



**UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**Proyecto de Trabajo de Graduación o Titulación previo a la obtención del Título de  
Licenciado/a en Pedagogía del Idioma Inglés.**

---

**Theme:**

Numbered Heads Together strategy and the development of English oral fluency.

---

**Author:** Uquillas Lescano, Karla Pamela

**Tutor:** Lcda. Mg. Marbella Cumandá Escalante Gamazo

Ambato – Ecuador

2021-2022

## **SUPERVISOR APPROVAL**

### **CERTIFY:**

I, Mg. Marbella Cumandá Escalante Gamazo, holder of the I.D N°. 1802917250, in my capacity as supervisor of the Research dissertation on the topic: “NUMBERED HEADS TOGETHER STRATEGY AND THE DEVELOPMENT OF ENGLISH ORAL FLUENCY” investigated by Miss Karla Pamela Uquillas Lescano with I.D No. 180502939-2, 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.

---

Lcda. Mg. Marbella Cumandá Escalante Gamazo

**C.C. 1802917250**

## DECLARATION PAGE

I declare this undergraduate dissertation entitled "**NUMBERED HEADS TOGETHER STRATEGY AND THE DEVELOPMENT OF ENGLISH ORAL FLUENCY**" 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.



---

Uquillas Lescano Karla Pamela  
I.D. 1805029392  
**AUTHOR**

**BOARD OF EXAMINERS APPROVAL PAGE**  
**TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y**  
**DE LA EDUCACIÓN**

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic "**NUMBERED HEADS TOGETHER STRATEGY AND THE DEVELOPMENT OF ENGLISH ORAL FLUENCY**" which is held by Karla Pamela Uquillas Lescano undergraduate student from Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, academic period October 2021 - March 2022, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

Ambato, *March 2022*

**REVISION COMMISSION**

---

Mg. Ruth Infante  
**REVISER**

---

Mg. Ximena Calero  
**REVISER**

## **COPYRIGHT REUSE**

I, Uquillas Lescano Karla Pamela with I.D. No. 1805029392, confer the rights of this undergraduate dissertation " NUMBERED HEADS TOGETHER STRATEGY AND THE DEVELOPMENT OF ENGLISH ORAL FLUENCY ", and authorize its total reproduction or part of it, as long as it is in accordance with the regulations of the Universidad Técnica de Ambato, without any kind of profit from it.



---

Uquillas Lescano Karla Pamela  
I.D. 1805029392  
**AUTHOR**

## DEDICATION

*To my lovely parents Fernando and Victoria for their support, guidance and unconditional love that motivated me to be a good person. To my brothers Luis and Marcos for teaching me that everything can be achievable if it is done one step at a time. To Santiago for being by my side and lighting all my moments. Finally, to my beloved grandmothers Carmen and Aida for being fundamental pillars in my life. I will see you in next life.*

*Karla.*

## AKNOWLEDGEMENTS

*Firstly, to God for giving me the strength and courage to not to give up.*

*Secondly, I would like to express my gratitude to Mg. Marbella Escalate for being a guidance trough this research. To all the professors of “PINE” major for sharing your experiences with me.*

*I sincerely thank to Nathaly and Cecilia. I am eternally grateful for your support, for being there at any time.*

*Finally, to all the people I have met at the university, especially my close friends. I am so thankful for all the memories that we shared together. Words cannot express how much you mean to me.*

*We did it! Love you girls.*

*Karla.*

## Table of Contents

TITLE PAGE.....	i
SUPERVISOR APPROVAL.....	ii
DECLARATION PAGE.....	iii
BOARD OF EXAMINERS APPROVAL PAGE .....	iv
COPYRIGHT REUSE.....	v
DEDICATION.....	vi
AKNOWLEDGEMENTS .....	vii
Table of Contents.....	viii
Index of tables.....	ix
Index of figures .....	ix
ABSTRACT.....	x
CHAPTER I. THEORETICAL FRAMEWORK .....	1
1.1 Investigative Background .....	1
1.2 Objectives .....	11
CHAPTER II. METHODOLOGY .....	13
2.1 Materials .....	13
2.2 Methods .....	13
CHAPTER III. RESULTS AND DISCUSSION.....	16
3.1 Analysis and discussion of the results .....	16
3.2. Verification of the hypothesis.....	21
3.3 Discussion of the results .....	22



CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS.....	24
4.1. Conclusions.....	24
4.2 Recommendations.....	26
Bibliographic References.....	27
Annexes .....	30

### Index of tables

<b>Table 1.</b> Pre-test Results.....	16
<b>Table 3.</b> Post-test Results .....	18
<b>Table 4.</b> Comparative results.....	19
<b>Table 5.</b> T-Student Paired Samples Statistics.....	21
<b>Table 6.</b> Paired Sample Test.....	22

### Index of figures

<b>Figure 1.</b> Pre-test Results .....	17
<b>Figure 2.</b> Post-test Results.....	18
<b>Figure 3.</b> Comparative results .....	20

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**Facultad de Ciencias Humanas y de la Educación**  
**Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros**

**Topic:** Numbered Heads Together strategy and the development of English oral fluency

**Author:** Uquillas Lescano Karla Pamela

**Tutor:** Lcda. Mg. Marbella Escalante

**ABSTRACT**

The current research work was aimed to analyze the impact of Numbered Heads Together in the development of English oral fluency in 24 students from fourth level “A” at Centro de Idiomas UTI. It followed a quantitative approach since the hypothesis was accepted through the application of a statistical method T-Student. Due to the COVID-19 pandemic, this research was developed through virtual classes because it was not possible to have face-to-face contact with students. Besides, this study collected information from physical and digital resources such as scientific journals, articles, thesis, books, and papers on the internet to support the variables. The research has a pre-experimental design in which the instrument for collecting data was a pre and post-test. This study took 4 weeks in which the researcher intervened virtually 9 sessions by zoom virtual platform. The first and last sessions were mainly to apply the pre-test and post-test respectively to measure students speaking ability in terms of oral fluency. The results showed that students needed to improve their speaking skill since the total average of the pre-test was 2,42 over 5 points. Consequently, students were taught by applying Numbered Heads Together following the topics that the coursebook suggested. After finishing the 7 treatment sessions, students took a post-test in order to compare it with the pre-test. The total average for the post test was 3,23. It is important to highlight the progress of 0,81. The results showed that there is a significant difference between both samples. This study concluded that Numbered Heads Together can be used to improve students speaking skill and sub skill such as fluency.

**Key words:** Cooperative Language Learning, Fluency, Numbered Heads Together, Speaking Skill.

## CHAPTER I. THEORETICAL FRAMEWORK

### 1.1 Investigative Background

The following investigative works support this study. They show that Number Heads Together helps learners to develop not only fluency but also all factor such as intonation, pronunciation and vocabulary. Following with that, developing communicative competence is really important because it allows learners to express themselves with confidence. English teachers are applying traditional methodologies which does not give students the opportunity to become independent learners because it follows a teacher-centered approach. Knowing that, applying Numbered Heads Together as a new way for student-centered learning.

Alipour and Barjesteh (2017) in the experimental research “Effects of Incorporating Cooperative Learning strategies (Think-Pair Share and Numbered Heads) on Fostering the EFL Learners’ Speaking Fluency” aimed to investigate the improvement of the speaking fluency by incorporating cooperative strategies on students at Shariati high school. In order to select the participants, placement test was applied to 40 students to make sure that they were at the same level of speaking proficiency. As a consequence, 32 male EFL learners from 16-18 years old participated into the group of study. Those students were divided into two groups: Control Group (CG) and Experimental Group (EG). For the CG, students were learning as in the traditional approach and no strategy was given to them during the six weeks of treatment. Contrary to this, In the EG was incorporated cooperative strategies: Think-Pair Share (TPS) and Numbered Heads Together (NHT) in order to change the learning atmosphere into a cooperative classroom. Moreover, the results had showed that the score of CG in post-test was 9.38 and the score of EG in the post-test was 13.25. The statistical analysis had showed that the use of TPS and NHT strategies had had positive effects on speaking fluency in the EG rather than in the CG. To reach this result, The Statistical Package for Social Science (SPSS) was used by the researchers to analyze all the data collected from the pre and post-test.

This study work is crucial for the present research because it highlights the use of Numbered Heads Together to enhance students' speaking skill. Consequently, the positive results obtained after the treatment employed by the researcher guided himself to conclude that this strategy promotes the development of the speaking skill. Therefore, the investigator suggests the application for Numbered Heads Together if the aim of the class is to develop the English Oral fluency on EFL learners.

In the research work developed by Ratnawati et al., (2018) called "Enhancing the Students' Speaking Skill Using Three Step Interview (TSI) and Numbered Heads Together (NHT)" attempted to investigate the correlation between students' speaking skill by employing cooperative strategies with different levels of motivation. To this research, 60 students from Nissan Fortuna English Course participated where after applying the questionnaire directed to measure students' motivation, 24 students were the participants selected to the treatment for 4 weeks. The students were divided according their level of motivation: high and low. Then, a pre-test was applied to students in order to measure their oral performance on basis of a rubric. The results showed that TPS and NHT are effective strategies for the development of the speaking skill no matter the level of motivation. The results enable the researcher to conclude that both TPS and NHT can be used by teachers to enhance students' speaking skill.

This study is valuable for this research because it suggests the application of this students- centered strategy to develop confidence to students while performing any oral presentation. Likewise, it enables students to enjoy the teaching-learning process and to be able to explore themselves while having discussions in their groups work. At the end of this study, the authors states that cooperative strategies must be applied properly in order to have students working together and not competing with each other.

Another experimental study titled "The Implementation of Numbered Heads Together Technique in Improving Speaking Ability" developed by Amirullah et al., (2017) intended to investigate the effects on students' speaking ability by implementing Numbered Heads Together. The population was 86 students but for the purpose of the study, the researcher only chose one class. So, the participants were 20 students of

SMPN 16 in Banda Aceh chosen by purposive sampling. The treatment was applied into three meetings to the experimental group. Following the experimental design, the pre-test was about describing for 2 and a half minutes to a famous person verbally. After applying NHT strategy, the same pre-test was applied as post-test. A speaking rubric over 100 points was used to assess students' speaking performance on basis of grammar, vocabulary, comprehension, fluency and pronunciation. The data was analyzed statistically so, the results were the following: the main score in the pre-test was 75.4 and for the main score in the post-test was 8.7. The study reached to the conclusion that NHT had positive effects in the development of vocabulary, fluency, pronunciation as well as comprehension of students that belong to the experimental group. In contrast, the author said that NHT is not helpful if the aim of applying NHT is to improve grammar. The statistical analysis has showed that NHT is effective for improving speaking skill but the author does not suggest this strategy for teaching grammar.

This research can be used as a guide for the current study because it provides the steps to develop this strategy. Besides, it concluded that Numbered Heads Together is an effective strategy to improve learners' fluency as it was seen in the main score in the post-test. Nevertheless, it supports the development of other speaking sub-skills such as vocabulary, pronunciation and comprehension.

Identically, the research "Improving speaking skill through Numbered Heads Together of the seventh grade students of SMP PGRI 4 Denpasar in academic year 2014/2015" developed by Dewi et al., (2015) sought to investigate the efficacy of Numbered Heads Together on enhancing speaking skill. The participants of the research were 16 seventh grade students at SMP PGRI 4 Denpasar, 12 males and 4 females during the academic year 2014/2015. The study was carried out during two cycles, each one of two sessions. It was conducted by the fact that learners were still having problems while developing their speaking sub-skills such as pronunciation, grammar and vocabulary. The results of the pre-test showed that none of the population passed with the minimum score. Contrary, the results for the post-test in the cycle II was 3.18 while in cycle I was 2.67. It was evident in the statistical analysis that NHT helped students in

the performance of oral and communicative activities. Thus, the study concluded that the application of NHT was effective to improve the speaking skill in seventh grade students.

The study described before is indispensable for this research because of the results shown. They evidence that applying communicative and cooperative methods instead of the traditional one provide more opportunities to practice freely the target language. Moreover, the findings state that the participants responded positively to the application of Numbered Heads Together as well as, they became active learners during the implementation of this strategy.

In the following descriptive research “The Effectiveness of Cooperative Learning Activities in Enhancing EFL Learners’ Fluency” developed by Alrayah (2018) aimed to investigate the efficacy of cooperative learning activities to improve EFL learners’ fluency. The population was constituted by 48 first-year student at Faculty of Education at Omdurman Islamic University-Sudan. The research sample was divided into experimental and control group so, 24 students for each one. The study was applied to the experimental group for a month following a cooperative learning approach. Reordered interviews were employed as a pre-test and post-test in order to test students’ fluency before and after applying the treatment. Seven cooperative learning strategies such us Think-Pair Share, Numbered Heads Together, Three-Step Interview, etc. were applied. The results of this research showed that cooperative learning activities had improved the oral fluency in students as it was evident in the statistical analysis of the recorder interviews. The experimental group result was better than the control with 25.5% of difference. Therefore, the study concluded that the application of cooperative learning strategies in the experimental group helped them to develop their confidence, avoid hesitation, interact with each other, etc.

This research is crucial for this study because it supports that cooperative strategies are extremely important for developing the speaking skill and sub-skills. Besides, Numbered Heads Together was one of the seven strategies applied to the population that allowed learners to participate freely, use a wide range of vocabulary and expressions,

use different grammatical structures, accurate pronunciation and effective communication.

Namaziandost et al., (2020) in the study “The impact of cooperative learning approach on the development of EFL learners’ speaking fluency” was intended to figure out the effect of cooperative strategies in the development of the English oral fluency in students at Iran. The participants for this study were 72 students divided into 3 groups: Think-Pair Share Group, Numbered Heads Together Group and Control Group. The treatment was applied during eight weeks where students from TPS G and NHT G were engaged in cooperative strategies. The statistical analysis showed that the CG score in the post-test was 12.62 lower than the experimental group taught with NHT strategies which score was 14.85. It was evident that NHT had a significant impact in the development of the oral fluency in students. Thus, it is concluded that the application of cooperative strategies was effective in enhancing students’ fluency.

Taking into consideration what the author concluded in this research, it is evident that the application of cooperative strategies has positive effects on EFL learners. Besides, they allow students to be responsible for their own learning, become confident speakers while giving the answer of the questions and feeling less stressed thanks to the enjoyable atmosphere that this strategy provided.

Soleimani and Khosravi (2018) in the article “The Effect of Kagan's Cooperative Structures on Speaking Skill of Iranian EFL Learners” directed to measure the effect of Kagan’s cooperative strategies on EFL learners at Ideal Language Institute in Iran. The participants for this study were 48 female students homogeneously selected. The project was applied during eight weeks, two sessions of 90minutes each week. Independent-samples t-test was calculated between the post-test of the EG and CG. The obtained significant was .42 higher than .05. It means that there was a significant difference on the mean score of both post-tests. The experimental group had an increase of the scores after applying Kagan's Cooperative Structures.

Regarding the previous research, Kagan's structures provided students the opportunity to be responsible for their own learning as it was seen in the experimental group. In that way, the classroom became student-centered where the learning environment changed into supportive and friendly atmosphere to let students practice the target language as much as possible.

The investigative works seen previously are important for supporting this study. They show that Number Heads Together helped learners to develop not only fluency but also all factor such as intonation, pronunciation and vocabulary. Following with that, developing communicative competence is really important because it allows learners to express themselves with confidence. Besides, English teachers are applying traditional methodologies those do not give students the opportunity to become independent learner because there is a teacher-centered approach. Knowing that, applying Numbered Heads Together as a new way for developing fluency in students; it will have positive effects on that.



## **Independent variable and development (cause)**

### **Cooperative Language Learning Approach**

Cooperative Language Learning (CLL) aims to have a student-centered approach rather than teacher-centered. This approach has some similitudes with Communicative Language Teaching (CLT) because both have the goal to have students communicating together by working either in pairs or small groups to reach an objective (Richards & Rodgers, 2001). CLL fosters classrooms in which students develop cooperation rather than competition while involving aspects as sharing, negotiating meaning and interacting. Further, learners are able to contribute in the group and be accountable for their own learning because this approach lets students become independent learners and builds their confidence while learning English as a second Language (Bilen & Tavid, 2015).

### **Kagan Structures**

These structures develop different social and language skills such as leadership, team work, listening, taking turn and speaking. Kagan structures are Showdown, Timed Pair Share, Numbered Heads Together, Rally Robin, Inside-outside circle, Rally coach and Four Corners. One of the Kagan Structures “Showdown” gives leadership to each member of the group in their turn. “Round Table” allows learners to participate equally in the activity proposed. “Numbered Heads Together” promotes the communication through sharing ideas about the possible solution to the answer given by the teacher (Kagan, 2002).

The Kagan structures make the teaching-learning process funny, engaging and more successful as well as affect positively to the social skills. Besides, it integrates 4 basis principles:

- **Positive interdependence:** Students work together by cooperating, helping and encouraging each other. There are two main aspects that take place in this principle: positive correlation and interdependence.

- **Individual accountability:** Every student is responsible for his/her own learning even if they are working together as a team. They must be aware that they are contributing to the group and showing someone else their knowledge skills.
- **Equal Participation:** every student must participate equally. For that reason, aspect such as turn taking, time allocation, think and write time, rules, roles and individual accountability should take place while developing these structures.
- **Simultaneous Interaction:** It refers that students are freely interacting with each other. Likewise, learners are engaged and motivated to keep working collaboratively (Navarro & Gallardo, 2015).

### **Numbered Heads Together**

Numbered Heads Together is a cooperative strategy developed by Kagan in 1992. This structure requires students interacting among the group members to get the answer. Teachers can apply this strategy with variety of curriculum materials and all subjects' areas, to every grade level and at any part of the lesson (Kagan, 1990).

This cooperative strategy is highly recommended by Kagan as a useful strategy to check students' understanding of the objectives for a lesson. Kagan and Kagan, (2009) mention that Numbered Heads Together supports different functions related to interpersonal such as teambuilding, social and communication skills, decision-making or to academic such as knowledge -building, thinking skill and presenting information.

#### **Procedure:**

1. **Teacher dived the class into small groups of 4 students:** In this stage, the teacher divides the class in groups. It can be according to the number of students and their needs. The groups can be changed every class or work with the same group the whole school year.
2. **Students number themselves from 1 to 4:** It is necessary that students numbered themselves because the teacher will call a number and the students

with that number will have to say the answer or participate answering the task issued.

- 3. Teacher issues a question to the class about the materials used in advanced (readings, listening, videos, etc.):** The teacher will provide a question or task in order to be completed for a determined period of time. The questions should be based in the previous topics.
- 4. Students are asked to put heads together:** this is the sign for students to start sharing their ideas. Each of the students should contribute with at least 2 or more ideas. Then, they have to come up with the best answer. The group must be sure that each member knows the answer. Because the teacher will call a number randomly.
- 5. Teacher calls a number randomly to respond the answer:** Here the teacher asks for their answers and grade all the members of the group according to the quality of response.
- 6. Teacher provides feedback**

The procedure of this strategy supports different questioning techniques such as the type of questions either open or ended-one, the level of difficulty, the time set for answering the question and the feedback given by the teacher.

### **Dependent variable and development (effect)**

#### **Productive skills**

Productive skills take part in the production of a language, in this case, being in charge of communicating a message either written or spoken. For Golkovaa and Hubackova (2014) Productive skills such as writing and speaking are those which learners produce language rather than receive it. As well as the ability to use accurately grammar for example how to arrange words, the correctly use of grammatical structure, spelling or punctuation in the case of writing. For speaking skill, the use of correct register, express the language function such as giving opinion, requesting, disagreeing,

etc. In addition, Spratt et al., (2011) mention that to produce language it is necessary to know about grammar and vocabulary to put into practice the communicative competence

### **Speaking Skill**

Speaking is the verbal use of language and a medium through which human beings communicate with each other (Fulcher, 2014). Generally, speaking is the ability to express something in a spoken language and requires interaction between one or more speakers. It is simply concerning and putting ideas into words to make other people grasp the message that is conveyed. Moreover, people speak according to different situations and most of the time the language that is going to be used is not planned. Most of the time, it depends on the context that the speakers are in.

Speaking is an interactive and an unplanned process which demands a set of communicative competences. Speakers must be sure about why, how, and when to establish a communication depending on the context either cultural or social. Therefore, knowing the language is not the only aspect that the speaker needs to know in order to be able to communicate. There are some aspects to take into account such as grammar, vocabulary, pronunciation and fluency.

### **Oral Fluency**

Azib and Rochsantiningsih (2012) state that fluency is the ability to speak quickly, comprehensible and spontaneously with some errors that sometimes can distract the listener from what the speakers want to communicate. Besides, some of the problems that speakers face at the moment to be fluent are hesitation and long pauses to express what they want to say. Learners tend to use pause fillers such as “eee”, “mmm” among others when they try to express complex ideas rather the simple ones.

Haryanto (2016) mentions that fluency refers when a learner has mastered all the English skills specially the speaking one. Besides, fluency is the ability that a person has to produce utterances that are understandable by the listener and the speaker. For instance, a fluent person is the one that speaks with an appropriate speed, avoiding most

of the time hesitation that may be produce for the repetition in order to communicate a meaningful speech.

### **Oral Fluency Measurement**

There are two ways to assess oral fluency: quantitative and qualitative. Quantitative assessment refers when test taker pays attention to the speech rate: intonation and stress at the moment to speak. Besides, there are many factors that influence the assessment of fluency: pauses. For that reason, the use, the placement, the frequency and the length of the pauses most of the time affect the oral fluency measurement.

Council of Europe (2020) mentions that there are 3 competences for the illustrative descriptor scale for communicative language competences: linguistic competence, sociolinguistic competence and pragmatic competence. Fluency is part of the pragmatic competence which includes:

- The ability to produce utterances, even with hesitation and pauses.
- The ability to have a long stretch of free conversation or production.
- The ability to express easy and spontaneously.

### **1.2 Objectives**

#### **General Objective**

- To analyze the effect of Numbered Heads Together strategy in the development of English oral fluency

#### **Specific Objectives**

- To describe the stages of Numbered Heads Together strategy
- To determine students' English oral fluency level based on CEFR
- To compare the result of the pre-test and post-test applied to students at Centro de Idiomas UTI.

### **Description of the fulfilment of the objectives:**

The present research work is intended to analyze the effect of Numbered Heads Together strategy in the development of English oral fluency. In order to fulfill this objective, three specific objectives were set up as steps that help to analyze the effect of the independent variable in the dependent one.

Firstly, to accomplish the first specific objective, the researcher read books, academic papers, scientific articles related to Numbered Heads Together in order to describe the stages of this strategy.

For the second specific objective, the researcher evaluated students' English oral fluency through the application of a pre-test and post-test. Therefore, the descriptor scale for communicative competence: fluency was used as a rubric to determine students' oral fluency level. The scale was developed by the Council of Europe and has six bands from A1 to C2.

Finally, to attain the last objective, it was necessary the use of the statistical method T-Student to compare the average of the pre- and post-test. The data collected was presented into tables and figures to be analyzed and interpreted regarding all the aspects based in the speaking rubric. Consequently, the conclusions were established on basis of the analysis and interpretations of the data obtained previously. Therefore, the researcher was able to identify the positive effect that Numbered Heads Together has in the development of the English oral fluency.

## CHAPTER II. METHODOLOGY

### 2.1 Materials

This study used different resources such as human, material, technological and institutional in order to develop the research.

**Human resources:** The researcher, institutional English teacher, authorities of the major, research and reviewer tutors, 24 students from 4<sup>th</sup> level at Centro de Idiomas UTI were part of the research.

**Material resources:** This research needed some materials such as PET standardized test and the fluency rubric to evaluate quantitatively students' oral fluency provided from the European Council. Lesson plans were other materials to have a guidance to develop the treatment sessions following what this research work suggests.

**Technological resources:** Due to the current pandemic, technological resources such as Zoom virtual platform, nearpod, wordwall, flipgrid, jamboard, canva were indispensable to develop this study.

**Institutional resources:** This investigation was conducted thanks to the institutional resources Centro de Idiomas UTI and Universidad Técnica de Ambato.

### 2.2 Methods

The following study had a quantitative approach because it was based on numerical measurement in order to accept or reject the hypothesis presented. Likewise, it was intended to analyze the effect of Numbered Heads Together strategy in the English oral fluency through the application of the instruments such as pre and post-test. Thus, the data was collected and interpreted through statistical analysis following the quantitative approach.

Due to the COVID-19 pandemic, this research was developed through virtual classes because it was not possible to have face-to-face contact with students at Centro de

Idiomas UTI. For that reason, the researcher had zoom meetings which allowed to develop the study in some treatments sessions in order to compile enough information about the phenomenon of study. Additionally, this work had a bibliographic-documentary modality due to that all information needed was collected from physical and digital resources such as scientific journals, articles, thesis, books, and papers on the internet to support both variables: Numbered Heads Together and English oral fluency. Besides, it provides the researcher enough material to select the most appropriate material to bear the theoretical framework.

The current research had a descriptive level in view of the fact that it described the most relevant information about Numbered Heads Together (independent variable) and English oral fluency (dependent variable) that contributed to the development of the theoretical framework. Moreover, it was used as way to analyze and interpret the data collected to determine whether the independent variable has a positive effect in the dependent one based on the results. Additionally, this work followed a correlational level since it was aimed to know the relationship of Numbered Heads Together and the oral fluency after applying a treatment to the experimental group.

This study was a pre-experimental research since the investigator worked just with a group of 24 participants (4th level “A”) in order to analyze the relationship between the two variables. First, it was applied a pre-test to evaluate students speaking skill in terms of oral fluency. Then, treatment sessions were developed based on Numbered Heads Together strategy to enhance oral fluency. Finally, a post test was applied to the group to measure students’ oral fluency.

A standardized speaking test designed by Cambridge Assessment English was the instrument used as a pre-test and post-test to evaluate students’ oral fluency. This instrument was taken from Preliminary English Test (PET) that is for assessing level B1. Following with that, the scoring rubric for the speaking test was taken from the Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume to measure the quality of students’ oral fluency. Besides, part 1, 3 and 4 of the test were applied to students. The first part was an interview consisted of



several personal questions related to daily life, free time, music tastes, etc. Then, in part 3 students had a discussion where they made suggestions and responded to them, discussed alternatives and reached an agreement related to a set of pictures given by the interviewer. Finally, part 4 was about a general conversation related to part 3 in which students discussed experiences and opinions. This test took around 9 to 10 minutes.

To develop the lessons plans based on Numbered Heads Together, zoom virtual platform was used to apply the treatments which consists of students working into break out rooms in order to answer a set of questions or activities given for a long period of time. As well as discord app for developing short activities that required students working in groups for a short period of time. Additionally, many websites such as nearpod, wordwall, flipgrid, jamboard, canva and others were used to develop activities based on this study. Finally, students had to develop some tasks in groups so, a google shared folder was shared to them in order to upload their slides and videos.

After applying the treatment, students took the post-test in break-out rooms and following a schedule. Then, the data was presented into tables and figures to be analyzed and interpreted in order to conclude the research.

## CHAPTER III. RESULTS AND DISCUSSION

### 3.1 Analysis and discussion of the results

This chapter presents the data collected after applying Number Heads Together strategy to develop the English oral fluency. All this information is presented into tables and figures to make it easy to understand. As well as, the analysis and interpretation are below to each figure to let readers comprehend better all the findings.

Students' scores were analyzed in order to compare the results to determine the efficacy of Number Heads Together strategy to develop the English oral fluency. The pre-test and post-test scores are presented in **tables 1** and **2**. Then, both results are compared in **figure 3**.

Additionally, bands Pre-A1, C1 and C2 were excluded from the results due to that none of the students were part of those bands.

**Table 1.**

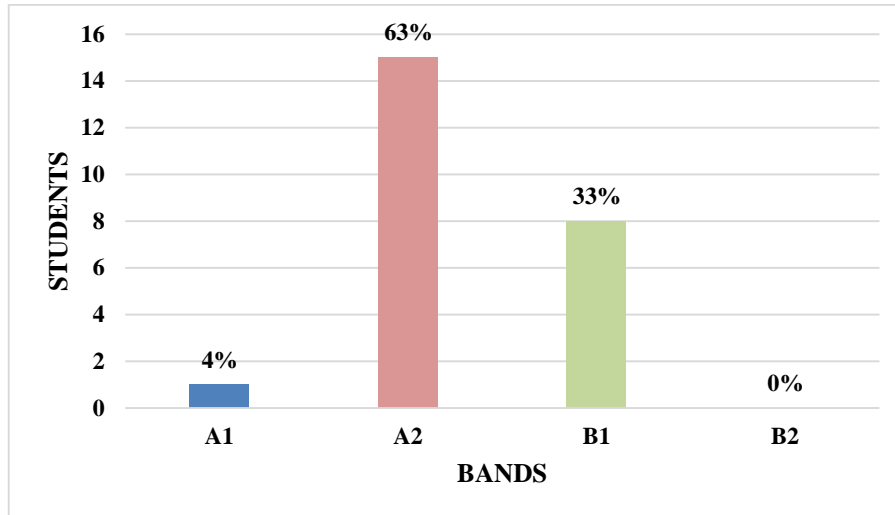
Pre-test Results

<b>Band</b>	<b>Frequency</b>	<b>Percentage</b>
<b>A1</b>	1	4%
<b>A2</b>	15	63%
<b>B1</b>	8	33%
<b>B2</b>	0	0%
<b>Total</b>	24	100%

*Note.* Data taken from fourth level "A" at Centro de Idiomas UTI.

**Figure 1.**

Pre-test Results



*Note.* Data taken from fourth level “A” at Centro de Idiomas UTI.

### **Analysis and Interpretation of the Results**

Table 1 presents the results after applying part 1, 3 and 4 of the pre-test in terms of oral fluency. The data collected shows that just one student belonged to band A1. Contrary to this, band A2 and B1 got 15 and 8 students respectively. It means that, after applying the pre-test, most of students had a higher level than A1 but none of them reached B2.

Regarding the results, it is necessary to mention that the 33% of students had the intermediate English level B1 in terms of communicative competence: fluency. Based on that, students were able to produced longer stretches of free production but the repair and planning was evident. Besides, the other 63% of students reached the A2 elementary English level. It refers that students tended to make themselves understood in short free production and reformulation was very evident when they tried to answer or ask any questions. Finally, just the 4% of students belong to the A1 level which means that they are under the requirements of the 4<sup>th</sup> English level. Students showed not much confidence at the moment to share ideas as well as they tended to pause in order to find any familiar expression.

## Post-test Results

The following information shows the results of the post-test after applying Numbered Heads Together to develop the English oral fluency. As in the pre-test, the fluency scale rubric was used to assess students' oral fluency. Besides, **table 2** shows the bands that the participants belong to.

**Table 2.**

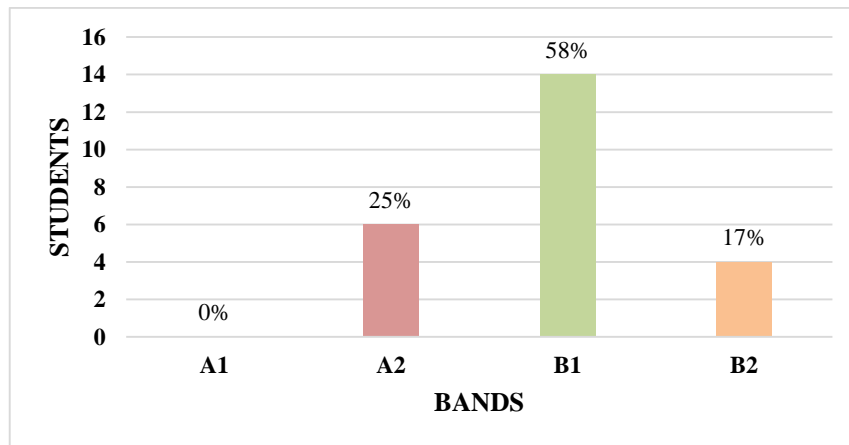
Post-test Results

Band	Frequency	Percentage
A1	0	0%
A2	6	25%
B1	14	58%
B2	4	17%
Total	24	100%

*Note.* Data taken from fourth level "A" at Centro de Idiomas UTI.

**Figure 2.**

Post-test Results



*Note.* Data taken from fourth level "A" at Centro de Idiomas UTI.

## Analysis and Interpretation of the Results

The application of the post-test was the same as the pre-test, the same instruments were used and the same procedure was applied. The following findings showed that

there is a significant improvement in students' oral fluency since none of students reached A1 level and now B2 level appeared contrary to the pre-test results. So, it is necessary to point out that Numbered Heads Together was a useful strategy to enhance students' oral fluency. Table 2 shows that English oral fluency was improved after applying Numbered Heads Together in view of the fact that 6 students had A2 level. Besides, 14 students reached the intermediate English level B1. Meanwhile, 4 students belonged to band B2. Consequently, the English oral fluency was increased after the application of NHT strategy.

Regarding the results presented on table and figure 2, that demonstrate that the strategy proposed in the study helped to increase students' oral fluency. Further, it was visible that students avoided searching for familiar expressions at the moment to say anything spontaneously. Likewise, hesitations were reduced and they could keep going in their conversations. It was observed that students were still planning and showing a little bit of repair but they were able to keep their ideas flowing without too much support. Besides, students showed confidence to initiated and responded appropriately to the questions and discussion set in part 3.

### **Comparative Results (Pre-test and Post-test)**

**Table 3.**

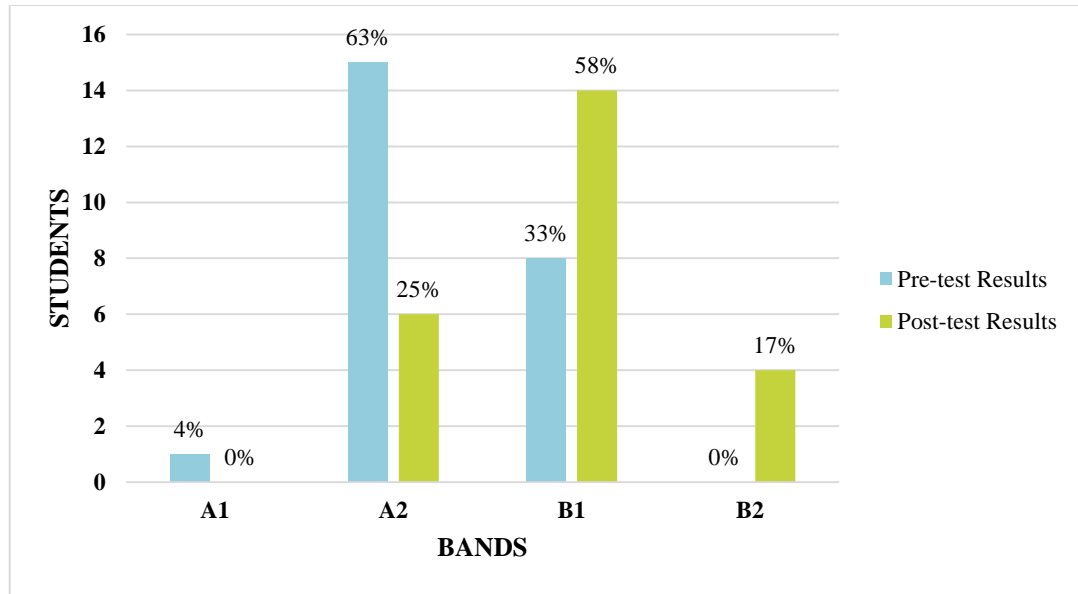
Comparative results

<b>Band</b>	<b>Pre-test Results</b>	<b>Pre-test Percentage</b>	<b>Post-test Results</b>	<b>Post-test Percentage</b>
<b>A1</b>	1	4%	0	0%
<b>A2</b>	15	63%	6	25%
<b>B1</b>	8	33%	14	58%
<b>B2</b>	0	0%	4	17%
<b>Total</b>	24	100%	24	100%

*Note.* Data taken from fourth level "A" at Centro de Idiomas UTI.

**Figure 3.**

Comparative results



*Note.* Data taken from fourth level “A” at Centro de Idiomas UTI.

### **Analysis and Interpretation of the Results**

The following analysis was figured out to compare both results (pre-test and post-test) to identify the effect that Numbered Heads Together had in the development of the English oral fluency. Figure 3 shows the comparison between the 4 bands: A1, A2, B1 and B2 that students reached in the pre-test and post-test. As mentioned before, bands Pre-A1, C1 and C2 were excluded from the analysis because none of the students reached that levels.

It is important to highlight the results of the post-test since the percentage of students in the pre-test that got A1 was 4%. After applying the post-test, the percentage was reduced to 0%. It refers that student left band A1 to be part of A2. In the same way, the percentage of students that belonged to band A2 was 63% and then in the post-test was 25%. It refers that 9 students left band A2 to be part of band B1. Further, 33% of students in the pre-test belonged to band B1 then, in the post-test the percentage of students was 58%. For instance, it represents that 6 participants moved to band B1 from

the lower levels. Moreover, the 17% of students reached band B2 in the post-test. It means that after applying the treatment, 4 students had B2 level.

In conclusion, the post-test result showed that the 4% of students that got A1 level in the pre-test left that band to be part of the other bands. Additionally, 17% of students reached band B2 after the application of Numbered Heads Together to develop the English oral fluency. It is possible to say that most of the students had an improvement in their oral fluency.

### 3.2. Verification of the hypothesis

To verify the hypothesis of this research it was necessary to use the statistical method T-Student to compare two independent samples in order to set the differences of both samples regarding the significant difference. Thus, the researcher accepts or rejects the null hypothesis based on the statistical test.

**Table 4.**

T-Student Paired Samples Statistics

		<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
Par 1	Pre-test	2,4167	24	,75060	,15322
	Post-test	3,2292	24	,82724	,16886

Source: SPSS Software

Table 4 presents the results obtained in the T-Student test. It is showed that the mean score for the pre-test is 2,4167 while the mean score for the post-test is 3,2292. Thus, the value from the post-test is considerable than the value from the pre-test. Besides, there are a significant difference of 0,8125.

**Table 5.**

Paired Sample Test

		Paired Sample Differences							
		Mean	Std. Deviation	Str. Error Mean	95% confidence interval of the difference		t	df	Sig. (2 tailed)
					Lower	Upper			
Par 1	Pre - Post	-,81250	,19850	,04052	-,89632	-,72868	-20,053	23	,000

Source: SPSS Software

Table 5 shows that there is a significant difference between the general averages of the pre and post-test. Further, the value of the Sig. (2 tailed) in the comparison of two related samples is equal to 0,000. This value is lower than the 0,05 level of significance. Consequently, the null hypothesis is rejected “Numbered Heads Together strategy does not have a positive impact in the development of English oral fluency” and the alternative hypothesis “Numbered Heads Together strategy has a positive impact in the development of English oral fluency” is accepted.

### 3.3 Discussion of the results

Many authors affirm that Numbered Heads Together helps students to develop their speaking skill and sub-skills. For example Ratnawati et al., (2018) state that the level of motivation of students do not affect negatively students’ speaking proficiency while applying Numbered Heads Together to enhance this skill. Also, they emphasize the positive effects that NHT can give to students for instance: to create more opportunities of interaction with friends, to become part and to enjoy the teaching-learning process. Moreover, Alipour and Barjesteh, (2017) mention that cooperative strategies such as Numbered Heads Together not only helps to develop academic skills but also social skills. They affirm that working in groups rather than individually can contribute to



create better and enjoyable learning atmospheres in which students are part of the learning process. The previous statements support the results of this research, that Numbered Heads Together has a positive impact in the development of English oral fluency.

## CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

### 4.1. Conclusions

After analyzing the results, it was possible to reach the following conclusions:

- Numbered Heads Together was an effective strategy to develop the English oral fluency as it was seen in the results. After carrying out the study, it was noticeable the improvement based on the fact that students had the opportunity to practice not only their oral fluency but also other speaking subskills.
- Numbered Heads Together strategy was used at any part of the lesson thanks to its versatility and easy adaptability to the activities proposed. Its stages permitted students to become part of the lesson and active learners while developing the tasks. The first two stages: teacher divided the class into small groups of 4 students, and students numbered themselves from 1 to 4 permitted students to have more social skills since the groups were assigned randomly. So, they were able to work with different classmates. Then, the third and fourth stage: teacher issues a question and students are asked to put heads together helped to train students to talk as much as possible under a determined period of time. So, they shared and listened to someone else's ideas in order to choose the most appropriate. Finally, the last stages: teacher calls a number randomly to respond to the answer and teacher provides feedback gave students the responsibility to be prepared in the group work time to respond freely and with confidence.
- PET test is designed to assess B1 level. For instance, the results from the post-test showed that 14 students reached that level. So, the results showed that most of the students did not have problems at the moment to formulate complex stretches of free oral production and it was evident the lack of hesitation, repairment and reformulation of their ideas. Moreover, in the post-test none of the students belonged to band A1 and just 6 students were below B1 level. Thus, Numbered Heads Together strategy was a useful strategy to develop students' English oral fluency.

- After analyzing and interpreting the data collected from the pre-test and post-test, it was possible to compare both results and to notice whether students' oral fluency had an improvement or not. In the pre-test, 16 students were part of band A1 and A2 meanwhile in the post-test just 6 students were part of band A2. Likewise, 4 students in the post-test reached band B2. Regarding this finding, it was possible to say that Numbered Heads Together influenced positively students' English oral fluency. Additionally, students tended to give complex answers rather than a yes or not. The discussions were longer and the participants tried to say as much as they can.

## 4.2 Recommendations

- This research work suggests teachers to apply Numbered Heads Together strategy in their classes as a way to encourage and motivate students to talk as much as possible. This strategy benefits both teachers and students because it is easy to follow and to apply at any part of the lesson. Besides, the strategy can be used to enhance any other skills that the students require a better performance.
- Teachers should be completely familiarized with the stages of this strategy because it will help them to create innovative lessons to help students to develop not only speaking but also other English skills. Additionally, knowing the stages helps to create spontaneous activities at the moments that teachers realize that the activity they created do not work as it was expected.
- Teachers should apply a diagnostic or placement test in order to notice the strengths and weakness of the students in terms of oral fluency. Thus, the activities based on Numbered Heads Together will be focused on reinforcing the weakness to have better results in the post-test. Besides, it is recommended to use standardized test and rubrics for a better understanding of the findings.
- Regarding the results of this research, teachers should implement meaningful activities based on Numbered Heads Together strategy for developing communication in a real context. In other words, the tasks must be designed for communicative purposes in order to practice pronunciation since the improvement of this sub-skill was lower than the others.

## **Bibliographic References**

- Alipour, A., & Barjesteh, H. (2017). Effects of Incorporating Cooperative Learning strategies ( Think-Pair- Share and Numbered Heads ) on Fostering the EFL Learners ' Speaking Fluency. *International Journal of Educational Investigations*, 4(4), 1–12. [www.ijeionline.com](http://www.ijeionline.com)
- Alrayah, H. (2018). The Effectiveness of Cooperative Learning Activities in Enhancing EFL Learners' Fluency . *English Language Teaching*, 11(4), 21-31.
- Amirullah, A., Ernawati, P., & Inayah, N. (2017). The implementation of Numbered Heads Together technique in improving speaking ability. *Research in English and Education Journal*, 2 (2), 153-161.
- Ammanni, & Aparaniani. (2016). The Role of ICT in English Language Teaching and Learning. *International Journal of Scientific & Engineering Research*, 7(7), 1-7.
- Azib, A., & Rochsantiningsih, D. (2012). IMPROVING STUDENTS' SPEAKING FLUENCY THROUGH THE IMPLEMENTATION OF TRIVIA-BASED ACTIVITY IN UNIVERSITY STUDENTS. *English Education*, 1(1).
- Bilen, D., & Tavail, Z. M. (2015). The Effects of Cooperative Learning Strategies on Vocabulary Skills of 4th Grade Students. *Journal of Education and Training Studies*, 3(6), págs. 151-165.
- Cambridge English Assessment. (2020). B1 Preliminary for Schools Your path to learning English , step by step. *Cambridge English Qualifications*.
- Council of Europe. (2020). *Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume*. Strasbourg: Council of

Europe Publishing. Obtenido de <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

Dewi, E. S., Krismayani, N. W., & Murtini, N. M. (2015). Improving Speaking Skill Through Numbered Heads Together of the Seventh Grade Students of Smp Pgri 4 Denpasar In Academic Year 2014/2015. *Jurnal Santiaji Pendidikan (JSP)*, 5(2), 126-131

Fulcher, G. (2014). *Testing second language speaking*. Routledge.

Golkovaa, D., & Hubackova, S. (2014). Productive skills in second language learning. *Elsevier*, 478-480.

Haryanto. (2016). The Assessment Procedures of Speaking Fluency Using Retelling Technique. *Jurnal Edulingua*, 3(2), 7–14.  
<https://ejournal.unisnu.ac.id/JE/article/view/502>

Kagan, S. (1990). The Structural Approach to Cooperative Learning. *Educational leadership*, 12-16.

Kagan, S. (2002). Kagan Structures for English Language Learners. *ESL Magazine*, 10-12.

Kagan, S., & Kagan, M. (2009). *Kagan Cooperative Learning*. California: San Clemente.

Namaziandost, E., Homayouni, N., & Rahmani, P. (2020). The impact of cooperative learning approach on the development of EFL learners' speaking fluency. *CogentOA*, 9-11.

Navarro, M., & Gallardo-Saborido, E. J. (2015). Teaching to Training Teachers through Cooperative Learning. *Procedia - Social and Behavioral Sciences*,

180(November 2014), 401–406.

<https://doi.org/10.1016/j.sbspro.2015.02.136>Pourhosein, A. (2016). English Pronunciation Instruction: A Literature Review. *International Journal of research in English Education*, 967-972.

Ratnawati, S. R., Yuliasri, I., & Hartono, R. (2018). Enhancing the Students' Speaking Skill Using Three Step Interview and Numbered Heads Together. *Language Circle: Journal of Language and Literature*, 12(2), 173–181.

<https://doi.org/10.15294/lc.v12i2.14176>

Richards, J., & Rodgers, J. (2001). *Approaches and Methods in Language Teaching* (Second ed.). Cambridge: Cambridge University Press.

Soleimani, H., & Khosravi, A. (2018). The Effect of Kagan's Cooperative Structures on Speaking Skill of Iranian EFL Learners. *International Journal of English Language & Translation Studies*, 27-28.

Spratt, M., Pulverness, A., & Williams, M. (2011). *The TKT Course*. Ney York: Cambridge University Press.

## Annexes

### Annex 1: Pre-test and Post-test (PET)

#### Part 1 (2-3 minutes)

##### Phase 1

##### Interlocutor

##### To both candidates

Good morning/afternoon.  
Can I have your mark sheets, please?

*Hand over the mark sheets to the Assessor.*

I'm ..... and this is .....

**To Candidate A** What's your name? Where do you live/come from?

**To Candidate B** And what's your name? Where do you live/come from?

##### Back-up prompts

**B**, do you work or are you a student?

Do you have a job?  
Do you study?

What do you do/study?

What job do you do?

Thank you.

What subject do you study?

And **A**, do you work or are you a student?

Do you have a job?  
Do you study?

What do you do/study?

What job do you do?

What subject do you study?

Thank you.

##### Phase 2

##### Interlocutor

*Select one or more questions from the list to ask each candidate.*

*Ask Candidate A first.*

##### Back-up prompts

How do you get to work/school/university every day?

Do you usually travel by car? (Why/ Why not?)

What do you do yesterday evening/last weekend?

Did you do anything yesterday/last weekend? What?



Do you think that English will be useful for you in the future? (Why/Why not?)

Will you use English in the future? (Why?/ Why not?)

Tell us about the people you live with.

Do you live with friend/your family?

Thank you.

### Part 3

**Interlocutor** Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you.

*Place Part 3 booklet, open Task 1, in front of the candidates*

**A young man works very hard, and has only one free day a week. He wants to find an activity to help him relax.**

**Here are some activities that could help him relax.**

**Talk together about the different activities he could do, and say which would be most relaxing.**

*All right? Now, talk together.*

### Candidates

Approx. 2-3 minutes

.....

**Interlocutor** Thank you. (Can I have the booklet please? ) Retrieve **Part 3** booklet.  
**Part 4**

**Interlocutor** Use the following questions. As appropriate:

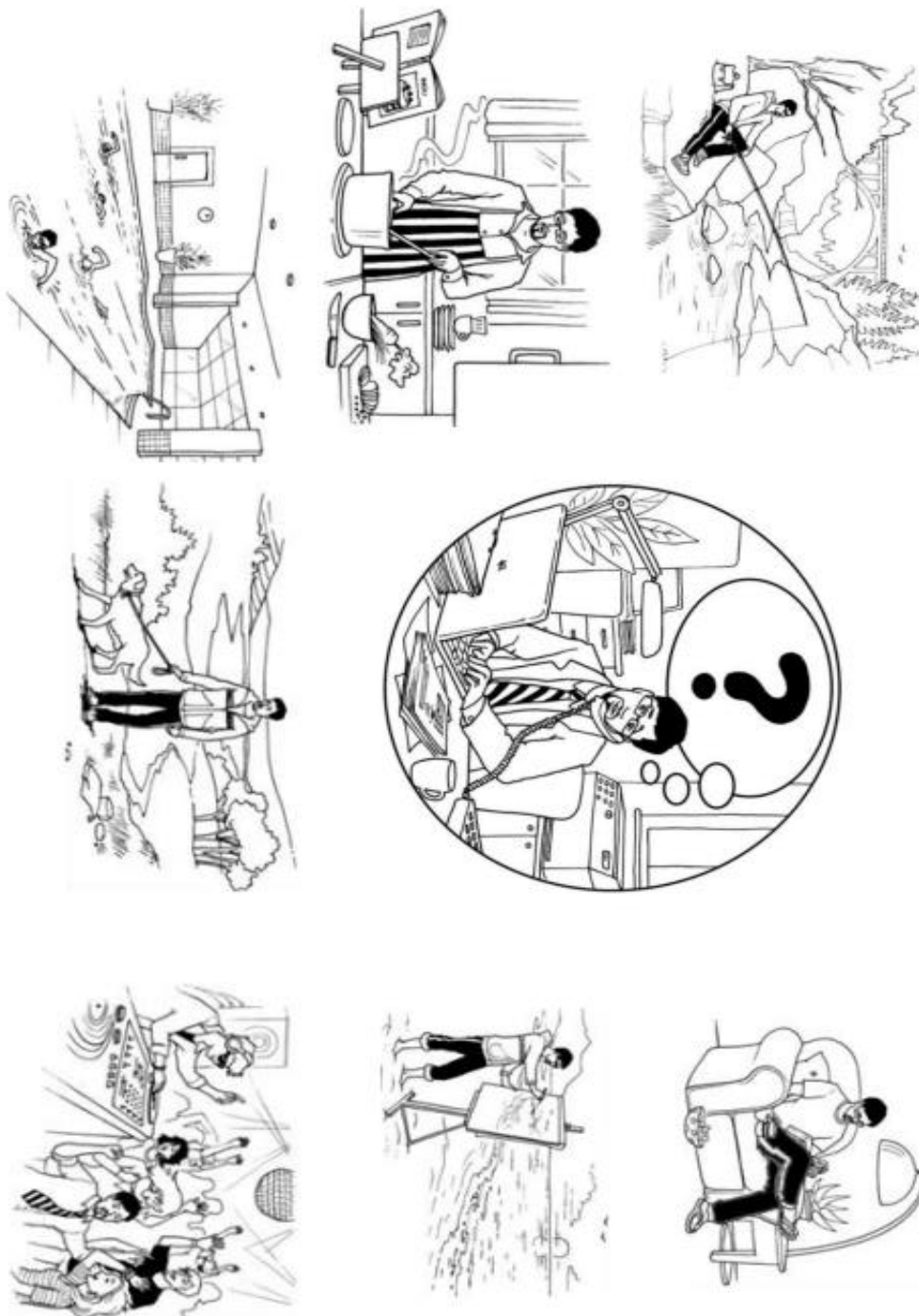
- What do you do when you want to relax? (Why?)
- Do you prefer to relax with friends or alone? (Why?)
- Is it important to do exercise in your free time? (Why?/Why not?)
- Is it useful to learn new skills in your free time? (Why?/Why not?)
- Do you think people spend too much time working/studying these days? (Why?/Why not?)

*Select any of the following prompts, as appropriate:*

- **How/what about you?**
- **Do you agree?**
- **What do you think?**

Thank you. That is the end of the test.

Activities to help the man relax



**Source:** the test was taken from B1 Preliminary Handbook for teachers for exams (2020) retrieved from: <https://cambridge-exams.ch/sites/default/files/b1-preliminary-handbook-2020.pdf>

**Annex 2: English oral fluency Rubric**

<b>English' Oral fluency Rubric according to the Council of Europe</b>				
<b>BAND</b>	<b>FLUENCY CRITERIA</b>	<b>TEST SCORE</b>		
		Part 1	Part 3	Part 4
<b>C2</b>	Can express themselves at length with natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find and appropriate example or explanation.			
<b>C1</b>	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
<b>B2</b>	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language.			
	Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patters and expressions, there are few noticeable long pauses.			
<b>B1</b>	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help.			
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repairs is evident, especially in longer stretches of free production.			
<b>A2</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.			
	Can construct phrases of familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.			
<b>A1</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.			
<b>Pre-A1</b>	Can manage very short, isolated, rehearsed utterances using gestures and signaled requests for help when necessary			

**Source:** the rubric was taken from Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume (2020) retrieved from: <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

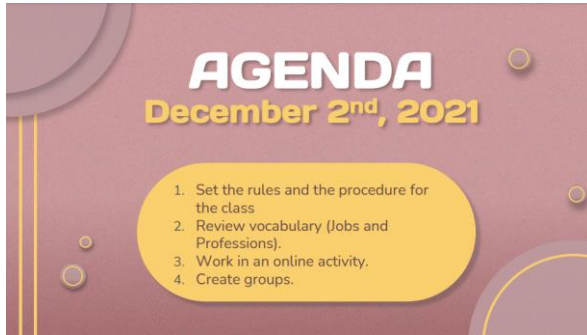
**Annex 3: Lesson Plans**

<b>Universidad Indoamerica</b> <b>Centro de Idiomas</b> <b>LESSON PLAN</b>			
<b>Teacher:</b> Karla Uquillas		<b>Lesson:</b> Pre-test	
<b>General objective:</b>	To apply a standardized speaking test for testing students' English oral proficiency	<b># of beneficiaries:</b>	35
<b>Specific objectives:</b>	To apply part 1, 3 and 4 of the Pre-test	<b>Grade:</b>	4th level
<b>STAGE</b>	<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>TIM E</b>
<b>Procedure</b>	<ul style="list-style-type: none"> <li>- Teacher introduces herself and explain to students what she is going to do during the treatment.</li> <li>- Teacher gives instructions to the class in order to apply the pre-test.</li> <li>- The class is divided in pairs. Each pair will work together with the teacher in a breakout room for at least 9-11 minutes.</li> <li>- Teacher applies the Pre-test (PET) exam to the pairs.</li> </ul>	Pre-test is in annex 1 section	60'
<b>Formal Assessment:</b> Students performance based on PET Rubric			

<b>Universidad Indoamerica</b> <b>Centro de Idiomas</b> <b>LESSON PLAN</b>			
<b>Teacher:</b> Karla Uquillas		<b>Lesson 1:</b> December 2 <sup>nd</sup> , 2021	
<b>General objective:</b>	To use and understand vocabulary about job and professions	<b># of beneficiaries:</b>	35
<b>Specific objectives:</b>	To present a job or profession and its qualifications.	<b>Grade:</b>	4th level
<b>STAGE</b>	<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>TIME</b>
<b>Activation Knowledge</b>	<ul style="list-style-type: none"> <li>- Introduce herself to the class and show the agenda for the class.</li> <li>- Ask students to mention what topics they have seen the previous days.</li> </ul>	<b>PPP</b> <b>Presentation:</b> <a href="https://drive.google.com/file/d/1wUYqXLQmacfqk3V9I3rOk0XIqHcf23qG/view?usp=sharing">https://drive.google.com/file/d/1wUYqXLQmacfqk3V9I3rOk0XIqHcf23qG/view?usp=sharing</a>	10'
<b>Anticipation</b>	<ul style="list-style-type: none"> <li>- Shares a nearpod activity about matching pairs to introduce the topic.</li> <li>- Shares a jamboard activity about a job qualifications. Ask students to say which of all the qualification is the most appropriate for the jobs.</li> </ul>		<b>Matching pairs:</b> <a href="https://app.nearpod.com/?pin=2A4XF">https://app.nearpod.com/?pin=2A4XF</a>
<b>Construction</b>	<ul style="list-style-type: none"> <li>- Students work on groups in breakout rooms to describe a doctor and its qualification. Each member of the groups gives at least two qualification.</li> <li>- Teacher asks students to come back to the main session and calls randomly a number for their answers.</li> <li>- Then, students keep working in groups and they select any profession or job to describe their qualities.</li> <li>- Students create a presentation like the precious one to be presented in the class.</li> </ul>	<b>Jamboard activity:</b> <a href="https://jamboard.google.com/d/1OBh9ptZF0u18dQygzkMHetylfq5ZA2dvDmoyCWxd_1Y/edit?usp=sharing">https://jamboard.google.com/d/1OBh9ptZF0u18dQygzkMHetylfq5ZA2dvDmoyCWxd_1Y/edit?usp=sharing</a>	10'
<b>Consolidation</b>	<ul style="list-style-type: none"> <li>- Teacher asks for one member of the group to present it.</li> <li>- A member of the group present the qualification without saying the name of the profession and the rest</li> </ul>		20'

	of the groups pay attention and guess the job or profession that the group was talking about.		
<p><b>Informal Assessment:</b> Students' participation.  <b>Formal Assessment:</b> Recording uploaded to the google shared folder.</p>			

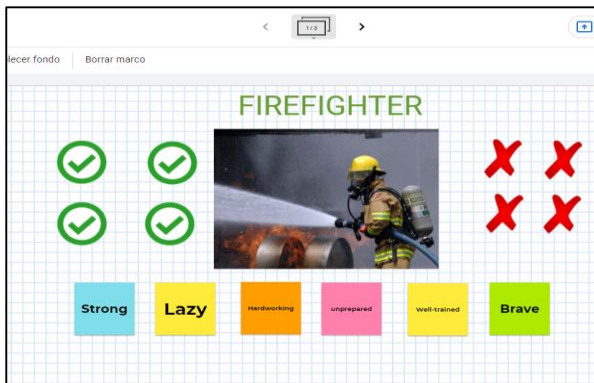
**Power Point Presentation:**



**Matching pairs:**



**Jamboard activity:**



<b>Universidad Indoamerica</b> <b>Centro de Idiomas</b> <b>LESSON PLAN</b>			
<b>Teacher:</b> Karla Uquillas		<b>Lesson 2:</b> December 3rd, 2021	
<b>General objective:</b>	To use and understand the present perfect tense	<b># of beneficiaries:</b>	35
<b>Specific objectives:</b>	To talk about their experiences using present perfect tense	<b>Grade:</b>	4th level
<b>STAGE</b>	<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>TIME</b>
<b>Activation Knowledge</b>	- Introduce the agenda for the class.	<b>Online document:</b> <a href="https://1drv.ms/w/s!ApX59fU4O2pnh3etIwRuY_H2MBZi?e=QnIf5X">https://1drv.ms/w/s!ApX59fU4O2pnh3etIwRuY_H2MBZi?e=QnIf5X</a>	5'
<b>Anticipation</b>	- Teacher shares an online document to the leaders of each group. Students have to add a word or 2 to make the sentence longer. - Students guess the tense of the sentence.		10'
<b>Construction</b>	- Teacher review the present perfect grammar and when it is used with students' help. - Teacher shares an activity to review past participle verbs. Then, students will say a sentence using the present perfect.	<b>PPP Presentation:</b> <a href="https://drive.google.com/file/d/1u8D5KCK1Bk2XbAQmqOuZdm4FGv2ZYIbA/view?usp=sharing">https://drive.google.com/file/d/1u8D5KCK1Bk2XbAQmqOuZdm4FGv2ZYIbA/view?usp=sharing</a>	10'
<b>Consolidation</b>	- Shares a nearpod activity about a video. - Students go to the breakout rooms and watch the video, discuss and select the best option. - Then, students come back to the main session. - Teacher calls a number randomly and they have to say why it is the correct option. of the groups pay attention and guess the job or profession that the group was talking about.	<b>Find the match activity:</b> <a href="https://wordwall.net/play/25890/141/212">https://wordwall.net/play/25890/141/212</a> <b>Nearpod activity:</b> <a href="https://app.nearpod.com/?pin=b2vat">https://app.nearpod.com/?pin=b2vat</a>	15'
<b>Informal Assessment:</b> Students' participation.			
<b>Formal Assessment:</b> Nearpod activity			

**PPP presentation:**

GRAMMAR STRUCTURE

Sam has worked here for 7 years

SUBJECT + AUXILIAR (HAVE/HAS) + PAST PARTICIPLE + COMPLEMENT

**Find the match activity:**

1:55 Tap the matching tile

take

stolen	left	written	become	been	awoken
drunk	brought	taken	chosen	seen	broken



**Nearpod activity:**

nearpod.com/library/previous/lesson/112029901

Multiple Choice Question

What has the old lady done? She \_\_\_\_\_ (put) the money in the machine.



<b>Universidad Indoamerica</b> <b>Centro de Idiomas</b> <b>LESSON PLAN</b>			
<b>Teacher:</b> Karla Uquillas		<b>Lesson 3:</b> December 9th, 2021	
<b>General objective:</b>	<ul style="list-style-type: none"> <li>To talk about how their lives have changed since COVID-19</li> </ul>	<b># of beneficiaries:</b>	35
<b>Specific objectives:</b>	<ul style="list-style-type: none"> <li>To use present perfect tense to describe experiences</li> </ul>	<b>Grade:</b>	4th level
<b>STAGE</b>	<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>TIME</b>
<b>Activation Knowledge</b>	<ul style="list-style-type: none"> <li>Teacher presents the agenda for the class.</li> <li>Teacher review the use of present perfect.</li> <li>All students participate and answer the question when it's necessary.</li> </ul>	<b>PPP</b> <b>Presentation:</b> The same used days before  <b>Collage:</b> 	5'
<b>Anticipation</b>	<ul style="list-style-type: none"> <li>Teacher shows a collage about many activities that students have or haven't done in their lives. Then, asks students to work on groups.</li> <li>Students discuss and share their experiences. Each group should have the sentences written in an online document.</li> <li>Teacher calls a number to ask for the sentences to each group.</li> <li>Then, the group that has more sentences written will have an extra point.</li> </ul>	<b>Sentences:</b> <a href="https://drive.google.com/drive/folders/1ydM1HySu-2rEjxlnKX9O_fvYAwEhsPg9?usp=sharing">https://drive.google.com/drive/folders/1ydM1HySu-2rEjxlnKX9O_fvYAwEhsPg9?usp=sharing</a>	10'
<b>Construction</b>	<ul style="list-style-type: none"> <li>Teacher shows a video about how COVID has change our lives.</li> <li>Students pay attention and take notes.</li> <li>Teacher present a chart in order to be completed by each group. The chart has 3 aspects social life, study life and family life. In groups, students will discuss how COVID has change their lives in those aspects. <i>e.g. My social life has change since COVID because</i></li> </ul>	<b>Video:</b> <a href="https://youtu.be/PkTOU_JAdFM">https://youtu.be/PkTOU_JAdFM</a>  <b>Chart:</b> 	20'
<b>Consolidation</b>	...		15'

	<ul style="list-style-type: none"> <li>- Teacher, calls randomly a number.</li> <li>- Then, the students with the number present the information collected in the previous activity.</li> <li>- Teacher gives feedback</li> </ul>		
<p><b>Informal Assessment:</b> Students' participation.</p> <p><b>Formal Assessment:</b> students' presentation of how COVID has hanged their lives.</p>			

**Power Point Presentation:**

**FORM**

Affirmative	Interrogative
<ul style="list-style-type: none"> <li>▶ I</li> <li>▶ You</li> <li>▶ We</li> <li>▶ They</li> </ul>	<ul style="list-style-type: none"> <li>▶ Have I/you/we/they worked?</li> <li>▶ Have I/you/we/they written?</li> <li>▶ Has he/she/it worked?</li> <li>▶ Has he/she/it written?</li> </ul>
<p style="margin-left: 20px;">} have worked</p> <p style="margin-left: 20px;">} have written</p>	
<ul style="list-style-type: none"> <li>▶ He</li> <li>▶ She</li> <li>▶ It</li> </ul>	
<p style="margin-left: 20px;">} has worked</p> <p style="margin-left: 20px;">} has written</p>	
	Negative
	<ul style="list-style-type: none"> <li>&gt; I/you/we/they haven't worked</li> <li>&gt; I/you/we/they haven't written</li> <li>&gt; He/she/it hasn't worked</li> <li>&gt; He/she/it hasn't written</li> </ul>

**Collage:**



<b>Universidad Indoamerica</b> <b>Centro de Idiomas</b> <b>LESSON PLAN</b>			
<b>Teacher:</b> Karla Uquillas		<b>Lesson 4:</b> December 10th, 2021	
<b>General objective:</b>	<ul style="list-style-type: none"> <li>To use and understand vocabulary about job interviews.</li> </ul>	<b># of beneficiaries:</b>	35
<b>Specific objectives:</b>	<ul style="list-style-type: none"> <li>To use and understand vocabulary about job interviews.</li> <li>To present type of questions, dos, don'ts, tips, what to wear and useful expression at job interviews</li> </ul>	<b>Grade:</b>	4th level
<b>STAGE</b>	<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>TIME</b>
<b>Anticipation</b>	Teacher presents the agenda for the class.		10'
	<ul style="list-style-type: none"> <li>Students who hasn't participate the previous class present their charts.</li> <li>Teacher shows a video about a job interview.</li> <li>Students watch the video and take notes about the interview.</li> </ul>		
<b>Construction</b>	<ul style="list-style-type: none"> <li>Then, students work into groups and share their ideas about the video. How was it? Do you think that Sarah will work there? What actions have showed that Sarah was not the appropriate person for the job?</li> </ul>	<b>Job interview video:</b> <a href="https://youtu.be/Pt2ZZBZ4Mow">https://youtu.be/Pt2ZZBZ4Mow</a>	15'
<b>Consolidation</b>	<ul style="list-style-type: none"> <li>Teacher calls numbers randomly and students answer the questions issued before.</li> <li>Then, the teacher calls another number and so on. If there isn't enough time, students must record themselves and upload their videos into a google shared folder.</li> </ul>	<b>Google shared folder:</b> <a href="https://drive.google.com/drive/folders/1D91DSJlprqYrRD4cZmZH_MjZZtlhVAVp?usp=sharing">https://drive.google.com/drive/folders/1D91DSJlprqYrRD4cZmZH_MjZZtlhVAVp?usp=sharing</a>	20'
<b>Informal Assessment:</b> Students' participation. <b>Formal Assessment:</b> students' answer to the questions.			

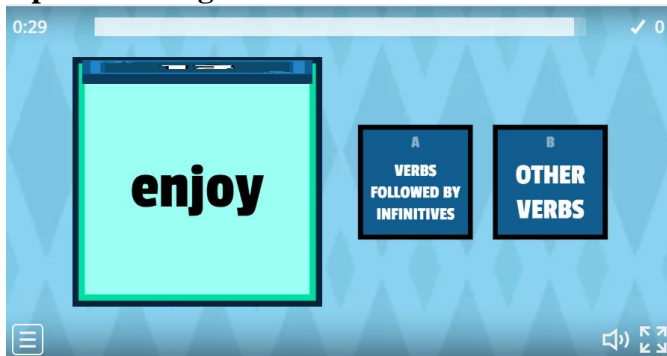
<b>Universidad Indoamerica</b> <b>Centro de Idiomas</b> <b>LESSON PLAN</b>			
<b>Teacher:</b> Karla Uquillas		<b>Lesson 5:</b> December 15th, 2021	
<b>General objective:</b>	<ul style="list-style-type: none"> <li>To identify infinitives of purpose and how to use them.</li> </ul>	<b># of beneficiaries:</b>	35
<b>Specific objectives:</b>	<ul style="list-style-type: none"> <li>To talk about situations either in the present or past using infinitives of purpose.</li> </ul>	<b>Grade:</b>	4th level
<b>STAGE</b>	<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>TIME</b>
<b>Anticipation</b>	- Teacher presents the agenda for the class.	<b>Open the box game:</b> <a href="https://wordwall.net/resource/26542740">https://wordwall.net/resource/26542740</a>	5'
	- Teacher shares screen in order to play a game. Then, students will find 24 boxes which contain a verb (verbs followed by infinitives or other verbs). - Students join to the discord server in order to work in groups by voice call. Students wait until the teacher open a box. Then, in groups discuss if the verb is followed by infinitive or not. This must be done in 30 seconds.		10'
<b>Construction</b>	- Teacher calls a number and students with the number write the answer into the chat and then teacher ask any of those students to say the answer orally.	<b>Discord server:</b> <a href="https://discord.gg/xvVdzpGS">https://discord.gg/xvVdzpGS</a>	20'
	- Teacher shares a video about Amelia coffee shop. - Students pay attention and watch again the video if it is necessary. - Teacher asks students to work in groups. So, breakout rooms are created.		20'
<b>Consolidation</b>	- Students join in a nearpod activity in which just one students per group should enter into the link. - Teacher starts the activity and students will find the same previous video but with some questions.	<b>Amelia coffee shop video:</b> <a href="https://youtu.be/KIGC2fhz8gc">https://youtu.be/KIGC2fhz8gc</a> <b>Nearpod activity:</b> <a href="https://app.nearpod.com/?pin=HJP9B">https://app.nearpod.com/?pin=HJP9B</a>	15''

	<ul style="list-style-type: none"> <li>- Students watch the video and stop in the first question. They discuss and select the appropriate answer.</li> <li>- After answering all the questions, students come back to the main session and discuss their answers. If there isn't enough time, they must record their presentations.</li> </ul>	<p><b>Google shared folder:</b>  <a href="https://drive.google.com/drive/folders/1taDIOhAqcosTL8o_G7iJNg14K9rF9li7?usp=sharing">https://drive.google.com/drive/folders/1taDIOhAqcosTL8o_G7iJNg14K9rF9li7?usp=sharing</a></p>	
--	--	--	--

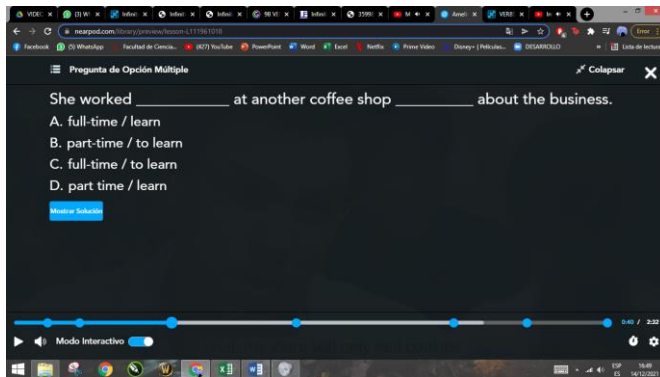
**Informal Assessment:** Students' participation.

**Formal Assessment:** students' answers at nearpod activity about Amelia coffee shop.

**Open the box game:**



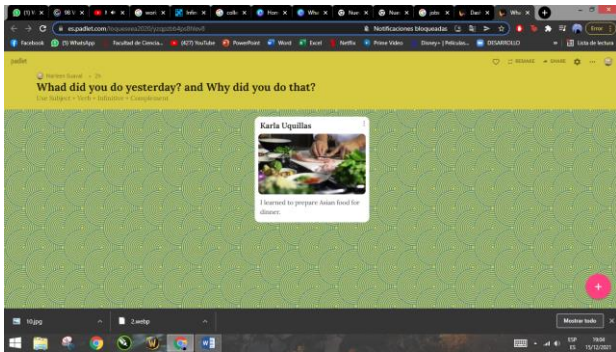
**Nearpod activity:**



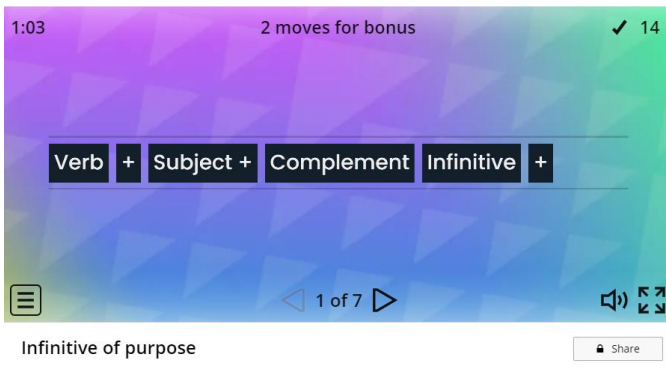
<b>Universidad Indoamerica</b> <b>Centro de Idiomas</b> <b>LESSON PLAN</b>			
<b>Teacher:</b> Karla Uquillas		<b>Lesson 6:</b> December 16th, 2021	
<b>General objective:</b>	<ul style="list-style-type: none"> <li>To use infinitive of purpose to describe someone's plans</li> </ul>	<b># of beneficiaries:</b>	35
<b>Specific objectives:</b>	<ul style="list-style-type: none"> <li>To talk about actions that people did in the past that helped them to become the people they are.</li> </ul>	<b>Grade:</b>	4th level
<b>STAGE</b>	<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>TIME</b>
<b>Activation Knowledge</b>	<ul style="list-style-type: none"> <li>Teacher presents the agenda for the class.</li> <li>Teacher shares padlet activity. There are two questions: <i>What did you do yesterday?</i> and <i>Why did you do that?</i></li> <li>Students past a picture and then write below their sentence.</li> <li>Teacher reviews the sentence and gives feedback.</li> </ul>	<b>Padlet activity:</b> <a href="https://padlet.com/loqueseea2020/yzqpzbb4ps8hlev8">https://padlet.com/loqueseea2020/yzqpzbb4ps8hlev8</a>  <b>Game:</b> <a href="https://wordwall.net/play/26596/819/543">https://wordwall.net/play/26596/819/543</a>	10'
<b>Anticipation</b>	<ul style="list-style-type: none"> <li>Teacher shares a game about the grammar structure (Infinitives of purpose). Then, asks students to say the correct order of the structure.</li> <li>Students participate and say the correct order to the grammar structure.</li> <li>Teacher presents a case using infinitives of purpose.</li> <li>Students pay attention.</li> </ul>	<b>Case presentation:</b>  <a href="https://www.canva.com/design/DAEyprDCFrQ/-Py2AKmfgZTuDIv1RZZIuA/view?utm_content=DAEyprDCFrQ&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=sharebutton">https://www.canva.com/design/DAEyprDCFrQ/-Py2AKmfgZTuDIv1RZZIuA/view?utm_content=DAEyprDCFrQ&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=sharebutton</a>	10'
<b>Construction</b>	<ul style="list-style-type: none"> <li>Teacher divides the groups according to the cases issued before.</li> <li>Students work in groups to create a presentation about the situation.</li> <li>Teacher enters to the breakout rooms to monitor if students are developing the activity. Likewise, answers questions in the case that students need help.</li> </ul>	<b>Google share folder:</b> <a href="https://drive.google.com/drive/folders/1taDIOhAqcosTL8o_G7iJNg14">https://drive.google.com/drive/folders/1taDIOhAqcosTL8o_G7iJNg14</a>	20'
<b>Consolidation</b>	<ul style="list-style-type: none"> <li>Everybody come back to the main session and teacher asks to any group</li> </ul>		20'

	to present the information. If there isn't enough time, they must record themselves and upload it into the google share folder.	<a href="https://drive.google.com/share/...">K9rF9li7?usp=sharing</a>
<p><b>Informal Assessment:</b> Students' participation.</p> <p><b>Formal Assessment:</b> students' presentation about the case.</p>		

**Padlet activity:**



**Game:**



**Case presentation:**



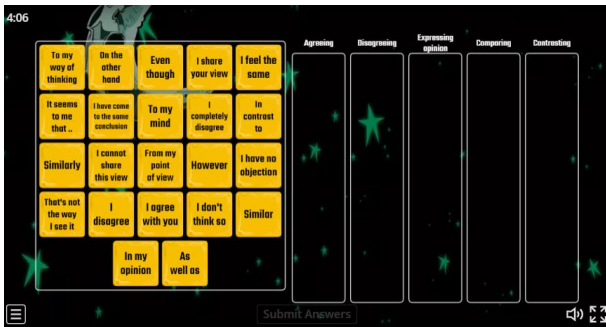


<b>Universidad Indoamerica</b> <b>Centro de Idiomas</b> <b>LESSON PLAN</b>			
<b>Teacher:</b> Karla Uquillas		<b>Lesson 7:</b> December 22 <sup>nd</sup> , 2021	
<b>General objective:</b>	<ul style="list-style-type: none"> <li>To understand Wh-questions either in past or present.</li> </ul>	<b># of beneficiaries:</b>	35
<b>Specific objectives:</b>	<ul style="list-style-type: none"> <li>To talk about daily life</li> <li>To ask and answer wh-questions.</li> </ul>	<b>Grade:</b>	4th level
STAGE	ACTIVITIES	MATERIALS	TIME
<b>Activation Knowledge</b>	<ul style="list-style-type: none"> <li>Teacher divides the class into groups. Then, explains the activity.</li> <li>Students pay attention to the game about finding the match. There will be some linking words for agreeing or disagreeing, giving opinion, etc.</li> <li>Students go to breakout rooms and share their ideas in order to complete the activity.</li> <li>Teacher reviews the activity with the whole class.</li> </ul>	<b>Group sort game:</b> <a href="https://wordwall.net/play/26765/995/565">https://wordwall.net/play/26765/995/565</a>	10'
<b>Anticipation</b>	<ul style="list-style-type: none"> <li>Teacher reviews when do we use wh questions and how to answer that kind of questions.</li> <li>Teacher shares a flipgrid. There are some questions related to daily life, personal information, school, etc.</li> <li>Students record their answers</li> </ul>	<b>PPP:</b> <a href="https://drive.google.com/file/d/1ErWOTAwit6rmVo8ITxR21a42D12IhocX/view?usp=sharing">https://drive.google.com/file/d/1ErWOTAwit6rmVo8ITxR21a42D12IhocX/view?usp=sharing</a>	10'
<b>Construction</b>	<ul style="list-style-type: none"> <li>Teacher presents some activities that may help us to relax.</li> <li>Students work in groups according to the activity given by the teacher.</li> <li>Students search information about why the activity help people to relax. They create a presentation.</li> </ul>	<b>Flipgrid:</b> <a href="https://flipgrid.com/6136d3a7">https://flipgrid.com/6136d3a7</a>	20'
<b>Consolidation</b>	<ul style="list-style-type: none"> <li>Students come back to the main session and present the information they have gathered.</li> <li>Teacher calls at any member of the group to present the information.</li> <li>Teacher gives feedback</li> </ul>	<b>Nearpod activity:</b> <a href="https://app.nearpod.com/?pin=V9JGS">https://app.nearpod.com/?pin=V9JGS</a>	20'



<b>Homework</b>	<ul style="list-style-type: none"> <li>- The flipgrid about wh-questions.</li> <li>- The nearpod activity about which would be most relaxing activity</li> </ul>		
<p><b>Informal Assessment:</b> Students' participation.</p> <p><b>Formal Assessment:</b> students' answers to the flipgrid and nearpod activities</p>			

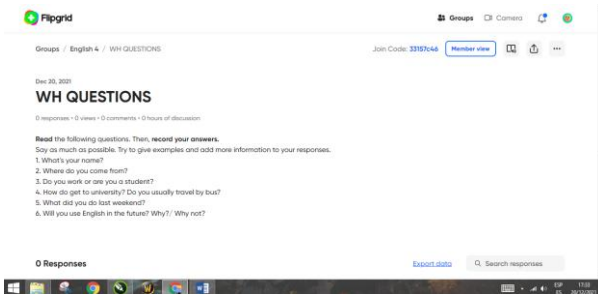
**Group short game:**



**PPP:**



**Flipgrid:**



**Universidad Indoamerica  
Centro de Idiomas  
LESSON PLAN**

<b>Teacher:</b> Karla Uquillas		<b>Lesson:</b> Post-test	
<b>General objective:</b>	To apply a standardized speaking test for testing students' English oral proficiency	<b># of beneficiaries:</b>	35
<b>Specific objectives:</b>	To apply part 1, 3 and 4 of the Pre-test	<b>Grade:</b>	4th level
<b>STAGE</b>	<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>TIME</b>
<b>Procedure</b>	<ul style="list-style-type: none"> <li>- Teacher introduces herself and explain to students what she is going to do during the treatment.</li> <li>- Teacher gives instructions to the class in order to apply the pre-test.</li> <li>- The class is divided in pairs. Each pair will work together with the teacher in a breakout room for at least 9-11 minutes.</li> <li>- Teacher applies the Pre-test (PET) exam to the pairs.</li> </ul>	Post-test is in annex 1 section.	60'
<b>Formal Assessment:</b> Students performance based on PET Rubric			







## Annex 3: URKUND Report



### Document Information

Analyzed document	UquillasKarla-Reporte.pdf (D125765563)
Submitted	2022-01-21T21:00:00.0000000
Submitted by	
Submitter email	kuquillas9392@uta.edu.ec
Similarity	8%
Analysis address	cristinadjordanb.uta@analysis.arkund.com

### Sources included in the report

<b>SA</b>	<b>UNIVERSIDAD TECNICA DE AMBATO / UQUILLAS_KARLA_FINAL PROJECT.pdf</b> Document UQUILLAS_KARLA_FINAL PROJECT.pdf (D91707107) Submitted by: kuquillas9392@uta.edu.ec Receiver: deadv.pved.02.uta@analysis.arkund.com	 12
<b>SA</b>	<b>UNIVERSIDAD TECNICA DE AMBATO / HANGO JENNIFER_THESIS PROJECT.pdf</b> Document HANGO JENNIFER_THESIS PROJECT.pdf (D125413712) Submitted by: jhango4764@uta.edu.ec Receiver: eg.encalada.uta@analysis.arkund.com	 2
<b>SA</b>	<b>UNIVERSIDAD TECNICA DE AMBATO / Tesis final.pdf</b> Document Tesis final.pdf (D125453103) Submitted by: shirleymile.9@gmail.com Receiver: ve.chicaiza.uta@analysis.arkund.com	 2
<b>SA</b>	<b>UNIVERSIDAD TECNICA DE AMBATO / LOPEZ ESTEBAN CHAPER I-IV.pdf</b> Document LOPEZ ESTEBAN CHAPER I-IV.pdf (D125399648) Submitted by: elopez7042@uta.edu.ec Receiver: eg.encalada.uta@analysis.arkund.com	 3
<b>SA</b>	<b>UNIVERSIDAD TECNICA DE AMBATO / Estefania_Rodriguez_Thesis..pdf</b> Document Estefania_Rodriguez_Thesis..pdf (D110941685) Submitted by: estefa_r97@hotmail.com Receiver: ana.vera.uta@analysis.arkund.com	 1
<b>SA</b>	<b>UNIVERSIDAD TECNICA DE AMBATO / LLERENA_KATHERINE_DISSERTATION.pdf</b> Document LLERENA_KATHERINE_DISSERTATION.pdf (D110655093) Submitted by: kllerena4234@uta.edu.ec Receiver: wilmaesuaresm.uta@analysis.arkund.com	 1