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SCHOOL OF PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES-ENGLISH

TITLE OF PAPER

SPEAKING SKILLS ANALYSIS OF 5TH GRADE ELEMENTARY ENGLISH LANGUAGE STUDENTS AT UNIDAD EDUCATIVA AB. JAIME ROLDÓS AGUILERA IN THE SCHOOL YEAR 2022 – 2023.

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CERTIFICATION

We certify that this research project was presented by **Dylan Rómulo Preciado Goyes and Caroley Estefanny Alvarado Romero** as a partial fulfillment of the requirements for the **Bachelor's Degree in EFL Pedagogy.**

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STATEMENT OF RESPONSIBILITY

We, **Dylan Rómulo Preciado Goyes and Caroley Estefanny AlvaradoRomero**,

HEREBY DECLARE THAT:

The Senior Project: **Speaking Skills Analysis of 5th Grade Elementary English Language Students at Unidad Educativa Ab. Jaime Roldós Aguilera in the school year 2022 – 2023** prior to obtaining the **Bachelor's Degree in EFL Pedagogy**, has been developed based on thorough investigation, respecting the intellectual property rights of third parties regarding citations within the corresponding pages whose sources are included in the bibliography. Consequently, this work is of our full responsibility.

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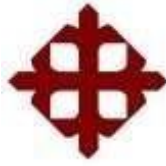Guayaquil, on the 13th day of February of 2023

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We, **Dylan Rómulo Preciado Goyes and Caroley Estefanny AlvaradoRomero**,

Authorize the Catholic University of Santiago de Guayaquil to **publish** this Senior Project: **Speaking Skills Analysis of 5th Grade Elementary English Language Students at Unidad Educativa Ab. Jaime Roldós Aguilera in the school year 2022 – 2023** in the institutional repository. The contents, ideas and criteria in this paper are of our full responsibility and authorship.

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URKUND REPORT

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Sírvase encontrar en la presente el print correspondiente al informe delsoftware URKUND, correspondiente tema de Trabajo de Integración Curricular « SPEAKING SKILLS ANALYSIS OF 5TH GRADE ELEMENTARY ENGLISH LANGUAGE STUDENTS AT UNIDAD EDUCATIVA AB. JAIME ROLDÓS AGUILERA IN THE SCHOOL YEAR 2022 - 2023», una vez que el mismo ha sido analizado y se ha procedido en conjunto con sus autores, las estudiantes: DYLAN RÓMULO PRECIADO GOYES Y CAROLEY ESTEFANNY ALVARADO ROMERO, a realizar la retroalimentación y correcciones respectivas de manejo de citas y referencias en el mencionado documento. Cuyo resultado ha obtenido el siguiente porcentaje: 0%

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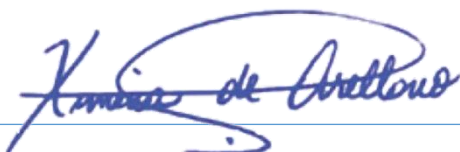**SCHOOL OF PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES-ENGLISH**

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To my beloved mother, grandparents, uncles, and friends who always supported me when I needed their help the most and advised me when I did not know what to do.

I dedicate this project to my precious and cherished mother, María Romero, and each member of my family who made me able to face different situationsand challenges through this journey. Also, to my friends who have contributedto making this possible.

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ABSTRACT

The present study aimed to discover the possible elements that were hindering the development of 5th graders' speaking skills at "Ab. Jaime Roldós Aguilera" School and proposing a viable solution for them. This thesis employed an action research methodology, and adopted the mixed methods focus for analyzing information. The quantitative and qualitative data was collected through an A1-level speaking test applied to 30 students, and an observation checklist applied to the English teacher of the institution twice. After analyzing all the obtained data, it was found that the students had poor performance on the grammar & vocabulary category of the A1-level speaking test. It could also be established that the elements that affected the pupils' speaking skills were: The frequency with which the teacher used the students' native language, teacher's mispronunciation of words, lack of teacher's voice projection, the use of inadequate methodologies, the lack of body language while teaching content, and time constraints.

Key Words: EFL, speaking, elementary school, vocabulary, grammar, analysis

INTRODUCTION

Speaking is a mean of communication among people which aims to transmit knowledge, connect people around the world, etc. It is difficult to imagine a world in which people do not have the ability to learn other languages. How are they going to be able to communicate with foreigners? By speaking, one can form relationships and connections which lead to creating opportunities forimproving one's quality of life and the future of a country. The ability to reach speakers of a foreign language turns one into more useful member of the society. Hence, many nations place high priority on programs for teaching other languages to their citizens, especially regarding the spoken production of said language. As people naturally learn to speak first and then to read andwrite, speaking has become the predominant form of communication.

If the foundations of speaking the English language are built accordingly, school' students will be able to exert professions in the field of business, education, commerce, science, etc. It increases the odds of getting a job whichprovides them with a high salary. However, all languages present challenges while learning them and trying to articulate spoken English is no exception. According to Al- Eideh, Mahmoud, Samer, and Fadi (2016), the most frequentproblem in speaking is the limited amount of vocabulary among students, whilethe least frequent one is the difficulty in understanding questions. These are examples of what issues students might face in the process of learning a new language; and as English is considered as a lingua franca, there is no better option for educational institutions, especially in Ecuador, to impart the Englishsubject; also called English as a Foreign Language (EFL).

Moreover, according to Srinivas (2019), withouth speech, there is no communication, and if there is no perfect communication, people cannot achieve their aims, objectives, and goals. Hence, it is important to set solid basis for the English language especially regarding its oral production.

Furthermore, based on Roskos & Christie (2011), speaking can be establishedas the basis for developing proficiency in the other skills which are writing, reading and listening.

Therefore, EFL teachers aim to supply students with the tools to enable them to communicate in English and become active members of society. However, in many cases this goal cannot be reached due to some factors that may derive from the instructor, students, environment, among others.

This report might help teachers to understand the factors that affect the speaking skills development of fifth grade students at Unidad Educativa Ab. Jaime Roldós Aguilera.

PROBLEM STATEMENT

According to Education First English Proficiency Index's regional ranking (2021), in Latin America, Argentina is the only country in the "Very high level" category, while 10 countries fit in the "Intermediate level" category, 6 fit in the "Low level" category, and 3 countries, including Ecuador, fit in the "very low level" category. This clearly shows that the level of English must improve in this country.

Nationwide, there is a common problem at Ecuadorian schools when it comes to teaching the English language. Teachers spend too much time talking, referred to as, Teacher Talking Time (TTT); meanwhile, students spend too much time listening and only processing the information. If teachers do not provide enough opportunities for the students to put their speaking skills into practice, then they will not know their weaknesses when speaking the language, nor will the teacher recognize their speaking issues, enabling the EFL instructor to help them. According to the Education First English Proficiency Index (2021), Ecuador is in 90th place out of 112 regarding levels of English in the world; its aptitude level is considered "very low"; and, among South American countries, it is in the 18th place out of 20. These results show that it is necessary to enhance instruction to make EFL classes more dynamic and adapted to the students' way of learning.

At "Unidad Educativa Ab. Jaime Roldós Aguilera'' regarding 5th grade elementary students, it was noticed that they struggled to orally express themselves in English during class. The students would stay silent or make too many pauses when the teacher asks basic questions requesting personal information or about the unit topic for checking comprehension, after reading a passage, even then there are issues with word recognition. This reduces the frequency of participation; additionally, the pupils could not understand simple instructions or interact with one another. It is presumed that this might be due to lack of vocabulary knowledge since students can produce very little language.

JUSTIFICATION

The following study focuses on revealing the issues that hinder the development of EFL speaking skills among elementary school students from 5th grade classroom "A" at "Ab. Jaime Roldós Aguilera" School in Guayaquil and on seeking to assist teachers and students to improve the process of learning with the information gathered.

This investigation is relevant for EFL educators since it will help identify and define the elements that regress the development of their speaking skills. By understanding the grade of influence that these factors have, teachers will find better strategies for motivating their students and making the language learning process more meaningful.

Moreover, this body of research represents a benefit for 5th grade students of the institution. Through the results obtained in this research, students will be provided with a more engaging learning experience in the classroom by the teachers. The English-speaking abilities of the students will also improve, given that EFL teachers that read this thesis are going to apply more efficient strategies during class.

Lastly, the educational institution will benefit from this research, since teachers would motivate students during the class and students would improve their speaking skills in the target language, consequently, the community may see the positive results and the institution's prestige will enhance because of the improvement on its quality of education.

Research question

What could be the factors that impede the development of the speaking skills in elementary school students?

General Objective

To determine EFL teaching factors that may be hindering the development of the speaking skills of 5th graders in classroom "A" at "Ab. Jaime Roldós Aguilera" School.

Specific Objectives

- To diagnose the English-speaking level of students through an adaptedtest.
- To review research studies about pedagogical strategies focused on the improvement of their speaking skills.
- To gather data about the teaching strategies, methodologies, or techniques used in the EFL class of 5th graders in classroom "A" at "Ab.Jaime Roldós Aguilera" School.
- To propose a pedagogical strategy which could help students enhance their EFL speaking skills according to their age and English level.

THEORETICAL FRAMEWORK

Speaking

Speaking is one of the four main skills in the second language learning processthat must be mastered by students apart from writing, reading and listening since it is the main tool of human communication. There are many definitions about speaking stated by researchers. According to Eliyasun, Rosnija, & Salam (2018), speaking is a process of conveying, sharing ideas, and feelingsorally. Based on this concept, it is possible to conclude that speaking is an ability used to transmit messages through spoken language. Similarly, Chaney1998 cited in Kuning (2019) states that speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (p.51). Focusing on the definition of speaking, which is stated above, the author conceives speaking as delivering a message using the proper words for each situation or event that occurs.

Speaking, which involves producing, receiving, and processing information, is frequently contrasted to writing since both are considered as productive skills as opposed to reading and listening, which are receptive. Speaking and listening are two interconnected approaches to communication, and they are intimately related to one another. According to Oprandy (1994), "Every speaker is simultaneously a listener, and every listener is at least potentially aspeaker" (p. 153). This is due to how individuals interact with one another, filling both the speaker and listener roles in a conversation. So, EFL learners must develop the ability of interacting with or reply to the teacher or other students in the class for learning how to handle various situations.

Importance of speaking skills

There are many reasons why this skill of the English language, particularly, holds great value in its development, which will be shown hereby.

First of all, Srinivas (2019) annotates that:

Perfect communication is not possible for people without using a language. Moreover, people cannot achieve their aims, objectives, andgoals without using proper language to communicate. Therefore, thereis a need for a language to communicate with others who live all aroundthe globe. (p.8)

And here is where the English language comes into play since it serves the aforementioned purpose; it helps people communicate with communities all around the world in order to convey a message, and also helps them achieve their goals in life through the job opportunities that the language allows them to obtain.

Srinivas (2019) adds that speaking skills play a vital role since the process of communication depends on the way we transmit our message to other people.

Last but not least, Srinivas (2019) remarks that:

Moreover, these speaking skills are also useful for learners when they must settle down well in their professions. In the modern world, it has become quite common to prove the candidates' talents at the time of their job interviews and many of the selections are based on theperformance of the interview. (p.9)

As mentioned before, having adequate speaking skills allows to show one's proficiency and confidence in the language and how prepared one is to face laboral situations. So here a proficient level of speaking skills in the English language accomplishes a goal beyond simple conversations or simply meetingpeople. It may be related to a more serious context, where the level of productivity does not only depend on a person's area of expertise (be it medicine, science, architecture, etc.), but also on the level of proficiency they have in the English language.

Principles for designing speaking techniques

There are seven principles stated by Brown (2000) that should be taken into account by teachers when designing speaking techniques. These principles are focused on both fluency and accuracy, provide intrinsically motivating techniques, encourage the use of authentic language, provide appropriate feedback and correction, capitalize on the natural link between speaking and listening, give students opportunities to initiate oral communication, and encourage the development of speaking strategies. These principles aredetailed below in a brief way.

1. Use techniques that address the full range of learner needs, from language-based approaches that emphasize accuracy to message-based approaches that prioritize interaction, meaning, and fluency.

2. This principle inspires teachers to design meaningful activities with linguistics objectives that let students understand and employ the elements of languagerather than just concentrating on monotonous exercises such as repetition drills.

3. Provide intrinsically motivating techniques.

4. This principle asks teachers to employ strategies that center on the long-term goals and interests of their pupils and connect them to their need for knowledge as well as their needs necessary to become competent and autonomous. Teachers might also inform students about the advantages or benefits involved in the activities they assign.

5. Encourage the use of authentic language in meaningful contexts.

6. The basic idea behind this principle is that teachers should provide students with opportunities to communicate real messages rather than artificial drills, and practices using authentic contexts and meaningful interactions during instruction.

7. Provide appropriate feedback and correction.

8. As claimed by Brown in this principle, due to the fact that EFL students rely onthe input they receive from teachers, it is expected that they, based on their knowledge, provide effective feedback at a period of learning when there is stilltime to act on it.

9. Capitalize on the natural link between speaking and listening.

10. Listening is a crucial component of learning to speak a foreign language. As several academics have already affirmed, Speaking and listening are stronglyintertwined. In that sense, many strategies applied in speaking lessons naturally incorporate both skills, which helps to reinforce one another.

11. Give students opportunities to initiate oral communication

12. Normally, in classes, the teacher initiates the dialogues, and the students are just conditioned to interact only when spoken to. The ability to start a discussion, name topics, ask questions, monitor conversations, and shift the subject in it is part of oral communication competency. As a result, the author recommends teachers to allow pupils to build this competence in this principle.

13. Encourage the development of speaking strategies.

14. Students are unable to generate their own strategies for achieving oral communicative competence, for that reason, this principle suggests some strategies that teachers might utilize, which are asking for clarification, askingsomeone to repeat something, using paraphrasing for structures one cannot produce, using mime and non-verbal expressions to convey meaning, amongothers.

Speaking skills

The term "speaking skills" refers to a different definition from the sole conceptof "speaking", so it is necessary to establish a distinction between both.

According to Bertelson, Eelen, & d'Ydewalle (1992),

As with any skill, speaking involves the interaction of several processingcomponents. Even pre-theoretically, it is obvious that speaking at least

comprises a level of intention and ideas, a level of words and sentences, and a level of sound production and articulation. (p.90)

This first concept talks about the components and levels of speaking, such as intention, ideas, words, sentences, sound production, and articulation, which are what make up the skill of speaking.

Also, Bygate (1987) stated that speaking skills is the ability to use the oral organs of speech in order to clearly express ideas, intentions, thoughts, and feelings to other people so that they can understand our message. (p.3) This concept differs from the previous one, since it is more focused on the idea of the transmission of opinions, thoughts, and feelings to another person, and their understanding of our message.

Lastly, Roskos & Christie (2011) established the following concept of speaking skills: "speaking is the foundation of reading, writing, and listening" (p.6). This last concept places speaking as the basis for developing proficiency in the other skills. Which means that, if one English language learner focuses on developing his speaking skills, the other skills will improve naturally, too.

Components of Speaking Skills

Speaking is made up of several components which will be described below. If teachers want to help their students improve their speaking skills in the English language, then they need to understand what these components are, how they play a role in the teaching-learning process, and to focus on the ones that matter the most depending on the context.

- In Yaŗar (2016), "As common sense and research suggest, speaking is more than to form grammatically correct sentences and then to pronounce them" (p.2). There are three areas that comprise speaking that can be stated as follows:

- Mechanics. - It refers to pronunciation, grammar, and vocabulary, and using these three components for speaking with the right pronunciation and in the right order.

- Functions. - It means knowing when the clarity of a message is a priority (transaction/information exchange) and when a precise understanding is not necessary (interaction/relationship building)
- Pragmatics, Social and cultural rules, and norms. - It takes into account social elements such as turn-taking, rate of speech, length of pauses between speakers, relative roles of participants, and also refers to understanding who is speaking to whom, in what circumstances, about what, and for what reason.

Hughes (2011) extends the concept of the characteristics of speaking skills by explaining some elements. According to her, fluency is the ability of the speaker to communicate their message in an understandable way in order not to break down the communication due to a lack of interest from the listener. Accuracy, on the other hand, is defined as paying attention to the correct grammatical forms of the language one must use, and, in terms of vocabulary, selecting the most adequate words depending on the context. And last, but not least, pronunciation can be explained as following the phonological rules of the language and paying attention to stress, intonation, and pitch in order to communicate fluently.

Types of Speaking Performance

There are several types of speaking performance which must be taken into account when carrying out speaking activities. These concepts constitute a basis for planning a speaking activity to be applied in the classroom since they help the teacher decide the approach of said activity.

According to Douglas Brown (2000), 6 types of speaking performance exists, these being:

- Imitative. - Learners simply focus on the imitation of the pronunciation of words and phonetic elements such as intonation and rhythm, rather than on meaning, form or communication.

- Intensive. - Learners focus on producing simple, yet specific language utterances where they practice a specific grammar item or form. It can be self-initiated or be part of a pair-work.

- Responsive. - This kind of speaking performance is focused on short, yet meaningful interaction between two individuals, which does not evolve into a dialogue. This short, simple interaction occurs promptly and naturally.

- Transactional. - It is an extended version of responsive speaking performance, where the interaction does evolve into a dialogue and itsgoal is the exchange of information between two speakers.

- Interpersonal. - This kind of speaking performance is also a dialogue whose main purpose is to maintain social relationships rather than the exchange of information. This kind of speaking performance involves language items which can be tricky for learners such as sarcasm, slang,colloquial language, emotionally charged language, idioms, etc.

- Extensive. - This kind of speaking performance is usually carried out byintermediate or advanced level learners of the language in the form of oral speeches, summaries which are expressed formally and deliberately and can also be planned or spontaneous.

Learning barriers for speaking development

When teaching spoken English to students, the teacher might encounter somefactors during the practice of the skill which will make it more difficult for students to develop said skill. According to Nuraini(2016), there are internal and external factors which show up when teaching spoken English and could become obstacles in the future.

The internal factors are the following:

- Native language. - The difference in the sound system between L1 andL2 is a determining factor of the success of a speaking class.
- Age. - Children have a better chance of acquiring native-like pronunciation if exposed enough to contexts.

- Exposure. - It is relative, some learners may have intensity and qualityover length of time and vice versa.
- Innate Phonetic ability. - The speaking skill sometimes may be seen asa talent from an individual and it involves verbal intelligence. Some mayhave this talent and others not.
- Identity language and ego. - Learners need to become aware of the second identity that will be emerging with them as they learn the language, and also keep a positive attitude towards the speakers of thelanguage and the speaking material.
- Motivation and concern for good speaking. - Motivation is the term usedto describe what energizes a person and directs his activity.

The external factors are obstacles not related to the learners themselves, but to the environment where the English language is taught. Among those there are:

- Teaching speaking English at large classrooms. - The exact numbers determining the word "large" varies from country to country, but some problems they might have in common are physical discomfort, intimidating atmosphere, students tend to miss classes to avoid participation, providing individual attention becomes more difficult, etc.
- Learner's autonomy. - in ESL, learners have the opportunity to practicethe language inside and outside the classroom. But in EFL, learners canonly practice the language inside the class, and outside they will use their mother tongue.

Another element that could hinder the development of speaking skills is teacher talking time (TTT). According to Krashen (1981), the most efficientway to acquire a second language is solely through input, but not just any kind of input. The input provided to the learners must be "comprehensible".He even argues that the teacher is responsible for providing or not language utterances which students should be able understand. Nevertheless, it must be noted that this approach to language teaching andlearning is clearly opposed to the idea of letting learners produce language

forms, as it states that the instructor must play that role. Since, thisapproach does not allow learners to put their speaking skills into practice, it might affect their development as a consequence.

Strategies for teaching Speaking

It is necessary to get to know ways in which teachers can help learners achievea fluent level of speaking in the English language, so that they can become autonomous in the future when using it. Therefore, some strategies for teaching speaking skills effectively will be described below, which will help teachers make a choice on how to proceed to teach speaking skills based on the context of the teaching situation.

Firstly, Bashir, Azeem, & Hussain Dogar (2011) point out some strategies focused on communicative output, which states that speaking is a tool for reaching spoken language proficiency, not the goal itself.

One strategy is using minimal responses, which is designed to help learners who are not confident in their speaking skills by providing them with a set of phrases that they can use in different situations. These are often predictable idiomatic expressions which can be used to show understanding, agreement,doubt, etc., and make the interaction easier to carry out.

The next strategy is recognizing scripts. In this activity students are also provided with several phrases for specific situations and purposes, such as greetings, apologies, compliments, invitations, etc. These are particularlyuseful in a transactional speaking situation, where the goal is to exchange information between one and the other speaker.

Finally, using language to talk about language. This strategy is specially focused on the situations where a misunderstanding occurs, and to help learners overcome the fear of this happening, regardless of the level of their language. Again, students are provided by the teacher a set of phrases in orderto clarify one's ideas and respond positively to the situation. Also, this will helpthe learners to successfully overcome situations that may arise outside the classroom.

Thornbury (2005) adds that there are other kinds of activities oriented to the development of speaking skills:

The first one is awareness raising activities, which emphasizes the fact that learners need a stimulus in order to notice a new knowledge or situation. In these activities, learners first need a desire for involvement in the features ofa language skill (attention), then notice the language item that they consider new (noticing), and last, understand how this item works and interacts with other items in the language (understanding). One example of this strategy is to have the students listen to recordings of daily conversations and then studythe scripts of said conversations, in order to analyze and study the important language items that will help learners successfully interact in real-life situations.

There are also controlled activities that can be used, where drills are usually performed. The teacher plays a recording which includes a number of useful expressions for students. Once the recording has been comprehended, the teacher proceeds to play it again and pause in specific situations where the language item is found, and make students repeat. First as a chorus, then theteacher chooses 3 students to repeat individually.

Lastly, there are autonomous activities which can be applied in the classroom.These activities are required to have a set of specific elements to be successfully applied:

- Productivity.- Maximal new language production.
- Purposefulness.- The outcome of the activity.
- Interactivity.- The effect the learners is having on their audience.
- Challenge.- The level of difficulty of the task.
- Safety.- Learner's self-confidence to carry out the task.
- Authenticity.- The relationship between the language used in class andthe one used in real situations.

Examples of this kind of activities are:
- Team Retell

- Storytelling cube
- Free reading discussion

Importance of dynamic language games in the language learning process

Lewis & Bedson 1999 cited in Ameer (2016) argued that:

Games are popular among children because they like to play. Through games, young learners could interact, discover, and experiment with their surroundings. Using games not only enhances students' motivation, but also provides an incentive and stimulus to use the language.

One of the reasons why games are important in the language learning process is the fact that they provide many opportunities for the learners to produce and continuously practice the language in such a fun way that it creates the desire in students to continue learning.

Furthermore, the execution of games in an EFL classroom is a controversial issue. Some authors claim that they can be a positive and/or negative teaching strategy. However, games have a positive and effective influence on the learning of foreign languages. To support this claim, I-Jung (2005) cited in (Mejía & Cañas , 2015) lists some benefits that games provide, these being that games:

- are learner centered
- promote communicative competence
- create a meaningful context for language use
- increase learning motivation
- reduce learning anxiety
- integrate various linguistic skills
- encourage creative and spontaneous use of language
- construct a cooperative learning environment

- foster participatory attitudes of the students

These are also referred to as advantages of games, which motivate students to choose and wish to learn the language instead of being pressured to do so.Since students can learn it meaningfully, they do not need to learn by heart complex grammar rules or verbs which tend to be forgotten in a short period of time.

Dynamic games used for the development of speaking skills

Three specific dynamic games for the development of the speaking skills of students of 5th grade at "Ab. Jaime Roldós Aguilera" school has been chosen.These games are aimed at motivating students during the class so that they practice their speaking skills freely. Moreover, since these activities are presented as games, it is expected that students will take them easy, relievingthem from any stress related to their language proficiency, self-doubt, or pressure of performing "perfectly". Additionally, the students are also expectedto develop their English-speaking skills gradually, taking into account each game's difficulty.

The first dynamic game to be applied is called Headbanz: Hedbanz is a guessing game where one student picks a flashcard and has to mimic the language item and the rest of the students guess it. The objective of this gameis to have students recall the language items through the help of pantomiming.

The second game is Broken telephone: here, students have to transmit a shortmessage (e.g., tongue twister, questions, simple sentences). The objective ofthis game is to help students become familiar with the language through the practice and of their speaking skills and pronunciation. This will help build up the student's confidence in the language, since the goal is not for them to pronounce   perfectly,   but   to   have   fun while   making mistakes.

The third and last game is Meet and greet: In this game, students are going toresearch and rehearse four simple personal questions about a character from

a movie. Then in class, students will have to wear one, two, or a maximum of three accessories related to the chosen character. The questions could be: What is your name?; How old are you?; Where do you live?; What does your character do? The aim of this game is to try to convey a message and developsocial skills using the L2 in an amusing way.

Assessment of speaking skills

Knowing how to assess students' speaking skills is the key to evaluating theirprogress fairly while also being aware that the results obtained from this assessment are reliable and will help the teacher understand better thestrengths and weaknesses of their students in the language.

As stated by Turner (1998), the creation of the Oral Proficiency Interview (OPI)by the American Council on the Teaching of Foreign Languages (ACTFL) hashad a significant effect on foreign and second language instruction andassessment. It is focused on testing students' abilities to use the language forperforming particular functions, rather than their knowledge of linguistic rules, which can be defined as a communicative approach to language teaching. So, the ACTFL implemented an interview-format proficiency test. A lot of researchhas been conducted regarding the reliability, construct validity, and concurrentvalidity of this type of test.

In the beginning, many authors believed that this test format had a negative impact on the examinee and did not actually measure their proficiency, until itwas proven by Lazaraton (1992) discovered that some natural features of non-interview interaction, such as accommodations (priming topics and slowed speech) were found in the examinees, which counted as positive characteristics of conversational skills.

METHODOLOGY

Since this study is an analysis of the EFL speaking situation of 5th graders at an elementary school, a mixed method approach was selected to determine the characteristics of the problem, but an action research will be applied, as well. It aims to analyze and describe a problem about speaking skills in a specific educational institution. Various definitions of mixed methods have been found. According to Creswell (2014): "Mixed methods research is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks" (p. 32). Furthermore, he states that "The core assumption of this form of inquiry is that the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone" (p.32). This study is primarily concerned with what, when, where, and why the problem is occurring. As a result, observation and survey tools are frequently utilized to collect information.

Lastly, Creswell (2014) explained that some research might become biased unknowingly, which is considered to be a weakness. However, by using quantitative and qualitative data equally, the obtained information can be morereliable and such weakness can be neutralized.

The mixed methods approach has been considered as the most appropriate for defining this study, since numeric and quantitative data will be obtained through the application of tests to the students and a class observation to the English teacher. Besides, it involves the processes of analyzing and interpreting information, and writing the results of a study.

Additionally, this investigation can be defined as an action research. Given that a proposal will be created after the analysis of the data collected. According toLodico, Spaulding, & Voegtle (2006) "Action research, as its name implies, is a type of research oriented to enacting immediate changes in an educational setting. It has the potential to produce change quickly because the research iscarried out by educators in their own work settings." (p.288) On the other hand,

Hearn (2009) states that "Action research is simultaneously a set of methodologies, a philosophical orientation, and a research culture." (p.7). These two concepts explain what an action research is and its objectives, which are linked to the present investigation. The proposal that will be shown later on will present a possible solution to the problem found.

Participants

To run this study, the researchers selected a sample of 30 participants from 5th grade classroom A at Ab. Jaime Roldós Aguilera School located in the north side of Guayaquil. The age of the pupils' sample for this research ranged from 9 to 10 years old and involved 9 female students and 21 male students. These students receive 6 hours of Language Arts and 2 hours of Science as a content area weekly. Moreover, an EFL teacher was observed during class to find elements that might impede the development of students' speaking skills.

Data gathering tools

For this study, two instruments were used. The first tool utilized was an adapted EFL classroom observation checklist from 3 different sources which are Millersville University of Pennsylvania (2020); Sherif A. (n.d.); Lewis & Clark College (2014)

This checklist aims to evaluate the teacher in some aspects such as planning and preparation; personal traits and manners; teaching methods and techniques; and, assessment. It is evaluated from 1 to 4, being 4 the highest and 1 the lowest.

The second data gathering tool for this investigation was an adapted Cambridge Speaking Test used to assess students' speaking language level. It included 14 items in total, where 3 contained questions about personal information and 11 questions were related to the content learned in class. This test took approximately 4 to 6 minutes per student and it was applied during 2 different days.

Protocol

A permission letter was written, delivered, and eventually accepted by the authorities of the school. The researchers then proceeded to the educational institution and conducted the speaking examinations as planned.

The data was acquired over the course of four days. A questionnaire was adapted based on the Cambridge A1 Movers Speaking Test, used for elementary school students, which comprised 14 items in total, with 3 questions regarding personal information and 11 questions related to the content learned in class.

The students should see a picture and orally answer the questions asked by the instructor. The questions were not scored individually, it was measured the students' performance according to a rubric, checking three different subskills: Vocabulary & Grammar, Pronunciation, and Interaction. These were considered and graded on a scale of 1 to 5, with 1 being the lowest and 5 being the highest. Per day, 10 students were tested, summing up 30 pupils.

Later, an EFL Teacher Observation Checklist was adapted based on the work of Millersville University of Pennsylvania (2020); Sherif A. (n.d.); Lewis & Clark College (2014). This adapted checklist was utilized for observing the English teacher performance in the 5th grade "A" during two different days.

DATA ANALYSIS

Since the research question is "What could be the factors that impede the development of the speaking skills in elementary school students?", thefollowing data was gathered in order to determine the EFL teaching factors that may be hindering the development of the speaking skills of the 5th graders. Therefore, a speaking test and two teacher observations were carriedout to obtain more objective data.

Analysis based on the speaking test
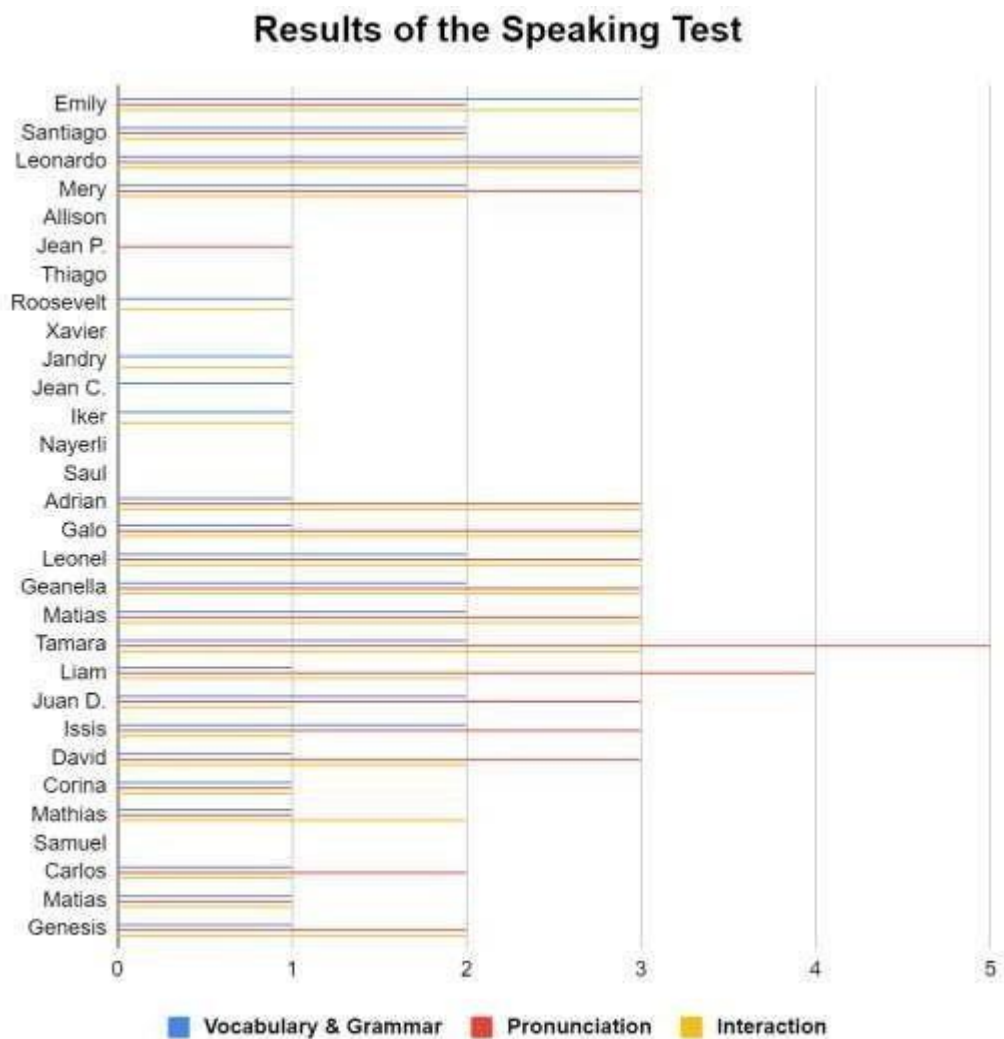
Graph 1 Results of Speaking Test.

The results of the speaking test point out that 25 out of 30 students were ableto answer all the questions, and the category with the highest scores was

pronunciation, 11 pupils scored between 3 and 4 in this category; only one student scored 5. This shows that these students possess a regular pronunciation according to their level, which is A1 based on the CEFR, and it belongs to the A1.2 in agreement with the Ecuadorian curricula for the Englishlanguage. However, not all the pupils seem to have reached this level yet.

On the other hand, it was found that the main issue students own regarding speaking is Vocabulary & Grammar which is reflected in the results. The majority of the students scored 1 in these two skills. Few students scored 0, and only 2 students scored 3 (which is satisfactory). Additionally, some of thestudents required support in order to answer the questions, and sometimes they even completely answered the questions in their mother tongue.

EFL Teacher Evaluation/Observation Checklist #1.
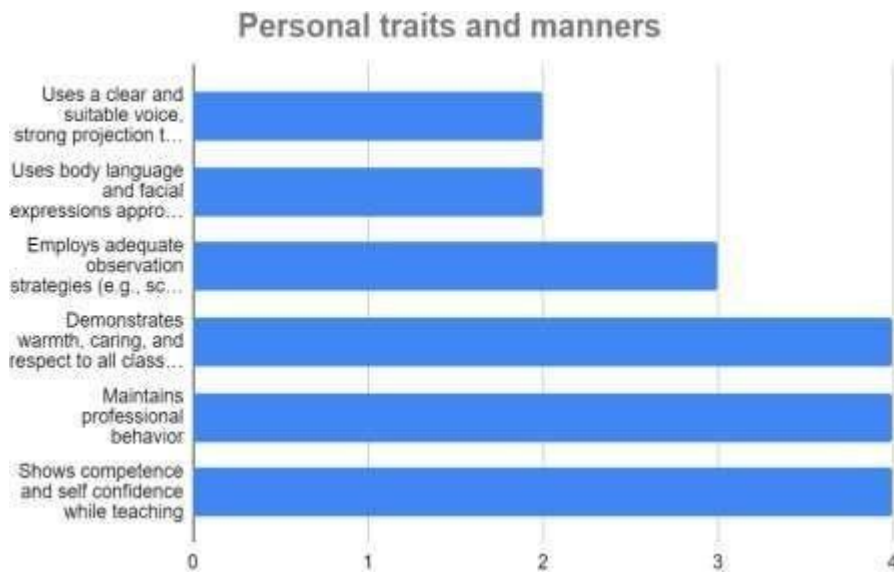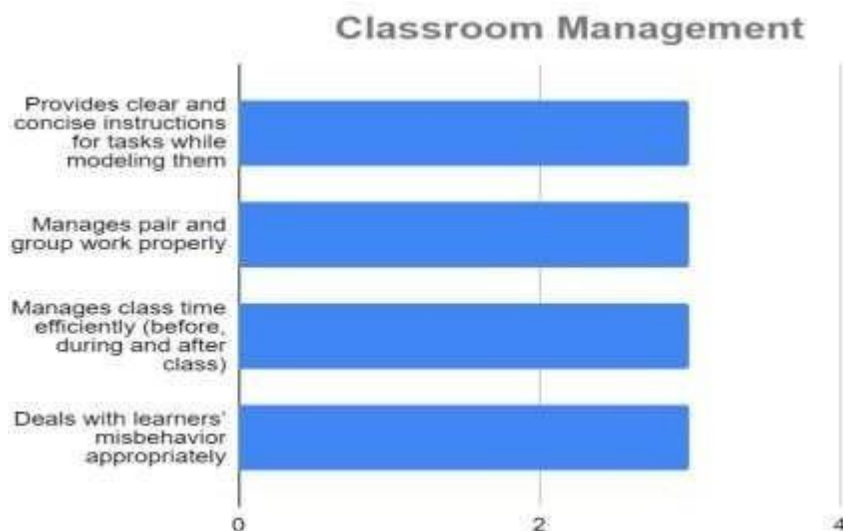
Quantitative information

Graph 2 Checklist #1 Planning and Preparation.

According to the results of the first observation, the teacher performed well onthe planning and preparation of her lessons since her educational goal was clearly communicated. Also, the class followed a logical sequence as it complied with the standard structure (warm-up, body, and closing).

Personal traits and manners

Category	Value
Uses a clear and suitable voice, strong projection t...	2
Uses body language and facial expressions appro...	2
Employs adequate observation strategies (e.g., sc...	3
Demonstrates warmth, caring, and respect to all class...	4
Maintains professional behavior	4
Shows competence and self confidence while teaching	4

Graph 3 Checklist #1 Personal traits and manners.

She also showed positive results regarding personal traits and manners since she treated students with warmth and respect while maintaining professional behavior. However, the projection of her voice needs some improvement, so that she can be heard clearer and louder. Additionally, she could use more non-verbal communication while teaching, which could make her message more meaningful.

Classroom Management

| Category	Value
Provides clear and concise instructions for tasks while modeling them	3
Manages pair and group work properly	3
Manages class time efficiently (before, during and after class)	3
Deals with learners' misbehavior appropriately	3

Graph 4 Checklist #1 Classroom Management. Elaborated by the authors.

The teacher offered clear and direct instructions to students and demonstrates them how to carry out the tasks and activities assigned during class. Another

aspect noted is that the teacher managed the class time well, as she arrived on time for class and ended it on time. As most of the time she was dedicatedto explaining the content and also encouraged students to be focused, the learners had no time for distractions. As a result, they played more of a passiverole in the learning process.

It was also observed that the instructor handled group and pair activities effectively, maintaining the discipline within the classroom. However, given that these activities are not performed frequently, their impact on students' speaking skills' development is limited.
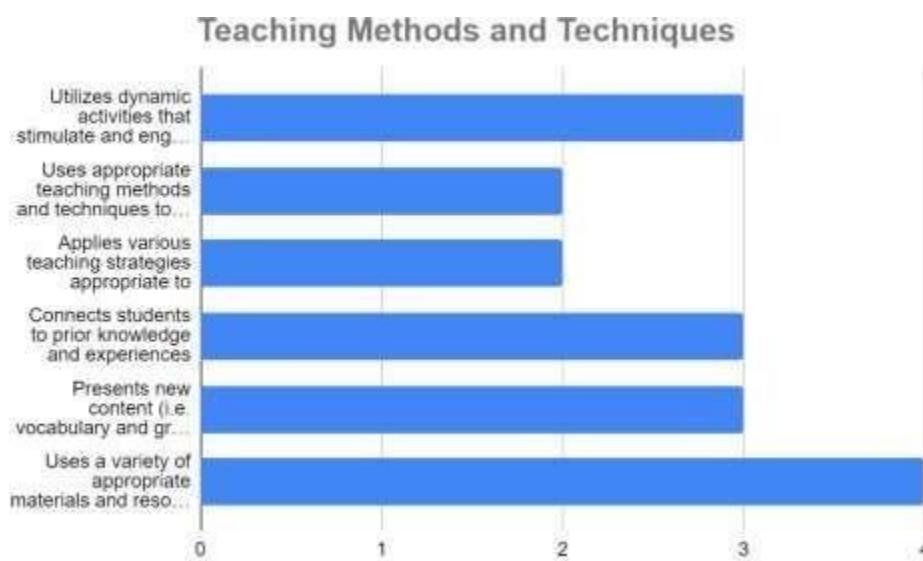
Graph 5 Checklist #1 Teaching Methods and Techniques. Elaborated by the authors.

The teacher used dynamic activities to motivate the students in their learning process. However, the methodology applied was not suitable for the learners since the instructor translated the majority of the explanations and instructions.This did not seem to work well. Moreover, the teacher related students' previous knowledge and experiences to the unit content they were studying byasking a few personal questions to them. As the class time is only 30 minutes,it was not possible to have all the students participate in a class. Finally, the resources utilized by the educator facilitated students learning process since they were adequate for their age and stimulated students to be passionate about learning.
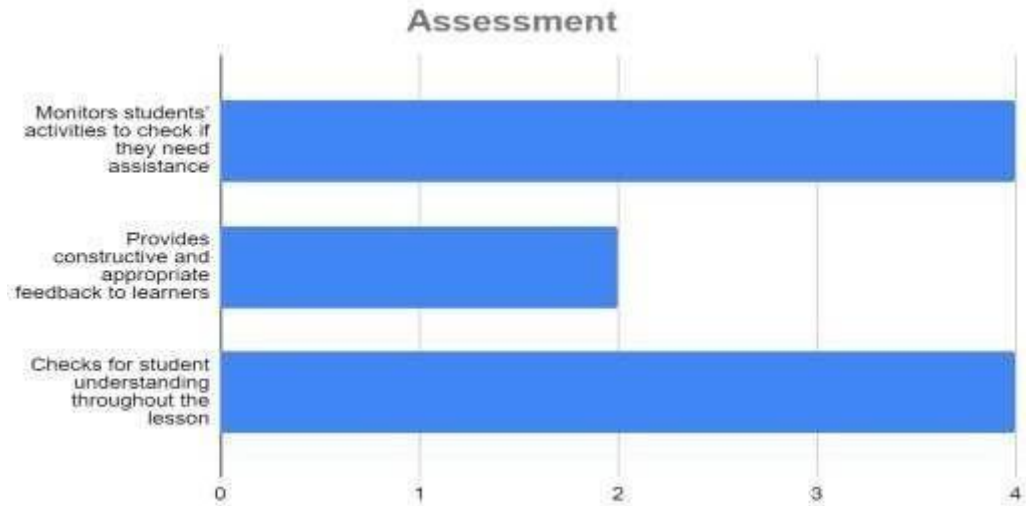
Graph 6 Checklist #1 Assessment. Elaborated by the authors.

It was seen that the teacher walked around the classroom and monitored students' progress in order to assess them, and also asked questions in orderto check if pupils understood the lesson's topic.
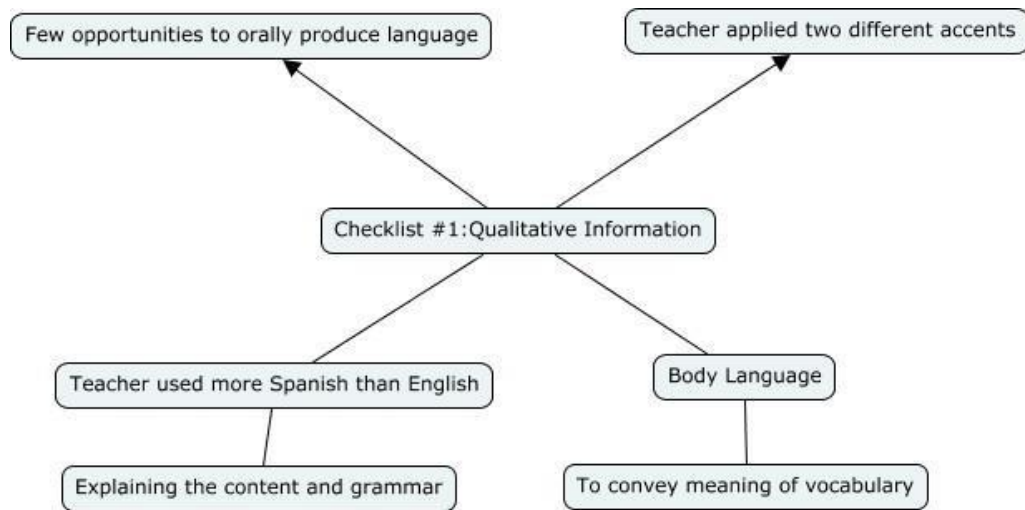
Graph 7 Checklist #1 Qualitative information. Elaborated by the authors.

Qualitative information

- The teacher used more Spanish than English in her lessons. This was seen while giving instructions and explaining the content and grammar rules.

EFL Teacher Evaluation/Observation Checklist #2Quantitative information

Graph 8 Checklist #2 Planning and Preparation. Elaborated by the authors.
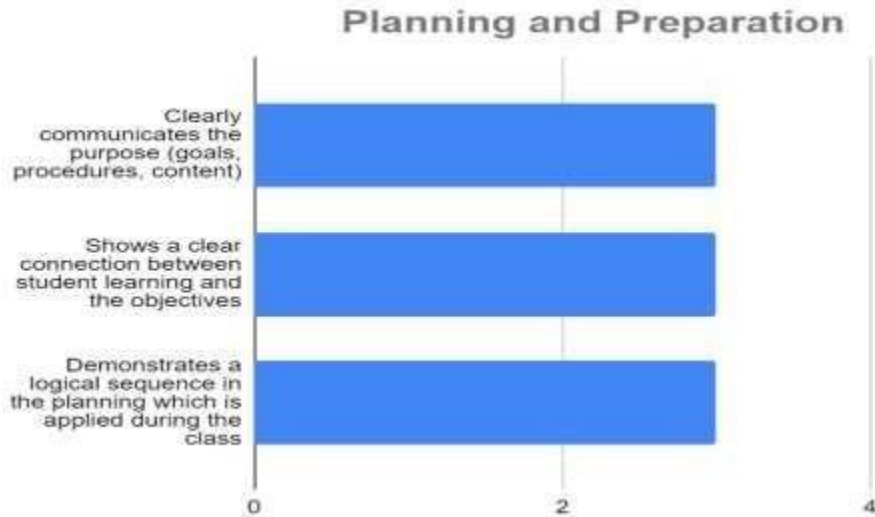
No notorious changes were observed compared to the previous observation.
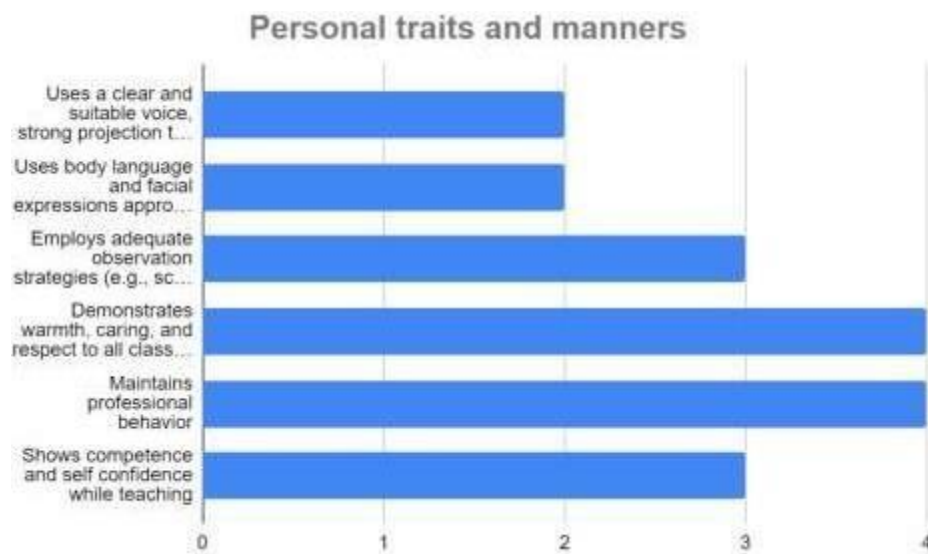
Graph 9 Checklist #2 Personal traits and manners. Elaborated by the authors.

The only difference noted during the second observation was that the teachershowed a lower level of self-confidence due to one mistake made during the explanation of the lesson.

Classroom Management

Graph 10 Checklist #2 Classroom Management. Elaborated by the authors.

No notorious changes were observed compared to the previous observation.

Teaching Methods and Techniques
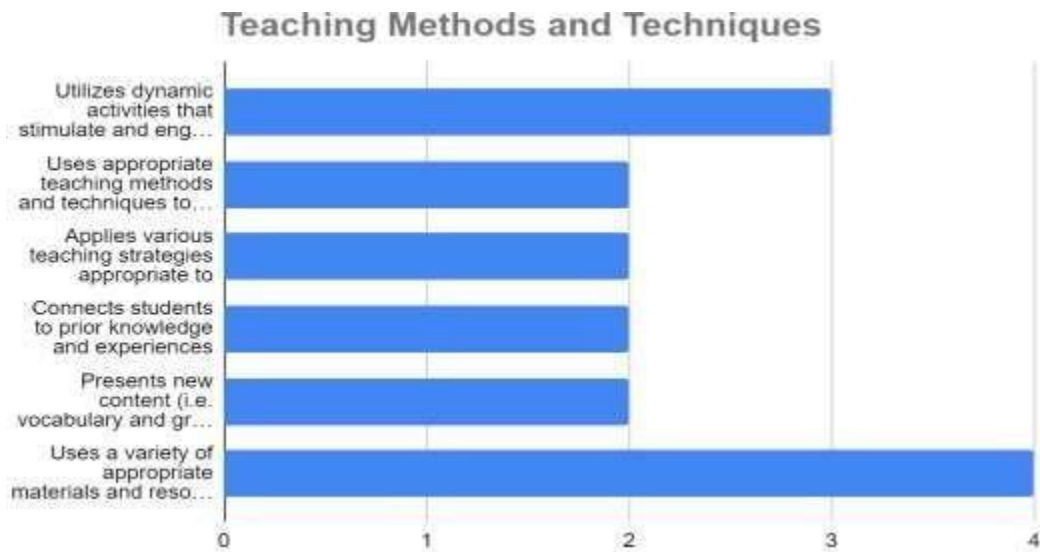
Graph 11 Checklist #2 Teaching Methods and Techniques. Elaborated by the authors.

One of the changes observed in this section was that the instructor did not utilize the sufficient tools to activate students' previous knowledge to the new information about the unit. In addition to this, while the teacher presented a new topic, it was observed that there was not a pre-teaching phase of the newvocabulary. Instead, she introduced grammar rules which did not allow students to understand her explanation.

Assessment

Monitors students' activities to check if they need assistance — 4

Provides constructive and appropriate feedback to learners — 2

Checks for student understanding throughout the lesson — 2
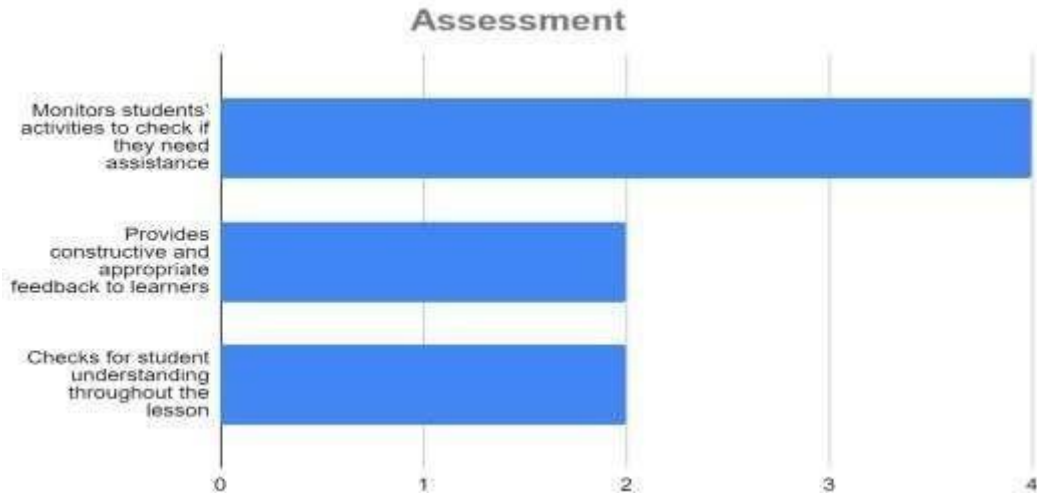
Graph 12 Checklist #2 Assessment. Elaborated by the authors.

As the pupils were not familiar with the new vocabulary, they were not able to comprehend the lesson at all. Despite the teacher's efforts to check understanding, there was no positive outcome.

Teaching vocabulary

Not quite careful with the pronunciation

Checklist #2:Qualitative Information

Teacher used more Spanish than English

Teaching vocabulary

methodology quite not suitable for the students' age

new grammar and vocabulary content
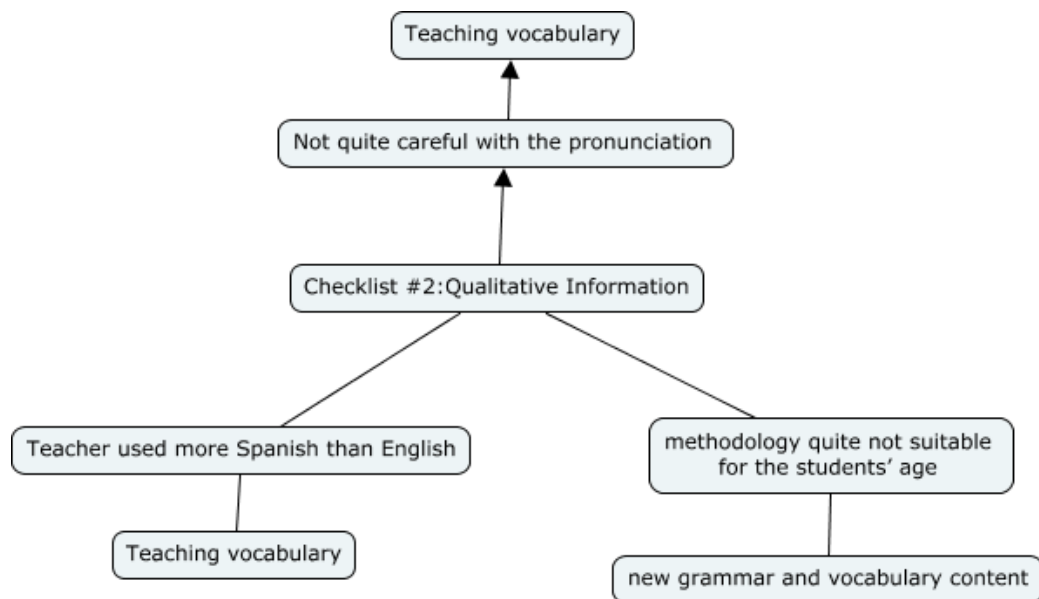
Graph 13 Checklist #2 Qualitative information. Elaborated by the authors.

31

Qualitative information

- The teacher used more Spanish than English in her lessons.

CONCLUSIONS

Since the main points of this research were the factors that impede the development of the speaking skills in elementary school students, the followingconclusions are being presented according to the findings.

- After the analysis of the speaking tests, it was revealed that in 5th grade,the students' performance on speaking skills was unsatisfactory regarding the vocabulary and grammar category on the A1 level, wheremost of them scored 2 out of 5. Students provided one-word answers to most of the questions, which did not completely show their proficiencyin that English level.

- The results of the speaking test pointed out that students were not ableto make a simple sentence, and in some cases, they only could respondto the questions in their mother tongue.

- The EFL instructor does not provide enough opportunities for oral participation. In contrast, there is a high amount of Teacher Talking Time (TTT) in the classroom.

- According to the data gathered through the observations, it was found that the main methodology used by the teacher was Grammar- Translation which is not functional for the age of the students. The teacher did not apply a pre-teaching phase before moving onto new grammatical content.

- This study reveals that the teacher has troubles with pronunciation andaccents when speaking. The instructor tends to mix the American and British English accents, which can cause confusion in the learners sincethey are not aware of the differences.

- It was observed that, even though the teacher complied with theactivities stated in her planning, there was no time for answering questions or providing enough feedback, since the class only lasted 30minutes. It should be emphasized that this is an element that the teacher cannot control.

RECOMMENDATIONS

It is critical for quality instruction to ensure that all English teachers are aware of the academic state of the students' English skills. Particularly with the speaking skill, since it is necessary for the communication foundation of elementary school students. For this reason, it is recommended that:

- The teacher should plan activities that encourage students to speak more often. For instance, pair work, singing songs, jazz chants, repetition drills, chain drills, substitution drills, transformation drills, charades, etc.

- Teachers should employ a variety of strategies and activities for young learners when teaching vocabulary and grammar according to their age and level. Based on the literature review about pedagogical strategies focused on the improvement of speaking skills, it can be inferred that using EFL dynamic games in English lessons could be a useful technique since they create opportunities for participation and increase students' motivation.

- The teacher should use more English during class and keep the use of the mother tongue to a minimum degree, so that the instructor can use it as a support to clarify concepts.

- The teacher should determine the English level of the learners on a particular skill through the use of tests, in order to identify their weaknesses and provide better instruction. Since students are expected to learn to speak a foreign language, the educator should employ only one type of English pronunciation to facilitate students' acquisition of the language and avoid confusion.

- The teacher should vary the methodology in order to adapt to the students' needs. The teacher should use Audio-lingual method, Total Physical Response, Suggestopedia, Direct Method.

- Since grammar and vocabulary are the items impeding the development of the students' speaking skills, it is recommended to

follow a project which involves the use of online speaking activities to provide patterns for oral production. These could be based on vocabulary and grammar games.

- The authorities of the institution should rearrange the schedule for the Language Arts class to provide the EFL instructor with sufficient time tocarry out the lesson and allow for student questioning.

PROPOSAL

Since one of the issues found in fifth graders was the lack of vocabulary and grammar, it was designed a project to provide a possible solution to it. The following proposal aims to motivate students to orally produce the English language and create opportunities to practice through dynamic games which will be performed outside of the classroom by way of the website Padlet and the voice recorder Vocaroo.

General Data				
Project Title:	**Speak your mind!**			
Project Team:	**Caroley Alvarado & Dylan Preciado**			
Main Objective:	**To motivate EFL learners from 5th grade "A" at Ab. Jaime Roldós Aguilera school to improve their speaking skills in the English language through the use of dynamic games during 2022-2023 scholastic year**			
Specific Objectives :	**1. To catch learners' attention by creating activities based on their personal interests.**			
	2. To have Ss practice spoken English at home through a platform called Padlet.			
	3. To verify the progress that Ss have made by doing aspeaking activity in the class.			
Execution time:	Starting	May, 2023	Ending	**Mid-July,2023**
Evaluation time:	Starting	July, 2023	Ending	**July,2023**
Project Description				

Speak your mind!: **This project involves the usage of engaging dynamic games so that students at Ab. Jaime Roldós Aguilera school can put their L2speaking skills into practice and enjoy the process of learning the language. The students are expected to develop their L2 speaking skills gradually.** Stage 1**: The teacher will generate an online survey asking about students' personal interests to collect data for creating other activities.**

Stage 2: The teacher will create EFL online and dynamic speaking activitiesaccording to the content of the current unit, to students' English level and theirpersonal interests such as hobbies, sports, movies, music, video games, cartoons, etc. T will elaborate these activities on Padlet based on real contextpictures where they will orally use the grammar structure (Simple Present, Future tense, comparative, etc.) and vocabulary learned in the unit.

Stage 3: The teacher will create and carry out the last speaking activity in class. Students are going to research personal information about a characterthey like the most from a movie. Then in class, students will dress as the chosen character and introduce themselves to other classmates. During the activity, the teachers monitor the students but still allows them to make minormistakes in their speaking. The realization of the assessment will last one week. This project will be continuously monitored and assessed by two teachers during 12 weeks.

In the last week of the project, the evaluation is going to be carried out usingan adapted rubric. At the end of this project, Ss will be able to produce simplelanguage utterances about previously learned topics in the course.

Execution Matrix			
	S.O.1	S.O.2	S.O.3
Activity	Online Survey	Creation of online activities	Social Activity
at will bedone	The teacher will generate an online survey asking about students' personal interests to collect data for creating other activities.	The teacher will create EFL online and dynamic speaking activities according to the content of the current unit, to students' English level and their personal interests such as hobbies, sports, movies, music, video games, cartoons,	Students are going to research personal information about a character they like the most from a movie. Then in class, students will dress as the chosen character and introduce themselves to other classmates. During the activity, the teachers monitor the

		etc. T will elaborate these activities onPadlet based on real context pictures where they will orally use the grammar structure (Simple Present, Future tense, comparative, etc.) and vocabulary learned in the unit.	students' performance but stillallows them to makeminor mistakes in their speaking.
What changeis expected – Outcomes	To get to know individual interests ofstudents	Students will orally produce small or simple language utterances.	To demonstrate the knowledge and subskills that students have acquired throughoutthe project
Resources	Laptop Internet service Google Forms Human Resources	Laptop Internet service Book Padlet Vocaroo Human Resources	Students Human Resources Costume
Time	1 week	8 weeks	1 week
Responsibility	English teachers	English teachers	English teachers
Assessment	Teacher asks questions about students' interests	Teacher will evaluate the students' performance and progress regarding their speaking skills	The teacher will create and carry outthe last speaking activity in class. Thiswill be done in pairs with the purpose of evaluating the knowledge Ss have acquired throughout the execution of the

			project using a rubric. The realization of the assessment will last2 days.

PROJECT	Speak your mind!
RESPONSIBLE	Caroley Alvarado & Dylan Preciado
DATE	15/05/23
INSTITUTION	Unidad Educativa Particular Ab. Jaime Roldós Aguilera

Phase	Resources	Unit Cost	Subtotal
1 Diagnostic Phase	**Equipment**		
	Travelling spendings	$45,00	$45,00
	Internet service	$40,00	$120,00
	Laptop	$750,00	$750,00
2 Implementation Phase	**Material resources**		
	Office supplies		
	Paper sheets	$5,00	$5,00
	Printer ink	$8,00	$8,00
	Software: Padlet	$0,00	$0,00
3 Project evaluation	**Office supplies**		
	Paper sheets	$5,00	$5,00
	Travelling spendings	$45,00	$45,00
	SUBTOTAL		$978,00
	Contingency reserves		$48,90

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APPENDIX

Speaking Test Questions

The following test has been adapted to the 5th unit of Skyrocket 4 by Richmond.The unit topics are comparatives, sports, modal verbs (can for ability) and adjectives. This test will be applied to 15 out of 30 students in the classroom.

Part 1: personal inf. Age, interests

- What is your name?
- How old are you?
- What is your favorite color?

Part 2: Comparatives & Sports

The teacher will ask the student some questions about the picture, and the student needs to look at it in order to answer. needs to point out 4 differencesbetween the boy and the girl in the picture. The differences may be related to **color, size, number, position, appearance, activity, etc.** Simpler answers are acceptable. For example: Here red and here yellow

Sample questions:

- Is this a boy or a girl? (Point to the girl, then to the boy)
- Where are they?
- What is this (point to the ball)
- Is this a basketball or a soccer ball? (Point to the girl's ball, then theboy's)
- What color is the ball the girl is holding?
- What color is the ball the boy is holding?
- Do you prefer playing basketball or soccer?
- Can you compare the height of the kids? If no response is provided: Isthe boy shorter than the girl?

Visual Prompt

A1 Movers Speaking Test Rubric

	Vocabulary andgrammar RangeControlExtent Cohesion	Pronunciation Individual soundsStress Intonation	Interaction Reception/Responding Support required Fluency/Promptness
5	• Uses the vocabulary required to deal with all test tasks. • Uses some simple structures correctly but makes some mistakes, although meaning is generally clear. • Responds at word, phrase, or longer utterance level. • Can join ideas withsome simple linkers (e.g., and, but,then, when).	Is mostly intelligible • Has limited control of word stress and intonation.	• Responds appropriately to instructions, questions and visual prompts, and very little support is required. • Is able to ask for support if required. • Almost always responds promptly, although there maybe hesitation and somepausing mid-utterance.
4	Some features of 3.0 and some features of S.O in approximately equal measure.		
3	• Uses the vocabulary required to deal with most test tasks. • Produces some simple structures but makes some basic mistakes which may obscure meaning. • Generally responds at word or phrase level but may also produce	• Is mostly intelligible, although some sounds may be unclear. • Has limited control of word stress.	• Responds appropriately to instructions, questions and visual prompts, although some support is required. • Is able to ask for support if required. • Often responds promptly,although there may be hesitation and pausing mid- utterance.

	some longer utterances. • Can join ideas with a few simple linkers (e.g. and).	47	
2	Some features of 3.0 and some features of 1.0 in approximately equal measure.		
1	• Uses the vocabulary required to attempt some test tasks. • Attempts a few simple utterances but makes some basic mistakes which may obscure meaning. • Generally responds at word level but may also produce phrases. • Can join words with simple linkers (e.g. and) .	• Sometimes may be difficult to understand.	• Responds appropriately to some instructions, questions and visual prompts, although frequent support may be required. • May attempt to ask for support if required. There is hesitation and pausing mid-utterance; responses may be delayed or halting.
0	Performance does not satisfy the Band 1 descriptor		
	Pronunciation: If the candidate produces some language, but insufficient language to make a confident judgement about pronunciation (e.g., just a couple of words), the maximum score that can be awarded is 3, regardless of quality of pronunciation.		

Speaking Test Rubric

N°	Name	Vocabulary &Grammar	Pronunciation	Interaction	Average
		Speaking test Rubric for 5th grade A			
1	Adrian	1	3	3	2,33
2	Allison	0	0	0	0,00
3	Carlos	1	2	1	1,33
4	Corina	1	1	1	1,00
5	David	1	3	2	2,00
6	Emily	3	2	3	2,67
7	Galo	1	3	3	2,33
8	Geanella	2	3	3	2,67
9	Genesis	1	2	2	1,67
10	Iker	1	0	1	0,67
11	Issis	2	3	1	2,00
12	Jandry	1	0	1	0,67
13	Jean C.	1	0	0	0,33
14	Jean P.	0	1	0	0,33
15	Juan D.	2	3	1	2,00
16	Leonardo	3	3	3	3,00
17	Leonel	2	3	3	2,67
18	Liam	1	4	2	2,33
19	Mathias	1	1	2	1,33
20	Matias	2	3	3	2,67
21	Matias	1	1	1	1,00
22	Mery	2	3	2	2,33
23	Nayerli	0	0	0	0,00
24	Roosevelt	1	0	1	0,67
25	Samuel	0	0	0	0,00
26	Santiago	2	2	2	2,00
27	Saul	0	0	0	0,00
28	Tamara	2	5	3	3,33
29	Thiago	0	0	0	0,00
30	Xavier	0	0	0	0,00

EFL Teacher Evaluation/Observation Checklist #1

Instructor: Ms. Nathaly

Grade: 5th grade "A" **School:**

Ab. Jaime Roldós Aguilera

Date: December 23rd, 2022

Observer(s): Dylan Preciado Goyes and Caroley Alvarado Romero

Specific teaching aspects/skills	Rating Scale			
	1	2	3	4
Main teaching aspects				
Planning and Preparation				
Clearly communicates the purpose (goals, procedures, content)			✓	
Shows a clear connection between student learning and the objectives			✓	
Demonstrates a logical sequence in the planning which is applied during the class			✓	
Personal traits and manners				
Uses a clear and suitable voice, strong projection throughout the class		✓		
Uses body language and facial expressions appropriately and effectively		✓		
Employs adequate observation strategies (e.g., scanning class and observing entire class)			✓	
Demonstrates warmth, caring, and respect to all classroom members				✓
Maintains professional behavior (maintains composure and position)				✓
Shows competence and self-confidence while teaching				✓
Classroom Management				
Provides clear and concise instructions for tasks while modeling them			✓	
Manages pair and group work properly			✓	
Manages class time efficiently (before, during and after class)			✓	
Deals with learners' misbehavior appropriately			✓	
Teaching Methods and Techniques				
Utilizes dynamic activities that stimulate and engage learners during class			✓	
Uses appropriate teaching methods and techniques to accomplish the objectives of the lesson		✓		
Applies various teaching strategies appropriate to learners' level		✓		
Connects students to prior knowledge and experiences			✓	
Presents new content (i.e. vocabulary and grammar) effectively and properly			✓	

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Uses a variety of appropriate materials and resources				✓
Assessment				
Monitors students' activities to check if they need assistance				✓
Provides constructive and appropriate feedback to learners			✓	
Checks for student understanding throughout the lesson				✓

Comments:

The teacher used more Spanish than English in her lessons. This was seen while giving instructions and explaining the content and grammar rules.

The teacher did not use enough mimics and body language to convey the meaning of the vocabulary content.

The teacher provided few opportunities to students to orally produce thelanguage.

The teacher applied two accents while teaching (British combined with American English).

The teacher did not provide enough feedback due to time constraints, as the class only lasts 30 minutes.

Retrieved from: Millersville University of Pennsylvania (2020); Sherif A. (n.d.);Lewis & Clark College (2014)
Produced by: Dylan P. and Caroley A. (2022)

EFL Teacher Evaluation/Observation Checklist #2

Instructor: Ms. Nathaly   **Grade:** 5th grade "A" **School:**

Ab. Jaime Roldós Aguilera   **Date:** January 4th, 2023

Observer(s): Dylan Preciado Goyes and Caroley Alvarado Romero

Specific teaching aspects/skills	Rating Scale			
	1	2	3	4
Main teaching aspects				
Planning and Preparation				
Clearly communicates the purpose (goals, procedures, content)			✓	
Shows a clear connection between student learning and the objectives			✓	
Demonstrates a logical sequence in the planning which is applied during the class			✓	
Personal traits and manners				
Uses a clear and suitable voice, strong projection throughout theclass		✓		
Uses body language and facial expressions appropriately and effectively		✓		
Employs adequate observation strategies (e.g., scanning class and observing entire class)			✓	
Demonstrates warmth, caring, and respect to all classroommembers				✓
Maintains professional behavior (maintains composure and position)				✓
Shows competence and self-confidence while teaching			✓	
Classroom Management				
Provides clear and concise instructions for tasks while modelingthem			✓	
Manages pair and group work properly			✓	
Manages class time efficiently (before, during and after class)			✓	
Deals with learners' misbehavior appropriately			✓	
Teaching Methods and Techniques				
Utilizes dynamic activities that stimulate and engage learners during class			✓	
Uses appropriate teaching methods and techniques to accomplishthe objectives of the lesson		✓		
Applies various teaching strategies appropriate tolearners' level		✓		
Connects students to prior knowledge and experiences		✓		
Presents new content (i.e. vocabulary and grammar) effectively and properly		✓		

Uses a variety of appropriate materials and resources				✓
Assessment				
Monitors students' activities to check if they need assistance				✓
Provides constructive and appropriate feedback to learners			✓	
Checks for student understanding throughout the lesson				✓

Comments:
The teacher used more Spanish than English in her lessons.
The teacher used a methodology which is not suitable for the students' age, especially for teaching new grammar and vocabulary content.
Teacher was not quite careful with the pronunciation while teaching vocabulary.
The teacher did not provide enough feedback due to time constraints, as the class only lasts 30 minutes.

Retrieved from: Millersville University of Pennsylvania (2020); Sherif A. (n.d.);Lewis & Clark College (2014)
Produced by: Dylan P. and Caroley A. (2022)

Permission for the application of the speaking test and class observation

Escuela de Educación Básica Particular "Ab. Jaime Roldós Aguilera"

Guayaquil, 9 de diciembre del 2022

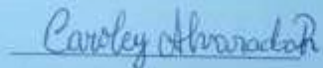Estimada Msc. Gabriela Andrade, Rectora del plantel

Yo, Dylan Preciado, como estudiante de la Universidad Católica de Santiago de Guayaquil, con número de cédula 0953353513, junto con mi compañera Caroley Alvarado con número de cédula 0951634757, le solicitamos amablemente su autorización para poder realizar observaciones y también llevar a cabo pruebas de diagnóstico del nivel de inglés en el curso de 5to "A" con el objetivo de encontrar una situación que requiera investigación y así, construir un tema para nuestra de tesis de graduación.

En espera de una respuesta favorable, gracias de antemano.

Saludos cordiales.

Dylan Preciado Goyes   Caroley Alvarado Romero

DECLARACIÓN Y AUTORIZACIÓN

Nosotros, Alvarado Romero, Caroley Estefanny con C.C: #0951634757, y Preciado Goyes, Dylan Rómulo, con C.C: #0953353513, autores del trabajo de titulación: Speaking Skills Analysis of 5th Grade Elementary English Language Students at Unidad Educativa Ab. Jaime Roldós Aguilera in the school year 2022 – 2023, previo a la obtención del título de **Licenciado/a en Pedagogía del Idioma Inglés** en la Universidad Católica de Santiago de Guayaquil.

1.- Declaro tener pleno conocimiento de la obligación que tienen las instituciones de educación superior, de conformidad con el Artículo 144 de la Ley Orgánica de Educación Superior, de entregar a la SENESCYT en formato digital una copia del referido trabajo de titulación para que sea integrado al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor.

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REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

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TÍTULO Y SUBTÍTULO:	Speaking Skills Analysis of 5th Grade Elementary English Language Students at Unidad Educativa Ab. Jaime Roldós Aguilera in the school year 2022 – 2023
AUTOR(ES)	Alvarado Romero, Caroley Estefanny Preciado Goyes, Dylan Rómulo
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RESUMEN/ABSTRACT (150-250 palabras):

The present study aimed to discover the possible elements that were hindering the development of 5th graders' speaking skills at "Ab. Jaime Roldós Aguilera" School and proposing a viable solution for them. This thesis employed an action research methodology, and adopted the mixed methods focus for analyzing information. The quantitative and qualitative data was collected through an A1-level speaking test applied to 30 students, and an observation checklist applied to the English teacher of the institution twice. After analyzing the obtained data, it was found that the students had poor performance on the grammar & vocabulary category of the A1-level speaking test. It could also be established that the elements that affected the pupils' speaking skills were: The frequency with which the teacher used the students' native language, teacher's mispronunciation of words, lack of teacher's voice projection, the use of inadequate methodologies, the lack of body language while teaching content, and time constraints.

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