

The Ways and Strategies of Using Realia in Vocabulary Classes

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ABSTRACT

The article explains the importance of vocabulary in language learning and the realia as a part of vocabulary richness. Moreover, the methods and strategies are analyzed to enrich students' vocabulary mastery by using realia. Realia is frequently used in teaching and learning settings and is seen to be very beneficial. Due to the connections made between the classroom activities and the outside world, it offers the students a relevant educational experience. This article tries to examine realia notions and their applicability to 21st-century learning.

As British linguists David A. Wilkens eloquently put it ‘without grammar very less can be conveyed but without vocabulary nothing can be conveyed.’ Vocabulary is the basic part of the language. One of the most crucial abilities required for teaching and studying a foreign language is vocabulary. It serves as the foundation for the development of all other abilities, including speaking, writing, listening comprehension, spelling, and pronunciation. Students' primary tool for using English effectively is their vocabulary. Students will always need to use words, whether they are speaking with a native English speaker, watching a movie, listening to their favorite music, reading a text, or sending a message to a friend. The majority of students understand the significance of expanding their vocabulary since people in the English language require words to express themselves. The majority of terms must therefore be taught in order to prevent communication issues brought on by a limited vocabulary. There are several ways of enriching students vocabulary and one of them is using realia in vocabulary classes. Firstly, what is the term of the realia itself?

Simply, realia refers to authentic objects from real life that one uses in the classroom to teach a specific concept. Realia can be both physical and virtual, as long as it is something used in the real world. Realia are phrases and words used to describe culturally distinct items. Realia pose a problem for translators since they have a strongly local undertone. Realia, on the other hand, are born in popular culture and are increasingly present in writings of all kinds. Its primary goal (in fiction) is to evoke an exotic feel. Realia are real-life objects that enable children to make connections to their own lives as they try to make sense of new concepts and ideas. This strategy brings the Perspectives central text to life for students by using everyday objects during the read aloud. Realia improves language proficiency and engages all ages of visual and kinesthetic learners. Realia is frequently used by teachers to illustrate the definition of vocabulary words. Consider the distinction between teaching kids the names of fruits and simply displaying them and asking them to guess. It's especially beneficial when instructing kids whose first language (L1) is different their own. Examples of realia include videos, music, toys, maps, manuals, utility bills, magazines newspapers recipe books Stuffed animals Office supplies Classroom items Advertisements Restaurant menus Cereal/soap boxes Application forms Train or bus tickets

Realia provides language learners with multisensory language impressions, which, like Lucido, P. L., & Borabo, R. G. (1997), are recognized in part, at least by observation, entrainment, touch, and manipulation of things. Interaction with authentic resources aids in contextual grounding learning by linking students to the language as it is used in the target culture to address real communication needs. Then use the reality; can improve linguists' comprehension, which are also conditions for real language acquisition. Some characteristics of realia were given by Vinay, J. P., and Darbelnet, J. (1995). They are as follows:

- a. They are linked with the real objects.
- b. They are mostly more convenient and easier to approach as compare to the existing situation. They are usually economical and easy to use.
- c. They are noticeably large in number.
- d. They are multidimensional, and may fulfill many learning purposes or creative educational requirements.
- e. They are mostly understandable without language.
- f. They join fundamentals of training and creative and provoke the effective and cognitive fields. g. They can proceed from the common to the specific, or the reverse.

For teaching students Realia is significant and useful. It is easy to show the objects than the verbal description of vocabulary in vocabulary teaching. Short, D. J. (2002) states with the interpretation of word meanings vocabulary can be learned more effectively, for example in teaching use of realia helps learners 344 involvement in direct experience. Learners can touch, smell, hearing the new words and see the items. When a thing is transformed from abstract to concrete, it makes easy for the learners to have deep rooted concepts. Moreover, the learning process becomes more creative, lively

and interesting by the use of realia. Learners' direct interaction with real objects enhanced the learners' positive results. Direct contact with the objects provides children long lasting learning according to Knowles, M. (1973). Realia not only enhances the capability of learning vocabulary but also speeds-up the learning process and strengthens the memorized vocabulary effectively. Tomalin, B., & Stempleski, S. (2013) pointed out further benefits of realia:

- a) They are not much costly
- b) In addition, there is a series of sensory interpretation along with sight.
- c) They help in language development.
- d) They provide conceptual learning about color, size etc

Several strategies can be used while teaching vocabulary and some of them now are presented.

Recreate the realia. Making their own replicas of a newspaper, train ticket, or other realia that you have showed them is a terrific approach to reinforce the lesson with young pupils because they enjoy arts and crafts. It makes language more enduring and encourages pupils to use what they've learned. Additionally, this assignment can be completed in a classroom setting as well as online.

Survival on an island. Bring in a few items and divide the class into small groups. Discuss with each group which three items they would bring with them if they were stuck on a desert island. Allow them to explain why they chose each object and how they intend to use it. You can change the quantity of objects students can choose or have them explain how they could use each item you brought in. If you're teaching online, simply change the game into an individual activity and exhibit the objects by holding them up in front of your camera. Students can take turns expressing themselves.

Price prediction . Set up a row of things (on a desk in the front of the classroom or on a table in front of your webcam) and ask students to predict how much each item costs. At the end of the action, reveal the true prices. This is an excellent game for practicing numbers and shopping terminology (e.g., how much does it cost, is it pricey, and so on). You can modify this task by having students try to organize the objects from least expensive to most expensive, which can assist with commanding, vocab linked to directions, and other skills (e.g., "Move the basketball to the left of the T-shirt"). You can also select a topic, such as groceries.

Memory . If you're in a virtual classroom, move objects across the screen one after the other. Check to see if students can recollect which objects they saw and name them in the correct order. If you're in a real classroom, place the things on a desk and conceal each one with a cloth or paper bag. Then, for a few seconds, lift the bag/cloth to reveal the object. If you're wondering how to teach vocabulary, this is a terrific game because you may choose items from a specific theme/category (food, sports, objects of various shapes or colors, and so on).

To conclude, The primary goal of the study was to use realia to help students enhance their vocabulary competency in order to find the meaning of words. Without a doubt, the utilization of realia makes it easier for students to recall vocabulary. Here , it should be noted that implementing realia in vocabulary classes gets more sophisticated as the level of students arise. Therefore it is teachers' proficiency to use the given strategies and games by altering to the level of students. As

well as using given strategies and ways may help the teacher to make the lesson more intriguing and informative.

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