



An-Najah National University
Faculty of Graduate Studies

**THE EFFECT OF USING REALIA ON SIXTH
GRADERS' ACQUISITION OF ENGLISH
VOCABULARY AT TULKAREM SCHOOLS**

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Dedication

I dedicate my work to my lovely parents for their endless patience and encouragement, my father, who gave me so much support and would have been so proud of me for completing this research, and my mother for her continuing support. Without their support, I would not have stood here.

To my lovely husband, who supported me throughout this journey; without his love and help, I would not have completed this study.

To my lovely son Kareem.

To my sisters and brothers for their emotional support.

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Declaration

I, the undersigned, declare that I submitted the thesis entitled:

THE EFFECT OF USING REALIA ON SIXTH GRADERS' ACQUISITION OF ENGLISH VOCABULARY AT TULKAREM SCHOOLS

By

Lana Jihad Saadeh

I declare that the work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

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2023/06/25

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Abstract

This study aimed to investigate "the effect of using Realia on sixth graders' acquisition of English vocabulary at Tulkarem schools". The researcher adopted the semi-experimental design and used a vocabulary test to achieve this. This test was applied to (156) female students studying at Tulkarem Basic First Girls' School and Nour Shams Basic Girls School. The sample was divided into two main groups, (78) in the experimental group and (78) in the control group. During the first semester of 2022-2023, the researcher distributed the pre-vocabulary test to the experimental and control group. Then, the researcher distributed the post-vocabulary test to the same sample after teaching the students in the experimental group by using Realia, while the control group used the conventional methods. The results of the study showed that there were no significant differences between the experimental and control groups in the pre-test. Nonetheless, the investigation revealed significant differences between the two groups in the post-test, in favour of the experimental group that employed Realia for vocabulary instruction performing better than the control group. Based on these results, the study recommended that Realia can be used to teach vocabulary, particularly to younger students. Another promising finding is that Realia has proved to be an effective tool for increasing students' vocabulary knowledge. Moreover, teachers strongly recommend using Realia, which makes learning more interesting to students. In addition, School administrators are advised to encourage English teachers to use Realia in the classroom because it is so beneficial.

Keywords: Acquisition; Realia; sixth grader; vocabulary.

Chapter One

Introduction and Theoretical Background

1.1 Preview

In this section, the researcher introduces the topic of using Realia on sixth graders' English vocabulary acquisition at Tulkarem schools by defining the study's questions, the problem statement, the objectives, the hypotheses, and the operational definition of terms. On the other hand, the researcher reviews the available literature relevant to the nature of the study and divides them into sections according to their importance to simplify the information discussed. Moreover, there are many studies conducted in the field of using Realia in teaching, so this chapter also includes a review of the related studies.

1.2 Introduction

It is well acknowledged that English is among the world's most used and spoken languages. In addition, English is considered the main subject that one can learn in schools since it tends to cover various topics such as science and history. Also, it should be taught due to its benefits and important roles contributing to the country's development. The process of teaching English includes different areas, for example, teaching speaking, reading, grammar, and vocabulary. English learners need to master the four language skills and should be good at vocabulary. Without building a vocabulary foundation, comprehension will not be obtained and acquired. Vocabulary knowledge is essential to language proficiency because people cannot communicate and convey their messages without it. Possessing a vast number of vocabulary is a great asset in all parts of communication. It helps learners throughout their educational careers and beyond as professionals.

The literature review shows that teaching and learning vocabulary has consistently been a primary focus in English education. Yusu said, "without grammar, one cannot express many things, but without words, one cannot express anything" (Yusu, 2014). In fact, students typically only have the opportunity to practice the English language within the school environment. As a result, it can be challenging for them to develop their language skills outside the classroom. Also, Harji et al. (2015) stated that proficiency in language

use is built on having a strong foundation of vocabulary knowledge. Therefore, it is essential to determine students' current vocabulary levels to enhance their language efficiency and competency. Students with limited vocabulary may struggle to comprehend reading materials, and their language acquisition may be challenging.

A recent study (Surmanov & Azimova, 2020) revealed that students faced various difficulties. One of the primary challenges students faced was difficulty pronouncing words correctly. Actually, this was a struggle that was shared among the majority of the students. Furthermore, students experienced learning problems, such as variations in the grammatical form of words, confusion regarding the appropriate usage of words within specific contexts, and difficulty in selecting the correct meaning of different words. Additionally, students expressed feeling perplexed when encountering idiomatic expressions.

On the other hand, students struggle with problems in word retention. They only retain what they memorize at the time and subsequently forget it again. As a result, they lack motivation to master and learn vocabulary. Due to this issue, students may believe that learning vocabulary is challenging and that they have lost interest in learning it as their teacher often uses teaching media. This demonstrates the necessity for a creative way to learn vocabulary (Aziz & Ngadiron, 2019).

According to Rohmatillah (2015), the teaching technique employed by teachers also showed a challenge in vocabulary instruction. Mastering vocabulary is important in language proficiency, so teaching vocabulary needs more attention. Teachers have to prepare all the components of the teaching process. The components include the materials, the means, and the teaching method. Some teachers do not prepare them all and ignore one or two components. For example, when teachers prepare the material and do not use means or teaching methods, the teaching process is ineffective, and the students will get confused.

In other words, the strategies teachers use in the classroom might positively and negatively affect students' vocabulary. Some teachers use conventional methods for teaching vocabulary by giving students vocabulary lists or translating the items into their

first language. In this way, students memorize the meaning of vocabulary items without knowing how they are used in context and will forget them easily. In contrast, it has been demonstrated that students are more likely to learn effectively when they are taught information through multiple modes rather than just one. This assertion is supported by previous work (Stice, 1987), which stated that “students retain 10 percent of what they read, 26 percent of what they hear, 30 percent of what they see, 50 percent of what they see and hear, 70 percent of what they say, and 90 percent of what they say as they do something”. So, the way vocabulary is presented is important. According to Alqahtani (2015), the teacher can use many ways to clarify a word's meaning, including gesture, mime, Realia, examples, conceptual questions, and explanations or definitions. Therefore, teachers should choose appropriate and diverse teaching techniques for vocabulary. It can be understood that Realia is a technique that can facilitate students' vocabulary learning to their own life experiences.

This is to say that Realia means objects drawn from everyday life and enhances students' comprehension of other cultures and real-world scenarios within classroom instruction. This technique involves the incorporation of real-life objects into the teaching process to facilitate the learning of concepts (Argawati, 2009) (Gambari, 2014)(Turner, 2020). In addition, Realia can be physical or virtual in nature, offering a unique opportunity to create strong connections between objects and discussion topics, enhancing the learning experience's memorability. Furthermore, it helps young students retain information more easily and strengthens their understanding of concepts.

Andini et al. (2019) added that Realia is an appropriate strategy that improves students' vocabulary learning. Incorporating Realia in vocabulary instruction can develop the learning experience and improve the chances of new vocabulary retention in long-term memory. Using Realia objects within EFL classrooms improves the interaction between teachers and students. Moreover, by incorporating tangible materials that students can physically see and touch, students can better grasp the meaning of new words and concepts (Bala, 2015).

As previously discussed, Realia is an effective instructional tool that uses real-world objects to illustrate concrete items. It enables students to comprehend, remember, and retain new vocabulary words. Thus, it is important to explore the impact of Realia implementation on the acquisition of English vocabulary among sixth-grade students.

1.3 Statement of the Problem

Arabic-speaking students who are learning English as a foreign language face many problems, particularly in learning English vocabulary. These obstacles may come from various reasons, such as the vast number of vocabulary items students must learn. Moreover, teachers' way of teaching vocabulary items is boring and ineffective. Furthermore, a lot of teachers depend on the conventional way of teaching by giving vocabulary lists to the students to memorize without applying those words contextually or by translating the items into their mother tongue (Malang & Info, 2021)

Rahim et al.'s (2018) study noted that Palestinian students face challenges in learning English vocabulary. These challenges may be linked to ineffective vocabulary teaching methods that adversely impact students' vocabulary achievement. Results have proved that using a vocabulary learning style instead of conventional methods is more effective and can help to create positive attitudes toward learning English. In fact, using different activities during vocabulary instruction can develop students' attitudes towards learning English.

On the other hand, a study conducted by Aristya (2019) revealed that students face several challenges in mastering vocabulary. These challenges are difficulties comprehending word meanings and retaining vocabulary, inability to use vocabulary correctly, and lack of interest in English lessons, leading to boredom.

Vocabulary items are vital to developing communication skills, and teachers must improve some effective techniques that facilitate vocabulary acquisition, attract students' attention and add variety and interest to the learning process. Based on the foregoing. The researcher examined the effectiveness of using Realia on sixth graders' English vocabulary acquisition at Tulkarem schools.

1.4 Aim and Objectives of the Study

The study aims to investigate Realia's effectiveness in sixth graders' English vocabulary acquisition at Tulkarem schools.

The study intends to achieve the following specific goals:

1. To determine the effect of using Realia on sixth graders' English vocabulary acquisition.
2. To point out whether there are any statistical significant differences at a significance level of $\alpha \leq 0.05$ between the experimental and control groups with regards to their English vocabulary acquisition, as measured by the pre-test.
3. To investigate if there are any statistical significant differences at ($\alpha \leq 0.05$) between the experimental group students' acquisition of English vocabulary in the pre and post-tests in favor of the post-test.
4. To find out if there are any statistical significant differences at ($\alpha \leq 0.05$) between the post-test of the experimental and control groups' students' English vocabulary in favor of the experimental group.

1.5 Questions of the Study

The researcher aims to answer the following main question:

What is the effect of using Realia on students' acquisition of English vocabulary at Tulkarem schools?

The sub-questions are:

1. Are there any statistical significant differences at ($\alpha \leq 0.05$) between the experimental and control groups' students acquisition of English vocabulary in favor of the pre-test?
2. Are there any statistical significant differences at ($\alpha \leq 0.05$) in the effect of using Realia on the acquisition between the experimental group students' English vocabulary in the pre and post-tests in favor of the post-test?

3. Are there any statistical significant differences at ($\alpha \leq 0.05$) in the effect of using Realia on the acquisition between the post-test of the experimental and control groups' students English vocabulary in favor of the experimental group?

1.6 Hypotheses of the Study

To answer the study questions, the researcher examines these hypotheses:

1. There are no statistical significant differences at ($\alpha \leq 0.05$) between the experimental and control groups' students acquisition of English vocabulary in favor of the pre-test.
2. There are no statistical significant differences at ($\alpha \leq 0.05$) in the effect of using Realia on the acquisition between the experimental group students' English vocabulary in the pre and post-tests in favor of the post-test.
3. There are no statistical significant differences at ($\alpha \leq 0.05$) in the effect of using Realia on the acquisition between the post-test of the experimental and control groups' students English vocabulary in favor of the experimental group.

1.7 Significance of the Study

Based on the researcher's knowledge, this thesis is the first in this field at Palestinian schools. This study explores whether real-life objects (Realia) can help students learn English vocabulary better. It also looks at the benefits of using Realia in learning English vocabulary. Using Realia as a teaching technique will help students overcome difficulties in learning vocabulary. On the other hand, this study is significant because the research subject is relevant to the researcher's interest in using new teaching methods.

The researcher also observes that this study will benefit many areas, including students, English teachers, school supervisors, curricula designers, and researchers.

1. It will increase students' ability to learn and use learned vocabulary. In addition, it will motivate students and facilitate their acquisition of English vocabulary. Moreover, it will help students to overcome their difficulties in learning vocabulary.
2. For teachers, this study will help teachers to organize effective teaching-learning environments in the light of implanting Realia to develop learning vocabulary.

Furthermore, it will help English teachers reconsider their teaching techniques by applying the studied technique to other language skills.

3. For school supervisors, It can motivate them to provide training sessions on using Realia to enhance their students' vocabulary acquisition.
4. For curriculum designers, It can inspire them to include new methods and strategies based on Realia in English language curricula.
5. For researchers, it can encourage them to conduct further studies on using Realia to develop different English language skills.

1.8 Definitions of Terms

The researcher defines the following operational terms

1.8.1 Effect

This refers to the extent of progress that students make in their vocabulary learning and memory when Realia is used as a teaching tool.

1.8.2 Realia

In this study, it refers to "real objects" and their effects on English lexical items competence. It is an authentic object the researcher can bring into the classroom to illustrate the meaning of different things like food items, clothing, etc. The study agrees with another work's (Irawan, 2017) description of Realia as a teaching tool used in real-life objects to help in classroom instruction. Teachers use it to present items or concepts to students.

1.8.3 Vocabulary

A group of words that form a language are included in the units (1-2) of the sixth textbook, English for Palestine and their functions and usages.

1.8.4 Sixth Graders

The study focuses on sixth-grade male and female students attending government, private, and UNRWA primary schools. These students are between 11 and 12 years old and are learning English as a foreign language.

1.8.5 Acquisition

It is the process by which the students learn a new word or expand the number of words they understand when learning English.

1.8.6 Conventional method

The study refers to the conventional methods of teaching vocabulary.

1.9 Theoretical Background

This section presented the theoretical background related to this study.

1.9.1 Definition of Vocabulary

Vocabulary has several definitions. An early El-Nahhal (2011, p15) study stated that “a group of words or phrases in the language that helps learners to read and write a language”. Cambridge dictionaries online defines vocabulary as “the words that are known or used by a particular person, or used in a language or subject”.

Faqawi (2015,10) said, “vocabulary is the words that are used to be the medium between people and the outside world and used to transmit messages and express feelings”. Similarly, Jose (2015,7) defined vocabulary as “the gateway to knowledge that unlocks the doors of sublime ideas to readers. The competency of the lexical items of language plays a significant role in learning a new concept. Any learner with excellent command over vocabulary use excels in his/her study of different subjects. Vocabulary learning is one of the important features of language learning and language use. It is what makes the essence of a language”.

On the other hand, Beglar and Nation (2013) defined vocabulary as words made up of single lexical items and phrases or groups of words, each with a specific meaning. This demonstrates that learning a second language requires understanding its vocabulary, as vocabulary knowledge is crucial and considered a fundamental aspect of communicative language proficiency. Furthermore, vocabulary is many words learners can use to communicate with others. Many words have unique and different connotations that offer various interpretations. Additionally, vocabulary is one of the most crucial elements in

the English language, making it easier for learners to understand the material. Vocabulary knowledge is also necessary for successful reading comprehension (Sidek & Rahim, 2015).

1.9.2 Types of Vocabulary

There are different types of vocabulary. Benjamin (2013) classified vocabulary into productive, receptive, and situational vocabulary according to its use. Productive vocabulary is what a speaker uses to produce sentences or to express himself, whether in speech or writing and productive vocabulary knowledge is being able to express a concept using L2 words. While receptive vocabulary is easily understood when being read or heard, receptive vocabulary knowledge is knowledge of the meaning of a language 2 word or the ability to translate a word from L2 to L1. On the other hand, situational vocabulary refers to the words describing the situation we face daily. Thus, situational vocabulary refers to the language dependent on the situation.

According to the usage frequency of the vocabulary, Muthuchamy (2011) classified them into passive and active vocabulary. Passive vocabulary is a group of words understood upon hearing or encompassing them. At the same time, active vocabulary is the words that may come to our minds immediately when we speak or produce language.

Others, such as Nelson-Royes (2012,17), identified four types of vocabulary, i.e. writing, reading, listening, and speaking. According to Graves et al. (2012), writing vocabulary is words used in order to write in the English language. Reading vocabulary is words understood while we are reading. Listening vocabulary is words understood while we are listening to English spoken words. While speaking, vocabulary is words used while speaking the English language.

1.9.3 The Aspects of Vocabulary Learning

There are some aspects that learners can take into consideration when learning vocabulary. As mentioned by Lado (Mardianawati, 2012), the items of vocabulary that the students can learn are as follows:

1. Spelling: spelling is crucial for vocabulary development because reading requires spelling. Spelling is the letter's connective sound. So, the teacher should keep the students' pronunciation and spelling correct.
2. Meaning: Meaning considers important aspects that students should learn, and teachers should explain to their students that a word might have more than one meaning depending on the context in which it is used.
3. Word classes: word classes are groups of words like prepositions, adverbs, adjectives, and nouns. Word classes are crucial components of semantic analysis, such as nouns (father, hospital), adjectives (happy, tidy), verbs (think, grow), adverbs (soon, happily), and prepositions (in, on, at).
4. Word use: word use is the way in which a word, phrase, or idea is employed in a language. It may also involve syntax and grammar to identify social usage or regional in addition to meaning.
5. Pronunciation: pronunciation means the way to say words or letters. Because there is no connection between pronunciation and word spelling, pronunciation is a challenging skill to learn. Some words only have one pronunciation, while others have two or more. Therefore, students need to learn how to pronounce a word to avoid communication misunderstandings.

1.9.4 The Importance of Vocabulary in EFL Learning

Students need to acquire a broad range of vocabulary as it constitutes a significant aspect of mastering the language. In recent years, most educators and linguists have paid attention to this component for its importance in improving the learners' ability to communicate in a foreign language. In addition, understanding the vocabulary of a language is crucial to learning it since it is the foundation of acquiring a new language. According to Teng (2015), they said “learning vocabulary is an important aspect of acquiring a language. Moreover, text comprehension or production depends on vocabulary knowledge. As a result, vocabulary knowledge is essential for EFL learners because they need knowledge of the words before they can understand what they have read or heard”.

An early study by Al-Dersi (2013) mentioned that vocabulary knowledge helps an EFL learner create and accomplish successful communication, which is the main goal of teaching and learning a foreign language. Moreover, vocabulary knowledge helps an EFL learner explore the beauty of that language through a large diversity of new words. He added that words help a foreign language learner communicate and express effectively; therefore, words are the building blocks of language. On the other hand, developing a learner's vocabulary is also important since the lack of vocabulary impacts other language skills. Lack of vocabulary is also considered one of the main causes of failure to develop effective written or oral communication.

Another study by Alqahtani et al. (2015) stated that vocabulary learning is vital for learning English. Without an extensive vocabulary, learners cannot use the structure and functions for comprehensible communication. Alqahtani also stated that there was not much value in producing grammatical sentences if one did not get the vocabulary needed to express what one wants to say. The researcher believes that it can be said that grammar is important for communication, but vocabulary is crucial. Without a sufficient vocabulary, one cannot convey any meaning.

1.9.5 Phases of Teaching Vocabulary

When learners face new vocabulary, they are supposed to go through a series of stages that lead them to use vocabulary effectively. Pollard (2012) suggested three sequenced stages as follows:

Stage 1: Meet the words (initial exposure to new words)

At this stage, Pollard suggested that learners are most likely to face new words by using word cards, which they can hang on anything visible in front of them or read several times with the meaning written on the back; after a while, the word and meaning will become clear.

Stage 2: Work with words (manipulating and recycling words)

At this stage, pollard suggested that learners must continue with their usual routine of vocabulary activities. The words are already studied, but learners can categorize them,

establish associations between them or engage in discussions about them. It can be considered as anything that can help learners deepen their understanding and remembrance.

Moreover, teachers give students different tasks to help them understand different meanings of a word, its synonyms and antonyms, as well as accurate spelling. On the other hand, a learner must be able to correct the spelling of a word and understand how it is used and its various derivations and formations.

Stage 3: Make the words my own (deeper understanding and long-term retention).

At this stage, Pollard suggested that it's time for learners to start using those words independently. They can make a story using their own words. The learners' role in using the new words in a new context gives this stage its importance.

1.9.6 Techniques in Teaching Vocabulary

Pratiwi Rahmadhani (2015) mentioned different common techniques in teaching vocabulary items to young students, such as flashcards and pictures, that consider well-known techniques in teaching vocabulary items. Most teachers use flashcards and pictures to teach young students new vocabulary to their advantage. Moreover, tasks like sorting tasks and matching are the most preferable ways teachers sometimes use to teach vocabulary. In addition, many teachers use flashcards to present new words or to check students' memory in the practising or revising stage.

Akramy et al. (2022) investigated some effective techniques for teaching vocabulary items in Afghan language classrooms. The first technique investigated that 78% of Afghan teachers employed activities that had pictures and visual aspects to teach vocabulary. The second technique showed that 64.5 of them used realia while teaching vocabulary. The third technique showed that 82% of the teachers used flashcards to learn English words. Furthermore, most Afghan teachers agreed to teach vocabulary through different lexical categories, such as homographs, homophones, and tenses or through different forms. On the other hand, other Afghan teachers played different games to teach vocabulary items like the game Charades, the taboo words and the bingo game.

Abduramanova (2020) presented some useful methods that can help teachers in teaching vocabulary items, such as:

1. Synonyms:

Synonyms are considered a great tool to expand students' vocabulary. If the synonym is more well-known than the word taught, it may help students understand the various shades of meaning. Moreover, synonyms are useful since they help to expand the words and expressions that students are already familiar with. In addition, synonyms help students recall words more quickly.

2. Homonyms:

Homophones are words which share the same pronunciation but have different spellings or meanings. This method is crucial for improving students' vocabulary and pronunciation. In addition, this method is interesting to use in the classroom since it quickly helps students to pronounce the words and even translate their meanings.

3. Showing models and actual objects:

This method of teaching vocabulary is effective. Teachers can teach the names of many things by displaying the actual objects. It provides students with practical experience and context. Actual items and models are very helpful and effective in illustrating meaning; students can quickly memorize new words using this method.

4. Roleplay:

Role-playing is used to create real-world experiences in the classroom. It is crucial for classroom communication because it allows students to practice communication in various social settings and roles. Role-playing helps students learn how to employ new vocabulary in everyday situations and develop students' ability to use new words in real life.

Elyas and Alfaki (2014) added other important techniques for teaching vocabulary as follows:

1. Pictures and mime: Both pictures and mime can be used by teachers to explain the meaning of different words. Pictures may represent objects such as wall pictures, photos, flashcards, etc. It is highly advised that teachers use pictures while teaching students vocabulary words like room, home, and marketplaces because they are difficult to convey in words. Additionally, miming is an effective way to explain action verbs like walking, swimming, etc. Explaining these ideas is not difficult; the teacher can ask the students to perform the action in front of the class.
2. Realia is a technique in which teachers use an object from a classroom activity to teach new vocabulary items. This technique is able to give learners additional advantages for word comprehension. Nevertheless, this technique has a restriction, where some items cannot be brought to the class. For example, they cannot carry a plan into the classroom. They might carry tiny items like a pen, clothes, etc.
3. Translation: It is a quick and easy technique to help students acquire English. Some words can be challenging to translate when students want to switch from their native tongue to the target language because the two languages have no structural equivalent.
4. Giving examples: The sentences employed in this technique should have a clear meaning so that they can be used to demonstrate the meaning of the new words.

1.9.7 Guidelines for Teaching Vocabulary

There are certain guidelines for teaching vocabulary that can help teachers teach and learn vocabulary items and help students acquire and understand vocabulary quickly and easily.

Here are some general guidelines that facilitate vocabulary learning:

- a. Introduce new vocabulary in the context of a lesson and guide student conversation, which needs to use new vocabulary items.
- b. Make sure that the students hear the word pronounced correctly and practice pronouncing it out loud.

- c. Give students the chance to learn new words by using a range of formats or learning modalities that actively involve them in the learning process.
- d. Encourage students to relate new words to things they are already familiar with.
- e. Give students a chance to paraphrase definitions of new terms to recognize the terms' primary notion and particular details that help clarify a more basic core idea.
- f. Give examples and applications that correspond to the word's meaning and those that don't.
- g. Introduce students to the basic words, base words, prefixes, and suffixes that students will regularly encounter.
- h. Introduce related clusters that show how words are related and interrelated (Febriani, 2019).

1.9.8 Difficulties in Learning and Teaching Vocabulary

According to Thornbury (2003), pronunciation is one of the most common vocabulary learning difficulties. Words that are difficult to pronounce, spelling mismatches, silent letters, and long words are more difficult to learn than short words. Furthermore, grammar associated with the word represents a problem, especially if this differs from the L1 equivalent. On the other hand, words which are overlap in meaning are likely to confuse students.

While other scholars (Ahmed, 2010) think that students are limited, motivation is challenging. Thus, students are not likely to read English for long hours. Another difficulty is that some teachers maintain the procedures of conventional teaching English vocabulary in which they provide the new vocabulary, correct the pronunciation of the words, clarify the meaning of the words, and constitute the sentences with new words (Fu, 2009:29).

According to Sari and Wardani (2019), English teachers' difficulties in teaching vocabulary come from three factors: students, teachers, and others. Most difficulties teachers face in teaching vocabulary items are from students who are unfamiliar with the words, and their knowledge is limited in knowing the meaning of different words and

their pronunciation. Moreover, students' poor memorization and disability to recall the learned vocabulary can be challenging. In addition, students' motivation and they are not interested in learning vocabulary can be affected too. On the other hand, teachers' limited knowledge of the vocabulary and techniques can make teaching vocabulary difficult. Some teachers struggle to explain the meaning of different words and find the best techniques to explain the words. Furthermore, insufficient time affects teaching vocabulary negatively since teaching vocabulary needs an amount of time and some attention. Also, selecting words can affect learning efficiency and vocabulary development.

A recent study (Lutfiyah and others, 2022) found students' obstacles in learning English vocabulary. They are in identifying the words' sound and spelling. Different pronunciations and spelling of words make the students find it difficult. In addition, they have difficulty understanding the meaning of words and sentences. Students must master antonyms, denotation, synonyms and connotations to understand the word's meaning. Moreover, there is difficulty in using words in appropriate context and understanding the connotations of word items.

1.9.9 Realia in Teaching Process

Realia refers to physical objects or activities used in the classroom to help students learn a new language. These objects can represent real-life situations and can be used to teach about different cultures. Realia can facilitate language acquisition and production, providing a concrete representation of vocabulary items. They can also make learning more interesting for students (Harmer, 2015).

According to Otegenova and others (2022), most teachers use Realia to illustrate the meaning of different vocabulary words. Furthermore, using Realia provides learners with a practical and interactive approach to learning. Realia also provides language learners with multisensory impressions by hearing, touching, seeing and manipulating objects. In addition, Realia is frequently used in teaching and learning situations, and it is very beneficial due to the connections made between classroom activities and the outside world. It also offers the students a relevant educational experience. Moreover, Realia is

items from everyday life that teachers use in the classroom to help students better understand real-world situations and other cultures.

On the other hand, Realia improves language proficiency and engages all visual and kinesthetic learners. Most teachers also use realia to illustrate the meaning of vocabulary items. For example, if the teacher is going to teach the students vocabulary of fruit, it can be more effective if the students can see, touch, and smell the objects simultaneously while learning the new word. The main benefit of using Realia is to increase the students' memory of the learning experience, and Realia fit a wide range of learner styles.

The teacher should take into consideration the appropriate Realia to use in teaching. According to (2010), there are two criteria to assess whether the Realia is appropriate. First, consider how teaching the concept will be impacted by using Realia, and avoid it if the appropriate Realia appears to be distracting. Secondly, choose and examine the subject to be covered while considering the Realia needed.

Smith (2015) presented some ideas for using Realia in the teaching and learning process as follows:

1. The real object that is possible to show, like educational equipment (pen, pencil, bag, etc.), items in the classroom (blackboard, table, chair, etc.), and parts of the body (mouth, eyes, hair, etc.).
2. The real object that is not possible to bring into the classroom, like professions (police, doctors, fishermen, etc.), animals (dogs, goats, cows, etc.), vehicles (planes, trains, buses, etc.), the teacher can use a replica of the object like toys or dolls.

Conde Osorio (2018) mentioned that Realia is a useful tool for teaching vocabulary items to young students for two reasons. Firstly, young students are more interested in the material than they are in the course textbooks. Secondly, young students can use the actual objects outside the classroom for more understanding. Realia can be used in the classroom to increase student's vocabulary and background knowledge; children are more engaged and active in their learning because they are the main audience for the lesson.

1.9.10 Characteristics of Realia

Realia is all original and real objects used to illustrate topics and materials. A previous work, Wantini (2010), demonstrated that Realia in the teaching-learning process should possess certain characteristics. They should also be able to be touched, manipulated, and observed. Realia should be versatile, fulfil several learning objectives, and appeal to cognitive and affective domains. They can be meaningful without language and can combine instructional and recreational elements. Finally, they should be able to lead from the general to the particular or vice versa.

1.9.11 Advantages and Disadvantages of Realia

The use of Realia in teaching vocabulary has its advantages and disadvantages. According to Gambari (2014), using Realia in teaching can stimulate the mind and help make lessons more memorable for students. By Realia, students can touch, smell and taste, and it makes links between the object and the concept itself. Moreover, Realia saves the time of the lesson.

Tomalin and Stempleski (2013) pointed out further advantages of Realia: it provides conceptual learning about size and colour and is not costly. In addition, it gives students opportunities for learning development and provides a series of sensory interpretations along with sight.

Asia (2019) added some advantages of using Realia in the teaching and learning process. Using Realia gives new words life, increasing students' chance to retain and remember the new words they have learned. Moreover, using Realia saves time since it eliminates the need for drawn-out explanations and humorous board illustrations because object recognition occurs instantly. Realia also ensures that lessons are delivered on time. In addition, Realia fosters creativity by engaging the senses and stimulating the mind. Furthermore, Realia enhances the students' memory of the educational process and makes learning more memorable.

According to Afdiyani (2013), there are five advantages of Realia. First of all, it requires no special preparation. Additionally, it is cost-effective and can be used at any point

during a lesson to introduce new language concepts. Furthermore, it allows students to learn in a natural environment, which can increase their engagement. However, using Realia in vocabulary instruction also has three potential disadvantages. First, some Realia may be too large to be brought into the classroom. Second, safety concerns may arise when working with certain Realia. Third, not all Realia may be suitable for use in every classroom setting.

Nugraheni (2014) added five disadvantages of using Realia in the classroom. First, using Realia in the classroom is not always practical. Secondly, it is not always easy to find real objects. Thirdly, Realia can be a distraction if left around the classroom. Fourthly, real objects make affective learning unpredictable. Fifthly, using Realia can cause storage and retrieval issues to arise.

1.9.12 Difficulties in Teaching English Vocabulary by Using Realia:

Teaching vocabulary items by using Realia can not pass without any difficulties. Argawati (2009) mentioned some difficulties as follows:

1. Using Realia can cause disruptions in the classroom, particularly when the teacher demonstrates and allows the students to touch and play with it independently.
2. Integrating real objects into the classroom is not always simple and easy. Realia can be employed if the presented material is about items in the class, like part of the body, which is simple to bring and find the Realia for those objects. However, using Realia about objects like animals or careers can be challenging.

To overcome these difficulties, the writer suggested some solutions:

1. The teacher can firmly overcome the first difficulty by applying the method. The students could touch the Realia but had to join them with their friends.
2. The teacher can overcome the second difficulty by replacing replica for any Realia that cannot be brought into the class. For instance, it is impossible to bring an actual dog to class. The teacher then altered it by bringing a dog doll. When the teacher lets the students touch it, this will make them interested.

1.10 Review of the Related Studies

The last section compares and contrasts studies conducted using Realia, divided into Local and Foreign studies. For the local studies, the researcher has not found any related studies in the context of this study.

1.10.1 Arab studies

Hadi (2018) conducted a study called "The Effectiveness of Using Realia in Teaching English Vocabulary for ESL Learners". The main question was how using Realia affects ESL learners' English vocabulary. His study aimed to recognize the effective use of Realia as a technique for teaching English vocabulary and to identify the advantages and impact of using Realia. This study was prepared for English language teachers at the secondary school level in the academic year 2016 – 2017. For data collocation, the researcher designed a questionnaire consisting of 30 items. The study found that Realia helps to create a link between the objects and the words they represent. In addition, using Realia encourages students to learn texts with interest and understand the text with abstract ideas. The researcher recommended that language teachers should understand the nature of visual aids and know how to choose the appropriate aid that best serves their teaching purpose.

Debbagh (2013) conducted a study called "Using Realia for Developing Learners' Speaking". The main question was how using Realia develop students' speaking at Tlemcen University. The study prepared to determine whether using Realia helps improve the students' speaking skills in oral classes. The case study consisted of third-year EFL students at the English department at Tlemcen University. The data were collected using two questionnaires: one for third-year EFL students and the other for teachers. The results indicated that using Realia is very helpful for the students because it allows them to concentrate more and helps them obtain greater productivity in speaking. Moreover, the teachers are mindful of the benefits and advantages of using Realia. The researcher recommended that teachers use Realia when teaching speaking and be creative when planning speaking tasks and activities to increase the student's motivation.

Bala (2015) studied "The Positive Effect of Realia in EFL Classes". The main question was whether Realia facilitated foreign language learning. This study purposed to illustrate whether or not Realia used in EFL classes to introduce a new item of English Language augments students' success in their exams. The study population was 42 first-year English Language Teaching Department students at a private university in Erbil, Iraq. The researcher used 20 multiple-choice exam papers and taught the control and experimental group using PowerPoint presentations and a class board in addition to real objects with the experimental group. The result showed that students who taught with Realia showed more success than the others. Finally, the researcher recommended that real objects facilitate the acquisition of a foreign language and give the students different chances to experience real-life situations in the classroom atmosphere.

Abdalla (2015) conducted a study about "The Significance of Using Realia in Teaching English Vocabulary". The main question was what is the significance of using Realia in teaching English vocabulary for basic level students. This study aimed to see how Realia is used to demonstrate the meaning of English vocabulary and investigate the significance of using Realia in teaching vocabulary at the basic level. The study sample consisted of 30 EFL learners and 20 EFL teachers. The researcher adopted the experimental method and used pre-test, post-test, and questionnaire. The main results of this study were that 90% of learners learn vocabulary better when Realia is employed. In addition, 90% of teachers agreed that using Realia positively affects EFL learners' motivation. The study recommended that teachers try to vary their techniques to facilitate learning vocabulary. Moreover, it recommended that vocabulary should be taught in context.

Mohammed & Alhafian (2012) studied "The Importance of Using Realia in Teaching English Language Vocabulary". The main question was, "What is the importance of applying Realia in teaching English vocabulary". The researcher aimed to raise teachers' awareness about Realia's benefits and significance in teaching English vocabulary. The study population consisted of 46 teachers and students in the Umbaddah locality. The researcher adopted the descriptive method, and to collect the data, he used a questionnaire given to teachers and a test given to students in the Umbaddah locality. The rustle reported an effective role of Realia strategy in increasing the students' vocabulary. The researcher

suggested that teachers should have the necessary resources and modern tools for teaching vocabulary.

1.10.2 Foreign studies

Ale (2022) conducted a study that stated, "Use Realia in Teaching Speaking Skill". The main question was how using Realia can develop fourth-grade students' proficiency in speaking skills. The study aimed to suggest some pedagogical implications and to reveal the effectiveness of using Realia in teaching speaking skills. The population consisted of 32 fourth-grade students in the Kathmandu district. To elicit the data, the researcher applied pre-test, post-test and a progressive test on the fourth-grade students from Capitol Hill Academy in the Kathmandu area. The study found that Realia is effective and significant in teaching speaking skills and developing students' speaking performance. Moreover, Realia stimulates students to speak the target language. The researcher advised teachers to use Realia in teaching speaking.

Patmi & Sabaruddin (2021) conducted a study that stated, "Communicative Language Teaching with Realia to Enhance Students' English Vocabulary". The main question was how Realia effectively improves second-grade students' vocabulary in communicative language teaching. The study purposed to understand how communicative language teaching and Realia enhance students' vocabulary. The population consisted of 60 students at Madrasah Tsanawiyah Madani Pao-pao School. This research used an experimental method and applied a written vocabulary test as a tool. The results revealed that applying communicative language teaching with Realia was effective and improved students' vocabulary. The researchers suggested employing this strategy as an alternative strategy for the teacher.

Irfan and others (2021) conducted a study, "Using Realia to Improve English Vocabulary at Primary Level". The study's main question was how using Realia can be effective and possible in vocabulary teaching at the primary level. The study aimed to show students' improvement in vocabulary learning after using Realia. The population consisted of 20 fourth-grade students at Arabian e Sophia school. This research used experimental research as a tool in this study. To collect the data, they used pre and post-tests with

fourth-grade students. The results showed that students were motivated, interested, and full attention to using Realia. They also showed that the students became better at learning vocabulary after using Realia. The researchers suggested that teachers choose a suitable methodology for teaching vocabulary like Realia, which makes learning fun, easy, and interesting.

Amumpuni and Rahmasari (2019) conducted a study titled "Enhancing Students' English Ability by Using Realia". The main question was how using Realia can enhance students' English ability. The study aimed to know the strengths and weaknesses of using Realia among the second-semester Guidance and Consoling Department of Universities PGRI Madiun students. The researcher used Classroom Action Research. This research applied some procedures such as planning, action, observation, and reflection. The researcher used tests, interviews, and observation to collect the data. The study showed improved students' speaking ability after Realia was implemented in the teaching and learning process, and the students showed better achievement in speaking ability.

Sari's (2018) study stated, "The Use of Realia Media to Increase the Vocabulary Mastery among the Second Year Students at MIN 1 Metro". The main question was how applying Realia can increase second-year students' vocabulary mastery at MIN 1 Metro. The study aimed to determine if Realia media can increase the students' vocabulary mastery and learning activity. This study was conducted on the second-year students of MIN 1 Metro, and it consisted of 28 students. The study used two cycles. Cycle 1 consisted of 3 meetings. The first meeting was used for the pretest, and the second and third meetings were used for the action and post-test. Cycle 2 consisted of two meetings, the first for the action and the second for post-test 2. The result revealed that using Realia media could increase vocabulary mastery. The researcher suggested that teachers should prepare appropriate media and materials to produce an effective teaching-learning process, and the Headmaster should support English teachers to apply the Realia media in the learning process because it is so helpful.

Baby & Nusrat (2017) conducted a study that stated, "Using Realia as an Effective Pedagogical Tool". The main question was how using Realia can affect language learning

in the classroom. Their study attempted to show some uses of Realia with its advantages and disadvantages. The participants consisted of fifteen tertiary-level teachers, all of whom have been teaching in Bangladeshi universities. The researchers used a survey questionnaire highlighting different teachers' perspectives of Realia and its usage in the language classroom. The result showed that most teachers believe that using Realia in the language classroom can be effective in many ways, and there are different aspects of selecting appropriate Realia for classroom activities to achieve the most successful outcome. Based on the results, they recommended that teachers introduce Realia, which helps bridge the gap between classroom activities and real-life experiences.

Irawan (2017) conducted a study that stated, "Teaching Vocabulary by Using Realia (Real-Object) Media". The main question was how Realia media can be significant for students in learning vocabulary. The researcher studied how using Realia significantly affects the students' vocabulary ability. The population consisted of seventh-grade students at SMP Negeri 23 Palembang School. He used an experimental method, which is a pre-test and a post-test. The results showed that there was a significant difference between the student's progress in the experimental group and the control group. From the result, it was found that Realia could help improve the student's vocabulary and is an easy and effective media teachers can bring to the class. The researcher recommended that teachers use Realia media in learning activities, especially vocabulary teaching.

Afridah & Ginting (2012) conducted a study titled "Improving the Students' Achievement on Writing Descriptive Text by Using Realia". The main question was How using Realia can help to improve students' achievement on writing the descriptive text. The study aimed to investigate the improvement of students' achievement in writing descriptive text after using Realia. The population consisted of seventh-grade students in junior high school at Kisaran. The data was collected using a qualitative approach using interviews, questionnaires, and observation sheets.

On the other hand, the data was collected using a quantitative approach using an evaluation sheet. The results showed that using Realia could help improve students'

achievements in writing descriptive text. The researchers suggested that teachers can use Realia to stimulate the students' writing.

Sukrina (2010) conducted a study, "The Improvement of Elementary Students' Vocabulary Mastery by Using Realia". The main question was how using Realia can improve the vocabulary mastery of elementary students. The objective of this study was to discover whether Realia can significantly improve students' vocabulary or not. The population of the study consisted of fourth-grade students of SDN 060811 Medan, one class which consists of 30 students. To collect the data, the researcher used a vocabulary test as the instrument to know the result of the student's vocabulary mastery through Realia. The researcher also used an observation sheet. The result showed that teaching vocabulary by using real objects can significantly enhance students' vocabulary mastery. Based on the result, the study suggested that Realia can be an alternative strategy for improving students' vocabulary mastery, and it can be used in teaching vocabulary, especially to young students.

1.10.3 Commenting on Previous Studies

The previous studies describe Realia's effectiveness and how it reinforces the educational process to enhance students' efficiency in learning English and raising their attention in the classroom. This current study was similar to most previous studies by concentrating on the importance of using Realia in English vocabulary, and they matched this study with the results, which revealed that Realia is an effective teaching aid that helps to increase students' interest and attention in the classroom. In addition, using Realia improves students in different aspects of language. Furthermore, using Realia in the classroom can be an alternative strategy for improving students' language.

Some previous studies focus on the importance of using Realia to develop other components of language (Debbagh, 2013) and (Ale, 2022) studies which concentrate on speaking while (Afridah & Ginting 2012) studies which concentrate on writing. On the other hand, this work is different in terms of methodology and tool population of the study.

Besides, the methodology and tools of the study, like previous work (Hadi, 2018), (Debbagh, 2013), (Mohammed & Alhafian, 2012) and (Bably & Nusrat, 2017) adapted the descriptive method and used a questionnaire. While it is similar to (Abdalla, 2015), (Ale, 2022), (Patmi & Sabaruddin, 2021), (sari, 2018), (Irawan, 2017) and (Sukrina, 2010) which adapted the quantitative method and used pre and post-test as a study tool.

Moreover, this study differed from previous studies (Hadi, 2018) and (Bably & Nusrat, 2017) on the population that applied their experiment on teachers. While (Debbagh, 2013), (Bala, 2015), (Ale, 2022), (Patmi & Sabaruddin 2021), (sari, 2018), (Irawan, 2017), (Afridah & Ginting, 2012) and (Sukrina, 2010) applied their experiment on students and this study applied the experiment on the same population.

All in all, the author benefited from the previous studies to prepare the theoretical background and build the study tool that will help collect the required data. Moreover, the other published work has provided the researcher with some practical and theoretical insights to understand Realia.

1.11 Summary

This section provided an overview of why this study is important and the goals for using Realia to teach English vocabulary. It also presented the research questions, problem statement, objectives, hypotheses, and definitions of key terms used in the study. Additionally, the chapter discussed the limitations of the study.

Previous information enriched the researcher's knowledge with the difficulties that students encounter while learning vocabulary and the characteristics of Realia, which teachers should consider when using in the classroom. In the last section, the researcher presented many related studies to see what other researchers found and realized after applying this technique. The next chapter reveals the methodology.

Chapter Two

Methods

2.1 Preview

This chapter focuses on the research methodology used in the study. It outlines the population and sample selection methods and the data collection procedures used by the researcher. Additionally, it discusses how the study instrument was developed and the statistical tests used to analyze the data. The chapter also evaluates the reliability and validity of the study instrument and procedures.

2.2 Methodology

This research is a semi-experimental quantitative one that shows that there is a cause-and-effect relationship between dependent and independent variables. The data analysis consists of both descriptive and inferential statistics. The study used a semi-experimental design as follows:

“EG: M X1 O

CG: M X2 O

Which:

EG: Experimental group

CG: Control group

M: Pre-test of the experimental group

X1: Treatment (Teaching vocabulary items by using Realia)

O: Post-test of the experimental group

M: Pre-test of the control group

X2: No treatment

O: Post-test of the control group”.

For this study, two groups of students are necessary: one group will serve as the experimental group, while the other will be the control group. The experimental group will be taught using Realia, while the control group will be taught using the conventional teaching methods.

2.3 Population of the Study

The research targets the entire population of male and female sixth-grade students in Tulkarem, including private, governmental, and UNRWA schools, which amounts to 4,622 students during the first semester of the 2022-2023 academic year. The statistical data regarding the number of sixth-grade students in Tulkarem was obtained from the Ministry of Education Statistics Manual for the same academic year.

Table (1)

Distribution of sample according to sector

Sector	Number
Government	4180
Private	130
UNRWA	312
Total	4622

2.4 Sample of the Study

The researcher selected the study sample purposefully from Tulkarem Basic First Girls' School and Nour Shams Basic Girls School. The student sample was divided into two groups; the first group of (78) students presented the experimental group that taught English vocabulary using Realia, and the second group of (78) students presented the control group that taught using conventional ways. The students' sample is similar at cultural, social, economic and academic levels. They all speak Arabic as their first language, and English is considered a foreign language. They have been studying English using the Palestinian curriculum called "English for Palestine" since they were in first grade.

Table (2)*The Distribution of the Sample According to the Groups*

Group	Grade	Number
Experimental group	sixth grade	78
Control group	sixth grade	78
Total		156

2.5 The Instruments of the Study

For data collection, the two vocabulary tests were used for measuring students' achievement in vocabulary skills and to measure the effectiveness of using Realia on using three skills of vocabulary, which include spelling, synonyms and antonyms.

The researcher used various sources to design the vocabulary test, including the English for Palestine 6 textbook, related literature, and the opinions of supervisors and experienced teachers. The test was designed based on the criteria of test specification to ensure its validity and reliability.

1. Specification table

The test was constructed to assess the student's overall vocabulary skills and was designed based on the general objectives of vocabulary development. The skills were categorized into spelling, antonyms, and synonyms. All are included in the test to comprehensively evaluate the students' proficiency in vocabulary.

Table (3)*Table of Specification*

Activity	No. of items	Marks	%
Spelling	17	17	68%
Antonyms	4	4	16%
Synonyms	4	4	16%
Total	25	25	100%

2. Pre Tests

In order to ensure that the students in both the experimental and control groups have a similar level of English vocabulary proficiency, the researcher conducted a pre-vocabulary test. The test consisted of questions related to the student's educational curriculum, and the results were recorded for analysis. The mean, standard deviation, and T-value were calculated using the t-test technique and are presented in Table (4).

Table (4)

T-Test Results of Pre Vocabulary Test between the Experimental and Control Group

Group	No.	Mean	Std. Dev.	T	P-value
Experimental	78	10.114	4.45	4.004	0.115
Control	78	12.561	5.13		

As shown in the table above, the experimental and control almost had the same competence in vocabulary. The table shows that there is no significant difference at P-value $0.115 \geq 0.05$. This means that the two groups had almost the same linguistic level regarding vocabulary.

3. Post Test

To measure the effect of using realia on sixth graders' acquisition on the improvement of students' English vocabulary. The researcher depended on English for Palestine 6 textbooks to form the vocabulary test. The researcher consulted some English teachers. It was built according to the criteria of test specifications. The items of the test were distributed into seven questions. The test consisted of twenty-five points. It depended on the students' acquisition of the correct vocabulary of certain regulations that the researcher focused on during the experiment.

4. Test description

It comprises 7 questions of twenty-five items, each receiving one point. Therefore, the total scores given to the test were (25) marks. In addition, the test examined three vocabulary skills: spelling, synonyms, and antonyms.

Question (1) is “look at the picture and complete the missing letter”. The students are going to form the correct word by writing the missing letter. “The question consists of four items. The question is of four marks, one point for each item”.

The second (2) is “read and complete the sentences with the correct words where students are supposed read and complete the sentences with the correct word from the box. The question consists of five sentences. The question is of five marks, one point for each sentence”.

The third (3) is "odd one out where students are supposed to circle the different word. The question consists of four items, each item receives half point that is two points”.

Question (4) is "circle the correct word" where students were given four pictures and under each picture four words. It is supposed that students to circle the correct word. “The question is of four marks, one point for each item”.

Question (5) is "use these words in a sentence", where students are supposed to put words in a sentence. The question consists of two words. Each word receives one point that is two points.

Question (6) is “match the word with its meaning,” where students are supposed to put numbers in the space to get a correct answer. The question is composed of four items with four marks.

Question (7) is “match the word with its opposite”, where students are supposed to put numbers in the space to get a correct answer. Four items are included in this question. Each item has a point, which means that the total of the marks is four.

2.6 Validity of the instruments

Two juryes reviewed the vocabulary test and made some modifications; the modifications were in the formulation of the question, and they edited some questions. The referees were experts in English language teaching and had extensive experience designing and evaluating language tests. In addition, it was given to two teachers who teach sixth grade in Governmental schools.

Concurrent Validity

To ensure the concurrent validity of the tests, the researcher conducts a test-retest and then chooses a sample of students who are not included in the study sample to perform the test. The test-retest was applied within a week to ensure that remembrance did not affect students' answers. The researcher used the Pearson correlation coefficient to test the concurrent validity as the following:

Table (5)

Pearson correlation coefficient values between the mean of each question of the test

Question No.	Pearson coefficient	P-value
1	0.773 **	0.00
2	0.762 **	0.00
3	0.784 **	0.00
4	0.799 **	0.00
5	0.801 **	0.00
6	.0.733 **	0.00
7	0.611 **	0.00

The table presented indicates that the correlation coefficients between each test item's mean and the total test mean range from 0.611 to 0.801. All these values are statistical significant at the significance level of ($\alpha \leq 0.05$). This shows that the test has achieved concurrent validity.

2.7 Reliability of the instruments

The Cronbach's alpha coefficient method was used to determine the internal consistency of the vocabulary test in this study. This method measures the average correlation between all possible combinations of items in a survey instrument. A high Cronbach's alpha value indicates a high level of internal consistency or reliability of the test. The researcher administered the vocabulary test to a pilot sample of 30 students and then calculated Cronbach's alpha coefficient for the whole test. The obtained value was 0.89, which indicates a high level of internal consistency and reliability of the test.

Table (6)*Cronbach alpha test*

NO.	Group	Test	No. of question	alpha-value
1	Experimental	Pre-test	7	0.885
		Post-test	7	0.918
2	Control	Pre-test	7	0.851
		Post-test	7	0.809
Total				0.871

Table (6) demonstrates that the Cronbach alpha test produced a result of (87.1%), which is above the acceptable threshold of 70%. This indicates that the entire scale paragraphs are reliable and consistent, and the test can be redistributed confidently.

2.8 The procedures

During the implementation of this study, the researcher employed the following methods:

1. Preparing the study instrument and ensuring its validity and reliability, the researcher sought the input of two juries in English language and methodology and two sixth-grade teachers from governmental schools. These individuals reviewed the instrument and provided their feedback, which the researcher carefully considered and implemented important modifications accordingly.
2. The researcher made an effort to get permission from the Ministry of Education to get the needed information and distribute the English vocabulary test among the students. The Ministry of Education did not cooperate, for there are a large number of researchers, and the teachers objected that, after several attempts, the researcher took permission to apply the instrument on the UNRWA schools only.
3. The researcher obtained the required statistical data and identified the study population through consultation with the Statistics Manual of the Ministry of Education in Tulkarem.

4. Conducting a pre-test for both the control and experimental groups prior to the intervention to assess the student's English vocabulary proficiency and ensure that both groups have a similar level of vocabulary knowledge.
5. The researcher conducted the experiment by implementing the lesson plans and utilizing suitable instructional materials and tangible objects to attain the lesson objectives and instruct the vocabulary items. On the other hand, there are a number of abstract vocabulary that the researcher used videos and pictures to illustrate. For the control group, the schools' English teachers helped teach them.
6. After the intervention phase, the researcher administered the post-test of English vocabulary to the experimental group to measure the effectiveness of the treatment. The post-test results were then collected and analyzed using statistical software such as SPSS to obtain the relevant statistical values and draw conclusions based on them.
7. Discussing the results in light of previous studies.
8. Providing recommendations and suggestions for further research.

2.9 Variables of the Study

2.9.1 Independent Variables

The dependent variable that is being measured in this study is the method of instruction, which has two categories: Realia-based instruction and conventional instruction. This variable will be used to determine the effectiveness of Realia-based instruction compared to the conventional teaching method.

2.9.2 Dependent Variables

The independent variable is English vocabulary items.

2.10 Guide for teachers

The researcher created a guide for teachers, which consists of a lesson plan for the selected vocabulary lessons from the sixth-grade book, "English for Palestine." The guide contains several components, as shown in Appendix (B).

- A) The teacher's guide aims to help teachers teach vocabulary items using Realia. The teacher's guide supplied a plan for each lesson, setting the learning objectives, homework activities, worksheets, and evaluation methods.
- B) Different sources were used to design the teacher's guide, such as the student's and teacher's book (English for Palestine). Moreover, the researcher relied on her experience as a substitute teacher of the English language.
- C) The teacher's guide is considered an effective guide which helps the teacher during the lesson. It contained different elements like lesson objectives, methods, warm-up activities, and evaluation techniques (homework, worksheets). The teacher's guide is built on teaching vocabulary via Realia and designed by using the English for Palestine book and the researcher's experience.

Guide description

1. Aims

The teacher determined the objectives of each lesson based on the English for Palestine 6 textbook.

2. Keywords:

They are the new vocabulary words that were presented in English for the Palestine 6 textbook.

3. Materials:

To enhance students' engagement and understanding of the lesson, the teacher should select the materials carefully to match each lesson, including real objects, recordings, flashcards, worksheets, and the student's book.

4. Warming up activities

The teacher opens the lesson with different activities like games, songs, and questions to create an engaging and interactive learning environment. This step is crucial in capturing the students' attention, refreshing their memory of previous topics, and establishing connections between prior knowledge and new information.

5. Presentation:

Teachers followed the following steps:

- A. The teacher presents each new word orally by using a recording.
- B. The teacher presents each new word by using Realia, depending on the nature of the word.
- C. In this stage, the teacher introduces the new vocabulary by writing the words on the board and repeating them several times, ensuring that they are clear and audible to the students.
- D. The teacher uses the word in a simple short sentence.
- E. Teacher asks students to write down the new words in their notebooks

6. Evaluation:

In this stage, the teacher evaluates students by using activities like discussing some pictures using new vocabulary or by using homework in which the teacher gives the students some exercises to do at home that would enhance learning vocabulary. In addition, the teacher can evaluate students using worksheets in which the teacher asks them to fill in the gaps or complete the missing words.

2.11 Statistical Analysis

The data collected from the study will be analyzed using the Statistical Package for the Social Sciences (SPSS). Various statistical procedures will be employed to provide a clear picture of the data, including frequencies, means, standard deviations, and percentages. Moreover, different tests will be computed, such as the Cronbach Alpha test, T-test, and One-way ANOVA.

2.12 Summary

In this chapter, the researcher introduced the population, the study sample, and the procedures which the researcher followed. This chapter also included the used instrument and its validity and reliability. Moreover, it included the teacher's guide used to facilitate the study, the study design, and the statistical analysis used. In the next chapter, the results will be presented.

Chapter Three

Results

3.1 Preview

In this chapter, the researcher discusses the study's results and includes the findings and discussion. The chapter also provides answers to the research questions and hypotheses.

3.2 Descriptive analysis

The researcher got the results of the students in the pre and post-tests, and the results were as follows:

Table (7)

Mean results for pre and post tests for the two group

QN ¹	Marks ²	Group One ³		Group Two ⁴	
		Pre-test	Post-test	Pre-test	Post-test
1	4	2.12	2.92	2.67	3.74
2	5	1.56	1.93	2.09	4.34
3	2	0.62	1.22	0.872	1.77
4	4	2.42	3.11	2.11	3.23
5	2	0.401	0.445	0.547	0.931
6	4	1.68	1.92	1.24	3.44
7	4	1.93	1.74	1.70	3.36
Total	25	10.731	13.285	11.229	20.811

The results in the table above show that there is a difference in the marks of the pre and post-test for the two groups, and the researcher reveals that the marks of the experimental group increase, clearly more than those of the control group.

¹Question Numbers

²Question Marks

³Control Group

⁴Experimental Group

3.3 Results Related to the English language vocabulary Test

3.3.1 “Results related to the first question and hypothesis”

The first question is, “Are there any statistical significant differences at ($\alpha \leq 0.05$) between the experimental and control groups' students acquisition in English vocabulary in favor of the pre-test?”.

The first hypothesis is “There are no statistical significant differences at ($\alpha \leq 0.05$) between the experimental and control groups students' acquisition in English vocabulary in favor of the pre-test”.

To test this hypothesis, the researcher used the Independent Samples T-test to examine the discrepancy in mean scores out of 25 vocabulary test questions between the experimental and control groups in the pre-test. The following table displays the outcomes:

Table (8)

Means, Standard Deviations and Independent Samples T test results of differences in the mean scores of students of vocabulary test between the experimental group and the control group in the pre-test”

Group	N	Mean	Std. Deviation	T	P-value
Control group	78	10.731	4.221	0.609	0.072
Experimental Group	78	11.229	5.095		

Based on the results of the Independent Samples T-test, the mean score of the experimental group (11.229) was slightly higher than the control group (10.731) in the pre-test. However, the difference was not statistical significant (p-value = 0.072), which means that any differences in the pre-test scores between the two groups could be due to chance. Therefore, it can be concluded that both groups had similar levels of English language vocabulary knowledge before the intervention.

3.3.2 “Results related to the second question and hypothesis”

The second question “Are there any statistical significant differences at ($\alpha \leq 0.05$) in the effect of using Realia on the acquisition between the experimental group students' English vocabulary in the pre and post-tests in favor of the post-test?”

The second hypothesis is “There are no statistical significant differences at ($\alpha \leq 0.05$) in the effect of using Realia on the acquisition between the experimental group students' English vocabulary in the pre and post-tests in favor of the post-test”.

To test the second hypothesis, the researcher used the Independent Samples T-test to determine if there were any significant differences (at $\alpha \leq 0.05$) in the impact of using Realia on the acquisition of English vocabulary among the experimental group students in the pre-test and post-test. The null hypothesis is that the two groups have no significant differences in the post-test. The mean scores of the two groups out of 25 are the control group (12.173) and the experimental group (18.015). The results indicate statistical significant differences in the mean scores of the English language vocabulary test between the experimental group and the control group in the post-test, with a P-value < 0.05 . Therefore, the null hypothesis is rejected, and it can be concluded that the use of Realia significantly affected the acquisition of English vocabulary among the experimental group students in the post-test.

Table (9)

Means, Standard Deviations and Independent Samples T test results of differences in the mean scores of students of vocabulary test between the experimental group and the control group in the post-test”

Group	N	Mean	Std. Deviation	T	P-value
Control group	78	13.285	3.733	0.007	0.024
Experimental Group	78	20.811	3.841		

The post-test consisted of 25 points. The means for the two groups out of 25 are the control group (13.285) and the experimental group (20.811). The results show that there are statistical significant differences in the mean scores of the English language vocabulary test between the experimental group and the control group in the post-test since (P-value = $0.024 < 0.05$), and these differences are in favor of the experimental group. Therefore, the second hypothesis is rejected, and it can be concluded that using Realia in teaching English vocabulary has a significant positive effect on students' vocabulary acquisition in the experimental group compared to the control group.

3.3.3 “Results related to the third question and hypothesis”

The third question is, “Are there any statistical significant differences at ($\alpha \leq 0.05$) in the effect of using Realia on the acquisition between the post-test of the experimental and control groups students' English vocabulary in favor of the experimental group?”.

The third hypothesis is “There are no statistical significant differences at ($\alpha \leq 0.05$) in the effect of using Realia on the acquisition between the post-test of the experimental and control groups students' English vocabulary in favor of the experimental group”.

To examine this hypothesis, the researcher used the ANOVA test to analyze the variation in mean scores, out of 20, between the experimental and control groups in the post-test. The ensuing table presents the obtained results:

Table (10)

Means, Standard Deviations of students of vocabulary test between the experimental group and the control group in favor of the experimental group”

Group	N	Mean	Std. Deviation
Control group	78	12.62	3.37
Experimental Group	78	19.13	3.41

The researcher computed the means for the two groups out of 25 in the post-test, with the control group having a mean score of 12.62 and the experimental group having a mean score of 19.13. The results showed that there are statistical significant differences in the mean scores of the English vocabulary test between the experimental group and the control group in the post-test in favour of the experimental group. The researcher used ANCOVA on the total score to confirm statistical significance. (see Table 11 and Appendix (E)).

There were significant differences in the average scores on the English vocabulary test between the control and experimental groups during the post-test, see Table 11. The experimental group outperformed the control group. The results indicate that using Realia in the instructional approach can Positively affect students' ability to learn English vocabulary.

3.4 Summary

The study's questions and hypotheses were discussed in this chapter. The results tables demonstrated a significant positive impact of using Realia on English vocabulary acquisition among sixth-grade students in Tulkarem schools. The findings suggest that Realia can be an effective instructional technique in language learning. The next chapter will provide a detailed discussion and conclusion based on the study's results.

Chapter Four

Discussions, Conclusions and Recommendations

4.1 Preview

This chapter presents a detailed analysis and interpretation of the results related to the effect of Realia usage on the acquisition of English vocabulary among sixth graders in Tulkarem schools. This chapter explains the research question, discusses the findings of testing the hypotheses, and gives theoretical and practical consequences for the study. Additionally, the chapter summarizes and finishes the study's findings while highlighting some suggestions for teachers and students. In the conclusion of the chapter, the study's limitations, recommendations and future research areas are offered.

4.2 Discussion

Conventional teaching tools like course books, exercise books, etc., no longer significantly impact students in this age of globalization. Due to a dearth of variety in the classroom, they are unable to engage and fulfill the requirements of the students. As the day progresses, teachers try to learn different teaching methods to determine how to get students interested in their classes. Following their efforts, some of them agreed that using actual items in the classroom would help students learn a foreign language and allow them to practice speaking in real-world scenarios. Students are given the opportunity to combine their culture with that of other cultures and receive accurate cultural knowledge about the target language.

Over the years, visual tools have become recognised as crucial language instruction elements. They have been regarded as helpful resources for ESL instructors in almost every second language education trend. As a result of the beneficial effects of visual materials, many colleges have produced visual aids collections that track the development of visual literacy and visual education. The researcher is now going to give a short overview of the significance of visual aids, especially Realia. The majority of language instructors appear to concur that using visuals, especially actual objects, can improve language instruction because they enable teachers to introduce the outside world into the classroom.

Today, teaching is not a simple job for a lot of language teachers, particularly those who work in EFL classrooms. Large classes, the lack of recognition of English as a second language, low motivation on the part of students to learn the language, and, finally, the use of teaching methods that are not best suited to meet the needs of the students specifically, those of their learning styles, types of intelligence, social backgrounds, and disabilities.

In order to discuss the degree of the effectiveness of using Realia in teaching English vocabulary, the researcher selected a sample of students from the study population and divided them into two groups (the experimental group and the control group). The control group learned vocabulary using the conventional way, and the experimental group used Realia.

In this research, the students from Tulkarem Public School's sixth grade are the experiment's group. The researcher selected the study group purposefully. There are (156) sixth-graders in attendance. Arabic is the basic students' language. All individuals classify English as a foreign language. The study involved participants who shared similar educational and cultural backgrounds and had been learning English through the Palestinian curriculum known as "English for Palestine" since first grade. The researcher used a pre-test for the students to ascertain their vocabulary proficiency in the English language. The control group was then subjected to the exercise. Then Realia, which is the name for tangible, real-world items used in language instruction to develop vocabulary and background information, is used as a training program for students in the experimental group. It is intended to incorporate sense abilities into learning in order to give students experiences during learning since they can smell, hear, see, touch, and taste real items to improve comprehension of new subjects. After that, a post-test was given to see how much students' vocabulary had grown. The pre-test and post-test are the study instruments used to determine how using Realia during the academic year has improved the English vocabulary of 6th-grade students in Tulkarem schools (2022-2023).

The result of Table (7) indicated that the degree of students' marks on the pre and post-test for the two groups was different, and the researcher indicates that there is an

improvement in the marks of the experimental group, clearly more than of the control group. This data provides initial support for the impact of utilizing Realia in English vocabulary.

Additionally, it was noted that the experimental group's students were more active than those in the control group. They engaged in activities more than the control group did and showed higher levels of motivation, relaxation, and willingness to respond. It can be argued that teaching EFL students real things improves their learning outcomes. On the other hand, real things enable students to understand a foreign language subject efficiently.

These results were in agreement with the study by Hadi (2018), which recognizes the effective use of Realia as a technique for teaching English vocabulary and identifies the advantages and impact of using Realia. The study found that Realia helps to create a link between the objects and the words they represent. Additionally, using Realia motivates students to read enthusiastically and comprehend the text using abstract concepts.

The current study also provided similar results to Abdalla (2015), which adopted the experimental method and used pre-test, post-test, and questionnaire. The main results of this study were that 90% of learners learn vocabulary better when Realia is employed. In addition, 90% of teachers agreed that using Realia affect EFL learner's motivation positively.

Moreover, Bala's (2015) study illustrated that the students who were taught with Realia showed more success than the other students. The results of the current study also indicate this.

The results of the study questions and hypotheses showed the following:

- The findings in Table (8) suggest that there were no significant differences between the experimental and control groups in the pre-test, with means of 10.731 and 11.229 out of 25, respectively. The p-value of 0.072 suggests that these results were not statistical significant, indicating that there was no evidence to support the notion that

either group had an advantage in English vocabulary acquisition prior to the experiment.

- The result of Table (9) indicated that the means for the two tests out of 25 are the pre-test (13.285) and the post-test (20.811). The results show that there are statistical significant differences in the mean scores between the experimental group students in the English language vocabulary test in the pre and post-tests since ($P\text{-value} = 0.024 > 0.05$), and these differences are in favor of the post-tests. This means that there is evidence for the effect of using Realia on the achievement of English vocabulary among the students of the experimental group in the pre and post-test in favor of the post-test, as the results of the study sample showed.
- The findings from Table (10) revealed that the average scores for the experimental group (19.13) and the control group (12.62) out of 25 were significantly different in the post-test. The statistical analysis indicated that the experimental group performed better than the control group in the acquisition of English vocabulary, indicating that the use of Realia positively affected students' achievement. Therefore, the results provide evidence to support the hypothesis that Realia is effective in improving students' English vocabulary learning.

These findings are in agreement with the study by Sari (2018), which used two cycles. Cycle 1 consisted of 3 meetings, and cycle 2 consisted of two meetings. The first meeting was for the action, and the second was for the post-test, and the result revealed that using Realia media could increase the students' English vocabulary mastery.

In addition, the current study also provided similar results to Sukrina's (2010) study, which focused on discovering whether Realia can significantly improve students' vocabulary or not. The result showed that teaching vocabulary by using real objects can significantly enhance students' vocabulary mastery.

According to the above findings, Realia can be used as a method to motivate students and get them involved in the learning process. In order to encourage students to participate in class events, they are also used to make the subjects more appealing. Furthermore, if the

learners are given the necessary resources, they not only comprehend the subject but also learn about the societal aspects of the foreign language.

Besides, using actual resources gives students the confidence they need to participate fully in chores and activities in class. Because Realia caters to various learner types like tactile, visual, and aural, students can be more driven and inventive, and instructors can trigger schema in learners' minds. The use of Realia is one of the effective methods that educators can use to increase their pupils' achievement in learning languages.

4.3 Conclusions

Linguists develop many methods to teach language concepts in classrooms of English as a Foreign Language; however, incorporating real-world situations is one of the best ways to make the lesson entertaining and effectively teach the target language. Low-level students may particularly struggle to understand what the instructor is presenting because they are unable to apply what they have learned in class to actual circumstances. Giving students the chance to experience real life in a classroom by using actual items and materials may help facilitate and speed up their learning. Consequently, incorporating visual tools into lessons encourages students to continue learning the language because doing so helps them engage in deeper learning.

The results of the research question and hypotheses suggest the following results:

1. The teacher's familiarity with the various kinds of teaching tools is essential to the success of an English class.
2. Teachers can use Realia effectively as a visual tool to facilitate learning.
3. Realia is used properly in the school to foster an engaging learning atmosphere.
4. The use of Realia facilitates the development of a connection between the items and the words or sentences they stand for.
5. Students are encouraged to learn texts enthusiastically and comprehend the text's abstract ideas when actual items are used in the lesson.

4.4 Recommendations

In the light of the research finding, the researcher suggests the following recommendations, such as:

1. Realia can be used to teach vocabulary, particularly to younger students, and can be an alternative method for increasing students' vocabulary knowledge.
2. Teachers are advised to use Realia to help students in developing their writing and speaking abilities.
3. Realia media should be used by English language teachers in classroom tasks, particularly when teaching vocabulary.
4. Teachers are advised to use Realia, which helps break the gap between classroom activities and real-world events.
5. English teachers are advised to prepare materials that suit their students; thereby, the teaching process will be successful.
6. Teachers strongly recommend using Realia, which makes learning more interesting to students.
7. The Palestinian Ministry of Education should offer teachers access to websites that can be used as a reference for teachers to download materials that would help them teach vocabulary to students.
8. English teachers are advised to learn more about instructional tools for successful vocabulary teaching.
9. School administrators are advised to encourage English instructors to use Realia in the classroom because it is beneficial.
10. The researcher recommends future research to examine the impact of Realia on other English language skills, such as speaking and writing.

4.5 The limitation

The researcher has identified four study limitations: locative, time, human, and topical limitations. First, the study was limited to sixth-grade students from Tulkarem schools; thus, the sample may not be representative of other populations. Secondly, the study was conducted only in the first semester of the scholastic year 2022-2023, and therefore, the findings may not be applicable to other time periods. Thirdly, the population of the study was limited to sixth-grade students of both genders in Tulkarem schools, and thus, the generalizability of the findings may be restricted. Finally, the study focused only on examining the effect of using Realia on the acquisition of English vocabulary among sixth graders at Tulkarem schools, and thus, the findings may not apply to other language skills or grade levels.

On the other hand, the researcher faced different determinants during the thesis application:

1. The size of the research sample and the volume of data gathered made a study time-consuming.
2. The absence of modern technologies within the school that can be used during the training program for the experimental group.
3. Parents' opposition to data collection at the study's outset to enable student achievement comparisons based on English language vocabulary tests.

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Appendices

Appendix (A)

Vocabulary Test for Sixth Grade

“Subject: Refereeing Vocabulary Test for the Sixth Grade

Dear specialists in teaching method of English language.

The researcher is carrying out an MA research entitled "**The Effect of Using Realia on Sixth Graders' Acquisition of English Vocabulary at Tulkarem Schools.**" One of the requirements of this study is to conduct pre-post vocabulary test.

The researcher would kindly request from you to look carefully at the attached test, and fill the following form regarding the suitability of the test. And you are also kindly invited to add your comments, change or modify if necessary.

Test Refereeing Checklist

Item	High	Average	Low
The test item reflected the skills			
The questions are suitable for sixth graders level			
The test items reflected the objectives			
The instructions of the questions are clear			
The time assigned is suitable			

Thanks for your collaboration

Researcher,


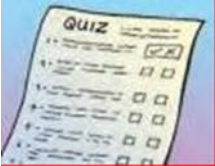


Vocabulary Test for the Sixth Grade

Name: _____

25

Time: 45 minutes

1. Look to the pictures and complete the missing letters: (4 marks)

1. st__irs	
2. q __iz	
3. __ry	
4. su__ __er camp	

2. Read and complete the sentences with the correct words: (5 marks)

call	mouse	invite	wheels	missed
------	-------	--------	--------	--------

1. The car have four
2. I..... my cousin to my party.
3. Rania..... her friends.
4. The man..... the police.
5. The..... ran into the hole.

3. Circle the correct word: (4 marks)



- | | | | |
|-------|--------|-----------|---------|
| call | hatted | lend | problem |
| fall | missed | share | someone |
| awful | cry | give back | invite |

4. Odd one out: (2 marks)

1. hospital- head- arm- leg.
2. argue- sweet- invite- share.
3. Friday- summer- autumn- spring.
4. sports- tennis- football- basketball.

5. Use these words in a sentence: (2 marks)

accident

problem

.....
.....

6. Match the word with its meaning: (4 marks)

- | | |
|-------------|---------------------|
| 1. quiz | _____ to come again |
| 2. nice | _____ short exam |
| 3. back | _____ awful |
| 4. very bad | _____ beautiful |

7. Match the word with its opposite: (4 marks)

- | | |
|---------|------------|
| 1. good | _____ come |
| 2. down | _____ bad |
| 3. go | _____ take |
| 4. give | _____ up” |

Appendix (B)

Teacher's Guide, Lesson Plan and Worksheets

Unit 1 Period 1, 2, 4, 8 My summer holiday

“By the end of this unit, students are expected to be able to:

1. To use new vocabulary about summer holiday correctly.
2. To spell out new words correctly.
3. To know the word meaning.
4. To know the word opposite.

Key words:

accident- awful- back- bang- call- crash- fall- miss- stairs- still- summer camp- tired-
flowers- tree- head- arm- house- wheels- mouse

Materials:

Students Book- recording- real objects- flashcards- worksheets

Period 1 Activity 1

Steps	Procedures	Time
Warming up	1. Teacher greets students. 2. Teacher warms up students through short questions related to the lesson to make sure that all students are active and engage. e.g. Did you have a nice time at summer holiday?	5m
Presentation	1. Teacher shows students unit 1 poster and ask students what they can see to elicit as much as possible English items. 2. Teacher tells the students that the lesson will be about Summer holiday and writes the title on the board. 3. Teacher presents each new word oral by using recording. 4. Teacher presents each new word by using realia depending on the nature of the word for example, the word stairs, the teacher can take the students outside the class and show them the stairs. 5. Teacher writes the new words on the board and repeat them loudly and clearly several times. 6. Teacher uses the word in a simple short sentence. 7. Teacher asks students to write down the new words in their notebooks.	20m
Evaluation	Teacher uses oral evaluation by asking students to give the meaning of the new words and to match the new word with flashcards.	5m

Period 2 Activity 1+ 4

Steps	Procedures	Time
Warming up	1. Teacher greets students. 2. Teacher warms up students through short questions related to the lesson to make sure that all students are active and engage. 3. Teacher revises the words by asking students questions like to give the meaning or to use the words in a simple sentence.	5m
Presentation	1. Teacher asks students to spell the new words and write them on the board. Activity (1) 2. Teacher says listen and circle, then plays the recording and pauses when students hear the word so they can find it a circle. 3. Teacher says match the words with their pictures. Activity (4) 4. Teacher says read and circle the correct words, then asks students to read the sentences and circle the correct words. 5. Teacher can ask students to check their own work and make correction.	5m 5m 10m
Evaluation	Teacher gives students a short worksheet to check their understanding. *Complete: <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> went- stairs- banged- missed- crashed- summer camp </div> 1- Amy broke her arm at a..... 2- Amy her head and arm. 3- Rania Amy. 4- Amy into the flowers. 5- Amy climbed up the of the tree house. 6- Amy to the hospital. *Puzzle: 1. Something bad that was not planned. ----- 2. It is a holiday in the summer time. -----	10m

Period 4 Activity 1

Steps	Procedures	Time
Warming up	1. Teacher greets students. 2. Teacher warms up students through short questions related to the lesson to make sure that all students are active and engage. 3. Teacher revises the previous lesson by asking students questions.	5m
Presentation	1. Teacher presents the words opposite and the words meaning. Down × up Back= to come again Activity 1 1. Teacher says look and complete the sentences with the correct words. 2. Teacher gets students to read the words in the box and look at the pictures. 3. Teacher gets students to read the incomplete sentences and write the correct words.	5m 10m
Evaluation	Teacher give students a homework Use the following words in a meaningful sentences: Stairs Crash Accident	5m

Unit 1 Period 8

Steps	Procedures	Time
Warming up	<ol style="list-style-type: none">1. Teacher greets students.2. Teacher warms up students through short questions related to the lesson to make sure that all students are active and engage.3. Teacher checks homework and complete it together.	10m
Presentation	<ol style="list-style-type: none">1. Teacher says read and complete the sentences.2. Teacher gets students to read the incomplete sentences and fill in the gaps with the unit vocabulary.3. Teacher asks students to work together and check their spelling.4. Teacher writes the correct answers on the board and asks students to check their answers again.	10m
Evaluation	Teacher asks students oral question.	

Unit 2 Period 1, 2, 4, 8 Good friends
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By the end of this unit, students are expected to be able to:

1. To use new vocabulary about Good friends correctly.
2. To spell out new words correctly.
3. To know the word meaning.
4. To know the word opposite.

Key words:

anyone- argue- but- cry- give back- go away- invite- lend- problem- quiz- share-
someone- understand- home- book- sweet

Materials:

Students Book- recording- real objects- flashcards- worksheets

Period 1 Activity 1

Steps	Procurers	Time
Warming up	1. Teacher greets students. 2. Teacher warms up students through short questions related to the lesson to make sure that all students are active and engage. e.g. Do you have a good friends? e.g. What make a good friends?	5m
Presentation	1. Teacher shows students unit 1 poster and asks students what they can see to elicit as much as possible English items. 2. Teacher tells the students that the lesson will be about Good friends and writes the title on the board. 3. Teacher presents each new word oral by using recording. 4. Teacher presents each new word by using Realia depending on the nature of the word for example, the word cry, the teacher can ask one student to act that. 5. Teacher writes the new words on the board and repeat them loudly and clearly several times. 6. Teacher uses the word in a simple short sentence. 7. Teacher asks students to write down the new words in their notebooks.	20m
Evaluation	Teacher uses oral evaluation by asking students to give the meaning of the new words and to match the new word with flashcards.	5m

Period 2 Activity 1+ 4

Steps	Procedures	Time
Warming up	1. Teacher greets students. 2. Teacher warms up students through short questions related to the lesson to make sure that all students are active and engage. 3. Teacher revises the words by asking students questions like to give the meaning or to use the words in a simple sentence.	5m
Presentation	1. Teacher asks students to spell the new words and write them on the board. Activity (1) 2. Teacher says listen and circle, then plays the recording and pauses when students hear the word so they can find it a circle. 3. Teacher says match the words with their pictures. Activity (4) 4. Teacher says read and circle the correct words, then asks students to read the sentences and circle the correct words. 5. Teacher can ask students to check their own work and make correction.	5m 10m
Evaluation	Teacher gives students a short worksheet to check their understanding. * Fill in the gaps: <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px 0;"> argue- any one- share- understand- quiz- lend </div> 1. Look Amy! The ----- says I'm a good friend. 2. Is there ----- you want to invite. 3. It's good to ----- your things with your friend. 4. The opposite of borrow is -----. 5. Don't ----- the baby is crying. 6. Good friends ----- each other. *Odd one out: 1. Friday- spring- summer- autumn. 2. hospital- head- arm- leg.	10m

Period 4 Activity 1

Steps	Procedures	Time
Warming up	1. Teacher greets students. 2. Teacher warms up students through short questions related to the lesson to make sure that all students are active and engage. 3. Teacher revises the previous lesson by asking students questions.	5m
Presentation	1. Teacher presents the words opposite and the words meaning. go × come give × take quiz= short exam nice= beautiful Activity 1 1. Teacher says look and complete the sentences with the correct words. 2. Teacher gets students to read the words in the box and look at the pictures. 3. Teacher gets students to read the incomplete sentences and write the correct words.	5m 10m
Evaluation	Teacher give students a homework Use the following words in a meaningful sentences: Lend Understand Share	5m

Unit 1 Period 8

Steps	Procedures	Time
Warming up	<ol style="list-style-type: none"> 1. Teacher greets students. 2. Teacher warms up students through short questions related to the lesson to make sure that all students are active and engage. 3. Teacher checks homework and complete it together. 	10m
Presentation	<ol style="list-style-type: none"> 1. Teacher says read and complete the sentences. 2. Teacher gets students to read the incomplete sentences and fill in the gaps with the unit vocabulary. 3. Teacher asks students to work together and check their spelling. 4. Teacher writes the correct answers on the board and asks students to check their answers again. 	10m
Warming up	Teacher asks students oral questions.	5m

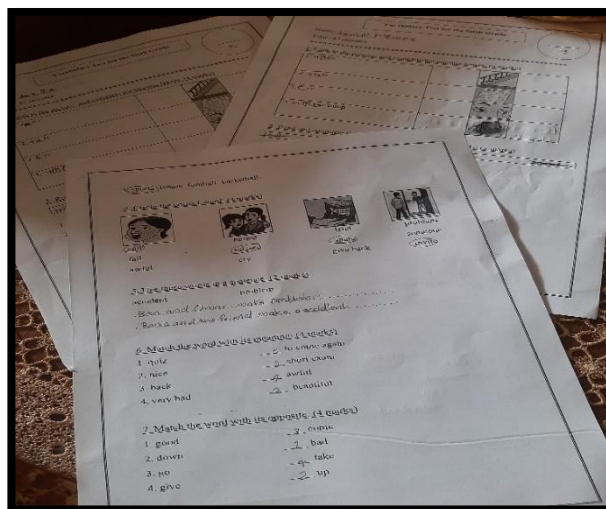
Appendix (C)

Referee's Committee

No.	Name	Qualification	Institute
1	Mr. Munther Saeedi	M.A in Applied Linguist and translation	University teacher at An Najah National University
2	Dr. Hadeel Alnajaar	Ph.D in English Language Teaching Methods	English teacher at Ministry of Education in Gaza/ Assistant professor at Al-Madinah International University- Malaysia
3	Mrs. Ruba Abu Saffaqa	B.A in English Language	English teacher at Kufor Sour elementary mixed School
4	Mrs. Lina Jad Allah	B.A in Teaching English Method	English teacher at Kufor Abbosh elementary mixed School

Appendix (D)

Pictures from school



Appendix (E)

Tables

Table (11)

Means, Standard Deviations of students of vocabulary test between the experimental group and the control group in favor of the experimental group”

Differences	Total group	Freedom	Mean sum	F- value	sig
All groups	3.506	1	22.711	12.082	0.00
Post-test	2.376	1	30.12	1.337	0.370
Between group	6.811	76	0.225		
Total	12.693	77			



جامعة النجاح الوطنية
كلية الدراسات العليا

أثر استخدام الأشياء الواقعية (Realia) على اكتساب طلاب الصف السادس لمفردات اللغة الإنجليزية في مدارس طولكرم

اعداد

لانا جهاد سعادة

إشراف

د. نضال راشد جيوسي

قدمت هذه الرسالة استكمالاً لمتطلبات درجة الماجستير في أساليب تدريس اللغة الإنجليزية بكلية الدراسات العليا في جامعة النجاح الوطنية في نابلس، فلسطين.

2023

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الملخص

تهدف هذه الدراسة لمناقشة أثر استخدام الأشياء الواقعية على اكتساب طلاب الصف السادس لمفردات اللغة الإنجليزية في مدارس طولكرم. ولتحقيق هذا الهدف تبنت الباحثة المنهج الشبه تجريبي واستخدم اختبار المفردات. هذا الاختبار طبق على 156 طالبة تدرس في مدرسة طولكرم الأساسية العليا ومدرسة نور شمس الأساسية للبنات. قسمت العينة على مجموعتين، 78 في المجموعة التجريبية و78 في المجموعة الضابطة. خلال الفصل الدراسي الأول 2022-2023 قام الباحثة بتطبيق الاختبار القبلي على المجموعة التجريبية والضابطة. كما وقام الباحثة بتطبيق الاختبار البعدي على نفس العينة بعد تدريس الطلاب في المجموعة التجريبية من خلال الأشياء الواقعية بينما المجموعة الضابطة من خلال الطريقة التقليدية. ومن خلال النتائج تبين عدم وجود فروق ذات دلالة إحصائية بين المجموعة الضابطة والمجموعة التجريبية في الاختبار القبلي، بينما أظهرت النتائج ان هناك فروق ذات دلالة إحصائية بين المجموعة الضابطة والمجموعة التجريبية في الاختبار البعدي لصالح المجموعة التجريبية التي درست المفردات باستخدام الأشياء الواقعية.

وفي ضوء هذه النتائج، أوصت الدراسة أن الأشياء الواقعية يمكن ان تستخدم لتدريس المفردات خاصة لطلاب الصغار ويمكن ان تكون كأداة بديلة لزيادة المفردات لدى الطلاب. أيضا، أوصت الباحثة المعلمين والمعلمات بإستخدام الأشياء الواقعية التي تجعل العملية التعليمية ممتعة ومثيرة للاهتمام. وأوصت الباحثة مديري المدارس بتشجيع المعلمين والمعلمات على استخدام الأشياء الواقعية في الغرفة الصفية لفوائدها الجمة.

الكلمات المفتاحية: الأشياء الواقعية؛ المفردات؛ الاكتساب؛ الصف السادس.