

2017-KAREN LORENA DELGADO CASTRO

**TEACHERS' PERCEPTIONS OF HOW SPEAKING IS BEING TAUGHT COMPARE
TO HOW SPEAKING IS ACTUALLY TAUGHT IN AN EFL CLASS**

KAREN LORENA DELGADO CASTRO

CASE STUDY

submitted in partial fulfillment of the requirements

for the degree of MASTER OF ARTS IN ENGLISH LANGUAGE TEACHING of Universidad
del Norte 2017

Barranquilla, Atlántico

Colombia

Paige Michael Poole

AFFIDAVIT

I, (Author's name), hereby declare that this master's thesis has not been previously presented as a degree requirement, either in the same style or with variations, in this or any other university.

(add digital signature here)

KAREN LORENA DELGADO CASTRO

FULL NAME, ALL CAPS

Abstract

This was a case study that aimed at investigating teachers' beliefs about speaking, in order to identify the relationship between these beliefs and her teaching practices. This study was carried out with the participation of a ninth grade English teacher at Gimnasio Altair de la Sabana School. This study was carried out with a qualitative approach using a case-study methodology. The data for the study included observations, questionnaires and document analysis.

This study contributes to the identification of teacher beliefs and how it influences teaching practice. Information about the practices and the factors that influence them can potentially prompt the path towards teacher development and eventually towards the improving of speaking in the school.

At the end of the study was evidence that teachers' beliefs play an important role in the teaching of speaking skill.

Key words: speaking, beliefs, teaching speaking, teachers' beliefs.

DEDICATION

To the almighty God, my family, beloved mother, brothers, and professors. I did it!

“Ebenezer... thus far has the LORD helped me”

1 Samuel 7:12

Karen

ACKNOWLEDGEMENTS

First of all, I want to thank God because He has been so faithful to me. He gave me the strength to achieve this goal. To him, be the glory, the honor and the power for ever and ever.

To my family, relatives and friends because of their prayers, support, care and love for me.

I also want to give especial thanks to my dear tutor, Professor Paige M Poole, who helped me a lot by sharing with me her knowledge and wisdom, and who gave me her unconditional guidance.

And it would be difficult to continue naming people here because no paper would be enough to do it, but I am sure there are angels who are still writing names in order for God to reward people for all the valuable help they offered to me.

TABLE OF CONTENTS

1. INTRODUCTION.....	10
1.1 Setting.....	14
1.2 Research questions and Objectives	15
1.2.1 research question	15
1.2.2 Sub-questions.....	15
1.2.3 General Objective.....	15
1.2.3 Specific Objectives:	16
2. Theoretical Framework.....	17
2.1 Beliefs.....	17
2.1.1 Beliefs and knowledge.	19
2.1.2 Beliefs and goals.	19
2.1.3 Beliefs and emotion.....	20
2.1.4 Beliefs and context.	20
2.1.5 Beliefs and teaching practice.....	21
2.1.6 Beliefs about learning.....	23
2.2 What is oral production?	25
2.3 What is a teaching strategy?.....	27
2.4 What are some strategies to promote oral production in the EFL class?	29
2.5 Teaching Speaking	31
2.6 Speaking Instruction in Colombia.....	31
2.7 Methods and Techniques for Teaching Speaking.	33
2.7.1 Method of Teaching Speaking	33
2.7.2 Grammar Translation Method (GTM)	34
2.7.3 Direct Method	34
2.7.4 Audio-lingual Method (ALM)	34
2.7.5 Community Language Learning (CLL)	35
2.7.6 Total Physical Response (TPR).....	35

2.7.7 Natural Approach (NA).....	36
2.7.8 Silent Way (SW)	36
2.7.9 Suggestopedia.....	37
2.7.9.1 Communicative Language Teaching (CLT)	37
3. METHODOLOGY	39
3.1 Qualitative research.....	39
3.2 Case study	41
3.3 Data sources and data collection procedures.....	43
3.4 Questionnaires.....	44
3.5 Documents.....	45
3.6 Observations.....	46
4. Analysis of Questionnaire	51
4.1 Document Analysis	53
4.2 Lesson Plan	54
5. Observations general conclusions.	66
6.Triangulation of data.....	67
7. Conclusions.....	72
7.1 Pedagogical implications and recommendations.	73
8.References.....	76
9. APPENDICES	80

List of tables

Table 1 Data collection methods.....	43
Table 2 Observation Data	49
Table 3 Plan de asignatura analysis	53
Table 4 Lesson plan chart	54
Table 5 Planned speaking activities	55
Table 6 Document analysis chart.....	56
Table 7 Triangulation.....	67

1. INTRODUCTION

According to Khan (2010, p.1), “Learners of English as a foreign language (EFL) are often more preoccupied with improving their speaking skills than any other language skills”. This means, that the main purpose for people to learn a second language is to be able to communicate orally with others. For this reason, it is important that teachers may take into account the implementation of strategies to teach this skill in the EFL classroom. Furthermore, students need to learn to speak and to communicate in English in order to face the challenges the present century and the globalized world present them.

In 2004, The Colombian Ministry of Education (MEN) designed a National Program of Bilingualism (PNB). This program was intended to “make citizens able to communicate in English, so that they can insert the country in universal communication processes, global economy, and cultural openness; with internationally comparable standards” (Colombian Framework for English Standards, p. 6). These standards include the development of speaking skills, so students can communicate using the target language in different contexts. However, many English teachers at public schools do not take into account the application of these standards in their lesson planning. This situation leads them to think only about grammar, writing, non-contextualized vocabulary and translation, which causes students to be indifferent to learning a second language.

Teachers must reflect on their teaching process and examine their practices and perceptions about how speaking must be taught. There must be a change in the approaches, methodologies and strategies used in the class if oral production is desired to be successful in the

TEACHERS' BELIEFS ABOUT SPEAKING

class. The teacher needs to make students' learning process more significant for them and go beyond having students only focus on repeating, memorizing and translating.

Teaching a second language from the perspective described above is not an easy process. It poses challenges to teachers because it involves aspects such as beliefs, practical and theoretical knowledge about instruction, teaching strategies, and student's needs. In addition, each skill listening, speaking, reading and writing, have its own particularity.

Speaking is a fundamental ability in the field of education, and it is an essential skill in the learning of English as a second or foreign language too, due to the fact that students' speaking skills development helps them to attain and succeed in life where knowing a second language is essential. The teaching of speaking, however, is a complex matter, which is influenced by many variables, such as, teachers and student's beliefs, student's motivations, material resources, school setting, and curriculum, among others. (Klehm, 2013)

Despite the efforts of language teachers when implementing different strategies to teach speaking and the Ministry of Education creating programs such as Colombia Bilingue in order to improve competences related to developing students' speaking skill, it can be evidenced that in our country there is a big problem related to this skill. Speaking practice in the classroom is said to be usually limited to repeat messages, and practice conversations from texts when the real purpose is that speakers interact actively in real context.

There are many factors that influence speaking proficiency, Hoang Tuan (2015) stated that "Students' speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective

TEACHERS' BELIEFS ABOUT SPEAKING

factors (such as motivation, confidence and anxiety), listening ability and feedback during speaking activities". In addition to this, seems to be that beliefs teachers hold about teaching and learning in general, and also speaking and the teaching of speaking is another aspect that influences the speaking proficiency. Li Xu (2007) stated that: "Beliefs play an important role in many aspects of teaching, as well as in life. They are involved in helping individuals make sense of the world, influencing how new information is perceived, and whether it is accepted or rejected. Beliefs color memories with their evaluation and judgment, and serve to frame our understanding of events". (p.1397)

Apart from that, the British educational theorist Pajares (1992) noted that "teachers' beliefs have a greater influence than the teachers' knowledge on the way they plan their lessons, on the kinds of decisions they make, and on their general classroom practice. (p.1398). Teachers 'beliefs are central to determining their actual behavior towards students". (as cited by Bingimlas & Hanrahan, 2010. p.418)

Richards (2000) considers teachers' belief system as the primary source of teachers' classroom practice. Teachers' beliefs include their assumptions about teaching and learning. Basturkmen, Loewe & Ellis (2004) and Bingimlas & Hanrahan (2010) argue that beliefs are the basis that teachers create from their experience and the judgment they have from events, and they define teachers' beliefs as "statements teachers make about their ideas, thoughts, and knowledge that are expressed as evaluations of what should be done, should be the case, and is preferable" (p.244). Thus, teachers' beliefs can be said to have at least an indirect relation to student's learning due to the fact that teachers' actions can favor or hinder student's learning and attitudes toward speaking.

TEACHERS' BELIEFS ABOUT SPEAKING

Thus, teachers' beliefs can be said to have at least an indirect relation to student's learning due to the fact that teachers' actions can favor or hinder student's learning and attitudes toward speaking.

Williams & Burden (1997, p. 56) recognize teacher's beliefs as central in the construction of reflective teachers; "...teachers are highly influenced by their beliefs, which in turn are closely linked to their values, to their views of the world and to their conceptions of their place within it." In this way, teachers' beliefs can influence teachers' decisions and practices in a negative or in a positive way depending on their opinions, values, background knowledge, and their work experience.

This paper is divided in six sections. The first of them describes the setting where this research takes place, indicates the existing gaps in the respective field, and establishes the research questions and objectives. The second chapter contains an extensive view of the theoretical framework, with the definition of the key concepts and the main debates in this topic, as well as a summary of the various similar studies that have been conducted in this research area and their most relevant results. In the third place, a section with the selected methodology, a description of the participants and the procedure, and the definition of the data collection instruments will be developed.

Other chapter will be devoted to the analysis of the results, with the supportive evidence provided by data, followed by the section related to the discussion, where the findings will be interpreted and qualified, establishing comparisons with other investigations' results and determining the relevance of this study for the Colombian education context and EFL teaching and learning. Finally, the most important conclusions will be brought up in this section that,

TEACHERS' BELIEFS ABOUT SPEAKING

besides, points out remaining gaps in knowledge and limitations of the study and discuss implications for teaching and further research. The last two chapters correspond to the references used for this investigation and the appendix with evidence and supportive data provided by the instruments.

1.1 Setting

This research project was conducted at a private school located in a town in the Caribbean region of Colombia. The school offers pre-school, Primary and secondary level, each of them emphasizes on the teaching of English as a second language. Regarding the organization of hours to teach English, primary and high school take 8 hours per week to learn English and in each level teachers try to integrate the four abilities speaking, listening, reading and writing. Students follow a text workbook and students book in which they have the opportunity to practice and know more about the language the school make emphasis. Each classroom has enough resources that help students with the learning of different subjects especially English. The English team at this institution have 12 teachers with different abilities and capacities to teach a second language. Some of them also work at public institution and have the opportunity to travel abroad to study short courses and share their experiences with the students in the institution.

As English is considered an essential subject in this school in the last few year students have been offered better opportunities to acquire and learn English as a second language, for example, new technological resources have been made available for the English classes and photocopies of the instructional material are given to students freely. Most of the students are

TEACHERS' BELIEFS ABOUT SPEAKING

interested in learning English, and they seem to be motivated to learn the second language and what is more, they find it useful, funny and interesting.

Finally, the school serves medium income communities where most of its inhabitants make a living out of temporary jobs.

1.2 Research questions and Objectives

To continue with this section, the research question and sub questions, as well as the general and specific objectives of this study will be introduced below:

1.2.1 research question

- How does a teachers' perceptions of how speaking is being taught compare to how speaking is actually taught in an EFL class?

1.2.2 Sub-questions

- What are the teacher's perceptions of how speaking is being taught?
- How is speaking actually being taught in the EFL class?

1.2.3 General Objective

- To compare teacher's perception about the teaching of speaking to the actual teaching of speaking in a ninth grade at Gimnasio Altair de la Sabana school.

TEACHERS' BELIEFS ABOUT SPEAKING

1.2.3 Specific Objectives:

- Identify the perceptions English teachers has about the speaking instruction.
- To describe how speaking actually is being taught in a ninth grade EFL class at Gimnasio Altair de la Sabana school.
- Identify teacher`s role in the interaction using speaking activities.
- Identify students' role in the interaction using speaking activities.

Given the recent interest in the topic of teacher beliefs, as a way to understand how these shape practices in the classroom, the study reported here intends to address this topic specifically in the area of perceptions about speaking in the context of a private school on the Colombian Caribbean coast.

2. Theoretical Framework

This section deals with important concepts that underlie and provide a foundation for this research project. First, the notion of beliefs and the relation between beliefs and the teaching process will be discussed. Then, there will be a discussion of the concept of speaking and its instructions. Likewise, some concepts about teaching speaking will be defined and an analysis of similar studies carried out in the EFL field in different context will be presented.

2.1 Beliefs

Michaela Borg (2001) argues that: “A belief is a proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment; further, it serves as a guide to thought and behavior” (p.186). This means that beliefs are the foundation upon which values, perspectives and behavior are built. Likewise, beliefs are accepted by the individuals as true propositions, and they can influence an individual's behavior, action, judgment and understanding.

Schoenfeld (1998) argues that beliefs can be interpreted as “mental constructs that represent the codification of people’s experiences and understandings” (p.21). People construct their beliefs based on the deconstruction of meanings derived from their experiences and understandings. Also, people’s beliefs are related to their perceptions about any circumstance that they face in any moment of life and also the goals they propose to face these situations.

In the educational field, scholars such as Basturkmen, Loewen & Ellis (2004) and Bingimlas & Hanrahan (2010) argue that beliefs are the basis that teachers create from their experience and the judgment they have from events. Basturkmen, Loewen & Ellis (2004) define teachers’ beliefs as “statements teachers make about their ideas, thoughts, and knowledge that are expressed as

TEACHERS' BELIEFS ABOUT SPEAKING

evaluations of what should be done, should be the case, and is preferable” (p.244). Therefore, most of the time, teachers create their own conceptions about different things around them including the teaching of a second language, creating concepts and beliefs that they usually apply in their teaching practice.

Schoenfeld (1998) mentioned that there are also some classes of beliefs that affect teachers' classroom actions, such as: beliefs about the nature of subject matter, beliefs about the nature of the learning process (both cognitive and affective); beliefs about the nature of the teaching process and the roles of various kinds of instruction; and beliefs about particular students and classes of students. Those representations can be influenced by previous experiences as learners or previous experiences as teachers. Besides, the conception that teachers hold about the learning process, about how cognitive and affective (extend and limitations) aspects can affect the learning process are very important. Stronge (2007) said that Teachers have different thoughts toward their role as teachers, and how their roles determine the kind of instructions that they choose in the classroom.

It is also important to highlight that there are also some factors that are related to teachers' beliefs and their practice. According to Bingimlas & Hanrahan (2010) several factors contribute to the complexity of the relationship between teacher beliefs and their practice, such as their knowledge, goals, emotion, pedagogy and instructional context which will be discussed in the following sections.

TEACHERS' BELIEFS ABOUT SPEAKING

2.1.1 Beliefs and knowledge.

The relationship between beliefs and knowledge has been discussed widely. Beliefs are different from factual knowledge. Beliefs can be doubted more than facts. Bingimlas & Hanrahan (2010). Savasci-Acikalin (2009) suggests that beliefs refer to suppositions, commitments, and ideologies and do not require a truth condition while knowledge refers to factual propositions and the understandings that inform skillful action and must satisfy “truth condition”. Mansour (2009) provides a further distinction between beliefs and knowledge and says “while knowledge often changes, beliefs are ‘static’ [and] whereas knowledge can be evaluated or judged, such is not the case with beliefs since there is usually a lack of consensus about how they are to be evaluated” (p.27)

2.1.2 Beliefs and goals.

Although several studies contribute a great deal to our general understanding of beliefs and practice, Aguirre and Speer (1999) gave details of how those beliefs inform practice, particularly in the formulation of goals in the classroom. They argue that “in this way teacher beliefs play a central role in their practice” (p.333).

Teacher’s goals are an important part of their action plan for a lesson. When teachers come to the classroom with their lesson plan, they have the intention to achieve many goals directly related to the development of the lesson. These goals provide some kind of information about teachers’ beliefs. “Teacher’s beliefs and values shape the prioritization both of goals and knowledge employed to work toward those goals” (p.8), or “they (beliefs) shape the goals teachers have for classroom interactions” (Schoenfeld, 2003 as cited in Schoenfeld, 2000, p.248).

TEACHERS' BELIEFS ABOUT SPEAKING

2.1.3 Beliefs and emotion

Likewise, the influence of teachers' beliefs may be complicated by their close interaction with emotions and feelings. Teachers' beliefs and feelings are thought to be revealed during their lessons and to influence their decision-making (Kynigos & Argyris, 2004; Standen, 2002) and goals (Aguirre & Speer, 1999; Lacorte & Canabal, 2005). According to Zembylas (2005) "emotives" are related with teachers' emotional gestures and utterances. Also, it may be difficult to identify or make a distinction between cognition and emotion.

Memon & Treur (2010) argue that "beliefs are regarded as one of the major determinants of emotions and therefore an important part of study of emotion can properly be seen as falling under the umbrella of the cognitive psychology" (p.2). The way in which people conceive the world determines if they approve or reject something; most of the time the feelings that people experiment is closely related with their conceptions. Also, when a person has a positive or negative experience, he/she can create or hold a set of beliefs about that experience.

2.1.4 Beliefs and context.

In addition to what was mention above, some researchers argue that practice-related beliefs result from an interaction between teacher's more general teaching-related beliefs and the institutional context in which the practice is located. A study by Lacorte and Canabal (2005), addresses the relevance of the perceptions and attitudes that teachers bring with them into the classroom. Richards (1998, as cited in Lacorte and Canabal, 2005) asserts that "teachers' beliefs result from the relationship between (a) the values, goals, and assumptions that teachers have about the content and development of teaching, and (b) the understanding of the social, cultural, and institutional context where teaching takes place" (p. 84).

TEACHERS' BELIEFS ABOUT SPEAKING

It can be said that teachers have autonomy at the moment of making decisions about the teaching process, taking into considerations the characteristic of the context in which they work. Also, this autonomy is influenced by teacher's beliefs about teaching and learning.

Ernest (1989) argues that "the autonomy of the teacher depends on three factors: The teacher's intellectual contents, particularly the systems of beliefs concerning the nature of teaching and learning; the social context of the teaching situation, particularly the constraints and opportunities it provides; and the teacher's level of thought processes and reflections". (p. 250).

2.1.5 Beliefs and teaching practice.

It is also important to highlight the importance that beliefs have in the teaching practice. Phipps and Borg (2009) affirm that "language teachers' beliefs about teaching and learning have a powerful effect on teachers' pedagogical decisions. Those beliefs strongly influence what and how teachers learn during language teacher education, can be deep-rooted and resistant to change (p.381).

According to Richards and Rodgers (2001) it can be said that teachers' decisions toward about strategies at the moment to teach, are directly guided by teachers' theories about language and language learning. Also, these theories direct teachers' preparation.

Moreover, according to Lefebvre, Deaudelin and Loiselle (2006) it can be affirmed that the actions of teachers in the classroom are connected with the thinking and feelings that teachers have from their previous experiences.

With respect to the role of teachers' belief in teaching, Pajares (1992) says that "teachers' beliefs influence and play a fundamental role in their knowledge acquisition and interpretation,

TEACHERS' BELIEFS ABOUT SPEAKING

task selection, and course content interpretation” (as cited by Bingimlas & Hanrahan, 2010. p.418). This means that beliefs can influence actions, learning process, thinking, and also the decisions making about content, task, and activities.

Similarly, Mansour (2008) states that “beliefs control the gaining of knowledge but that knowledge also influences beliefs” (as cited in Bingimlas & Hanrahan, 2010. p.418). It can be said that there is a correlation between belief and teachers’ knowledge, and also, beliefs are part of the different characteristics that compose teaching.

To conclude Nesrine Ghaouar (2015) in her research *Teachers’ Beliefs and Practice in the Linguistics Classroom* stated that “beliefs are strong determinants of how teachers teach and what type of learners they seek to develop”. She also states that “it has been found that teachers’ beliefs are stronger than their knowledge” (p. 87)

Finally, she concluded that teachers should be aware of the differences between what they believe in and what they do in order to decide how to make it better. Teachers need to move away from the routine teaching to the reflective innovative teaching where every session represents a new learning experience for both the teachers and the learners; hence, “the key of how you teach is what you believe in”.

Apart from that, Dympna Devine (2013) in her research also noticed that there is a contradiction between teacher beliefs and observation of their practice. She stated that “teachers’ beliefs act as a filter of both information and experience, framing situations and problems, guiding intention and subsequent action”. She also said that “Beliefs are also intertwined with and core to identities how teachers understand and define themselves shapes how they understand and define others” (p.85).

TEACHERS' BELIEFS ABOUT SPEAKING

2.1.6 Beliefs about learning

To conclude with the ideas that different authors presents about different type of beliefs, teaching and learning are reciprocal processes, and, as so, the study of teacher's beliefs related to learning is necessary because teacher's beliefs and their own conceptions generated from learning can directly affect the teaching process and, consequently, these beliefs can have repercussions on student's learning.

In this respect, Schommer (1990) considers that teacher's beliefs can affect the student's abilities, such as the way to interpret knowledge, how students process information about strategies and how students monitor their own comprehension process.

Teaching actions and practice based on belief can influence the process of student's learning and can create ideas from what they observed and experience in the interaction between teaching and learning; additionally, students create their own beliefs about learning from the way they were taught (Calderhead and Robson, 1991). If students have the correct guidance and support from their teacher it could be successful, the way they internalized the importance of learning a second language for their life.

This idea is further supported by the findings in Ali Dinçer & Savaş study in 2013 with pre-service English teachers in Turkey. This study, called *Teachers' Beliefs on Speaking Skill Based on Motivational Orientations*, shows how intrinsic and extrinsic motivation influenced language acquisition. With the data collected in this study, the writer pointed out the fact that some teachers still use old methods to teach speaking. The researchers found that:

Traditional approaches still exist in the golden age of communicative approaches in language education. Teachers taught speaking with the audio-lingual method by forcing

TEACHERS' BELIEFS ABOUT SPEAKING

students to memorize and repeat conversations from the textbooks for many years. What they did not realize was that the textbook conversations were not realistic and not similar to everyday English in conversations.

Apart from that, the writer mentioned the inefficacy of materials, low course hours, and negative affective factors when acquiring the speaking skill.

The main problems in language classrooms in Turkey are generally related to out-branch teachers, traditional methods, material inefficacy, low course hours, and negative affective factors. No doubt, these highly cited problems are related with all language learning process and specially speaking skill. (Dinçer & Savaş, 2013 p. 89).

At the end of the study the author concluded that teachers' beliefs regarding the teaching of speaking not only affects students' learning process when acquiring a second language but also Teachers' perceptions can influence, in a negative way student's motivation, since the use of traditional and inefficacy methods are still evident in this century.

Apart from the studies mentioned before, there is also another important study that mentions another classes of beliefs that could affect the developing of a lesson in an English class. Schoenfeld (1998) mentioned that there are some classes of beliefs that affect teachers' classroom actions, such as: beliefs about the nature of subject matter, beliefs about the nature of the learning process, beliefs about the nature of the teaching process and the roles of various kinds of instruction; and finally beliefs about particular students and classes of students. Those representations can be influenced by previous experiences as learners or previous experiences as teachers.

TEACHERS' BELIEFS ABOUT SPEAKING

In addition to students' and teachers' beliefs, it is also important to pinpoint the concept of oral production and its role in developing the speaking skill.

2.2 What is oral production?

According to Chaney (1998, p.13), speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". So, speaking is the ability to articulate or produce oral sounds which are connected and structured to convey meaning in order to communicate. For Harmer (2001), speaking is "an activity in which learners use any and all of the language they have at their command to perform some kind of oral activities inside and outside the classroom".

Many other authors have defined speaking in different ways. Some said that is an ability that is developed while being a child and also that is followed by a listening ability. As Tarigan (1990) stated: "speaking is a language skill that is developed in child life, which is preceded by listening skill, and at that period speaking skill is learned". In this sense, speaking is the basic language that plays an important place in the developing of child". (p.3).

Another important concept about speaking was stated by Grognet (1997): "speaking is one of the skills that have to be mastered by students in learning English. Speaking is an essential tool for communicating" (p.136). So, as teachers, we have a responsibility to prepare students as much as possible to be able to speak in English in the real world outside the classroom.

Finally, Hornby (1995) stated that "speaking is the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often

TEACHERS' BELIEFS ABOUT SPEAKING

the first impression of a person is based on his/her ability to speak fluently and comprehensively” (p. 37). It means that speaking is the ability that the students will be judged upon most, all things considered, circumstances. It is a vital piece of regular association and frequently the initial introduction of a man depends on his/her capacity to talk fluidly and extensively.

Brown in his book *Teaching by Principles* also presents current issues in teaching oral communication. Brown (2001: 270) argues that spoken language is easy to perform, but in some cases it is difficult in order for students to carry out successful speaking; he mentions some characteristics necessary for a speaking activity to be successful such as:

- 1) Learners talk a lot: As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses.
- 2) Motivation is high: Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.
- 3) Language is of an acceptable level: Learners express themselves in utterances that are relevant, easy comprehensible to teach other and of acceptable level of language accuracy.

The Colombian Framework for English Standards considers speaking as a productive skill. Standards to develop this language ability are divided into two categories which are “monologues” and “conversation”. In 2004, The Colombian Ministry of Education (MEN) designed a National Program of Bilingualism (PNB). This program is intended to “make citizens able to communicate in English, so that they can insert the country in universal communication processes, global economy, and cultural openness; with internationally comparable standards”

TEACHERS' BELIEFS ABOUT SPEAKING

(Colombian Framework for English Standards, p. 6). These standards include the development of speaking skills so that the students can communicate using the target language in different contexts.

To start with, Nunan (1991) categorize oral language into two big branches “monologues” and “dialogues”. He divided monologues in planned and unplanned conversations and dialogues in interpersonal and transactional language.

Thornbury (2005) said that speaking can be characterized as “interactive” or “non-interactive”. Interactive speaking involves people talking to each other, exchanging information, sharing ideas, etc. An example of this is casual conversations between friends or others in different contexts and situations. Non-interactive speaking refers to the events where people speak without receiving any reply from others. For instance, when a person speaks in a public lecture, when we leave a voice mail on the phone, or when we do a presentation.

Based on the previous information, for this research, speaking will be defined as the “interactive process of constructing meaning that [involves] producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997).

With the concept of speaking defined, it is also important to understand the different teaching strategies that can be employed as well as their importance for developing this skill.

2.3 What is a teaching strategy?

According to Duque (2003), teaching strategies:

TEACHERS' BELIEFS ABOUT SPEAKING

Refer to the structure, system, methods, techniques, procedures and processes that are extensively used to engage students in an active, rather than in a passive way, in the learning process. This plan includes all approaches that teachers consider necessary to engage students in their progression of building knowledge. It is an individual teacher's teaching style; a teacher's best way on trying to help students to be engaged in their learning process. (Duque, 2003, p.25)

In a few words, a teaching strategy is a tool or a plan used by teachers to help learners to get the information they need to learn. It is also a way to provide learners with the opportunity to put into practice the knowledge they have acquired.

To motivate students in EFL contexts, teachers should include many activities and strategies that attract students' attention and make them interested in the lesson. As Peck (1978), cited in Celce-Murcia (2001), states, "Activities need to be child centered and communication should be authentic. This means that children are listening or speaking about something that interests them, for their own reasons, and not merely because a teacher has asked them to" (1978, p.139).

Likewise, EFL teachers must encourage students to use language for social interaction in the classroom. Brown (2001) advocates that students get enough opportunities to practice the language as this helps them to acquire the language in more natural contexts. Through interaction, students can build their own conversations and create meaning that they understand, and that supports and helps them.

TEACHERS' BELIEFS ABOUT SPEAKING

2.4 What are some strategies to promote oral production in the EFL class?

For promoting oral production, teachers can make use of different strategies in order to facilitate students' speaking skill development. To select these strategies teachers, need to take into consideration the level of English of the students and also the level which the teacher wants them to achieve. According to Omaggio (2000, p.223), "Appropriate teaching strategies are likely to vary, depending on students' current levels of proficiency and the level envisioned as an instructional goal".

In his book on principles for teaching speaking skills, Brown (2001) presents some strategies in order to promote oral production. Some strategies that may be used in order to promote the speaking ability are: Asking for clarification, asking someone to repeat something, using fillers, using conversations, and maintained cues, paraphrasing for structures one's cannot produce, and using mime or non-verbal expressions. (2001, p 271)

Hadfield & Hadfield (1999, p.5) also present other strategies to promote oral production:

Ask and answer	Learners ask and answer questions.
Describe and draw	Learners work in pairs. Learner A has a picture which learner B cannot see. Learner A describes the picture and learner B draws it.
Discussion	Learners work in pairs or groups to find out each other's ideas or opinions on a topic.
Guessing	The teacher or some of the learners, have information which the others have to guess by asking questions.
Remembering	Learners close their eyes and try to remember, for example items from a picture or the location of objects in the classroom.

TEACHERS' BELIEFS ABOUT SPEAKING

Miming	A learner mimes, for example, a feeling or action which the others have to identify
Ordering	Learners arrange themselves in a particular order (for example, alphabetical) by asking questions until they find their correct position.
Completing a form /questionnaire	Learners ask and answer questions. They also provide information, in order to complete a form or questionnaire.
Role play	Learners act out an imaginary situation. The learners either use a dialogue, or the teacher gives them instructions about what to say.

The strategies the teacher should focus on should be interesting and should capture students' attention.

Teachers should take into consideration that songs can also be used to develop language skills, and bring enjoyment and fun into the classroom. As Schoepp (2001, Para. 8) suggests "The enjoyment aspect of learning language through songs is directly related to affective factors." The affective filter is one of the five hypotheses that Crasher presents. Krashen (as cited in Schoepp, 2001, Para. 6) explains that for optimal learning to occur the affective filter must be weak. A weak filter means that a positive attitude towards learning is present.

Schoepp (2001, Para. 6) adds that songs are one of the methods that achieve a weak affective filter and promote language learning, and can be used to present a topic; practice language; stimulate discussion of attitude and feelings; provide a comfortable atmosphere and bring variety and fun to learning.

Apart from strategies teachers can use to teach the speaking skill, it is also important to know about the different ways speaking has and can be taught.

2.5 Teaching Speaking

Throughout the history of language teaching, the promotion of the speaking skill in the L2 class has been neglected. With the advent of communicative approaches and methods in the last decades the situation has changed. However, according to Bygate (2001, p.14), “grammar translation approaches to language teaching still have a huge influence in language teaching, marginalizing the teaching of communication skills”. So, it is common to find classes in which translation from English to Spanish, memorization of lists of words, and repetitions or drillings take place.

For some language teachers, there is a misunderstanding of what teaching oral production is and that is why they take activities or use methods that do not lead to oral production development in the class. Herazo (2009, p.47), said that “what constitutes authentic oral interaction is sometimes not clearly understood and some of the activities that take place in the classroom seem unlikely to generate meaningful opportunities for the development of oral interaction.”

2.6 Speaking Instruction in Colombia

In Colombia there has been a lot of attention given to communicative competences in English lately. The Colombian government and the Ministry of Education want to fortify the English teaching process in order to educate students to be able to use English meaningfully, so that Colombians can participate in the exchange and production of information, goods and services, and increase their social mobility. The Standards of Competence in English, which were launched in 2006, serve as guidelines and constitute a fundamental orientation for English

TEACHERS' BELIEFS ABOUT SPEAKING

teachers (Ministerio de Educación Nacional, 2006). Through them, the government clarifies what students in each grade should be able to do in English. These standards include speaking.

Regarding communicative competence, the Ministry of Education proposes to incorporate all the elements that are necessary to develop speaking skill. That is to say: linguistic competence which make reference to the knowledge of lexical, syntactic, and phonological aspects of language.

Not only the aspects mentioned above are important for the developing of oral competence, the MEN also includes sociolinguistic competence which emphasizes to the knowledge of social and cultural conditions that are implicit in the use of language. (MEN, 2006, p 12). Taking into account this information I could say that the Institution in which is carried out this research, follows each of these communicative competence. It is evidence in the area plan and the lesson plan that this specific area of this institution follows.

I consider also important to mention that In the last decade the Ministry of Education has introduced a number of strategies for the improvement and strengthening of English competences especially for young people; for example: “National Bilingualism Program 2004 - 2019”, is an overall strategy conceived to strengthen competences in English as a Foreign Language in the country in order to develop competitiveness; “Colombia Very Well or the National English Program 2015 -2025” (Ministerio de Educación Nacional, 2014), an initiative designed after evaluating the limited results of the programs implemented in the last decade and intended to be more integral and to involve more resources and components to promote the competences in English language among Colombians.

TEACHERS' BELIEFS ABOUT SPEAKING

Along with these national programs, there are other more specific projects targeting the same objective. For example, the “English Teaching Fellowship Program”, which is part of the Colombia Bilingue 2015 – 2018 project and has as objective the strengthening of the teaching of English through the accompaniment of native English teachers (Ministerio de Educación Nacional, 2005).

In general, Colombia Bilingue is a project created with the intention of helping students reach higher English levels, get more educational opportunities and improve their competitiveness in Colombia and abroad. The Ministry of National Education is making efforts for the improvement of communicative competences in a second language in order to contribute with the quality of Education and at the same time get better results in National tests as the SABER test.

Keeping the points explained above, there are also methods and techniques that can help to develop speaking skill, some of them will be explain in the following lines.

2.7 Methods and Techniques for Teaching Speaking.

2.7.1 Method of Teaching Speaking

There are ten methods of teaching foreign language, and within each one speaking has been given a different emphasis and role. Many authors have given different points of view about what a method is. An example of this is when Fauziati (2002) pointed out that “a method is treated at the level of design in which the roles of teachers, learners, and instructional materials are specified” (p.5).

2.7.2 Grammar Translation Method (GTM)

When talking about this method Richards (2014) stated that “grammar translation method requires students to translate whole texts word for word and memorize numerous grammatical rules and exceptions as well as enormous vocabulary lists” (p.36). The goal of this method is to be able to read and translate literary masterpieces and classics. In terms of speaking, this method only allows for translating texts and memorizing lots of grammar rules. Therefore, there is little focus on the development of any communicative competence.

2.7.3 Direct Method

In 2014 Richards and Rogers stated that “direct method of teaching was developed as a response to the Grammar-Translation method. It sought to immerse the learner in the same way as when a first language is learnt. All teaching is done in the target language, grammar is taught inductively, there is a focus on speaking and listening, and only useful “everyday” language is taught” (p.38). With regard to speaking, this approach also has little emphasis on the development of communicative competence since its purpose is to teach a second language in the same way the learner acquires the first tongue.

2.7.4 Audio-lingual Method (ALM)

Authors like Brown talked about this important method and said that it is a method in which students learn a second language directly and they do not need to use the mother tongue to describe new words or grammatical structures in the target language. It is evidence in Browns

TEACHERS' BELIEFS ABOUT SPEAKING

words when in (2000) stated that: “audio-lingual method advised that students be taught a language directly, without using the students' native language to explain new words or grammar in the target language. (p.42). However, unlike the direct method, the audio-lingual method did not focus on teaching vocabulary. Rather, the teacher drilled students in the use of grammar. As mentioned above, this method only prepares students to learn through grammar without using real context.

2.7.5 Community Language Learning (CLL)

It is an approach in which students cooperate to create what parts of a dialect they might want to learn. It was stated by Brooks (2007) when said: “CLL is an approach in which students work together to develop what aspects of a language they would like to learn”. (p.56). In this important approach the teacher plays an important role because acts as a guidance counselor and a paraphraser, while the novice acts as a collaborator. Concerning learning and teaching speaking, the method presented has little emphasis on this. However, speaking is fostered in an implicit and informal way, the main point here is to acquire the language in a collaborative form.

2.7.6 Total Physical Response (TPR)

Richards and Rogers (2001) emphasized that when learning a second or additional language, it is internalized through a process of code breaking similar to first language development and that the process allows for a long period of listening and developing comprehension prior to production (p.72). Moreover, students react to instructions that involve physical movement.

TEACHERS' BELIEFS ABOUT SPEAKING

Little emphasis is done on the teaching and learning of speaking since the ultimate aim is to teach basic speaking skills. This approach also teaches oral proficiency at a beginning level.

2.7.7 Natural Approach (NA)

The purpose of this method is to implement principles of natural language acquisition into a classroom. This approach considers only language and vocabulary the principle of language. As Richards (2014) stated: “Natural approach is a method of foreign language teaching which aims to apply the principles of natural language acquisition into classroom context. Meaning is considered as the essence of language and vocabulary (not grammar) is the heart of language” (p.128). Despite the fact that this method is based on the use of language in communicative situations without recourse to the native language, is not useful in the teaching and learning of speaking skill because we need to have certain grammar knowledge to be able to communicate with others.

2.7.8 Silent Way (SW)

Related to this method authors like Gategno and Richards have stated different points of view related this method. Gategno (1972) describes it as “an approach to language teaching designed to enable students to become independent, autonomous and responsible learners. The main objective of a teacher using the Silent Way is to optimize the way students exchange their time for experience” (p.11). It means that this approach as a methodology should dialect instructing intended on empower scholars should get to be independent, self-sufficient What's more mindful learners”. As mentioned before, in terms of teaching and learning speaking this approach has little emphasis on the development of communicative competence since the main

TEACHERS' BELIEFS ABOUT SPEAKING

objective is to improve the exchanging of information with others. Also this method emphasizes on the teaching of practical knowledge of the grammar of the language (Richards 2014).

2.7.9 Suggestopedia

As the approaches mentioned before this method is not related to speaking since this ability needs to be acquired through practice, not only mental processes as suggestopedia proposed. An important author Lozanov stated in 2011 that: “it is a teaching method which is based on a modern understanding of how the human brain works and how we learn most effectively” (p.3). In terms of speaking, this method has little emphasis on it. Learning is focused on mental processes and the way the learner acquires the knowledge effectively.

2.7.9.1 Communicative Language Teaching (CLT)

When teaching a second language the interaction between learners is the main purpose of this approach. Communication is created by the individual to matter errors or mistakes, the most important aspect is to communicate. In this way Richards (2006) stated that: “communicative language learning the purpose of teaching a second language is the interaction between the learners in order to achieve communicative competences. (p.64). Richards (2007) also said that: “Language is created by the individual often through trial and error, and fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but in context” (p.157). Authors like Hammer (2001) said that through this method the students are expected to interact with others. (p. 86) explains that the aim of Communicative Language Teaching as follows:

TEACHERS' BELIEFS ABOUT SPEAKING

The communicative approach or CLT have now become generalized terms to describe learning sequences which aim to improve the student's ability to communicate, in stark contrast to teaching which is aimed more at learning bits of language just because they exist and without focusing on their use in communication.

This is the method recommended by the MEN since it help students to interact with others in a real context. This method also allows learners to acquire the second language by using real scenarios that is why the final purpose of MEN by using CLT method is to create and improve the student's ability in communication.

3. METHODOLOGY

Applied research “strives to improve our understanding of a problem, with the intent of contributing to the solution of that problem” Bickman and Rog (2009, as cited in Merriam, 2009, p.2). It means that research implies the generation of knowledge about a problem in order to create possible solutions. This knowledge is derived from a collection of data that provides information and understanding about the characteristics of the problem, about the participants involved in the research and about the context of the situation. Researchers have the responsibility to manage the information in a transparent and rigorous manner.

3.1 Qualitative research

Qualitative research is an inquire approach in which the inquirer explores a central phenomenon and collects details views of the participants in the form of words or images. It also analyses and codes the data for descriptions and themes. (Creswell 2002). This type of approach has some characteristics that are presented by some authors. To start with Keith Richards (2003) said that this type of research study behaviors in natural settings in the context of their ordinary world. It means that it will not establish unreal situations or try to control some conditions. This type of inquiry has a main rule that is to focus on a small quantity of members, groups, or participants. Therefore, it does not attempt to make generalizations about large group of participants based on individual characteristics.

TEACHERS' BELIEFS ABOUT SPEAKING

The goal of this type of research is to describe what is happening and what the subjects are experiencing during a learning process, it is not only to ask ready-made questions as in other research. (Seliger & Shohamy, 2001).

Most of the time this type of study begins without any focus then the investigator is opened to anything that come up. Therefore, often the categories and hypothesis are identified after the research process have already begun. Then, the study is reduced. After the matter has been defined, it is important what type of data collection methods are going to be used in the research. The next step in this process is to analyze the collected data and try to find initial patterns of behaviors. This initial finding must be validated by collecting more data or information. (Seliger & Shohamy, 2001, p.123).

According to Richards there are seven design options of qualitative research that are appropriate to second language research that are: grounded theory, case study, ethnography, action research, life story and conversation analysis.

This study will focus use a qualitative design, which is understood as a “field of inquiry that crosscuts disciplines and subject matters” (Denzin & Lincoln, 2005). This research also includes data collection techniques such as questionnaires, observation, and the revision of documents and video-recordings normally used in case studies which can be defined as one of several ways of doing social science research.

TEACHERS' BELIEFS ABOUT SPEAKING

Concerning qualitative research method, there are a variety of different approaches including grounded theory, ethnography, narrative, phenomenology and case study, which are the most commonly chosen by researchers.

I decided to implement qualitative research instead of quantitative research because as I mentioned above, qualitative approach in the second language class allows me to obtain descriptive data about the phenomena that is actually happened in the teaching-learning process. Taking into consideration the above information, a case study has been adopted in this research.

3.2 Case study

One type of qualitative research is the case study methodology, which can include both quantitative analyses and historical data (Merriam, 2009). Since the 1980s when this method became more popular among beginner researchers, a variety of definitions have been introduced. Yin (2008) states that a case study is “an empirical inquiry that investigates a contemporary phenomenon within its real life context, especially when the boundaries between phenomenon and context are not clearly evident” (p.40). This means that case study method can be the most suitable one when the focus is a real-world situation which will be analyzed and described in detail. Similarly, Creswell (2007) introduces the following definition:

A case study research is a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information, and reports a case description and case-based themes” (Creswell, 2007, p.73).

TEACHERS' BELIEFS ABOUT SPEAKING

This kind of research methodology may be also defined taking into account the final product of research. In this sense, Wolcott (as cited in Merriam, 2009) argues that it is “an end-product of field-oriented research” (p.36). However, other definitions indicate the degree of variation concerning the concept of case study, which has also been conceived as an ‘in-depth, multi-faceted and very detailed’ investigation of a single phenomenon, using the methodology of qualitative research (Fagin, J. et al 1991). To conclude, Anderson (1993) considers that case studies are focused on *how* and *why* things occur, trying to find the difference between what was planned before and what actually happened. From this point of view, the main purpose of a case study is not to make generalizations, but concentrate on a particular, specific unit of analysis. Based on this definition, a case study focuses on specific individuals and their particular settings. That is why this research is defined as a case study since it is concentrated on a particular teacher’s instruction of the speaking skill in an 9th grade ESL class at Gimnasio Altair de la Sabana, situated in Sincelejo Sucre.

Concerning the types of case study, a variety of classifications provided by different authors might be considered. According to its characteristics a case study may be particularistic, descriptive, or heuristic (Merriam, 2009). *Particularistic* when the focus is a particular situation, event, program or phenomenon. *Descriptive* when the end product of a is a rich, detailed description of the event. And *Heuristic*, when the case study allows the reader a deep understanding of the phenomenon under study. In addition to what was said, the same Merriam (2009) has found it useful to differentiate case studies as Historical, which means that the phenomenon is investigated over a period of time, and Observational, when participant observation is the instrument selected to collect information.

TEACHERS' BELIEFS ABOUT SPEAKING

From another point of view, and according to the researcher's interest, case studies can be intrinsic, instrumental, and collective (Stake, 2005). Firstly, when the author is interested in the particular case itself, the case study is considered as intrinsic. Secondly, when the case plays a supportive role to facilitate a better understanding of the event, it is called instrumental. Finally, when a number of cases are studied to analyze a population or general condition, the case comes to be a collective one.

Since this is a case of my particular interest, and the results of the real context phenomenon studied will be reported descriptively, the present project may be categorized as an intrinsic and descriptive case study.

3.3 Data sources and data collection procedures

To complete this study three different data collection instruments were used: questionnaires, document analysis and observations. Definitions of these instruments as well as how they were designed and implemented in this research will be presented in Table 1 below.

Table 1 Data collection methods

Instrument	Research objective	Participant (source of data)
Document analysis	Analyze the characteristics of ninth grade English teachers' instructions in speaking lessons.	Lesson plans, materials used by the teacher
Observations	Identify how speaking is being taught and what strategies they use.	Teacher at the school

Analyze the characteristics of ninth grade English teacher's instructions in speaking lessons

3.4 Questionnaires

Questionnaires is a tool than can be used in qualitative and quantitative research. This type of instrument gives the researcher an opportunity to know precise information about personal thoughts and opinions that the observer wants to know. When using questionnaires, it is important to decide what type of questions we want to apply if “close” questions or “open” questions. Open questions give more freedom to the person to answer and expresses what he wants, close questions answers are limited and do not give an ample space to answers questions (Dornyei 2013).

Wilson and Mc Lean (1994) stated “The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze.

For the present research, an open questionnaire was used to collect data from the teacher observed. This instrument allowed the teacher to report her thoughts and beliefs about the teaching of speaking. The twelve questions aimed to collect data regarding:

- How the teacher defines speaking.
- The importance of speaking in her classes.
- Techniques and strategies regarding the teaching of speaking.
- Materials used to teach speaking.

TEACHERS' BELIEFS ABOUT SPEAKING

(*See Appendix #1*). The questionnaire was given to the teacher before her classes were observed.

For this study, the questionnaire applied to the teacher used open-ended questions. With this type of questionnaire, the respondents can answer each question freely without limiting answers.

Questionnaires in this research project could help the investigator to know exactly the thoughts and insights the observed teacher has about the teaching of speaking.

3.5 Documents

Document investigation is a methodical system for exploring or assessing printed and electronic material. Like other systematic strategies in subjective research, report examination requires that information be analyzed and deciphered with a specific end goal to inspire significance, increase understanding, and create experiential learning. In 2008 Corbin & Strauss stated that: "Document analysis is a systematic procedure for reviewing or evaluating printed and electronic material. Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge (p.27).

There are some advantages when analyzing documents. First documents can provide background information, can help the researcher to contextualize the data she collected during the observations and provide data on the context in which the researcher is carrying the research. Second, the analysis of documents most of the time can suggest some questions that can be asked and also situations that can be observed as a part of the research. (Goldstein and Reiboldt 2004).

TEACHERS' BELIEFS ABOUT SPEAKING

Analyzing documents also serves as a means to get information from written files, printed materials and existing information (Bowen, 2009).

However, analyzing documents has its limitations such as insufficient details, low retrievability, and biased selectivity. But it was not difficult to deal with this since I could ask for the information any time I need it because the study was carried out at the institution in which I worked.

For the present study, I analyzed the teacher's lesson planner and the area plan of the English subject. By analyzing the lesson planner, I could notice how many hours per week the teacher plans to teach speaking, I could also decipher what type of activities, resources, methods and materials the teacher plans to use to teach speaking.

3.6 Observations.

Marshall and Rossman (1989) define observation as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study" (p.79). Observations allow the investigator to describe circumstances or situations of the situation that has been studied during a period of time. Many authors support some advantages when using this type of instrument in qualitative research. Observation methods are useful for researchers in a variety of ways. They provide researchers with ways to check for nonverbal expression of feelings, determine who interacts with whom, grasp how participants communicate with each other, and check for how much time is spent on various activities (Schmuck, 1997). In addition to this, Marshall and Rossman (1995) gave another important concept related the use of observations in qualitative research "observations allow researchers to check definitions of terms that participants use in interviews, observe events that informants may be unable or unwilling to share when doing so

TEACHERS' BELIEFS ABOUT SPEAKING

would be impolitic, impolite, or insensitive, and observe situations informants have described in interviews, thereby making them aware of distortions or inaccuracies in description provided by those informants”.

Class observations were held in order to observe the strategies the teacher used to teach speaking and how the students responded to them. Classes were also video-taped for getting detailed information of the class development. During the research I decided to video-tape classes observed because in this process enabling researchers to learn about the activities of the people under study in the natural setting through observing the activities carried out in the classroom. Merriam (2009) “observations take place in the setting where the phenomenon of interest naturally occurs rather than a location designated for the purpose of interviewing” (p. 117). It can be affirmed that observations allow researchers to obtain essential data about the phenomenon of interest in a natural setting.

Many other authors give more explanations about this type of instrument. Cohen et al (2007) affirm that “The distinctive feature of observation as a research process is that it offers an investigator the opportunity to gather ‘live’ data from naturally occurring social situations” (p.396). It can be said that through observation processes the investigator can collect data in a natural and direct way and also, this kind of procedure facilitates the collection of data with a high grade of validity and authenticity.

According to Morrison (1993), observations enable the researcher to gather data on:

- The physical setting (e.g. the physical environment and its organization)

The human setting (e.g. the organization of people, the characteristics and make up of the groups or individuals being observed, for instance, gender, class)

TEACHERS' BELIEFS ABOUT SPEAKING

- The interactional setting (e.g. the interactions that are taking place, formal, informal, planned, unplanned, verbal, non-verbal etc.)
- The programme setting (e.g. the resources and their organization, pedagogic styles, curricula and their organization).

On other hand, some researcher as Gold, (1958) & Le Compte & Preissle (1993) talk about the role of the researcher during observation process: Complete participant, participant as observer, observer as participant and complete observer.

The role of the researcher in complete participant is to participate as a member of the group. The participant as observer has to guarantee confidentiality to the members of the group, toward the information gained. Also, the main role as observer as participant is to gather information rather than participate in the group. Complete observer is undetected by the group; the research can be done in a public setting. (Dewalt & Dewalt, 2002)

In the educational field, the participant as observer can assess the quality of instruction that occurs in a classroom and this kind of observation is used with formative purposes. (Rennekamp, 2008) In this study non - participant observation was carried out.

According to Williams (2008), Non - participant observation is a qualitative research procedure for gathering information about social aspects without direct interaction with the participants.

According to Morrison (1993) “being immersed in a particular context over time not only will the salient features of the situation emerge and present themselves but a more holistic view will be gathered of the interrelationships of factors” (p.88). This kind of observation allows the researcher to describe the interaction and social process with a higher grade of accuracy and less subjective inferences.

TEACHERS' BELIEFS ABOUT SPEAKING

For this research, the observation process focused on events that describe the interactions between the teacher and learners, the quality of teacher's methodologies and the characteristics of the speaking teaching and learning process. To do this an observation format was designed so as to take notes about what type of method, strategies, pattern of interactions, materials and activities were used by the teacher (*see Appendix #2*).

The purpose of the observation was to explore the English teacher's practices in order to make a comparison between her beliefs about her speaking instruction and her actual practice regarding the teaching of speaking. Likewise, observations provided information about the stages of the speaking lesson implemented by the teachers, the characteristics of the methodologies applied, and data about how beliefs are reflected in her teaching practices.

For this reason, I could classify this type of observation as a non-participant observation since it involves observing participants without actively participating and also this kind of observation understand a phenomenon by entering the community or social system involved, while staying separate from the activities being observed (Liu & Maitlis 2010).

Six English lessons were observed in order to identify the characteristics of speaking instruction in ninth grade that the teacher exhibits during speaking activities. Table 2 describes the dates taken to apply the instruments.

Table 2 Observation Data

Date(s)	Instrument to be applied	Data to be collected
<ul style="list-style-type: none">• September 22-2016	<ul style="list-style-type: none">• Observation 1 (6.50-7:30 a.m.).	Identify what methods, strategies, materials and activities are used by the teacher to promote speaking.
<ul style="list-style-type: none">• September 26-2016	<ul style="list-style-type: none">• Observation 2 (8:50-9:30).	
<ul style="list-style-type: none">• September 27-2016	<ul style="list-style-type: none">• Observation 3 (6.50-7.30 a.m.).	
<ul style="list-style-type: none">• September 28-2016	<ul style="list-style-type: none">• Observation 4 (6:50-7:30).	

TEACHERS' BELIEFS ABOUT SPEAKING

<ul style="list-style-type: none">• October 4-2016	<ul style="list-style-type: none">• Observation 5 (8:50-9:30 a.m.).
<ul style="list-style-type: none">• October 6-2016	<ul style="list-style-type: none">• Observation 6 (6:50-7:30 pm).

3.7 Participants

The participant for this research is a female teacher who teach English to 9th graders at Gimnasio Altair de la Sabana, an urban population in Sincelejo Sucre. The teacher is 37 years old and has 12 years of experience teaching English not only in this private institution but also at public universities.

4. Results

Based on the qualitative research methodology and data collection methods explained in the previous chapter, this section explores the teacher's beliefs and practices related to about how speaking is being taught. The data collected from the questionnaire and observations will be analyzed and discussed in the following way:

- Description and analysis of teacher's practices during speaking lessons.
- Analysis of teacher's beliefs about speaking and the teaching of speaking as evidenced in observations and questionnaire.

TEACHERS' BELIEFS ABOUT SPEAKING

4. Analysis of Questionnaire

In order to examine teachers' beliefs about the teaching of speaking, a questionnaire was given to the teacher observed. In this document, she answered some questions about her personal belief of how speaking is being taught (*see Appendix # 1*).

I wanted to know how important it was for her to encourage students to speak in the English class and whether she promoted speaking skill. From the analysis of the questionnaire, I found that for the teacher, promoting the speaking skill was very important since her main goal is to teach a language, an accurate communication that allows students to have the tools to communicate and gives them the opportunity to communicate with other cultures.

"I think it is important because our main goal is teaching a language. An accurate communication is important nowadays thanks to all challenges we face in a society full of needs" (Appendix 2 question # 7)

In the same way, I was interested in knowing what perceptions about the teaching of speaking the participant teacher had. I found that for her the motivation of students was really important in the development of this skill. She thought that activities have an important place in the teaching of this skill. This is what she answered when I asked her how speaking should be taught.

"Teaching speaking is not easy. As an important skill to teach a second language it is necessary to apply a strategy to encourage students to keep them motivated."
(Appendix N^o 2 question# 6)

TEACHERS' BELIEFS ABOUT SPEAKING

On the other hand, it was important to know what techniques or strategies the teacher typically uses in her classes to teach speaking. The observed teacher said that she uses task-based language teaching and also she tried to apply group activities in which students have the opportunity to interact.

“A well speaking activity starts with a situation or maybe a problem question. I also work in my class with the task-based language teaching with make my classes really successful. I also have my students in cooperative activities where they communicate and practice speaking a lot”.

(Appendix N^o 2 question # 11)

Harmer (2001) also said that students need to be given chances in which they practice speaking by doing activities in which they are required to speak in an interactive way. This implies that the teacher uses strategies to create meaningful contexts for speaking practice. Some of these strategies are listed by Hadfield & Hadfield (1999). They include descriptions, guessing games, discussions, role plays, etc.

To conclude, some beliefs about the teaching of speaking were identified when the questionnaire was analyzed. The observed teacher believes motivation plays an important role in the teaching of speaking, she mentioned that the implementation of strategies in order to keep students motivated is important. Another important aspect the teacher believes is significant was the use of techniques and strategies for the teaching of speaking. All of these aspects do not differ from the ones stated by some authors. Richards and Rodgers (2001) said that teachers' decisions about strategies at the moment to teach, are directly guided by teachers' theories about language and language learning. Also motivation is really important and can be evidence when Ali Dinçer & Savaş Yeşilyurt in their study stated that “intrinsic and extrinsic motivation influenced language acquisition”.

TEACHERS' BELIEFS ABOUT SPEAKING

4.1 Document Analysis

The following section provides a detail analysis of the data related to the fundamental research questions concerning about the believes a teacher has on the teaching of speaking. This analysis is organized in the following form: (1) Plan de asignatura, (2) Lesson Plan.

4.2 Plan de asignatura

The plan de asignatura is a document that contains data related to the objectives of the course per period, the aim, the content, types of activities to be developed, and the grading policy. In analyzing this information, I was able to see that the teacher planned to teach speaking during each period with different activities. I also could notice that in the activities to be developed by the teacher the document presents some of them: oral presentations, roll plays, monologue, short speaking projects, and karaoke. Table 3 describes the plan de asignatura analysis.

Table 3 Plan de asignatura analysis

Term	Topic and sub-topic	Aim	Methodology	Resources	Comments
					Related to speaking skill
Fourth	<ul style="list-style-type: none">• Too, So and Such.• The Passive voice.• Connectors showing. addition and contrast.	Propone situaciones en las que se presenten condiciones y resultados en diferentes	Socialización, Presentación en PowerPoint, Participación en Tablero, Talleres escritos,	Video beam. Laptop. Workbook. Students' book. Speakers. Posters.	In fourth period the focus in the plan de asignatura was grammar. However,

TEACHERS' BELIEFS ABOUT SPEAKING

<ul style="list-style-type: none"> • Strong adjectives. • Environmental issues. • Personal traits. 	tiempos y voces.	Trabajo en Students' book y Workbook, karaoke, role Plays, canciones para completar, posters, reading time: Web	Web Reading book.	there were few activities related to speaking skill. Activities include karaoke, and role plays. The objective of each activity was promote the development of speaking skill. However, the instructions were not clear explain in the document but orally before each class.
---	------------------	---	-------------------	---

4.2 Lesson Plan

Table 4 Lesson plan chart

Date	Focus of the lesson	Comments related to speaking instruction
09-22-2016	Grammar too-enough (9A)	The teacher presents the grammar lesson in each class by showing some slides explaining the rules and content. Interaction between teacher students was few, however the teacher asked students to participate giving examples of the grammar lesson. Few students participate during the class.
09-26-2016	English quiz too-enough (9B)	
09-27-2016	Exam (9A)	The exam presented by teacher was to assess students' knowledge about the grammar topic student were learning during the week. During

TEACHERS' BELIEFS ABOUT SPEAKING

		the exam the teacher interact with students by clarifying doubts.
09-28-2016	so Vs such (9b)	The teacher gave emphasis in this class on grammar point, she uses English all the time and also students. She explicitly is not teaching speaking, however implicitly, she forces students to interact, answer and participate during the class.
10-04-2016	karaoke (9A)	The teacher wants to evaluate students speaking by doing karaoke, she emphasizes on the pronunciation of words and sentences. She encourage students to participate and do the performance taking into account the aspects mentioned.
10-06-2016	Environmental problems (9B)	The teacher expresses and explains the topic and activities in English, the vocabulary exercise gave students the opportunity to participate and communicate each other in English. The teacher helped them clarifying doubts during the activity. Students have the chance to interact by answering teachers questions related to the video presented.

The teacher submitted 32 lesson plans and each lesson plan was organized per week. The lesson plan also includes the aim of the period, type of activities, resources, methodology to be implemented in the class and the assessment or evaluation.

In order to analyze the lesson plan, I took into consideration numbers of ours to teach speaking, type of instructions and type of activities. Based on this information, table 5 describes all the activities the teacher planned to teach speaking.

Table 5 Planned speaking activities

Date	Planned Speaking
October 4th -2016	Karaoke activity.
October 6th -2016	Video- environmental problems.

TEACHERS' BELIEFS ABOUT SPEAKING

In general, based on the document analysis, the teacher planned to teach speaking in two sessions and carried out two activities to this purpose.

In this section I will describe the results found after analyzing the teacher lesson plan and the area plan.

Table 6 Document analysis chart

Teacher lesson plan	Area plan
<ul style="list-style-type: none">• Speaking instruction was not explained explicitly but implicitly in four of the six lessons observed.• Methodology and techniques to teach speaking were not clear explained in the lesson plan.• Speaking skill was immersed in grammar explanations.• The emphasis on the lessons were mostly grammar.• There were only two lessons focusing on speaking skill.• Interaction between teacher and students was evident at the moment of asking and answering questions related to the topic developed.• The evaluation of the speaking activities was not clear explained in the lesson plan. However, the teacher explained the aspects to be evaluated at the beginning of each lesson.	<ul style="list-style-type: none">• Speaking is one of the abilities to be teach according to the competences written in this document.• Speaking activities help to develop confidence, fluency when speaking.

5. Analysis of observations

The observations provided information about the stages of the speaking lesson implemented by the teacher, the characteristics of the methodologies applied and data about how beliefs are reflected in her teaching practices. This section describes the most relevant results of the observations conducted at English classes in two different groups.

TEACHERS' BELIEFS ABOUT SPEAKING

Observation 1

Focus: Grammar too-enough (9A)

Stages of Lesson: In this first observation, the stages of the lesson were Introduction (greeting, English prayer, arousing interest), preparation to work on student's book, and explanation of the differences between too and enough.

Materials Used: grammar slides, students book.

Observation Comments: After greeting the teacher asked the students to take out their students book to review the grammar part they were working days ago. The teacher starts asking students what was the difference between too- and –enough, and students start explaining to the teacher and trying to establish the differences between the two of them.

T *Remember, we are working on Too and Enough. Alejandro what is the difference about too and enough?*

S *Too is much and enough is suficiente.*

T *Remember, you have enough too-too. So when are we going to use enough? Is it more than necessary?*

S *es suficiente, lo necesario.*

T *lo necesario? Could you give an example?*

S *there is not enough sugar in the fridge.*

TEACHERS' BELIEFS ABOUT SPEAKING

During the class the teacher and the students were interacting in English. After finishing this first part, the teacher asked students to work in their books on a short activity related to this topic. The teacher also instructs students about the way they have to complete the exercise.

In this first observation students were participating, some of them went to the white board to write the answers of the exercise. During the exercise the teacher gave feedback when students answer incorrectly and they realized immediately and correct it.

Observation Conclusions: In this first observation, I could observe that the teacher did not explicitly teach speaking in the class because she was explaining grammar. However, the teacher worked with student's certain aspects of speaking, for example when the teacher asked students to give oral examples of how to use two different adverbs, she indirectly force students to speak an explain with their own words some grammar rules.

Observation 2

Focus: English quiz too-enough (9B)

Stage of the lesson: Introduction: (organizing the classroom, doing the prayer).

Materials used: workbook to practice some exercises.

Observations comments: In this second observation, the teacher asks students to work on their books some exercises that will help students for the quiz they will take in the second hour.

T good morning, good morning.

Class *good morning teacher.*

TEACHERS' BELIEFS ABOUT SPEAKING

T *how was your weekend? Excellent? Bad?*

S1 *great teacher.*

S2 *bad teacher.*

T *yours was bad? Sorry...*

T *guys, remember that today we have a quiz, so during the first hour we are going to finish some exercises to review, reinforce and if you have any question please ask me today. So I need you to take out your workbook and work.*

Observation comments: During the activity the teacher walks around the class giving short explanations to students about the exercise they were doing. During the observation, instructions and explanations were given in English, but there was no direct evidence about speaking instruction and the activities were focus on grammar point.

Observation 3

Focus: Exam (9A)

Stage of the lesson: Introduction (prayer, ask students to organize the classroom to take an exam).

Materials used: grammar worksheet

Observations comments: the teacher delivers the exam on a sheet of paper and students starts answering this. During the exam the teacher walks around the classroom and no more instructions were given to students.

TEACHERS' BELIEFS ABOUT SPEAKING

Observation conclusions: the teacher asked students to take the exam in order to evaluate students' knowledge about the grammar point they had been studying during the week. The exam was planned by the teacher and was evidence when analyzing the lesson plan.

Observation 4

Focus: so Vs such (9b)

Stage of the lesson: Introduction: (prayer, video, grammar so-such).

Materials used: video (the video was shown to how some people mispronounce some words).

Observations comments: the teacher explains to students about the importance of communicating in a good way, and tell students in advance they will work on a karaoke activity in their next class.

T *I am going to show you a video that I showed last year. Maybe you have already watched it*

S1 *teacher I have a question. Is it long?*

T *No wait.*

S2 *teacher va a dar los workbooks después del video.*

T *I know you already watched it. But let's see. (after some minutes).*

ok, as you notice in the video people, or some people do not know how to pronounce in a good way while they sing or talk. So there is something that occur when we are learning a new language, we make this mistakes. so try to sing in a better way.

TEACHERS' BELIEFS ABOUT SPEAKING

this advice is for your next karaoke activity

During this lesson despite the fact that the teacher was explaining a grammar topic, speaking interaction was evidence when the teacher starts asking students about the difference about so and such. A student answers the teachers question in Spanish but the teacher emphasizes that is totally different to his answer.

T so, let`s continue working on so and such. Please take your book out. Yesterday we were talking about so and such. Mateo: what is the meaning of so

<i>SI</i>	<i>is, poco.</i>
<i>T</i>	<i>but in this case the meaning changes</i>
<i>S</i>	<i>Tan teacher</i>
<i>T</i>	<i>so plus adjective, she is so nice what is the meaning?</i>
<i>S2</i>	<i>Ella es tan chévere</i>
<i>T</i>	<i>and it has a consequence</i>

The teacher explains the grammar point, asks questions, and students participate actively. During the explanation there is a grammar mistake about the use “has” in the third person singular and the teacher realizes and ask the student to correct it.

SI that. She have

<i>t</i>	<i>she have? Is that correct? She have?</i>
----------	---

TEACHERS' BELIEFS ABOUT SPEAKING

SI she have, she have a lot of friends

t sure ? she have is that right?

SI no, she has, she has

T ok, correct. She is so nice that she has lot of friends.

After explaining the topic, the teacher asks students to work on their books some exercises related to the topic explained.

After some minutes of students working on the exercises, the teacher starts asking students randomly the answers of the exercise.

T please that is what you have to do on your student's book page 94. Let's read the grammar focus and do the exercises. Exercise 1: you have to add so or such for each sentence. Please one minute to do it. I will ask randomly.

T (after some minutes). Finished?

SI Yes, teacher.

T Ok rose.

SI my brother is so smart that he has studied.

T do you think that it is correct?

S2 no teacher, I have something different

T do you have something different? so tell me

TEACHERS' BELIEFS ABOUT SPEAKING

S2 | *my brother is so smart that he never has to study.*

T | *very good, that is correct.*

Observation conclusions: As noticed in previous observations, the teacher gave emphasis in this class on grammar point, she uses English all the time and also students. She explicitly is not teaching speaking, however implicitly, she forces students to interact, answer and participate during the class.

Observation 5

Focus: karaoke (9A)

Stage of the lesson: Introduction (prayer, organization of the groups to do a karaoke activity).

Materials used: video beam. Track songs, customs, laptop

Observations comments: The teacher will evaluate students' performance during the activity and also she will have some criteria that students know in advance. There were students that did not have time to dress as the artist they will represent and the teacher explains that she had explained this.

T | *ok, guys listen. let's start with the karaoke activity. Listen, I told you that you should be change.*

SI | *I had not time*

TEACHERS' BELIEFS ABOUT SPEAKING

S2	Que teacher?
T	<i>que tenían que cambiarse antes de la actividad. Se los dije. No durante la clase, ustedes tuvieron suficiente tiempo.</i>
T	<i>remember, I will take into account your pronunciation, accuracy, attitude during the karaoke. Please try to be original.</i>

After giving this instructions, students start to present in front of others. The first group present the karaoke and they sing, after finishing the teacher did not give feedback to the group. More groups participate in the karaoke but he teacher only was siting taking some notes on her notebook.

Observation conclusion: The teacher finishes the class without given feedback to the students that presented the activity. In this observation there were evidence of one of the strategies the teacher uses in her classes to teach speaking, but as mention before the teacher never gave feedback to the students.

Observation 6

Focus: Environmental problems (9B)

Stage of the lesson: Introduction (short video, teacher instruction about the video).

Materials used: video, worksheet, book.

Observations comments: After telling the students that she is going to display a short video, the teacher asks students to write down some questions that they have to answer orally after finishing the video. Then, students watch the video, and the teacher starts asking the answers to specific students.

TEACHERS' BELIEFS ABOUT SPEAKING

Students answer in a good way, and also interact in English with the teacher trying to answer to the questions the teacher ask before.

T students listen. Rafa, pay attention. I am going to show you a short part of a video and you have to answer some questions about it. These are the questions: #1 what are four types of pollution? And # 2 I want you to write five steps or tips to have your environment safe.

After this first part, the teacher gives students a copy in which they have to match some vocabulary words with their definitions. The teacher read each point and starts asking students why do they behave in a wrong way with the environment. She gives some examples about a public school and students listens. Finally, the teacher asks students about the activity she gave some minutes ago.

Observation conclusion: In this last observation, the teacher expresses and explains the topic and activities in English, the vocabulary exercise gave students the opportunity to participate and communicate each other in English. The teacher helped them clarifying doubts during the activity.

T well, in this worksheet you are going to work on environment, you are going to work on vocabulary. Please take some minutes and then we will share. You do not have to ask me anything because everything is here. It just to match the columns.

<i>s1</i>	<i>I think the answer for 1 is c..</i>
<i>s2</i>	<i>no, no the definition... you have to read the definition because it is different to the word, the word in the left colum.</i>
<i>s1</i>	<i>ahhh, ok</i>

TEACHERS' BELIEFS ABOUT SPEAKING

5. Observations general conclusions.

After finishing the observations, I could conclude that the teacher's beliefs regarding the teaching of speaking were not evidenced at the moment of carrying out the classes. In the questionnaire, the teacher highlighted the importance of giving students the opportunity to develop this skill with attractive activities, but during two weeks of observations only two classes were taken to put in practice this. According to Richards and Rodgers (2001) it can be said that teachers' decisions toward about strategies at the moment to teach, are directly guided by teachers' theories about language and language learning. Also, these theories direct teachers' preparation.

Moreover, according to Lefebvre, Deaudelin and Loïselle (2006) it can be affirmed that the actions of teachers in the classroom are connected with the thinking and feelings that teachers have from their previous experiences. During the classes, the observed teacher tried to combine grammar topics with speaking by giving students some situations at the beginning of some classes to force them to speak. Not all students were eager to participate during these short discussions, lack of grammar was evidence but all of them were corrected by the teacher. An example of this was when the teacher repeatedly asked a student about the use of the verb "have" in third person (*see Appendix N 9*)

Regarding strategies, the teacher used, I could notice that karaoke and singing songs were the ones the teacher applied, in most of the classes students worked alone others in pairs. I also noticed that the teacher used eliciting strategies since she tries to get information about what students know of the grammar she was explaining.

TEACHERS' BELIEFS ABOUT SPEAKING

It is important to highlight the importance that strategies have at the moment of teaching speaking but it only depend on the beliefs the teacher has about how to transmit students the knowledge the teacher has. As stated by Phipps and Borg (2009) “language teachers’ beliefs about teaching and learning have a powerful effect on teachers’ pedagogical decisions. Those beliefs strongly influence what and how teachers learn during language teacher education, can be deep-rooted and resistant to change (p.381).

6.Triangulation of data

In this section, the major findings will be presented.

Table 7 Triangulation

Date of Class	Planned Speaking (Plan de Asignatura)	Planned Speaking (Lesson Plan)	Observed Speaking (Observations)	Correlation to Teacher’s Beliefs about Teaching Speaking
22-09-2016	<p>Logro: (Original Spanish versión): Propone situaciones en las que se presenten condiciones y resultados en diferentes tiempos y voces.)</p> <p>Aim: (English version) proposes situations in which conditions and results are presented in different times and voices</p>	<p>In this session the teacher planned:</p> <ul style="list-style-type: none"> To explain the grammar topic too-enough. To Ask Students to work on their student’s book To practice speaking was not take into account. 	<ul style="list-style-type: none"> The teacher asks students about the difference between too- and –enough. Students explain to the teacher and try to establish the differences. instructions were given in English too, but there were no evidence of how the teacher teaches speaking to the students. 	<p>There was not a relationship between the teacher beliefs and her practice. The observed teacher did not apply any strategy related the teaching of speaking, she only limited the students attention on grammar functions and structures.</p>
26-09-2016	<p>Competencia: original Spanish versión): Identifica el propósito, las partes y tipo de textos en una lectura o audio cortos y los comparte con sus compañeros.</p>	<p>In this session the teacher planned:</p> <ul style="list-style-type: none"> To Explain the grammar topic too-enough. To Ask Students to 	<ul style="list-style-type: none"> class was observed in a different group (9b). The teacher asks students to work on their workbook. During the activity the teacher walks 	<p>The teacher gave students the chance to express their doubts, despite was a grammar point on student’s workbook the teacher interacts with students and</p>

TEACHERS' BELIEFS ABOUT SPEAKING

	<p>Competence: Identify the purpose, parts and type of texts in a short reading or audio and share them with your peers.</p> <p>Estándar: (spanish versión): Me apoyo en mis conocimientos generales del mundo para participar en una conversación.</p> <p>Standard: (English version) I rely on my general</p>	<p>work on their workbook.</p> <ul style="list-style-type: none"> To practice speaking was not planned in this session. 	<p>around the class giving short explanations to students about the exercise they were doing</p>	<p>also students interact between them by debating possible answers on the activity given. In this way, the teacher in this session force students to solve a grammar point by sharing and supporting answers with her and partners.</p>
<p>27-09-2016</p>	<p>knowledge of the world to participate in a conversation.</p> <p>Activities:</p> <ul style="list-style-type: none"> Karaoke Role Plays 	<p>In this session the teacher planned:</p> <ul style="list-style-type: none"> To Apply a grammar exam related to the topics given in the last two sessions. 	<ul style="list-style-type: none"> Speaking skill was not evidence in this lesson. The teacher asked students to take a grammar exam. 	<p>The teacher planned an exam in order to see students understanding about the grammar topic she explained in the week. There was little interaction while students took the exam. only to clarify doubts</p>
<p>28-09-2016</p>		<p>In this session the teacher planned:</p> <ul style="list-style-type: none"> To watch a video to answers some questions related to the topic. To prepare a poster to share in class about environmental issues. 	<ul style="list-style-type: none"> the teacher presented a video related the forms people interprets and mispronounce words in English. The teacher asked students about the relationship of this videos with everyday life. Speaking part was not evidence in this class session since students did not participate and answer to teacher questions. 	<p>The teacher said activities are important to develop speaking skill, however she tried to apply some of them like videos to motivate students to talk, but without any answer from them.</p> <p>The session poster was impossible to carry out because there was a different activity from the school in which students had to be.</p>
<p>4-10-2016</p>		<p>In this session the teacher planned:</p> <ul style="list-style-type: none"> To work on a song 	<ul style="list-style-type: none"> The teacher encouraged students to present the karaoke they prepared for the class. 	<p>Attractive activities that catch student's attention were one of the points the teacher highlight in the interview.</p>

TEACHERS' BELIEFS ABOUT SPEAKING

		<ul style="list-style-type: none"> the teacher took notes on a rubric she had on her notebook but she did not give feedback. 	This activity gave students the opportunity to share in public pronunciation, and performance of speaking skill.
6-10-2016	<p>In this session the teacher planned:</p> <ul style="list-style-type: none"> To display images about environmental issues. To give students some possible solutions to the problems presented. 	<ul style="list-style-type: none"> The teacher showed students some videos and images about environmental problems. there was interaction between teacher and students when sharing their thoughts about environmental issues. 	Teacher beliefs about the teaching of speaking were evidence in this session since the teacher started her class with a situation in order to students et engaged to the idea presented and then thy expresses themselves.

By comparing and contrasting all the information collected through questionnaires and class observations I found that the teacher did not use any strategy to promote oral production. Despite the fact that he acknowledged the importance of encouraging students to speak, she rather used strategies that lead students to learn and practice grammatical sentences. Translations, grammar exercises, memorization of vocabulary lists, some karaoke activities, and the designing of posters were some of the activities the teacher mostly took to the class. Few of these activities favored speaking skill. Instead of that, they just promoted grammar learning. This is line with Ali Dinçer & Savaş study (2013) that reveals that some teacher still uses old methods like audiolingual method to teach speaking by forcing students to memorize and repeat conversations from the textbooks.

The teacher did not expose learners enough to the language. If the teacher did not encourage students to speak in English and apply activities that help them to do it, he could not ask them to

TEACHERS' BELIEFS ABOUT SPEAKING

do so. Students would not be able to produce oral language, if they were not used to seeing or hearing it.

Another key aspect in speaking is planning. When activities are planned and goals are clearly stated, there is a path to follow. The teacher needs to decide which things contribute to the fulfillment of the objectives and use them. When there is planning, the teacher knows what he wants to achieve and how he is going to do it. Strategies refer to the how; they make part of the different steps the teacher has to take in order to achieve oral production in students. The absence of planning will reflect a weak class and poor learning. In this study I found that the teacher follows a lesson plan an area plan. However, class planned reflect the teaching of grammar structures, and only few classes encouraging students the use of speaking skill.

There was curriculum planning, so there was a “spinal cord” for his teaching process, it was clear what was going to be taught or how it was going to be done. Speaking skill was part of the plan however, were not enough activities that help students to develop this skill.

These findings confirm previous findings obtained by Aguirre and Speer (1999) as the researcher realized that teacher’s goals are an important part of their action plan for a lesson. When teachers come to the classroom with their lesson plan, they have the intention to achieve many goals directly related to the development of the lesson.

Thus, in terms of the original research questions posed for this investigation, the following could be said:

Question 1: How does a teacher’s perceptions of how speaking is being taught compare to how speaking is actually taught in an EFL class?

The main beliefs identified are the following:

TEACHERS' BELIEFS ABOUT SPEAKING

The teacher conceives speaking as a skill that every student should develop in a second language. Also, she considers speaking as a way to communicate using all the linguistics codes in specific contexts.

In addition to this, the observed teacher thinks that it is important to teach an accurate language in a society in which lot of challenges are faced every day. Finally, the teacher considers that speaking is important to expand the students' knowledge and opportunities to share with others.

Question 2: What is the teacher's perception of how speaking is being taught?

The following conclusions were drawn: the teacher thinks the teaching of speaking as a difficult skill to teach because it's necessary to apply strategies to engage students and also create activities to keep students motivated. These results are congruent with those of Ali Dincer & Savaş study (2013) who stated that "intrinsic and extrinsic motivation influenced language acquisition, teachers' beliefs regarding the teaching of speaking not only affects students' learning process when acquiring a second language but also Teachers' perceptions can influence, in a negative way student's motivation.

Moreover, the teacher thinks activities are also important in the developing of this skill, they must allow students to reinforce pronunciation, fluency and also student's confidence at the moment of speaking.

Question 3: How is speaking actually being taught in the EFL class?

It can be concluded that most of the classes planned by the teacher promoted the use of grammar structures. The teacher did not promote debates, interactive activities, group discussion,

TEACHERS' BELIEFS ABOUT SPEAKING

or role plays that allow learners to develop speaking skill. This findings are also congruent with those given by Schommer (1990) who considers that “teacher’s beliefs can affect the student’s abilities, such as the way to interpret knowledge, how students process information about strategies and how students monitor their own comprehension process, teaching actions and practice based on belief can influence the process of student’s learning and can create ideas from what they observed and experience in the interaction between teaching and learning; additionally, students create their own beliefs about learning from the way they were taught” (Calderhead and Robson, 1991).

7. Conclusions

This research project was significant since it allowed the researcher to reflect on the way the teaching of speaking or oral production in a private school context is developed. I aimed at analyzing how teachers’ perceptions of how speaking is being taught compare to how speaking is actually taught in an elf class. Here I present some conclusions that were drawn from the study.

- Regarding the use of strategies to promote speaking skill, I can say there is still a huge influence of traditional approaches like the grammar translation method to teach English. Such methodology does not care about promoting the development of the speaking skill because it rather makes an emphasis on the teaching of grammar structures and memorization of vocabulary lists. Despite having the formation of a language teacher, she keeps on doing the same traditional things. The participant teacher did not promote directly the speaking skill in her classes.

TEACHERS' BELIEFS ABOUT SPEAKING

- There are also contextual factors that affect the development of a class program in which the teaching of speaking as a skill can be integrated. These factors include the role the teacher assumes, the role of students, the presence of speaking skill in the lesson plan or an area plan but not well applied in the classroom.
- Finally, the central objective of this qualitative study was to explore how the perceptions that a teacher has about speaking influences the type of interaction among EFL students in Colombia. In order to achieve this goal some research questions were posed, concerning the most relevant features of this endeavor such as the type of activities that promote interaction, the learners' perceptions of the mentioned activities, and both the teacher and the students' roles in the development of these interactions. The methodology of a case study was selected and a high amount of information was gathered through different kinds of instruments.

7.1 Pedagogical implications and recommendations.

The speaking skill is a necessary aspect to be developed in the English class. Students need to learn to speak and to communicate in English in order to face the challenges the present century and the globalized world present them. The results of this study have implications for the teacher, and the school.

Teacher must reflect on his teaching process and examine his practices. There must be a change in the approaches, methodologies and strategies used in the class if the speaking skill is desired to be promoted in the class. The teacher needs to make students' learning process more significant for them rather than just having them practice grammar, memorize and translate.

TEACHERS' BELIEFS ABOUT SPEAKING

The school also needs to divide the number of hours for the teaching of English not only give more emphasis to the teaching of grammar but to the developing of speaking skill. This includes that the school may start leading the design of a curricular proposal for the teaching of English that establish clear criteria on the goals and the methodologies needed to achieve the proposed aims. Schools need to pay much more attention to this subject.

I recommend continuing with the implementation of an action research study that would involve all the teachers of English of the school in the reflection of their practices and in the planning and the application of strategies and activities to encourage speaking skill.

To conclude, the Teacher could benefit from more exposure to training and teacher development activities related to effective speaking instruction which would help her to improve and identify their weaknesses toward speaking instruction and also to identify the problems faced in their practices as a result of their beliefs. Programs such as: SIT TESOL, TEFL ADD-ON CERTIFICATION, among others can help the teacher to improve their teaching practices and in this way they can foster students' speaking skills and consequently to obtain better results in the developing of classes.

Limitations.

The study was limited to one English teacher it can be interesting to carry out future studies with a larger group of teachers. In this way we can compare the results and obtain more information about teachers' beliefs and practices related to speaking instruction.

For future research I recommend not only apply questionnaires to the teacher, but also interviews with explicit questions that probably help to interpret answers given by the

TEACHERS' BELIEFS ABOUT SPEAKING

participants. In addition to this, it could be interesting to carry out this type of research with students.

Students beliefs about the teaching of speaking comparing with teacher's beliefs about how speaking must be taught in an elf classroom could give significant results not only for the school but for the Colombian context.

For the Colombian context, this research helps to compare if the strategies or activities that teachers are applying in classrooms to teach speaking skill are the appropriate for this purpose. The results of the research could be compared with different institution from the department and also with institutions in Colombia.

Finally, a report about the result of the research could be publish in order to help other institutions from the country not to apply wrong strategies, activities, or beliefs about the teaching of speaking skill.

8.References.

- Aguirre, J., & Speer, N. M. (1999). Examining the relationship between beliefs and goals in teacher practice. *The journal of mathematical behavior*, 18(3), 327-356.
- Ali Dinçer & Savaş Yeşilyurt (2007); Pre-Service English Teachers' Beliefs on Speaking Skill Based on Motivational Orientations.
- Anderson, G., (1993). Fundamentals of Educational Research. *Falmer Press, London*,152-160.
- Bygate, M. 2001. The Cambridge Guide to Teaching English to Speakers of other Languages. Cambridge University Press.
- Bingimlas, K., & Hanrahan, M. (2010). The relationship between teachers' beliefs and their practice: How the literature can inform science education reformer and researchers. In M.F. Tasar & G. Cakmakci (Eds.), *Contemporary Science Education Research: International perspectives* (pp. 415-422). Ankara, Turkey: Pegem Academy.
- Bowen, G.2009. Document Analysis as a Qualitative Research Method. Vol,9.
- Brown. 2001. Characteristic of successful speaking activities. New York: Cambridge University press.
- Brumfit, C.J., & K. Johnson (Eds). 1979.The Communicative Approach to Language Teaching. Oxford: Oxford U.P.
- Bogdan, R., and Biklen, S. (1982) *Qualitative Research for Education: An Introduction to Theory and Methods*. Boston, MA: Allyn and Bacon.
- Brown, H. Douglas. 2001.*Teaching by Principles: An Interactive Approach to Language Pedagogy*, Second Edition. New York: Addison Wesley Longman.
- Borg, M (2001) *Teacher's Beliefs: Key Concepts in ELT*. *ELT Journal*. Volume 55 (2), 186-188. Oxford University.
- Basturkmen, H., Loewen, S., & Ellis, R. (2004). Teachers' stated beliefs about incidental focus on form and their classroom practices. *Applied linguistics*.
- Calderhead, J., & Robson, M. (1991). Images of teaching: Student teachers' early conceptions of classroom practice. *Teaching & Teacher Education*, 7, 1-8.
- Cohen, L. M., & Manion, L. I. & Morrison, K. (2007). *Research methods in education*, (Sixth Ed). New York. Routledge Taylor and Francis Group.

TEACHERS' BELIEFS ABOUT SPEAKING

- Chaney, A.L., and T.L. Burk. 1998. *Teaching Oral Communication in Grades K-8*. Boston: Allyn & Bacon.
- Dewalt, Kathleen M. & Dewalt, Billie R. (1998). Participant observation. In H. Russell Bernard (Ed.), *Handbook of methods in cultural anthropology* (pp.259-300). Walnut Creek: Altamira Press.
- Denzin, N. & Lincoln, Y. 2005. *The Sage Handbook of Qualitative Research*, Sage Publications.
- Duque, Martha. 2003. *English Didactics. Módulo y Guía Didáctica*. Medellín. Fundación Universitaria Luis Amigó.
- Ernest, P. (1989). The impact of beliefs on the teaching of mathematics. London, Falmer Press. Paper presented at 6th International Congress of Mathematical Education, Budapest.
- Ellis, R (1994) *the study of second language acquisition*. Oxford. Oxford university press.
- Fauziati, Endang. 2002. *Teaching of English as A Foreign Language*. Surakarta: Muhammadiyah University Press.
- Goldstein, A. E. & Reiboldt, W. (2004). The multiple roles of low income, minority women in the family and community: A qualitative investigation. *The Qualitative Report*, 9(2), 241–265. Retrieved 5 January 2009, from <http://nsuworks.nova.edu/tqr/vol9/iss2/4>
- Harmer, J. 2001. *How to Teach English. An Introduction to the Practice of Language Teaching*. Pearson Education Limited.
- Herazo, J. 2009. Authentic oral interaction in the EFL class: what it means, what it does not. *Profile*, 12, 47-61.
- Hoan, N. 2015 *Factors Affecting Students' Speaking Performance at Le Thanh Hien High School*.
- Khan, S. 2010. *Strategies and Spoken Production on Three Oral Communication Tasks: A Study of High and Low Proficiency EFL Learners*. Universidad Autónoma de Barcelona.
- Klehm, Mary, "Teacher Attitudes: The Effects of Teacher Beliefs on Teaching Practices and Achievement of Students with Disabilities"(2013).
- Kynigos, C., & Argyris, M. (2004). Teacher beliefs and practices formed during an innovation with computer-based exploratory mathematics in the classroom. *Teachers and teaching*, 10(3), 247-273.

TEACHERS' BELIEFS ABOUT SPEAKING

- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation: Revised and expanded from qualitative research and case study applications in education*. San Francisco: Jossey-Bass
- Lacorte, M., & Canabal, E. (2005). Teacher beliefs and practices in advanced Spanish classrooms. *Heritage Language Journal*, 3(1), 83-107.
- Lefebvre, S., Deaudelin, D., & Loiselle, J. (2006). ICT implementation stages of primary school teachers: The practices and conceptions of teaching and learning. Paper presented at the Australian Association for Research in Education National Conference, Adelaide, Australia.
- Liu, Feng and Maitlis, S. (2010) Non-participant observation. In: Mills, Albert J. and Durepos, Gabrielle and Wiebe, Elden, (eds.) *Encyclopedia of case study research*. / Volume 2.
- Mansour, N. (2009). Science Teachers' Beliefs and Practices: Issues, Implications and Research Agenda. *International Journal of Environmental and Science Education*, 4(1), 25-48.
- Marshall, C, Rosman, G. *Designing qualitative research* (2006).
- Memon, Z. A., & Treur, J. (2010). On the reciprocal interaction between believing and feeling: an adaptive agent modelling perspective. *Cognitive neurodynamics*, 4(4), 377-394.
- Ministerio de Educación Nacional (2005) *Colombia Bilingüe 2014 - 2018. Al tablero, el periódico de un país que educa y se educa*. Ministerio de Educación Nacional. Bogotá, Colombia.
- Ministerio de Educación Nacional (2006) *Estándares básicos de competencias en Lenguas Extranjeras, inglés. Guía N° 22. Formar en Lenguas Extranjeras, el reto*. Bogotá, Colombia.
- Mohammad, N (2012); *EFL teachers' conceptions of speaking competence in English*.
- Nunan, D., & Bailey, K. M. (2009). *Exploring second language classroom research: A comprehensive guide*. Heinle Cengage Learning.
- Omaggio, A. (2000). *Teaching Language in Context*. Third Ed. Heinle & Heinle publishing.
- Phipps, S., & Borg, S. (2009). Exploring tensions between teachers' grammar teaching beliefs and practices. *System*, 37(3), 380-390.
- Pajares, M. F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of educational research*, 62(3), 307-332.

TEACHERS' BELIEFS ABOUT SPEAKING

Perneth, E. (2012). Identifying Classroom Activities to Encourage Oral Participation among beginner-level learners in an English Class.

Richards, J. & Rodger, T. (2001). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

Reiko, Y. (2012). Conflict between learners' beliefs and actions: speaking in the classroom.

Scoepp, K. (2011) Reasons for using songs in the ESL/EFL classroom. Sabanci University.

Schommer, M. (1990). Effects of beliefs about the nature of knowledge on comprehension. *Journal of Educational Psychology*, 82, 498-504.

Schoenfeld, A. H. (1998). Toward a theory of teaching-in-context. Retrieved from <http://files.eric.ed.gov/fulltext/ED462374.pdf>.

Seliger, H. W., Shohamy, E., (1989). *Second language research methods*. Oxford University Press.

Stake, R. (1995). The art of case study research, *Thousand Oaks, CA, Sage*

Standen, R. P. (2002). The interplay between teachers' beliefs and practices in a multi-age primary school. Unpublished PhD Dissertation, Griffith University, Brisbane, Australia.

Williams, J. (2008). Non-Participant Observation. In L.M. Given (Ed.), *Sage Encyclopedia of Qualitative Research Methods* (pp. 561-562). Thousand Oaks: Sage.

Wilson, N and McClean, S (1994). *Questionnaire Design: A Practical Introduction* Paperback

Xu, L. (2012). The Role of Teachers 'Beliefs in the Language Teaching-learning Process. *Theory and Practice in Language Studies*.

9. APPENDICES

TEACHERS' BELIEFS ABOUT SPEAKING

APPENDIX N° 1

Teacher questionnaire

QUESTIONNAIRE

The purpose of this study is to examine teachers' beliefs about teaching speaking. This study is being conducted through the Universidad del Norte. This questionnaire asks about your personal beliefs of how speaking is being taught. The responses will be anonymous and will never be linked to you personally. Your participation in this questionnaire is entirely voluntary.

PERSONAL INFORMATION

- **Please tick () the most appropriate response.**

Gender: Male____ Female: _____

Type of school you teach: Government____ Private____ Religious____ Other: _____

- **Please write your age: ____**

BACKGROUND INFORMATION

Please answer the following questions.

- How would you describe yourself as a teacher?

- What inspires you to teach a second language?

TEACHERS' BELIEFS ABOUT SPEAKING

- What is your educational status?
- How many years have you been teaching English?

TEACHING PRACTICE

- How do you define speaking?
- How do you think speaking should be taught to students?
- Do you think is important to teach this skill to students? Why?
- What do you include in your daily lesson plans regarding speaking?
- How closely do you follow your plans for teaching speaking?
- What kind of materials do you use to teach speaking in your class?
- What teaching techniques or strategies do you typically use in your class to teach speaking? Why?

TEACHERS' BELIEFS ABOUT SPEAKING

- What kind of factors do you think influence students' development of the speaking skill?
- How closely do you follow your plans for teaching speaking?
- What kind of materials do you use to teach speaking in your class?
- What teaching techniques or strategies do you typically use in your class to teach speaking? Why?
- What kind of factors do you think influence students' development of the speaking skill?

TEACHERS' BELIEFS ABOUT SPEAKING

APPENDIX N° 2 Teacher answers.

QUESTIONNAIRE

The purpose of this study is to examine teachers' beliefs about teaching speaking. This study is being conducted through the Universidad del Norte. This questionnaire asks about your personal beliefs of how speaking is being taught. The responses will be anonymous and will never be linked to you personally. Your participation in this questionnaire is entirely voluntary.

PERSONAL INFORMATION

1. Please tick (✓) the most appropriate response.

Gender: Male ___ Female: ✓

Type of school you teach: Government ✓ Private ✓ Religious ___ Other: ___

2. Please write your age: 37

BACKGROUND INFORMATION

Please answer the following questions.

- How would you describe yourself as a teacher?

I'd define myself as a dynamic, creative and entrepreneur teacher. I like to keep my students motivated toward every class, homework and project. I also like to take into account the multiple intelligences and learning canals to have all my students to enjoy and develop their language skills.

As a teacher I love and enjoy teaching. I not only teach but also learn from my students.

- What inspires you to teach a second language?

The idea of sharing information with different people from different countries with different cultures and traditions, inspires me to teach a second language. Globalization is another factor that makes necessary to teach a second language. This way our students are ready to face the world and its challenges.

- What is your educational status?

I have a University degree in ^{BASIC} Education with Emphasis in English.

- How many years have you been teaching English?

I have been teaching English about 12 years.

TEACHERS' BELIEFS ABOUT SPEAKING

QUESTIONNAIRE

The purpose of this study is to examine teachers' beliefs about teaching speaking. This study is being conducted through the Universidad del Norte. This questionnaire asks about your personal beliefs of how speaking is being taught. The responses will be anonymous and will never be linked to you personally. Your participation in this questionnaire is entirely voluntary.

PERSONAL INFORMATION

1. Please tick (✓) the most appropriate response.

Gender: Male ___ Female: ✓

Type of school you teach: Government ✓ Private ✓ Religious ___ Other: ___

2. Please write your age: 37

BACKGROUND INFORMATION

Please answer the following questions.

- How would you describe yourself as a teacher?

I'd define myself as a dynamic, creative and entrepreneur teacher. I like to keep my students motivated toward every class, homework and project. I also like to take into account the multiple intelligences and learning canals to have all my students to enjoy and develop their language skills. As a teacher I love and enjoy teaching. I not only teach but also learn from my students.

- What inspires you to teach a second language?

The idea of sharing information with different people from different countries with different cultures and traditions inspires me to teach a second language. Globalization is another factor that makes necessary to teach a second language, this way our students are ready to face the world and its challenges.

- What is your educational status?

I have a University degree in ^{Basic} Education with Emphasis in English

- How many years have you been teaching English?

I have been teaching English about 12 years.

TEACHERS' BELIEFS ABOUT SPEAKING

TEACHING PRACTICE

- How do you define speaking? *

Speaking is a skill every student should develop in a second language. It is a way to communicate using all the linguistic codes ⁱⁿ a specific context.

- How do you think speaking should be taught to students? *

Teaching speaking is not easy. As an important skill to teach a second language it's necessary to ~~write~~ and ~~different~~ ~~activities~~ apply ~~off~~ a strategy to engage students and create activities to keep them motivated. These activities should allow students to reinforce pronunciation, fluency and also ~~build~~ confidence at the time of speaking.

- Do you think it is important to teach this skill to students? Why?

Yes, I think it is important because our main goal is teaching a language. An accurate communication is important nowadays thanks to all challenges we face in a society full of needs so they need to have ^{the} tools to be good at giving speeches in a fluent way.

- What do you include in your daily lesson plans regarding speaking?

When planning I like to include activities students enjoy ~~by~~ ~~the~~ ~~time~~ ~~of~~ and make them feel confident. These activities should be vary according to multiple intelligences.

TEACHERS' BELIEFS ABOUT SPEAKING

Dependence 25645552

TEACHING PRACTICE

- How do you define speaking? *

Speaking is a skill every student should develop in a second language. It is a way to communicate using all the linguistic codes in a specific context.

- How do you think speaking should be taught to students? *

Teaching speaking is not easy. As an important skill to teach a second language it's necessary to ~~write~~ ~~and~~ ~~different~~ ~~activities~~ apply ~~off~~ a strategy to engage students and create activities that keep them motivated. These activities should allow students to reinforce pronunciation, fluency and also ~~be~~ ~~the~~ confidence at the time of speaking.

- Do you think it is important to teach this skill to students? Why?

Yes, I think it is important because our main goal is teaching a language. An accurate communication is important nowadays thanks to all challenges we face in a society full of needs so they need to have ^{the} tools to be good at giving speeches in a fluent way.

- What do you include in your daily lesson plans regarding speaking?

When planning I like to include activities students enjoy ~~by~~ instead of ~~and~~ make them feel confident. These activities should be vary according to multiple intelligences.

TEACHERS' BELIEFS ABOUT SPEAKING

- How closely do you follow your plans for teaching speaking?

Sometimes I can't follow all I have plan for teaching speaking, because sometimes a discussion turns into a different topic and ideas come up so the topic and goal changes but even though students are practicing speaking.

- What kind of materials do you use to teach speaking in your class?

✓ Posters
✓ PPP
✓ Videos. vlogosian
✓ Spoons
✓ Reading Comp.
✓ Books
✓ Workbook
✓ Magazines- articles
✓ Breaking News
✓ Documentaries.

- What teaching techniques or strategies do you typically use in your class to teach speaking? Why?

First of all a well designed speaking activity starts with a situation or maybe a problem question, this way students get engaged to the idea and they express themselves. I also work in my class with the task-based language teaching which makes my classes really successful. I also have my students do cooperative activities where they communicate and practice speaking a lot. The project-based work is also a great resource when teaching speaking, students love researching and explaining with their own words.

- What kind of factors do you think influence students' development of the speaking skill?

✓ Interesting Topic
✓ Easy questions
✓ Fun strategy.
✓ Previous knowledge
✓ English level
✓ Self-confidence,

TEACHERS' BELIEFS ABOUT SPEAKING

- How closely do you follow your plans for teaching speaking?

Sometimes I don't follow all I have plan for teaching speaking because sometimes a discussion turns into a different topic and ideas come up so the topic and goal changes but even though students are practicing speaking.

- What kind of materials do you use to teach speaking in your class?

✓ Posters
✓ PPT
✓ Videos
✓ Games
✓ Reading Comps.
✓ Flash
✓ Notebook
✓ Magazine - articles
✓ Braining, News
✓ Protocols.

- What teaching techniques or strategies do you typically use in your class to teach speaking? Why?

✓ First of all a well developed speaking activity starts with a situation or maybe a problem question, this way students get engaged to the idea and they express themselves. I also work in my class with the talk-based language teaching with makes my classes really successful. I also have my students in cooperative activities where they communicate and practice speaking a lot. The project-based work is also a great resource when teaching speaking, students love researching and explaining with their own words.

- What kind of factors do you think influence students' development of the speaking skill?

✓ Interesting Topic
✓ Easy questions
✓ Fun strategy
✓ Previous knowledge
✓ English level
✓ Self-confidence,

TEACHERS' BELIEFS ABOUT SPEAKING

APPENDIX N° 3

Observation format

CLASSROOM OBSERVATION FORM

Name of teacher: _____

Name of observer: _____

Topic: _____ Subject: _____ Date: _____

AREA	Supporting Evidence from Observation	Additional Comments
METHODS of Language Teaching		
<p>-What method or approach does the teacher use to teach speaking?</p> <ul style="list-style-type: none"> • Grammar Translation Method • Direct method • Community language learning • Total physical response • Natural approach • Communicative language teaching • Suggestopedia • Silent way 		
STRATEGIES		
<p>-What strategies does the teacher use to teach speaking?</p>		
<ul style="list-style-type: none"> • Singing songs • Karaoke • Debates • Interactive activities • Scripts for different situations (students will predict what will happen) 		
<ul style="list-style-type: none"> • Describe and draw. • Discussion • Guessing • Remembering 		

TEACHERS' BELIEFS ABOUT SPEAKING

<ul style="list-style-type: none"> • Miming • Ordering • Completing form/questionnaire • Roll play 		
<p>PATTERNS OF INTERACTION</p>		
<ul style="list-style-type: none"> • Group work • Pair work • Whole class work • Individual work (monologues) 		
<p>MATERIALS</p>		
<ul style="list-style-type: none"> • Course book • Copies/Handouts • Videos • Audio • Electronic devices 		
<p>ACTIVITIES & TASKS</p>		
<p>What types of activities & tasks does the teacher use to teach and practice speaking?</p> <ul style="list-style-type: none"> • Group interview • Story telling • Debate • Oral presentations • Survey • Roll play • Monologue 		

TEACHERS' BELIEFS ABOUT SPEAKING

APPENDIX N⁰4

Complete observation format # 1

CLASSROOM OBSERVATION FORM

Name of teacher: Marynes Hastinez N Name of observer: Karen Delgado C.
 Topic: too- enough. Subject: English Date: 22-9-16

AREA	Supporting Evidence from Observation	Additional Comments
METHODS of Language Teaching -What method or approach does the teacher use to teach speaking? <input checked="" type="checkbox"/> Grammar Translation Method <input type="checkbox"/> Direct method <input type="checkbox"/> Community language learning <input type="checkbox"/> Total physical response <input type="checkbox"/> Natural approach <input type="checkbox"/> Communicative language teaching <input type="checkbox"/> Suggestopedia <input type="checkbox"/> Silent way	-The teacher presents three slides to explain the grammar topic. -the slides contain grammar structures. -the teacher encourage students to memorize the grammar rule.	* speaking skill was not explicitly teach. But implicitly. * It's important to highlight the effort the teacher does to encourage students to interact.
STRATEGIES -What strategies does the teacher use to teach speaking? <input type="checkbox"/> Singing songs <input type="checkbox"/> Karaoke <input type="checkbox"/> Debates <input type="checkbox"/> Interactive activities <input type="checkbox"/> Scripts for different situations (students will predict what will happen)	Discussion between the teacher and some students was evident. -there were other group of students that clarify doubts between them.	* seems to be the strategy the teacher is using do not help the developing of this skill (Speaking) in the classroom.

22-9-16. (page 2)

<input type="checkbox"/> Describe and draw. <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Guessing <input type="checkbox"/> Remembering <input type="checkbox"/> Miming <input type="checkbox"/> Ordering <input type="checkbox"/> Completing a form/questionnaire <input type="checkbox"/> Roll play		
PATTERNS OF INTERACTION <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Whole class work <input type="checkbox"/> Individual work (monologues)	Teacher asks students and a group of them answer and interact with the teacher and partners.	* seems to be based for ss to learn grammar.
MATERIALS <input checked="" type="checkbox"/> Course book <input type="checkbox"/> Copies/Handouts <input type="checkbox"/> Videos <input type="checkbox"/> Audio <input type="checkbox"/> Electronic devices	After finishing the grammar explanation ss work on their book some exercises.	* the rest of the class was used to practice grammar.
ACTIVITIES & TASKS What types of activities & tasks does the teacher use to teach and practice speaking? <input type="checkbox"/> Group interview <input type="checkbox"/> Story telling <input type="checkbox"/> Debate <input type="checkbox"/> Oral presentations <input type="checkbox"/> Survey <input type="checkbox"/> Roll play <input type="checkbox"/> Monologue	-the teacher didn't explicitly teaches speaking, because she was explaining grammar. However, asks students about grammar rules, and this allows students to interact.	

TEACHERS' BELIEFS ABOUT SPEAKING

APPENDIX N^o 5

Complete observation format # 2

General
teaching - 6:50 -
class starts late
because of the meeting.

CLASSROOM OBSERVATION FORM
Name of teacher: Maryna Klutznick Kaurio Name of observer: Kareel Delgado @liz
Topic: too - enough - (9B) (test) Subject: English Date: 26-09-16

AREA	Supporting Evidence from Observation	Additional Comments
METHODS of Language Teaching -What method or approach does the teacher use to teach speaking? <input checked="" type="checkbox"/> Grammar Translation Method <input type="checkbox"/> Direct method <input type="checkbox"/> Community language learning <input type="checkbox"/> Total physical response <input type="checkbox"/> Natural approach <input type="checkbox"/> Communicative language teaching <input type="checkbox"/> Suggestopedia <input type="checkbox"/> Silent way	the teacher gives short explanations to students during the test she was waiting and answering. the test was related to too - enough.	* speaking was not directly taught * little interacting between the teacher and ss other evidence.
STRATEGIES -What strategies does the teacher use to teach speaking? <input type="checkbox"/> Singing songs <input type="checkbox"/> Karaoke <input type="checkbox"/> Debates <input type="checkbox"/> Interactive activities <input type="checkbox"/> Scripts for different situations (students will predict what will happen)	these strategies were not evidence since it was a grammar test.	

26-09-16 (page 2)

<input type="checkbox"/> Describe and draw. <input type="checkbox"/> Discussion <input type="checkbox"/> Guessing <input type="checkbox"/> Remembering <input type="checkbox"/> Miming <input type="checkbox"/> Ordering <input type="checkbox"/> Completing a form/questionnaire <input type="checkbox"/> Roll play		
PATTERNS OF INTERACTION <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Whole class work <input checked="" type="checkbox"/> Individual work (monologues)		it was all individual work, but not a monologue was a test. grammar test.
MATERIALS <input type="checkbox"/> Course book <input checked="" type="checkbox"/> Copies/Handouts <input type="checkbox"/> Videos <input type="checkbox"/> Audio <input type="checkbox"/> Electronic devices		the teacher provides students with a copy to answer grammar exercises.
ACTIVITIES & TASKS What types of activities & tasks does the teacher use to teach and practice speaking? <input type="checkbox"/> Group interview <input type="checkbox"/> Story telling <input type="checkbox"/> Debate <input type="checkbox"/> Oral presentations <input type="checkbox"/> Survey <input type="checkbox"/> Roll play <input type="checkbox"/> Monologue	more of these activities were used by the teacher to promote speaking skill.	exam - test? based on grammar rules

TEACHERS' BELIEFS ABOUT SPEAKING

APPENDIX N^o 6

Complete observation format # 3

CLASSROOM OBSERVATION FORM

Name of teacher: Hayner Hachres Laura Name of observer: Jesus Delgado Costa
 Topic: too Enough (QA) test Subject: English Date: 27-9-2016.

AREA	Supporting Evidence from Observation	Additional Comments
METHODS of Language Teaching -What method or approach does the teacher use to teach speaking? <input checked="" type="checkbox"/> Grammar Translation Method <input type="checkbox"/> Direct method <input type="checkbox"/> Community language learning <input type="checkbox"/> Total physical response <input type="checkbox"/> Natural approach <input type="checkbox"/> Communicative language teaching <input type="checkbox"/> Suggestopedia <input type="checkbox"/> Silent way	the teacher gives short explanations to students. During the test the teacher was walking around the classroom and answers to asks. focus: to English.	Interaction between the teacher and students was not evidence.
STRATEGIES -What strategies does the teacher use to teach speaking? <input type="checkbox"/> Singing songs <input type="checkbox"/> Karaoke <input type="checkbox"/> Debates <input type="checkbox"/> Interactive activities <input type="checkbox"/> Scripts for different situations (students will predict what will happen)	strategies in this class is not evidence. the emphasis again was on grammar.	• the teacher tries to explain students to learn the grammar rules. she says again the last 7. was not good

<input type="checkbox"/> Describe and draw. <input type="checkbox"/> Discussion <input type="checkbox"/> Guessing <input type="checkbox"/> Remembering <input type="checkbox"/> Miming <input type="checkbox"/> Ordering <input type="checkbox"/> Completing a form/questionnaire <input type="checkbox"/> Roll play		
PATTERNS OF INTERACTION <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Whole class work <input checked="" type="checkbox"/> Individual work (monologues)		it was an individual work but not a monologue. It was a test. Grammar test
MATERIALS <input type="checkbox"/> Course book <input checked="" type="checkbox"/> Copies/Handouts <input type="checkbox"/> Videos <input type="checkbox"/> Audio <input type="checkbox"/> Electronic devices		a copy was provided by the teacher. students answers grammar exercise.
ACTIVITIES & TASKS What types of activities & tasks does the teacher use to teach and practice speaking? <input type="checkbox"/> Group interview <input type="checkbox"/> Story telling <input type="checkbox"/> Debate <input type="checkbox"/> Oral presentations <input type="checkbox"/> Survey <input type="checkbox"/> Roll play <input type="checkbox"/> Monologue	none of those activities were used by the teacher to promote speaking skill.	exam (test). Based on grammar rules.

TEACHERS' BELIEFS ABOUT SPEAKING

APPENDIX N⁰7

Complete observation format # 4

CLASSROOM OBSERVATION FORM
 Name of teacher: Glennys Hartman D. Name of observer: Stavros Delgado Castro.
 Topic: So vs Such. Subject: English. Date: 28-9-16

AREA	Supporting Evidence from Observation	Additional Comments
METHODS of Language Teaching -What method or approach does the teacher use to teach speaking? <input checked="" type="checkbox"/> Grammar Translation Method <input type="checkbox"/> Direct method <input type="checkbox"/> Community language learning <input type="checkbox"/> Total physical response <input type="checkbox"/> Natural approach <input type="checkbox"/> Communicative language teaching <input type="checkbox"/> Suggestopedia <input type="checkbox"/> Silent way	Teacher presents a video related to the way some times people mispronounce words.	I do not see the connection between the video and the grammar topic the teacher wants us to develop in this class.
STRATEGIES -What strategies does the teacher use to teach speaking? <input type="checkbox"/> Singing songs <input type="checkbox"/> Karaoke <input type="checkbox"/> Debates <input type="checkbox"/> Interactive activities <input type="checkbox"/> Scripts for different situations (students will predict what will happen)	none of these strategies were used during the developing of the class. However, so does some points related to the explanation given.	* AS in practice observations, the teacher gives emphasis on grammar point. However, implicitly she forces students to interact and participate.

<input type="checkbox"/> Describe and draw. <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Guessing <input type="checkbox"/> Remembering <input type="checkbox"/> Miming <input type="checkbox"/> Ordering <input type="checkbox"/> Completing a form/questionnaire <input type="checkbox"/> Roll play		
PATTERNS OF INTERACTION <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Whole class work <input type="checkbox"/> Individual work (monologues)	the whole class was doing the exercises.	
MATERIALS <input type="checkbox"/> Course book <input type="checkbox"/> Copies/Handouts <input checked="" type="checkbox"/> Videos <input type="checkbox"/> Audio <input type="checkbox"/> Electronic devices	the teacher presents the video to students. Does not related to the topic.	I think there was not a connection between grammar topic and the video presented.
ACTIVITIES & TASKS What types of activities & tasks does the teacher use to teach and practice speaking? <input type="checkbox"/> Group interview <input type="checkbox"/> Story telling <input type="checkbox"/> Debate <input type="checkbox"/> Oral presentations <input type="checkbox"/> Survey <input type="checkbox"/> Roll play <input type="checkbox"/> Monologue		the teacher didn't use directly the activities mentioned in the chart.

TEACHERS' BELIEFS ABOUT SPEAKING

APPENDIX N^o 8

Complete observation format # 5

CLASSROOM OBSERVATION FORM
 Name of teacher: Hanus Flamingo Name of observer: Vincent Delgado Castro
 Topic: Carole activity (CMT) Subject: English Date: 4-10-16

AREA	Supporting Evidence from Observation	Additional Comments
METHODS of Language Teaching -What method or approach does the teacher use to teach speaking? <input type="checkbox"/> Grammar Translation Method <input type="checkbox"/> Direct method <input type="checkbox"/> Community language learning <input type="checkbox"/> Total physical response <input type="checkbox"/> Natural approach <input checked="" type="checkbox"/> Communicative language teaching <input type="checkbox"/> Suggestopedia <input type="checkbox"/> Silent way	the students dress in a different way. By doing some movements students learn and presents the song. • Interaction between students was evidence.	* the purpose of this method is clear identified because each student interacts during the activity.
STRATEGIES -What strategies does the teacher use to teach speaking? <input type="checkbox"/> Singing songs <input checked="" type="checkbox"/> Karaoke <input type="checkbox"/> Debates <input type="checkbox"/> Interactive activities <input type="checkbox"/> Scripts for different situations (students will predict what will happen)	Students gave the teacher the tracks. Some of them participated in groups others individually.	• was fun to see students performing different artist. • speaking was evidence in this activity. (see next intro)

<input type="checkbox"/> Describe and draw. <input type="checkbox"/> Discussion <input type="checkbox"/> Guessing <input type="checkbox"/> Remembering <input type="checkbox"/> Miming <input type="checkbox"/> Ordering <input type="checkbox"/> Completing a form/questionnaire <input type="checkbox"/> Roll play		
PATTERNS OF INTERACTION <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Whole class work <input checked="" type="checkbox"/> Individual work (monologues)	Some student participate individually during the activity. Others in groups.	
MATERIALS <input type="checkbox"/> Course book <input type="checkbox"/> Copies/Handouts <input type="checkbox"/> Videos <input checked="" type="checkbox"/> Audio <input type="checkbox"/> Electronic devices	Tracks.	
ACTIVITIES & TASKS What types of activities & tasks does the teacher use to teach and practice speaking? <input type="checkbox"/> Group interview <input type="checkbox"/> Story telling <input type="checkbox"/> Debate <input checked="" type="checkbox"/> Oral presentations <input type="checkbox"/> Survey <input type="checkbox"/> Roll play <input type="checkbox"/> Monologue	It was all oral presentation, but in a different way. SS were in small groups or individually.	

TEACHERS' BELIEFS ABOUT SPEAKING

APPENDIX N^o 9

Complete observation format # 6

October - 2016
 Unit 11 -
 Start a new unit
 Video: Pollution can fence
 many forms.

CLASSROOM OBSERVATION FORM

Name of teacher: many forms. Name of observer: Karandelo.
 Topic: Environmental problems. Subject: English. Date: 6-10-16.

Questions: remember
 ① what are the forms of pollution?
 ② write 5 steps or tips to keep the environment.

AREA	Supporting Evidence from Observation	Additional Comments
METHODS of Language Teaching -What method or approach does the teacher use to teach speaking? <input type="checkbox"/> Grammar Translation Method <input type="checkbox"/> Direct method <input type="checkbox"/> Community language learning <input type="checkbox"/> Total physical response <input type="checkbox"/> Natural approach <input checked="" type="checkbox"/> Communicative language teaching <input type="checkbox"/> Suggestopedia <input type="checkbox"/> Silent way	Interaction between teacher and student was evidence. Students also answer the questions given by the teacher.	This approach very clearly evidence. I think the teacher achieves her objective that is to communicate.
STRATEGIES -What strategies does the teacher use to teach speaking? <input type="checkbox"/> Singing songs <input type="checkbox"/> Karaoke <input type="checkbox"/> Debates <input type="checkbox"/> Interactive activities <input type="checkbox"/> Scripts for different situations (students will predict what will happen)	the teacher presents the video about environmental problems. and encourage students to participate by giving the answers to give questions they already have.	

<input type="checkbox"/> Describe and draw. <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Guessing <input type="checkbox"/> Remembering <input type="checkbox"/> Miming <input type="checkbox"/> Ordering <input type="checkbox"/> Completing a form/questionnaire <input type="checkbox"/> Roll play	Students give answers and discuss between them.	
PATTERNS OF INTERACTION <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Whole class work <input type="checkbox"/> Individual work (monologues)	the class was actively participating during the development of each other.	Interaction was evidence. & speaking still was clear in this lesson.
MATERIALS <input type="checkbox"/> Course book <input type="checkbox"/> Copies/Handouts <input checked="" type="checkbox"/> Videos <input type="checkbox"/> Audio <input type="checkbox"/> Electronic devices	Environmental problems video.	
ACTIVITIES & TASKS What types of activities & tasks does the teacher use to teach and practice speaking? <input type="checkbox"/> Group interview <input type="checkbox"/> Story telling <input checked="" type="checkbox"/> Debate <input type="checkbox"/> Oral presentations <input type="checkbox"/> Survey <input type="checkbox"/> Roll play <input type="checkbox"/> Monologue	the questions allow to discuss with the teacher and partners the topic of the class.	

TEACHERS' BELIEFS ABOUT SPEAKING

APPENDIX N^o 10

CLASS OBSERVATION # 1

Date: September 22 de 2016

Time: 40 MINUTES

Grade: ninth A

PURPOSE: Identify what methods, strategies, materials and activities are used by the teacher to promote speaking

1	T	Morning students, let's do the prayer please. In the name of the father and of the son and of the holy spirit amen. Our father who are in heaven.....
2	T	Remember that yesterday we did not have classes because I had to be in the other school, so we need to keep going. Ok today please take out your students book.
3	S1	What we are going to do? Work
4	T	Yes, please student book. Unit number nine,
5	S1	El nine ya lo hicimos.
6	T	Page 93, page 93. Remember that we are talking about...
7	S	Teacher, students or workbook?
8	T	Estamos en el students. Alejandro Olmos What is the difference between "too and enough"?
9	S	It is more than necessary. Suficiente?
10	T	Remember that we have enough to, and to. So when are we going to use enough?
11	S	I have enough potatoes.

TEACHERS' BELIEFS ABOUT SPEAKING

12	T	But, what does it means? Is this too much is this...more than necessary
13	S	More than necessary, teacher. More than necessary.
14	S1	No es suficiente.
15	T	Lo necesario. So can you give one more example?
16	S	There are not enough potatoes.
17	T	But remember that when you use adjectives, there is a rule and also with nouns. Alejandro said: there are not enough potatoes. So, what do you use here? Adjective or nouns?
18	S1	Noun.
19	T	Ok. Nouns. So can you give me an example sing adjective?
20	S3	I do not have enough money.
21	T	But it is noun.
22	S	The potatoes is big enough.
23	T	Yes, adjective. Good. Another... Daniela is not good enough to win. So now what is the difference? Can you notice the difference? Daniela... stop talking. When you have an noun you have enough after the noun, and when you have an adjective it is going to be after.
24	S1	After?
25	T	Yes, look before, after. After, before. Ok now when are we going to use too. Remember more than necessary. Can you give an example? Alejandro.
26	S	Alejandro is too young to drink alcohol.

TEACHERS' BELIEFS ABOUT SPEAKING

27	T	Juan Carlos is too busy to pay attention.
28	S	Too is always before? Teacher.
29	T	<p>Too goes before the adjective, the same. Now when you use enough remember if you have an adjective enough is going to be after the adjective, but when you use too. Too is before the adjective. And that is what you are going to do on page 92. To finish those exercise.</p> <p>Ok, page 92, exercise 6. Practicing grammar. Please work.</p> <p>Move to the grammar focus, read and work please.</p> <p>Finish?</p>
30	S3	Yes, let's check. Teacher I want to start.
31	S	Yes, Finish let's check.

TEACHERS' BELIEFS ABOUT SPEAKING

APPENDIX N° 11

CLASS OBSERVATION # 2

Date: September 26 de 2016

Time: 40 MINUTES

Grade: ninth B

PURPOSE: Identify what methods, strategies, materials and activities are used by the teacher to promote speaking

1	T	Good morning. good morning. How are you today guys? How was your weekend?
2	S	Good morning teacher. How great.
3	T	Great to listen that. Let's pray. Juan Camilo could you please help me with the prayer? In the name of the father, and of the son and of the holy spirit Amen.
4	S	Guys, remember that today we have a quiz. So during this first hour we are going to finish unit number seven to review, check, reinforce and if you have any question please ask me. Do you understand?
5	S	Yes.
6	T	So, right now take out your workbook and start working on unit number seven.
7	S	Can we do groups? Or individual?
8	T	Individual. Unit seven page 70,71 up to the end.
9	S	Teacher, please come here
10	T	Yes, wait, wait
11	T	Rafa finish? In some minutes we are going to share the answers.

TEACHERS' BELIEFS ABOUT SPEAKING

12	S	Teacher, we are working on it. I think we are not going to fish.
----	---	--

TEACHERS' BELIEFS ABOUT SPEAKING

APPENDIX N° 12

CLASS OBSERVATION # 3

Date: September 27 de 2016

Time: 40 MINUTES

Grade: ninth A

PURPOSE: Identify what methods, strategies, materials and activities are used by the teacher to promote speaking

1	T	Good morning guys. In the name of the father and of the song and of the holy spirit amen.
2	T	Please, organize the classroom to take the quiz.
3	T	Remember that the quiz is about the topic we were working this week.

TEACHERS' BELIEFS ABOUT SPEAKING

APPENDIX N° 13

CLASS OBSERVATION # 4

Date: September 28 de 2016

Time: 40 MINUTES

Grade: ninth B

PURPOSE: Identify what methods, strategies, materials and activities are used by the teacher to promote speaking

1	T	In the name of the father, of the song and of the holy spirit Amen. I want to show you a video, that was shown last year, maybe already watched.
2		After some minutes.
3	T	As you watched in the video, people. Well some people do this mistakes. When we are learning a new language we have to be careful with the when we pronounce words, sentences. So take care when you talk. By the way, this comment is because you have a karaoke activity, so take care and try to sing in a better way.
4	Ss	Yes, teacher. Next class.
5	T	Let's continue working on So and Such. Please boys and girls. Take you books out. Ok, yesterday we were working on So and Such. Mateo: What is the meaning of So ?
6	S1	Is, como
7	T	But in this case is different. The meaning changes.
8	S1	Tan?
9	T	So plus adjective, remember goes before the adjective. Jack is so ice. What does it mean?
10	S1	Jack es tan chevere.
11	T	And, it has a consequence. As in this sentence. Jack is so nice....
12	S	That...he have a lot of friends.

TEACHERS' BELIEFS ABOUT SPEAKING

13	T	She have? she have? Is that correct? She have? sure ? she have is that right?
14	S1	she have, she have a lot of friends. no, she has, she has
15	T	Consequence. So Jack is so nice that he has lot of friends. Another example. The pizza is so delicious that... what?
16	S	That all the people what to eat it.
17	T	So, you see the consequence?
18	S	Teacher, siempre va en presente simple?
19	T	It depends. Jack is.. it means this is present so.
20	S	Ok.
21	T	No, use Such plus and adjective. Jack is such a nice guy. The last example. This is such delicious pizza. Mateo... Result.
22	S1	That everybody like it.
23	T	Ok, please now. To practice open your books on page 92. Do the exercises. If we do not have enough time we will check it next class.
24	S	What page teacher? All the exercises of the page.
24	T	Yes, please.

TEACHERS' BELIEFS ABOUT SPEAKING

APPENDIX N° 14

CLASS OBSERVATION # 5

Date: October 4 de 2016

Time: 40 MINUTES

Grade: ninth A

PURPOSE: Identify what methods, strategies, materials and activities are used by the teacher to promote speaking

1	T	Good morning guys. Let's pray and then please ready for the karaoke activity.
2	S1	Teacher we did not have time to change it. I mean the clothes.
3	T	Listen, I told you that you should be change.
4	T	que tenian que cambiarse antes de la actividad. Se los dije.no durante la clase, ustedes tuvieron suficiente tiempo.
5	Ss	Ok, teacher no matter let's start.
6	T	Who is the first group.
7	S2	Teacher have no time.
8	S	Ok, let's start time is running. Who is this song
9	S2	Que, que teacher
10	S1	Que de quien es esa
11	T	Please, silence and pay attention. I will pay attention too.
12	SS	Start singing.
13	T	Now, Juan Carlos alone.
14	S3	Teacher, es que no se mucho. La pronunciación.
15	T	Ok, next group.
16	Ss	Stars laughing.
17	T	Please, another group.

TEACHERS' BELIEFS ABOUT SPEAKING

18	Ss	Teacher, everybody is going to go there
19	T	Yes, everybody. I need to listen to you. So do your best.
20	Ss	Hay teacher ya, otro grupo.
21	T	Ok, next quickly.

TEACHERS' BELIEFS ABOUT SPEAKING

APENDIX N° 15

CLASS OBSERVATION # 6

Date: October 6 de 2016

Time: 40 MINUTES

Grade: ninth B


PURPOSE: Identify what methods, strategies, materials and activities are used by the teacher to promote speaking

1	T	Ok, guys good morning. I am going to show you a short video. And you have to answer some questions related to this video. Please write them.
2	S1	Wait, wait teacher.
3	T	Question number 1. What are the forms of pollution? And number two, I want you to five steps you keep your environment safe.
4	S2	Alguien me repite la segunda pregunta por favor.
5	T	Ok, are you ready. What are the two form of pollution? Carlos Perez...
6	S1	Teacher... Air pollution, water pollution.
7	S2	There is another.
8	T	Remember that there are four types of pollution. What are they
9	S	We do not remember teacher.
10	T	Try to remember. There others.
11	S2	Air, water, ground...and
12	T	And..the other one is. Noise.
13	T	Ok, now tell me the tips to keep out environment safe.
14	S	Reduce, recycle, reuse
15	T	Ok, great that is one. Tell me another one.
16	S	Keep the water eee....
17	T	What is another.

TEACHERS' BELIEFS ABOUT SPEAKING

18	S	Control garbage.
19	S3	Use another type of transportation.
20	S3	Use green products.
21	T	Yes, very good. Now let's watch the video. Maybe you got it.
22	T	<p>Yes, you see. The video shows some of the tips you gave me. Good job.</p> <p>Now we are going to work on a worksheet.</p> <p>This is a vocabulary activity. You have just to match the meaning with the word.</p> <p>The title of the activity is keep the environment safe.</p>
23	S1	Teacher, we do not take care of the environment.
24	T	<p>Sometimes, well most of the time we do not do it. In the other school students try to keep the school clean.</p> <p>Teachers here try to help us with campaign but it is really difficult.</p>
25	S	We do not take care teacher.
26	T	Ok, let's work on the activity. Then we share.
27	S	Teacher, there are words that we do not understand.
28	T	<p>Well, you do not have to ask me anything. All the information is there.</p> <p>You can check on your books. Please do not ask me anything.</p> <p>If we do not have enough time. Please finish at home, and then we will check it next class.</p>

TEACHERS' BELIEFS ABOUT SPEAKING

	GIMNASIO ALTAIR DE LA SABANA GESTION DE CALIDAD EDUCATIVA MALLAS CURRICULARES	Código: F- GCE -CA-21 Versión: 01 Fecha: 15 – 09 -14
---	--	--

APENDIX N° 16

MALLA/PLAN DE ESTUDIOS DE ASIGNATURA

ASIGNATURA		GRADO
ENGLISH		9°A-B
OBJETIVOS	GENERAL	Desarrollar las habilidades comunicativas: hablar, escuchar, leer, y escribir teniendo en cuenta que la lengua está en relación directa con la realidad y el pensamiento así como la capacidad crítica, el razonamiento lógico y la creatividad, como herramientas que influyen en el dominio de otras disciplinas o áreas del saber.
	ESPECÍFICOS	<ul style="list-style-type: none"> • Llevar a los estudiantes a un nivel de inglés pre-intermedio, es decir a un nivel B1.1 de acuerdo con el Marco Común Europeo de Referencia para enseñanza de las lenguas. • Promover el desarrollo de estrategias de aprendizaje para obtener nuevo vocabulario, tácticas de listening y de speaking. • Desarrollar en los estudiantes una cultura ambiental a través de la transversalidad del área de ciencias con la de lengua extranjera usando el aprendizaje basado en tareas y proyectos. • Promover el trabajo en equipo y la enseñanza en valores, la tolerancia y el respeto por las diferencias y otras culturas.
PRE SABERES	<ul style="list-style-type: none"> • Al iniciar el curso el estudiante de saber: • Identificar y diferenciar las formas del verbo TO BE en presente • Hacer oraciones con los diferentes pronombres personales • Expresar planes futuros haciendo uso del presente progresivo. • Preguntar acerca de actividades futuras usando de las WH-Questions • Conocer el participio y el pasado de los verbos regulares e irregulares. • Identificar las estructuras del pasado perfecto, pasado simple y progresivo. 	
MARCO CONCEPTUAL	<p>Marco legal: La implementación de un idioma extranjero en el currículo institucional se da en cumplimiento de la Ley General de Educación (ley 115 del 8 de febrero de la cual deja a decisión de cada institución de básica primaria y secundaria, la elección de por lo menos un idioma extranjero. En el Gimnasio Altair de la sabana se ha optado por el idioma inglés. La implementación es fundamentada en sus Artículos 21, 22 y 23.</p> <p>Artículo 21. Objetivos específicos de la educación básica en el ciclo de primaria... en su literal m) La adquisición de elementos de conversación y de lectura al menos de una lengua extranjera. Artículo 22. Objetivos específicos de la educación básica en el ciclo de la secundaria... en su literal i) La comprensión y capacidad de expresarse en lengua extranjera. Artículo 23. Áreas obligatorias y fundamentales... Numeral 7. Humanidades, Lengua Castellana e Idiomas extranjeros.</p> <p>Para favorecer el cumplimiento de los objetivos trazados por la ley antes mencionada, el Ministerio de Educación Nacional (MEN) implementó el Programa Nacional de Bilingüismo (PNB), el cual fomenta el aprendizaje, en todo el país, del inglés, así como el mejoramiento de la calidad de la enseñanza del mismo. Ello representa una estrategia para la promoción de la competitividad de los ciudadanos colombianos. Según el MEN, este programa busca lograr lo siguiente: Ciudadanos y ciudadanas capaces de comunicarse en inglés, de tal forma que puedan insertar al país en los procesos de comunicación.</p> <p>Enfoque del área: En la actualidad el método comunicativo es un enfoque que propone unas estrategias metodológicas que apuntan al aprendizaje integral de la lengua en una sociedad globalizante en la cual, el dominio de varias lenguas puede permitir una mejor ubicación social y laboral. Por otra parte el gran auge de la informática</p>	

TEACHERS' BELIEFS ABOUT SPEAKING

	<p>y las comunicaciones han hecho de las herramientas interactivas un método ampliamente aceptado para el aprendizaje de una segunda lengua.</p> <p>En esta continua búsqueda se ha podido evidenciar las bondades del aprendizaje de una lengua extranjera. De las cuales se resaltan las siguientes:</p> <ul style="list-style-type: none"> • El aprendizaje de una lengua extranjera desde temprana edad puede ser muy provechoso para el estudiante. Este cuenta con grandes potencialidades, es desinhibido, cualquier juego se convierte en situaciones reales de comunicación, repite sonidos con gran precisión y tiene una gran plasticidad cerebral. • Experiencias que demuestran que el aprendizaje simultáneo de varias lenguas facilita la adquisición de otros aprendizajes y el intercambio cultural. • El individuo aumenta la capacidad de comparación de su sistema lingüístico con los de otras lenguas y, por lo tanto, hay un aumento en la capacidad de admisión de la posibilidad de equivocarse. • Ha aumentado la aceptación de la diversidad lingüística y cultural en las comunidades que poseen varias lenguas en su ambiente natural. • El individuo percibe que la lengua se adquiere por el uso: académico, escolar y social. <p>Algunas características del enfoque comunicativo:</p> <ul style="list-style-type: none"> -Dar siempre un contexto de aprendizaje. -Aprender una lengua es aprender a comunicar. -Buscar la efectividad en la comunicación. -Hacer uso de recursos didácticos que favorezcan el desarrollo de las cuatro habilidades comunicativas. -Incentivar la comunicación y la interacción desde el comienzo. -Se permite combinar e interpretar mensajes y negociar significados en las relaciones interpersonales dentro de contextos específicos. -La traducción debe ser un recurso de aprendizaje, más no un objetivo permanente. <p>Sin embargo existe conciencia de que ningún método en particular garantiza por sí solo el aprendizaje de un idioma extranjero y que el continuo proceso de investigación cada día estará brindando nuevas estrategias que permitan la aprehensión más eficaz de la segunda lengua.</p>		
<p>COMPETENCIAS A DESARROLLAR (En esta asignatura y grado)</p>	BÁSICAS	LABORALES	CIUDADANAS
	<p>Lingüística</p> <ul style="list-style-type: none"> • Produzco textos sencillos con diferentes funciones (describir, narrar, argumentar) sobre temas personales y relacionados con otras asignaturas. <p>Sociolingüística</p> <ul style="list-style-type: none"> • Demuestro que reconozco elementos de la cultura extranjera y los relaciono con mi cultura. <p>Pragmática.</p> <ul style="list-style-type: none"> • Uso lenguaje formal o informal en juegos de rol improvisados, según el contexto. 	<ul style="list-style-type: none"> • Invento nuevas formas de hacer cosas cotidianas. • Utilizo adecuadamente los espacios y recursos a mi disposición. • Respeto las ideas expresadas por los otros, aunque sean diferentes de las mías • Atiendo con actitud positiva las solicitudes de los otros (padres, pares, docentes). • Identifico la información requerida para desarrollar una tarea o actividad. 	<ul style="list-style-type: none"> • Construyo, celebro, mantengo y reparo acuerdos entre grupos. • Participo en la planeación y ejecución de acciones que contribuyen a aliviar la situación de personas en desventaja. • Respeto propuestas éticas y políticas de diferentes culturas, grupos sociales y políticos, y comprendo que es legítimo disentir. • Comprendo el significado y la importancia de vivir en una nación multiétnica y pluricultural.
<p>CONTENIDOS GENERALES</p>	CONCEPTUALES	PROCEDIMENTALES	ACTITUDINALES
	<ul style="list-style-type: none"> • Present simple Present progressive • Infinitive of purpose/affirmative an negative statements • Present perfect and simple past. • The or no article. • Should-should not. • Present perfect vs present perfect continuous. • Comparative and superlative with a lot, far) • The future simple, continuous. • First conditional, second conditional. • The past perfect simple Since, for, ago • Reported speech. • Clauses. 	<ul style="list-style-type: none"> • Lee y comprende la idea principal de textos con cierta complejidad, los cuales hablan acerca de predicciones o planes futuros y diferentes tiempos gramaticales. • Hace preguntas de manera educada usando las preguntas directas e indirectas. • Expresa puntos de vista acerca de eventos sociales presentes y pasados en un texto • Completa oraciones usando la forma correcta 	<ul style="list-style-type: none"> • Es respetuoso en el uso de la palabra. • Valora la importancia del trabajo en equipo. • Es responsable con sus tareas y trabajos. • Es puntual en la hora de llegada al salón de clases. • Es tolerante y acepta las ideas de los demás. • Es hábil para leer y comprender textos en inglés • Es entusiasta y colaborador • Es tolerante frente a opiniones distintas a las propias • Es curioso y sensible hacia los comportamientos

TEACHERS' BELIEFS ABOUT SPEAKING

	<ul style="list-style-type: none"> • Passive voice, yes no questions. • connectors 	<p>de las preposiciones since y for en</p> <ul style="list-style-type: none"> • Organiza oraciones utilizando la estructura gramaticales del "presente perfecto-continuous y el "pasado simple" y las utiliza en elaboración de textos y mensajes. • Utiliza los condicionales para expresar situaciones irreales o hipotéticas • Completa textos y oraciones utilizando la estructura: Wish +simple past vs Wish + Past Progressive . • Comparte anécdotas usando el pasado perfecto. • Presenta argumentos a favor y en contra de temas propuestos en debates. • Pide permiso, da sugerencias o expresa obligación usando los verbos modales. • Describe personas, situaciones y cosas teniendo en cuenta clausulas. • Responde preguntas y completa oraciones usando la voz pasiva. • Comprende y escribe artículos periodísticos cortos usando la gramática estudiada. 	<p>socioculturales de las comunidades anglófonas.</p> <ul style="list-style-type: none"> • Muestra actitudes positivas en las actividades orales para desarrollar el lenguaje verbal y el no verbal. • Participa en el intercambio de opiniones, "hobbies", gustos y preferencias.
<p>LINEAMIENTOS CURRICULARES</p>	<p>LINEAMIENTOS CURRICULARES</p> <p>La Ley 115 determina, a partir del artículo 67 de la Constitución, como uno de los fines de la educación "El estudio y la comprensión crítica de la cultura nacional y de la diversidad étnica y cultural del país, como fundamento de la unidad nacional y de su identidad". Así mismo resalta la necesidad de promover la adquisición de por lo menos una lengua extranjera desde el ciclo de primaria. Siendo coherentes con esto, se hace necesario introducir en el ámbito escolar un concepto de cultura que valore la presencia de grupos étnicos claramente diferenciados de acuerdo con lenguas, religiones, valores y diferencias socio-económicas.</p> <p>Si se reconoce la posibilidad de practicar una enseñanza de las lenguas que sea eficaz y rentable, será necesario entonces admitir la necesidad de enseñar en el grupo nacional o monolingüe de español, el mayor número de lenguas extranjeras.</p> <p>Este acceso a una o varias lenguas extranjeras le permitirá al individuo tomar una justa visión del valor relativo de su lengua materna, de sus límites, como también de sus cualidades. Es la mejor apertura que cada uno puede hacer sobre sí mismo y sobre otros.</p> <p>Acceder, mediante el uso satisfactorio de otra lengua a otra cultura, a otra forma de ver, de sentir y de pensar, es adquirir el sentido de lo relativo en la traducción de las ideas y de los conocimientos. Es, en fin, comprender al otro.</p> <p>La Competencia Comunicativa en Idiomas Extranjeros</p> <p>Enfoque comunicativo</p> <p>En esta sociedad de movilidad de culturas y acceso al conocimiento, los idiomas extranjeros se convierten en una herramienta primordial para construir una representación del mundo; en un instrumento básico para la construcción de conocimiento, para llevar a cabo aprendizajes, para el manejo óptimo de las nuevas tecnologías y para el logro de una plena integración social y cultural.</p> <p>Así mismo, y como consecuencia del papel que desempeña en la construcción del conocimiento, el lenguaje está estrechamente vinculado a los procesos de pensamiento y al dominio de habilidades no estrictamente lingüísticas</p>		

TEACHERS' BELIEFS ABOUT SPEAKING

	<p>como, por ejemplo, las habilidades cognitivas, las habilidades motrices o las habilidades relativas a la planeación y control de la propia realidad de aprendizaje.</p> <p>Cuando los alumnos empiezan el aprendizaje de una lengua extranjera en los primeros años de la educación formal, poseen ya alguna competencia comunicativa en su lengua materna. De lo que se trata, por tanto, en un currículo de idiomas extranjeros, es de promover esta competencia para comunicarse en otras lenguas, dentro de sus propias limitaciones, tal como ya lo saben hacer en su lengua materna. El propósito fundamental es lograr que adquieran y desarrollen su competencia en ese código de tal manera que utilicen el idioma extranjero para relacionar saberes, para comprender e interpretar la realidad circundante y para compartir ideas, sentimientos y opiniones en situaciones de comunicación en las que rigen unas pautas de comportamiento lingüístico y social propias de las culturas donde se habla el idioma extranjero.</p> <p>Basándose en los escritos de Bruner, Vygotsky y Piaget, Seaver y Botel (1991) proponen cuatro principios del aprendizaje, a saber: el aprendizaje tiene como eje el significado, tiene lugar en un contexto social, implica relaciones entre los distintos procesos del lenguaje, es algo muy personal y particular del ser humano. Según estos autores, el aprendizaje se logra por medio de participación activa, colaborativa y reflexiva en cinco experiencias críticas que pueden ser incluidas en cualquier metodología empleada en la enseñanza de una lengua extranjera dentro del currículo integrado. Ellas son: leer textos, componer textos de varios géneros, usar la lectura y la escritura para adquirir nuevos conocimientos fuera de la escuela, analizar las funciones lingüísticas y aprender a aprender.</p> <p>Destacamos ahora cinco principios según Brown (1995), son indispensables en la enseñanza-aprendizaje de las lenguas extranjeras.</p> <p>Según estos principios, se debe:</p> <ul style="list-style-type: none"> - Reconocer y aprovechar en cuanto sea posible la motivación intrínseca del niño, su curiosidad para aprender algo nuevo. - Recordar la importancia que tiene la conducta arriesgada en el desarrollo de la lengua extranjera para dar oportunidades a los alumnos, arriesgarse en el manejo de la lengua extranjera, tanto en lo oral como en lo escrito. - Reconocer que el lenguaje y la cultura están estrechamente relacionados. - Fomentar la auto-confianza de los alumnos porque ésta es importante para el desarrollo de la lengua extranjera. - Finalmente, tener muy en cuenta que los alumnos exitosos son los que hacen una inversión estratégica en su propio aprendizaje. <p>La lengua y la cultura son elementos inseparables. El uso de metodologías que faciliten el acercamiento a las culturas asociadas con las lenguas extranjeras, es de suma importancia, ya que las lenguas son la mejor ventana a las culturas de los pueblos que las hablan.</p> <p>La familiaridad con las culturas extranjeras permite no sólo una mejor valoración de la propia sino también la comprensión, el respeto, el aprecio y la tolerancia por la cultura foránea.</p> <p>El Proceso de la Evaluación</p> <p>Los términos (en inglés) 'assessment' y 'evaluation' como relativos a los sistemas por medio de los cuales "damos cuenta" de procesos educativos, son frecuentemente asumidos en español como uno sólo y con el mismo significado. Esta interpretación ha dificultado la comprensión de la dinámica del proceso y de los propósitos de una evaluación formativa.</p> <p>Algunas de las definiciones que hacen carrera actualmente corresponden al pedagogo Leanna Traill (1995), quien plantea las siguientes conceptualizaciones: 'Assessment' (Valoración): Proceso de observación y acumulación objetiva de evidencias del progreso individual de aprendizaje en los estudiantes.</p> <p>'Evaluation' (Evaluación): Proceso en el cual se hacen estimaciones acerca de la pertinencia y efectividad de la enseñanza para el aprendizaje, sobre las bases de una valoración objetiva y veraz. La evaluación, en este contexto, es tanto un componente del proceso como el proceso mismo.</p>
<p>EJES PROBLÉMICOS</p>	<p>Comunicación efectiva Aceptación y comprensión de nuevas culturas Identidad cultural Globalización</p>
<p>LOGROS</p>	<p>I Período Logro 1: Expresa de forma oral y escrita información personal propia y de otros en distintos tiempos y contextos valorando las experiencias propias y de sus compañeros.</p> <p>II Período Logro 2: Expresa coherentemente comparaciones entre personas, animales o cosas respetando las diferencias.</p> <p>III Período Logro 3: Reporta de forma oral y escrita información propia y de otros valorando la amistad.</p> <p>IV Período Logro 4: Propone situaciones en las que se presenten condiciones y resultados en diferentes tiempos y voces.</p>
<p>PLANES DE APOYO (Características)</p>	<p>Los planes de apoyo estarán diseñados con el fin de ayudar a aquellos estudiantes que presentan ciertas dificultades en el desarrollo de competencias en la asignatura de tal forma que puedan superar las debilidades. Los planes de apoyo incluirán trabajos de investigación y consulta, sustentación de los mismos a través de pruebas orales o escritas y la realización de proyectos a modo de actividad experiencial. Dicho proceso irá de la mano con el acompañamiento continuo del docente en orientación o asesorías académicas en jornada contraria.</p>

TEACHERS' BELIEFS ABOUT SPEAKING


	Los planes de apoyo tendrán como características el desarrollo y evaluación de las 4 habilidades (writing, speaking, listening, Reading), con un acompañamiento previo de la temática a reforzar y/o nivelar. Se entregará un taller a los estudiantes con dificultades, en este se encontrará explicada la parte gramatical que se trabajó durante el periodo con ejercicios de aplicación y la posterior sustentación del mismo, seguido de un examen escrito que contenga más ejercicios gramaticales, ejercicios de listening y producción textual además de lectura y comprensión de textos.			
METODOLOGÍA GENERAL	<p>Como metodología para la enseñanza del idioma inglés se abordará el eclecticismo como una forma de satisfacer las necesidades e intereses de los estudiantes, sus estilos de aprendizaje, su personalidad, inteligencias predominantes y los patrones de procesamiento de información. Por ellos se propone la enseñanza a través de una combinación de enfoques y métodos tales como el aprendizaje basado en tareas y proyectos, el enfoque intercultural, el enfoque inter-curricular, y el enfoque centrado en el estudiante.</p> <p>El aprendizaje basado en tareas es una de las teorías más innovadoras en la enseñanza del Lenguas Extranjeras. Sostiene que el idioma extranjero se aprende mejor siguiendo un proceso diferente del que se conoce en el paradigma tradicional de instrucción: PPP: Presentación-Práctica-Producción.</p> <p>Condiciones Necesarias para el Aprendizaje de Idiomas</p> <ul style="list-style-type: none"> -Exposición a una rica variedad del lenguaje real y del mundo real al que están expuestos. -Oportunidades para el uso real del idioma, para que experimenten y testen hipótesis, para que digan lo que quieren decir, en distintas circunstancias. -Motivación para escuchar y leer, para procesar el significado del lenguaje y para usarlo en forma oral y escrita. -Concentración en el lenguaje, oportunidades para reflexionar sobre el lenguaje y tratar de sistematizarlo. <p>Exposición al Idioma</p> <p>Uso del Idioma -Motivación</p> <p>Análisis y Práctica del Idioma</p> <p>Concienciación de la Lengua</p> <p>Los alumnos analizan conscientemente el idioma realizando actividades:</p> <ul style="list-style-type: none"> --clasifican de acuerdo a funciones gramaticales --exploran significados y efectos de elecciones alternativas --identifican de los ejemplos, la palabra que no pertenece en una secuencia y lo que las otras tienen en común --exploran colocaciones de palabras --crean ejemplos similares con o sin ayuda del diccionario --clasifican palabras según su significado o uso --clasifican palabras según su pronunciación <p>Por otro lado, el enfoque intercultural ayuda a los estudiantes a desarrollar la sensibilidad, el entendimiento, la apertura y la flexibilidad en relación con otras culturas. Cuando se aprende una lengua el trasfondo cultural de ese idioma también debe estudiarse de tal forma que los estudiantes sean capaces de interactuar en situaciones comunicativas reales con hablantes nativos y no nativos.</p> <p>Así mismo a través del enfoque inter-curricular promueve la integración de lo que se aprende en la segunda lengua con el contenido de otras áreas de estudio.</p>			
INDICADORES DE DESEMPEÑO	BAJO	BÁSICO	ALTO	SUPERIOR
	Su constante dificultad para comprender las estructuras de la lengua inglesa le impiden comunicarse de forma efectiva. Se sugiere actividades de recuperación.	Participa en pocas actividades comunicativas haciendo uso de algunas estructuras de la lengua inglesa.	Participa en actividades comunicativas asimilando la mayoría de las estructuras y elementos de la lengua inglesa.	Participa activamente con claridad y coherencia haciendo uso de las estructuras y funciones comunicativas de la lengua inglesa.
ACTIVIDADES DE EVALUACIÓN	La evaluación será por competencias, es decir se busca medir no sólo lo que los estudiantes saben sino lo que hacen con lo que saben y las actitudes que toman frente a ese saber. Algunas herramientas que serán usadas en la evaluación son:			
	<p>Pruebas orales</p> <p>Pruebas escritas</p> <p>Proyectos</p> <p>Portfolios</p> <p>Debates, mesas redondas, foros</p> <p>Tareas</p> <p>Trabajo de clase</p> <p>Participación</p> <p>Autoevaluación</p> <p>Evaluación de pares</p> <p>Redacción de textos o ensayos</p>			
PROYECTOS	TRANSVERSALES	Medio ambiente		
	OTROS	English night Spelling bee		

TEACHERS' BELIEFS ABOUT SPEAKING

	English song festival
RECURSOS Y MEDIOS DIDÁCTICOS	Para la implementación del plan de estudio podemos considerar los siguientes recursos y medios didácticos: Texto guía Libro de trabajo CDs – grabadoras Video beam Mimio Smart board Posters Aula virtual Plataforma cibercolegios Flash cards Videos Tablero

TEACHERS' BELIEFS ABOUT SPEAKING

Appendix N 17

	<p>GIMNASIO ALTAIR DE LA SABANA GESTION DE CALIDAD EDUCATIVA</p> <p>PLAN DE ASIGNATURA POR LOGROS (<i>competencias y estándares</i>)</p>	<p>Código: F- GCE -CA-04 Versión: 01 Fecha: 15 – 09 -14</p>
---	--	---

Docente: Marines Martínez Navarro

Área: Asignatura: inglés

Grado:9° Año:2016

TEMAS Y SUBTEMAS	LOGROS	COMPETENCIAS	ESTANDARES	METODOLOGIA	RECURSOS
The simple present and the present continuous. Infinitive of purpose The or No article The simple past The present perfect and the simple past Should/ Shouldn't Had better/Had better not	Expresa de forma oral y escrita información personal propia y de otros en distintos tiempos y contextos valorando las experiencias propias y de sus compañeros.	Explica el porqué de planes y acciones relacionadas con su entorno personal, escolar y comunitario. Reconoce relaciones de causa y efecto en lecturas cortas sobre temas académicos.	Identifico ideas generales y específicas en textos orales, si tengo conocimiento del tema y del vocabulario utilizado. Comprendo relaciones de adición, contraste, orden temporal y espacial y causa-efecto entre enunciados sencillos.	Socialización Presentación en PowerPoint. Participación en Tablero Talleres escritos Trabajo en Students' book y Workbook. Karaoke Role Plays Canciones para completar Posters	Video beam Laptop Workbook Students' book Speakers Posters

TEACHERS' BELIEFS ABOUT SPEAKING

Tag question with be and do Nouns derived from verbs Means of transportation Expressions with get.					
2nd Term The present perfect and the present perfect continuous Should have/ shouldn't have Comparative and superlatives Comparative s with intensifiers Double comparatives The future with Will Be going to	"2nd Term Expresa coherentement e comparaciones entre personas, animales o cosas respetando las diferencias.	2nd Term Reconoce relaciones de causa y efecto en lecturas cortas sobre temas académicos. Resume la información que ha leído o escuchado sobre temas relacionados con su entorno escolar y académico a través de escritos estructurados Realiza exposiciones cortas sobre un tema académico de su interés.	2nd Term Organizo párrafos coherentes cortos, teniendo en cuenta elementos formales del lenguaje como ortografía y puntuación. Me apoyo en mis conocimientos generales del mundo para participar en una conversación. Identifico con iniciación, nudo y desenlace en una narración.	2nd Term Socialización Presentación en PowerPoint. Participación en Tablero Talleres escritos Trabajo en Students' book y Workbook. Karaoke Role Plays Canciones para completar Posters Reading time: Web	2nd Term Video beam Laptop Workbook Students' book Speakers Posters Web Reading book


TEACHERS' BELIEFS ABOUT SPEAKING

Adjectives to nouns Computer terms					
3rd term First conditional Second conditional I wish Reported Speech Phrasal Verbs with go Verbs of emotion Idioms	3rd term Reporta de forma oral y escrita información propia y de otros valorando la amistad.	3rd term Expresa su opinión sobre un tema discutido en clase y relacionado con su entorno académico. Intercambia información sobre temas del entorno escolar y de interés general en una conversación.	3rd term Uso lenguaje formal o informal en juegos de rol improvisados, según el contexto. Edito mis escritos en clase, teniendo en cuenta reglas de ortografía, adecuación del vocabulario y estructuras gramaticales.	3rd term Socialización Presentación en PowerPoint. Participación en Tablero Talleres escritos Trabajo en Students' book y Workbook. Karaoke Role Plays Canciones para completar Posters Reading time: Web	3rd term Video beam Laptop Workbook Students' book Speakers Posters Web Reading book
4th term Too, So and Such The Passive voice Connectors showing	4th term Propone situaciones en las que se presenten condiciones y resultados en diferentes tiempos y voces.	4th term Identifica el propósito, las partes y tipo de textos en una lectura o audio cortos y los comparte con sus compañeros.	4th term Organizo párrafos coherentes cortos, teniendo en cuenta elementos formales del lenguaje como ortografía y puntuación. Me apoyo en mis conocimientos	4th term Socialización Presentación en PowerPoint. Participación en Tablero Talleres escritos Trabajo en Students' book y Workbook. Karaoke	4th term Video beam Laptop Workbook Students' book Speakers Posters

TEACHERS' BELIEFS ABOUT SPEAKING

<p>addition and contrast</p> <p>Strong adjectives</p> <p>Environmental issues</p> <p>Personal traits.</p>		<p>Redacta textos de mediana longitud en los cuales realiza recomendaciones o sugerencias sobre situaciones de interés personal, escolar o social.</p>	<p>generales del mundo para participar en una conversación.</p>	<p>Role Plays</p> <p>Canciones para completar</p> <p>Posters</p> <p>Reading time: Web</p>	<p>Web Reading book</p>

Appendix N 18

	<p>GIMNASIO ALTAIR DE LA SABANA GESTIÓN DE CALIDAD EDUCATIVA</p>	<p>Código: F-GCE-CA-05 Versión: 01 Fecha: 15 - 09 - 14</p>
---	--	--

WEEKLY PLANNER



TERM IV

TEACHER MARINES MARTÍNEZ NAVARRO

GIMNASIO ALTAIR DE LA SABANA

2016.

TEACHERS' BELIEFS ABOUT SPEAKING

Lesson plans

	GIMNASIO ALTAIR DE LA SABANA GESTION DE CALIDAD EDUCATIVA WEEKLY LESSON PLAN	Código: F-GCE-CA-04 Versión: 01 Fecha: 05-08-14

SUBJECT		TEACHER	SESSION	WEEK # 1	
ENGLISH	GRADE 9TH A-B	MARINES MARTINEZ NAVARRO	SESSION I	From Sept. 19th to Sept. 23	
AIM # 3		TOPIC QUESTION	COMPETENCE	CONTENT	
Propone situaciones en las que se presenten condiciones y resultados en diferentes tiempos y voces.		Is it enough?	Express actions that happened recently and were completed at the time of speaking.	Too, enough, so and such	
METHODOLOGY				RESOURCES	
WARM UP: One of the kids leads the prayer. PRESENTATION: The teacher will display images about Too, enough, so, such and strong adjectives ACTIVITIES: Day 1: Students will work on their students' book on page 90 and 91 Day 2: Students will work on their students' book on page 92 Day 3: Students will work on their students' book on pages 93, 94 and 95. ASSESSMENT/ EVALUATION: the teacher will display some questions on the board to check students' knowledge. The teacher will take into account their participation, attitude and behavior during class.				Video beam, laptop, copies and notebooks.	
				HOMEWORK	


REMARKS:

TEACHER

ENGLISH COORDINATOR

ACADEMIC COORDINATOR

TEACHERS' BELIEFS ABOUT SPEAKING

	GIMNASIO ALTAIR DE LA SABANA GESTION DE CALIDAD EDUCATIVA WEEKLY LESSON PLAN	Código: F-GCE-CA-04 Versión: 01 Fecha: 15-09-14
---	--	---

SUBJECT		TEACHER	SESSION	WEEK # 2
ENGLISH	GRADE	MARINES MARTINEZ NAVARRO	SESSION 2	From Sept. 19th to Sept. 23
	9TH A-B			
AIM # 3		TOPIC QUESTION	COMPETENCE	CONTENT
Propone situaciones en las que se presenten condiciones y resultados en diferentes tiempos y voces.		Is it enough?	Express actions that happened recently and were completed at the time of speaking.	Too, enough, so and such
METHODOLOGY				RESOURCES
<p>WARM UP: One of the kids leads the prayer.</p> <p>PRESENTATION: The teacher will display images about Too, enough, so, such and strong adjectives</p> <p>ACTIVITIES:</p> <p>Day 1: Students will work on their students' book on page 96 and 97. Students will take a quiz.</p> <p>Day 2: Students will work on a listening activity.</p> <p>Day 3: Students will work on a Karaoke activity.</p> <p>Day 4: students will take a recovery quiz for unit 10 and they will work on a poster.</p> <p>ASSESSMENT/ EVALUATION: the teacher will display some questions on the board to check students' knowledge. The teacher will take into account their participation, attitude and behavior during class.</p>				Video beam, laptop, copies and notebooks.
				HOMework

MARKS:

TEACHER

ENGLISH COORDINATOR

ACADEMIC COORDINATOR

TEACHERS' BELIEFS ABOUT SPEAKING

	GIMNASIO ALTAIR DE LA SABANA GESTION DE CALIDAD EDUCATIVA	Código: F-GCE-CA-04 Versión: 01 Fecha: 05-09-14
	WEEKLY LESSON PLAN	

SUBJECT		TEACHER	SESSION	WEEK # 3
ENGLISH	GRADE 5TH A-B	MARINES MARTINEZ NAVARRO	SESSION 3	From Sept. 19th to Sept. 23
ADM # 3		TOPIC QUESTION	COMPETENCE	CONTENT
Propone situaciones en las que se presenten condiciones y resultados en diferentes tiempos y voces.		Is it enough?	Express actions that happened recently and were completed at the time of speaking.	Passive voice
METHODOLOGY				RESOURCES
<p>WARM UP: One of the kids leads the prayer.</p> <p>PRESENTATION: The teacher will display images about Too, enough, so, such and strong adjectives</p> <p>ACTIVITIES:</p> <p>Day 1: Students will work on their students' book on page 100 and 101</p> <p>Day 2: Students will work on their workbook unit 11</p> <p>Day 3: Students will work their students' book pages 102 and 103</p> <p>Day 4: students will work on some worksheets.</p> <p>ASSESSMENT/ EVALUATION: the teacher will display some questions on the board to check students' knowledge. The teacher will take into account their participation, attitude and behavior during class.</p>				Video beam, laptop, copies and notebooks.
				HOMEWORK

REMARKS: _____

TEACHER

ENGLISH COORDINATOR

ACADEMIC COORDINATOR

TEACHERS' BELIEFS ABOUT SPEAKING

	GIMNASIO ALTAIR DE LA SABANA GESTION DE CALIDAD EDUCATIVA WEEKLY LESSON PLAN	Código: F- GCE -CA- 04 Versión: 01 Fecha: 15 - 09 -14
---	--	---

SUBJECT		TEACHER	SESSION	WEEK # 5
ENGLISH	GRADE 9TH A-B	MARINES MARTINEZ NAVARRO	SESSION 5	From October 18 th to 21 st
AIM # 3		TOPIC QUESTION	COMPETENCE	CONTENT
Propone situaciones en las que se presenten condiciones y resultados en diferentes tiempos y voces.		Name some Environmental issues.	Express actions that happened recently and were completed at the time of speaking.	Passive Voice
METHODOLOGY				RESOURCES
<p>WARM UP: One of the kids leads the prayer.</p> <p>PRESENTATION: The teacher will display some slides to review present and past passive voice and will introduce present perfect passive voice.</p> <p>ACTIVITIES:</p> <p>Day 1: Students will work on some worksheets about Passive voice sentences.</p> <p>Day 2: Students will work on Passive voice worksheet to reinforce the previous lesson.</p> <p>Day 3: Students will work on their students' book on pages 101, 102 and 103. They will also work on their Workbook pages 79, 80 and 81.</p> <p>ASSESSMENT/ EVALUATION: the teacher will display some questions on the board to check students' knowledge. The teacher will take into account their participation, attitude and behavior during class.</p>				Video beam, laptop, copies and notebooks.
				HOMEWORK


MARKS: _____

TEACHER

ENGLISH COORDINATOR

ACADEMIC COORDINATOR

TEACHERS' BELIEFS ABOUT SPEAKING

	GIMNASIO ALTAIR DE LA SABANA GESTION DE CALIDAD EDUCATIVA WEEKLY LESSON PLAN	Código: F-GCE-CA-04 Versión: 01 Fecha: 15-09-14
---	--	---

SUBJECT		TEACHER	SESSION	WEEK # 6
ENGLISH	GRADE 9TH A-B	MARINES MARTINEZ NAVARRO	SESSION 6	From October 24 th to 28 th
AIM # 3		TOPIC QUESTION	COMPETENCE	CONTENT
Propone situaciones en las que se presenten condiciones y resultados en diferentes tiempos y voces.		Name some Environmental issues.	Express actions that happened recently and were completed at the time of speaking.	Passive Voice
METHODOLOGY				RESOURCES
<p>WARM UP: One of the kids leads the prayer.</p> <p>PRESENTATION: The teacher will display some slides to review present and past passive voice and will introduce present perfect passive voice.</p> <p>ACTIVITIES:</p> <p>Day 1: Students will watch a video and they will answer some questions about it using Passive voice and they will work on a Passive voice worksheet.</p> <p>Day 2: Students will take a quiz for unit II Passive voice and Environmental issues.</p> <p>Day 3: Students will work on a poster presentation about Environmental issues.</p> <p>ASSESSMENT/ EVALUATION: the teacher will display some questions on the board to check students' knowledge. The teacher will take into account their participation, attitude and behavior during class.</p>				Video beam, laptop, copies and notebooks.
				HOMEWORK

REMARKS: _____

TEACHER

ENGLISH COORDINATOR

ACADEMIC COORDINATOR