


1972

Realia

Mouldi Hadiji

School for International Training

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INDEPENDENT PROFESSIONAL PROJECT :

R E A L I A .

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MOULDI HADIJI

M.A.T. 1971 - 72

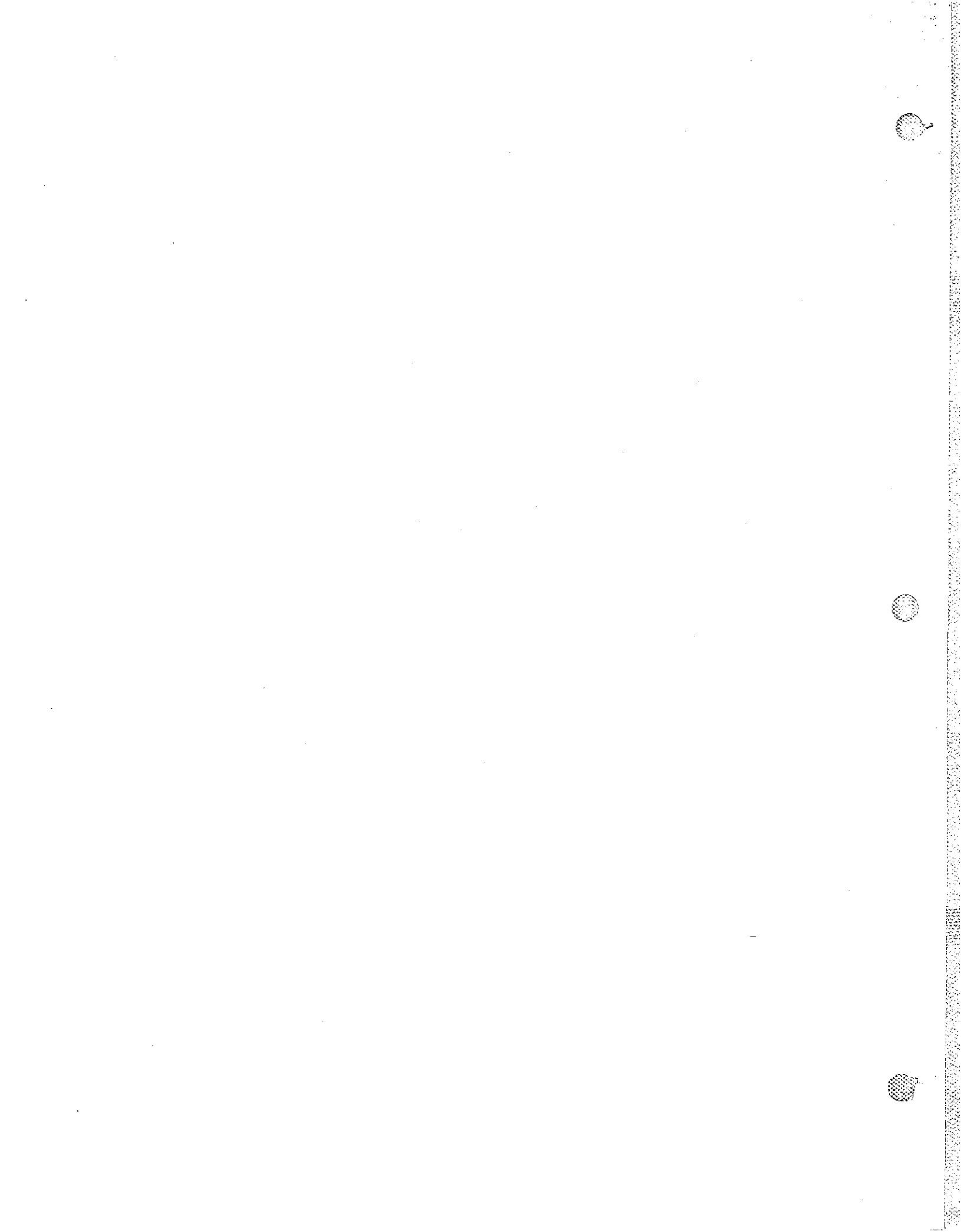


TABLE OF CONTENTS

***** ** *****

	Page
Introduction	1
Inventory	2
Lesson Plans:	
SR/Microwave : Zoo Animals	6
Silent Way : Play Bills	8
Narrative : Sesame Street Puppets and Plastic Fruit Set	11
Operation : Toy First Aid Set	14
Silent Way : Flash Cards (Spatial Relations)	16
Suggestions for the Use of this selected Realia	19
Report on my Use of the selected Realia	21



INTRODUCTION

This project was realized thanks to a request from Mr. Raymond Clark to start a realia center for the M.A.T. program. I was personally interested in using realia in teaching foreign languages, and I gladly accepted to take this responsibility.

This project consists of four parts :

- 1) assembling realia items,
- 2) using some of these items in teaching situations,
- 3) suggesting possible uses for the other items,
- 4) giving a report on the use I made of selected realia.

I would recommend that more items be added, that more lesson plans be devised and that more methods and techniques be tried. This I.P.P. could, if kept up-to-date, become a valuable record for the methods course; it would be a written document of the applicability of some theories of language teaching.

I would like, finally, to express my gratitude to Mr. Raymond Clark, Mrs. Janet Bing and all the M.A.T. students who helped me with their support, their advice and their valuable criticism; and to Mrs. E. Loessel who kindly accepted to be part of the evaluating committee.

MOULDI HADIJI

INVENTORY

Sesame Street Finger Puppets:

- Ernie
- Grover
- Cookie Monster
- Oscar
- Bert
- Big Bird

Playroom and Doll House Furniture:

- Living room
- Bathroom
- Kitchen
- Bedroom

Furniture for Little Dolls:

- Kitchen
- Dining room
- Sitting room
- Nursery
- Bathroom

Perfect Dream Homes:

- Bedroom
- Dining room
- Kitchen
- Bathroom

Plastic Fruits:

- 3 Bunches of Grapes
- Banana
- Lemon
- Peach
- Orange
- 2 Apples

Various Tool Sets:

- House and Garden Set
- Kitchenware Set
- Busy-Boy Tool Set
- Shaving Set
- Toy First Aid Set
- Tea Set

1 Padlock

Cars:

- Motor Car Set (6 + Traffic Lights)
- Jam Pac (8 Cars and Trucks)

Animal Sets:

- African Zoo (6 Animals)
- Zoo (6 Animals)

Farm Sets:

Farm Set (Jeep + 3 Accessories, Farmer + 7 Animals)

On the Farm (Drill Tiller, Spreader, Plow + 10 Animals)

Cowboys, Indians and Horses (100)

Play Bills:

128 Play Bill Bundles (2)

Lift Out Puzzles:

U.S. Inlaid Map Puzzle

How We Travel

In The City

Animals of the Zoo

Kindergarten Class

Animals on the Farm

Flash Cards:

Subtraction

New Math Division

Alphabet Recognition

Spatial Relations

Authors Card Game

French I

French II

Snap (Card Game)

Letter Blocks:

Magnetic Spelling Board (+ 36 Letters)

Wood Safety Blocks (16)

Twenty Activity Books (1 Box) :

Games, Cut-Outs, Puzzles, Dot-to-Dot, Quizzes, Coloring,
Things to do, Mazes ...

Slide Boxes (3)

Games:

56 Games (1 Set)

Scrabble (French Edition)

Scrabble (Spanish Edition)

Dominoes

Board and Checkers

Game of The States

Method : SR / Microwave

Realia : Zoo Animals

Level : Advanced Beginners/ Intermediate

Point(s) : Yes/No answers with DO.

Affirmative, negative and interrogative forms.

Review of the Singular and the Plural forms of nouns.

Lesson Plan

1) Introduce the animals :

THESE ARE ZOO ANIMALS : THEY ARE A LION,.. A TIGER .. ,
A BEAR,..A PELICAN,.. A MONKEY AND .. AN ELEPHANT.

Go through a quick review of these names. If they are new, make sure that the students know them first.

2) THE BEAR HAS FOUR LEGS (point to them)

DO ALL OF THEM (gesture) HAVE FOUR LEGS ?

Wait for an answer; probably a plain "no"; then add :

NO, THE PELICAN (point) DOESN'T .

Do the same thing with the other four-legged animals.

Make sure the students ask you and ask one another the same question after they have referred to a different animal in their first sentence.

3) THE MONKEY HAS A TAIL (show the tail).

DO ALL OF THEM HAVE TAILS ?

YES, THEY ALL DO.

Proceed the same way as for the first part. Also combine cases

1 and 2 .

4) THE PELICAN HAS A BEAK.

DO ALL OF THEM HAVE BEAKS ?

NO, ONLY THE PELICAN DOES.

5) THE ELEPHANT HAS 2 (point to them) TUSKS AND A TRUNK.

DO ALL OF THEM HAVE TUSKS AND A TRUNK ?

NO, ONLY THE ELEPHANT DOES.

((review 4).))

6) THE TIGER HAS A COAT.

DO ALL OF THEM HAVE COATS ?

NO, THE PELICAN AND THE ELEPHANT DON'T.

7) THE LION HAS TEETH.

DO ALL OF THEM HAVE TEETH ?

NO, THE PELICAN DOESN'T.

After this, you can go on with more structure using the basic information presented above :

- * THE ELEPHANT IS THE ONLY ANIMAL THAT HAS 2 TUSKS AND A TRUNK.
- * THE MONKEY IS NOT THE ONLY ANIMAL THAT HAS A TAIL.
- * THE TIGER HAS TEETH, SO DOES THE LION. (THE LION TOO)
- * SOME OF THESE ANIMALS HAVE TEETH, WHICH ONES ARE THEY?

Method : Silent way
 Realia : Play bills
 Level : Beginners
 Point(s) : Compound nouns
 Singular and plural forms of nouns
 Definite and indefinite articles
 Imperative form.

Lesson Plan
 ***** ****

- 1) Display the bills. Concentrate for a while on the \$1 bills.
 Point to one and say : A ... ONE DOLLAR BILL.
 Repeat this several times. Then, keep silent and, pointing to one of the students, wait for an answer from him/her. Have them participate in this.

- 2) Once this has been mastered, point to a \$5 bill and look at one of the students for an answer. Say: " A ..." and wait. Naturally, as you get no answer, it is your turn to say for the first and, hopefully, the last time ; "...FIVE DOLLAR BILL."
 Have some students repeat this but, very quickly, point again to the \$1 bills, back again to the fives ... and to the ones ...

- 3) As soon as you judge the time ripe to introduce new bills, introduce gradually the remainder : 2, 10, 20, 50, 100, 1000, 5000, 10.000, 50.000 and 100.000 dollar bills. Do not introduce more than one new bill at a time.

You might find it very helpful to start already with such commands as : " TAKE A \$5 BILL." Then, with hand and eye signals, convey the idea that you would like a student to ask another to take a \$10 bill. Keep varying.

4) TAKE A \$10 BILL AND A \$5 ONE.

You may get most of this command by leading the student to reach the "\$5" level in the sentence, stop him and simply add ".ONE."

Try to get the same structure immediately by asking another student to do the same thing with different bills.

5) Now is about the time to introduce the indirect pronouns and the verb GIVE :

Point to a \$20 bill and a 50 as you say: GIVE ME A \$20 BILL AND A 50 DOLLAR ONE.

See to it that the meaning be understood; the student is to perform the act of giving without hesitation. As soon as he has done so, get him or someone else to ask for 2 different bills which you may indicate.

You may like to combine TAKE and GIVE in the same sentence : (the student, of course, will say most of it, if you are introducing any new element)

TAKE A \$ 20 BILL AND A \$50 ONE. GIVE ME THE \$20 ONE.

6) After this has been well rehearsed, introduce new pronouns, one at a time : GIVE ...HIM, HER, US, THEM.

7) You may like to introduce, at this stage, the following points :

The plural : TAKE 2 \$5 BILLS AND A \$50 ONE.

Pronouns : GIVE ME A \$5 ONE AND THE 50, AND KEEP THE OTHER.

Numeral adjectives used as nouns : TAKE A \$20 BILL AND A 50.

Or : GIVE ME 300 DOLLARS: 4 FIFTIES, 3 TWENTIES AND 4 TENS.

Comparisons : X HAS MORE MONEY THAN Y.

- - - LESS - - - - - .

- - - AS MUCH - - AS - - .

X IS AS RICH AS Y.

- - - - RICHER THAN - .

- - - - NOT AS RICH AS - .

X HAS THE MOST MONEY; HE IS THE RICHEST OF US ALL.

Z - - - - THE LEAST - - - - ; - - - - THE POOREST - - - - .

Method or technique : Narrative

Realia : Sesame Street Puppets

The plastic fruit set (you may like to use cars, animals, tools.or other realia instead).

Level : Advanced beginners

Point(s) : Comprehension

Some new structures (adjective + to + verb)
(as for)

Lesson Plan
***** ****

Prepare a story; something like this :

BIG BIRD, COOKIE MONSTER AND BERT LIKE FRUITS.

BIG BIRD LOVES GRAPES AND BANANAS. THEY ARE SOFT AND EASY TO EAT. (As you say this, put grapes and bananas before him).

COOKIE MONSTER DOESN'T. HE PREFERS PEACHES AND ORANGES; PEACHES BECAUSE THEY ARE VERY TASTY, AND ORANGES BECAUSE THEY ARE VERY

JUICY. (As you say this, put peaches and oranges before him).

AS FOR BERT, HIS FAVORITE FRUITS ARE LEMONS AND APPLES. HE

THINKS THAT THEY ARE RICH IN VITAMIN C, AND BETTER FOR HIS HEALTH.

Read this narrative twice and, during the second reading (this is optional) write down your new vocabulary and structures :

likes

love

soft and easy to eat

doesn't
 prefers
 tasty
 juicy
 as for
 favorite
 thinks.

At a third reading, ask the students to complete the sentence where you stop. Example : BIG BIRD, COOKIE MONSTER AND BERT --- --- .

Once this has been done, you may ask questions about these sentences. Take them one by one, asking questions related to the structures you want to teach. Insist on precise answers:

WHO LOVES GRAPES AND BANANAS ?

WHY DOES HE ?

WHAT DOES HE LIKE ?

WHO PREFERS PEACHES AND ORANGES ?

WHY DOES HE ?

WHAT DOES HE PREFER ?

WHAT DOES HE PREFER THEM TO ?

WHO LIKES LEMONS AND APPLES ?

WHY DOES HE ?

WHAT DOES HE LIKE ?

DOES HE THINK THE OTHER FRUITS ARE NOT GOOD FOR HIS HEALTH ?

WHAT DOES BERT THINK LEMONS AND APPLES ARE RICH IN ?

ACCORDING TO BERT, THEY ARE BETTER THAN WHAT ?

WHAT ARE THEY BETTER FOR ?

The questions could be asked in sections like the above or in sections of all "WHY" questions, "WHO" questions, "WHAT" questions, etc.

After you finish this type of activity, you may like to have the students ask you, or ask one another questions about the same things. You may guide the questions, if necessary, by pointing to the characters, the fruits, or by gestures.

You may direct the lesson now to a more personal level by asking the students about their favorite fruits, why they like them, etc. Finally, you may ask your students to prepare a similar short story, using different topics but the same structures and the same pattern. If your students are more advanced, you may be more flexible and give them more freedom.

You may also enrich their vocabulary by using as your main topic the colors of the fruits - orange, yellow, red, green, peach, pink. You may introduce the shades of colors : greenish, yellowish, pinkish, etc. for this particular set.

OPERATION

Realia : Toy First Aid Set (thermometer, cotton and alcohol)

Level : Advanced beginners.

Point : Usually a review of material already covered.

Lesson Plan
***** ****

1) Display your tools, name them :

THE THERMOMETER,.... THE BOX,...ALCOHOL,.... COTTON.

2) I AM GOING TO TAKE THE THERMOMETER OUT OF THE BOX. (Now do so).

- - - - - DISINFECT IT WITH COTTON AND ALCOHOL.

- - - - - SHAKE IT DOWN,

- - - - - OPEN MY MOUTH,

- - - - - PUT THE THERMOMETER UNDER MY TONGUE AND CLOSE MY MOUTH,

- - - - - TAKE THE THERMOMETER OUT,

- - - - - READ THE TEMPERATURE,

- - - - - SHAKE THE THERMOMETER AGAIN,

- - - - - DISINFECT IT,

AND FINALLY, I'M GOING TO PUT IT BACK IN THE BOX.

At each one of these steps, say what you are going to do first, then do it.

3) Repeat the operation a second time.

- 4) Have the students repeat the sequence in the first person singular.

- 5) It should be extremely easy now to introduce the IMPERATIVE form and ask the student what he is going to do

- 6) You could let the students give one another orders, and answer the questions.

- 7) The next step could be to use the PRESENT PROGRESSIVE:
 I' M TAKING THE THERMOMETER OUT OF THE BOX. / WHAT AM I DOING ?

- 8) At another period, you may like to teach the past with JUST .
 Take the thermometer out of the box, and immediately ask :
 WHAT HAVE I JUST DONE ?

- 9) The following day you may very well like to introduce the past tense: YESTERDAY, WHAT DID I DO ?

The order of presentation of these structures is entirely arbitrary and by no means constitutes a personal preference.

Method : Pseudo-Silent Way !

Realia : Flash Cards (Spatial Relations).

Level : Beginners.

Point : Prepositions .

Lesson Plan
***** ****

1) Select the set of flash cards with the cups..

Hold the cards in your hands so that the students can see only one, the one you start with; identify the 3 items in the card :

A CUP , A SAUCER , A SPOON .

Put the card at the back of the deck, and now a new card is exposed. Again, point to the objects and wait for the students to identify them. Your purpose is to check their understanding (in case the words are new to them), avoid some of the pronunciation problems, and, finally, to endow them with confidence and fluency.

2) Say (using the silent way technique) :

THE CUP IS ON THE SAUCER.

Immediately put that card back and your next card should be the one with the spoon on top of the cup. Just point to the spoon and wait for an answer. Your purpose is clear and there should be no confusion if you are introducing the prepositions for the first time. You are most likely to get :

THE SPOON IS ON THE CUP.

Now, point to the cup and seek for an answer from another student.

THE CUP IS ON THE SAUCER.

- 3) To introduce UNDER, use the card you had last in your hand. You may venture to ask, pointing to the saucer. for example :

WHERE IS THE SAUCER ?

An intelligent student would probably keep quiet and understand that you are trying to introduce a new relation. He would wait for you to solve the puzzle and give the new preposition. You simply add : UNDER , and combine this with a gesture which might indicate the same notion.

Show a new card, point to the spoon (on top of the cup, for example), and wait.

Let us say the students give you :

THE SPOON IS ON THE CUP.

Point to the saucer : THE SAUCER IS UNDER THE CUP;

point to the cup : THE CUP IS ON THE SAUCER ;

THE CUP IS UNDER THE SPOON.

- 4) When this has been conveyed, try to get the students to give you the question form which you had introduced delicately earlier :

WHERE IS THE ... ?

You may be surprised to find that some of them did get it . Use them to start a series of question-answer exercises with ON and UNDER.

- 5) I shall not elaborate any longer on the way of introducing the other prepositions: ON THE LEFT OF, ON THE RIGHT OF. (make sure you use the student as a point of reference to avoid confusions),

BEFORE, BEHIND, IN and BETWEEN.

** * **

6) You could reinforce these by using the other sets of cards which belong in the same box and have different pictures in them: girls and beds, boys and desks, cars, trucks, houses, .. etc.

7) Here are a few other points you could teach with these cards :

relative pronouns : THE GIRL WHO WEARS A RED DRESS IS BEHIND ..

THE GIRL WHOSE DRESS IS YELLOW IS ON ..

THE SPOON IS IN THE CUP WHICH IS ON ...

comparatives : THE BEAR IS BIGGER THAN THE SQUIRREL;

you can easily use the following short adjectives : LONG,
HIGH, FAST, SMALL, SHORT, TALL .

verbs of action : FLYING A KITE,

GOING UP THE HILL

GOING DOWN ..

WALKING INTO ..

FLYING OVER ..

PLAYING BASKETBALL ..

SUGGESTIONS FOR THE USE OF THIS SELECTED REALIA

All the sets can be used to teach vocabulary and structures. There is no limit to the kinds of games, operations and lessons which you can develop by yourself with each one of these sets.

- 1) You can familiarize your students with the Sesame Street characters, talk about them, may be watch a Sesame Street program on TV with your students; you can play at spelling their names ("ERNIE" IS SPELLED : E, R, N, I, E.), or saying with what letters they begin and end ("ERNIE" BEGINS WITH E AND ENDS WITH E); name them in alphabetical order, from the shortest to the longest and vice-versa; play at making as many words as one can from one of these names..
- 2) You can play house with the furniture sets and homes. You can teach the names of the various rooms and pieces of furniture, describe what they are used for and who uses them; you can teach prepositions, colors, shapes ..., make up stories and narratives in which certain actions take place in certain rooms...etc.
- 3) The Tool Sets : identify them, describe them, describe what they are used for, name the people who use them ...
- 4) Cars : for those of your students who care about them; identify them, describe them, use them to teach traffic regulations, directions ...

- 5) Cowboys, Indians and Horses : You may like to use them to teach numbers, colors, positions and actions; or talk about the Conquest of the West, mention names like Buffalo Bill, name the Indian tribes, may be visit a reservation or find out where there are any, ...

- 6) Lift-Out-Puzzles : they can be used for picture descriptions.

- 7) Letter Blocks : these could be seriously considered in order to teach reading and writing skills; they can be used in games for letter recognition and also to spell and build words.

- 8) 20-Activity Books : this set of 20 little fun booklets is, I think, amazingly valuable because it does offer a tremendous amount of new ideas to teach different skills.

- 9) The Slide Boxes : A slide collection could be nicely accommodated here, the regular ones you have processed and the ones you make with "CON-TACT" paper and magazine pictures.

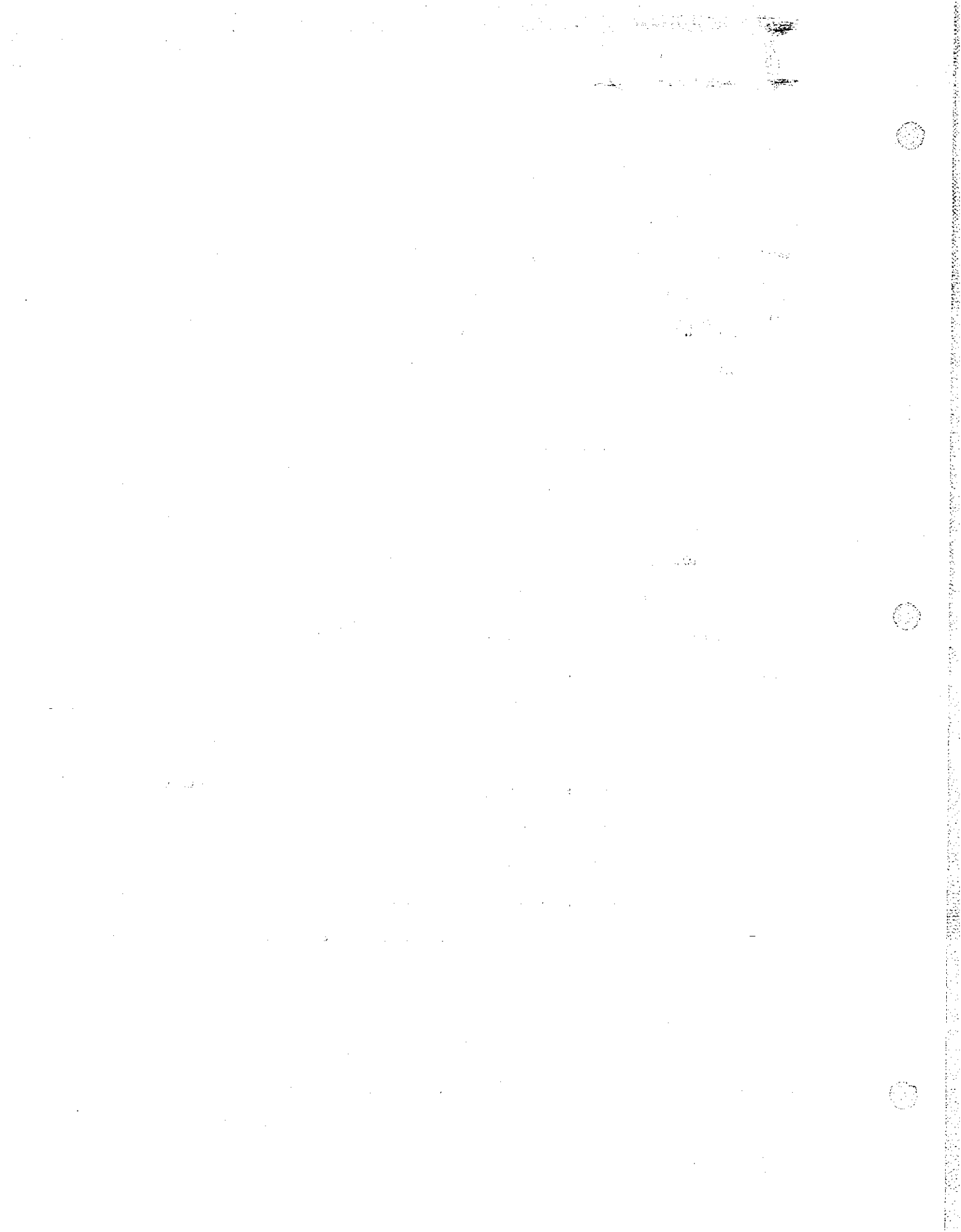
beginners and I had to worry about keeping my lesson consistent and clear. So, I just went on introducing "bills" until they mastered the pattern. Only after that did I introduce the imperative and the pronouns. I thought that that particular lesson was very delicate to handle and I realized, more than ever before, the need for carefully planning each new move.

The fact that these students were adults permitted a better appraisal of the validity of using realia for teaching languages, among other things to teach.

The sheer fact of having something in their hands (whether a bank note, a toy, a fruit, or a puppet) added tremendously to their ability to use the new vocabulary accurately and to conquer the new abstract structures they were learning. In other words, realia did allow them to reinforce their cognitive power by freeing their motor skills and by appealing to their sensory experiences.

I find it really hard to fairly classify the lessons according to how successful they were. The use of realia helped illustrate the most difficult and abstract notions. I had no questions about content. Concentration was incredibly high for every one of these lessons. I should probably repeat here that the lesson with the play bills was the most tiring, mentally, to the students. But I should also add that their concentration, their interest and their enthusiasm surpassed their tiredness.

Personally, I do not think that one method or technique was superior to another. The workability of each lesson plan, of each method or technique, is the only criterion of evaluation I could resort



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to, and, according to my experience, they did work all of them. These experiences reinforced my personal belief that realia can improve language learning as well as language teaching. Methods and techniques are only the variants which teachers should know about, and use cleverly.

REPORT ON MY USE OF THE

SELECTED REALIA

An important part of my I.P.P. was to use the realia myself. My lesson plans are only a reflection of my personal experience. I had devised these plans, had a chance to use them in classroom situations and to improve them as best as I could in order to present them as they are now.

Last winter, on January 14, 1972 I started the first of 12 two-hour meetings with a group of 7 students from the Brattleboro Community College; I was to teach them French. Some of them were total beginners, others had studied a little French years ago. They were all adults.

At the fourth meeting I used the Spatial Relations Flash Cards to teach prepositions first, and later, relative clauses.

The cards were extremely successful because of the simplicity of the pictures, the clarity of the theme and the students' desire to learn. These adults, whose ages varied between 24 and 60, enjoyed French and the cards. For more details on this class, consult my I.S.P. , which is a documented report on the Community College French course (January 14, '72 - April 28, '72).

The lesson plan I presented here is the English version of what I did in French with this class.

I had a chance to test the other lesson plans on a different occasion. In April and May 1972, Jack Millet (an M.A.T. student)

organized a workshop for the I.S.E. (International Students of English) of the English Department, residing at S.I.T. at that time. He sought the assistance of the MAT students to conduct the weekly sessions of the workshop. Different rooms in the basement of the English Building were assigned to different activities: games, grammar review, silent way lessons, conversation, .etc.

Each MAT volunteer could choose what he or she wanted to do and, this way eventually, put into practice some of the ideas we had from the Methods course. At the door of each classroom used, were posted signs indicating to the I.S.E.'s what we were offering. They were free to choose any activity they wanted. Usually, the questions treated had been suggested by the I.S.E.'s themselves. All the classes were to be in English because the purpose of the workshop was to help the I.S.E.'s improve their English.

This is how I had a chance to try my lesson plans and the various methods I had referred to. I held 4 sessions, each time trying a different lesson plan.

The fact that the students were beginners or intermediate did allow me to have a fairly objective assessment of the value of my lesson plans. Thanks to these classes, which were small. (from 2 to 4 students), I became aware of certain weaknesses in the plans and also of other possible ways to introduce the same set of structures. For example, in the silent way lesson with the play bills, I had originally planned to introduce the imperative from the very beginning: GIVE ME A ... But I was surprised when I realized that I had started with introducing the compound nouns first. My students were