UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y

EXTRANJEROS

Informe final del trabajo de Titulación previo a la obtención del título de Licenciado/a en Pedagogía del Idioma Inglés.

Theme: ANCHOR CHARTS AND SPEAKING SKILLS

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Tutor approval

I, Dra. Veronica Elizabeth Chicaiza Redin. PhD., holder of the I.D No.171510632-2, in my capacity as supervisor of the Research dissertation on the topic: "ANCHOR CHARTS AND SPEAKING SKILLS" investigated by Miss. López López Amanda Lizbeth with I.D No. 180475054-3, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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DECLARATION PAGE

I declare this undergraduate dissertation entitled **"ANCHOR CHARTS AND SPEAKING SKILLS"** is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

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DEDICATION

TO:

God for being the light and support in hard times when I needed the most, to continue fighting and not give up.

To my parents Octavio and Narcisa for being the key and mainstay in this whole process from the beginning until the end of this challenge which is university. Every step I have taken was meaningful to make me a good professional to contribute to the future of my country and its generations.

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Amanda.

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Amanda.

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Topic: Anchor charts and speaking skills

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ABSTRACT

The present investigation aims to examine the influence of anchor charts in speaking skills. The participants were a group of 36 students about 6 years old (21 boys and 15 girls) who participated in a quantitative, pre-experimental investigation. Data was collected through a Cambridge *Pre-A1 (YLE Starters)* speaking test. The exam had 10 information questions classified into four parts (understanding and following spoken instructions related to scene pictures and object cards, and personal questions). The results have shown that the use of anchor chart activities and color coded-designs followed by drills help students to learn vocabulary and be familiar with the English language. These results were analyzed by the use of SPSS (Statistical Package for Social Sciences) program version 26.0. The findings revealed that anchor charts and color coded design were more interesting and maintain students motivated. There were designs that were catchy to students at their early years. However, the use of colors and different materials during sessions contributed meaningfully to the spoken language.

Keywords: *anchor charts, posters, speaking, color-coded, designs*

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

RESUMEN

La presente investigación tiene como objetivo examinar la influencia de las tablas de anclaje en las habilidades del habla. Los participantes fueron un grupo de 36 estudiantes de aproximadamente 6 años entre (21 niños y 15 niñas) que participaron en una investigación cuantitativa, preexperimental. Los datos se recopilaron a través de una prueba de habla Cambridge Pre-A1 (YLE Starters). El examen tenía 10 preguntas de información clasificadas en cuatro partes (comprensión y seguimiento de instrucciones habladas relacionadas con imágenes de escenas y tarjetas de objetos, y preguntas personales). Los resultados han demostrado que el uso de actividades con gráficos ancla y diseños codificados por colores seguidos de ejercicios ayudan a los estudiantes a adquirir vocabulario y familiarizarse con el idioma inglés. Estos resultados fueron analizados mediante el uso del programa SPSS (Statistical Package for Social Sciences) versión 26.0. Los hallazgos revelaron que los gráficos ancla y el diseño codificado por colores eran más interesantes y mantenían motivados a los estudiantes. Había diseños que eran pegadizos para los estudiantes de edad temprana. Sin embargo, el uso de colores y diferentes materiales durante las sesiones contribuyó significativamente al lenguaje hablado.

Palabras clave: *Gráficos de anclaje, posters, habla, código de colores, diseños*

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research Background

It was necessary to explore academic articles and scientific journals taken from the internet to obtain information, this data became from reliable sites like Scielo, academia.edu, Redalyc, google scholar, frontiersin.org, iiste.org among others contributed to this study focus on anchor charts or posters in the classroom.

Fontanez (2017) argued that using anchor charts increase comprehension in students of two middle schools from South Carolina, even though this study was exploratory, it was implemented in groups among 6th, 7th, and 8th grades. Also, teachers who were part of this study were inquired by interviews, and they experienced the findings revelation that anchor charts owned effectiveness giving a great performance level on students from middle school. The author states that the use of anchor charts help to the reading comprehension so that this article gives a positive input to the present research.

Jiménez and Soto (2018), declared that the importance of using of didactic strategies inside the classroom as well as anchor charts impact on their professional training meanwhile different activities they accomplish while they are studying to sensitize the value of environmental care classes. This study was exploratorily aimed at solutions with volunteer work, environmental workshops, and donations of teaching material. The population was focused on 173 students from primary and secondary public schools in Costa Rica. The results were positively accepted which made students sensitive to the use of anchor charts to protect the environment so that anchor charts used as a didactic strategy could sensitize students to any topic for the present research.

Based on Harsono et al. (2019) complained that the importance of using anchor charts as a poster model through media to contribute to the learning process. This paper includes qualitative-experimental and quantitative research that provides information data based on interviews with students who belong to Indonesian high schools. The experiment was divided into two groups, the experimental and control groups. Also, to analyze the information, researchers used T-test as a statistical instrument to evaluate the results. The results prove the use of feasible and relevant posters or anchor charts can engage students in learning activities and they contribute effectively to learning. These results are important facts to the present research on use anchor charts as media to gain a qualified learning.

Martín and Gimeno (2022) deduced that the fulfillment of academic posters or anchor charts innovate and motivate students during English classes. This study is done by the use of the descriptive method, 27 professional students from different majors provide information about academic posters. The results shown the 77% of effectiveness to anchor charts usages through any topic taught in classes. To obtain the data, the researcher used pre- and post-project questionnaires applied to students from the Sl of Design Engineering during the 2020- 2021 academic year. This research allows effective use of anchor charts in the motivational learning process during English lessons being important information to the present research.

Hanan (2020) proclaimed that the value of anchor charts or posters contribute positively in vocabulary learning. To attain the data, the researcher applied an experimental method, this treatment was administered to two groups of students in 2nd

grade who belong to Halemat Alsaadia High School in Baghdad located in Iraq. The experimental and control groups had 32 students each, to collect the data, the researcher applied T-test for two independent samples in the pre-test and post-test. To evaluate the differences in the data a chi-square was used. The results were positive in favor of the experimental group that learned more vocabulary words using anchor charts. This research promotes the use of anchor charts to develop memorizing and writing achievement in vocabulary learning. This important information contributes to the use of anchor charts for learning more vocabulary in the present investigation.

Châu (2017) concluded that the improvement of speaking skills using poster-making activities based on multiple intelligences (MI) were effective during lessons. The study was experimental taken by 30 students who belong in the second year of the English Program. The data was obtained by the use of an MI questionary getting results in favor that shows a positive impact on motivation and improvement in speaking skills of students. This study provides significant information to this research related to poster-activities enhancement speaking skills.

Islam (2022) suggested that the teaching speaking skills are improved through activities, materials, media and assessment. Being this research descriptive-qualitative, the data were obtained through the use of documents, interviews, and observation. The population was 33 students of X MIPA 2 getting favorable results in speaking activities such as group work presentations and role plays letting input the oral expression and pronunciation. In the same way, media and material based on the syllabi help students with fluency and accuracy. This work provides information related to activities that help students with speaking being a key contribution to the present research.

1.2 THEORETICAL FRAMEWORK

1.2.1 Independent Variable

1.2.1.1 Teaching resources

Teaching resources are any type of material or technological support to facilitate learning (Hylén, 2020). Those resources include aligned activities and material as worksheets that provide authenticity to learning experiences. Based on Hylén teaching resources on the technological aspect that using internet connection, devices, online tools and digital resources the teaching may be modern and joyful. On the other hand, Andrée and Hansson (2021) defined teaching resources as academic support and material elements to enhance students learning. They can be provided and adapted to the specific needs to accomplish the function to facilitate learning. Hansson focuses the teaching resource as material that the user contributes to the learning by offering adaptable teaching material.

According to Alenezi (2020), teaching resources promote knowledge whether physic or digital to contribute to education for children and better growth. This author joined the previews researchers focus where explains the resource for teaching as important material in classes, even this researcher classifies the resources as materials that can be created using technology or physical means, this information contributes to teaching as the meaningful resource where children can visualize and familiarize themselves with the topic studied.

A teaching resource is anything that can fulfill the function to facilitate learning, serve as communicative support, and to reinforce learning (Alvi & Alvi, 2022). Teaching resources are visual, audio-visual aids that are well set to use as self-reliant sources of information.

1.2.1.2 Types of teaching resources

The teaching resources include any spoken, written or visual activity used by schools. For many years, teachers have assorted teaching resources to improve better comprehension and be more significant to students (Dichev & Dicheva, 2012).

Based on Pino and Viladot (2019) defined that teaching resources have been classified into five groups of materials to use in the classroom such as permanent work material, information material, experimental, material, technological material, and illustrative material.

Permanent work material. All used daily in teaching such as books, worksheets, flashcards, audios.

Information material. Materials that contain information used as a source of knowledge. For example, flyers, books, videos, newspapers.

Experimental material. It allows students to verify how much they learned through its use in different contexts. Example. Role play, dramatizations, expositions

Technological material. They are electronic resources using ICT to generate content such as apps, tools, e-devices, websites.

1.2.1.3 Illustrative material (drawing posters)

Illustrative materials are made of images or visual representations that include bright colors and fine text or line details. Those materials are created with the objective of easily understanding and artistic rendering of an object or ideas in general. Гупан (2020), in reference of Illustrative material stated that it is a visual resource that supports learners' thinking it includes artistic reproductions with a logical connection between illustrations and topics of different areas. On the other hand, Editorial team (2021) described illustrative material as any type of material or didactic support that facilitates or promotes the teaching and learning process.

Illustrative materials are everything that is used to enhance the content provided for visual, audiovisual, or interactive purposes. According to NARA (2016), illustrative material is applied with symbols, colors, and decorations drawings to convey information from illustrations in texts, pictures among others.

Format of Illustrative material

It includes captions and standard descriptions which are easy to distinguish and place. Some illustrative materials use lines before or after captions or descriptions colored headings, decorative drawings, to involve visual memory in learners (Hupan,2020).

Samples of illustrative material

For illustrative material there are some samples to use and combinate for lessons, diagrams, page images, paintings, posters

Diagrams

Diagrams usually are designed with two colors, these colors provide incremental information disclosure, it sets a gradual learning process in motion and motivates students to focus on important aspects of any topic (Radwan, 2015).

Page images

Page images are textual descriptions to produce and to expose the language into a paper. There are pictures taken from books and short texts. It is not colored but its simplicity shows important key materials (Radwan, 2015).

Paintings and Portraits

To create a painting there is the chance to include artistic designs, with the combination of colors to attract learners' attention as well as portraits which are used to provide readers the visual representation of important and historical figures. These samples are designed to enhance the reader's connection with the subject matter and serve to bring life to the words in the text (University of Michigan Press, 2019).

Posters

Posters are made up of charts, minimal text or keywords, and imagery designs, with a combination of colors to decorate what it usually contains, it pins attention and gives an easy overview to understand (Osa & Musser, 2017).

1.2.1.4 Anchor charts

Anchor charts are known as artistic representations of the content read or learned Fontanez (2017), there are different Anchor chart styles that promote students learning based on visual material. According to Limbrick (2021), anchor charts drive students' knowledge and provide a scaffold during independent work, they are designed personally to present keywords and pictures to make it more visual for learners. Anchor charts

make student's thinking visible so they can succeed in any problem-solving situation being more confident, considering that a high quality anchor chart is colorful and easy to read, students can use them to improve their own knowledge (Znaczko, 2022).

Anchor charts types

Color-Coded Anchor Chart

To make color-coded anchor charts it is necessary the use of colored markers, crayons, and highlighters to facilitate the visual process (Bacchioni & Kurstedt, 2019). Colors psychology helps to visual designs and different colors to call attention to preferences between women and men. Meanwhile coding colors for learning focuses on specific purposes such as retaining and remembering information (Holly & Ekuwah, 2014).

Classroom Management Anchor Chart

Classroom management anchor charts have linked information to give insight reference into a scholarly topic, this type of anchor charts contain academic command words. These kind of word are concise and specific, so that, the teacher can use the anchor chart at the end of the lesson to remember the topic taught during the class(Holly & Ekuwah , 2014).

Benefits of anchor charts

Anchor charts increase students' engagement

Anchor charts are used as engagement form where the teacher invites students to be owners of anchor charts' creation process (Limbrick, 2021). Nevertheless, anchor charts help to the design process by using colors, graphics, and details to generate fresh ideas and encourage involvement (Simmet, 2016).

Anchor charts supports independent work

During instruction, anchor charts are used as procedure for the classroom routines, they help reinforce teaching, to participate in class, to hear students' consistent language during lessons. In fact, anchor charts contribute independence using current and relevant learning inside and outside the class (Bacchioni & Kurstedt, 2019).

1.2.2 Dependent Variable

1.2.2.1 English Language

The English language ha attained the status of the global language spoken in 53 countries as the official language (ETS Research Centre, 2020). Additionally, English language as ESL is one of the fundamental subjects taught at primary as well as medium level to increase opportunities to use the language for communication and other purposes. According to HARAPPA (2021), the use of L1 to share the class, the student could use the training wheels like translating as help, on the other hand, the use of the mother tongue in English language lessons devalues the use of English for communication minimizing opportunities to oral drills and dialogues. Aithal (2023) concluded that teaching methodologies being used by educators are inadequate as they do not put emphasis on speaking skills. The English language needs to be essential in an L2 lesson, giving

students the opportunity to use the language and useful phrases to prompt knowledge with confidence while a student is learning.

Importance of English language

"English is the dominant or official language in a number of countries", Niyozova (2020) (p.23). English becomes the global language that is used for media industry, on the internet, for traveling, in business, and education. English language open career opportunities in different fields being this language spoken and listened for many purposes (Abdul et al., 2017).

English Language in Education

English language in education is "an academic discipline" Doff (2018) (p.1) In the present years, English interests is continuously fed by the growing desire to read, or research. The art of the English language cross borders of nationality, culture or age. In education, English language works with different majors such as laws, medicine and engineer science. This language is used in different ways, either written or spoken (Aithal, 2023).

1.2.2.2 Language skills

Language skills known as communication ability focused on language learning goals, they give learners help to convey striving ideas and attain the motivation to talk (Carvalho, 2023). Language skills are focused on input and output, it depends on the urgency of the message that the speaker wants to express (Sharma & Puri, 2021). While people are communicating, they use a combination of language skills to share their thoughts. On the other hand, Language skills are known as culture-specific language

knowledge related to the country and environment in which students are living. To use different language skills, depending on the target people you are talking to whether you use formal or informal language (Open Access Government ,2022).

The four language skills

English language has four language skills which are indispensable for learning a new language, each one is focus in different areas either receptive or productive.

Receptive skills are considered to comprehension obtained by reading or listening. On the other hand**, Productive skills** involve to produce the language by speaking or writing. (Belaman et al., 2022).

Active Listening

Every single activity that you are fully engaged which is intented, drived and purposed by the speaker.

Reading Well

It requires attention, notes and comments what the author tramsmit in written words.

Speaking Impactfully

To communicate through clear and concise ideas, share opinions and thoughts in any circumstances .

Proficient Writing

To present ideas in a written way by the use of simple sentences to share ideas for different purposes (Darancık, 2018).

1.2.2.3 Productive skills

Productive skills being part of language learning helps in communication requirements among speaking, writing, grammar use and vocabulary (Belaman et al., 2022). Learners who possess efficient productive skills are able to produce and use correctly the transversal skills which help the learner with problem-solving and critical thinking. Productive skills are also known as active skills (Abdul, 2022). They are focused on fluency and accuracy though the learning-teaching instruction. Fluency focuses on how well speaker use the language to communicate with others, on the other hand, accuracy focuses on how precise is the speaker with the language use.

Productive Speaking and Productive Writing

Productive speaking and productive writing are focused on transactional and interactional communication. Transactional communication is goal oriented for different purposes and it needs something done. On the other hand, Interactional communication involve small talk aiming social relation (Belaman et al., 2022).

1.2.2.4 Speaking Skills

According to Bakhshayesh, et al. (2023), speaking skills help to sustain communication in this globally competitive world through spoken ideas. The ability to communicate in English by useful selecting material, creates more interest for speaking among learners. Moreover, Kabir (2023) argued that speaking skills are not just the ability to communicate with others but also it helps to increase learners' development inside the classroom, get more knowledge through spoken experiences without focusing on

grammatical functions. Grammar functions are also important to share a complete thought but it is important to practice accuracy.

Speaking as communicative skill

Speaking as communication skill is focused on social communication, where the speaker gives information to another, but also it is focused on to transmit information to a group of people. It promotes interaction to others to accomplish the goal of humans as social beings (Kabir, 2023).

Grammar

In speaking, grammar focuses on structured language or language that makes sense, it helps listeners to understand in a better way what the speaker is trying to communicate (Shakir & Mahmood ,2021).

Pronunciation

In speaking, pronunciation refers to a clear intonation of words. Speaking not just values the communication itself but it focuses on the correct flow and stress of the language (Rao, 2019).

Vocabulary

Vocabulary in speaking is focused on words that children use while they speak. Every single word that the child knows is part of the vocabulary (Akef, 2020).

Fluency

Fluency means achieving a proficiency level being able to speak as well as you speak your own language (Bernoussi, 2022).

1.3 OBJECTIVES

1.3.1 GENERAL OBJECTIVE

• To examine the influence of Anchor charts in the speaking skills.

1.3.2 SPECIFIC OBJECTIVES

• To define the effectiveness of the anchor chart activities for the speaking skill.

• To identify the level of speaking before and after the intervention process.

• To apply Anchor Charts activities in the speaking skills.

1.3.3 FULFILLMENT OF OBJECTIVES

The first objective was initially accomplished since the researcher, after thoroughly reviewing articles and research from many sources, was able to accurate the best anchor chart activities. The researcher incorporated the following anchor chart activities on the theoretical framework in this research.

It was crucial to administer a pre-test based on the Cambridge Pre A1 (YLE Starters) sample exam to determine the students' level of speaking proficiency. This 3 minute speaking test was designed to identify the pupils' understanding of basic information, including words, names, and sentences and aspects that need improvement.

The application of anchor chart activities was by the use of types of anchor charts such as color-coded and classroom management to have variation in designs and their presentation, followed by drills let students to be exposed to the language and have material to support the vocabulary they needed to be familiar. During the interventions, students used vocabulary and drills to share their ideas in English.

<div align="center">**CHAPTER II**</div>

<div align="center">**METHODOLOGY**</div>

2.1. MATERIALS

Different resources were employed in the development of this research. Resources such as human, physical, and economic were used. First, human resources consisted of second-year EGB   students who participated in the research, as well as the research tutor who guided the research process. Second, physical resources comprised school supplies such as boards, markers, papers, as well as flashcards. The researcher spent money printing and buying different resources to use during the lesson. Finally, as the research was focused on anchor charts, laptops, printers, and speakers were used.

2.2 METHODS

Research Approach

Apuke (2017) referred to quantitative approach as strategy that evaluates the quantity and variables through math statics and techniques in order to verify if hypotheses support or refute what the research claims. This research was focused on   quantitative approach to collect information directly from the scenario (Adeline, 2022). Since the information was collected through the instrument that was a Cambridge test, there were scores given to students based on a   Cambridge rubric parameters, as well. The data gathered were from 2nd level students at Unidad Educativa "Bolivar"

2.3 RESEARCH MODALITY

Bibliographic research

This investigation had bibliographic research studies of both variables focused on previous work from different authors, to obtain this information was necessary to look up scientific articles, papers, journals, and theses. However, bibliographic research has its bases on various publication sites and sources to know about anchor charts and speaking skills (Reed & Baxter, 2006).

Field research

Field-based research

The present work was field-based research with the purpose to get information directly from the scenario while the use of anchor charts is implemented in the classroom student should be exposed to the language by its use in the classroom (Bell, 2022). According to Thyer (2012), the population studied in a field-based research includes its characteristics, and its insights. This method is conducted through interventions in a real scenario where the researcher is part of the investigative process.

2.4 DESIGN

Pre-Experimental

Pre-experimental design studies one group to be exposed to the treatment and measured afterward to see if there were any effects (DeCarlo, 2018). On the other hand, pre-experimental design is conducted for exploratory research to see if there is any evidence for a full-scale experimental study (Thyer, 2012).

One-group pretest-posttest design

It refers to a single study case observed in two times, one before the treatment and one after the treatment. Thyer (2012) believed that the outcome of interest is the results of the treatment in one-group pretest-posttest design had not a control group.

2.5 LEVEL OR TYPES OF RESEARCH

Exploratory Research

Field research creates a bridge between what is written and what is practiced, this research field collected qualitative data focused on characteristics by observing and interacting with people (George, 2023). This project was exploratory because investigates why and how anchor charts contribute to or against students in learning. By implementing, diverse activities with topics-related, students are exposed to the use of anchor charts in speaking classes.

2.6 POPULATION AND SAMPLE:

Table 1 represents the population of sample group

Table 1. *Population*

Population	Number of students	Percentage
Male	21	58,3%
Female	15	41,6%
Total	36	100%

Note: Information related to the group of study between women and men

2.7 INSTRUMENTS

To collect and analyze the data a pre-test and post-test were applied regarding student´s level of speaking skills before and after the treatment. This instrument was a

speaking standardized test named Pre-A1 Starters (YLE Starters) from Cambridge English (Anexo 4). The exam has four parts related to understanding and following spoken instructions related to scene pictures and object cards, and personal questions.

The exam

The exam had 10 questions in total. In part 1, the exam was related to personal information such as name. Then to give the child the opportunity to have a brief overview about the picture scene, the child let the card where the teacher asked. For example, *put the robot next to the box*. In part 2, using the big picture, the examiner asks questions such as *where is it?, what color is it?,* and tell me about one specific object. In part 3, the cards used in part 2, the teacher ask questions about those cards using wh-questions. In part 4, there were questions about themselves (i.e. age, family and friends).

The rubric

To evaluate, the teacher used a rubric (Anexo 5) taken from Cambridge (YLE) handbook for teachers, this rubric evaluated vocabulary, pronunciation, and interaction. Each category from the rubric has its own specification. First, the vocabulary evaluates range, control and extent. The rubric grade organized arrangement of words and phrases used in the content. After that, pronunciation is focused on individual sounds and word stress. In this part, the correct deliver of words is evaluated. Finally, interaction has reception responding, support required fluency and promptness. This category focuses on answering questions partially or totally using vocabulary and complete sentences. Those instruments were used at the beginning to take the pre-test and at the end with the application of the post-test.

2.8 PROCEDURE

For working on this study many steps were followed. First of all, the researcher sent a document to the principal authority for permission to apply the research. The main authority approved and give the permission. After that, the researcher had a conversation with the institutional coordinator to have a brief explanation about the project. Then the coordinator assigned the sub-coordinator to work with the researcher on the second level. The sub-Coordinator introduced to the researcher at the second level and give pupils instructions to follow during the interventions.

The procedure of this investigation was developed during nine field interventions that lasted 40 minutes each. Before starting the first intervention, the researcher introduced herself to the class. Then, the researcher explained the characteristics of the test and familiarized them with the topic by providing examples. The researcher explained the instructions for the exam and started taking the pre-test one by one.

The second intervention was for teaching colors. The teacher started the class with a game to introduce colors. After that, the teacher introduced the vocabulary and its pronunciation. The teacher prepared the whole material to create the first anchor chart about colors. The anchor chart was made during the whole lesson being this an opportunity to interact with the whole class. After finishing the anchor chart, the teacher used the material to give feedback to students and summarize the class. After that, the teacher evaluated students' participation. To end up with the intervention, the teacher checked if students understood the class by giving a small task in which students identify the colors previously learned.

Third intervention, the teacher started the class with a fruits song. Then the teacher talked to the students about colors and made a relation between colors and fruits, the teacher introduced the vocabulary and its pronunciation. By giving a drill teacher started the third color-coded anchor chart to teach fruits. After finishing the anchor chart, students shared their ideas about fruits and its color with the whole class. At the end, the teacher evaluated student's participation. The teacher set a small task in which students had to color some fruits.

The fourth intervention was related to classroom objects. The teacher started the class with "Things in the Classroom" song. Then the teacher talked to students about objects and things in the classroom, teacher introduced the vocabulary and its pronunciation. By giving a drill, the teacher started the classroom management anchor chart about *classroom objects*. After finishing the anchor chart, students discuss the topic and the teacher evaluated student's participation. By giving a small task in which students had to draw two school objects in their notebooks the teacher checked understanding.

The fifth intervention was related to toys. The teacher started the class with "what is it" song, the teacher talked to students about toys. The teacher introduced the vocabulary and its pronunciation. By giving a drill teacher started the classroom management anchor chart about toys. After finishing the anchor chart, students share ideas about the learned topic meanwhile they are evaluated by the teacher .

The sixth intervention was for teaching prepositions of place. The teacher started the class with a song named "where is it" song. Then the teacher talked to students about objects and its place by describing a picture. The teacher introduced the vocabulary by

showing flashcards, its pronunciation, and meaning. Using a drill teacher started the anchor chart about prepositions of place. After that, students participate in class talking about the topic using the anchor chart and the teacher evaluated students' participation. At the end, teacher set a task where students had to identify when do they use the word "who"

The seventh intervention was related to "the family". The teacher started the class with "Finger Family" song and talked to students about family members After that, the teacher introduced the vocabulary and its pronunciation. By giving a drill teacher started the color-coded anchor chart about prepositions of place. After finishing the anchor chart students remembered important words about the topic and the teacher evaluated them. At the end, students had to identify the correct preposition of place as a final task.

The eighth intervention was related to describing one picture by the use of wh-words. The teacher started the class with a game to introduce "wh-words", the teacher explained the use of wh-words in questions, for example, *What is it? What color is it? Where is it? Who is it?*. Then, the teacher introduced the vocabulary and its pronunciation. By giving a drill, the teacher started the color-coded anchor chart about wh-words and practiced with students At the end, the teacher graded student's participation and checked wh-words usages with a small task.

In the ninth intervention, the teacher took the post-test. The teacher introduced and explained the characteristics of the test and familiarized students with the topic by providing examples. The teacher explained the instructions for the exam and started taking the post-test one by one.

2.9 HYPOTHESIS VERIFICATION

2.9.1 Alternative Hypothesis

 Anchor charts influence in the speaking skills.

2.9.2 Null Hypothesis

Anchor charts do not influence in the speaking skills.

2.10 VARIABLE IDENTIFICATION

Independent: Anchor Charts

Dependent: Speaking skills

<p style="text-align:center">CHAPTER III</p>

<p style="text-align:center">RESULTS AND DISCUSSION</p>

3.1 ANALYSIS AND INTERPRETATION OF THE RESULTS

The present chapter presents the results obtained after using anchor charts to verify its incidence in speaking skills. To put up the understanding of results, this research work has tables to represent them. Moreover, each table has its own analysis and interpretation of results to facilitate readers' comprehension.

To obtain the scores, the researcher used the Excel program to evaluate in the range of 10 points as the Ecuadorian official score. These scores were represented in Table 3 and Table 4 as result of data collected. Afterward, the analysis results were studied by the use of the SPSS(Statistical Package for the Social Sciences) software 26.0 version. In Table 5 there is a comparative average table between pre-test and post- test.

Table 2 *Pre-test*

PRETEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2,7	3	8,3	8,3	8,3
	3,3	5	13,9	13,9	22,2
	4,0	6	16,7	16,7	38,9
	4,7	9	25,0	25,0	63,9
	5,3	12	33,3	33,3	97,2
	6,0	1	2,8	2,8	100,0
	Total	36	100,0	100,0	

Note: Scores measured vocabulary, pronunciation, and interaction.

Analysis and Interpretation

In Table 2, the pre-test scores were taken from study group of students the lowest value of 2,7 represented 8,3%, 3,3 about 13,9%. The score of 4,0 represented 16,7% next, the score was 4,7 to 25%. Then, 5,3 score that is 33,3% and finally the highest value 6,0 about 2,8%. Every percentage helped the researcher to see which were the scores and what percentages, these data identified that 2,8% just represented one person of the 36 students' group, in contrast to 8,3% related to three students who had the lowest score.

The general scores proved that students had poor vocabulary, incorrect pronunciation and misunderstanding of questions. Students always needed a support and examples to answer informational questions. Also, the use of the mother tongue was evident at the moment to answer, the information they said was difficult to understand as a result of insufficient language to make a confident judgment about speaking sub-skills.

Table 3 *Post-test*

POST TEST					
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	2,0	1	2,8	2,8	2,8
	2,7	2	5,6	5,6	8,3
	3,3	4	11,1	11,1	19,4
	4,0	5	13,9	13,9	33,3
	4,7	4	11,1	11,1	44,4
	5,3	11	30,6	30,6	75,0
	6,0	3	8,3	8,3	83,3
	6,7	1	2,8	2,8	86,1
	7,3	2	5,6	5,6	91,7
	8,0	1	2,8	2,8	94,4
	8,7	1	2,8	2,8	97,2
	10,0	1	2,8	2,8	100,0
	Total	36	100,0	100,0	

Note: Scores related to the improvement of speaking sub-skills.

Analysis and Interpretation

In Table 3, the post-test scores were analyzed since the lowest value 2,0 represented the 2,8%, then, 2,7 was 5,6% , the score of 3,3 the 11,1%, the score 4,0 which represented 13,9% next, the score was 5,3 for 30,6% , the 6,0 was 8,3% , the 6,7 was 2,8, the 7,3 was 5,6 the latest scores 8.0, 8.7 and 10 that represented 2,8 each one. Every percentage helped the researcher to see which were the scores and what percentages, these data identified that 2,8% just represented one person who has 10, in contrast to 2,8 being the lowest score as2,0 % related to one student as well. In Table 3 , the researcher noticed a big difference, there are grades between 8 to 10 as the highest scores, on the other hand, scores between 2 to 4 as the lowest score after applying the anchor chart treatment.

In summary, students improved their speaking skills in vocabulary, pronunciation and fluency. Moreover, the range of vocabulary increased a little bit with the use of "speaking drills". It means that anchor chart activities contributed to vocabulary to deal with information tasks with the use of simple grammar structure. The pronunciation was mostly intelligible but some words were difficult to understand. Finally, being guided by anchor charts students were able to answer appropriately.

Table 4. *Pre-test and Post-test difference and average*

Results	Pre-test	Post-test	Difference
Average	4,46	5,11	0,65

Note: Difference between pre-test and post-test.

Analysis and Interpretation

Table 4 has the averages obtained as the result of pre-test and post-test. Before the treatment, the pre-test has 4,46 out of 10 points. On the other hand, post-test average was 5,11 out of 10. This shows that the whole group of 36 students has improved 0,65 decimals in their speaking skills.

The general average demonstrated that at the beginning, students had poor vocabulary, incorrect pronunciation and they needed support in every pronounced word. This result is shown in the scores obtained. But after the application of anchor charts, it was evident that contributed to speaking sub-skills such as range of vocabulary, pronunciation , word stress, intonation, and fluency.

Hypothesis validation

This study used hypothesis testing to determine whether the data sample follows noticeable progress. Assumptions based on this progress and statistical techniques such as hypothesis testing can be used to test the normality of this research sample. For this experiment with 36 students, the chi-square test was considered appropriate, which compares the observed value in the sample with the expected value according to the hypothesis being tested.

Table 5. *Hypothesis Test*

Hypothesis Test Summary			
Null Hypothesis	**Test**	**Sig.**	**Decision**
1 PRETEST occur with equal probabilities.	One-Sample Chi-Square Test	,020	Reject the null hypothesis.
2 POSTTEST occur with equal probabilities.	One-Sample Chi-Square Test	,001	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is ,050.

  Note: Chi-Square Test related to hypothesis validation

3.2 DISCUSSION OF RESULTS

The efficiency of anchor charts in improving speaking abilities was defined by this study. In order to determine the speaking level before and after the intervention process. Additionally, anchor chart activities were implemented based on the outcomes of the evaluation.

The following findings are discussed:

First of all, using anchor charts encouraged kids to talk with a variety of words, with proper pronunciation, and with fluency throughout interactions. According to earlier research, anchor charts help with learning and keep students interested (Harsono et al., 2019). As a result, using posters as a learning material should be viewed as an alternative for students learning a foreign language (Septinasari et al., 2019). As a result of this, Fontanez (2017) argued that teaching with a variety of anchor chart styles encourages students to learn. In fact, it enables the student to pay more attention and interest to the learning material. It is also clear that this resource supports linguistic development, particularly speaking skills in young learners.

Second, the data show that students' limited vocabulary, poor pronunciation, and wrong word intonation made it difficult for them to interact with the teacher and have a fluent conversation. However, after using anchor charts, their speaking abilities improved giving the context of the data from the pre- and post-tests. Therefore, since students made less mistakes on the post-test, the results showed that anchor charts could be fantastic teaching tools for enhancing speaking abilities. According to earlier research, anchor charts are tools that help students learn by allowing them to take an active role in the process by contemplating the use of colors and designs (Osa & Musser, 2017).

Furthermore, Limbrick (2021) found that anchor charts drive students' knowledge and the use of the material to facilitate the learning process.

Overall, the findings of this study confirmed that the anchor chart activities promote students' speaking skills by providing them with visual support that could be useful in terms of giving students the opportunity to learn by being exposed to the language, and it gave students the confidence to participate in the process of making the chart, with the design being part of the learning process. However, it is vital to note that teacher support is essential when integrating anchor charts in the classroom since they compensate for their language acquisition limitations. Emphasizing that anchor charts are excellent resources to supplement the class for beginners, they should never be used to substitute teachers' supervision because it includes the act of exposition of the language andlearners should be exposed to the four language skills in their early years.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 CONCLUSIONS

In this study, the incidence of anchor charts in speaking skills was examined. A number of conclusions were reached after the investigation's findings were analyzed.

• It was discovered that anchor chart activities that were flexible, age-based, and eye-catching contributed successfully to expanding the vocabulary of students and familiarizing them with the language. By reading drills and important words. The activities also helped pupils improve their pronunciation. Due to its focus on the material, the design benefited visually students. Students were more attentive and actively engaged in class because of the introduction of code colors.

• The pre-test assisted in determining the students' level of speaking proficiency. The findings indicated that most students struggled when they speak because of poor vocabulary, and incorrect pronunciation. and misunderstanding of questions. In most of the cases, students used their mother tongue to answer. However, after using anchor charts, there was an improvement in vocabulary terms, pronunciation, and understanding of questions posed by the teacher. Even though the vocabulary was limited, they used the language learned during classes to interact.

• After the application of anchor charts which were based on the topics related to the exam such as colors, fruits, prepositions of place, toys, and family members it was clear to see the influence that anchor chart had on the improvement of speaking abilities because students preferred the use of anchor charts with interesting designs to learn the vocabulary words. Also, colorful anchor charts helped students to be concentrated in every intervention.

4.2 RECOMMENDATIONS

Based on the above conclusions, the following recommendations were made:

• To help students retain what they have learned in the foreign language and to help them focus their attention through topic-related activities and a color-coded system, English teachers should employ anchor charts in the classroom. Additionally, the anchor chart's creative design is significant in order to give preschoolers the opportunity access to a suitable class.

• It is necessary to apply anchor charts in activities linked to different topics to improve the level of speaking skills through colors, design, and pictograms to facilitate beginners to acquire the most vocabulary they can and to give some drills to familiarize with the language so that the child can improve his speaking.

• To apply activities using color-coded anchor charts using shapes, images, pictures, and colored designs to make anchor charts activities more attractive, on the other hand, classroom management anchor charts such as words, use of grayscale colors followed by formal design to improve speaking skills.

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ANNEXES

Annex 1 Urkund Report

Document Information

Analyzed document	LÓPEZ LÓPEZ AMANDA LIZBETH 4C.pdf (D171538128)
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Submitter email	alopez0543@uta.edu.ec
Similarity	2%
Analysis address	ve.chicaiza.uta@analysis.urkund.com

Annex 2 Approval
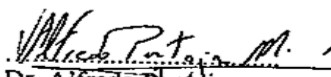
CARTA DE COMPROMISO

Ambato, 13 de Abril 2023

Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Yo, Dr Alfredo Pantoja, en mi calidad de Rector de la Unidad Educativa "Bolivar" de la ciudad de Ambato, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: **"ANCHOR CHARTS AND SPEAKING SKILLS"** propuesto por la estudiante LÓPEZ LÓPEZ AMANDA LIZBETH portadora de la Cédula de Ciudadanía, 1804750543 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

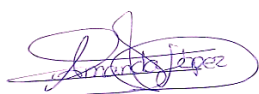Particular que comunico a usted para los fines pertinentes.

Atentamente.

Dr. Alfredo Pantoja
Rector
Unidad Educativa "Bolivar"
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Annex 3 Lesson plans

LESSON PLAN 1 PRE-TEST			
Time: 40 mins	**Date:** May 8th, 2023	**Subject:** English	**Class:** 2nd "A" level
Teacher's name: Amanda López	**Language use:** Speaking	**Topic:** Pre-test	**N° OF STUDENTS:** 36
AIM: To identify students' speaking levels.			
Objectives: **SWBAT** describe familiar topics with simple phrases.			

Materials:
   • Board
   • Printed Cambridge Speaking Test Pre A1 Starters(YLE).
   • Rubric
   • Markers
   • Pen			

Step	Time	Procedure
1	5 mins	T. makes a brief presentation of herself. T. explains the topic and its objectives
2	5 mins	T. explains how to complete the exam. T. check students' comprehension. T. explain the rubric and its contents
3	30 mins	T. starts the exam takes 3 mins per student. T. finishes the speaking exam and says good-bye to everyone.

ENGLISH TEACHER   SCHOOL TEACHER

 AMANDA LÓPEZ   LIC.   LUIS   MONTERO

LESSON PLAN 2 LESSON 1			
Subject: English	**Date:** May 11th, 2023	**Time:** 40 mins	**Class:** 2nd "A" level
Teacher's name: Amanda López	**Language use:** Speaking	**Topic:** Colors	**N° OF STUDENTS:** 36
Language Subskills: Vocabulary, Pronunciation			
Aim: To identify students' speaking levels.			

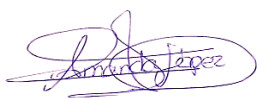|		
Objectives : SWBAT Use the vocabulary about colors in a simple referenced sentence. *Vocabulary* *Yellow, blue, black, gray, green, purple, pink, violet, sky-blue, white, red, orange, brown.*		
Materials: - Board - Printed Cambridge Speaking Test Pre A1 Starters(YLE). - Rubric - Markers - Pen - Cardboard		

Step	Time	Procedure
1	5 mins	T. starts the class with a game "Simon says " about colors. T. asks students *what color is it?* and point to the color. T. provides an oral sample model to answer *"It is blue"*
2	12 mins	T. presents flashcards about colors. T pronounce each color. T. checks students' pronunciation. **Vocabulary** T. presents the color and its word. T. writes the color on the board. Example "blue". T. draws a referenced color circle next to its name. T. says the name of the color. T. presents the main paper to start the anchor chart.
3	17mins	T. starts to make the anchor chart about colors. T. asks the student *"What color is it?".* T. provides a sample of the answer "It is *blue*". T. asks students to follow the drill. *It is...* T. relates the color with realia. T. completes the anchor chart with 13 colors. T. writes each name of the color next to the circle. T. summarize the class using the anchor chart and lets students participate. T. evaluates student participation.
4	3 mins	**Closure** T. asks students *What did you learn today?* T. listens to the answer and asks students What *colors* did you learn?
5	3 mins	**Demonstration of learning** T. asks students to "draw a circle and *color it red"* T. checks what students have done and collect the paper T. finishes class on time and says goodbye to everybody.

ENGLISH TEACHER

AMANDA LÓPEZ

SCHOOL TEACHER

LIC. LUIS MONTERO

LESSON PLAN 3			LESSON 2	

Subject: English	**Date:** May 15th, 2023	**Time:** 40 mins	**Class:** 2nd "A" level
Teacher's name: Amanda López	**Language use:** Speaking	**Topic:** Fruits	**N° OF STUDENTS:** 36

Language Subskills: Vocabulary, Pronunciation
Vocabulary
(apple, pear, strawberry, watermelon, lemon, orange, banana)

Aim: To identify students' speaking levels.

Objectives: SWBAT
Use the vocabulary about fruits.
Identify the color of the fruits.
Differentiate the colors of fruits.

Materials:
- Board
- Printed Cambridge Speaking Test Pre A1 Starters(YLE).
- Rubric
- Markers
- Speakers
- Pen
- Scotch tape
- Scissors

Step	Time	Procedure
1	5 mins	T. starts the class with the song "my favorite color ". T. discusses why is *it* students' favorite color. T. relates favorite colors with fruits. T. asks students to follow the drill. ..*My favorite color is* **red** *like the* **apple**
2	12mins	T. presents flashcards about colored fruits. T pronounces each fruit and its color. T. checks students' pronunciation. **Vocabulary** T. presents the fruit and its word. T. writes the name of the fruit on the board. Example "apple". T. pastes the picture of the referenced fruit next to the name. T. says the name of the fruit and its color. T. presents the main paper to start the anchor chart.
3	17mins	T. starts to make the anchor chart about fruits T. asks the student "What fruit is it?" T. provides an answer sample to follow "It is an *apple*", "It is a *lemon*" T. asks students to follow the drill. *It is...* T. reinforces the fruits and their colors. T. summarizes the class using anchor charts and lets students participate.

		T. evaluates students' participation
4	3 mins	**Closure** T. asks students *What did you learn today?* T. listens to the answer and asks students What *fruits* did you learn?
5	3 mins	**Demonstration of learning** T. sends the homework to students. *Draw 3 fruits and color them using the colors red, orange, and purple* T. finishes class on time and says good-bye to everybody.

ENGLISH TEACHER

 AMANDA LÓPEZ

SCHOOL TEACHER

LIC.   LUIS   MONTERO

LESSON PLAN 4 LESSON 3			
Subject: English	**Date:** May 18th, 2023	**Time:** 40 mins	**Class:** 2nd "A" level
Teacher's name: Amanda López	**Language use:** Speaking	**Topic:** classroom objects	**N° OF STUDENTS:** 36
Language Subskills: Vocabulary, Pronunciation *Vocabulary* *(table, chair, door, window, trash can, blackboard, bookcase, desk, markers)*			
Aim: To identify students' speaking levels.			
Objectives: SWBAT Identify the vocabulary related to classroom objects. Pronounce the vocabulary words. Use drill "*it is a...''* to answer the wh- question.			
Materials: • Board • Printed Cambridge Speaking Test Pre A1 Starters(YLE). • Rubric • Markers • Colored Pens • Scotch tape • Scissors • Speakers			

Step	Time	Procedure
1	5 mins	T. starts the class with a song "Things in the Classroom". T. debates with students about what objects/ things students have in the classroom.

2	12 mins	T. relates things in the classroom to realia. T. presents flashcards about objects in the classroom. T. checks students' pronunciation. **Vocabulary** T. presents the classroom object and its word. T. writes the name of the object on the board. Example "table". T. pastes the picture of the referenced object next to the name. T. says the name of the object. T asks students to pronounce the name of the object. T. present the main paper to start the anchor chart.
3	17mins	T. starts to create the anchor chart titled *classroom objects* T. asks the student *What object is it?* T. provides an answer sample to follow "It is a *trash can*". T asks students to follow the drill *It is a...* T. relates the things in the school with realia. T. summarizes the class using anchor charts and lets students participate in class. T. evaluates student's participation and finishes the activity on time.
4	3 mins	**Closure** T. asks students *What did you learn today?* T. listens to the answer and asks students What *objects* did you learn?
5	3 mins	**Demonstration of learning** T. asks students to draw a table, a chair and a chair in the notebook. T. finishes class on time and says good-bye to everybody.

ENGLISH TEACHER

AMANDA LÓPEZ

SCHOOL TEACHER

LIC. LUIS MONTERO

LESSON PLAN 5 LESSON 4			
Subject: English	**Date:** May 22nd, 2023	**Time:** 40 mins	**Class:** 2nd "A" level
Teacher's name: Amanda López	**Language use:** Speaking	**Topic:** Toys	**N° OF STUDENTS:** 36
Language Subskills: Vocabulary , Pronunciation *Vocabulary* *(Teddy bear, robot, ball, doll, car, dinosaur)*			
Aim: To identify students' speaking levels.			
Objectives : Identify the name of the toys.			

Use the vocabulary about toys.
Use drill "*it is a...*" to answer the wh- question.

Materials:
- Board
- Printed Cambridge Speaking Test Pre A1 Starters(YLE).
- Rubric
- Markers
- Pen
- Real toys
- Colors
- Speakers

Step	Time	Procedure
1	5 mins	T. starts the class with a song "What is It" related to toys. T. debates with students' about *what toys they have.*
2	12 mins	T. relates toys to realia. T. presents the real toys and their names. T. check students' pronunciation. **Vocabulary** T. presents the toy and its word. T. writes the name of the toy on the board. Example. "teddy bear" T. places the toy next to the name. T. says the name of each toy. T asks students to pronounce the name of the toy. T. present the main paper to start the anchor chart.
3	17mins	T. starts to make the anchor chart about toys. T. asks the student *"What toy do you have?"* T. listens to the answers and divides the class into groups *G1 teddy bear, G2 doll, G3 robot, G4 ball, G5 dinosaur.* T. asks students *what toy is it (this group or G1)?* T. provides a sample answer to follow. It is a *teddy bear* T. asks students to follow the drill *It is a....* T. draws the toy and its name on the anchor chart. T finishes drawing and coloring the toys T. summarize the class using anchor charts and lets students to participate. T. evaluates students' participation and finishes the activity on time
4	3 mins	**Closure** T. asks students *What did you learn today?* T. listens to the answer and asks students Which *toys* did you learn?
5	3 mins	**Demonstration of learning** T. asks students to draw a teddy bear and write its name in the notebook. T. finishes class on time and says good-bye to everybody.

ENGLISH TEACHER

AMANDA LÓPEZ

SCHOOL TEACHER

LIC. LUIS MONTERO

<table>
<tr><td colspan="4" align="center">LESSON PLAN 6   LESSON 5</td></tr>
<tr><td>Subject: English</td><td>Date: May 25th, 2023</td><td>Time: 40 mins</td><td>Class: 2nd "A" level</td></tr>
<tr><td>Teacher's name: Amanda López</td><td>Language use: Speaking</td><td>Topic: Prepositions of place in, on, and under.</td><td>N° OF STUDENTS: 36</td></tr>
<tr><td colspan="4">Language Subskills: Vocabulary , Pronunciation, Grammar
Vocabulary
In, on , under
Grammar
It is ..... the box</td></tr>
<tr><td colspan="4">Aim: To identify students' speaking levels.</td></tr>
<tr><td colspan="4">Objectives : SWBAT
Use the vocabulary about prepositions.
Use drill "it is ... the box" to answer the wh- question.</td></tr>
<tr><td colspan="4">Materials:
Board
Printed Cambridge Speaking Test Pre A1 Starters(YLE).
Rubric
Markers
Colors
Flashcards
Ball
Box
Speakers
Colored Pens
Scotch tape
Scissors</td></tr>
</table>

<table>
<tr><th>Step</th><th>Time</th><th>Procedure</th></tr>
<tr><td>1</td><td>5 mins</td><td>T. starts the class with a song "where is it".
T. discusses with students about the picture and its objects.</td></tr>
<tr><td>2</td><td>12 mins</td><td>T. describes the picture.
T. focuses on the place of the toy "ball".
T. presents flashcards about prepositions in, on, under
 T. checks students' pronunciation
T. checks students understanding meaning of prepositions in, on, under
Vocabulary
T. presents the preposition in, on, under and its corresponding picture T. writes the name of the preposition on the board. Example. "on"
T. places the preposition flashcard next to the name.
T. says the name of each preposition.
T asks students to pronounce the name of the preposition.
T. present the main paper to start the anchor chart.</td></tr>
<tr><td>3</td><td>20mins</td><td>T. start to make the anchor chart about "prepositions of place"
T. draws three boxes for prepositions
T. asks the student where is <u>it</u> (ball)?"
T. provides a sample answer to follow. It is in/on/under the box.</td></tr>
</table>

		T. asks students to follow the drill *It is.... the box* T. relates the place of the ball with realia T. uses a real ball and box to check students' understanding T. summarizes the class using anchor charts and let students' to participate. T. evaluates student's participation
4	3 mins	**Closure** T. asks students *What did you learn today?* T. listens to the answers
5	3 mins	**Demonstration of learning** T. asks students to draw a box and place a ball for the preposition *in* T. finishes class on time and says good-bye to everybody.

ENGLISH TEACHER

AMANDA LÓPEZ

SCHOOL TEACHER

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LESSON PLAN 7 LESSON 6			
Subject: English	**Date:** May 29th, 2023	**Time:** 40 mins	**Class:** 2nd "A" level
Teacher's name: Amanda López	**Language use:** Speaking	**Topic:** Family	**N° OF STUDENTS:** 36
Language Subskills: Vocabulary, Pronunciation, Grammar *Vocabulary* *Mom, dad, sister, brother, baby* *Grammar* *It is the…..*			
Aim: To identify students' speaking levels.			
Objectives : SWBAT Use the vocabulary about family. Use drill "*it is ….*" to answer the wh- question. .			

Materials:
   • Board
   • Printed Cambridge Speaking Test Pre A1 Starters(YLE).
   • Rubric
   • Markers
   • Colors
   • Flashcards
   • Speakers
   • Colored Pens
   • Scotch tape
   • Scissors			

Step	Time	Procedure
1	5 mins	T. starts the class with a song "finger family ". T. debates with students about family members.
2	12 mins	T. presents flashcards about family T. pronounces and asks students to repeat T. checks students' pronunciation T. checks students understanding meaning of *family members* **Vocabulary** T. presents the vocabulary about family *dad, mom, brother, sister, baby* and its corresponding picture T. writes the name of the vocabulary word on the board. Example. "mom/ mother" T. places the vocabulary flashcard next to the name. T. says the name of each family member . T asks students to pronounce the name of the family member. T. presents the main paper to start the anchor chart.
3	20mins	T. starts to make the anchor chart about "Family" T. draws a hand to draw the family finger T. asks the student *who is <u>it</u> ? a*nd shows the flashcard *(dad)*?" T. provides a sample answer to follow. It is the *dad.* T. asks students to follow the drill *It is the ....* T. relates the place of family member on each finger T. uses her hand and says who is it? And shows one finger and listens to students' answers. T. decorates the family finger anchor chart T. summarizes the class using anchor charts and let students' to participate. T. evaluates student's participation
4	3 mins	**Closure** T. asks students *What did you learn today?* T. listens to the answers
5	3 mins	**Demonstration of learning** T. asks students to draw the finger family and write its name in the notebook. T. finishes class on time and says good-bye to everybody.

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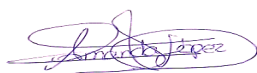
AMANDA LÓPEZ   LIC. LUIS MONTERO

LESSON PLAN 8 LESSON 7			
Subject: English	**Date:** June 1st , 2023	**Time:** 40 mins	**Class:** 2nd "A" level
Teacher's name: Amanda López	**Language use:** Speaking	**Topic:** a picture wh-words	**N° OF STUDENTS:** 36

Language Subskills: Vocabulary, Pronunciation, Grammar *Vocabulary* *Colors, prepositions, classroom objects, toys, family* *Grammar wh-* *What is it?, where is it?, who is it?* *It is the.....*		

Aim: To identify students' speaking levels.

Objectives : SWBAT
Use the vocabulary learned during speaking lessons to describe the picture
Use drill "*it is ....*" to answer the wh- questions.

Materials:
- Board
- Printed Cambridge Speaking Test Pre A1 Starters(YLE).
- Rubric
- Markers
- Colors
- Speakers
- Colored Pens
- Scotch tape
- Scissors

Step	Time	Procedure
1	5 mins	T. starts the class with the game *simon says* using "wh-questions".(picture-cued questions) T. debates with students about the picture
2	12mins	T. presents the main picture to describe. T. writes the wh-questions on the board with different colors. T. gives a brief explanation about the wh-questions T. explains when to use who, where, and what. T. check students understanding meaning of *wh words* **Vocabulary** T. presents the picture and paste on the board T. writes the wh- word on the board with different colors. T. writes meaning of each wh- word T. says the name of each wh- word and its meaning. T asks students to pronounce wh-word T. presents the main paper to start the anchor chart.
3	17mins	T. starts to make the anchor chart about "the picture" T. draws three arrows pointing the things students will describe T. uses different colors to write wh-question T. asks the students wh- questions. Example. *What is it? Where is it?, Who is it?* T. provides a sample answer to follow. *It is the ball, it is on the table, it is the baby.....* T. asks students to follow the drill *It is....* T. summarizes the class using anchor charts and let students' to participate. T. evaluates student's participation

4	3 mins	**Closure** T. asks students *What did you learn today?* T. listens to the answer and asks students What is the meaning of What, where, and who?
5	3 mins	**Demonstration of learning** T. asks students to draw person next to the word who. A place next to the word where and draw a table next to the word what. T. finishes class on time and says good-bye to everybody.

ENGLISH TEACHER   SCHOOL TEACHER

AMANDA LÓPEZ   LIC. LUIS MONTERO

LESSON PLAN 9   POST -TEST

Time: 40 mins	**Date:** June 5th, 2023	**Subject:** English	**Class:** 2nd "A" level
Teacher's name: Amanda López	**Language use:** Speaking	**Topic:** Pre-test	**N° OF STUDENTS:** 36

AIM: To evaluate students' speaking levels.

Objectives: **SWBAT** describe familiar topics with simple phrases.

Materials:
- Board
- Printed Cambridge Speaking Test Pre A1 Starters(YLE).
- Rubric
- Markers
- Pen

Step	Time	Procedure
1	5 mins	T. makes a brief presentation of herself. T. explains the topic and its objectives
2	5 mins	T. explains how to complete the exam. T. check students' comprehension. T. explain the rubric and its contents
3	30 mins	T. starts the exam takes 3 mins per student. T. finishes the speaking exam and says good-bye to everyone.

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Annex 4 Exam

Note: Pre A1 starters, A1 Movers and A2 Flyers, Handbook for teachers (Cambridge University Press) (p.25-26)

Link : https://www.cambridgeenglish.org/Images/357180-starters-movers-and-flyers-handbook-for-teachers-2021.pdf

Annex 5 Rubric

Note: Pre A1 starters, A1 Movers and A2 Flyers, Handbook for teachers (Cambridge University Press). (p.79)

Link: https://www.cambridgeenglish.org/Images/357180-starters-movers-and-flyers-handbook-for-teachers-2021.pdf

Annex 6 Anchor charts y Fotos

Note: Information taken from students of second year EGB at Unidad Educativa "Bolivar". López (2023)

Note: Picture taken from students of second year EGB at Unidad Educativa "Bolivar". López (2023).