

USING REALIA TO IMPROVE ENGLISH VOCABULARY
AT PRIMARY LEVEL

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Abstract: This article deal with Using Realia to Improve English Vocabulary at Primary Level Different methods related to realia to improv English vocabulary are explained and analyzed.

Key words: vocabulary, transform, spelling, pronouncation, grammar.

Vocabulary is the basic knowledge of any language. Furthermore, before the learning of other skills of English by the students, there are better opportunities for the students to master vocabulary. It is stated that vocabulary is the main aspect of English program, in middle school. The material is mostly concerned to master vocabulary. Vocabulary Mastering helps in understanding in communication written as well as oral. Obviously, vocabulary is the basis to learn other competencies including listening, speaking, reading and writing. Moreover, vocabulary needs to be taught at middle levels in schools. O'MALLEY, J. M., Chabot, A. U., & Kipper, L. (2001) stated that when student language learning is being provoked with the help of certain activities then they are at the stage of better understanding of the meaning of language. The interpretation of information with the help of realia strengthens the English language input comprehensively and makes it possible to create a relationship between the work and the classroom.

Realia is a term used in the field of education to refer to certain real-life objects. In vocabulary teaching, presentation of vocabulary with the help of realia actually means to bring real objects or something else which is being used in classroom for the illustration of vocabulary teaching, while in case of difficulty in interpretation of those objects which are not possible to use in classroom teaching, those objects can be replaced with maps, photographs of those materials or pictures etc. The rule is that, for concrete vocabulary and language realia plays important role, which also transforms a particular frame of reference. At beginning stage, realia considered to be fit as mostly the lesson material used in class is related to concrete items. The teacher is better able to polish the understanding of students with the help of realia, as realia transforms the saying into concrete form. New vocabulary is given a new life due to realia, and it enhances the student's chances to understand new words taught by the teacher. After having the experience of smell, taste and touch of the items, the remembering probability of students enhanced a lot. Any of the material that can be

imagine, infect can be utilized for teaching vocabulary.

Current Scenario of Traditional Way of Teaching Vocabulary:

Observations revealed that the present teaching methodology of vocabulary is outdated, boring and not so much effectively or attractively provoke students. While in elementary schools English lesson main material is vocabulary. The important problem for the students is vocabulary memorization. They are not able to remember vocabulary meanings. The students are in a difficulty to write vocabulary. They mostly write words as they have heard. For example, some words such as classroom, chair, shoes and blackboard are being written as classroom, cheer, sues and blackbird. Moreover, they used to pronounce these in Pakistani pronunciation.

The observations taken at the preliminary stage showed the probable reasons why the difficulties may be faced in the classroom boring, dull and monotonous techniques create problems in this regard and students became bored and monotonous, resultantly they were lazy to learn. The students were learning vocabulary with the help of teaching material and AV aids only by picking up pictures from the book and look at their dictionary meaning. There were no other teaching material or realia brought by the teacher for students' motivation. Many methods can be used for teaching English to the children. In this regard, the adult person who is around the children specially the teacher plays a vital role in English learning capability of children. The teacher plays a vital role as children seek English firstly at school with teacher and spend more time to seek English with their teacher too. It is not the case for the English teacher to acquire the competence in English mastering but also to have the idea how to teach English to children keeping in mind the characteristics and development of children. The world of children is concrete. Children better able to pick and understand things easier as compared to abstract. Elkind, D. (1967) stated that in elementary school the children mostly are at the concrete operation stages of development cognitively and therefore do not have the capability to think in abstraction. Same is the case with Piaget, he is of the view that every child has to face a series of stages before children got the ability to have logic and understand rationally in mature form. Four stages including sensory motor (birth to 18 months approximately) preoperational stages (2-7 years old), concrete operation (7 to 11 years approximately) and formal operation period (11 years onwards). In 4th grade of elementary school the children are 9 to 10 years old. They are included in concrete operational stages.

According to AL Qahtani, M. (2015) many ways are there to clear the meaning of a word, including visuals, realia, gesture and mime, give explanation or definition, conceptual questions, translation and give example. Teaching media and many techniques used to do vocabulary teaching also added by some experts. These teaching media and techniques can partially or in combined form be used. The

researcher can use realia in teaching vocabulary keeping in view the characteristics and children's development lesson material for the students while referring the theories of teaching English for children specially about different teaching techniques of vocabulary for children. Children and adults have different learning characteristics. Moreover, children learn from concrete to abstract for example in English learning as foreign language. Just by saying words, they able to learn vocabulary. No doubt vocabularies are mostly on particular content word including verb, noun, adverb, adjective and daily routine simple expressions – in English for the first stage the vocabulary lesson often uses words for things and persons around the children for example girl, boy, body parts, furniture, house hold articles and stationary items etc. According to O'Malley, J. M., Chabot, A. U., Stewer, Manzanares, G. L. O. R. I. A., Russo, R. P., & Kipper, L. (1985) the reason why in the first stage of English such vocabularies are given to the students.

Objectives:

1. To describe the use of realia in teaching English vocabulary at primary level.
2. To provide students interest and involvement in the subject with the help of realia.
3. To describe the improvement of students' ability in learning vocabulary after they have taught using realia.
4. To prove that use of realia makes their vocabulary permanent part of their LTM.

Significance:

The activities that are provided by the realia are meaningful through deep experience during teaching and learning process. If realia are utilized to improve student's vocabulary mastery then it is very beneficial.

1. Student's prior knowledge will be elicited with the application of realia to go into real environment.
2. It can facilitate students to enrich their vocabulary and also motivate them in English learning.
3. It will give large feedback of knowledge about learning, applying and using realia especially for teaching vocabulary.
4. The study is also expected to have significant contribution to the development of language teaching theory, especially English teaching theory in the classroom through the use of realia as the instructional material to the public.

Research Questions:

1. How the implementation of realia is possible and effective in teaching vocabulary at primary level?
2. How can realia improve students' vocabulary learning ability?

3. Does teaching with realia increase motivation in students at primary level?

Guthrie, M. (2017) state that a word set for a specific language or a word set that every language speaker might use. Likewise, Pearson, P. D., Hiebert, E. H., & Kamil, M. L. (2007) describe vocabulary as a words stock used by profession, class or person. Another definition, it refers to the words understood by, used by, or all common of specific person of group (www.en.wikipedia.org/wiki). In short, the words of a specific language that is used and understood by all speakers of the language is vocabulary.

Meaning has been associated by the vocabulary. Miller, G. A. (1995) defined vocabulary as a word's list with their meaning. Likewise, Ehri, L. C. (2017) states that it is the capability of recognizing words of individuals and with a specific letter combination, associate meaning from which a word is formed.

Vocabulary Aspect:

In vocabulary teaching, the aspect of vocabulary should be concerned by the teacher that really needs to be taught. Sweller, J. (1994) indicates many of the vocabulary aspects that should be taught to the students. They are following: -

Form: Spelling and Pronunciation:

The learner must have knowledge of what is the sound of a word like (its pronunciation) and how it is look like (its spelling). It should be made sure by the teacher that both aspects are correctly learned and presented.

Grammar:

If not covered by the rules of general grammar than the new items of grammar will need to be taught. There may be an unpredictable change of form in certain context of grammar that may are connecting with other words through idiosyncratic way in sentence. Providing information to learners is also important along with the base form teaching.

For example, while teaching a noun, plural form may also need to present, if irregular (mice / mouse), or for drawing attention of learners to the fact of having no plural at all (information, advice)

Collocation:

The arrangement and placement of words together by the specific combination of words is Collocation. In each context, sound's combination like —right|| or —wrong|| is made by Collocation. Few words may have some meaning, but they can't be combined uncertainly with same word. For example, throw and toss are two words having the same meaning and it can be said the toss a coin and throw a ball, but we can't use it as toss a ball or throw a coin.

Formation of Words:

Single idea that may be expressed in the form of a new vocabulary item

consists of more than a single word. There are certain items of vocabulary formed by joining words (a noun and a gerund or two nouns etc.). For example, follow up, suit case, bookstore, whooping coup, swimming pool. For more developed learners it is very important to know how such words are combined or how particular words are constructed.

The Significance of vocabulary:

In our daily routine vocabulary is an important factor. In daily life we not only name things and incidents using words but also take help in expressing our thought with the help of certain words. Malcolm, N. (1954) stated that when we want to prove existence of anything or event for its recognition we have to name that particular thing or event otherwise it is hard to accept that thing, that incident or expression. Therefore, naming means we try to form structure and order the flux and chaos of existence that on the other hand would be a different sort of thing. We impose a meaning or an order by allotting names through which the world is being manipulated. Ariew, R. (1982) said, realia plays a connective role between language and the classroom. Realia has wider meaning specially in foreign language teaching interpretation.

Demonstration:

It is the physical interpretation of form, draft or outline of incidents or items in order to enhance the interest and knowledge of such things or incidents. Demonstration includes —depicting how|| or —depicting what||. While in some situations it also includes informing others about some things. It may not need verbal elaboration extensively. If verbal explanation is given by the teacher, then physical demonstration should not be accompanied with it. In demonstration the teacher can utilize the available classroom material and items and it is directed to the students to follow the teacher's instructions. The teacher may guide the students how they can demonstrate by their own in the class room.

Use the real thing / Realia

The teacher can use the real objects in order to clarify novel vocabulary and help to enter in the mind of students. Particularly for concrete objects, while explaining meaning, it is easier to show the object. The teacher may use the things present in the classroom like chair, blackboard, table, etc. Other which can possibly be seen across the window and other which can be brought in which needed. For example, when teaching about types of fruits, the pupils and teacher can take real fruits or something that can show them in the classroom.

Draw / Sketch

The teacher may draw or sketch anything on the board. The teacher can draw simple sketches which show meaning. It isn't a perfect drawing or sketch. A fast sketch with a few lines is enough.

Antonyms:

If the students have the knowledge of opposite, then a word can be easily defined. Mostly students ask —what is opposite of _____? By comparing the meaning of a word with its antonyms the teacher can explain a word. Logical opposites in strict order are required for the explanation. The important thing is capability of students to understand the common and conceptual meaning of a word. For example, mostly it is easy to give interpretation of some rude rather than a polite expression.

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