Differences in Methodological Teaching Strategies to

Provide Instruction on Speaking in High Schools

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NOTA DE RESPONSABILIDAD

"Las ideas y conclusiones aportadas en el trabajo de grado, son de responsabilidad exclusiva de la autora"

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Resumen

Este estudio cualitativo y descriptivo tuvo por objetivo establecer diferencias en las estrategias metodológicas utilizadas por los docentes para enseñar la competencia comunicativa oral a estudiantes de un colegio público y uno privado en cuatro cursos de grado once ya que en este nivel los estudiantes deben ser capaces de comunicarse oralmente en inglés. Consecuentemente una dificultad común fue encontrada en los colegios en cuanto al desarrollo de las habilidades del lenguaje, especialmente hablar. Luego con el fin de lograr los objetivos, la técnica de colección de datos aplicada en esta investigación fue un formato de observación de clase el cual se enfocó en los estudiantes y la metodología usada por los docentes para enseñar la habilidad de hablar. Las observaciones fueron analizadas y comparadas con la teoría existente y finalmente se concluyó que existía gran cantidad de diferencias entre los colegios públicos y privados y teniendo en cuenta los estándares del programa Nacional de Bilingüismo, fue notable que en el colegio privado, el docente aplicó una metodología que envolvía el desarrollo de la habilidades requeridas por los estándares en Colombia. Por el contrario, el colegio público no cumplió con los estándares requeridos por el Programa Nacional de Bilingüismo.

Abstract

This qualitative and descriptive study aimed to establish differences in the methodological strategies used by teachers to teach oral communicative competence to students from a public and private high school in four eleventh grades since in this level the students must be able to communicate orally in English. Consequently, a common difficulty was found in high schools students about the development of language skills, especially speaking. Then, in order to accomplish the objectives, the data collection technique applied in this research was class observation check list focused on the students and the methodology that teachers used to teach the speaking skill. The observations were analyzed and compared to the existing theory and finally, it was concluded that there existed great amount of differences between public and private high schools and taking into account the standards of National bilingual program, it was remarkable that in the private high school, the teacher applied a methodology which involved the development of the abilities required by the standards in Colombia. On the contrary, the public high school did not accomplish the standards required by the National bilingual program.

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Chapter One: Introduction

Nowadays, English is one of the most important languages in the world and being able to communicate orally in English, gives advantages in many different situations and fields such as business and commerce, science and technology and international relations and diplomacy. English is also important in culture because of music, films and study destinations, since through English people can easily travel abroad, and communicate. Consequently, the factors that influence the widespread use of English language are globalization and the information exchange.

To meet this challenge, Colombia intends to implement a project called National Bilingual Program which includes new standards and aims to increase communicative competence in English foreign language, throughout the educational system to achieve B1 level in high schools. This level seeks the student understands very basic and elementary texts on issues that are known and maintain short conversations in real life. English teachers in both public and private educational institutions have to implement this program but in terms of results there are differences regarding ICFES and the communicative competence.

In order to accomplish the purpose of the National Bilingual Program, all schools have to follow and accomplish the different standards established by the government, but in some cases these are not carried out since the curricula applied indifferent high schools is a plagiarism of others. To make things worse, many teachers don't use a syllabus and they are simply limited to follow the sequence of some English books. Consequently, teachers cannot apply their methodological strategies in an appropriate and authentic way. These may be among the reasons why there are differences between the methodological strategies used by

teachers to provide the communicative competence in the classroom from public and private high schools.

The purpose of this research was to find differences between methodological teaching strategies to provide instruction on speaking from public and private high schools. Firstly, this research presented the problem statement and described the reasons for developing this study. Second, the literature review was presented for having a basis in the development of the research. Finally, the methodology design helped to have a specific examination of the equipment that is required to develop this investigation.

Problem Statement

What were the differences in the methodological strategies used by teachers to provide instruction on speaking to students from public high school as compared to private high school in four eleventh grades?

Problem Description

This research sought to analyze the methodological strategies used by teachers to provide instruction on speaking since a common difficulty is found in high schools students about the development of language skills, especially speaking among students of public and private high schools. Perhaps, students understood what they listened to in English and they could express their ideas in writing, but when they needed to communicate in an oral production, they just failed.

Consequently, teachers tried to provide their students with the best techniques so that they can learn and use the foreign language. But when carrying out this task, teachers sometimes had difficulties, ranging from the teaching of the four skills of the language is concerned; and speaking was one of them.

As a result, this research aimed to establish the differences between high school teachers methodology; so, the teaching strategies used by them were known, and maybe some teachers could take into account the recommendations about strategies as a reference to be applied in the future.

Significance of the Study

Based on the experiences lived in the classroom observation, it was important to undertake this research study, so as to try to describe the differences that exist in the methodological strategies used by teachers to provide instruction on speaking. This research

attempted to make that teachers realize about the methodology that they use to provide instruction on speaking and in this way they could have a better performance of their methodological strategies; besides, if teachers take into account the recommendations involved in this research, teachers could use adequate strategies to teach, and at the same time these useful strategies will involve motivation and participation, so students will be more aware in learning the English language and they will be able to communicate and engage in real life situations since they will develop oral skills in a successful way. And the future teacher also can benefit because they could take our research as a basis to develop their profession as teachers and contribute to the improvement of the methodology.

Research Objectives

General objective

To establish the differences in the methodological teaching strategies to provide instruction on speaking between students of eleventh grade from public high schools and private high schools.

Specific Objectives

- To determine the strategies that teachers use in public and private high schools for developing the oral communicative competence of students.

- To analyze the efficiency of the strategies that the teachers use to provide instruction on speaking.

- To compare the differences of the teaching strategies to provide instruction on speaking from the public and private high schools.

- To suggest classroom activities to provide instruction on speaking in public and private high schools.

Research Questions

General question

What are the differences in the methodological teaching strategies to provide instruction on speaking between public and private high schools?

Specific questions

a) What are the strategies and techniques that teachers use for developing the oral communicative competence of students?

b) What is the level of efficiency of the teaching strategies to provide instruction on speaking?

c) What are the differences of the teaching strategies to provide instruction on speaking between private and public high schools?

d) What are the classroom activities suggested to provide instruction on speaking in public and private high schools?

Definition of Terms

- Non-Verbal Communication: body language expressed through diverse means which include facial expressions, gestures, eye contact, posture, and even the tone of our voice. Non-Verbal Communication is important because it is one of the key aspects of communication since the ability to understand and use nonverbal communication are powerful tools that help to express what people really mean.

- English Foreign Language (EFL): this term is used to describe English language learning in countries where English is not an official first language. EFL describes situations where students were learning in order to use it with any other speakers in the world.

- Alternative teaching strategies: educational strategies which are very helpful when creating successful learning opportunities for all students. Besides, these strategies enhance learning among students by encouraging them to play a greater role in developing critical and innovative thinking instead of them serving as passive receptors of knowledge from teachers.

- Method: Jeremy Harmer (2006), affirms that "a method is the practical realization of an approach. The originators of a method have arrived at decisions about types of activities, roles of teachers and learners, the kinds of materials which will be helpful, and some model of syllabus organization. Methods include various procedures and techniques as part of their standard fare."

- Approach: Richards and Rodgers (1986), argues that "Approach refers to theories about the nature of language and language learning that serve at the source of practices and principles in language teaching." And according to Jeremy Harmer (2006), "an

approach describes how language is used and how its constituent parts interlock, in other words it offers a model of language competence. An approach describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning."

- Technique: according to Edward Anthony (1963) "techniques were specific classroom activities consistent with a method, and therefore in harmony with an approach as well." A technique is an activity rather than sequence or procedure since it is bigger than a technique, which teachers can use to achieve certain goals in the classroom.

- Strategy: a carefully devised plan of action to achieve a goal, in the teaching process, a strategy is a condition created by the teacher to generate an environment in which all students can participate, develop their abilities and provide a positive learning environment for the students in the classroom.

- Language input: Input is a short word for "sentences that you read or listen to". When you get input, you read and listen to sentences in some language. If you understand these sentences, they are stored in your brain. More specifically, they are stored in the part of your brain responsible for language.

- Language output: means "sentences that you speak or write". When you want to say or write something in a language or when you want to produce output, your brain can look for a sentence that you have heard or read before; a sentence that matches the meaning you want to express. Then, it imitates the sentence (produces the same sentence or a similar one) and you say your "own" sentence in the language. This process is unconscious and the brain does it automatically.

- Speaking: the action of conveying information or expressing one's thoughts and feelings in spoken language and it is also the activity of delivering speeches or lectures and to be able to communicate in a specified language. The ability to speak fluently that presupposes not only knowledge of language features, but also the ability to process information and language.

- Feedback: The return of information about the result of a process or activity; an evaluative response. In the communication process, feedback refers to a response from the receiver which gives the communicator an idea of how the message is being received and whether it needs to be modified.

Chapter Two: Literature Review

Methodological teaching strategies are concerned with the question of how to teach English language, and these play an important role when teaching a foreign language since the strategies address teacher of a foreign language at schools or in the field of education; in this way, teachers can develop the classes in a structured and organized way. Methodology of teaching English can also mean fun, because creativity and the application of real life activities. Traditional resources have to be combined with new techniques to create an interactive teaching environment. Teachers apply a variety of strategies in order to facilitate their students develop the skills that language involves by providing authentic practice that prepares students for real-life communication situations since the oral speech production is essential in the lives of people for being capable of express their ideas and opinions.

Consequently, the main reason for learning a foreign language should be the desire to use it as a means of communication with other speakers of that language. The fact is that many learners are unable to express themselves orally in English fluently and accurately after many years of language training. In some way they feel obliged to face and overcome many constraints and difficulties when attempting to communicate in English. Undoubtedly, English Foreign Language (EFL) learners need to be constantly encouraged to produce the language they are learning. So, teachers apply strategies into the classroom in order to develop an appropriate performance of the language four skills, especially speaking.

Methods and Approaches

There are many methods of teaching languages. Some have fallen into relative vagueness; others are widely used now; still others have a small following, but contribute insights that may be absorbed into the generally accepted mix. In the methodology people talk

about approaches and methods, all of which go into the practice of English teaching.
According to Richards and Rodgers (1986), approach refers to "theories about the nature of
language and language learning that serve at the source of practices and principles in language
teaching". It describes how people acquire the knowledge of the language and makes
statements about the conditions which will promote successful language learning. And method
is the practical realization of an approach and includes different types of activities, role of
teacher and learners, the kinds of material which will be helpful, and some model of syllabus
organization.

On the other hand, in spite of the existence of new alternative teaching strategies, a
great amount of teachers continue applying traditional methods which do not provide
appropriate procedures in order to teach a foreign language. However, some teachers attempt
to improve their methodology using new strategies in order to impart useful knowledge to
their students. For this reason, it is necessary to mention in chronological order some methods
that have been applied trough time and those that are still used by teachers.

The grammar translation method

According to Jeremy Harmer (2006), the grammar translation method instructs
students in grammar, and provides vocabulary with direct translations to memorize. The
teaching of grammar consists of a process of training in the rules of a language which must
make it possible to all the students to correctly express their opinion, to understand the
remarks which are addressed to them and to analyze the texts which they read. The objective
is that the student controls the tools of the language which are the vocabulary, grammar and
the orthography, to be able to read, understand and write texts in various contexts. Grammar
makes it possible for each one to understand how the mother tongue functions, in order to give

him the capacity to communicate its thought. But one of the disadvantages for using this method is that language is only acquired through translation skills and to be able to communicate with target language's speakers is not among the goals since the primary skills to be improved are reading and writing, and its focus is in accuracy and not fluency; therefore, the speaking skill is isolated in this method since students do not have the opportunity to practice the language and lack an active role in the classroom, often they correct their own work and strictly following a textbook or guides.

Audio- Lingual Method

Audio-lingual methodology owed its existence to the behaviourist models of learning. Using the stimulus-response – reinforcement model, it attempted, through a continuous process of such positive reinforcement, to produce good habits in language learners. It relied heavily on drills to form these habits; substitution was built into these drills so that, in small steps, the student was constantly learning and moreover, was shielded from the possibility of making mistakes by the design of the drill. So, this is a basic method in which teaching is repetition, speech is standardized and pupils turn into parrots who can reproduce many things, but they are never able to communicate in an appropriate way, it means that they do not create anything new or spontaneous unable to use the patterns fluently in natural speech situations.

Communicative language teaching

The communicative approach to the teaching of foreign languages is used for teachers to provide opportunities in the classroom for their students to engage in real-life communication in the target language.

In the past, traditional methods as Grammar Translation influenced a lot avoiding the use of appropriate social language, gestures, or expressions, losing the most important

component of the learning foreign language that is communication. Later, seeking a solution

for this, the teaching of communication increased authentic language use and classroom

exchanges where students engaged in real communication with one another became quite

popular. So, the communicative approach has been adapted in different high schools and a

variety of methods have been implemented in the classrooms.

The teacher should use the communicative approach for students to communicate in

real life situations and practice the knowledge learned, and teachers have to increase the

students' learning motivation to achieve the desire to communicate in meaningful ways about

different topics. Besides, Larsen, F. (1986) suggested that the teacher in classroom has to talk

less and listen more to their students, in this way, the teacher becomes a facilitator in the

student's learning progress because of the increased responsibility to participate, students may

find they gain confidence in using the target language in general, and students may become

more responsible managers of their own learning.

Total Physical Response

The originator of total physical response (TPR), James Asher, worked from the

premise that adult second language learning could have similar developmental patterns to that

of child language acquisition. If children learn much of their language from speech directed at

them in the form of commands to perform actions, then adults will learn best in that way too.

Accordingly, TPR asks students to respond physically to the language they hear. Language

processing is thus matched with physical action. Consequently, this method will never

accomplish the goal of learning a foreign language that is be able to communicate in different

contexts of real life.

Community Language Learning Method

According to Jeremy Harmer it is a method in which students work together to develop the aspects of a language they would like to learn. The teacher acts as a counselor or a knower, while the learner acts as a collaborator, although sometimes this role can be changed. Students sit in a circle and it is up to them to decide what they want to talk about. A counselor stands outside the circle and provides or corrects target language statements so that if, for instance, a student says something in their own language, the knower can then give them the English equivalent for them to use. A student says what he or she wants to say in English and the knower translates it into English so, the student can now say what he or she wants to the circle. Later, when students are more confident with the language, they can be put in lines facing each other for pair work discussion.

Competency-Based Language Teaching

Jeremy Harmer affirms that Competency-based language teaching(CBLT) basically tries to teach language taking into account the social context in which it is used, it also tries to improve functional communication skills in learners and starts from what students already know about the language and what they can do with it. CBLT makes an effort for competencies have to do with needs and interests of the learners, so the learners have the opportunity to know what they really need to learn, and what they have already learnt and what still remains to be learnt. CBLT only focuses on behavior and performance rather than on the development of thinking skills.

Cooperative Language Learning Method

Cooperative language learning helps second language learners to improve second language proficiency since it offers more opportunities for interaction in the target language

by providing breaks for both language input and output, interaction focused on lexical items, language structures and communicative functions, and in this way, it enhances learner motivation and reduce stress. It is organized a group learning activity to exchange information between learners, and it can be developed activities in formal, informal and cooperative base groups. At the same time, it develops activities to each group a team practice from common input, for example, Jigsaw and cooperative projects, so learners work collaboratively on tasks.

Task Based Language Teaching

Task based language teaching (TBLT) is a modern language teaching approach for second language learners. It aims to get students reading, writing, listening and speaking through emphasis on learning to communicate through interaction in the target language, the introduction of authentic text into the learning situation, the provision of opportunities for learners to focus not only in language but also on the learning process itself. Also, an enhancement of the learner's own personal experiences is an important contributing element to classroom learning and this approach promotes the linking of classroom language learning with language use outside the classroom.

Content Based Instruction

Jeremy Harmer argues that content based instruction (CBI) is a teaching method that emphasizes learning about something rather than learning about language. CBI is an effective method of combining language and content learning. Theme based CBI works well in EFL contexts, since it focus on student needs and interests and learner motivation is increased when students are learning about something, rather than just studying language. Theme based CBI is particularly interesting because teachers can use almost any content materials that they feel

their students will enjoy. So students can create something and learn language at the same time.

Teaching for Communicative Competence

According to the Concise Oxford Dictionary communication is a complex process and means the act and practice of transmitting information and it is important that teachers use a good communication to impart new knowledge and transmit information to their students. Hubley, J. (1993) has shown that sometimes, communication can present some drawbacks in any stage of the process making the communication less effective. For example, the sender may not express what he wants to say clearly; or the room may be noisy; or the receiver may not understand the words the sender is using. So, the role of the teacher is to try to minimize those barriers to communication in order to make the communication effective.

The teacher should make sure that the classroom is quiet and well lit; speak slowly and clearly; only use words which the students should be able to understand and the most important way to overcome the barriers is getting regular feedback from the students. Besides, it is important Non-Verbal Communication or Body Language that can be subconscious, and if teachers really focus on the body language of their students they will know when they are bored or confused, confident or enthusiastic. An important element of communication in teaching is the use of teaching aids such as pictures, posters, a chalkboard, an overhead projector and practical demonstrations that improve communication and teacher should use them as much as possible to prepare plans for their lessons.

Teachers can communicate well and improve their skills getting feedback from an experienced colleague and they can also use different aids to improve and learn techniques to teach. It is important the use of handouts that is a document which the teacher writes himself.

It may be a summary of important points to be learnt; or a guide to students on work they have to do, or references they have to look up and that almost all teachers prepare for their students.

It is important to create a classroom environment where communication issues are openly recognized and managed in a way that promotes learning; for this reason students can access to visual information, opportunity to use their residual hearing, use of their strongest language in order to facilitate learning.

Language learners need opportunities to use the language in authentic conversations (Ellis, 1999; Pica, 2003). After all, daily life requires people to communicate in a wide range of contexts for many diverse purposes. And studies report how negotiation of meaning helps an exchange between a speaker and listener to solve a comprehension problem and affects what learners produce.

Besides, the teacher takes into account different strategies and techniques that help to maintain and develop in an appropriate way the communication and interaction; at the same time the students have the opportunity to establish conversations with their partners into the classroom since this place is the only English foreign language setting where learners can take advantage of all the knowledge learned.

Classroom strategies for Teaching Language

The first class is the perfect time for the language teacher to present a pleasurable lesson that makes few demands and prepares students to open up in front of others because at the beginning of the foreign language class, there are different feelings and associations in the students that can be advantages to help students to improve their communicative competence; at the same time, these can be barriers for developing the teaching and learning process. For example some students are so embarrassed and self-conscious, that they avoid the classroom

conversation practice and participation that is essential for the development of language skills, on the other hand, other students are expectant and curious and desire to learn a foreign language if the teachers use effective which strategies can help overcome the shyness and the anxiety that students feel in class, besides the teacher has to be friendly, enthusiastic and fresh.

A good strategy that teacher can use is to start the class with a discussion about the specific goals and purposes that students want to achieve in the course, also teachers have to learn more about each student's communication before the course, for example teacher can use reading and writing characteristics, sign language type and proficiency, speech and speech reception abilities, cultural background and use aids as technology. (Parson, J. 2009)

Interaction in an EFL Classroom

For English foreign students, teachers have to present topics about real life so that learners can be able to communicate in an appropriate way when they have to use the foreign language in real situations. In relation to this, frequent conversations have to be developed in the classes by students into small groups; it makes sense to give language learners an opportunity to talk with others classmates in the foreign language since interaction helps in the acquisition of a second language.

Interaction is really important in the learning process, for this reason the "traditional" methods had been left in the past since those imposed grammar translation, memorization of dialogues, drills and practice of structural patterns to use language in real-life contexts for meaningful purposes. And nowadays foreign language teaching demands authentic use of language, which means people interacting with other people, so communicative language teaching is being implemented in the major part of the educational English settings and the goal of this approach is to increase communicative competence (Savignon, 1997), which

means being able to understand and interpret messages, understand the social contexts in which language is being used, apply the rules of grammar, and employ strategies to keep communication from breaking down.

In communication, interactive language instruction involves the teacher and learners engaging in activities that create conditions that foster language use, which lead to further language development. The teacher is the initiator of interaction. It means that the teacher is responsible for providing opportunities for interaction in which learners control their own knowledge and the different topics, for these reasons teachers believe that it is a good practice and it is also important to select appropriate content and classroom activities based on needs and interests of the learners in order to promote language development. (Florez and Burt, 2001).

Moreover, Larsen-Freeman (1997), recommended teachers should create effective interactions; ideally they also know when it is appropriate to talk about language and when it is appropriate to let learners use language, and how to balance fluency and accuracy work. Research suggests that there is an appropriate time and place for form-focused instruction and that direct grammar instruction can help acquisition for some learners.

Conversation in Class

The conversation class is the most important factor in language teaching. It is an opportunity for teachers and foreign speakers to get students to talk for the duration of a class period using whatever resources and techniques. It is necessary that teachers choose their own resources and encourage dipping into different materials in order to provide practice in both accuracy and fluency. Consequently the content of conversation classes varies widely, in one class the teacher´s primary emphasis might be on problem solving, and also students work on

communication games and tasks in pairs or small groups. In another class the teacher might

have a more active role, employing grammar and pronunciation drills and structured oral

tasks. The conversation may be used as an opportunity for unstructured free discussion and

also for that students work on situational dialogues.

Besides conversation is a multifaceted activity, two different kinds of conversational

interaction can be distinguished: those in which the purpose is on the exchange of information

and it is focused on the message and those in which the purpose is to establish and maintain

social relations focus primarily on the social needs of the participants (Brown and Yule 1983

cited by Richards, (1990)).

Hatch (1978) cited by Richards, (1990) emphasized that second language learners need

a wide range of topics at their disposal. Learners may get by with their ability to answer

questions about recurring topics, such as how long they have been in the country, their

occupation, and family, learners need practice in introducing new topics into conversation in

order to move beyond this stage. Learners also need to be able to follow the flow of a topic

through conversation and the knowledge of the real world in the form of schema knowledge in

one source of information the learner can make use of, predicting and participating questions

and the direction of conversation for certain topics.

On the other hand the overall goal of a second language learner is to produce fluent

speech; however the notion of fluency is difficult to pin down. Fillmore (1979) cited by

Richards, (1990) described fluency in terms of the ability to fill time with talk, the ability to

talk in coherent, reasoned and semantically dense sentences showing a mastery of the semantic

and syntactic resources of the language; the ability to have appropriate things to say in a wide

range of contexts; and the ability to be creative and imaginative using a language.

The concept of fluency reflects the assumption that speakers set out to produce discourse that is comprehensible, easy to follow, and free from errors and breakdowns in communication, and the main objective of the speaker is the generation of maximally acceptable speech in both content and form and a concomitant minimization of errors by the time an utterance has been articulated. Accuracy (control of grammar and pronunciation) is seen as a component of fluency, rather than as an independent dimension of conversational skill. The kind of discourse speakers produce and the degree of fluency they achieve, however, depend upon the task the speaker is attempting and the context for communication.

For some tasks, the speaker may have access to available plans or schemas that reduce planning time and effort. The result may be that the discourse produced is qualitatively different from discourse produced during spontaneous interaction. It may be less hesitant, and the speaker may be able to plan larger units of discourse than are found in unplanned conversational interaction.

Classroom Speaking Activities

Acting from a Script

In order to develop speaking activities, it is necessary that students will often act out dialogues they have written themselves. This involves them in coming out to the front of the class. To accomplish this, teachers need to give students time to prepare their dialogues before they are asked to perform them and teachers also need to create a helpful atmosphere in the class and to avoid to choose the shyest students first. Besides, when the class is working in the dialogue, teachers need to act as theatre directors and providing attention to appropriate stress, intonation and speed in order to give students the opportunity to practice these things before they perform the dialogue.

Communication Games

Games are used to provoke communication between students so that one student has to talk to a partner in order to solve a puzzle, describe and draw a picture, put things in the precise order; describe and arrange, or find similarities and differences between pictures. Television and radio games provide good fluency activities, for example in "twenty questions" the chairperson thinks of an object and tells a team that the object is either animal, vegetable, or mineral or a combination of two or three of these. The team has to find out what the object is asking only yes/no questions; they get points if they guess the answer in twenty questions or less.

Discussion

When the students are exposed to discuss, frequently the discussion fail since the students are not confident of the language they are going to use to say or express their ideas and they also refuse to give an opinion in front of the whole class. So, the "buzz group" is one way in which a teacher can avoid such difficulties. It consists in that the students have the chance to discuss in small groups before any of them are asked to speak in public. In this way, students can think in the language to express their ideas before they talk in front of the class and so, the stress level is reduced.

Another way is "instant comment" in mini activities in which teachers train students to respond fluently and immediately. All it means showing students photographs or introducing topics and proposing students to say the first thing that comes into their head.

Besides, it is very useful the formal debate, where the students prepare arguments in favour or against a lot of prepositions, so that, when the debate starts, the students produce well prepared arguments on the topic as the debate progress.

In addition, some discussions can provide some of the most enjoyable and productive speaking in language classes; these discussions just happen in the middle of the class and their success depend on the ability of the teacher to prompt and encourage the task in hand.

Prepared Talks

A popular activity where all the students can participate or only one of them, in this activity, the student make a presentation on any topic that is appropriate; those presentations are formal conversations since they have to prepare what they are going to say. It is essential that the talk incorporates all the time original ideas to finished work, in this way both the listeners and the speaker will be interested in the presentation.

Questionnaires

Questionnaires are a useful tool since those are pre-planned, so it is sure that when applying this activity, both questioner and respondent have something to say to each other. Besides, they may promote the use of the foreign language in a natural way, using expression of the daily life. Questionnaires can be created by the teacher and also by the students on a topic of their own choice, being the teacher as a resource, helping them in the design of those. At the same time, questionnaires not only involve speaking skill since they can be the base for written works, prepared talks or discussions.

Simulation and Role-play

According to Jeremy Harmer simulation and role-play are based in real life encounters between the students and provide opportunities for oral fluency; some examples are business meeting, interviews, encounters in different places as a cafeteria, a school, or in an aeroplane cabin. So, they perform different roles of characters, creating thoughts and feelings that they could feel in real situations.

Simulation contents some characteristics to work properly; first, it is important that students think as real participants in the situation; second, the teacher has to make the necessary actions to create a simulated environment; finally, teacher has to give students the necessary information to carry out the simulation effectively and well-constructed.

In a role play, teacher gives the students information about who they are, and what they think and feel. Besides, these are effective when people are open-ended and have different views of what the outcome should be, and when people are motivated to say as much or as little as they need to achieve their aims. Some examples of role plays are planning meetings, television shows and public protest which are easy to develop in the classroom. Students can write the questions they are going to ask anybody they meet first, and at the same time those questions are answered as if they were the characters to perform.

Simulation and role-play have three advantages, first, they can be good fun and thus motivating, second, they allow hesitant students to be more secure in their opinions and behavior, and they allow students to use a much wider range of language than some more task-centred activities may do.

The Roles of the Teacher

During the speaking activities, teacher needs to play a number of different roles if they are trying to get students to speak fluently. Teacher has to be prompter, being able to help students when they get lost, cannot think about what to say next, or when they lose the fluency. Thus, teacher can provide them with some discrete suggestions to continue the activity. Another role that teacher has to develop is to be a participant; teacher may participate in discussions or role-plays themselves, this help to provide new information to help to the progress of the activity, animate when asking students to produce language, ensure continuing

student engagement, and maintain a creative environment. Although, in some situations, it is important that teacher do not participate too much to draw the attention to the students. Finally, the teacher may maintain the role of feedback provider; although, most teachers ask about when and how to give feedback in speaking activities without disturbing the activity, but it depends when the teacher thinks in the appropriacy of the feedback for giving in particular situations. Besides, it is essential that teachers tell the students what, in our opinion, went well, when students have completed an activity.

Chapter Three: Methodology

Methodological Design

This research was considered as a qualitative and descriptive research in which the researcher interacted with the subject involved by means of observations and analysis. The process was developed from the general to the specific; it is based on the description and investigation of the context, selects carefully a determined population and different techniques that are used for the investigation.

In this study, the problem was defined from a real situation about the differences in the methodology applied by teachers to provide instruction on speaking to students in different schools of our city, private and public, where the problem is directly observed through field observation.

Design

This descriptive design was selected because the problem intended to identify, describe and analyze the different aspects of the methodological strategies of the teacher. This kind of investigation assumed that the reality is dynamic and it was fit to changes and therefore, it was necessary that the investigation was flexible to these changes.

It was applicable through observations and the participation of the researchers should be always present in the community where the research process was developed.

Application of Methods

This research was focused on specific groups in two high schools of San Juan de Pasto, where there was active participation in the research process. Besides, the investigation attempted to get information that let determine the differences in the methodology used by teachers to provide instruction on speaking when teaching a second language. Also, another

purpose was to analyze the efficiency of the teaching strategies and techniques, through direct observation that let showing how the methodology can interfere in the process of teaching a main skill which is speaking.

Population

The proposal was worked with students from two high schools. One of them is the Institución Educativa Municipal Ciudadela de Pasto that is a public high school located in the south of Pasto. It is situated among different neighborhoods of middle socio-economical class. Another is the Instituto Champagnat that is a private high school located in the south-west of Pasto, and the neighborhoods around this high school are of middle socio-economical class.

This population was chosen because it is possible to realize about the differences on the teaching strategies to provide speaking applied in public and private high schools and so that it facilitates establishing differences in the way teachers instruct the speaking skill.

Sample

The class observations were applied in four courses from 11th grade in the morning. In each course there were both male and female students. In two courses of the public high school, there were 39 students in each one; with ages ranging between 14 and 18 years old, and two courses of the private high school has 20 students in each one, whose ages ranged from 14 and 17 years old.

Data Collection Techniques

In this research, an instrument was applied in order to collect data and provide the study with necessary support and reliability; in the research the data collection technique was class observation check list focused on the students and the methodology that teachers used to provide speaking.

Some classes were observed in order to identify the strategies used by teachers to provide instruction on speaking in the public and private high schools. The observations were analyzed and compared to the existing theory about speaking instruction to decide which types of methodology would be more appropriate for teachers.

Procedure

As indicated above, the investigation presented in this paper is known as descriptive research. Descriptive research is defined as research that investigates human experience through surveys, case studies, and ethnographies with the desire to order experience and formulate theory.

This study used an observation instrument to gather information about the strategies that teachers used to provide instruction on speaking from private and public high schools. The research was addressed through the use of two different formats as instrument of data collection. The development and use of the observation instrument has already been described above (see Appendix).

The observation instrument was used to collect data from students from two high schools of San Juan de Pasto. Then, a classroom observation process was carried out to realize about methodology used by teachers to provide instruction on speaking. Once, the methodology was identified and data was collected, that information was organized and analyzed and the description of phenomena was made.

Validity

For the validation of this research, it was necessary to explain high schools that our research did not have risky consequences either for the students or for the institutions. Besides, the information and the observations obtained will help to demonstrate the proper result or

conclusions made in this study. Also, the ethical principles of confidence contribute in this research to allow that the high schools trust in the researchers. Finally, the researchers demonstrated gratitude by the collaboration offered by the high schools.

Chapter Four: Data Analysis

Taking into account the last three chapters about the research topic or problem that was worked on, a theoretical support to the present research study was given regarding methodology to provide instruction on speaking, and different classroom observations were developed in four eleventh grades from public and private high schools. The observations were done in classrooms where the ages of the students ranged from 14 to 18 years old in the public high schools. In the other two classrooms, the ages of the learners ranged from 14 to 17 years old in the private high school.

Now, that this research was already carried out, it is necessary to present the result obtained as a product of the application of the observations. Then, in order to have a detailed description about what was observed in the classroom, an observation format check list was used as a basis for realizing and comparing the methodology used by teachers to provide speaking instruction provided in these four different courses. This format was divided in two parts, the first one focused on the communicative competence instruction that the teacher applied in the classroom and the second part focused on the lesson structure that teachers used to impart the knowledge and students used to communicate.

Communicative competence instruction

To collect the information about the communicative competence instruction developed in the classrooms that were observed, it was necessary to fill some statements in a format check list which were devoted to the oral production of students and the teaching strategies that were used in order to provide instruction on speaking. Five items were used which were filled with four options that demonstrated whether the statements are accomplished or these were not carried out in the development of the class. These options were:

Y: Yes

AC: Almost completely

P: Partially

N: No

The items that were used in the observation format were:

1. Instructions are given verbally in English language by teacher for the class.

2. Students are able to express themselves orally in English.

3. Teacher uses a good communication in the foreign language to impart new knowledge and transmit information to their students.

4. Teacher engages students in real life communication in the foreign language.

5. Teaching aids such as pictures, posters, and technology are used for improving the communication.

In the first item, it was observed that in the private high school, the teacher always used the foreign language to give directions in a clear and effective way, the teacher gave clear directions to the students using the second language as much as possible, these directions were related with the use of the textbooks and actions students had to do, it means commands that they had to follow for developing the class. Meanwhile, in the public high school the teacher never used the second language verbally to give the instructions to the learners, the native language was used during the whole class and the teacher did not consider necessary to expose learners to the foreign language at any moment of the English class.

The second point of this observation format about students and their ability to use the second language orally, a big difference was observed between the two high schools. In the private high school, students were able to express themselves verbally in the second language;

they answered different questions that the teacher asked them about any topic, besides they

used to participate voluntarily for giving some ideas or comments, without the necessity of

forcing them to do that; they also used to complement the ideas that their classmates wanted to

express, if somebody said uncompleted information, another student wanted to participate to

complement the opinion before mentioned. The teacher also encouraged them to participate

during the class by giving them extra points each time that they participated, so students

always wanted to talk in the second language and were interested in the English class, they did

not have the necessity to avoid the classroom conversation practice and participation.

Besides, it was also seen a big difference about the speed of the oral production of the

students since they used the foreign language for expressing themselves and they sometimes

had some pauses when talking but it was understandable. Some of them had a proficient level

with the second language and their participation was more evident, and they felt comfortable

in the class, taking advantage of the opportunity of using the second language as much as

possible.

On the other hand, in the public high school students could not produce any sentence in

English. Even though they could have a limited knowledge about the foreign language, they

did not produce any word using it, since the class was presented all the time with the native

language, so they did not consider relevant to do that. There was no participation in the class,

as the classes were focused on the preparation of national exam ICFES, so the teacher only

gave learners some points similar to the ones presented in this test, and the students had to

answer them in order to practice it. Nevertheless, the development of these points was done

through the native language and few students were interested in the class. So, the

communicative competence could not be measured because they never demonstrated their

speaking abilities.

The following aspect that was noticed with the format was concerning to the good

communication that the teacher used by means of the second language to impart new

knowledge. The teacher who worked in the private high school was always speaking in

English during all the class, and the use of simple vocabulary was not necessary to impart the

knowledge since the students were able to understand the class, they got and comprehended

words and phrases used by the teacher who used to present real life topics to the class in order

to encourage students to participate and practice. As the teacher studied abroad, he had a good

management of the language and could handle it proficiently, as a result of that, he had an

appropriate pronunciation and taught it to the students. Besides, the teacher had a book about

pronunciation as a guide and there were posters in the classroom about phonetics and

pronunciation which were used sometimes by the teacher to explain some pronunciation

aspects.

In the observation process, it could be observed that a common barrier appeared in the

classroom such discipline problems and it could affect the development of the class, but in the

private high school, while the teacher taught, he did not realize about that and it was

considered irrelevant for the development of the class, the teacher just ignored those barriers

and continued the class with the students who participated and were interested in the class.

In the public high school, the teacher always used the native language to transmit

information to the students; he explained the topics concerned to the national exam and taught

the students different techniques that could be useful when presenting this exam, but it was

done in the native language. Even though, the teacher had a good management of the language

and the topics, the class was never presented using the foreign language because the high

school curriculum did not ask English teachers to use the foreign language when the classes

take place. In addition the teacher always tried to minimized discipline problems that were

presented in the class in order to catch the attention of the students.

Now, talking about the real life communication in the foreign language, in the private

high school, the teacher always used real life topics to teach the language for example news

not only national but also international, videos about famous cartoons and topics that could

enhance students to discuss. In addition, as the teacher had the opportunity to travel abroad, he

had a proficient English level and that permitted to engage the students to use the foreign

language in real life communication.

On the contrary, in the public high school teacher did not engage students in real life

communication in the foreign language since the class was dedicated to practice the multiple

choice guides and strategies for presenting the national exam. This preparation caused that real

life communication could not take place in the English class.

The last aspect that was perceived in the observation format was concerned with

teaching aids which were a tool used by both high schools. In the private high school, there

was an exclusive classroom for the English class; it had different posters about phonetics,

vocabulary, greetings and maps. It had a TV, DVD, and some speakers for watching and

listening English videos and practicing the listening and speaking skill. These aids were very

useful in some classes since the teacher used those for teaching and the students enjoyed them

and took advantage of them. For example, once the teacher took to the class a cartoon video of

a famous cartoon, so the students liked the activity; other day, students listened some popular

phrases in the foreign language from a DVD and the TV, and they had to repeat orally the

phrase and write this in a piece of paper.

On the other hand, in the public high school the class was always developed in a

normal classroom and it did not have all the tools that the other school had, so it was more

difficult for the teacher to create original activities that student can enjoy. Although, there

were some classes where the teacher made and effort for using authentic materials during the

class such as an overhead projector but students did not like it at all; even though, it was not

used to develop any type of language skill.

Lesson Structure

This observation format was developed with five statements about different aspects that have

to do with the teacher and how the class was presented to the students. These statements were

completed with four options that establish if the statements were carried out.

Y: Yes

AC: Almost completely

P: Partially

N: No

The statements used in this format were:

1. A part of the class is devoted to teacher-students interaction and practice of what was

learned.

2. Activities aim at developing the four skills.

3. The methods and strategies used were evident.

4. The teacher has a clear tone of voice and speaks at an adequate speed.

The first statement planned to observe the interaction between the teacher and the student to check prior knowledge. In the private high school, the teacher was concerned about making a review of the topic seen the last class, the teacher dedicated the first minutes of each class to do that. The teacher used to ask to the students some questions about the previous lesson, and they answered correctly all of them. So, there was an active participation and the students were able to handle these topics.

In the public high school, it was impossible to observe interaction between the teacher and the students since the classes did not have a specific topic to discuss; the teacher was limited to explain the topics that had to do with the preparation of the ICFES national exam. It caused a lack of interaction and they could not practice any language topic nor develop a communicative competence. For example, the teacher gave the students a guide in which students had to develop some multiple choice exercises, and they were limited to read the statements and answer the questions choosing different options such us a, b, c or d; at the end of the class, students handed in the guides to the teacher. So, the next class, the teacher gave the students the exercises with a score according to the correct answers. Then, the teacher translated each statement and explained each one of the options presented in the guide and the reason of the right answer in the native language; thus, students only listened to the teacher and realized about their mistakes to continue with the next exercise.

About the activities that were developed during the lessons, in the private high school these ones were devoted to develop the four main skills such as reading, writing, listening and speaking. The high school had two English teachers who taught these skills separately, it means that one teacher focused the class on listening and speaking while the other one prepared the class based on reading and writing. Besides, the class was divided into two

groups, so they changed the teacher each class, while both students groups studied the same topic, one group the topic with listening and speaking and the other one developed the class based on reading and writing. In addition, while the observation was made it was possible notice that even though one class was only focused on two skills the other two missing were also presented in the class.

In the public high school, the class was limited to develop only one skill that was reading, this skill was developed when the teacher taught to the student some guides with multiple choice questions in order to practice the application of the national exam. For this reason, it was not possible to observe the development of the four skills.

A relevant point that was observed had to do with the strategies that the teacher used during the lesson. In the private high school, it was remarkable that the teacher used some of the latest strategies for teaching a foreign language. Communicative language teaching was notable when the teacher gave the English classes since it is used to provide opportunities in the classroom for their students to engage in real-life communication in the target language; besides the teacher used authentic language which was learned by the students and used in real contexts, and the teacher increased the students' learning motivation to achieve the desire to communicate in meaningful ways about different topics.

Meanwhile, the teacher in the public high school used grammar translation method during all the classes that were observed. This is a popular method which trains students in grammar, and provides vocabulary with direct translations to memorize. During the class the teacher provides his students with some exercises based on the ICFES national exam, after the students had solved those ones, the teacher checked the answers together with the students and

at the same time those exercises were developed in a detailed way and the vocabulary was explained by means of translation using the native language.

As well, this method includes the teaching of the rules of a language; so, the teacher followed this process so that students understand and analyze the texts which they read in the diverse exercises. So that to accomplish the curriculum of the high school, the objective of the teacher was that the students control formal aspects of the language which are the vocabulary, grammar and the orthography, to be able to read, understand and write texts in various contexts to achieve high scores in the ICFES national exam.

The next point to analyze was about the abilities of the teachers when explaining a topic verbally. In this case, both teachers were capable of having a clear tone of voice and speaking and an adequate speed. But it was necessary to specify that the teacher in the public high school accomplished this aspect by using the native language and the teacher in the high school always used the foreign language.

As a result of the analysis and the description of the observations made about the methodological teaching strategies, it was possible to extract some differences between public and private high school which were summarized in the following table:

Table 1
Differences of the teaching strategies to provide instruction on speaking
Communicative competence instruction

High school 1: Institucion Educativa Municipal Ciudadela de Pasto	High school 2: Instituto Champagnat
Instructions were always given verbally in the native language by teacher for the class.	Instructions were always given verbally in English by teacher for the class.

Students were not able to express themselves orally in English.	Students were able to express themselves orally in English.
Teacher had a good management of the language and the topics but the class was never presented using the foreign language and the topics explained were concerned to the national exam ICFES.	Teacher always used a good communication in the foreign language to impart new knowledge and transmit information to their students.
Teacher did not engage students in real life communication in the foreign language since the class was dedicated to practice the national exam ICFES.	Teacher always engaged students in real life communication in the foreign language.
Teaching aids such as pictures, posters, and technology were not used for improving the communication.	Teaching aids such as pictures, posters, and technology were used for improving the communication.

Table 2	
Lesson Structure	
High school 1: Institucion Educativa Municipal Ciudadela de Pasto	High school 2: Instituto Champagnat
It was impossible to observe interaction between the teacher and the students since	A part of the class was devoted to teacher-students interaction and practice of what

the classes were dedicated to prepare the national exam ICFES.	was learned.
The activities were used in order to develop just reading and writing skills.	The activities were used in order to develop the four skills.
The method used by the teacher was grammar translation method and it was evident in the classes.	The method used by the teacher was communicative language teaching and it was evident in the classes.
The teacher had a clear tone of voice and spoke at an adequate speed but in the native language.	The teacher had a clear tone of voice and spoke at an adequate speed in the foreign language.

Chapter Five: Conclusion and Recommendations

Conclusions

Methodological teaching strategies are important when teaching a foreign language since these strategies deal with the question of how to teach English language, and address teachers in their profession in foreign language education; at the same time, it is possible to combine traditional with new techniques to provide an effective teaching process. Besides, it is important to take into account the different strategies that teacher use to provide instruction on speaking in the English classes for the students to use this skill in real life situations since the oral speech production is essential in the lives of people for being capable of express their ideas and opinions.

Teaching a foreign language is a normal and common component in the curriculum of any high school system. However, the model of teaching a foreign language changes in many aspects in each high school. One of these aspects is the way to engage students in the foreign language, and an important aspect is to give all the instructions in the foreign language. Taking into account the observation made in the private high school, it is possible to conclude that all the instructions were given by the teacher in the foreign language and it was effective since students developed the listening and speaking skills together; while they listened instructions in English, they acquired knowledge and they practiced what they learned.

On the other hand, in the public high school, there was not application of this important aspect mentioned before which helps teachers to develop the class. It could be concluded that the students were not exposed to the foreign language at any moment of the class since they were only dedicated to develop ICFES exercises and therefore, the teacher did not give any instruction in English. In this case, it would be profitable that teacher carries out the

preparation of the national exam but taking into account the communicative competence in the foreign language; and at the same time to develop the four skills of the foreign language in the students.

Consequently, students did not have the necessity to express themselves orally in English; but taking into account the standards of the National Bilingual Program which aims to increase communicative competence in English foreign language; learners who are in eleventh grade of high schools have to achieve B1 level which seeks the student maintains short conversations in the real life. So, public and private high schools have to implement this program, but in terms of results, it was remarkable that in the private high school the teacher was applying a methodology which involved the development of the abilities required by the standards in Colombia and the students are able to accomplish what the program is seeking, so the private high school achieved the level BI in the students, since students were able to answer different questions, participate voluntarily for giving some ideas or complement comments of their classmates, besides students always had the desire to talk in the foreign language and they did not avoid the practice of the language and participation in class.

At the same time, the students were able to impart a good communication in the foreign language in any context of the real life, since most of the students understood what teacher talked in English and many of them used this language to communicate their ideas and opinions and they felt confident joining a conversation with the teacher in the second language.

On the contrary, according to the observations, it was possible to conclude that in the public high school, the students skills required by the National Bilingual Program were not accomplished since the teacher simply dedicated the classes to teach students different

strategies to solve ICFES exercises, and the explanations of these were made by the teacher in the native language all the time using grammar translation method which does not provide opportunities to practice the language; so they only developed the reading skill, and there was a lack of the speaking skill in the English classes.

As a result of that the teacher never maintained a conversation in English with the students, it was impossible to notice the speed of the English language of the students since the students did not pronounce any word in English; they merely used the native language to communicate and express their ideas in the class, so student were not able to maintain short conversations in real life situations, thus there was neither participation nor interest in the class.

Now, considering the good communication in the foreign language used by the teacher to impart new knowledge and transmit information to their students, as the teacher in the private high schools made knowledge accessible to all students and use an effective communication in order to all students can learn in a successful way; it can be concluded that the teacher used an appropriate communication and understandable concepts which involved students in processing the new information and produce language in real life situations; so, it was a highly structured environment and an effective performance of the classes in which the teacher was an active presenter and students were active listeners and thinkers.

Otherwise, in the public high school, it was notable that the teacher never used the foreign language and obviously the students neither had the necessity to speak in English. Accordingly, it was not possible to realize the good communication in the foreign language used by the teacher to impart the knowledge. As conclusion, the students never had direct contact with the foreign language and they never developed the speaking skill since the

teacher only used the grammar translation method and in this way, it was not appropriate to achieve the level B1 required in the standards of the national bilingual program, therefore, in a real life situation, the students could not express in the foreign language.

At the same time, it could be concluded that, in the private high school, as the teacher always provided opportunities in the classroom for their students to engage in real-life communication in the foreign language; students were able to communicate in the classroom in English, and they will be also able to communicate in the future without problem in the foreign language in any situation of the real life. It will be the result of applying the communicative approach or communicative language teaching; noticeably, social language, gestures, or expressions, exercises and the sources of materials were appropriately provided in order to involve students in real life communication, besides it was essential the opportunity that teacher had to travel abroad; so, the teacher could impart a good knowledge of the language.

On the contrary, in the public high school, teacher had to follow the curriculum of the school that supposed that students in eleventh grade have to be prepared to ICFES National exam; it could be concluded that teacher never engaged students in real life communication in the foreign language and the students were merely dedicated to practice the multiple choice exercises and strategies for presenting the exam, and it was not sufficient to involve students in foreign language contexts. In spite of all existing methodologies, it was the result of teachers still use the grammar translation method and for this reason, when the students have the necessity to communicate in the foreign language in the future, they could not express what they want to say since they did not have the opportunity to practice the language, and at the same time they will not accomplish with the required level to eleventh grade students.

Talking about teaching aids such us pictures, posters, and technology are used for improving the communication, it is necessary to take into account that visual learning techniques help students to understand and interpret information in an easier way. These techniques can provide structure for speaking, writing, reporting, analyzing and discussion and can help students to focus their thoughts and ideas. Therefore, it was possible to conclude that in the private high school, teacher did an appropriate use of the teaching aids, and tries to use those as much as possible. So, students were more encouraged and motivated in learning the language; at the same time, this was vital since both teacher and students had some confidence when the teaching and learning process took place and then both were comfortable with the teaching aids being used; besides, the teaching aids contribute to the desire of the students for using the foreign language, as a result of that teaching aids were useful and improved the communication in any way.

On the contrary, in the public high school, it could be concluded, because of the lack of resources or teaching aids, the learning process was more difficult since the students did not feel interest and motivation both in the English subject and in the activities and topics presented by the teacher to the students, in this case, there was not an suitable advantage of the resources that were accessible, since in some occasions, the teacher had the opportunity to use the overhead projector but it was not employed in an adequate way and it was not used to improve the communicative competence. Besides, there are many teaching aids that teachers can be used to help them teach the students. It should be based on the materials and topic being discussed and so, the teaching aids should be used properly based on the objectives and the level of the learners.

Interaction between the teacher and the students about the previous class is important when teaching a foreign language since the class could become more active and students can feel interest for learning the foreign language. So, it could be concluded that this point was well carried out in the private high school since in the lessons, the teacher planned a part of the time to make a review about the last topic. Besides, the teacher used some strategies to provide interaction in the classroom asking to the students some questions about the previous lesson, and they answered correctly in the foreign language and so, there was an active participation and the students were able to handle different topics.

Besides, based on the observations of the classroom, in the private high school to practice foreign language trough interaction showed encouraging results for learners and were efficient compared to the classrooms in the public high school. It could be said that the interaction facilitated learning by giving students an opportunity to share opinions in a specially designed classroom atmosphere with practicing situations very similar to real life experiences. And the effectiveness of the interaction in the classroom was greatly dependent on the teacher's motivation. If the teacher manages to produce a collaborative learning environment with the suitable materials, the students will be readily eager to participate and support the shared experience and knowledge created in the classroom.

But a common problem when teaching a foreign language is dealing with a passive class, where students avoid interaction with the teacher and they do no participate. This was particularly observed in the public high schools where there was impossible to observe interaction between the teacher and the students. Thus, it could be concluded that the teacher did not provide interaction in the classes; it was the consequence that the teacher was limited to explain the topics that were included in the ICFES national exam. So, in the public high

school, there was a lack of interaction and practice of the foreign language which is really important to develop the communicative competence in the students.

It is important to integrate the four skills when teaching a foreign language to develop the communicative competence in the students; the four skills can be taught in a coherent way and practiced together in the acquisition of knowledge. As conclusion, in the private high school, there was evident the development of the four skills, reading, writing, listening and speaking; although the class was more centered in the development of listening and speaking, the other skills also had an important place into the activities presented in the lesson. Integrating the four skills helped the teacher to create a relaxed atmosphere in the English class and all abilities of the students were well improved, besides the combination of activities involved different skills and enhanced the focus on realistic communication, which helped the students to motivate, involve and engage them enthusiastically in classroom activities, and the integration of the skills familiarized the learners to combining listening and speaking in a natural interaction.

But, there was a difference regarding the results of this point in the public high school which was not as successful as hoped, since the class was limited to develop only one skill that was reading trough the development of some exercises based in some lectures or short statements. As a result, it is clear that for the teacher was so demanding to create activities which involved the integration the four skills, and it could have happened because of the lack of suitable materials. However, these challenges should not prevent teacher from attempting the integration in English teaching because it can bring useful result visible both to the teacher and to the students.

Talking about method and strategies, in the private high school, it could be proved that the teacher did an effective use of the Communicative Language Teaching and the teacher was aware in the craft of teaching their students how to communicate, to engage students in direct contact and communication with foreign language, texts, authentic materials, and culture as frequently as possible. The teacher always used creativity and imagination for developing the classes and the application of real life activities created an interactive teaching environment to develop the communicative competence in the students. Besides, students realized that the foreign language is a viable means of daily communication for people and not just a subject to be studied in school.

On the contrary, in the public high school, during the classes, students had to resolve exercises based on the ICFES national exam, then, the teacher checked the answers with the students and the unknown vocabulary was explained by means of translation using the native language and the teacher also explained grammatical rules. So, it could be conclude that the teacher used an inappropriate method that was grammar translation method during the classes that were observed. So, this method did not benefit to acquire the communicative competence and besides, the students did not feel interest and motivation in the subject.

Taking about the tone of voice and the speed that teacher used, it could be concluded that these factors are an important part of the classroom management, since difficulties in class management can result from the lack of knowledge teachers have about the effect of their voice on their students. But, this fact was well carried out in both private and public high schools. In the private high school, the teacher always transmitted confidence, used an appropriate tone of voice and an adequately speed in the foreign language that facilitated students language comprehension; besides these factors were always varying according to the

situation presented in the class and at the same time, it contributed to maintain the attention of the students in the class.

On the other hand, in the public high school, it could be concluded that the teacher had a clear tone of voice and spoke at an adequate speed but it was carried out in the native language since the teacher never used the foreign language to impart the knowledge in the class. Students are much more likely to listen to a voice that sounds warm and encouraging than to one that sounds cruel and judgmental. A caring and inviting tone of voice communicates our desire to have an atmosphere of acceptance, love, and respect. In this case, it was well developed, but it was impossible to verify these factors in the foreign language, therefore, students did not have the opportunity to listen the appropriate pronunciation or accents of the English language that the teacher used.

Recommendations

It is essential to take into account that teachers recognize the importance of using the foreign language during the classes to engage students familiar with this language, instructions should be clear and it is important to check that those have been understood. It is necessary to teach students the instructions what you are going to say in order to be understood, and getting in to routines so they know what to do at each point in the class.

Besides, if teachers give the instructions in English, it provides learners a good chance to develop their listening skills in a context where English is used for real communication. Some students may not understand at first, but if the teacher supports the understanding of the learners, they can usually understand the meaning, even if they do not understand all the words. To give instructions clearly, first make sure to get everyone's attention and keep eye contact with the students; it is also important to try to use short sentences when giving

instructions and these must be kept as simple as possible. So, students can use these expressions to communicate with their partners and ask for something into classes, and these can be used by learners outside of the English classroom.

Moreover, teachers who give classes in eleventh grades, have to encourage students to speak in the foreign language using different techniques and activities, since in this level, it is necessary that students express the main idea of any topic and their opinions using both verbal and nonverbal language. They have to be understood and use simple grammatical forms correctly and students in this level have to be able to maintain conversations with people in a foreign language. And it is a good idea that the teacher create an appropriate environment in the class where the students can feel free and motivated to participate. Taking into account the Communicative Language Teaching used by the teacher in the private high school and observing the successful results, teachers of public high schools could use this approach to encourage students to participate in the English class and promote oral communication.

Teachers have to ensure that students have the opportunity to speak as often as possible. So, teachers should focus their lesson in speaking skill without leaving behind the other skills since when teaching a foreign language, speaking skill is a central factor in the daily life, and to be able to communicate orally in English offers a variety of opportunities to travel and work. Therefore, teachers should develop classroom activities that develop the ability to communicate and at the same time to practice the foreign language in real situations.

Besides, other issues that the teachers could use to make successful speaking activities include making sure that the students want to speak because they are interested in the topic, students have something relevant to say, students can be understood by everyone, and there are not frequent interruptions while a student is speaking. These characteristics could be

a great helpful when teaching a second language and getting students talking in the foreign language.

In addition, teachers should have good knowledge of the language and at the same time, they should have a proper accent of the foreign language; to accomplish this, if there is the possibility, teachers could travel to countries where English is spoken. This will help him to improve his pronunciation and also his skills in communication. Moreover, it is significant that teachers express himself in the foreign language and very few in his native language. This will help students to hear how the words are pronounced and how phrases are made. Then, the teacher should encourage the students to express themselves in the foreign language they are studying even if they make mistakes. So, it is a good exercise for students to know that when expressing in a foreign language, the most important of all is to avoid thinking in your native language and then translate into the foreign language you learn.

The real life communication is also fundamental when teaching a foreign language since it provide the real use of the language, for this reason, teachers should encourage and involve their students in activities that provide real life situations. These activities are very useful for acquire in an appropriate way the foreign language and it is necessary to practice the language as much as possible. Besides, communication skills are best learnt through practice and learners should be encouraged to participate by means of discussions, role-plays and interactions with each other but taking into account the real life context.

On the other hand, teaching aids are very useful for improving the communication; sometimes a picture is worth a thousand words, and this is particularly true when teaching English as a foreign language since visual aids can be used to teach everything from vocabulary to prepositions. In addition, visuals keep lessons interesting for the learners and in

order to be effective lessons presentations, it is possible to get access to an overhead or slide projector. According to educational theory and cognitive psychology research suggests that visual learning is among the best methods for teaching students of all ages.

So, it is really important that language teachers use a great variety of teaching aids in order to clarify language meaning and construction, involve students in a topic or as the basis of a whole activity. In general, teachers could use images, pictures, flashcards and photographs taken from newspapers, magazines and books to facilitate learning. Teachers can also draw pictures on the board and if there is the possibility, some other teachers could use an overhead projector to help with the explanation of a topic. Thus, pictures of all kinds can be used in a diversity of ways, those are extremely useful and they have the power to engage students in communication activities, for understanding and presenting of meaning, to predict what is coming next in a lesson, to try guessing what a picture shows and different kind of discussion; it depends on how teachers take advantage of those teaching aids.

In the case of public high schools, despite of lack of resources, teachers should be more creative and use as much as possible your imagination when using teaching aids and so, creating an appropriate atmosphere and maintain the students' motivation for learning a foreign language and at the same time, it would have been essential take more advantage of the resources that are accessible, the choice of material to take into the class will be crucial too, but even more important than this will be the ways in which these are used in the classes as frequently as possible.

Furthermore, when teaching a foreign language, oral interaction has become an important factor and teachers should devote some part of the beginning of class to interact and practice what was learned the last class to encourage the knowledge and so, students can feel

comfortable. For accomplishing this task, teachers should make activities that involve oral

interaction in the classroom and in this way; these activities could generate meaningful

opportunities for the development of the oral communication. Besides, some useful and

positive issues used by teachers to promote learning and interaction between the students

could be the use of complex questioning process during class, eliminating the use of simple

questions with yes/no answers; analytical feedback through telling students why the answer is

correct or incorrect; and asking multiple questions to the same student on a single topic.

It is indispensable that the high schools have as the main purpose of the EFL teaching,

the development of the four skills: listening, speaking, reading and writing. So, it is essential

that teachers explain grammar since it provide learners the structure for organizing their ideas

and shared them with more people, but it is also important to mix grammar with the other

skills; so that learners realize its importance and use it appropriately. Besides, it would be a

good idea to use grammar when speaking since students are going to feel more interested in

using the foreign language for expressing themselves. Besides, grammar should be applied

with different speaking activities that provide language practice for encouraging students to

participate and use it in different contexts and situations.

Having been an ever changing field, foreign language teaching seeks to improve and

find effective methods to teach, but none of the methods is complete, and some of these

principles have inadequacies. For this reason, it is necessary for teachers to know all the

methods and techniques in order to adapt them according to the needs and purposes of the

students.

As teachers, we must continually reflect on our teaching and update our practice to

address the needs of learners; we must continually focus on these students and find effective

ways to arrange their learning to help them achieve the communicative competence that is the goal of learning a language. Larsen, F. (1986) suggested that the teacher in classroom has to talk less and listen more to their students, in this way, the teacher becomes a facilitator in the student's learning progress and increase the participation; so, students may gain confidence in using the foreign language, and they may become more responsible managers of their own learning. At the same time, teachers should use during the classes different methods to instruct students and make them communicate in the foreign language.

As a final point, it is really essential that teachers have a clear tone of voice and an appropriate speed since it reveal the confidence that teacher have to domain the language; and the most important is that the students can comprehend the different topics and realize about the correct pronunciation of the words and these factors should be modified according to the situations in order to maintain the attention and the interest of the students in the class.

Finally, it is important to take into account that students with limited ability to understand the spoken word depend heavily on the teacher's tone of voice, gestures and task demonstration and student's work best when they have a model of what to do, when they have been shown the task. The teacher's tone of voice can also support learner comprehension; for example, if the teachers wants the learners to read quickly for gist then, the tone of voice needs to be faster and implicitly carry the message of speed; on the contrary, if a detailed reading is required then it is more appropriate that teacher uses a slower and quieter voice.

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Appendix

Classroom Observation

Communicative Competence Instruction

This grid is the basis for a more explicit report to be presented in the research paper. According to the observation, it will be chosen an option and in some items, it is necessary to make comments.

Y= Yes
AC= Almost Completely
P= Partially
N= No

1.	Instructions are given verbally in English language by teacher for the class.	
2.	Students are able to express themselves orally in English.	
3.	Students speak slowly with frequent pauses in the foreign language.	
4.	Teacher uses a good communication in the foreign language to impart new knowledge and transmit information to their students.	
5.	Teacher engages students in real life communication in the foreign language.	
6.	Teaching aids such us pictures, posters, and technology are used for improving the communication.	

Additional comments:
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_____
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Classroom Observation

Lesson Structure

This grid is the basis for a more explicit report to be presented in the research paper. According to the observation, it will be chosen an option and in some items, it is necessary to make comments.

Y= Yes
AC= Almost Completely
P= Partially
N= No

1.	A part of the class is devoted to teacher-students interaction and practice of what was learned.	
2.	Activities aim at developing the four skills.	
3.	The methods and strategies used were evident.	
4.	The teacher has a clear tone of voice and speaks at an adequate speed.	

Additional comments:

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