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THE USE OF REALIA WITH TURKISH EFL LEARNERS

(YÜKSEK LİSANS TEZİ)

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Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dil Eğitimi Bilim Dalı'nda 700760011 numaralı Yasine EYLEK'in hazırladığı "The use of realia with Turkish EFL learners" konulu Yüksek Lisans Çalışması ile ilgili tez savunma sınavı ...../...../ 20.... günü ……… - ……….. saatleri arasında yapılmış; sorulan sorulara alınan cevaplar sonunda adayın tezinin…………………………………………………..(başarılı/başarısız) olduğuna ……………………….(oybirliği/oy çokluğu) ile karar verilmiştir.

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ÖZET

GERÇEK OBJELERİN İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN TÜRK ÖĞRENCİLERLE KULLANIMI

Bu çalışma, gerçek objelerin İngilizceyi yabancı dil olarak öğrenmekte olan Türk öğrencilerin kelime öğrenmeleri üzerindeki etkisini araştırmaktadır. Çalışma özellikle üniversite öğrencileri ile çalışan öğretmenler için alternatif bir görsel kelime öğretim tekniği sunmaktadır. Çocuklara kelime öğretiminde gerçek objelerin kullanımı oldukça yaygın olmasına rağmen, bu görsel tekniğin genç yetişkin öğrencilerle kullanımına çok az rastlanmaktadır. Dolayısıyla, bu çalışma üniversite hazırlık sınıfı öğrencilerine kelime öğretiminde gerçek yaşam objelerinin kullanımı tekniğinin sonuçlarını elde etmek amacıyla yürütülmüştür. Model öğretimde öğretilecek kelime seçiminde göz önünde bulundurulan kriterler kaynak taraması bölümünde sunulmuştur. 50 isimden oluşan hedef kelimeler için İngilizce-Türkçe, Türkçe-İngilizce ve İngilizce-İngilizce sözlükler referans alınmıştır. Bu çalışma kontrol ve deney olmak üzere iki grup üzerinde yürütülmüştür. Deney grubuna, kontrol grubuna uygulanan kelime öğretim tekniklerine ek olarak, gerçek objeler kullanılarak öğretim yapılmıştır. Sonuçlar öğrencilerin ilgilerinde artış olduğunu ve sunum sonrası yapılan son-testte gerçek objeler kullanılarak kelime öğretimi yapılan deney grubunun daha başarılı olduğunu ortaya çıkarmıştır. Çalışma aynı zamanda öğretmenler için kelime öğretiminde daha kalıcı teknikler kullanma konusunda bir rehber sunmaktadır.

Anahtar Sözcükler

Realia   Vocabulary teaching

ABSTRACT

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THE USE OF REALIA WITH TURKISH EFL LEARNERS

This study investigates the role of realia in vocabulary teaching in the area of English Language Teaching. The study aims to devise an alternative visual technique for the teachers who work at university. Using realia to teach children vocabulary is commonplace in ELT. However, the use of realia with the students at university, the age of whom range from late teens to early twenties, is quite uncommon. Thus, the study was carried out in order to obtain the results of the technique of using realia for vocabulary teaching. The vocabulary to be instructed was chosen in view of the vocabulary selection criterion mentioned in Literature Review. The researcher consulted written formal sources such as bilingual dictionaries, thesaurus dictionary and Turkish & English dictionary to choose target words. The experimental and the control groups took part in the research. In addition to the vocabulary presentation techniques used with the control group, the experimental group was also exposed to realia during the instruction. The mean scores of each groups' post-tests were compared in order to determine the efficacy of realia. The results revealed that there was an increase in the interest of the students, and the students in the experimental group, who were instructed using realia, scored significantly higher than the control group in the post-test administered to both groups. The study also presented a guide for the teachers on using more permanent techniques for vocabulary teaching.

Key Words

Realia   Vocabulary teaching

ACKNOWLEDGEMENTS

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CONTENTS

ABBREVIATION LIST

Abbreviations	Information
e.g	"exempli gratia" "for the sake of the example"in Latin
et al	"et alia" "and others" in Latin
i.e.	"id est" "that is to say" in Latin
No	Number
p.	Page
Std	Standard
ELT	English Language Teaching
EFL	English as a Foreign Language
SLA	Second Language Acquisition
ESL	English as a Second Language
CTL	Contextual Teaching and Learning
SPSS	Statistical Packages for the Social Science
NEGD	Non-Equivalent Groups Design

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CHAPTER 1

INTRODUCTION

Teachers of foreign languages are well aware of the value of vocabulary knowledge in English Language Teaching. Vocabulary mastery of target language is vital for real life communication.

There are numerous methods and techniques used in vocabulary teaching. In this study, the researcher presents the word meanings through visual techniques, verbal explanation, and translation techniques. According to Gairns and Redman (1986), visual techniques are usually suitable for teaching concrete items of vocabulary. Visual techniques can be effective for presenting concrete items of verb and adjective meanings as well as vocabulary nouns. They help students associate presented material in a meaningful way and incorporate it into their system of language values. As Alley (1994) notes, in a visually-oriented society in which any subject area of life from sales to religion are illustrated, the role of illustration in teaching and learning should be special interest of teachers. In view of this, visual techniques can undoubtedly be claimed as the most effective ones. The use of real-life objects, photographs, posters, and picture drawings can be interesting and motivating language teaching materials. It has been noted that using visual materials in the classroom for teaching vocabulary can help learners memorize new vocabulary easily. Visual aids can also be used to present, practise and revise vocabulary.

Realia are considered to be one of the most effective visual materials for vocabulary teaching because of the fact that they explain difficulties of grammar and vocabulary, and point out cultural distinctions. This is because they provide the learners with the opportunity to read or hear items of personal interest and to dispel stereotypes. Furthermore, realia make a connection between objects and language; thus, it helps students remember the learning experience easily.

Realia can be used as a primary or secondary material in a foreign language classroom although not designed for instructional use (Berwald, 1987). Realia are

mainly used to strengthen students'associations between words for everyday objects and the objects themselves in area of ELT. A teacher of a foreign language does not often employ realia to teach vocabulary in the classroom environment due to the fact that it is not possible to bring certain realia (e.g. tower, sofa, sea etc.) into the classroom. However, it is possible to refer to many real life objects existing in a foreign language classroom (e.g. windows, television, building etc). One of the most important drawbacks regarding the use of realia in the classroom is that they are time consuming and thus, spending too much time on one activity with real objects in the class might cause loss of the class management.

A language teacher should take both pros and cons of realia into consideration and aim to develeop practical real-life materials which will contribute to language teaching and learning.

1.1. Purpose of the Study

The main purpose of this study is to investigate the role of realia in vocabulary teaching in the area of English Language Teaching and to devise an alternative visual technique for the teachers who work at university.

The targets words are fifty nouns which are chosen considering the participants' age, proficiency level and needs. The researcher will benefit from various written sources in the vocabulary selection phase of the study. The target words will be obtained from the activity called Beating about the bush from Top Class Activities-2 by Alan Maley, Face to Face and New English File intermediate course books and the accompanying workbooks, monolingual dictionaries, thesaurus dictionary and Turkish & English dictionary. While choosing target words, the researcher will make sure that the words consist of concrete items which are learnable and teachable. Nouns are chosen to be presented by using realia in this study because compared to adjectives or verbs they are more concrete.

This study will focus on teaching word meaning even though there are many other aspects to be taught by a word, namely grammatical aspect, morphological structure, collocation and stylistic features (Nation, 2001). The researcher formulates the research questions of the study as follows: Is there any significant difference in

performance between students taught with realia and those taught without realia? Is it possible to implement realia for teaching vocabulary to university students?

1.2. Significance of the Study

There are many valuable studies regarding the use of realia for teaching children vocabulary and grammar. However, little research exists in the use of realia with the students at university. Merely contextualizing young learners' English lessons with realia and briefly instructing the students at university in usual teaching methods do not go far enough to ensure that students of different ages have enough understanding. It is in this light that the researcher decided to carry out the present study in order to describe the implementation of English vocabulary instruction by using realia with Turkish EFL students and to find out whether the use of realia will improve the students' vocabulary knowledge.

CHAPTER 2
LITERATURE REVIEW

This chapter includes the following sections: teaching word meaning, techniques of presenting word meaning, teaching word meaning using contextual teaching and learning conception, realia, the advantages and disadvantages of using realia in the classroom, the use of realia for teaching vocabulary, the use of realia for teaching Turkish EFL learners vocabulary.

2.1. Teaching Word Meaning

Vocabulary teaching is one of the most important components in any language class. There has been increased focus on teaching vocabulary recently due to the improvement of new approaches to language teaching, which are much more 'word-centered' (Thornbury, 2004). In this section, the researcher presents several studies on effective vocabulary teaching and learning as follows:

Schmitt (2000) describes the concept the meaning of word presents and notes that the traditional view is that words can be defined by isolating the attributes that are essential to the relevant concept and that taken together are sufficient to describe it. Moras (2001) goes beyond the description of teaching word meaning and states that vocabulary teaching ought to be part of the syllabus, and it should be taught in a well-planned and regular basis for the teaching of vocabulary above elementary levels. According to Wallace (1982: 207) effective teaching of vocabulary should have aims, quantity, meaningful presentation, need, situation and presentation, frequent exposure and repetition. He goes on to explain the factors mentioned above. For him the aim must be clear for the teacher, the teacher should decide how many vocabularies and what kinds of words to list for the learners to be able to achieve. Having decided the number of vocabulary items to be learned, the teacher should plan how to teach words in a lesson and the teacher should also determine, if there are many words, the learners may become confused or discouraged. Wallace (1982) states that the teacher should present

target words in such as way that their meaning of the teaching words are perfectly clear and unambiguous.

For Wallace (1982) in teaching vocabulary the teacher has to choose the words which are necessary for the students' communication. The teacher should get words they needed. The teacher should also tell the students to use the words appropriately. The use of word depends on the situation in which they are speaking and depend on the person whom they are speaking. According to Wallace (1982) frequent exposure and repetition means that the teacher should give much practice or repetition so that her students master target words well. She also gives opportunity to the students to use words in writing or speaking.

Thornbury (2004) states the importance of teaching both the meaning and the form of a new word for effective vocabulary teaching and learning. For him, it is worth pointing out that both these aspects of a word should be presented in close conjunction in order to ensure a tight meaning-and-form fit. The greater the gap between the presentation of a word's form and its meaning, the less likely that the learner will make a mental connection between the two. According to him once the teacher has decided to teach a related set of words- for example, items of clothing: *shirt, trousers, jacket, socks, dress, jeans*, the researcher has several choices available depending on the following factors :

- the level of the learners (whether beginners, intermediate, or advanced)
- the learners' likely familiarity with the words (learners may have met the words before even though they are not part of their active vocabulary)
- the difficulty of the items - whether, for example, they express abstract rather than concrete meanings, or whether they are difficult to pronounce
- their 'teachability' - whether, for example, they can be easily explained or demonstrated.
- whether items are being learned for production (in speaking and writing) or for recognition only (as in listening and reading). Since more time will be needed for the former, the number of items is likely to be fewer than if the aim is only recognition. Thornbury (2004)

The researcher takes the factors mentioned above into account for teaching target word meaning effectively. Having decided on the number of items to be taught, the researcher determines the choice of the sequence of presentation and provides the students with the introduction of the meaning of words first; and then follows up with the forms. Thornbury (2004)

2.1.1. Techniques of presenting word meaning

There are numerous techniques concerned with vocabulary presentation. It is believed that the more the teacher uses a wide variety of techniques the more the students stay alert. Because of this reason the researcher aimed to present the word meanings through various techniques such as; visual techniques, verbal explanation, translation techniques. Gairns and Redman (1986: 73-76) divided the techniques into two groups: visual and verbal techniques.

Gairns and Redman (1991: 73) suggested visual techniques which are composed of visuals like flashcards, photographs, blackboard drawings, wall charts, realia; they are very useful for teaching concrete items of vocabulary (e.g.present, flower). According to Gairns and Redman (1986: 73-76) visual techniques can be effective for presenting concrete items of verb and adjective meanings as well as vocabulary nouns. They help students associate presented material in a meaningful way and incorporate it into their system of language values. According to Nation (1990) vocabulary can be presented by demonstration or pictures that involves cutting out a figure and a gesture, using an object, photographs, blackboard drawings or diagrams and pictures from books performing an action. According to Holden (1980: 5) visual aids both convey the meaning of new words and in the same manner 'relate language to context'. They can be incorporated in a dialogue which means learners are able to talk about both a particular visual and subjects correlated with it. Davies and Pearse (2000) states that demonstration with objects is one of the most useful techniques for presenting new English expressions for use in the class i.e. the teacher closes her book as she says ' close your books'. The researcher presents the target vocabulary by using real-life objects.

Verbal explanation is another technique which involves scales including analytical definition, synonymy, the use of illustrative situations, opposites, translating into another language and putting the new word in a defining context. Gairns and Redman(1986) states that vocabulary knowledge can be improved by finding synonymy and antonyms of the words. As Tosuncuoğlu (2004) states while the meaning of a new word is being explained the teacher should include information about the usage and it must be detailed to help the students guess the meaning, e.g. He or she does not work in an office. They are sometimes on duty at night. They wear a white overall at work. They get patients to get well…Who is he/she?

According to Thornbury (2004) the instructors can present meaning via translation technique as a means of presentation. He states that translation has been the most widely used technique to present the meaning of a word in monolingual classes.

Thornbury (2004) states that translation has the advantage of being the most direct route to a word's meaning if it is assumed that there is a close connection between the target word and its LI equivalent. Because of this reason it is very economical, and especially appropriate for coping with incidental vocabulary that may crop up in a lesson. He goes on to say 'the teacher should avoid over-reliance on translation because it may mean that learners fail to develop an independent L2 lexicon, with the effect that they always access L2 words by means of their LI equivalents, rather than directly'. For him the word may be less memorable since the learner gets the meaning easily. Nation (1990) states the pros and cons of translation technique. For him 'translation into the mother-tongue has certain features that can be used by the teacher to the learners' advantage. First, it can be done quickly. Second, it is not limited to teaching different parts of speech, while realia and pictures are restricted to nouns. It can be used to explain many different types of words. Third, the teacher can ask the learners to respond by using translation to see if they have understood something which was presented in another way'. However, translation technique has got some pros. For Nation (1990) the major disadvantage of translation is that its use may encourage learners to use their first language which seriously reduces the allocated time for the use of the second language. The over-reliance on the use of translation and most explanations done in the first language will certainly cause learners to lose some of the essential spirit and atmosphere

of being in a language learning classroom. Tosuncuoğlu (2004) notes that the translation of the meaning of a new word could be necessary to save time if the students do not understand the meaning easily. He also states 'teachers must be aware of that not all words and phrases in Turkish are easily translated from English or to English translation and interpretation e.g. Big Ben Sheriff'.

Thornbury (2004) points out that realia, which is an obvious choice when a set of concrete objects such as clothes items is presented, is an alternative to translation technique to illustrate or demonstrate them. He also mentions 'direct method' a defining technique of which is to use realia pictures and mime.

In vocabulary presentation it is also vital to focus on forms as well as explaining the meaning (Thornbury, 2004). The author also states, the written form of the word should be introduced immediately after the presentation of the pronunciation.

As Hubbard *et al.* (1983) claims, teachers should present the vocabulary in a memorable way so as to foster the long-term memory retention. Thornbury (2004) claims that the memorization of new material via repeated rehearsal of it as it is still in working memory trains the articulation loop efficiently. He also notes merely repeating an item seems to have little long-term effect if some attempt is not made to organize the material at the same time. However, one kind of repetition that is important is repetition of encounters with a word.

To sum up, the researcher has to remember to employ a variety of techniques for new vocabulary presentation and revision. The most appropriate techniques mentioned above to be used in teaching word meaning are chosen by the researcher. The use of realia in teaching vocabulary is accompanied by these techniques.

2.2. Teaching Word Meaning Using Contextual Teaching and Learning Concept

Berns and Erickson (2001) define contextual teaching and learning as a conception of teaching and learning which motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires and helps teachers relate subject matter content to real world situations. Hence, CTL helps students make a connection between the content they are learning to the life contexts in which that content could be used. Students then find meaning in the learning process. As the

students make a great effort to achieve their learning goals, they make use of their previous experiences and build upon existing knowledge. By learning subjects in an integrated, multidisciplinary manner and in appropriate contexts, they can use the acquired knowledge and skills in applicable contexts. Berns and Erickson (2001)

Berns and Erickson (2001) notes that learning must be extended across disciplines so that students gain a real-life perspective for instructional processes to be CTL. They see how the knowledge and skills relate to their lives either now or in the future. The intent is also for the level of learning to rise so the students can better understand life situations (e.g., those presented at the workplace), identify and effectively solve problems, make wise decisions, and think creatively.

Hadley(2003) suggests the following hypothesis on the role of context in comprehension and learning in her book :

'' Opportunities must be provided for students to practice using language in a range of contexts likely to be encountered in the target language''

According to Hadley (2003) it is essential for students to know how to use the language forms they have learned in communication situations. Thus, in order to attain this goal the forms of language should be instructed and practiced in communicative contexts where the primary focus is on content and meaning. Hadley (2003) goes on to say that classroom activities, instructional materials, and testing procedures which are similar to real language in used should be designed. For Hadley (2003) teachers and learners of foreign language find learning and practicing language in meaningful contexts more attractive than learning uncommon bits of language via extensive memorization and drilling. For her meaningful and contextualized materials for encouraging language production can be found when various theories of language comprehension and learning are examined. Hadley (2003) also states that language learning activities which provide learners with relevant context should be helpful in activating their knowledge of the world and of familiar discourse structure.

As Hadley (2003) cited according to educators such as Ausubel (1968) for learning to be effective and permanent it must be meaningful and material must be clearly relatable to what the learners already know to be meaningful. For Hadley (2003) instructional models where language and content are closely intertwined should be

developed to ensure that language learning occurs in a meaningful context and that language improvement goes beyond the level of isolated sentences. Hadley (2003) notes the importance of contextual knowledge for comprehending prose passages in the target language (English). She examines several studies in second language comprehension in which a variety of visual contexts were used as advance organizers. Hadley (2003), based on a study which was carried out by Omaggio (1979), notes second language learners are often encountered with input material in reading and listening tasks that is not familiar, difficult and thus unpredictable due to the learners' unfamiliarity with the linguistic code. For Hadley (2003) the educators should provide students with additional contextual information in the form of a visual to overcome these difficulties. In the present study, realia as visual organizers has its place for vocabulary teaching.

Realia and contextualization concepts have been widely taken and practiced in language education nowadays. They are assumed as two ways to make foreign language teaching more authentic and meaningful to students. [1]When realia and contextualization concepts for teaching vocabulary used together, the words become meaningful and useful to students. The students are more motivated to learn than when they are taught the words by just repetition or drills.

In this study, the researcher will present word meaning to the participants by using realia so that the students comprehend and learn target vocabulary in meaningful contexts which they are likely to encounter in real life.

2.3. Realia

The term 'realia' has been defined in many different ways by the researchers: Pfeffer (1937: 1) states that 'realia' is derived from the late Latin word *realis* which in turn is based on the earlier word 'res'. As Cru (1929: 299) notes, 'We do not limit ourselves to the narrowest definition of the term contained in its etymology, i.e. "things". We would rather construe the word as designating all those objects, actions, concrete materials, 'real' factors and activities of every sort that can have a value in establishing a closer relation between the concept or idea and the words or group of words, which is the language symbol for that concept or idea'. Robinove (1949: 31) also

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[1] http://gaining.educ.msu.edu/resources/node/422. (06 November 2010)

defined realia as ' the tree outside the classroom, window, the sunlight on the desks, the pupils' laughter, the clothes we wear, the food we eat, the homes we live in, the schools where we work, our leisure activities, our experiences'. Park (2007) related real objects with the authentic materials and defined them as resources that have been developed especially for native speakers and stated that authentic materials involves print, audio, and visual materials. According to Park the term 'realia' is used interchangeably with authentic materials, but realia refers to specific objects that are highly visual, contextualized, and culturally authentic. According to Park (2007), realia can include posters, advertisements, labels, schedules, tickets, placemats, and more, whereas authentic material refers more to any material that was not created with the purpose of language teaching but of real language use, such as TV, newspapers, coins and currency, folded paper, wall clocks, phones, Halloween masks, dolls and puppets. It is also noted that realia are objects and items which are brought into a classroom as examples or as aids to be talked or written about and used in teaching. (Longman Dictionary of Language Teaching & Applied Linguistics. Richards, Platt & Platt, 1992. Essex.) Mumford (2005) defines realia as 'everyday objects that surround us by relating them to language and looking at them in new ways'.

In view of the definitions of realia mentioned above, the researcher concedes that realia are objects from real life used in classroom instruction which helps visualization of the word meaning and real life situations. A teacher of a foreign language may employ realia to strengthen students' associations between words for everyday objects and the objects themselves. In foreign language instruction, the realia has a broader meaning, which includes photos of objects from a country where the target language is spoken.

2.3.1. The advantages of using realia in the classroom

Having an experience with real things with which one will interact in life is stated as the best learning situation possible. Oura (2001) states one of the most challenging tasks constantly facing language teachers is how to capture the interest and to stimulate the imagination of their students so that they will be more motivated to learn. Waltz (1986) notes that through the use of realia teachers may increase the

number of student answers to the questions and thus overall participation and interest in learning activities. According to Berwald (1987: 3) 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 and feel sense of accomplishment. He goes on to say that 'realia is a living daily proof of the value of language'. Realia's specialized vocabulary, authenticity, reinforced grammatical structures and topics of interest may encourage an interest in the target language and culture. The use of realia creates an understanding and interest in the people the language of whom is being studied, and thus dealing with realia motivates the learner. Jones, *et al.* (1994) According to Smith (1997) the use of realia is common in the ESL/EFL classroom and it is considered to have great value in fostering an active teaching-learning environment. By presenting information through diverse media, realia is helpful to make English language input as comprehensible as possible.

Cru (1929), mentioned the direct connection between realia and the object, action, or situation and the word or group of words which is the label of these things, ideas or concepts. Mumford (2005) also states the connection and goes on to say that realia makes a connection between objects and language thus it helps students remember the learning experience easily. It explains difficulties of grammar and vocabulary, and point out cultural distinctions. Because it provides the learners with the opportunity to read or hear items of personal interest and the opportunity to dispel stereotypes. For, Soames (2010) realia makes elicitation much easier and holding up the object usually results in the desired word being spoken. For him, realia brings life into new vocabulary, and the possibility of our students remembering the new words that have been taught increases.

The use of realia in the classroom is also time saving because it provides learners with immediate recognition of the object and so cuts out the necessity of long explanations and drawing pictures on the board (Soames , 2010).

Mumford (2005) evaluates the use of realia from a broader perspective. He has found the use of realia fall into three main areas, first for descriptions, and second as

props in drama and another type of activity is a creative thinking exercise, finding different uses for an object, e.g. a ruler could be a weapon, musical instrument, a symbol of authority and so on. He listed some ideas looking at specific grammar points, drills and free speaking for the use of realia as follows:

According to Mumford (2005) realia can be used to signal the type of activity in a metaphoric way. For instance scissors can be used to teach the perfect tense, a corkscrew, a bottle opener to teach action and state verbs, a pencil sharpener to teach reduced relatives clauses, a tie to teach prepositions and a stapler to teach relative clauses. For Mumford a whistle can be used for a pronunciation drill, a ruler and an empty bottle could be used for a drill. Realia are often used to illustrate points very visually or for role play situations. Park (2007). Mumford states that realia are useful for free speaking activities and he suggests the use of microphone activity for discussion, tennis balls for conversation, noting a tennis match can be a metaphor for conversation.

As Soames (2010) notes, the use of realia is only limited by our imagination. Realia can be used to teach almost any subject. The use of realia stimulates the mind and it encourages creativity by appealing to the senses.

2.3.2. The disadvantages of using realia in the classroom

According to some researchers the use of realia in classroom instructions has several limitations. Cru (1929:301) pointed out that the use of realia in modern language teaching requires a word of caution and lists several aspects to be taken into consideration. He states that the classroom becomes a showroom and the recitation a sort of circus performance, the course given may become narrow and limited, a mere matter of questions and answers and the pupil may recognize the object or picture rather than the word, and the words learned may represent, then, recognition of objects rather than usable words which the pupil can reproduce in other relations. Jones*, et al.* (1994) states the following disadvantages of using realia ; real things are not always readily available and practical for use in the classroom. Size is another issue to be taken into consideration i.e. a real object might be too large (a ship) or too small (a single human cell) for classroom study. For Soames (2010), it is unrealistic to bring real objects into our classroom for every single word that we wish to teach and some words will lend themselves better than others to using realia.

Realia such as live animals, certain electrical and mechanical equipment, etc., may represent potential hazards for the learner and the teacher. Another issued is cost; real objects often are expensive. The use of realia requires the necessity to maintain original structure, that is to say, while some realia can be dismantled, many others can not be, e.g., cutting a person to see how the heart functions. Lastly, affective learning is unpredictable through realia (Jones, *et al.*,1994).

It is widely stated that real objects may not support a cultural distinction and cause loss of the class path when too much time was spent in one activity.

2.4. The Use of Realia for Vocabulary Teaching

The possibilities of realia use are limitless in the foreign language teaching. According to Berwald (1987: 3) realia may contain neologisms as well as extensive vocabulary for sports, politics, cooking, music and other topical areas, in addition to containing traditional vocabulary learned in the early stages of language instruction. He also goes on to say some realia such as product copy or instructions are appropriate for demonstration and nowadays many products are used for instructions in several languages. Berwald (1987) claims these can be most useful for learning vocabulary as one inserts a roll of film, shampoos hair, or prepares a dessert. Berwald (1987:4) also gives a specific example about the use of realia for teaching vocabulary. He says that almost all sections of newspaper , as realia, including news articles, reviews, headlines, comic strips, and advertisements, are useful for learning specific vocabulary. For Gairns and Redman (1986: 73-76) using a variety of real objects is one of the most efficient ways of teaching and learning vocabulary.

According to Massey (1995) the use of real life materials with adult learners, which are age-appropriate such as ; clocks, food items, calendars, plastic fruits and vegetables, maps, household objects, real and play money, food containers, abacus, and classroom objects, enhances instruction by providing a context for language and literacy development. According to Allen (1983: 24) real objects are sometimes more meaningful than pictures.

There are several researches which were done by the researchers on the use of realia for teaching vocabulary. The studies are as follows:

In his study Berwald (1987) used newspapers and magazines as realia to teach French vocabulary. He had the students find film reviews in any French language newspaper or magazine. Then he instructed students to answer content questions asked in French. In addition to answering questions students were asked to take ten unknown vocabulary words out of context, find their definitions in a monolingual dictionary, and write them down. They also provided two original sentences which showed they had understood the meaning of the words. They then submitted the answers to content questions and vocabulary work and to the instructor who returned them to students, with corrections and comments, for the students' use in preparing for a quiz. The day of the quiz, students were asked to bring to class two ten-word lists. The first contained ten key words students had chosen to guide them in preparing a summary of the article. The other list consisted of the ten vocabulary words without definitions or sentences. The instructor circulated around the class during the quiz and chose two words from each vocabulary list for which definitions and original sentences were to be given. The researcher gave to students similar assignments for concert reviews and crime articles. The assignment in a grammar review course revealed that although each student participating in the activity had a separate review, they all answered a series of general comprehension, content questions asked in French.

In his study Victor (2008) focused on the relative efficacy of realia and combination of pictures and charts in the teaching of English language comprehension in Junior Secondary Schools. This study had shown that realia were better instructional materials in teaching comprehension than a combination of picture and charts. The results also revealed that realia were not more effective than the traditional lecture method while the combination of pictures and charts may even be less effective than the traditional lecture method.

Sumarni (2008: 46) carried out an action research on 'teaching vocabulary using realia at the fifth year of SDN I Blimbing Ampelgading Pemalang'. The researcher concluded that realia was very helpful for increasing students' vocabulary mastery at the fifth year of SDN I Blimbing Ampelgading Pemalang. The ways to increase their vocabulary using realia were by providing the real object as a media in teaching vocabulary and providing pictures which were related to the objects. The advantages of

using realia in teaching vocabulary for the students were: increasing the student's memory about the vocabulary given, increasing the understanding of the students and decreasing the monotonous teaching learning process especially in teaching vocabulary. In his research he also concluded that increasing students' vocabulary through realia can encourage the student's ability in mastering vocabulary. It means that increasing students' vocabulary through realia is effective (Sumarni, 2008: 45).

Milone (1938: 354) states the importance of the use of realia and says the relation between realia and the general should be considered, more comprehensive aim of all secondary-school education.

The studies which have been carried out on the use of realia has shown that realia can be effective for student's vocabulary mastery because it contributes to teaching learning process. It has also been stated that realia encourages learners, increase their motivation and helps to understand target language's culture.

2.4.1. The use of realia for teaching Turkish EFL learners vocabulary

In this study the selection of the word is done according to some criterion. What vocabulary to teach is one of the most important issues to be taken into account by the researcher in the selection of target vocabulary. The usefulness, learnablity, teachablity of vocabulary, the participants' age, proficiency level and needs are considered by the research. The first aspect to be considered in this research is learnablity of the vocabulary. McCarthy (1990:86) points out many reasons which make vocabulary easy or difficult to learn such as spelling mistakes, phonological difficulties, syntactic properties and so on. He also states that concrete items should be taught first because they are easier to learn than the abstract ones. The other aspect influencing the selection of vocabulary is ''usefulness'' of vocabulary. According to Allen (1983: 108) a teacher should predict the necessary words students should know to talk about people, everyday life and things which surround them. He goes on to say 'when such words are learnt, the new language can immediately be put to use '.

The presentation of target vocabulary is done according to the techniques mentioned in section 2.1.1. The target words will be presented in an unrelated fashion. As Nation (1982) notes new items are better retained if unrelated in meaning while new

words sharing features of meaning are likely to be confused. He points out teaching very similar words together might be counter-productive even though organization can facilitate learning. For instance, with a pair like "left" and "right", students often confuse which word refers to which direction. In addition to learning the meanings of the two words, the student has the additional burden of keeping them separate. This "principle of interference" applies to formal similarities as well. He goes on to say teaching "affect" and "effect" together, will probably become cross-associated in the learner's mind. The same author (1990) goes on to say that' similar or related words should not be taught at the same time, the second word should be presented after the first one is fully comprehended. Cross (1991) suggests revising by re-using the visuals exploited previously in the beginning of the following week for a comprehensive review stage. Moreover, the comprehension of the students will be checked by a pre and post tests. By these means checking of learning and the effectiveness will be evaluated. Students of Intermediate level are participants of this study. For that reason the words, which are characteristics of mature language users and appear frequently across a variety of domains, were chosen. Principled presentation of the selected words will be made intently. The steps followed and the procedure will be mentioned in details.

CHAPTER 3

METHODOLOGY

This chapter presents information about the methodology. Participants, instruments, realia, target words, tests, procedures and analysis of data are the basic components of this chapter.

3.1. Participants

In this research the participants are fifty (twenty-four male, twenty-six female) students in preparation class which is designed for students who learn English as a foreign language at university. The students are in their first year of a four-year education in different departments at Uludağ University School of Foreign Languages Bursa/TURKEY. The subject groups have the same mother tongue and they both learn English as a foreign language. Participants are intermediate level students who range in age from late teens to early twenties. The participants were enrolled in intermediate classes at the beginning of fall term 2009. Their level of English proficiency is determined by the proficiency test which is prepared and administered by Uludağ University School of Foreign Languages Testing Office.

The Non-Equivalent Groups Design (NEGD),which is widely accepted as one of the the most frequently used design in social research, is employed in this study. In the NEGD, lacking the key feature of the randomized designs-random assignment, we most often use intact groups and therefore the students participate in this study as intact classroom group. The selection of subjects to the experimental and control groups are stratified by their proficiency level rather than through randomization. The researcher substituted intermediate classrooms as intact groups for random selection and assignment because intact classroom groups enable us to compare the treated one(the experimental) with the comparison (the control) one fairly. However, random selection might affect the outcome of the research due to the fact that the present study requires two comparable classrooms who are from the same proficiency level for the determination of the effectiveness of vocabulary instruction to be given. The students in class Intermediate 9 (thirteen male, twelve female) are assigned to the control group.

The class Intermediate 10 (fourteen female and eleven male) is assigned to the experimental group. Both the experimental and the control groups consist of twenty-five students each.

In the beginning of the research there were 27 participants in each group. However, one participant in the control group was removed from the study because the student had exceeded the cut off, which was set at fewer than 18 correct words out of 50 to identify and remove, with high pretest scores (he did 20 out of 50). Two participants in the experimental group and one in the control group were also removed. One student in the experimental group did not attend the classes regulary during the instructional treatment. The other two left school, they also did not attend lessons.

3.2. Instruments

The present study involves the use of realia as a teaching material and a word recognition test as the main data gathering instrument.

3.2.1. Realia

The researcher carried out a systematic evaluation of the realia in order to increase the vocabulary mastery. The researcher took the following criterion of the realia selection into considretaion; the practical acceptability; the cost and compatibility, variety, the appropriateness of the material to the culture and the quality.

The instructed realia was compatible, low-cost, accessible and avaliable to the researcher. The realia is a readily available source and they could be found anywhere, any time. They were obtained from researcher's home, supermarkets and school. Since they were practical and portable, they could be brought into classroom easily to provide clear illustration of target nouns. The instructed material was culturally acceptable and variable.

3.2.2. Target words

What vocabulary to teach was one of the most important issues to be taken into account by the researcher. The researcher had a clear strategy for deciding what vocabulary to focus on and where to find this vocabulary.

The nouns were chosen by estimating the words they have not encountered with before. The proficiency level of the students was intermediate. Since the researcher has taught this level before, she selected the target vocabulary which were not taught in this level.

The choice of target words was made according to the usefulness, meaningfulness, learnablity and teachablity of vocabulary, the participants' age, their vocabulary knowledge, proficiency level and needs. The words which might be useful for talking about everyday life, people and things surrounding them were determined by the researcher. The researcher consulted foreign language experts and relied on her personal experience and knowledge of vocabulary in this phase of the study

Since meaningful and contextualized materials motivate students, encourage language production, and help learners to activate their knowledge of the world, in the selection of target words the researcher assured that selected vocabulary can be presented by meaningful material. The target words are meaningful for learning to be effective and permanent.

In view of the participants' age, their vocabulary knowledge, proficiency level and needs, the researcher aimed to choose the words which would arise students' interest and motivation. Most of the chosen words are characteristics of mature language users, appear frequently across a variety of domains, and thus young adult learners are likely to encounter and use them in real life.

Realia was chosen as targets and presented as a group of nouns. The basic semantic meanings of the nouns were obtained from the written formal sources.

3.2.3. Tests

A word recognition test (Vocabulary Achievement Test) was used as the main data-gathering instrument. The purpose for conducting the test was to ;

a. confirm the subjects' lack of familiarity with the target words

b. make sure that the students comprehend the meaning of the words.

c. provide and determine the words to be instructed in the specified range.

The researcher developed and administered the test in view of the multiple choice test technique (see word recognition test in Appendix 1.). The test, consisting of

50 items, was written in the target language (English). The participants were asked to select the correct definition of a given noun from four choices. Some of the choices were created and designed by the researcher, but some other were chosen from the coursebooks. The definitions of the nouns (the basic semantic meanings of target words) were chosen from reference sources such as bilingual dictionaries, thesaurus dictionary and Turkish & English dictionary. The format of the word recognition test was similar to the format used in the study conducted by [1]Yoshi, M., Flaitz, J. (2002).

Considering the main characteristics of the test, namely validity, most of the vocabulary items in the test and the distracters were selected from the new lexical items of the intermediate course books (Face to Face and New English File) and were also used in the glossary and the accompanying workbooks. During the test preparation three subject matter experts, two of whom were on foreign language teaching, and one of whom was on testing were consulted for their opinions on the validity of the test. Several natives of target language were also asked to check the clarity of the language used in the test.

The test was administered to 50 students. The test data collected from 50 students was analyzed on SPSS(Statistical Packages for the Social Science) version 13.0. in order to determine the realiability of the test, and its Cronbach alpha was calculated as 0,87.

3.2.3.1. The administration of the test

The students were given a clear instruction before the administration of the test. They were asked to write their name, surname and the date before they started doing the test. The participants were instructed to put a check mark by the words they knew the meaning of, and match the English words with their correct definition. They were also warned not to mark the words in the test they did not know the meaning of. The time allowed for the completion of the test was 45-minute class hour.

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[1] Yoshi, M., Flaitz, J. *Second Language incidental vocabulary retention: The effect of text and Picture annotation types,* CALICO Journal, *20*(1), 2002, pp. 33-58.

The reseacher benefitted from the existing studies on vocabulary teaching for determining the words to be included in the study. In view of the studies, the selection criteria was created as follows. The words, which were known by none or maximum eight of the subjects, were chosen as target words. Words that were known by more than eight students were going to be excluded from the test but it was not of necessity. The words difficult to be presented by realia had not been included.Finally, fifty nouns out of fifty were selected to be instructed.

The cut off point for participants was set at fewer than eighteen correct words out of fifty to identify and remove. Any exceptional students with high pre-test scores were also removed from the study.

3.3. Procedure

The experimental and the control groups were composed of twenty-five subjects each and they were both instructed with the techniques of teaching word meaning over a period of approximately five weeks. However, the experimental group was given instruction in real objects/items in addition to these techniques. The teaching sessions for both groups were done during the students' regular class time and required a class hour (45 minutes) session each week.

All of fifty nouns which were chosen from different categories, such as food, equipments, devices, tools, clothes and objects were instructed to the experimental and the control groups. Ten out of fifty words which were selected according to the vocabulary selection procedure, were taught for forty-five minutes each week (see Appendix 1).

The researcher planned the instruction to be given to the experimental and control group carefully. In the planning session; aims, quantity, frequent exposure and repetition, meaningful presentation, situation and presentation points were taken into consideration for both groups. Meaningful presentation of target nouns was vital for this study. Thus, in teaching vocabulary the researcher presented target words to the experimental and control groups in such a way that the meaning of the words was perfectly clear and unambiguous. The researcher aimed to present new vocabulary after the previous ones had been fully comprehended.

The target vocabulary was presented to the control and experimental groups in an unrelated fashion (for example, 'mop' , 'asparagus', 'pincers'). Similar or related words were not taught at the same time. The words, which thought to be mixed up by the students, and therefore may cause cross-referencing were not presented in the same section. For instance, the names of objects such as mop and mat were taught in different order because teaching these words together would probably become cross-associated in the learner's mind.

The presentation of target vocabulary to the control group was as follows;

The target vocabulary was presented to the control group by using verbal explanation, definition and translation techniques.

First of all, the words were defined and the meanings of the words were explained with examples. Secondly, target words were written on the board legibly immediately after explaining the noun because introducing the written form of the word should follow not long after the presentation of the pronunciation. Thirdly, the words were translated from English into Turkish verbally. Turkish equivalents of target words were given to make sure that students comprehend the meaning of the target words. Partial understanding was not enough, full understanding was aimed as it was hard to claim that one word was comprehended as a whole by partial understanding. The researcher found it necessary to use translation technique because of its major advantages such as being economical, time saving etc. Lastly, the researcher modelled the words and choral repetition was made by the students. The researcher gave much practice or repetition so that the participants can master target words well. The instructor gave a clear instruction like "Repeat,"to mark time and stress. Individual imitation, in which the researcher asked several individual students to repeat the model she had given, was also done in order to check their pronunciation.

A relevant example is given in order clarify this phase of study if needs be; during the presentation of the word "*grater*" the definition of the word was given as "*a tool used for cutting food into small pieces* " first, and the researcher went on to explain the meaning of the word with an example as '' *it is a kitchen tool which has a rough surface that you use for cutting carrot into very small pieces*''. Then, the researcher

wrote the word on the board. Lastly, the word ''*grater*'' was translated as ''*rende* '', and the choral repetition of the word was done by the participants.

After all the words were instructed as mentioned above, a quick revision was done. At the end of every teaching session, the researcher asked the Turkish equivelant of each ten word written on the board and the words which were known by many students were removed from the board. The researcher re-wrote the words (ten for each week), which were instrducted previously, in the beginning of the following week and asked the participants their definition. In the last week all fifity words were written on the board and the semantic meanings of the words were checked with the participants in the control group.

The presentation of target vocabulary to the experimental group was as follows;

In the teaching session, each target word was presented to the experimental group stage by stage, and not all at once. When presenting vocabulary, the researcher used the visual technique, in addition to the verbal explanation, definition, and translation techniques which were used with the control group. Once the target nouns were detected, they were displayed with corresponding realia, one by one, in random order to the experimental group.

The researcher planned and implemented the teaching procedure for the experimental group as follows: The researcher held up the object (or pointed to it), defined, explained, wrote the name of the object on the board, translated the word verbally, then got students to repeat it.

First of all, the target word was presented from the start with ''realia'' to facilitate comprehension. Secondly, the definitions of the words were given in the target language (English) orally. Thirdly, the explanations of the words were given. While explaining the words the researcher used the language that was comprehensible for the students. Explanations were detailed to help the students comprehend e.g. It is a small tool used for picking up small objects. Anyone can use it easily. It could be used professionally by hairdressers. Women especially use it to pull out hair to make their eyebrows look better. What is it ?... It is 'tweezers'. Target words were written on the board immediately after the definition and explanations of the words were given.

Translation was another technique used to present target vocabulary to the experimental group. After the words had been written on the board, the students were asked Turkish equivalents of target words to check whether the meaning of the words were fully understood. Finally, the researcher modelled the words, read the words aloud and then the students all together repeated what she had said. Choral repetition was made by the students due to the fact that it is claimed that memorizing new material can be achieved through repeated rehearsal of material. Some individual students were asked to repeat the model given by the researcher to check their pronunciation.

After the participants in the experimental group were instructed all target words in realia, a quick revision was done. At the end of every teaching session, the researcher merely asked the participants the English equivelant of each object because the researcher wanted to avoid too much revision in order to check the effects of realia on their memory. Since revising by re-using the visuals exploited previously in the beginning of the following week for a comprehensive review stage is suggested, the researcher re-used the real objects (ten for each week), which were demonstrated previously, in the beginning of the following week and asked the participants their names. In the last week all real objects were brought into the classroom and the students were asked what the name of each object in English was.

To sum up, this present study has the following steps; presentation, practice and tests.

3.4. Analysis of Data

In the first and fifth week, the word recognition test was distributed to the students in both control and experimental group as a pre-test and post- test. The pre-test was served to verify if the groups were initially equal and comparable in performance. The pre-test results and the information provided by the subjects were used to match the two groups. The control group was taught using the usual lecture method. The teaching was done by the researcher. One week after the instructions given to the both groups, this administration was reversed in the post-testing so that subjects of both groups received the same test form which they had in the pre-test.

Scores for both the pre and post test were defined looking at the number of correct items. Considering the number of test items, a correct answer was rated 2 and an incorrect answer 0. The responses to the pre and post test was scored on a maximum score of 100. The data collected from the pre-test and the post-test were computer-analyzed to see the significant differences in the participants' vocabulary knowledge.

The Independent Samples t-test was performed to determine if there was any significant difference in performance between students taught with realia (the experimental group) and those taught without realia (the control group) after the vocabulary instruction. The data obtained was analyzed using means and standard deviations to identify and describe the participants' scores of vocabulary knowledge. The significance level was chosen to be 0.05 in order to compare the data collected from the test .

CHAPTER 4

RESULTS AND DISCUSSION

This chapter will be developed acccording to the research findings as the answer to the research questions stated in the first chapter.

4.1. Results

The aim of implementation of teaching vocabulary using "realia" with Turkish EFL students was to increase the student's competence to learn all the vocabulary taught by the teacher. The experimental group's performance on pre-test was compared with that of the control group subjects, appropriately matched. After the teaching, the performance of both groups on the same measures was compared on post-test at the end of the school year (21 May 2010). The data obtained by the tests were used to explain the findings related to the research questions.

4.1.1. Pre-test Results

In the beginning of this study the researcher gave every student in both groups, who are to be given instruction in vocabulary, a pre-test in the form of word recognition test. In order to establish the homogeneity of the two groups in terms of vocabulary knowledge an Independent Samples t-test was performed to examine the difference among the performance of the two groups on the vocabulary achievement test before the vocabulary instruction. With the results obtained from the test, and by means of an independent sample t-test, it was possible to establish whether there were any significant differences between two groups of participants. (see Table 4.1 & 4.2).

Table 4.1. Group Statistics (Pre-test)

Group	n	Mean	Std. Deviation	Std. Error Mean
Control group (None)	25	6,4800	3,84187	,76837
Experimental group (Realia)	25	5,9200	3,58143	,71629

Table 4.1. showed the mean scores attained by the experimental group (Mean = 5,92, Sd = 3,58) and the control group (Mean = 6,48, Sd = 3,84) on the pre-test before vocabulary instruction.

Since the results of the pre test would indicate the vocabulary knowledge of students to be given the vocabulary instruction, these scores were not expected to be high. The vocabulary knowledge of the subjects in both groups could be considered a low level. The highest score of pre-test in the control group was 14, the lowest was 2, and for the experimental group, the highest score was 12 and the lowest score was 2.

Table 4.2. Pre-test Results

Group	n	Mean	SD	SEM	F	t	Df	Sig.
Control group (None)	25	6,48	3,84	,768	,133	,533	48	,717
Experimental group (Realia)	25	5,92	3,58	,716				

According to the pre-test results, there was not any statistically significant difference between the mean scores of the subjects in the control group with the participants in the experimental group before the implementation of the study (t=,533; df=48; p=0.717). To sum up, the two groups were homogenous in terms of vocabulary knowledge of the new items at the beginning of the course.

4.1.2. Post-test Results

The participants in the experimental group were instructed in the visual technique involving the use of realia along with other techniques. At the end of the teaching sessions, a post-test, the format of which was the same as pre-test, was administered in order to determine how much the students in control group learned in the course of teaching vocabulary with usual methods without realia and how much the experimental group's students learned in the vocabulary teaching by using realia. To sum up, both groups took part in a post-test of the same vocabulary achievement test after completing the course to find the effectiveness of vocabulary instruction of the

experimental group and compare the improvement with their counterparts in the control group.

Table 4.3. Group Statistics (Post-test)

Group	n	Mean	Std. Deviation	Std. Error Mean
Control group (None)	25	68,4000	7,74597	1,54919
Experimental group (Realia)	25	92,0000	6,70820	1,34164

Table 4.3 showed that the mean scores of the experimental group (Mean= 92.00, Sd= 6.70) was different from the control group (Mean = 68.40, Sd =7.74). The highest score attained by all participants on the post-test after the vocabulary instruction in the control group was 82, the lowest was 54, and for the experimental group, the highest score was 100 and the lowest score was 78.

Table 4.4. Post-test Results

Group	n	Mean	SD	SEM	F	t	df	Sig.
Control group (None)	25	68,40	7,74	1,54	1,148	-11,516	48	,289
Experimental group (Realia)	25	92,00	6,70	1,34				

Considering the analysis, the significance level was lower than 0.05 (t=-11,516; df=48; p=0.289), which led to the conclusion that there was a statistically significant difference between the two groups. In other words, while there was not any significant difference between control and experimental groups in terms of vocabulary knowledge at the beginning of the study, the experimental group surpassed the control group in terms of vocabulary knowledge at the end of the instruction. The participants in the experimental group who were instructed in realia performed significantly better than the participants in the control group who were instructed in traditional vocabulary teaching techniques.

4.2 Discussion

The post-test results showed that there was significant difference between the experimental and control groups in vocabulary achievement as measured by the post-test suggesting that achievement in experimental group improved as a result of exposure to realia. This means that the participants in the experimental group instructed in realia while studying vocabulary items performed significantly better than the participants in the control group who practiced traditional vocabulary learning activities. This result of the study is in alignment with findings of prior studies using realia in vocabulary instruction such as Victor (2008). In his study, Victor focused on the relative efficacy of realia and combination of pictures and charts in the teaching in Junior Secondary Schools. Victor found that realia were better instructional materials in teaching comprehension than a combination of picture and charts. Sumarni (2008: 46) carried out a research on teaching vocabulary using realia at the fifth year of SDN I Blimbing Ampelgading Pemalang and discussed research findings regarding vocabulary instruction. Sumarni pointed out that the use of realia to teach vocabulary increased the student's memory about the vocabulary given and the understanding of the students. He stated that relia decreases the monotonous vocabulary teaching and learning. In his research he also concluded that using realia to teach vocabulary could encourage the student's ability in mastering vocabulary. In his study, Berwald (1987) used newspapers and magazines as realia to teach French vocabulary.He stated that almost all sections of newspaper including news articles, reviews, headlines, comic strips, and advertisements are useful for learning specific vocabulary. According to Berwald (1987: 3) realia such as maps, schedules, notices, etc. consist of minimum amounts of language thereby reducing potential frustration. Even students considered slow language learners should be able to understand realia and feel accomplishment. The use of realia in education has been examined by several researchers. It has been concluded that realia makes a connection between objects and language; thus, it helps students remember the learning experience easily. Providing the learners with the opportunity to read or hear items of personal interest and the opportunity to dispel stereotypes, it explains the difficulties of grammar and vocabulary, and points out cultural distinctions.

Considering the second research question, the researcher concedes from the research findings that the implementation of realia to university students for vocabulary teaching is possible and effective. Since the second question was related to the first question the answer to the second question, which revealed the fact that the use of realia for teaching vocabulary to young- adult learners is more effective than the usual methods, is valid for this question too. Exposing the students to real-life objects, which helps bring the real world into the classroom significantly, lead them to a deeper understanding of and interest in the topic, and thus made them more successful in the post-test.

The researcher employed realia as the visual technique of teaching vocabulary because the use of this technique with young-adult EFL learners could be a complementary English resource which enlivens the class and creates a more positive attitude toward learning. As for the researcher's personal experience in the present study, the participants in the experimental group were interested in participating in active teaching environment and appeared to be more actively engaged in the vocabulary instruction process than the control group. The students in the experimental group usually showed interest and motivation while working on the real objects. They were very enthusiastic in doing the teaching-learning process. Realia increased the learners' levels of performance, concentration, and involvement in the target activity more than artificial materials. Teaching using realia helped the student understand and memorize, and made the students enjoy the class.

The researcher was able to understand and make comparisons between the student's attitudes towards the use of realia and the usual teaching techniques for vocabulary teaching because she had been teaching the students vocabulary and grammar. Before applying the method, the teaching vocabulary was monotonous, so the students were not very interested in learning new vocabulary. The monotonous methods made students reluctant to learn English and not interested in English. Furthermore, the students had limited knowledge of vocabulary and assumed that English was a difficult language to learn. The real objects as means of teaching vocabulary was used in order to make the students access the material easily because the students knew the real object of the vocabulary.

The pattern of the mean scores of the control and experimental groups is interesting in that although it is very low in the pre-test and rises with post-test in both groups. The results of experimental group have shown that there are strong and undeniable tendencies to be found in the data, the most notable of which is the dramatic rise in mean student test scores upon implementation of the instruction with realia. The ability of the experimental group in the vocabulary mastery was very well. However, based on the research findings it should also be noted that there is a difference in performance between the pre-test and post-test scores of control group. The control group performed better in the post-test, after the vocabulary instruction employed with certain techniques stated in previous sections.

In general, the researcher concludes that realia increased the learners' levels of performance, concentration, and involvement in the target activity. Teaching vocabulary through realia led comprehension and made students enjoy the class. This means that increasing students' vocabulary through realia is effective.

CHAPTER 5

CONCLUSIONS

In this chapter a summarized interpretation of the research results are provided. Conclusions can be drawn from these findings as well as limitations of the research, and further studies are highlighted. The chapter concludes with recommendations for future research purposes.

5.1. Conclusions

The major concern of the present study was to explore the effectiveness of real objects as a visual aid on vocabulary learning of Turkish EFL students.

The researcher found two major results from the study: First of all, concerning the vocabulary teaching techniques, the control group who were taught target vocabulary by using the verbal explanation, translation and repetition techniques did better in the post-test (68,4) compared to pre-test (6,48). However, the experimental group who were instructed by using visual technique (realia) in addition to the techniques used with the control group did far better in the post test (92,00) compared to the pre-test (5,92). Depending on the comparison of pre-test and post-test results of each group, it was concluded that the way vocabulary presentation is designed, practiced and recycled in both programmes seemed to be satisfactory. Results indicate that each group obtained significantly higher means in the second application of the test. This is interpreted as an indication that all groups learned vocabulary during the instruction.

Secondly, as it was shown, the experimental group outperformed the control group on the vocabulary achievement test. Thus, the use of realia for vocabulary teaching seems to have contributed to the improvement of students' vocabulary learning. In other words, the use of realia proved to be a powerful tool for improving students' achievement in vocabulary. Based on the scores above, the increasing score of the students' test in the experimental group shows that by using real objects the students had better memorization of the words compared to those employed by the control group. Especially, the visual aid supplement of target words and the revision procedures

implemented by re-using the real objects the experimental group made use of were worth appreciation. The control group had serious shortcomings in this regard.

In sum, the study indicated that the experimental group's students scored a significantly better result than that of the control group in the vocabulary retention test administered to both groups i.e. the writer concluded that there is significant difference in performance between students taught with realia and those taught without realia.

Since realia is widely accepted as a primary or supplementary material for teaching pupils vocabulary instead of older learners, the researcher expected to encounter some motivational problems during the study. Before using the real objects, the students appeared uncertain about the instruction and disinterested. After the objects had been presented, the students appeared to be engaged in learning. Based on the researcher's personal experience it can be concluded that realia is very helpful for increasing students' motivation and vocabulary mastery. It decreases the monotonous teaching learning process especially in teaching vocabulary. The researcher also received feedback several weeks after the instructional treatment. The students in the experimental group said that being exposed to real objects helped them visualize the target vocabulary and thus made them remember almost all instructed words.

5.2. Limitations of the Study

There are several noteworthy limitations that need to be acknowledged and addressed regarding the present study. Firstly, the course given was narrow and limited to 50 words. This means that merely the meaning of these words was taught to the learners although there are other aspects of word knowledge like morphology, syntax, register, collocations, and word grammar. One of the limitations was that nouns from the word class were chosen to be presented by realia because this presentation required the kind of words which were concrete. Concrete items to be taught by means of realia were chosen because they could be easily explained or demonstrated and merely concrete items could be presented as a form of realia while teaching target vocabulary. As for verbs, adjectives and adverbs, they were found more difficult to be presented and instructed in realia. Another important point encountered in the study was that the language chosen was limited to intermediate level of Uludağ University School of Foreign Languages in Bursa/TURKEY. Following the point mentioned above, the

subjects involved in this research were limited to 50 Turkish EFL learners. The time constraint was the last but not the least limitation of the present study. The amount of time available to complete the vocabulary instruction was restricted to five-weeks.

5.3. Further Study

Further research is needed on the use of realia to teach university students grammar as well as vocabulary. It would be interesting to investigate whether the use of realia with the students at university for teaching vocabulary is more effective than grammar teaching or not. Additionally it would be intriguing to conduct a study which focuses on the relative efficacy of realia and combination of pictures in teaching vocabulary at the university. Alternatively, further research which makes comparisons on the performance of students of different ages (pupil versus teenagers) can be done in order to determine the effect of realia on learning.

In the present study the nouns were elicited to be instructed in realia. In future studies, the study can be expanded to all word groups. It should be studied whether the use of realia is going to be efficient for verbs and adjectives as in nouns or not. The researcher chose nouns to be presented with realia due to nouns being more concrete and static. However, it is possible to do the same study for verbs and adjectives. It might be useful to have an observer to record students' attitudes and behaviours towards the teaching method involving the use of realia instead of solely relying on the researcher's personal experience. The experimental group was exposed to realia for five weeks. It would be interesting to use real objects for a long-term program to see if they continued to have the same impact.

The results regarding the use of realia for teaching vocabulary was satisfactory. Most of the participants who were instructed in the use of realia gave feedback after several weeks. They said that the use of realia for teaching vocabulary helped them visualize the target vocabulary and almost all the words taught in the presentation were on their mind. Despite the positive feedback, long term effectiveness should be taken into consideration and thus it should be obtained from the students after a certain period of time by a formal written test. How much the students forget after the presentation can be tested after some time or the same test can be administered without using realia again.

5.4. Recommendations

In reference to the conclusion above the researcher suggests the teachers of English at university use real objects to teach vocabulary because it is undeniable that the best-known sensory aids are visuals. In view of the theories and studies mentioned in Literature Review 2.1.1 visual inputs have played a significant role during the process of different phases of language acquisition. The meaningful inputs and real life situations which are accompanied by visual aids have served as fundamentals of EFL classroom. In this present study the real objects were chosen diligently in order to enhance vocabulary learning. Because of this reason the teachers who aim to teach young adult learners vocabulary can use these realia without hesitation. However, it should be taken into consideration that merely using realia will not be sufficient; they should be used as a supplementary aid and be supported by verbal explanations.

The use of realia will encourage students to be active learners who use language properly if the research on the importance of vocabulary for communication is taken for granted. This is because it helps students master target vocabulary better. It does not only increase the motivation of the students but raise the interest of the students in learning vocabulary and English. Real objects can be found anywhere and anytime. However, it may not be possible to bring every realia into the classroom (i.e. mountain). The teachers should take usability and practicality factors into consideration in the selection of real objects. This means that the teacher should choose real objects which are frequently used in real life. In the selection of the real objects to be used for instruction, the teachers should make sure that they are culturally acceptable and appropriate for teaching.

It is recommended that instruction in realia which is accompanied by various vocabulary presentation techniques be extended to other vocabulary courses and other college levels.

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Appendix 1. Vocabulary Achievement Test with Answer Key

Name   **Surname**   **Date**

Word Recognition Test

Instructions : Please check any of these words you know. Please match the English word with the correct meaning. Put [X] in the box.

1. **drape**

[   ] a frame used for counting
[x] a fabric used for hanging from a top of window
[   ] a small measure of drink with alcohol
[   ] an important official person at a university or college

2. **grater**

[x] a kitchen tool used for cutting food into small pieces
[   ] a thick cloth used for making clothes such as coats
[   ] a long, deep cut in your skin or in the surface of sth
[   ] a very rich cake especially one cream in it

3. **petal**

[   ] a sweet fruit which have white flesh and yellow skin
[   ] a poor person of low status who works on the land
[   ] a small hole in the door or wall
[x] a coloured or white part of a flower that forms flower

4. **washer**

[   ] a small cloth used for washing yourself
[x] a thin flat ring of metal used for assembly
[   ] a large fixed container in a kitchen that supplies water
[   ] a woman who is employed to clean houses or offices

5. **colander**

[   ] a chart or device which displays the date
[   ] a nun who is in charge of other nuns in a convent
[x] a container with holes in which you wash food
[   ] a rough material made from coconut shells

6. **cutlery**

[   ] a substance used for cleaning things
[x] a set of tools used for cutting like knives
[   ] a shopkeeper who cuts up and sells meat
[   ] a type of insect that produces light from its body

7. **clipboard**

[x] a small writing board with a clip at the top
[   ] a stuff who are involved in dealing with music
[   ] a screen made of strong wire you put around fireguard
[   ] a type of rock that contains a lot of rock

8. **shallot**

[   ] a very deep hole in the ground
[   ] a railway carriage used for carrying luggages
[   ] a type of long thin white French bread
[x] a small round vegetable which is similar to onion

9. **ladle**

[   ] a thick woolen material used for covering tables
[   ] an equipment used for climbing up or down from sth
[x] a large round deep spoon used for serving soup
[   ] a small wooden house with only one or two rooms

10. **clingfilm**

[   ] a kind of film that shows the world as a dangerous place
[x] a thin stretchy plastic used for covering food
[   ] a long mark which is drawn or painted on a surface
[   ] a tool used for putting staples into sheets of paper

11. **mat**

[   ] a colour or paint which is dull rather than shiny
[   ] a small part of atom that has an electrical force
[   ] a valuable stone such as a diomand or emerald
[x] a small carpet which is put on the floor for protection

12. **cork**

[   ] a grain used for making bread
[   ] a member of a cabinet a high government official
[   ] a disturbance or violent agitation.
[x] a substance that is pushed into the opening of bottle

13. **asparagus**

[   ] a piece of misinformation about a recent event
[x] a long and green vegetable with small shoots
[   ] an egg of a louse or some other insect.
[   ] a vehicle fitted for conveying the sick and wounded.

14. **handle**

[x] a small round object that is attached to a door
[   ] an object that is completely round like a ball
[   ] a device that is small and light enough to hold
[   ] a small window over a door or another window

15. **magnifying glass**

[   ] a frame with two lenses help the old see better
[   ] a transparent substance used for making bottles etc.
[x] a tool which make objects appear bigger than they are
[   ] a device used to facilitate mechanical or manual work

16. **torch**

[   ] a seed container that grows on plants such as beans
[x] a small electric light which is powered by batteries
[   ] a lever you press with your foot to control car
[   ] a member of race black people who live in Southern Africa

17. **screwdriver**

[   ] a computer programme that controls a device like printer
[x] a tool with cross-shaped end used for tightening
[   ] a certificate which shows that an investor owns a part of share
[   ] a work of art that is produced by curving or shaping stone

18. **bib**

[x] a piece of cloth that is worn by very young children to protect clothes
[   ] a kind of sound that you hear when you are using a telephone
[   ] a vertical tube used for looking the surface of the water
[   ] a bomb that produces clouds of smoke when it explodes

19. **thumbtack**

[   ] a flash of lightening accompanied by thunder striking sth like tree
[   ] an obejct used in the past to torture people by crushing their thumbs
[   ] a pointed part on the body of a female animal from which her babies suck
[x] a thing which is used for attaching papers to a drawing board

20. **jodhpurs**

[x] a pair of trouser that people wear when they ride a horse
[   ] a kind of machine used for increasing the amount of moisture
[   ] a large ship in which people travel long distances
[   ] a group of people or things that have been gathered for special event

21. **pot**

[   ] a small part of an army that is sent to a place to deal with crisis
[   ] a fabric made of canvas or some other waterproof substance
[x] a deep round container used for cooking stews or making tea
[   ] a complete meal that is sold in a single container

22. **stalk**

[x] a thin part of a flower that joints it to the plant or tree
[   ] a device or mechanism that makes something stable
[   ] a young man who works in a stable looking after horses
[   ] a shape which winds round and round

23. **tongs**

[x] a kind of tool used for picking up objects you don't want to touch
[   ] a soft movable part inside your mouth used for tasting or speaking
[   ] a small animal with large furry tail and a striped back
[   ] a soft material which is put around things to protect them

24. **dungarees**

[   ] a dark building where criminals are kept as a punishment
[x] a one piece of garment that consists of trousers
[   ] a person who is sent away from a dangerous place to safe one
[   ] a speech that praises someone or something very much

25. **bucket**

[   ] a game for two people played with 24 pieces on board
[   ] a small shop that sells fashionable clothes, shoes, jewellery
[x] a round plastic container with a handle attached to its sides
[   ] a bunch of flowers which is attractively arranged

26. **tweezers**

[x] a small tool used for picking up small objects, pulling out hair
[   ] a strong string used especially in gardening and farming
[   ] a shape that something has when it has been twisted
[   ] a bicycle designed for two riders on which one sits behind another

27. **celery**

[   ] a person who perfoms or takes part in a religious ceremony
[   ] a device used for estimating the position of moving objects
[   ] a person who is famous especially in areas of entertainment
[x] a vegetable with long pale green stalks which is eaten raw

28. **handbill**

[   ] a gift of money clothing food which is given free to the poor
[   ] a thing which can be locked around someone's wrists
[x] a small printed notice used for advertising a company or event
[   ] a written statement of money that you owe for goods or services

29. **pincers**

[   ] an art of practice of making holes in the body parts to insert jewellery
[x] a metal tool used for gripping things or for pulling things out
[   ] a small musical instrument like a flute but produces higher notes
[   ] a person who picks fruit or cotton for getting some money

30. **mop**

[x] a piece of equipment with many strings used to wash floors
[   ] an art of painting pictures on the wall
[   ] a small and a sheltered place
[   ] an animal that has just been born, baby animal

31. **outlet**

[   ] a set of clothing often with accessories
[x] a place in a wall where electrical devices can be connected
[   ] a complaint or a very sad cry
[   ] a cheap and not very good quality thing you refer to

32. **braces**

[   ] a metal chain or band you wear around your wrist as a jewellery
[   ] a long soft scarf made of feathers or of light fabric
[x] a pair of straps fastened to your trousers at the front and back
[   ] a strong alcoholic drink which is often drank after meal

33. **coaster**

[   ] a person who lives in an area of land next to the sea
[   ] an amount of money that is needed in order to buy sth
[   ] a fierce dog that has been trained to guard a particular place
[x] a small thing you put underneath glass to protect table

34. **cauliflower**

[   ] a plant with brightly coloured an unusually shaped flower
[   ] a container that is used for growing plants
[   ] a person in the bussiness of raising or selling flowers
[x] a large round vegetable with a white center and green leaves

35. **hinge**

[x] a piece of metal wood used to join a door to its frame
[   ] a person or thing that makes it more diffucult for you to do
[   ] a main road especially one that connects town or cities
[   ] a container which holds ice cubes or cold water and ice

36. **leek**

[   ] a tight fitting piece of clothing covering the body except legs
[   ] a large bowl used for mixing ingredients
[x] a long thin white green vegetable that smells like an onion
[   ] an animal looks like a dog which makes a sound like human laugh

37. **clipper**

[   ] a piece of equipment used for making films or producing TV pictures
[   ] a device used to open and close parts of clothes and bags
[x] a tool used for cutting small amount from someone's nails
[   ] a piece of music or dance performed by one person

38. **safety pin**

[x] a bent metal tool used for fastening things together
[   ] a secret word or phrase used for accessing to information
[   ] a video camera that records activities to detect and prevent crime
[   ] a medicine or drug that calms you or makes you sleep

39. **thorn**

[x] a sharp point on some plants and trees
[   ] a dark coloured bird with a long leg
[   ] a bread made from ground maize or corn
[   ] a bomb that is shaped like a tube

40. **spectacles**

[   ] a round object onto which tape or film can be wound
[   ] a person who watches something especially a sport event
[x] a frame that holds a pair of lenses used to see better
[   ] a sport that is interesting and entertaining to watch

41. **bin-liner**

[   ] a special kind of pencil which women use to outline the eyes
[x] a plastic bag that you put inside a trash
[   ] a line of hair which grows above your eyes
[   ] a battle area at the front which is closest to the enemy

42. **cumin**

[   ] a small metal loop which a hook fits into as a fastening
[x] a sweet smelling spice that is popular in Indian cooking
[   ] a water pipe or sewer that crosses under a road or railway
[   ] a wide piece of cloth worn round the waist, a part of man's evening dress

43. **pistachio**

[x] a small green or yellow edible nuts
[   ] a type of bread in the shape of flat oval
[   ] an outer part of grain such as wheat
[   ] a hole or tank in the ground into which waste water flow

44. **punch**

[   ] a pair of gloves which are used by the boxers
[   ] a long thin piece of steel used in the framewok of buildings
[   ] a small hole in someone's skin that has been made by sharp object
[x] a tool you use for making holes in something

45. **stapler**

[x] a device used to bind material together
[   ] an instrument used for applying sth. such as medicine
[   ] a computer disc capable of storing great amounts of data
[   ] a wall that forms the side of structure

46. **clothes peg**

[   ] a container,usually made of glass,with a wide top
[   ] an ornament worn on the shoulder (of a uniform etc.)
[   ] an object to be thrown or projected
[x] a small tool used for fastening clothes to washing line

47. **bud**

[   ] an animal leg which is at the back of its body
[   ] a religious teacher and founder of Buddhism
[   ] a large deep crack in thick ice or rock
[x] a small pointed lump that appears on plant and becomes flower

48. **thimble**

[   ] a person who is broad and heavy
[   ] a metal container in which tobacco can be kept
[   ] a list of the times when particular events are to take place
[x] a small plastic metal object used to protect your finger

49. **handkerchief**

[   ] a tool which the driver operates with his hand i.e. for parking
[x] a small square piece of fabric used for blowing your nose
[   ] an officer who is in charge of the police force
[   ] a narrow boat like a canoe used in the sport of canoeing

50. **bubble wrap**

[x] a transperent plastic material used for packing fragile items
[   ] a person who flies a hot-air balon
[   ] a piece of paper which you indicate your choice
[   ] a small brightly-coloured tropical fish

Thanks for your contributions ☺

Appendix 2. The Score of the Students in Experimental Group

Subject Number	Score		Subject Achievement
	Pre-test	Post-test	
1	2	86	Increase
2	2	100	Increase
3	2	100	Increase
4	4	94	Increase
5	6	94	Increase
6	10	100	Increase
7	8	98	Increase
8	8	100	Increase
9	6	86	Increase
10	6	90	Increase
11	4	94	Increase
12	8	90	Increase
13	6	92	Increase
14	10	100	Increase
15	12	94	Increase
16	6	98	Increase
17	10	98	Increase
18	12	94	Increase
19	12	92	Increase
20	2	88	Increase
21	4	80	Increase
22	2	80	Increase
23	2	78	Increase
24	2	86	Increase
25	2	88	Increase
Highest score	12	100	
Lowest score	2	78	
Total score	148	2300	
Mean score	5,92	92,00	

Appendix 3. The Score of the Students in Control Group

Subject Number	Score		Subject Achievement
	Pre-test	Post-test	
1	8	70	Increase
2	2	60	Increase
3	6	58	Increase
4	4	78	Increase
5	10	56	Increase
6	2	78	Increase
7	2	66	Increase
8	12	72	Increase
9	10	76	Increase
10	6	62	Increase
11	2	76	Increase
12	6	62	Increase
13	2	68	Increase
14	12	72	Increase
15	6	70	Increase
16	12	82	Increase
17	14	76	Increase
18	6	62	Increase
19	4	76	Increase
20	6	60	Increase
21	4	62	Increase
22	2	72	Increase
23	4	54	Increase
24	8	72	Increase
25	12	70	Increase
Highest score	14	82	
Lowest score	2	54	
Total score	162	1710	
Mean score	6,48	68,4	

ÖZGEÇMİŞ

Doğum Yeri ve Yılı	:	Manisa/ Salihli		27.10.1984
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                                         Fransızca   Temel

                                         Almanca   Temel

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Yayımlanan Çalışmalar	:		
Diğer	:		

                                                  Tarih-İmza

                                                  Adı Soyadı