PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

UNIVERSITY OF TLEMCEN

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF ENGLISH

Using Realia for Developing Learners' Speaking: Case of Third
Year EFL Students at Tlemcen University

Dissertation submitted to the department of English as a partial fulfilment of the
requirements for the degree of Master in didactics and assessment in language education.

Presented by: *Supervised by:*

Amina BOUAYAD DEBBAGH   Dr. Rahmouna ZIDANE

BOARD OF EXAMINERS:

Dr. F.Z. Imane OMARI   (MCA) Chairperson (University of Tlemcen)

Dr. Rahmouna ZIDANE (MCA) Supervisor   (University of Tlemcen)

Dr. Maliha ABIAYAD   (MCB) Examiner   (University of Tlemcen)

Academic Year: 2017-2018

Dedication

This work is sincerely dedicated to

my beloved Mother

my beloved Father

&

my beloved grandmother

My Relatives & Classmates

&

My BEST FRIEND faiza

As well As my dear lovely cousins

AMAL, HADJER, NESREDDINE,AMIRA

&

My sweet little Meriem

I proudly dedicate this paper also to the person whom this work would never have been accomplished without her Efforts help and Encouragement

MY SUPERVISOR

Dr. Rahmouna ZIDANE

And to everyone who contributed to the success of this dissertation

AMINA

Acknowledgements

Abstract

The main purpose of this research work is to find out whether the use of realia helps in improving the students' speaking skill in oral classes. It deals with the case of third year EFL students at the English department at Tlemcen University. The data were collected by conducting two questionnaires: one for third year EFL students and the other for teachers. They were analysed quantitatively and qualitatively. The results reached from the collected data show that the use of realia is very helpful for the students; it allows them to concentrate more and helps them to obtain greater productivity in speaking .In addition to that, the teachers are mindful of the benefits and advantages of using realia. Yet, they want realia to be just as a teaching aid not a method of teaching.

Table of content

Chapter Three: Suggestions and Recommendations

List of Tables

GENERAL INTRODUCTION

All People demand to communicate with others in order to transfer the messages, so that other people understand what they want to say, and they need to confess their feelings, ideas and concepts. This communication process between people is done throught language which could be either written or spoken. Therefore, it is clear that in this modern and globalized world, the English language has become the major dominant language ever and has reached a high level of international significance.

Due to the large spread of the English language throughout the world in the last decades, and its worldwide recognition as the language number one used universally, educational systems, schools and universities in different parts of the world took the responsibility of increasing and developing teaching and learning English as a foreign language in their schools and educational institutions; these schools attempt to teach their students English from primary to secondary levels. There are four skills that are taught: listening, speaking, reading and writing one of the most major significant skills is speaking.

Speaking has always been considered as the most important skill in the teaching and learning of the English language. Yet, learning to speak English as a second or foreign language is difficult than speaking a mother tongue; most of the students do not succeed in speaking the target language eloquently and correctly. Thus several professors consider that the assimilation of realia in the classroom can downgrade the barriers that prevent EFL learners from having the complete mastery of the speaking skill.

EFL students encounter difficulties including the lack of vocabulary and problems of pronunciation. Thus, realia are recommended as a solution for students to overcome these problems and ameliorate their competencies in speaking and oral performance of the target language. This research work spots the light on the crucial position of realia in the teaching of speaking to EFL learners; its purpose is to investigate how realia can supplement to the teaching of speaking skill. This investigation aims at seeking answers to the following questions:

1- How do realia make the oral sessions more interesting and enjoyable for EFL learners ?

2- Which types of realia can be used by the teachers to improve the students speaking skill in the EFL classroom ?

It was attempted to provide the following hypotheses:

1- The implementation of realia in the EFL classroom will help the students to discover the input and enable them to develop their speaking performance.

2- In order to make the learning process more interesting , teachers must have an awareness concerning the appropriate types of realia that could be implemented to ameliorate the learner's speaking ability such as restaurant menus , maps and newspapers. .

Speaking about data collection, few teachers were chosen to answer a questionnaire specifically conducted for them, and a group of students belonging to third year EFL class were selected as a sample to answer a questionnaire notably made for them. Both students and teachers belonged to the English department at the university of Tlemcen. In brief, the questionnaires are supposed to find out whether learners and teachers give more significance and importance to the use of realia as a teaching method to increase both speaking and communicative skills of the English language.

The current study is composed of three chapters. The first one spots the light on the use of realia in teaching speaking. Moreover, it puts more emphasis on the importance of teaching speaking in the EFL classroom and the various roles of the language teacher during the speaking tasks to help to broaden the proficiency of the students. It also introduces the most important features and characteristics of realia in addition to the advantages of using Realia in teaching speaking.

The second chapter gives information about the case study including the purpose of the research , the sample chosen for this study , the research instruments used in data collection and the techniques used in analyzing them as well as the results of the research work..

Concerning the third chapter, it provides suggestions and recommendations; it exposes both EFL students and teachers to the valuable media and means used in teaching speaking to EFL learners and the process of using realia in teaching speaking

Chapter One: Literature Review of Realia and Speaking

Chapter One: Literature Review of Realia and Speaking

1.1 Introduction

This chapter provides the readers with a brief definition of speaking; it deals with the teaching of the speaking skill and spots the light on the necessity of teaching speaking to EFL learners in addition to the significant role of the speaking tasks and activities in the oral classes and how they positively influence EFL Students. Also, it addresses the introduction of realia including its huge impact on the students' motivation in class. Moreover, this chapter includes the teaching of speaking in a realia environment and shows the readers to which extent teaching speaking using realia is helpful for EFL learners to acquire new vocabulary and understand the meaning of words. Finally, this chapter mentions of the advantages and the disadvantages of using realia in teaching speaking in EFL classes.

1.2 Teaching the Speaking Skill

Speaking is the vital aspect of language and the most important productive skill that must be mastered when learning a second or foreign language; it means to express the individual's ideas thoughts, and feelings ; it is "the process of building and sharing meaning through the use of verbal and non-verbal symbols , in a variety of contexts" (.Channey, 1998, p.13 as cited in Saaied, 2016;p.9).

Also, the speaking skill allows the EFL learners to convey their messages in a convincing and meaningful way and gives them the capacity to communicate effectively. By mastering the speaking skill and understanding the importance of communication and interaction between them, they will increase their knowledge in grammar and vocabulary; they will also increase self-confidence (Chi, 2011)

Therefore, the need to boost the students speaking and communicative skills is the language teachers' responsibility and obligation to reach a better and effective teaching process.

…speaking activities provide rehearsal opportunities changes to practice real life speaking in the safety of the classroom… Speaking tasks in which students try to use any or all of language they know provide feedback for both teachers and students…In speaking, students have opportunities to activate the various elements of language they have stored in their brains , the more automatic their use of these elements become (Harmer,2007, p.123 as cited in Antoni et al.,2013 , p.4)

Based on the information given above , one can say that the speaking tasks and activities lead to the development of the students' oral competencies and stimulate them to produce language. Moreover, they help EFL students to use the language in a spontaneous manner and make them thirsty to learn more new vocabulary (Becker, 2016).

The teachers perform several roles in order to fulfill the learning goals and objectives in the EFL classroom. They create the supportive learning environment for the students to motivate them to work. There are many factors that make language teachers change roles every moment in the EFL classroom, and these factors can vary according to the atmosphere of the class; they perform their lessons depending on the learning condition using different methods (Beltran, 2001).

The following title will deeply deal with the term realia and its various explanations within the educational field as well as their utility for the students and how they can provide an enjoyable learning experience for both the teachers and students.

1.3 Realia

In education, realia are objects from real life used in EFL classroom instruction , basically , the word realia refers to any item, thing or fact found in everyday real life and used as a tool in teaching the English language(Bala, 2015).

realia or real items are useful for teaching and learning in the classroom . objects that are intrinsically interesting provide a good starting point for a variety of language work and communication activities. Realia also make the learning process more enjoyable (Harmer, 2001, p.140 as cited in Mulyani, 2015 , p.3)

Realia are very helpful in the earning process because they are not only interesting and motivating for EFL students but they are also considered as a powerful connection that creates a pleasant learning experience and positively influence the learners in the classroom through the diversity of language functions and tasks.

Realia are physical elements that exist in the real world and are implemented inside the EFL classroom as a teaching aid; teaching the English language to EFL students using materials that they can see and touch creates an understanding of the words (Bala, 2015). Therefore , the students will easily get the meaning of these words.

Realia equip language students with multi-sensory impacts of the language (Sukrina, 2013). "These objects are not only a series of artifacts that describe the customes and traditions of a culture , but they are also a set of teaching aids that facilitate the simulation of experience in the target culture" (Berwarld ,1987, p.5).This quote explores the influence of realia on the target culture and shows that realia are not only lists of ancient phenomena that characterize the lifestyle and habits of a culture , but they are also a sequence of teaching supplements that promote the propagation of experience in the desired culture.

When choosing the relevant means and materials for teaching English to EFL students, the teacher should know the characteristics of the media he/she is implementing in the classroom, Bierbaum has listed the characteristics of good Realia.

> They are related to the real world… They are usually more portable and accessible then the whole environment they present. … They are Versatile, and may fill several learning objectives or educational recreational needs… They are often meaningful without language. … They may lead from the general to the particular or the reverse (as cited by Wantini, 2010, p.17)

Realia must first of all be objects and items linked to the real life and found in the students' daily environment; secondly, they are mostly available, cheap, handy and always easy to have. In addition to that, they can be felt, touched and seen. Furthermore , no language is needed to get the meaning because these elements are usually understood by EFL learners ; Finally, using realia in teaching English permits

the learners to engage in direct experience as they can touch and feel the objects (Wantini, 2010)

When it comes to teaching speaking, opinions differ from a teacher to another about this topic and how to apply it in real situations in an effective way to ensure the best results. For this reason, language teachers are in a permanent search for the most dynamic methods and approaches for teaching the speaking skill which bring life back inside the EFL classroom. Therefore, teachers suggest the idea of the implementation of realia in the EFL classroom for teaching speaking.

1.4 Realia in Teaching Speaking

Teachers and educationalists are in a continuous search for further innovational approaches and methods in teaching English in general, and more realistic ways to teach the speaking skill in particular. Thus, they put more emphasis on the use of realia in the EFL classrooms for teaching the English language.

Although technology is considered as a great supplement and aid which meets the needs of the students and facilitates their learning, the need to bring real life into the EFL classroom is seen by experts and educationalists as an obligation in order for them to have positive outcomes and performance as the students grasp and understand the English language (Smith, 1998). They also agree on the fact that using real objects in the EFL classroom creates real interations between the teachers and learners (Bala, 2015).

Teaching speaking using realia will help the EFL learners to acquire new vocabulary and they will not have difficulties in understanding the meaning of words(Gomez, 2012). "Mustain (2009: 21) states that functions of real things or realia are... The instruction can be more interesting…Learning becomes more interactive…The length of time required can be reduced…The quality of learning can be improved" (Mulyani, 2015, p.12-13).

For instance, if teachers want to teach their students about a specific city or country, it is more effective for the students to understand if he/she uses maps and graphs. Also, if the teacher is teaching his/her students about the monetary currencies, he /she can use

coins used to facilitate the students' understanding (Wantini, 2010). The use of realia can attract the students' attention in the classroom; it is less time consuming and teachers can develop the students'speaking skill (Gomez, 2012).

Teaching new words to EFL students has always been one of the main teaching objectives that language teachers try to achieve; there are many strategies that could be implemented by teachers when teaching speaking to EFL students to facilitate the understanding of the words for the EFL learners and help to enrich their knowledge in vocabulary. "Manandhar (2009:1) states that there are some strategies of teaching vocabulary to young learners . They are as follows..Using Realia …Using matchstick figures…Using picture…Using synonyms…Using antonyms…Using translation…Using definition…Using demonstration…Presenting lexical set/ enumeration…Using games…Using Audio/Visual" (Putra, 2011, p.185)

Following these techniques and strategies in teaching speaking using realia will help the EFL learners to ensure the long memorization of the new vocabulary (Awaludin, 2013) ; it also helps them to get the whole meaning of words (Oyarzo, 2008). Thus, the teaching / learning process will be more effective and interesting for both the teachers and students. Teaching speaking and new vocabulary to EFL students can be done through realia.

The students need to get familiarized with new words and vocabulary. Therefore, practice and repetition are regarded as very important in learning speaking (Safwandi, 2016). That is why speaking activities must be employed systematically in order to reach the objective of the teaching /learning process. Some characteristics of a speaking activity are as follows:"Learners talk a lot…Participation is even… Motivation is high… Language is of an acceptable level"(Ur,1996, p.120 as cited in Fajariyah,2009 ,p.27-28). Furthermore, difficulties and complications of teaching speaking are as follows: "…Inhibition… Low or uneven motivation… Mother-tongue use… Nothing to say or the student has no ideas" (Ur,1996, p.120 as cited in Safwandi, 2016, p.208)

Teaching speaking requires a collaboration from both the teachers and students so that they can assist each other to express their opinions; as long as they feel relaxed , they would have the same chance to use and practice the language. As time goes on, their speaking competencies will progress if the teacher provides the relaxing climate and helps

the learners via different types of methods which are convenient for their level. Having a relaxing atmosphere in speaking, the students will be able to express their thoughts (Guettal, 2008)

The purpose of all language teachers is to catch the learners' attention in class and stimulate them to practise speaking. They must select the most visually interesting items for teaching speaking to EFL students. Thus, realia and real objects help to perform this pedagogical duty and are advantageous for the learners.

1.5 Advantages of Using Realia in Teaching Speaking

Nowadays, realia are getting back their prestigious status in the educational area as they witness a continuous progress. Therefore, the pedagogical domain is taking benefits from their utility. Realia are instruments that facilitate the learning experience and achieve excellent results in teaching the speaking skill; they have revealed noticeable positive outcomes in the students' level of speaking because of the vast scope of materials which have their own advantages for both the teachers and learners (Mulyani, 2015). Thus, realia are given more significance and value in the educational range.The advantages of realia in teaching speaking to EFL learners are :

Realia can be used at any stage of lessons to help the learners in presenting a new language…Realia does not need any special preparation. It is inexpensive because it is available in our environment… A good Realia is not only used once but again and again… Realia will raise the students' interest (Afdiyani , 2013 as cited in Kurniati, 2016 , p.26)

Realia have the ability to be utilized at any phase of the lectures in order to facilitate the display of the new language to the learners; they do not require any planning or arrangement to do this in addition to their availability in the students' milieu which makes them useful for the learners.

Realia are motivating and interesting media in the learning/ process. Thus, the teachers should know the features and characteristics of choosing realia to achieve successful outcomes.

1.6 Disadvantages of Using Realia in Teaching Speaking

Like every aspect in this life, realia are a double edged weapon. As they have advantages, they also have disadvantages. The disadvantages of using realia are:

> Sizes… The teacher could not bring the realia in the class because the size is too large, too long, or too wide...Portability is the accessibility to bring objects to the class. Not all of realia can be brought to the class…Safety…In choosing the realia teacher should take into account whether it is safe or not (Afdiyani , 2013 as cited in Kurniati, 2016 , p.27)

According to what is mentioned above, teachers cannot always bring realia in class because of its enormous, heavy, big or lengthy magnitude. Also, it is impossible to bring objects or materials that are inaccessible in that region, city or even country. Moreover, the teachers must keep in mind that the students' safety is the priority over all; they have to be sure that the objects and products they bring into class are not dangerous or toxic for the learners' health and their health too.
Although realia have disadvantages, they maintain their prestigious position among the rest of the teaching materials as they are the most effective and the most used tools by language teachers in the educational field.

1.7 Conclusion

This chapter dealt with the speaking skill and the role of speaking activities in the teaching and learning process as well as the term realia, its characteristics and effects on both teachers and students in the teaching of the speaking skill. It demonstrated to which level teaching speaking using realia is beneficial and valuable for EFL learners. Finally, this chapter summed up by recalling the advantages and the disadvantages of using the latter in teaching speaking. The next chapter will deal with the practical part of the research work including the sample used, the research tools and instruments implemented to collect data from the sample as well as the analysis of the gathered data.

Chapter Two: Case Study

Chapter Two: Case Study

2.1 Introduction:

This research work attempts to list the advantages and benefits of realia as well as its impact on the learners of a foreign language; it studies how teachers use these materials properly to enhance learning and teaching. This chapter describes the methodology and the methods hired to analyze the data. The data were gathered by using two questionnaires to have an idea about the students' and teachers' opinions about the use of realia in the EFL classroom.

2.2 The Sample

This study attempts to spot the light on the valuable significance of incorporating realia as a powerful stimulator in increasing the students' speaking skill. Sampling was done by choosing 3rd year EFL learners from different groups studying at Abou Bakr Belkaid university at Tlemcen during the academic year 2017/2018. They were selected according to the aim of this study which is to know the impact of realia on EFl students and how it can improve their speaking skills and according to the teacher's recommendations as well. This sample included nembers that are alike in addition to the variety of gender from boys and girls; it was a homogeneous sample.

2.3 Research Instruments

The research tools used in this study are questionnaires for both 3rd year EFL learners and oral production teachers conducted to gather data about both teachers and students' opinions and points of view on the use of realia in oral classes to improve the speaking skill.

2.3.1 Students' Questionnaire

Concerning the students' questionnaire; it aimed at knowing the learners' opinion about the use of realia. The students' questionnaire contained eight questions. The aim of the first question was to ask the students about their level in speaking English; the second one attempted to know if the students practised and spoke English outside the

university context. The third question asked them if language teachers used realia in their oral classes. The fourth one tried to know students' opinions and points of view about the implementation of realia in oral sessions. The next one was about the effect of realia on the students'speaking abilities. The sixth question tried to have an idea about their reactions towards speaking tasks and activities involving realia. Question seven attempted to find out if their speaking difficulties and complications would be solved through the use of real items in oral classes. The last question tried to know which speaking activity was more suitable for them.

2.3.2 Teachers' Questionnaire

Concerning the teachers' questionnaire, it aimed at knowing the teachers' opinion about the use of realia. It contained six questions. The aim of the first question was to ask the teachers about the teaching methods. The second one attempted to know how often they changed their teaching methods. The third question asked them about the kind of speaking activities they give to their learners. The fourth one tried to know if realia had an effect on the learners' oral performance. The next one was about introducing some real objects used in everyday life in your oral sessions. The sixth question tried to have an idea about are the different types of realia that could be used by teachers to improve the learner's speaking ability in the EFL oral class.

2.4 Data analysis:

After collecting data by using questionnaires, the type of data implemented in this analysis were quantitative and qualitative .

.

2.4.1 Analysis of the students' questionnaires:

The questionnaire consisted of eight questions; 35 third year. students were asked to answer all the questions; they were given the time needed to answer freely in the space provided in the questionnaire and were told the answers were for research purposes only.

Q:1 How do you see your level in speaking English ?

The majority of the students think that their level in speaking English is acceptable; in other words, 05 students answered by good; 07 students answered by average; 14 answered by excellent and 04 students by weak.. Their answers are provided in the following table:

Table2.1 the importance of the speaking skill

Opinions	Number	Percentage
Excellent	14	40%
Good	10	28.58%
Average	07	20%
Weak	04	11.43%

Generally, most of them consider speaking English as an essential skill in language learning.

Q2: How often do you speak English outside the EFL classroom?

Through this question, the researcher wanted to know if students use and practise the English language outside the EFL context. Their answers are provided in the following table:

.

Table 2.2 percentage of student's practice of the English language outside The EFL classroom

Opinions	Number	Percentage
Always	17	48.57%
Sometimes	07	20%
Rarely	07	20%
Never	04	11.43%

The result is that 48.57% of the students said that they alway' use English outside the classroom: 20%(7 students) 'sometimes speak English outside the class, again 20% answered that they rarely use English outside the classroom and finally, 11.43% claimed that they never speak or use English outside the EFL classroom. Thus, most of the students do speak English out of the EFL context, which means that, they do not have a problem of practising and using English outside the classroom

Q3: Do teachers use realia in teaching speaking?

This question explains to which extent language teachers use realia in their oral classes to teach the speaking skill. The students' answers are provided in the following table:

Table 2.3 The significance of the use of realia in oral classes

Yes/no answers	Number	Percentage
Yes	23	67.71%
No	12	34.29%

One can see that 34.29% answered that there was no use of realia in oral classes whereas 65.71% of the students responded that language teachers used realia to teach them speaking, which means that the use of realia in oral classes is very helpful.

Q4: What do you think of the use of realia in oral classes?

A lot of students responded to this question by telling that real objects have such a special effect on their minds and memory because they do perform better when they learn new words and vocabulary by using realia rather than by using other traditional methods.

Q5: Will your level in speaking be more effective if teachers would introduce realia in EFL classroom such as: magazines and newspapers?

If yes, explain how it would affect your speaking ability.

This question shows students' attitudes about the use of realia such as magazines and newspapers in oral classes and if it would affect their speaking ability. Their answers are provided in the following table:

Table 2.4 the Effect of Realia on the speaking skill

Yes/No answers	Number	Percentage
Yes	22	62.85%
No	13	37.15%

So, 37.15% responded by 'No', while, 62.85% (22 students) agreed that their level in speaking would be more effective if teachers would introduce realia in oral classes such as magazines and newspapers ,and they added that"words will stay longer in memory when realia is used in the classroom. Therefore, one can clearly notice that the use of realia helps EFL students in improving their speaking abilities.

Q6: Do the activities involving realia make you more interested to practise speaking? why?

This question tends to have an idea on their behaviours and reactions towards speaking tasks and activities involving realia and if it would make them more interested to practise speaking . Their answers are provided in the following table:

Table 2.5 the impact of the speaking activities involving realia on EFL learners.

Yes/No answers	Number	Percentage
Yes	24	68.57%
No	11	31.43%

Basically, 68.57% of students agreed on the fact that speaking activities involving realia do motivate them to practice their speaking . On the other hand, 31.43% (11 students) disagreed, Hence, the result shows that it is noticeable how speaking activities involving realia positively influence student's participation in class; they claimed that realia make students motivated and excited to share their knowledge in the oral session activities.

Q7: According to you, will the speaking difficulties be solved if the teachers use real items in class ?

This question explores the students speaking difficulties in class and shows if those speaking problems would be solved by the integration of realia and real items in the oral sessions. Their answers are provided in the following table:

Table 2.6 the extent to which realia help improving speaking problems

Yes/No answers	Number	Percentage
Yes	29	82.85%
No	06	17.15%

The answers were that 17.15% (06 students) do not think that speaking activities involving realia motivate them; in contrast, 82.85% of EFL learners think that speaking problems will be solved if the teachers integrate realia in class. Thus, one understands that realia speaking tasks and activities are very encouraging for students to speak and to overcome their speaking problems in class.

Q8 Among these realia activities, which one is the most effective?

- Cross word games.

- Role-play using real objects.

-Talk time.

- Discussions and debates.

This question gathered data which show which speaking activity involving realia is suitable and effective for EFL students. Their answers are provided in the following table:

Table 2.7 The most effective speaking activities

Speaking activities	Number	Percentage
Role-play using real objects	18	51.42%
Cross word games	08	22.86%
Talk-Time	05	14.29%
Discussions & Debates	04	11.43%

The results were that 11.43% said that discussions and debates are suitable for them, 14.29% put a cross on the talk-time activity, 22.86% of them preferred cross word games activity;;22.86% of them preferred cross word games activity, and 51.42% (18 students) have chosen role-play using real objects activity. One can comprehend that of EFL learners are with the use of realia and the integration of real-objects in the classroom.

2.4.2 Analysis of the teachers' questionnaire:

The questionnaire consisted of six questions.. The teachers sampling included 10 teachers belonging to ABOU-BAKR-BELKAID University of Tlemcen.

Q1: Do you think that the teaching methods you are following suit all of your learners?

This question aimed at discovering if the teaching methods followed by oral teachers fit all of their learners or not. The results were that most of their teaching methods and techniques are not suitable for their learners so that 30% of them think that their teaching methods are suitable whereas, 70% of them do not think the same, and think that they have to change their teaching methods.

Q2 How often you change your teaching methods?

In this question 50% of the teachers answered that they always change their teaching methods,;30% of them answered by sometimes. However, 10% of teachers answered that they rarely change their methods and 10% answered by never. Their answers are provided in the following table:

Table 2.8 teacher's willingness to change their teaching methods in class.

Opinions	Number	Percentage
Always	05	50%
Sometimes	03	30%
Rarely	01	10%
Never	01	10%

One can clearly notice the teachers' willingness to change their teaching methods which means that they are always creative.

Q3: As a teacher, what kind of speaking activities you give to your learners?
Describing pictures
Questions & Answers

Speaking Games

Others

   Most of the teachers have chosen the speaking games ; 20% have preferred 'describing pictures', 20% answered by questions and answers, and 10% by other methods. In addition to that, one of those teachers added that games, interactive and recreational activates are implemented in the oral production session. Their answers are provided in the following table:

Table 2.9 the effect of the speaking activities on EFL learners.

Speaking activities	Number	Percentage
Speaking games	05	50%
Describing pictures	02	20%
Questions & answers	02	20%
Others	01	10%

All this indicates that speaking games are considered the most influential activities for EFL learners in the classroom

Q4 Do you think that realia will have an effect on the learners' oral performance in the EFL classroom?

   20% of the teachers answered this question by "no" i.e. they do not think that involving realia in EFL classes will have any effect on the learner's oral performance in contrast to other teachers who refused this idea and 80% of them think that real items like (coins, street signs,..) do have an effect on the learner oral performance in EFL classrooms, Their answers are provided in the following table:

Table 2.10 the effect of realia on EFL learner's oral performance.

Yes/no answers	Number	percentage
Yes	08	80%
No	02	20%

One concludes that the use of realia has a huge effect on the learners' oral performance in the EFL classroom because real-objects brought from everyday life bring a big change to their skills and abilities of speaking and therefore, their language productivity will improve.

Q5 Have you ever thought of introducing some real objects used in everyday life in your oral sessions ?

If yes, what kind of objects would you bring to teach speaking?

In this question, most of the teachers agreed on the fact that they would love to introduce some real objects used in everyday life into their oral sessions so that, 70% of them said 'yes' and 30% said 'No' and they also provided the kind of objects they would bring to their class to teach students speaking saying that these objects could be 'keys, balls, chrono and buzz'. Their answers are provided in the following table:

Table 2.11 teacher's willingness to teach speaking using realia.

Yes/no answers	number	percentage
Yes	07	70%
No	03	30%

All this means that teachers do not have only the willingness to bring realia in class for teaching purposes but they are also convinced with the benefits and merits of this latter. Realia are very helpful for students' language acquisition and vocabulary storage and even they explained that: the use of realia will bring the class back to life.

Q 6 What are the different types of realia that could be used by teachers to improve the learner's speaking ability in the EFL oral class?

-Newspapers and magazines.

- Menus, Brochures, letters, maps

- Communicative Puzzle games.

-Pictures and photos.

-Others.

The teachers answers were based on the type of menues,brochures,letters and maps so that half of them 50% have chosen this answer; yet the teachers' opinions differ from one to another. So, e find that 20% selected communicative puzzle games and another 20% preferred newspaper and magazine as a realia type used for teaching speaking ,while for the rest 10% they chose only to teach their students speaking using pictures and photos . Their answers are provided in the following table:

Table 2.12 the different types of realia

Realia Types	number	Percentage
Newspapers and magazines	2	20%
Menus, brochures, letters, maps	5	50%
Communicative puzzle games	2	20%
Pictures and photos	1	10%

One understands that the teachers' points of view on the realia type that could be used in class vary but they all agree on the fact that realia types are very valuable and helpful to develop their learners' speaking skill.

2.5 Data interpretation:

      The most important results found from the data analysis reveal that realia help to improve speaking according to students' points of view which makes sense why speaking activities involving realia are helpful for them to develop their oral abilities. Thus, the first hypothesis is confirmed. Also, one can see that talk-time, discussion and debates almost appear as oral tasks which explains again the powerful impact of integrating realia in the EFL classroom.

      The teachers' questionnaire analysis reveals the different types of realia and their influence on the students' speaking skill. The teachers are aware of how much this teaching method is advantageous. Thus, the second hypothesis is confirmed. It is noticeable that real objects such as: brochures, menus, letters and maps have taken the biggest share which explains why real objects are valuable and helpful to develop the learners' speaking skill. In addition to that, the teachers have a wide knowledge that this teaching strategy could be harmful if it is not well selected by teachers in class. Moreover; one can notice that half of the teachers have the willingness to change their teaching methodologies.

      To conclude, one can say that the students are extremely interested in learning the speaking skill through the use of realia. They are very familiar with realia as they are found in their surroundings; however they need to be trained on some techniques and strategies of what how and when to use them properly and efficiently to totally benefit from their advantages.

      Though teachers are very open to teach speaking via realia, they also need to be well-trained and well-familiarized with these techniques and strategies to be able to well-deliver the message they want via lectures to their EFL learners. Also, they need to always pay attention to this effective teaching method during its application in class to contribute ton the improvement of the student's speaking skills for better achievements in the future.

2.6 Conclusion:

This chapter explained the important findings that were presented to understand the meaning behind the data as well as,the suggestions provided in this part of the work. The results of the questionnaires show us that the teachers have the willingness to use realia in teaching speaking. The next chapter presents suggestions and recommendations.

Chapter Three: **Suggestions and Recommendations**

Chapter Three: **Suggestions and Recommendations**

3.1 Introduction

With regard to the crucial function of speaking which is viewed as one of the basic language skills to help students overcome their speaking difficulties, increase their language productivity and develop their vocabulary, it is certain that speaking tasks and activities enhance the learner oral performance in class.

But in order to do that teachers must choose the relevant media that can be efficient to teach students speaking English fluently.

thus the teacher's combination between the speaking activities and the appropriate media used in teaching speaking will bring a huge change on the learners oral productivity in a way that they will notice the difference in their speaking abilities , and also their participation in class especially if real objects are presented as media to EFL students during the lectures and during the speaking activities, that will develop their self-confidence when speaking English in class and will reinforce their communicative skills and public speaking skills as well.

3.2 Speaking Activities

The different roles that language teachers play during the speaking tasks and activities are very important. Thus, many scholars and educationalists have suggested various strategies that can be employed in the EFL classes to develop the students' speaking competencies in the classroom; they have implemented these techniques in order to create a more motivating and interesting oral tasks for EFL learners so that they will be encouraged to speak fluently. Also, they interact and collaborate with their teachers in the class.

According to Harmer (2001:271-275), there are many of the classroom activities which are currently used in teaching and learning speaking . Those activities that mostly used are: a. Acting from a script …b. Communication games …c. Discussions ..d. Prepared Talks …It is a popular kind of speaking. activity where the students make a presentation on a certain topic….e. Questionnaires …f. Stimulation and Role play (Mulyani, 2015, p.24-25)

These speaking activities will reinforce the students' linguistic input and enhance their speaking skill in a dynamic and relaxed nature (guettal, 2008). In addition to this, speaking activities stimulate the learners to practise their oral fluency in a real situation (Benabadji, 2007). They will acquire the fluency ability during group discussions while having the freedom to talk about their preferred topics like the role-play which ensures a long memorization of the new vocabulary in their minds (Liu, 2009).

Therefore, when the students find themselves speaking and interacting comfortably in class, they will be able to participate in these speaking activities by asking questions, and arguing in discussions; for that reason; oral tasks are provided by the teachers to encourage dialogues among the students in the EFL class as they give them the opportunity to practice the language. In addition to that, speaking activities motivate the learners in class and help in developing their speaking and communicative skill as well

3.3 Valuable Media used for teaching speaking to EFL learners

English as a foreign language is seen as a difficult language to learn; therefore; teachers must have distinctive ways and methods to reduce the difficulty of the teaching and learning of English. Valuable media used for teaching speaking to EFL students help in making the learning process more interesting for them.(Arsyad, 2011 as cited in Kurniati, 2016).

Media are viewed as the means implemented by the teachers in the EFL classroom in order to simplify the teaching /learning tasks and activities; in other words; these means are not considered as a new thing for language teachers because most of them usually use them to provide their students with specified data.

According to Sunyoto (2007:102) there are three kinds of media… Visual media is media that can be seen and touched by students for example: picture, photo, map, flashcard and realia… Audio media is media that contain recorded text to

listen, for example radio and cassette recorder… Audio visual media is media that can be seen, touched and listened, for example TV, film,etc.(Kurniati, 2016, p.21)

It is prominent that everyday real objects are found everywhere. Thus, adapting realia for teaching the speaking skill is of such a priority because various studies have shown that classes which are using diverse types of realia perform and act in a better way; students collaborate and participate more during the lectures. Most EFL students feel bored from the typical ways of teaching. In order to catch their attention and interest in class and make the learning experience more memorable and enjoyable for them , the teacher should employ realia in the introduction of lectures in order to motivate them and to ameliorate their speaking ability (Mulyani, 2015).

By using realia as visual media the students tend to learn something real and they will find no difficulties in speaking and understanding the English vocabulary. Realia are favorable media used for successful language learning. Media are used for successful language learning process as the students will not find difficulties in speaking. They will be interested in learning .In this context, "Wright, as quoted by sunyoto (2007) , says there are five criteria of media which are used by teacher in the classroom: easy to prepare, . easy to organize. Interesting, meaningful and authentic, and sufficient amount of the language" (Kurniati, 2016, p.21).

Therefore, the effectiveness of teaching speaking to EFL students can be proven only if the teachers could combine appropriate media that can make the learning experience more motivating. Along with these lines, appropriate media can make the learners more interested in learning speaking.

3.4 Strategies for Teaching Speaking Through Realia

Success in the teaching procedure is consistently associated with the innovation of language teachers in the EFL classroom. Actually, the teacher has to select the strategy which fits every foreign language learner in the classroom. Thus, to be innovative, the language teacher has to take into consideration individual differences, students' needs and varieties in addition to the psychologycal aspects of EFL learners in every learning session (Felder, 2005). A teaching strategy is the determination of some policy by planning before presenting the content to achieve teaching objectives (Moore 1994,p.35).

Therefore, teaching strategies attempt to bring high quality of education in the classroom to help the learners to have a complete understanding of the content of the lectures and ensure the students' storage of the language patterns and achieve better outcomes (Eady, 2013). They also contribute to the improvement of the teachers' effectiveness and their professional development in the field of education.

During speaking activities, teachers need to play number of different roles. They can be prompter, participant, even feedback providers as viewed by Harmer (2001:275-276) as follow : a.Prompter : when students sometimes get lost in speaking , teacher can leave them to stuggle out of situation on their own…b. Participant : teachers should be good animators…c. Feedback provider (Mulyani, 2015, p.33-34)

These words mean that the teacher makes the students updated about their skills in the EFL classroom, strongly enhances these skills and competencies in real situations and makes it easier for them to get the meaning of the lesson to obtain good results. Thus, designing and planning carefully the content of a lecture before every lesson presentation is very helpful.

Helping students to learn is a foundational belief that teachers always strive to accomplish as they are keen to provide the supportive learning environment that the students need; that is the reason why they must carefully implement the relevant teaching strategies that make EFL learners feel relaxed. There are plenty of the teaching strategies

that could be used by teachers. Among these teaching strategies provided by teachers, one may find the realia strategy for teaching speaking which is very effective (Berwald, 1997).

In fact, teachers integrate realia strategy in the classroom to measure how much the students grasp the language. It is known that real-objects have the power to stay in mind for longer periods of time, as they tent to provide a pleasant learning experience (Kurniati 2016). The benefits that EFL learners can get when being taut speaking with realia are endless. Finally, this effective strategy also ensures a full language and vocabulary storage in the EFL learners' mind so that they can use it any time they want (Oyarzo, 2008). Realia are used for teaching speaking to support the students' learning in different ways.

3.5 Conclusion

To end up this chapter, one can mention the powerful impact of realia and the speaking activities involving realia on enhancing the learners' oral performance and developing their communicative skills. Thus, speaking will be an easy task to perform for EFL learners in the classroom as they are accustomed to these features in their everyday life. Also, the teachers' attention when selecting realia is needed to present the lectures; they have to know how to combine the good and the relevant realia according the purpose of each lecture and choose the appropriate speaking activities depending on to the students' needs, wants and preferences to be able to reach the final learning objectives at the.end. This work will revive this valuable means of teaching and the importance of using this highly effective and powerful method of teaching speaking.

General Conclusion

The value of this research is to highlight the formidable role of realia in improving student's speaking skills and oral performance. Thus, the researcher believes that the incorporation of realia in the classroom is essential, and oral expression teachers are presumed to be conscious of the use of realia to reach successful teaching-learning outcomes.

This study took place at the level of the third year EFL students of English at the University of Tlemcen The sample consisted of thirty five students. This investigation has revealed the unfamiliarity of realia in the oral sessions from both sides, teachers and students, within the educational context. The results and findings support the hypothesis that the use of realia in the EFL classroom helps to improve the learners' speaking skill, enhance oral abilities and provide a memorable experience for both the teachers and students.

Finally, one can suggest that the teachers should use realia when teaching speaking and be creative when planning speaking tasks and activities to increase the students' motivation in class. Also, the students have to participate in class to improve their speaking skill. Moreover, they can bring some realia in class and try to benefit from them after having the teacher's permission. This will encourage them and stimulate them to learn more and more.

In this study, the researcher faced one major problem which is the small number of the participants who did not provide a vaster image of the topic because the use of realia in teaching speaking is not known or even not considered as a promising tool in the teaching-learning process in spite of its huge benefits. Thus, further research is needed.

Bibliography

- Afdiyani, A.(2013).The Effectiveness of Realia as Media in Teaching English Vcabulary at the first year of SMP Negeri 3 Bumiayu in Academic year 2010-2011 Unpublished Thesis.Universitas Muhammadiyah Purwokerto.Purwokerto.

-Awaludin, A. (2013),. Techniques in presenting vocabulary to young EFL learners Journal of English and education 1(1), 11-20.

- Bala,E. (2015). The Positive Effects of Realia in EFL Classes. Retrieved from: ijsses.org/wp.../The-Positive-Effect-of-Realia-in-EFL-Classes.pdf

- Berwald,J.1987.Teaching Foreign Languages with Realia and other authentic materials.Q&As. Washington,D.C.:ERIC clearing house on languages1-6

- Brown,H,Douglas.1994.Language Assesment: Principales and classroom practices.New york:longman.

- Channey,A.L.,&T.L.Burk.1998.Teaching Oral Communication in Grade k8. Boston: Allyn & Bacon.

-Crystal,D.(1997).English As a Global Language. Cambridge : Cambridge University Press.

- Fauziati,E.(2002).Teaching of English as a foreign language (TEFL).Surakarta : Muhammadiyah University Press.

- Gerlash,V.S and Elly,D.P.(1980).Teaching and Media, A systematic Approach. New Jersey.Ptentice Hall.

- Gomez, P.(2012). The Effects of Using Realia on Concrete Vocabulary. Retrieved from: biblioteca.udenar.edu.co:8085/atenea/biblioteca/85791.pdf

-Harmer,Jeremy.(2001).The Practice of English Language Teaching .England: Pearson Education Limited.

-Hubbard ,Peter.(1983),A Training Course for TEFL. Oxford: Oxford University Press.

-Moore, KennethD.(1994). Effective Instructional Strategies Retrieved from: https://www.corwin.com/sites/default/files/upm.../11705_Moore.pd

-Manandhar,S. (2009)..Ways of Teaching Vocabularies to Beginner. Retrieved on 20 January 2016 from: http://symmaruna.wordpress.com/2009/08/18/ways-of-teaching-vocabularies-to-beginners/.

- Smith,B. (1998) virtual realia.   Retrieved from: iteslj.org/Articles/Smith-Realia.html

-Sunyoto, K (2007).English for Young Learner.Jakarta: PT Bumi Aksara.

- Ur,Penny (1990).The practice of language Teaching : Practice and Theory. Cambridge: Cambridge University Press.

-Wantini,D.(2010).Improving Student's Vocabulary Mastery Using Realia. Unpublished Thesis.Surakarta:Universitas sebelas Maret.

- Wardhaugh,R (1987). Languages in Competition: Dominance, Diversity, Decline. Oxford:Basil Blackwell.

-Wright,A (1989).Pictures for Language Learning Cambridge: Cambridge University Press.

Appendices

Appendix A

Students' Questionnaire

Dear students, you are kindly requested to answer the following questionnaire; it focuses on improving the learners' speaking ability through the use of realia in the EFL classroom.

Please put a cross (x), and comment when necessary:

1- How do you see your level in speaking English?

Excellent _   Good_ Average_ Weak_

2- How often do you speak English outside the EFL classroom?

Always_ Sometimes_ Rarely_ Never_

3- Do teachers use realia in speaking?

Yes_   No_

4-What do you think of the use of realia in oral classes?

5- Will your level in speaking be more effective if teachers would introduce Realia in the EFL classroom such as magazines and newspapers?

yes_   No_

If yes, Explain how it would affect your speaking ability

6- Do the activities involving realia make you more interested to practice speaking?

yes_   No_

 why,?....

7-According to you, will the speaking difficulties be solved if the teachers use real items in class?

Yes_   No_

8- Among these realia activities which one is the most effective?

-Cross word games

-Role-Play using real objects.

- Talk Time

-Disscussion and Debates.

Thank you for your cooperation.

Appendix B

Teachers' Questionnaire

Dear Teachers,

you are kindly requested to answer the following questionnaire; it focuses on improving the learners' speaking ability through the use of realia in the EFL classroom.

Please put a cross (x), and comment when necessary.

1-DO you think that the teaching methods you are following suit all of your learners?

Yes_   No_

2- Q2 How often you change your teaching methods?

3- As a teacher, what kind of speaking activities you give to your learners?

    -Describing Pictures.

    -Questions and answers

    -speaking games.

    -Others.

4- Do you think that realia will have an effect on the learners' oral performance in the EFL classroom?

Yes_   No_

Why? ....

5- Have you ever thought of introducing some real objects used in everyday life in your oral sessions ?

If yes, what kind of objects would you bring to teach speaking?

....

6- What are the different types of realia that could be used by teachers to improve the learner's speaking ability in the EFL oral class?

    -Newspapers and magazines.

    - Menus, Brochures, letters, maps

- Communicative Puzzle games.

-Pictures and photos.

-Others.

Thank you for your Cooperation

ملخص

أجريت هذه الدراسة في جامعة أبو بكر-بلكيد في تلمسان ، تم جمع بيانات
هذا البحث من خلال استخدام الاستبيانات كأدوات بحث ، بمساعدة متعلمي
اللغة الإنجليزية كلغة أجنبية ومدرسي اللغة الإنجليزية في نفس الجامعة .
موضوع هذا البحث هو "استخدام الواقع لتحسين مهارات الطلاب في التحدث"
وتم اختيار العينة من قسم اللغة الإنجليزية في كلية اللغات الأجنبية على
مستوى جامعة في تلمسان ، السنة الثالثة الذين ينتمون إلى مجموعات
مختلفة والتي شارك فيها خمس وثلاثون من طلاب الإنجليزية وعشرة مدرسين
للغة .استقصت الاستبيانات كيف يرى متعلمو اللغة الإنجليزية كلغة أجنبية
ومعلمي اللغة الإنجليزية استخدام اللغة في التعليم من أجل تحسين مهارة
التحدث .وبناءً على نتائج هذا البحث ، يمكن الاستنتاج أن ثقافة تكامل
استخدام اللغة لتدريس التحدث ، لا يعرفها جميع المعلمين ، قلة منهم فقط
يستخدمون هذه الطريقة الفعالة لتدريس التعبير الشفهي ، وهو أحد الأسباب
لاقتراح إحياء هذه الأداة القوية في دروس اللغة الإنجليزية كلغة أجنبية
وإشراك الطلاب فيها من خلال دعم مدرسي اللغة الإنجليزية.

Summary:

This research work was conducted   at ABOU-BAKR-BELKAID University of Tlemcen.
Data were gathered through the use of questionnaires as a research instruments, with the help
of EFL learners and English Language teachers. This study tackled the advantages and
disadvantages of using realia in teaching speaking for EFL learners. Thirty five   third year
EFL students belonging to different groups and ten English language teachers served to
answer the questionnaires for the purpose of this investigation. The questionnaires
investigated how EFL learners and English language teachers view the use of realia in
education for improving the speaking skill. On the basis of the results of this research work ,
it can be concluded that the culture of the integration of the use of realia for teaching
speaking, is not known by all the teachers; only few of them use this effective method of
teaching oral expression. Thus, one can suggest reviving this powerful tool in EFL classes and
getting students involved with it via the support of English language teachers.

Résumé :

Ce mémoire a été mené à l'Université ABOU-BAKR-BELKAID de Tlemcen. Les données de
cette recherche ont été recueillies à l'aide de questionnaires comme instruments de recherche,
avec l'aide d'apprenants EFL et d'enseignants de langue anglaise. Le sujet de ce mémoire
aborder les avantages et les inconvénients de l'utilisation de realia dans l'enseignement de la
langue pour les apprenants EFL. Trente cinq étudiants de troisième année EFL appartenant à
différents groupes et dix professeurs d'anglais ont servi à répondre aux questionnaires. Les
questionnaires ont examiné comment les apprenants EFL et les professeurs d'anglais
considèrent l'utilisation de realia dans l'éducation pour améliorer la compétence orale. Sur la
base des résultats de cette recherche, on peut conclure que la culture de l'intégration de
l'utilisation de realia pour l'enseignement n'est pas connue par tous les enseignants ; peu
d'entre eux utilisent cette méthode efficace d'enseignement de l'expression orale. Ce qui est
une des raisons pour lesquelles on suggère de faire revivre cet outil puissant dans les cours
d'Anglais comme langue étrangère.