

## **AN INVESTIGATION INTO THE EFFECTIVENESS OF AUDIO AIDS AND VISUAL AIDS IN TEACHING ENGLISH AT THE PRIMARY LEVEL**

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### **Abstract**

The main purpose of this study is to investigate the effectiveness of audio aids and visual aids in teaching English at the primary level. The aids involving the sense of hearing are called audio aids. The aids which use sense of vision are called visual aids. In this study, picture cards, flash cards and audio clip were used as audio-visual media. A total of seven sample lesson plans were developed based on the events of instruction. Each step was prepared with the use of picture cards, audio file and worksheets appropriately. The pretest-posttest control group design was used in this study. The participants in this study were (120) Grade Three students from the selected sample schools, and they were also randomly selected. The instruments used in this study were pretest items, lesson plans and posttest items. The pretest items were based on the content area of Lessons (1, 6, 9 & 10) and the posttest items were based on the content area of Lessons (16 & 17) from Grade Three English textbook. The control groups were taught conventionally while the experimental groups learned through the use of audio and visual aids. The data were analyzed by using the independent samples *t* test. Research findings revealed that there was a significant difference between the language skills achievement of the Grade Three students who learned English through the use of audio aids and visual aids and those who do not. It proves that using audio aids and visual aids can bring positive effects on students' language learning. Therefore, in language classrooms, the use of audio aids and visual aids should be implemented to maximize students' understanding and application of what they have learned.

**Keywords:** Effectiveness, Audio Aids, Visual Aids, English

### **Introduction**

English language, an international language, is spoken in many countries both as a native and as a second or foreign language. Sociolinguists emphasize the importance of language in learning and view learning as a

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reflection of the culture and community in which students live (Health, 1983b; Vygotsky, 1978, cited in Tompkins, 1998). According to Vygotsky, language helps to organize thought, and children use language to learn as well as to communicate and share experiences with others. Language is a code. Within its system, one thing (a set of sounds or printed symbols) stands for something else (e.g., an object, a concept, an emotion). When it follows a consistent pattern, the code can be understood by others. Acquiring the code is a process that may begin even before birth as the fetus begins to respond to the sounds in its environment (Health, 1983b; Vygotsky, 1978, cited in Tompkins, 1998). Primary years in school are very important for students which have greater influence throughout their lives. So, every primary teacher needs to be skillful in pedagogical knowledge as well as content. As suggested by Gardner's (1983) multiple intelligences, all the learners do not learn in the same way. Some learners are visual whereas the others are auditory or kinesthetic. Most children learn readily through all these styles, but sometimes a child will learn best through a strongly preferred style. So, there is a need to provide opportunity for children to process their learning in a variety of ways to utilize their preferred style in any area of weakness. Learning involves change in ideas, concepts, or ability, either through addition or modification. Students need experiences to help them explore and extend what they know, and to evaluate what they do. They need opportunities to apply knowledge and understanding in different contexts, and help in assessing the outcomes of their learning. The use of audio aids and visual aids as an instructional tool will enhance students learning in accordance with their differing learning styles and will help them more effectively in learning English as a foreign language.

### **Purposes of the Study**

The main objectives of the study are to investigate the effectiveness of audio aids and visual aids on English language teaching. The specific objectives of this study are:

1. To develop teaching procedures which are based on the audio aids and visual aids,
2. To test the applicability of these aids in English language learning,

3. To compare the achievement of students taught conventionally and those who are taught by using audio aids and visual aids, and
4. To give suggestions for the improvement of language teaching-learning situation according to the results of the study.

### **Research Hypotheses**

The hypotheses of this study are as follows.

1. There is a significant difference in the achievement of language skills between Grade Three English students who receive instruction with audio aids and visual aids and those who do not.
2. There is a significant difference in scores on the attainment of objectives: listening, speaking, reading and writing skills between Grade Three English students who receive instruction with audio aids and visual aids and those who do not.

### **Review of Related Literature**

Cognitive development is the emergence of the ability to think and understand. It is a field of study in neuroscience and psychology focusing on a child's development in terms of information processing, conceptual resources, perceptual skill, language learning, and other aspects of brain development. Cognitive theories stress the acquisition of knowledge and internal mental (Bower & Hilgard, 1981). Those theories focus on the conceptualization of students' learning processes and address the issues of how information is received, organized, stored, and retrieved by the mind. Knowledge acquisition is described as a mental activity that entails internal coding and structuring by the learner. The learner is viewed as a very active participant in the learning process.

Effectiveness of teaching-learning process does not depend only on teacher but also upon the different types of equipment available in the lesson. The different equipment generally called audio-visual aids makes teaching-learning process to be more interesting, more stimulating, more reinforcing and more effective. Thus audio-visual aids are those instructional devices which make teaching-learning process more interesting and effective. They

use multi-sensory organs in order to make the process more vivid and impressionable. It reduces the rate of verbalism by providing content in the form of concrete forms.

The proper use of audio-visual aids should

1. Reduce the danger of verbalism,
2. Increase better understanding,
3. Arouse interest in research,
4. Develop power of oral and written communication,
5. Encourage pupil participation,
6. Build up clearer and richer concepts,
7. Provide for group thinking and planning,
8. Train in efficient work and study habits,
9. Instill favorable attitudes, and
10. Foster the appreciation of beauty (Huebener, 1967).

The audio-visual aids have been classified in a number of ways according to different approaches. Some of them are as follows.

1. Technical Approach: They have been classified into two types, audio aids and visual aids.
  - (a) Audio aids: The aids which use sense of hearing are called audio aids, e.g., radio, tape-recorder, records player etc.
  - (b) Visual aids: Those aids which use sense of vision are called as visual aids, e.g., models, pictures, maps, bulletin board, slide, epidiascope, overhead projector etc.

Note: Nowadays, audio-visual aids are also being used as instructional aids.
2. Audio aids and visual aids can be classified into two types.
  - (a) Projected aids: Teaching aids which help in their projection on the screen are called as projected aids. For example, film stripes, slides, film projector, overhead projector, epidiascope etc.
  - (b) Non-projected aids: Teaching aids which do not help in their projection on the screen are called non-projected aids. For example, chalk board, charts, actual objects, models, tape-recorders, radio etc.

Learning is a complex process and the visual aids are a great help in stimulating the learning of a foreign language. The student must use ears as well as eyes that are the primary channel of learning. Good visual materials will help maintain the pace of the lesson and the student's motivation. As students learn most through visual stimulus, the more interesting and varied these stimuli are, the quicker and more effective our learning will be.

There is a summary of the benefits of using visual aids in the language classroom.

1. They vary the pace of lesson.
2. They encourage the learners to lift their eyes from their books, which makes it easier and more natural for one to speak to another.
3. They allow the teacher to talk less, by diminishing the importance of the verbal stimuli provided by the teacher's voice, and allow the students to talk more. This visual rather than verbal approach results in less teacher talking time and more student participation.
4. They enrich the classroom by bringing in topics from the outside world which are made real and immediate by the pictures.
5. They spotlight issues, providing a new dimension of dramatic realism and clarifying facts which might pass unnoticed or forgotten. Abstract ideas of sound, temperature, motion, speed, size, distance, mass, weight, odour, taste, feel, colour and time can be taught with visuals.
6. A student with a creative imagination will often find he learns a new language easily and enjoyably through the use of pictures while he finds it difficult to learn just from a textbook and dictionary.
7. They make a communicative approach to language learning easier and more natural.
8. They help to teach listening, speaking, reading and writing and allow the teacher to integrate these skills constructively.
9. They inspire imaginativeness in both the teacher and students. Comments, guesses, interpretations and arguments newly practiced phrases into a lively give-and-take.

10. They provide variety at all levels of proficiency. A collection of visuals in the various media caters for all ages of learners and all types of groups from beginners to the most advanced and most highly specialized (Bowen, 1991).

Graphics are called non-projected teaching aids. They are two dimensional aids and related to writing, drawing, painting etc. These aids involve the use of graphic presentation in the form of graphs, maps, diagrams, charts, etc. The main graphic aids are as:

- I. Diagrams: A diagram is a drawing that shows arrangements and relations as of parts to the whole. It is a visual symbol made up of lines, curves and geometrical forms. These are used for teaching science, geometry, geography etc.
- II. Graphs: A graph is a diagrammatic treatment or representation of numeric or quantitative data. They are considered as pictures which self-explanatory and tell their story at a glance. They are used for analysis, interpretation, and for comparison. The different types of graphs include line, graph, bar graph, circle or pie graph, pictorial graph and flannel graph.
- III. Maps: A map is an accurate representation of plain surface in the form of a diagram drawn to scale, the details of boundaries of continents, countries etc. As a teaching aid, they are indispensable in teaching fundamental concepts such as size, distance, space, distance and direction.
- IV. Poster: A poster is a bold and symbolic representation of a single idea. It is used in all walks of life, to convey, forcibly the desired information to a layman.
- V. Cartoons: a cartoon is a metaphorical presentation in the form of picture or a sketch. It is universal in appeal and conveys only one idea.
- VI. Flash cards: Flash cards are pieces of card board or hand paper on which a word or words are written or some pictures are drawn. These

can be used for word recognition, team competitions, teaching in speaking, teaching in writing, match cards, order cards.

VII. Charts: A chart is a combination of pictorial, graphic, numerical or vertical materials which presents a clear visual summary. The most commonly used types of charts include outline charts, tubular charts, and organizational charts (Rather, 2004).

The use of visual aids enhances language learning and increases the use of target language. So, work card, picture cards and funnel board can also be used in teaching a new language to young learners.

Work Cards: Work cards can include visuals as well as text. Magazine pictures, drawings, maps and diagrams can be important parts of work cards at all level, used for a variety of purposes.

Picture Cards: These are useful for presenting, practicing and revising vocabulary or as prompts for other activities, for example, to illustrate the characters in a dialogue, to help students improvise. They can be used as prompts for simple substitution drills. Instead of saying a word, teacher holds up a card.

Fennel Board: This is one the important teaching and training materials to motivate students to make posters on various issues and are to be displayed in the flannel board and also used to display collages prepare by students on different concepts. Collage will make students more active and enhance their logical thinking.

In addition to the above stated visual aids, textbooks, models, wall board, chart, poster, vocabulary wheel and overhead projectors are playing pivotal roles in helping the trainer as well as the learner in teaching and learning processes of a new language. A picture, a kind of visual aid which is readily available and most economical should be selected with the following factors.

1. Appeal: The content of the picture should capture the interest and imagination of the class members.
2. Relevance: The picture should be appropriate for the purpose of the lesson. However, fascinating the picture might be to the students, it is

of no use to the teacher in that particular lesson if it does not contribute directly to the aim of the lesson.

3. Recognition: The significant features of the picture should be within the students' knowledge and cultural understanding.
4. Size: A picture to be held up before the class should be large enough to be seen clearly by all. The details of the picture should be visible from the back of the room.

Sometimes, there are no published pictures available that fit the lesson plan so pictures have to be drawn by hand as a sketch. Large, clear, home-made drawings may look less professional but are often better than commercial products as they answer a specific need (Bowen, 1991).

Audio media are probably the oldest and most familiar of those used in education and training. It is readily available, comparatively inexpensive, relatively easy to produce, and familiar to most learners. Audio media consist of audio tapes and their recorders, records and record players, radio programs and radios, and telecommunication programs and equipment. Audio programs can be presented to learners in two basic forms, live or recorded. A program is recorded either on an audiotape or a record. A live program requires the use of radio, telephone systems, or public address systems. Such systems can be present recorded programs as well. Some types of audio aids are radio, gramophone and tape recorder. Radio is one of the learning aids to gain language skills. The programs which are broadcasted by the radio are useful to the learner to learn correct pronunciation and accent and also can develop good listening skills in addition to knowledge.

It is one of the audio teaching aids which is not in much use at present. It can be used to record the best pronunciation and accent and the clarity of language by an English teacher and can be replayed to the students in the classroom but care to be taken at the time of recording. It also can be used to record motivational speeches, by eminent speakers, writers, poets and replayed to the students so that students can be inspired by them and create interest towards English language and learn beautiful expressions of the great speakers.



Tape recorder is a good audio aid to train the students in listening skills and it offers good opportunities to students. To gain all four types of skills, correct accent and pronunciation in English language, tape recorders are more helpful.

## **Research Method**

### **Participants**

A total of (120) Grade student from two sample high school was participants in this study. This study was conducted in Yangon Region. In Yangon Region, the two districts were selected in random. After that, one high school from each district was selected and there were two sample high schools. Participants in this study were selected by random sampling.

### **Instrument**

The instruments were constructed in accordance with the selected research design to conduct this experimental research. Therefore, a pretest (achievement test) was constructed based on the Lessons (1, 6, 9 & 10) and a posttest (achievement test) was constructed based on the Lessons (16 & 17) in Reader Three textbook prescribed by the basic curriculum, syllabus and textbook committee. The pretest consisted of (5) completion items for writing skill, (5) items for reading skill, (5) items for listening skill and (5) items for speaking skill. Those were based on the Lesson (1, 6, 9 & 10) from Reader Three textbook and the allocated time for this test was (35) minutes. Total marks for this test were (25). The posttest consisted of (5) completion items for writing skill, (5) items for reading skill, (10) items for listening Skill and (5) items for speaking skill. It was based on the content areas of Lessons (16 & 17) from Reader Three textbook.

### **Procedure**

In order to investigate the effectiveness of the use of audio aids and visual aids, one of the true experimental designs, such as the pretest-posttest control group design was used in this study. Validity for the instruments was determined by the teachers who studied English Language Teaching (ELT) for more than fifteen years. After the validation of these instruments, a pilot study

was conducted in December 2016 to determine whether the instruments are applicable or not. Validity tells about the appropriateness of a test whereas reliability tells about the consistency of the scores produced. Based on the pilot study result, the reliability for each instrument was computed by Cronbach's alpha ( $\alpha$ ) value which determines how all items on a test relate to all other test items and to the total test, above 0.7. Therefore, these instruments were applicable for this study. After the pilot study, the experiment was launched in January, 2017. The data were analyzed by using a descriptive statistics (mean, standard, deviation, percentage) and independent samples  $t$  test. The independent samples  $t$  test was used to compare the achievement of students who learned through the use of audio aids and visual aids and that of students who learned without using audio aids and visual aids.

### Quantitative Research Findings

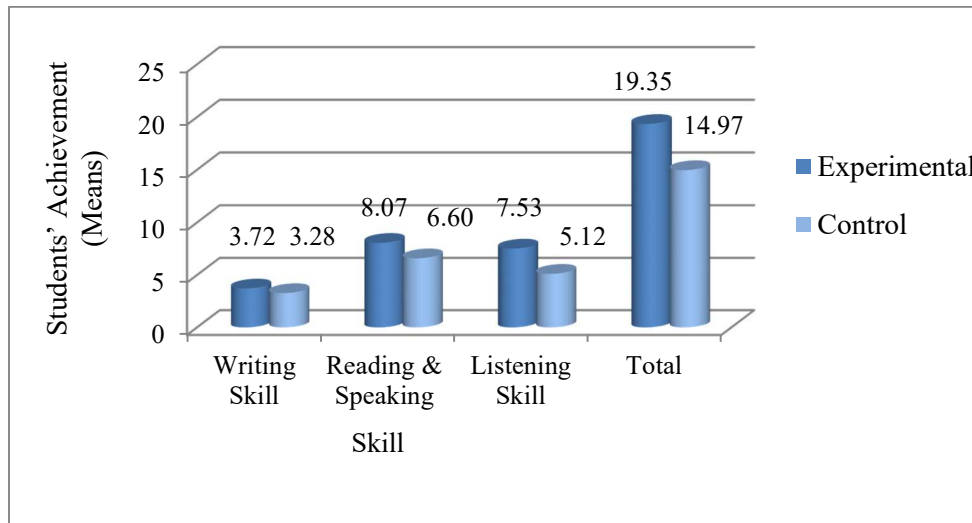
The following table shows the result of the independent samples  $t$  test for each group.

**Table 1:** Independent Samples  $t$  Test Result Showing Posttest Scores

Posttest Scores	Group	N	M	SD	MD	$t$	$df$	Sig. (2-tailed)	$p$
Scores for Writing Skill	Experimental	60	3.72	0.66	0.44	3.88	118	.000***	*** $p < .001$
	Control	60	3.28	0.58					
Scores for Reading and Speaking Skills	Experimental	60	8.07	1.38	1.47	5.25	118	.000***	*** $p < .001$
	Control	60	6.60	1.67					
Scores for Listening Skill	Experimental	60	7.53	0.93	2.41	8.43	118	.000***	*** $p < .001$
	Control	60	5.12	2.02					
Total Scores	Experimental	60	19.35	1.95	4.38	10.48	118	.000***	*** $p < .001$
	Control	60	14.97	2.59					

This table shows that the groups of experimental students who received a new treatment, through the use of audio aids and visual aids were

found to have more effective achievement in language learning than groups of controlled students who did not received new treatment.



**Figure (1) Graphic Illustrations for Means in Posttest**

This figure shows that graphic illustration in posttest means for all level of items as well as overall scores. So, it can be interpreted that the experimental groups have better achievement on those tests than control groups. Therefore, the students of experimental groups gained a significant effect due to the new treatment for four skills of listening, speaking, reading and writing. To sum up, it can be accepted that the experimental treatment or learning through audio aids and visual aids has a significant positive effect on Grade Three students' language learning.

**Discussion**

There are actually many reasons to use aids in language teaching which include: (1) to attract and maintain attentions of learners, (2) to clarify meanings, concepts and utterances, (3) to increase chances of remembrance by adding as many associations as possible, (4) to simulate form of language, (5) to present authentic language, (6) to compensate lack of experience on teachers, (7) to individualize teaching and learning (8) to involve learners and (9) to add a variety of classroom teaching. A language classroom is favorable

if it is provided with audio aids and visual aids. Visual aids enhance the effectiveness of teaching learning process in a classroom. Those aids were both a source of help for the teacher and provided stimulus. Variation can help learning by giving exposure to native speaker's correct pronunciation and interesting conversations between them. Many media and many styles of visual presentations are useful to the language learners. Therefore, audio-visual materials have positive contributions to language learning as long as they are used properly. The students with different learning styles must be taken into account too, using audio aids and visual aids help the teachers a way to address the needs of visual learners, auditory learners and so on. In accordance with the factors mentioned above, audio aids and visual aids can bring effectiveness in language learning.

### **Suggestions**

Teaching English without using audio aids and visual aids can provide only writing skill, whereas teaching through the use of those aids can develop all four skills, listening, speaking, reading and writing. The natural order of language development for English as a foreign language student is listening, speaking, reading and writing. However, this order is reversed and some language skills are being omitted. This is due to lack of instructional aids and inexperienced English language teachers.

In English language, listening and reading are receptive skills (input) and speaking and writing are productive skills (output). There is a relation between the receptive skills and productive skills. The more input taken, the more output produced. So, language classrooms for primary students need to be provided with reading materials, audio device and a corner to practice language skills. Indeed, most of the students have to face some difficulties in learning English because it is a foreign language for them. So, since the primary school level, language teachers should prepare their instructional procedures including media-aided instruction that can promote students' attention. If it becomes their favorite subject, they can study the subjects that are written by English language. When they love to learn English, they get a key to open the door to the world because it is the international language and they can do further study as the result of English language competency. So, this study indicated that the use of audio aids and visual aids has a positive

effect in learning English. Hence, further research is quite necessary. In this study, the sample schools were randomly selected from Yangon only. Further research should be expanded to a wider field of the study.

### **Conclusion**

A creative platform for English language learning which is equipped with audio aids and visual aids is encouraging for successful language acquisition. Both audio aids and visual aids are the pertinent resources to teach and learn English language in an effective way. A language teacher can use audio aids to practice pronunciation and to promote students' oral fluency. Accuracy is the most important along with fluency. Practicing speaking skill is the primary step to learn any language. Beginners of English language should focus on listening and speaking skills along with learning basic grammar rules as grammar is not acquired naturally and it needs to be taught.

The evidence shows that the use of audio aids and visual aids in language classroom occupies students' interest and they got higher achievement in the test. Based on the practical research, it was found that audio aids and visual aids can arouse and maintain students' interest. It is greatly help to be increased their retention. Moreover, students' listening skill, reading skill, speaking skill and writing skill show more improvement. Some teachers are not willingly to make changes in their old teaching styles. There is a need to arouse their interests for using new teaching method in language teaching. Teachers as instructional designers should select and use different types of printed and non-printed media. When a teacher develops a lesson plan, the sequence of steps will influence learning. Teachers should use instructional aids that can facilitate learning to be more effective. Since audio aids and visual aids are really applicable to English language classrooms, language teachers should try to use audio aids and visual aids at each event of lesson in order to maintain students' attention. In conclusion, the results of this study can support language teachers and learners to some extent. Teaching language through the use of audio aids and visual aids is the most effective way to give language exposure, nature of the target language, accent, and pronunciation of the foreign language. It can reduce the probability of using the mother tongue to a minimum. It is also convenient for different

learning styles. For these reasons, audio aids and visual aids are effective in teaching and learning English language.





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



**Sample Lesson for Grade Three English through the Use of  
Audio Aids and Visual Aids**






1. Lesson Topic: Lesson 16, **A teacher, A doctor, etc.**
2. Time Allocation: (35) minutes
3. Learning Objectives: To be able to construct the sentences by using the pattern of “Sub+Verb.be+ Noun (job)”  
To be able to use the words those describe jobs in conversation
4. Instructional Materials: Printed media such as flash cards, picture cards, worksheet (Visual Aids), electronic media such as audio song (Audio Aids)
5. Instructional Procedures:







Instructional Events	Teacher’s Activity	Learners’ Activity
1. Gaining attention	<p>Audio song: Teacher plays a song. “♪♪♪Nigel Naylor, he’s a tailor; he makes trousers, suits and shirts. ♪♪♪” Is the sound clear enough?</p> <p>Please, wait a second. I’ll turn up the volume. Can you hear at the back? If you can’t hear, come a bit nearer. Is that better?</p> <p>Let’s listen to the song: Listen to the words of the song. Here we go! “People Work” “♪♪♪Nigel Naylor, he’s a tailor; he makes trousers, suits and shirts. Penny Proctor, she’s a doctor, comes to see you when it hurts .....♪♪♪”</p> <p>Let’s listen to it once more. Now you’ve listened to the song two times. Before we go on, I’ll ask you some questions. Can you hear the song?</p>	<p>No, teacher. The sound is not clear.</p> <p>Yes, teacher. That’s better.</p> <p>Listen</p> <p>Yes, teacher. We all want to listen it again. Students’ answer: - Yes, we can. - They are singing about</p>


Instructional Events	Teacher's Activity	Learners' Activity
	<p>What is it singing about? You're right. Now, let's see the picture cards.</p> <p><b>Picture cards:</b> Teacher show the following picture cards. Look at these. (hold the picture cards)</p> <div style="display: flex; justify-content: space-around;">   </div> <p><b>Fig (1)</b>                      <b>Fig (2)</b></p> <p>Now you've seen the pictures. Before we go on, I'll ask you some questions. Can you see the picture cards? What are they doing?</p>	<p>their jobs.</p> <p>Students' answer: Yes, we can. Fig (1) - She is teaching. Fig (2) - She is carrying a kitten.</p>
2. Informing the learner of the objectives	<p>Teacher tells the objectives: At the end of the lesson they will:</p> <ul style="list-style-type: none"> <li>- be able to construct sentence by using the pattern of "Sub+ Verb. be+ Noun (job)"</li> <li>- be able to use the words describing job in conversation</li> </ul>	Listen
3. Stimulating recall of prerequisite learning	<p>Teacher asks the class how to use articles in front of a noun and Verb.be for singular subject and plural subjects.</p> <p>Example: <b>Worksheet (1)</b> Take the correct words.</p> <ol style="list-style-type: none"> <li>1. (a/an) pencil</li> </ol> <div style="text-align: center;">  </div> <ol style="list-style-type: none"> <li>2. (a/an) eraser</li> </ol> <div style="text-align: center;">  </div>	<p>Students' answer:</p> <ol style="list-style-type: none"> <li>1.        a</li> <li>2.        an</li> </ol>









Instructional Events	Teacher's Activity	Learners' Activity
	<p>3. (a/an) apple </p> <p>4. I (am/is) a student. </p> <p>5. She (is/are) a student. </p> <p>6. They (is/are) students. </p> <p><i>Reviewing</i></p> <ul style="list-style-type: none"> <li>- The article “a” is used for the nouns which start with consonant sounds.</li> <li>- The article “an” is used for the nouns which start with vowel sounds.</li> <li>- “am or is” is used with singular subjects and “are” is used with plural subjects.</li> </ul>	<p>3. an</p> <p>4. am</p> <p>5. is</p> <p>6. are</p>
<p>4. Presenting the content</p>	<p>Teacher shows the flash cards, models pronunciation three times and explains the meaning.</p> <p>Teacher: Repeat after me.</p>  <p>1. a soldier- /'səʊldʒə/ a member of an army</p>	<p>Repeating after the teacher</p> <p>Whole class: /'səʊldʒə/ Row by row: /'səʊldʒə/ Individually: /'səʊldʒə/</p>

Instructional Events	Teacher's Activity	Learners' Activity
	<p data-bbox="586 264 699 422"></p> <p data-bbox="548 457 967 548">2. a doctor- /'dɒktə/ a person whose job is to treat people who are ill/ sick or injured</p> <p data-bbox="607 558 734 674"></p> <p data-bbox="548 684 967 774">3. a sailor- /'seɪlə / a person who works on a ship as a member of the crew</p> <p data-bbox="602 785 688 900"></p> <p data-bbox="548 911 967 1037">4. a nurse – /nɜ:s / a person whose job is to take care of sick or injured people, usually in a hospital</p> <p data-bbox="561 1058 688 1194"></p> <p data-bbox="548 1205 967 1295">5. a shopkeeper- /'ʃɒp,ki:pə/ a person who owns or manages a shop/store usually a small one</p> <p data-bbox="548 1306 699 1484"></p> <p data-bbox="548 1495 967 1585">6. a tailor- /teɪlə / a person whose job is to make men's clothes</p>	<p data-bbox="992 428 1276 491">Repeating after the teacher</p> <p data-bbox="992 495 1219 527">Whole class: /'dɒktə/ Row by row: /'dɒktə/ Individually: /'dɒktə/</p> <p data-bbox="992 758 1276 821">Repeating after the teacher</p> <p data-bbox="992 825 1219 856">Whole class: /'seɪlə / Row by row: /'seɪlə / Individually: /'seɪlə /</p> <p data-bbox="992 1020 1276 1083">Repeating after the teacher</p> <p data-bbox="992 1087 1219 1119">Whole class: /nɜ:s / Row by row: /nɜ:s / Individually: /nɜ:s /</p> <p data-bbox="992 1251 1276 1314">Repeating after the teacher</p> <p data-bbox="992 1318 1276 1350">Whole class: /'ʃɒp,ki:pə/ Row by row: /'ʃɒp,ki:pə/ Individually: /'ʃɒp,ki:pə/</p> <p data-bbox="992 1451 1276 1514">Repeating after the teacher</p> <p data-bbox="992 1518 1219 1549">Whole class: /teɪlə / Row by row: /teɪlə / Individually: /teɪlə /</p>

Instructional Events	Teacher's Activity	Learners' Activity
<p>5. Eliciting the desired behavior</p>	<p>Teacher gives <i>Worksheet (2)</i> to the class.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>1. He is a-----</p> </div> <div style="text-align: center;">  <p>4. -----</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  <p>2. -----</p> </div> <div style="text-align: center;">  <p>5. -----</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  <p>3. -----</p> </div> <div style="text-align: center;">  <p>6. -----</p> </div> </div>	<p>Students answer their worksheets individually.</p>
<p>6. Providing feedback</p>	<p>Asking students row by row</p> <p>Asking students to do a pair work</p> <p>Asking students individually: Please, stand up, read out your worksheet.(with hand movement to make student understand)</p> <p>Student (1) Reads out answer No (1) Student (2) Reads out answer No (2) Student (3) Reads out answer No (3) Student (4) Reads out answer No (4) Student (5) Reads out answer No (5) Student (6) Reads out answer No (6)</p>	<p>Answering row by row</p> <p>Students do a pair work</p> <p>Students' answer: Student who is called out read his/her worksheet.</p> <p>He is a soldier. She is a doctor. He is sailor. He is a nurse. She is a shopkeeper. He is a tailor.</p>

Instructional Events	Teacher's Activity	Learners' Activity						
	<p><i>Rewarding correct answer:</i> Giving comments such as "It is a good job"</p> <p><i>Correcting wrong answers:</i> Teacher provides oral review.</p> <p><i>Giving feedback</i> Giving comments such as Please try again. Is there anyone who wants to answer? The correct answer is "She is a nurse.....etc."</p>							
7. Assessing the lesson outcomes	<p><i>Grouping students:</i> Teacher asks the students to do a pair work and give them picture cards. Let them speak by using those cards.</p>  <p>Teacher moves around the class and check out.</p> <p><i>Oral questioning:</i> Teacher chooses the pairs randomly to answer the questions.</p> <p><i>Independent Practice:</i> Giving <b>Worksheet (3)</b> on which pictures of jobs and their names are given. Students have to match those pictures and names correctly.</p> <p style="text-align: center;"><b>Worksheet (3)</b></p> <p>Match the correct pictures with correct words.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a soldier</td> <td style="width: 50%;">a nurse</td> </tr> <tr> <td>a doctor</td> <td>a hopkeeper</td> </tr> <tr> <td>a sailor</td> <td>a tailor</td> </tr> </table>	a soldier	a nurse	a doctor	a hopkeeper	a sailor	a tailor	<p>Each pair tries to speak by using picture cards.</p> <p>Pair (1) Student (A): Who is she? Student (B): She is a nurse.</p> <p>Pair (2) Student (A): Who is he? Student (B): He is a doctor.</p> <p>Answering: Pair by Pair</p> <p>Answering: Individually</p>
a soldier	a nurse							
a doctor	a hopkeeper							
a sailor	a tailor							

Instructional Events	Teacher's Activity	Learners' Activity
	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>1.</p> <input style="width: 80px; height: 20px;" type="text"/> </div> <div style="text-align: center;">  <p>4.</p> <input style="width: 80px; height: 20px;" type="text"/> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  <p>2.</p> <input style="width: 100px; height: 20px;" type="text"/> </div> <div style="text-align: center;">  <p>5.</p> <input style="width: 100px; height: 20px;" type="text"/> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  <p>3.</p> <input style="width: 100px; height: 20px;" type="text"/> </div> <div style="text-align: center;">  <p>6.</p> <input style="width: 100px; height: 20px;" type="text"/> </div> </div> <p style="text-align: center; margin-top: 20px;"><i>Giving assignment:</i> Teacher asks the class to write sentences by using the pattern of “<b>Sub+Verb.be+ Noun (job)</b>”.</p> <p style="margin-top: 20px;">Ok, time's up. Let's stop here. Goodbye class.</p>	<p>Students' answer:</p> <ol style="list-style-type: none"> <li>1. My father is a doctor.</li> <li>2. Khin Khin is a shopkeeper.</li> <li>3. My mother is a nurse.</li> <li>4. KoKo is a soldier.</li> <li>5. My uncle is a tailor.</li> <li>6. U Nyi is a sailor.</li> </ol> <p style="margin-top: 20px;">Goodbye, teacher. Thank you, teacher.</p>

