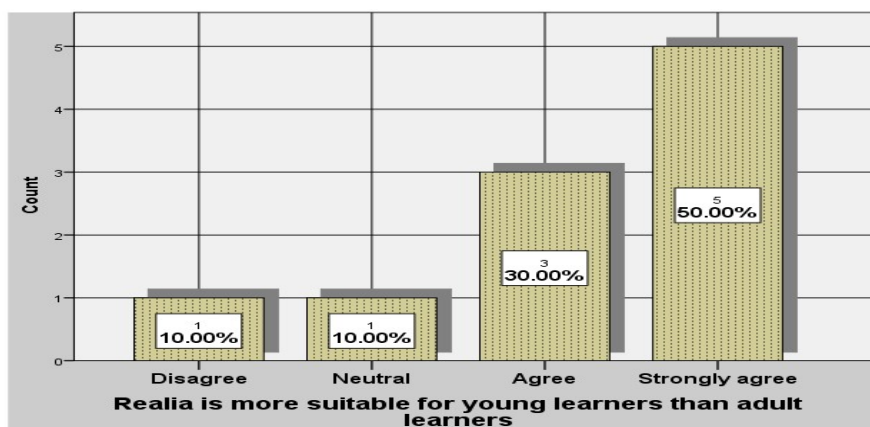
Graph 13- Teachers' answers regarding the questionnaire's statement: Choosing the right material can be time consuming



This graph presents teachers' answers whether choosing the right materials is time consuming. Following are the results:

- (60%) of the teachers have "strongly agreed" with this statement;
- (20%) of the teachers have "agreed" with this statement;
- (20%) of the teachers were "neutral" with this statement.

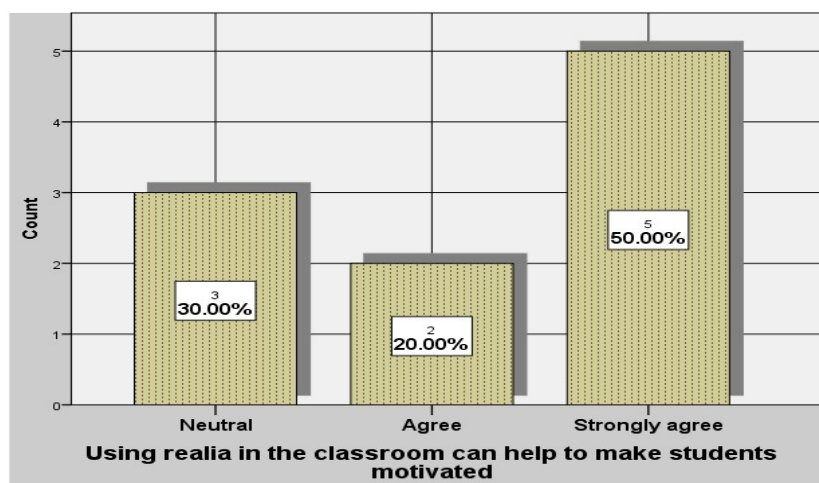
Graph 14- Teachers' answers regarding the questionnaire's statement: Realia is more suitable for young learners than adult learners



This graph presents teachers' answers whether realia is a more suitable teaching tool for young learners than adult learners. Following are the results:

- (50%) of the teachers have "strongly agreed" with this statement;
- (30%) of the teachers have "agreed" with this statement;
- (10%) of the teachers were "neutral" with this statement;
- (10%) of the teachers have "disagreed" with this statement.

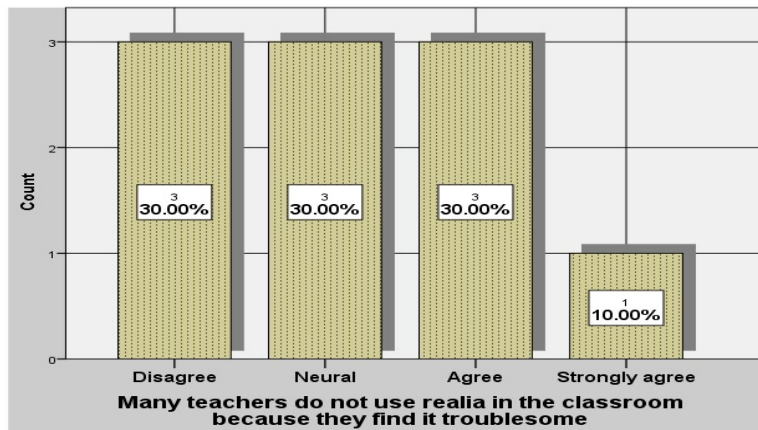
Graph 15- Teachers' answers regarding the questionnaire's statement: Using realia in the classroom can help to make students motivated



This graph presents teachers' answers whether realia is a motivational enhancing teaching tool. Following are the results:

- (50%) of the teachers have "strongly agreed" with this statement;
- (20%) of the teachers have "agreed" with this statement;
- (30%) of the teachers were "neutral" with this statement;

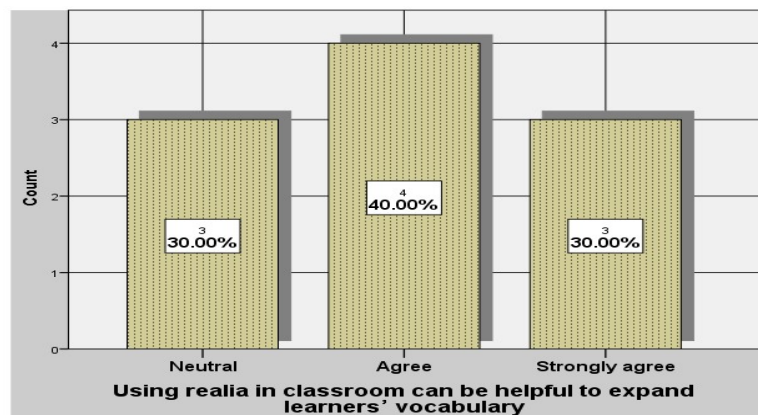
Graph 16- Teachers' answers regarding the questionnaire's statement: Many teachers do not use realia in the classroom because they find it troublesome



This graph presents teachers' views on whether other ESL teachers find the using of realia in their ESL classes troublesome. Following are the results:

- (10%) of the teachers have “strongly agreed” with this statement;
- (30%) of the teachers have “agreed” with this statement;
- (30%) of the teachers were “neutral” with this statement;
- (30%) of the teachers have “disagreed” with this statement.

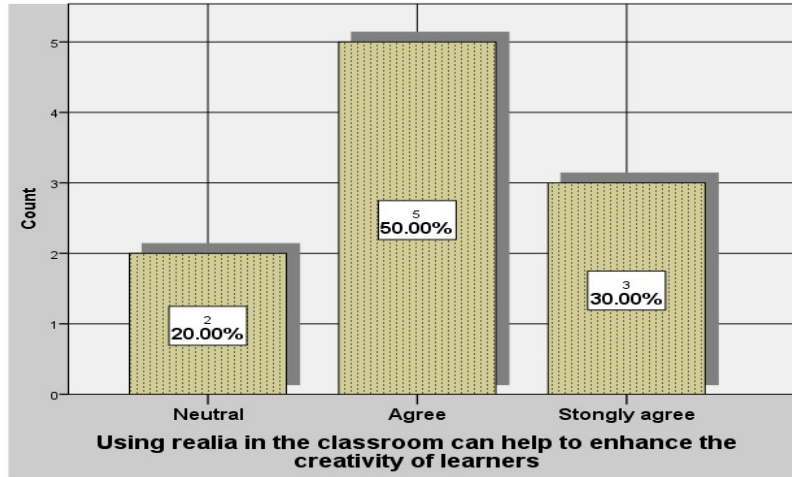
Graph 17- Teachers' answers regarding the questionnaire's statement: Using realia in classroom can be helpful to expand learners' vocabulary



This graph presents teachers' views on whether the usage of realia helps learners on expanding their vocabulary knowledge. Following are the results:

- (30%) of the teachers have “strongly agreed” with this statement;
- (40%) of the teachers have “agreed” with this statement;
- (30%) of the teachers were “neutral” with this statement;

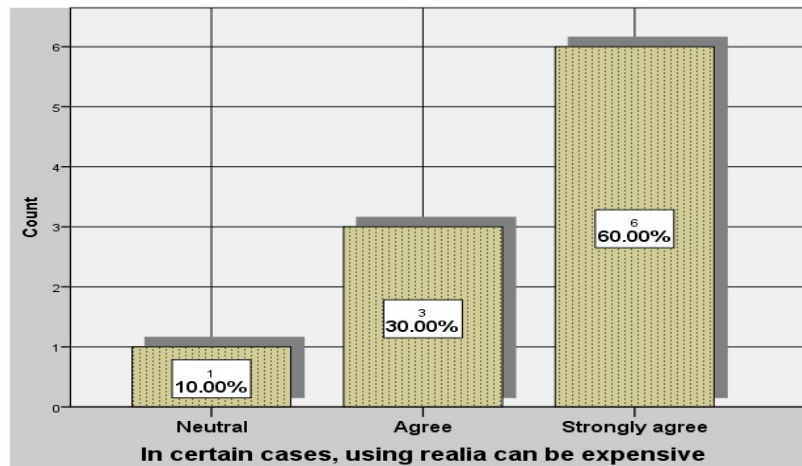
Graph 18- Teachers' answers regarding the questionnaire's statement: Using realia in classroom can help to enhance the creativity of learners



This graph presents teachers' views on whether the usage of realia helps learners enhance their creativity in learning. Following are the results:

- (30%) of the teachers have "strongly agreed" with this statement;
- (50%) of the teachers have "agreed" with this statement;
- (20%) of the teachers were "neutral" with this statement;

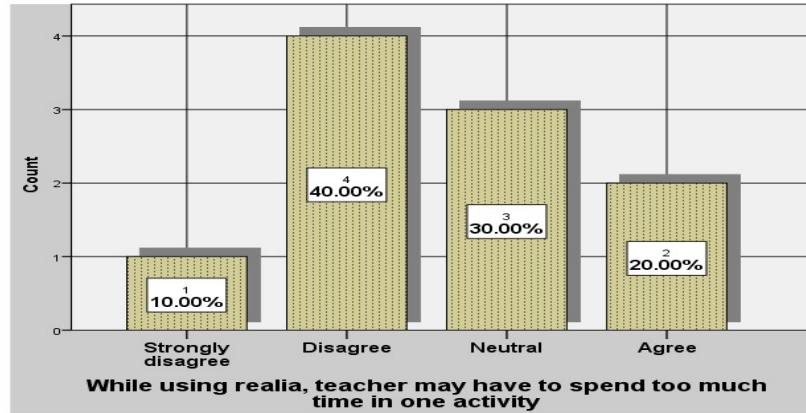
Graph 19- Teachers' answers regarding the questionnaire's statement: In certain cases, realia can be expensive



This graph presents teachers' views on whether the usage of realia is expensive to be bought. Following are the results:

- (60%) of the teachers have "strongly agreed" with this statement;
- (30%) of the teachers have "agreed" with this statement;
- (10%) of the teachers were "neutral" with this statement;

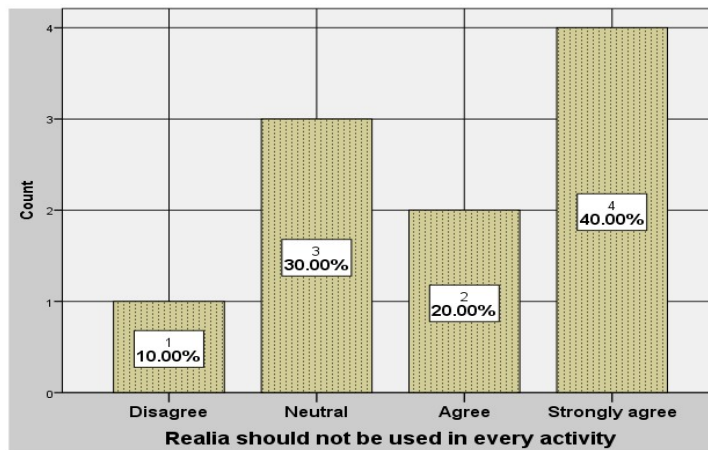
Graph 20- Teachers' answers regarding the questionnaire's statement: While using realia, teacher may have to spend too much time in one activity



This graph presents teachers' views if the usage of realia is time consuming. Following are the results:

- (20%) of the teachers have "agreed" with this statement;
- (30%) of the teachers were "neutral" with this statement;
- (40%) of the teachers have "disagreed" with this statement;
- (10%) of the teachers have "strongly disagreed" with this statement.

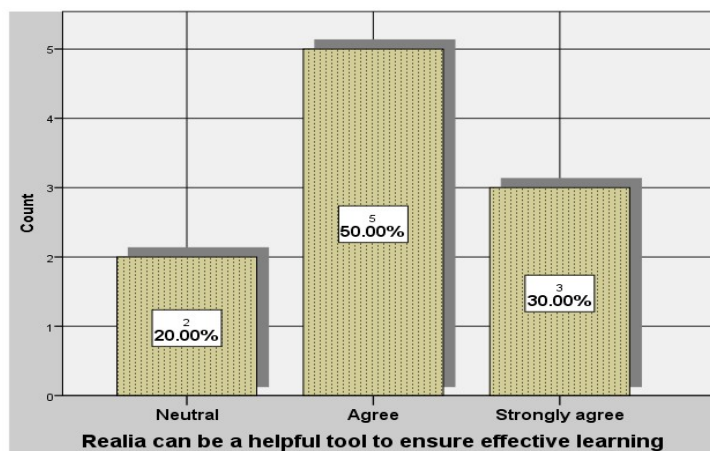
Graph 21- Teachers' answers regarding the questionnaire's statement: Realia should not be used in every activity



This graph presents teachers' views if realia should or should not be used in every activity. Following are the results:

- (40%) of the teachers have "strongly agreed" with this statement;
- (20%) of the teachers have "agreed" with this statement;
- (30%) of the teachers were "neutral" with this statement;
- (10%) of the teachers have "disagreed" with this statement;

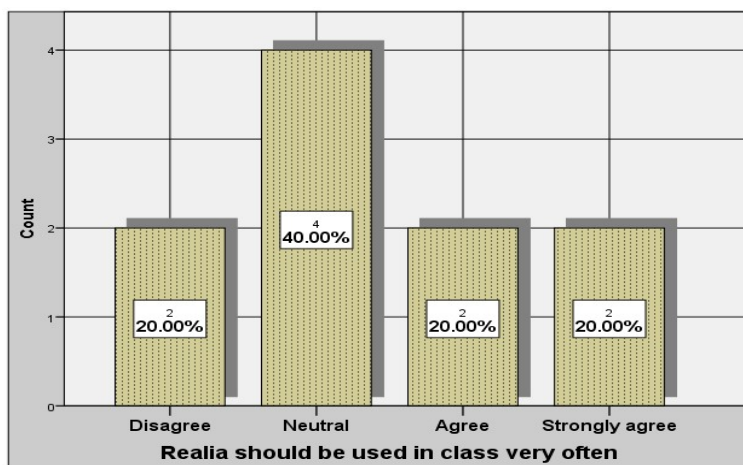
Graph 22- Teachers' answers regarding the questionnaire's statement: Realia can be a helpful tool to ensure effective learning



This graph presents teachers' views if realia is an effective learning tool. Following are the results:

- (30%) of the teachers have "strongly agreed" with this statement;
- (50%) of the teachers have "agreed" with this statement;
- (20%) of the teachers were "neutral" with this statement;

Graph 23- Teachers' answers regarding the questionnaire's statement: Realia should be used in class very often



This graph presents teachers' views if realia is an effective learning tool. Following are the results:

- (20%) of the teachers have "strongly agreed" with this statement;
- (20%) of the teachers have "agreed" with this statement;
- (40%) of the teachers were "neutral" with this statement;
- (20%) of the teachers have "disagreed" with this statement.

4.5. Discussion about the findings of the study

This section of the chapter discusses the overall study results and also compares them to similar other studies that have resulted similarly or slightly different than this study's results. The results showed that the use of realia in ESL classes is crucial since it has a positive effect on building students' vocabulary knowledge and the questionnaire's findings represented teachers' positive attitudes towards the use of realia as a pedagogical tool in teaching and learning.

4.5.1. The discussion of realia's effectiveness in vocabulary learning

In order to prove the effectiveness of realia as a pedagogical vocabulary teaching tool, a hypothesis as following was conducted:

Hypothesis 1: The use of realia as a pedagogical vocabulary teaching tool will affect students' vocabulary knowledge more than the direct translation method used in the control group. Students coming from the experimental group will provide better vocabulary mastery results than those from the control group.

In order to prove this hypothesis, the research question was conducted as following:

- Does the use of realia affect students' level of vocabulary mastery more than 'the translation' method?

As a result of the experimental design data it was highlighted that the majority of the subjects coming from the experimental groups (56%) had high vocabulary mastery outcomes, (39%) of the subjects had moderate vocabulary mastery outcomes and (5%) of the subjects had low vocabulary mastery outcomes.

It is statistically proved that the use of realia has had a higher efficiency impact on students' overall vocabulary mastery in comparison with the traditional method such as translation used in the control groups.

Similar results have been noticed in various research studies. Research suggests that there is a necessity to adopt vocabulary teaching by the use of realia since it has proven its positive impact for many years (Tasubha Bably & Dil Nusrat, 2017; Sukrina, 2012; Yolanda, 2015). In a research made by Tasubha Bably & Dil Nusrat (2017) it was found that the use of realia had a great value in fostering students' vocabulary

retention. Vina Sukrina (2012) also attempted to discover the improvement students' vocabulary mastery by using realia for elementary students' Grade IV. However, she used a different research design by Applying Classroom Research. After carefully examining quantitative and qualitative results, the researcher has come to a conclusion that students' vocabulary mastery was improved after implementing ESL classes with the use of realia. Similarly, Yolanda (2015) was also interested on finding out whether the use of realia improves students' vocabulary mastery and she chose 7th graders to make a research study. She also had used the Classroom action research. Results from her research showed that there were positive improvements among students' vocabulary development and the overall class flow.

4.5.2. The discussion of the correlation between students' gender and vocabulary learning through the use of realia

In order to prove that there is or not a correlation between students' gender and vocabulary learning through the use of realia, a hypothesis as following was conducted:

Hypothesis 2. There is a positive correlation between students' gender and vocabulary learning through the use of realia.

In order to prove this hypothesis, the research question as following was conducted:

- Is there a correlation in vocabulary mastery among ESL learners and students' gender in the experimental group?

As we can see from the correlation table above (see table 2), the correlation between students' gender and vocabulary learning outcomes after the use of realia in the experimental group was not significant $p > 0.05$ (sig .126).

It is statistically proved that the hypothesis is not accepted and that there is no relation between students' gender and vocabulary learning outcomes in the experimental group.

Research done by Meilza, Artionang & Sinlingga (2012) tried to find whether there's a correlation between students' gender and their overall learning results but study results showed that students' test scores kept being improved after learning with the use of realia, without any significant correlation with gender. What was concluded was that the use of realia had significantly improved students' achievement in

vocabulary and that the overall teaching-learning process went well. Similarly, Hadi (2018) tried to notice if there's a difference in gender between the two groups and the results showed that there is no statistical significance in students' gender and vocabulary responses.

4.5.3. The discussion of ranking means differences between students' English grades and vocabulary outcomes after the use of realia

In order to prove the differences of ranking means between students' English vocabulary proficiency grades and their vocabulary learning outcomes after the use of realia in the experimental group, a hypothesis as following was conducted:

H.3. There is a significant difference between students' English vocabulary proficiency grades and their vocabulary learning outcomes after the use of realia in the experimental group.

In order to prove this hypothesis on a statistical level, a research question was conducted as following:

- Is there is a significant difference between students' English vocabulary proficiency grades and their vocabulary learning outcomes after the use of realia in the experimental group?

As a result of the study findings, this hypothesis was accepted since the results showed that there are significant differences between students' grades and their overall vocabulary learning outcomes in the experimental group. Students with higher vocabulary proficiency grades have had higher mean ranking after the use of realia.

4.5.4. Discussion of the teacher's questionnaire findings regarding the effectiveness of realia in ESL classes

Hypothesis 4. Teachers are aware that the use of realia as a vocabulary instructional setting boosts students' learning interest, helps them understand concepts better and provides a fun learning environment.

In order to prove this hypothesis, a research question was conducted as following:

- Are ESL teachers aware of realia's efficiency on boosting students' learning interest and helping them understand concepts better?

After analyzing teachers' responses from the questionnaire it was proved that ESL teachers are aware of the pedagogical impact realia has on students' vocabulary mastery.

Tasnubha Bably & Dil Nusrat (2017) in their research had conducted a survey where fifteen ESL teachers participated. The survey questionnaire had a purpose on finding out the effectiveness of using realia in the language classroom as well as teachers' attitudes towards its effectiveness. According to the results that had been proved in their study, most of the teachers had agreed that realia helps students gain better vocabulary knowledge. And for the teachers who are still in a doubt of realia's positive impact, researchers note that:

Teachers should make themselves aware of the new ways of teaching language that allows them to engage the students more with the learning process, where the learners feel motivated to learn. So, instead of holding on to the fixed text books, teachers should incorporate new strategies and realia offers a wide range of contents to be used in the classroom that can help learners comprehend the concepts better.
(Tasnubha Bably & Dil Nusrat, 2017, p. 6)

CHAPTER V: CONCLUSION, LIMITATIONS OF THE STUDY AND RECOMMENDATION FOR FUTURE RESEARCH

5.1. Introduction

The last part of this study addresses the conclusions regarding these study findings. It further deals with the limitations of the study and lastly recommendations for future research in this field of interest.

5.2. Conclusion

Based on the analysis of the data gathered during this research study, it can be concluded that the use of realia has statistically proved that it enhances students' progress in vocabulary development. The results of the experimental and control group showed a difference in vocabulary retention, in which students coming from the experimental groups showed a superior vocabulary knowledge performance over the control groups. The current study therefore showed the importance of the use of realia as a pedagogical vocabulary teaching tool and it aims to raise awareness into our education system for using more contemporary vocabulary teaching resources besides the traditional approaches that usually require a lot of reliance in memorization and lack different contexts that words could be found.

Moreover, since vocabulary teaching has received proper attention among many international studies, it would be crucial that our teachers recognize the use of realia as a creative and interesting teaching tool.

In order to prove the hypotheses, various statistical operations were operated in the results chapter, such as correlation, the non parametric Kruskal-Wallis test and graphs and therefore, with the help of these operations, the hypotheses were successfully accepted as statistically true.

Most importantly, the nature of this experimental design along with the pre and post-tests, demonstrated that traditional teaching approaches such as translation is not very welcomed in today's ESL classes. Students' attitudes from the experimental groups were highly appreciative towards the use of realia during the class sessions and

by a general observation, the researcher could even note the differences in students' attitudes towards these two different vocabulary teaching approaches in two different groups.

During the class sessions it was also noticeable the fact that students are requiring a relaxing, interactive and fun learning environment, rather than an authoritative classroom setting with no interaction and less chances of incidental language acquisition. By providing a welcoming learning environment by using realia in ESL classes, students were more engaged into the learning process since they even shared several competences into the class. They had the feeling of being a part of something rather than being an observer and passive listener.

Based on students' perceptions and actions during the class sessions, the most crucial effect realia has shown to have had among students coming from the experimental groups is that it has promoted whole class participation, and that's the idea of an effective education nowadays.

Since students coming from the control groups have provided less superior vocabulary mastery performances, it can be concluded that today's learners are not valuing the repetition of word lists and their L1 translation during learning a second language vocabulary since it doesn't provide them a successful outcome.

On the other hand, results from the questionnaire's study have shown that teachers in general are very appreciative of realia's impact in students' overall learning performance.

Lastly, by being based on the research finding above, the researcher concludes that teaching English using realia can improve students' outcomes especially mastering English vocabulary and that the implementation of realia makes the students learn easier, more actively and are motivated in learning English vocabulary.

5.3. Limitations of the study

This study only focused on finding out the realia's effectiveness in students' vocabulary development, therefore it is crucial to be covering other language skills or grammar competences and highlight its effectiveness in those linguistic components too. A larger population of study could also provide different results since this study's sample covered only one hundred respondents. The school that this experimental design was conducted was located in the city of Mitrovica therefore it missed schools from rural areas that would possibly highlight different results. Moreover, the questionnaire was distributed to only ten ESL teachers and by interviewing different stake holders, findings would indicate other generalizations in the field.

Lastly, students' level of language proficiency was mostly elementary, so it didn't cover information regarding realia's effectiveness in more advanced levels of language proficiency.

5.4. Recommendation for teacher's research

The design of this study was a quantitative one therefore another nature of research method could be used in further research. A qualitative research that would cover a longer period of time, with a larger study sample and more ESL teachers, would definitely provide more authentic data regarding the effectiveness of realia in students' vocabulary mastery. Moreover, as above mentioned, interviewing more ESL teachers or even students towards highlighting their attitudes towards the use of realia in their ESL classes, would be proficient in finding out their perceptions and readiness for realia's implementation.

A different group of language proficiency level would also provide interesting data towards realia's impact in vocabulary retention. Besides being vocabulary focused, further studies may investigate realia's impact in developing grammatical competences or even its impact on developing writing skills, which is already a very interesting field of investigation cause students' interest and curiosity is best triggered whenever they are presented with the object rather than memorizing it without seeing it.

Also, similar study could be done in schools coming from rural areas since those kinds of studies would highlight more the educational system in Kosovo and their educational teaching facilities.

Lastly, topics such as (Fruits and Vegetables) and (Means of transportation) were the topics that were used in this research. Further research can use same topics but in other subjects by providing different objects as realia.

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APPENDIXES

Appendix I - Teacher's questionnaire

Dear teacher,

The following questionnaire is a part of a work that investigates the effectiveness of use of realia in students' vocabulary mastery. Whenever you fill that your responses are in par with this questionnaire's items, please put a tick (v) in the appropriate box for your responses.

Put a tick (v) in your responses	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. Using realia in class helps student understand the concept better					
2. Using realia can make the learning process interactive					
3. It is often difficult to find suitable realia for classroom activities					
4. The age of learners should be kept in mind while choosing realia					
5. The materials used as realia must be culturally appropriate					
6. Realia can be a very useful pedagogical tool besides text books					
7. While using realia, maintaining discipline in the class can be a problem					
8. Using realia is a great way to connect classroom activities with real life experiences					
9. The materials' difficulty level must be at par with the students competency level					

10. Choosing the right materials can be time consuming					
11. Realia is more suitable for young learners than adult learners					
12. Using realia in the classroom can help to make students motivated					
13. Many teachers do not use realia in the classroom because they find it troublesome					
14. Using realia in classroom can be helpful to expand learners' vocabulary					
15. Using realia in the classroom can help to enhance the creativity of learners					
16. In certain cases, using realia can be expensive					
17. While using realia, teacher may have to spend too much time in one activity					
18. Realia should not be used in every activity					
19. Realia can be a helpful tool to ensure effective learning					
20. Realia should be used in class very often					