Perspectives of EFL Students' Difficulties in Speaking: A Descriptive Study

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Guide: Ms. María Rossana Ramírez Ávila

Modality: Descriptive Study

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English is a universal language that is widely spoken around the world. Rao (2019) indicated that English-speaking skills in different contexts are related to scientific research, education, tourism, media, and business. In education, English is learned as a foreign language (EFL) and as a second language (ESL), which depends on the contexts in which English is learned.

When speaking another language, the learner, driven by one or more reasons, must decide why and how to use the target language appropriately (Al-Jamal & Al-Jamal, 2014). Furthermore, living in a non-English speaking country makes students face different challenges that impede them from learning, interacting, and using the target language efficiently.

Students from Ecuadorian public institutions face cognitive and social difficulties when learning English (Escudero et al., 2020). The authors claimed that EFL students face difficulties such as scarce opportunities to use the language and real-world contexts, low motivation to learn the language, and anxiety when speaking the new language in front of their classmates and teachers. These drawbacks hinder students from self-express orally in the target language.

Some research has been conducted to describe these kinds of difficulties that students perceive when learning and using English for communication. For instance, Nguyen (2015) found that students are not exposed to the target language, which makes them feel diffident in expressing their ideas, thoughts, and beliefs in the classroom. Likewise, Bolaños (2016) stated that the students' low participation, lack of motivation, and lack of authentic activities are other difficulties for students to speak in English.

In Ecuador, English is a compulsory subject taught as a foreign language at the primary, high school, and university levels. However, the students have not achieved high English proficiency levels due to the difficulties mentioned before. According to Education First (2020), Ecuadorian students from high school and university obtained the lowest score in their English proficiency in comparison with other countries from Latin America.

 Furthermore, factors such as large class sizes, low motivation to learn English, lack of teaching training, and lack of authentic activities have made students face problems learning English (Alvarez & Xuan, 2022). For those reasons, this quantitative and qualitative descriptive study, by applying a survey, focuses on finding the perceptions that Ecuadorian EFL students from the tenth grade of a high school have about the difficulties in speaking English.

Literature Review

This section provided a brief overview of the concepts and theoretical background found in literature about students' perceptions of the challenges when speaking in English. Concepts such as speaking skills, teaching principles to teach speaking, and speaking components are addressed in this section.

Principles for Teaching Speaking

Speaking is a production skill that focuses on verbal interactions, and it is an interactive process involving active participation between teachers and students (Namaziandost et al., 2020). It falls into two categories: accuracy and fluency; accuracy

consists of the use of vocabulary, grammar and pronunciation, and fluency considers the ability to keep going spontaneously (Parmawati & Inayah, 2019).

Nguyen (2015) explained that teaching speaking provides four main principles for this process. First, teachers use their knowledge and experience to choose topics to draw students' attention and motivate them to speak in the classroom. Second, teachers create different activities, games, and role-plays where the students can practice the language and interact with their classmates efficiently. Third, the author stated that by creating a friendly and comfortable atmosphere in the classroom, students raise their motivation for learning a language. Finally, the teacher should apply topics and activities according to the students' English proficiency to avoid students feeling disappointed when speaking in English.

Speaking Components

To communicate efficiently, students are required to fulfill some speaking elements. Phonology, accuracy, pronunciation, and fluency are the three essential and complementary components in developing students' speaking skills (Bouzar, 2019; Namaziandost et al., 2019). Rospinah et al. (2021) stated that improving the accuracy, fluency, and pronunciation components allow students to convey the message efficiently.

Phonology

It is one of the most relevant components of speaking since it composes the discipline of linguistics. Odden (2005) defined phonology as "the study of sound structure in language, which is different from the study of sentence structure or word structure, or how languages change over time" (p.2). Hence, phonology refers specifically to the study of sounds of a particular language.

Fluency

Many researchers have explained that people are fluent when they feel comfortable and confident speaking English. Tichenor et al. (2022) argued that speaking fluently deals with speaking for an extended period of time by showing a clear connection where the listener can easily follow the message the speaker is conveying. Therefore, when teaching speaking, teachers must be aware of creating cooperative and collaborative group strategies where students can interact and work together to develop their speaking fluency (Namaziandost et al., 2020).

Accuracy

This speaking component refers to how well and correctly English students know the usage of the language system. Namaziandost et al. (2019) claimed that accuracy means correctly using grammar, vocabulary, and expressions to speak appropriately when conveying the intended meaning. Therefore, to improve students' accuracy, teachers must apply accuracy-oriented activities like pattern drills to teach new target items, reading extensive excerpts or any information to develop students' spontaneous communication skills and activate vocabulary they already have learned (Washington & Seidenberg, 2021).

Pronunciation

This component plays a fundamental role when speaking in English. Burns and Seidlhofer (2019) stated that pronunciation is a complex process that deals with the sound spectrum of consonants and vowels for linguistic use. According to Grant and Yu (2020), the basic rule of thumb in pronunciation is that the listener can understand a speaker clearly.

In teaching speaking to EFL students, Burns and Seidlhofer (2019) provide different strategies to help students develop this skill. First, provide students with formal

grammatical knowledge and skills that are the basis for communication. Second, abstract sentences are the best material teachers can use for language instruction of a particular text. Third, to improve communicative competence, students must be required to produce and understand sentences. Finally, apply discourse-based activities to enable students to extend their repertoire and be prepared to use the language outside the classroom.

The sub-skills of pronunciation include word and sentence stress, intonation, rhythm, and the use of the individual sounds of a language (Grant & Yu, 2020). According to Ghorbani (2019), word stress is the most noticeable characteristic of English pronunciation that refers to emphasizing in a louder, longer, and higher sound some syllabus in a word. Likewise, intonation refers to how the voice rises and falls when speaking; that could be falling intonation, rising intonation, and fall-rise intonation (Zhao et al., 2020).

Pair-work in Speaking

Most descriptions of teaching speaking encourage teachers to use pairs work during lessons to improve students' interaction in the target language. Yulitrinisya and Narius (2018) indicated that pair work in the classroom requires students to be active in speaking, interact with their classmates and master the communicative speaking skills to express ideas and feelings efficiently. However, to apply this technique, teachers must be conscious of the importance of providing enough vocabulary and knowledge to make this technique work effectively.

Several pair-work techniques have been applied in teaching EFL. Maca (2020) indicated that these techniques give students the braveness to express their ideas orally and

work with classmates. Some pair-work techniques include debates, interviews, role plays, games, paired annotations, peer editing, and think-pair sharing (Maca, 2020; Cahyani, 2018).

Methodology

Design

This is a descriptive study in nature. According to Loeb et al. (2017), this study explores aspects of a phenomenon that allows policymakers, stakeholders, school administrators, and teachers to solve problems and make decisions in educational institutions. Likewise, Atmowardoyo (2018) explained that this kind of research describes a phenomenon by analyzing the gathered data by applying a research instrument. In this research, a survey was applied to answer the following research questions:

1. What are students' difficulties in speaking in English?

2. What type of activities do students prefer for speaking?

3. What are students' perspectives of pair work?

Participants

Sixty-five Ecuadorian students from the tenth grade of a public school participated in this research. The institution is located in Guayaquil from Guayas province. The sample consisted of 45% men and 55% women; their ages ranged from 12 to 14 years old. Among the participants, when asked about their socio-economic class, 60% identified themselves as middle class, 30% claimed to be in the low-income class, and 10% identified as a high-income class.

Regarding access to the internet and technological tools, most students (90%) indicated that they have an internet connection and at least one tech tool, such as a tablet,

laptop, smartphone, or computer, to use at home. However, 10% of students had no internet connection or tech tools to study at home. Regarding English speaking proficiency perceptions, all students found themselves at a basic English level, meaning they are beginners in learning English.

Instruments

To collect data online, a survey (Appendix 1) was designed using Google Forms. The survey consisted of two constructs addressed by multiple-choice, open-ended questions and a Likert scale. The first construct focuses on finding the background and demographic information of the participants. On the other hand, the second section addressed questions about the students' difficulties when speaking in English. Before implementing the survey, its items were calculated to obtain the reliability of the research instrument. The results indicated a *Cronbach's alpha* of 0.9, which means the survey was reliable for the study.

Data Analysis

The obtained data from the research instrument was coded and uploaded in Microsoft Excel. Then, the data was exported to the Statistics Package for Social Sciences SPSS to obtain descriptive statistics and the mean of the results. After that, the significant results were shown in tables with the averages of the students' answers.

Ethical Considerations

This study followed some ethical standards provided by Creswell (2014). First, consent letters (Appendix 2) were sent to the institution's principal and (Appendix 3) parents to conduct this research. After obtaining approval from the authorities, the research was socialized to the participants. The main objective of the study, the attempted schedule, and the potential benefits of the study in this step. Third, voluntary participation, the

confidentiality of the obtained data, anonymity, and the right to withdraw from the investigation also were considered in this study.

Results

This section describes and analyses the results of the survey. The survey focused on exploring students' perceptions of English difficulties, their speaking activities in the classroom, and their perspectives on pair-work effectiveness in enhancing their English-speaking skills.

The participants answered a Likert scale format question related to this study's three main research questions. The criteria were *Great extent* (5), *A lot* (4), Some (3), *A little bit* (2), and *None* (1). The following tables summarize the primary outcomes of this study:

Table 1.

Difficulties in Speaking

When I speak in English,	Mean
I feel confident about the topic	2.5
I know what to say	2.68
I respond quickly	2.20
I look for words to respond correctly	4.1
I translate what I want to say	4.5
My pronunciation is clear	2.3
My speech is free of errors	2.1
I can say phrases	2.3
I can interact in a conversation	2.1
I feel embarrassed about making mistakes	4.8
I understand what the other person is saying	2.31
I speak without many pauses	2.1
I speak spontaneously	2.1
I consider I speak correctly	2.2

I have a good intonation of questions	3.5
I have a good intonation in sentences	3.1
I have a good pronunciation	2.52
I use the word stress	2.1
I use sentence stress	2.5
I feel the topics are interesting	3.8

The findings showed that *looking for words to respond correctly* (4.1), *translating what they want to say* (4.5), and *feeling embarrassed of making mistakes* (4.8) were the most outstanding results of this table. Furthermore, it was found that students feel anxious and unconfident when speaking in English because only a few participants think their *pronunciation is clear* (2.3), *their speech is free of errors* (2.1), *they speak without many pauses* (2.1), and they *consider they speak correctly* (1.9).

Furthermore, half of the participants *feel confident about the topic* (2.5), while 3.8 of the participants perceive the *topics for speaking are interesting.* Related to the elements of speaking, 3.5 of the participants think they *have a good intonation of questions,* 3.1 *have a good intonation of sentences,* 2.52 *have a good pronunciation,* 2.1 *use word stress,* and 2.5 *use sentence stress.*

In the open-ended questions, 60% of the participants indicated that the challenges they have faced when speaking in English are the lack of vocabulary and grammar, which hinders their ability to communicate effectively. Likewise, all the students claimed that they now have enough time to speak English in the classroom and the lack of opportunities to practice their English skills outside the classroom are the main reasons for not having good speaking abilities to communicate effectively in English.

To answer the second research question related to the types of speaking activities used in the classroom, the students had to answer nine items divided into the following options: "I do not like this activity", "I have not done this activity", "I would like to do this activity", and "I have done this activity". The results are shown in Table 2.

Table 2.
English Speaking Activities in the Classroom

Item	I do not like this activity	I have not done this activity	I would like to do this activity	I have done this activity
Fill in the space with the correct grammar	50	0	0	15
Write correct answers to questions to practice grammar	55	0	5	5
Practice specific vocabulary in writing	20	0	0	45
Practice specific vocabulary orally of an activity or topic from the book	5	10	50	0
Oral practice with the vocabulary of personal interest	0	10	50	5
Written practice with the vocabulary of personal interest	30	30	0	5
Oral pair work activities in the classroom	0	0	30	35
Pair work in writing activities in the classroom	0	5	30	30
Pair work in general outside the classroom	0	35	30	0

The findings indicated that the majority of students have experienced activities related to *filling in the space with correct grammar* (35), *writing the correct answers to*

questions to practice grammar (30), *practicing specific vocabulary in writing* (45), and *pairing work in writing activities in the classroom* (35). On the other hand, the participants indicated that they had not done activities related to *written practice with the vocabulary of personal interest* (30) and *pair work in general outside of the classroom* (35)*.*

In general, the students do not like activities such as *filling in the space with the correct grammar* (30)*, writing correct answers to questions to practice grammar* (35), and *writing practice with the vocabulary of personal interest* (30). Finally, the students indicated that they would like to perform that allows them to *practice specific vocabulary orally of an activity or topic from the book* (50), *oral practice with the vocabulary of personal interest* (50)*, pair work in writing activities in the classroom* (30), and *pair work in general outside the classroom* (30). Therefore, the main findings in this table display that students perform grammar and vocabulary-based activities rather than oral activities in the classroom.

Table 3 focused on determining the participants' perceptions of pair work in speaking English. To answer this question, the students had to answer some statements among the following scales: *Totally agree* (5), *agree* (4), *neutral* (3), *disagree* (2), and *totally disagree* (1). The mean of the responses is presented below:

Table 3
Students' perspectives towards pair work for speaking

Item	Mean
Pair work is useful for practicing speaking	4.9
Pair work for speaking is difficult because the student who knows more dominates the conversation.	4.5
It is advisable, although some pairs speak slowly	3.92
It is advisable, although some pairs do not pronounce correctly	3.56

The pair makes constant interruptions.	3.1
It takes too much time.	2.9
It is good if I work with the pair I choose.	3.1

As shown in Table 3, students totally agreed that pair work activities are meaningful for practicing speaking. Almost all the participants (4.9) perceived *pair work as useful for practicing speaking.* Likewise, the students believed pair work is advisable, although some pairs speak slowly (3.92) and some *do not pronounce correctly* (3.56).

According to the answer to the open-ended questions, most participants perceived pair work as a beneficial technique for speaking in English. Talking to their peers made the students feel more confident than talking to their teacher. For instance, a participant wrote, *I like working in pairs because I feel more comfortable when I make mistakes. We ask our teacher if we do not know a word or expression in English.* Besides, the students believe working in pairs is more helpful in learning English. A student indicated that *working in pairs to perform speaking activities is better than learning grammar and vocabulary.*

Nevertheless, almost all students (4.5) indicated that *pair work for speaking is difficult because the student who knows more dominates the conversation.* Besides, the participants indicated that working in pairs *takes too much time* (2.9), and *the pair makes constant interruptions* (3.1). In the open-ended questions, they confirmed those results by indicating that *some classmates have lower and higher speaking skills than others; thus, sometimes, it is difficult to follow their message.*

To sum up, the results revealed the existence of some difficulties in speaking English in the classroom. The main difficulties are related to anxiety due to the fear of making mistakes, the limited vocabulary and grammar knowledge, and the lack of

confidence when speaking in English. The activities that students have experience with are discussions in class, oral presentations, and pair and group work. Finally, students perceive group work as a useful technique when speaking in English in the classroom.

Discussion

This section compares and contrasts the previous studies and the outcomes of this research. Unquestionably, speaking is difficult to master in any language due to different social, cognitive, and contextual factors (Escudero et al., 2020). In this study, the participants mentioned that anxiousness, lack of speaking skills, and lack of opportunities to practice English inside and outside the classroom are the main challenges when speaking in English. The students showed a lack of interest in learning the language because, most of the time, a student is required to learn such a language due to completing a requirement, a job necessity or an academic need. Besides, combining students with different speaking levels of performance is also inconvenient for students because it is hard for them to succeed in such adaptation and participation at such a level.

Regarding learning to speak in English, the principal components of speaking skills are fluency, accuracy, and pronunciation (Rospinah et al., 2021). Regarding these components, the participants are more experienced with pronunciation and know the importance of pronouncing words clearly to convey the message efficiently. Likewise, even though the participants are at the beginning level, they know the importance of having a speech free of mistakes and efficiently conveying the message. Therefore, it is essential to focus on speaking as a relevant component of linguistics by providing students with activities and materials to study the sound structure of a language (Odden, 2005).

According to students' responses, they have experienced different activities to practice and enhance their speaking skills. However, current activities, such as creating actual content and using the language in real situations, are still missing in EFL classrooms. Besides, it is frustrating for participants to practice a language without reasoning with their time and English level. For that reason, Nguyen (2015) claimed that teachers must choose topics and activities that motivate and challenge students to use the language meaningfully. Besides, creating a good and friendly classroom atmosphere is essential to decrease students' anxiousness and uncomfortably in speaking English in the classroom.

With the speaking activities, the results revealed that the participants had experienced some activities in the classroom; however, most were traditional ones, such as filling in the space with correct grammar, writing correct answers to practice grammar, practicing specific vocabulary, and pair work. Nevertheless, Namaziandost et al. (2020) claimed that old-fashion activities based on grammar are not useful for increasing speaking; on the contrary, the students have to be exposed to more interactive and real-context activities that allow students to improve their speaking skills efficiently.

 Regarding the participants' perceptions towards pair work for speaking, they considered it a meaningful and valuable strategy to enhance their speaking skills in the classroom. According to them, working with their peers makes them more comfortable when making mistakes, negotiating meaning, and sharing ideas. These results are corroborated by Maca (2020), who claimed pair work allows students to interact and express ideas with their peers more confidently than talking to their teacher or in front of the whole class.

Conclusion

Speaking is a real challenge for most language learners because it is a complex skill to master and requires constant practice and dedication. This research explored the difficulties and challenges students face when speaking in English in the classroom. They are related to linguistic and social factors. When students speak in English, they feel anxious and tense due to the lack of vocabulary, expressions, and grammar knowledge and difficulty finding appropriate words to determine context. In the classroom, most students are reluctant to speak in English because they do not feel confident enough to express their ideas in the target language and do not like to commit mistakes in front of their teacher and classmates.

The students have experienced some speaking activities, but grammar-focused activities are the most commonly used in the classroom. They primarily performed vocabulary practice, pair work, and filled the space with correct grammar. However, current communicative activities such as dialogues, debates, and oral presentations are still missing. Therefore, teachers must be aware of the importance of providing students with authentic and meaningful activities to practice and enhance their speaking skills.

Finally, the students positively perceive pair work to increase their speaking skills and feel more comfortable and relaxed when interacting with their peers than their teacher or classmates. Furthermore, they believe working in pairs is more helpful in learning English because they can work together to solve the activities they have to perform more efficiently than working alone.

Limitations

As with every study, this research has some limitations that should be considered for future studies. First, this study was conducted under the teacher's guidance, so the students'

answers could have been biased. Second, due to the bad internet connection, the

instructions were sometimes unclear for the participants. Therefore, they had problems

filling in the survey and provided simple and informal answers to the open-ended

questions.

Recommendations

For future research, it is suggested to use other research instruments, such as

interviews or class observations, to make the triangulation of information possible and have

more evidence to generalize findings to other contexts. It is also highly recommended that

before conducting the study, students have to be clear about the guidelines and steps to

follow, as well as the main objectives of the research, in order to encourage them to

participate.

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Appendix 1

Survey

Perspectives about Speaking in English

Available upon request.

Appendix 2

Consent Letter from School

Guayaquil, Agosto 8 / 2022

Msc
Laura Morán Hurtado
RECTORA
UNIDAD EDUCATIVA AMARILIS FUENTES ALCÍVAR

Yo, **GLENDIS GARDENIA TAPIA SOLÓRZANO**, estudiante de la *Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros con mención en la Enseñanza de Inglés, Cohorte 2020*, por este medio comunico que actualmente me encuentro en el proceso de trabajo de titulación.

El trabajo de titulación que he elegido es la escritura de un artículo que reporta los resultados de una innovación educativa. Por este motivo, solicito a usted muy respetuosamente, me permita realizar la innovación **EFL Students' Difficulties in Speaking: A Descriptive Study**. Esta innovación se enfoca en el desarrollo de las **destrezas comunicativas del idioma inglés**.

El objetivo final de la innovación es mejorar las prácticas de enseñanza en beneficio de los estudiantes. Este trabajo se desarrollará dentro de las horas de clase. Los costos de copias y otros materiales estarán a mi cargo. El periodo de aplicación será durante los meses de agosto y septiembre

Estaré atento a contestar cualquier inquietud.

Atentamente,

Nombre: GLENDIS TAPIA SOLÓRZANO
Cédula: 1204422834

Appendix 3

Consent Letter from Parents

Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros con   POSGRADO   ▌▐▌▌ Universi
Mención en Enseñanza de Inglés   2020-2022   Casa Gra
RPC-SO-No.416-2016

PETICIÓN PARA REALIZAR IMPLEMENTACIÓN DE PROYECTO DE GRADO

Guayaquil, Agosto 21 de 2022

Sra. Mayra Chalen
Representante legal VERA CHALÉN MARÍA JOSÉ
Presente.-

Reciba un cordial saludo y permítame a la vez desearle éxitos en sus funciones.

A través de la presente le solicito de la manera más cordial la colaboración de su hijo/a que actualmente se encuentra cursando el SEGUNDO AÑO DE BACHILLERATO de la jornada Vespertina, para cumplir con los requisitos previa obtención de mi título como Magister en Pedagogía de los Idioma Nacionales y Extranjeros, mención Enseñanza de Inglés.

Mi propuesta de proyecto de grado está enfocada en mejorar la comunicación oral en el idioma inglés a través de la evaluación entre pares. Para aplicar el mismo, he diseñado una unidad didáctica con el tema "Juegos tradicionales del Ecuador" que tendrá una duración de 10 horas clases de 40 minutos. Los estudiantes serán abordados en el aula correspondiente según el horario de clases de 13H00 hasta las 18:20 pm.

Me despido expresando mis sinceros agradecimientos por la atención brindada a la presente.

Atentamente,

_____
Lic. Glendis Tapia Solórzano
Docente de inglés
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Unidad Educativa Fiscal "AMARILIS FUENTES ALCIVAR"

Cdla. COVIEM, calle Juan Montalván y Jacinto Rodríguez, Telf: 2498616 – 2498962

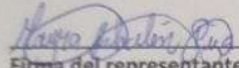E-mail: amarilisfuentesalcivar@gmail.com

GUAYAQUIL – ECUADOR

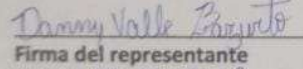**AUTORIZACIÓN PARA ENCUESTA DE TRABAJO ACADÉMICO**

Guayaquil, _Agosto 26_ de 2022

YO _Mayra Chalén Plúa_ con cédula de identidad _0919561187_.
Representante de _Ucoa Chalén María José_ del _2do_ de Bachillerato _"A"_.
Autorizo que mi representado/a participe en la encuesta académica titulada "**Perspectives of EFL Students' Difficulties in Speaking**" dirigida por la docente Glendis Tapia Solórzano.

Atentamente,

_____
Firma del representante
Cédula: _0919561187_

Unidad Educativa Fiscal "AMARILIS FUENTES ALCIVAR"

Cdla. COVIEM, calle Juan Montalván y Jacinto Rodríguez, Telf: 2498616 – 2498962

E-mail: amarilisfuentesalcivar@gmail.com

GUAYAQUIL – ECUADOR

AUTORIZACIÓN PARA ENCUESTA DE TRABAJO ACADÉMICO

Guayaquil, _Agosto 26_ de 2022

Yo _Dammy Valle Baquerto_ con cédula de identidad _0921751930_.
Representante de _Kriathel Valle Zúñiga_ del _2do_ de Bachillerato _____.
Autorizo que mi representado/a participe en la encuesta académica titulada "**Perspectives of EFL Students' Difficulties in Speaking**" dirigida por la docente Glendis Tapia Solórzano.

Atentamente,

Danny Valle Baquerto
Firma del representante
Cédula: _0921751939_

Unidad Educativa Fiscal "AMARILIS FUENTES ALCIVAR"

Cdla. COVIEM, calle Juan Montalván y Jacinto Rodríguez, Telf: 2498616 – 2498962

E-mail: amarilisfuentesalcivar@gmail.com

GUAYAQUIL – ECUADOR

AUTORIZACIÓN PARA ENCUESTA DE TRABAJO ACADÉMICO

Guayaquil, _Agosto 26_ de 2022

YO _María Dolores Vaquero Ponce_ con cédula de identidad _0925125775_.
Representante de _Jose Ricardo Chalén Vaquero_ del _2do Gest_ de Bachillerato _"A"_.
Autorizo que mi representado/a participe en la encuesta académica titulada "**Perspectives of EFL Students' Difficulties in Speaking**" dirigida por la docente Glendis Tapia Solórzano.
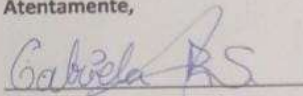
Atentamente,

_____
Firma del representante
Cédula: _0925125775_

Unidad Educativa Fiscal "AMARILIS FUENTES ALCIVAR"
Cdla. COVIEM, calle Juan Montalván y Jacinto Rodríguez, Telf: 2498616 – 2498962
E-mail: amarilisfuentesalcivar@gmail.com
GUAYAQUIL – ECUADOR
AUTORIZACIÓN PARA ENCUESTA DE TRABAJO ACADÉMICO

Guayaquil, _Agosto 26_ de 2022

Yo _Gabriela Rodríguez Salinas_ con cédula de identidad _0923391403_.
Representante de _Daniel Huerta Rodríguez_ del _2do Curso_ de Bachillerato _A_.
Autorizo que mi representado/a participe en la encuesta académica titulada "**Perspectives of EFL Students' Difficulties in Speaking**" dirigida por la docente Glendis Tapia Solórzano.
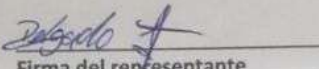
Atentamente,

Gabriela RS

Firma del representante
Cédula: _0923391403_

Unidad Educativa Fiscal "AMARILIS FUENTES ALCIVAR"
Cdla. COVIEM, calle Juan Montalván y Jacinto Rodríguez, Telf: 2498616 – 2498962
E-mail: amarilisfuentesalcivar@gmail.com
GUAYAQUIL – ECUADOR
AUTORIZACIÓN PARA ENCUESTA DE TRABAJO ACADÉMICO

Guayaquil, _Agosto 26_ de 2022

YO _Pedro Enrique Delgado Abad_ con cédula de identidad _____.
Representante de _Pedro Izaedo Delgado Cabrera_ del _2º Gestión_ de Bachillerato _A_.
Autorizo que mi representado/a participe en la encuesta académica titulada "**Perspectives of EFL Students' Difficulties in Speaking**" dirigida por la docente Glendis Tapia Solórzano.
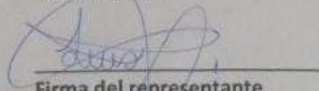
Atentamente,

Delgado

Firma del representante

Unidad Educativa Fiscal "AMARILIS FUENTES ALCIVAR"
Cdla. COVIEM, calle Juan Montalván y Jacinto Rodríguez, Telf: 2498616 – 2498962
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GUAYAQUIL – ECUADOR
AUTORIZACIÓN PARA ENCUESTA DE TRABAJO ACADÉMICO

Guayaquil, _Agosto 26_ de 2022

YO _Luis Oswaldo Iglesias_ con cédula de identidad _09923033237_.
Representante de _Marvin Shimor Iglesias_ del _2_ de Bachillerato _A_.
Autorizo que mi representado/a participe en la encuesta académica titulada "**Perspectives of EFL Students' Difficulties in Speaking**" dirigida por la docente Glendis Tapia Solórzano.

Atentamente,

Firma del representante
Cédula: _09923033237_