

Enhancing EFL A2 Speaking Level Through Pronunciation strategies:

An Action Research Among Sixth Grade Students at Pablo Correa Leon School

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Introduction

the following paper presents a deep step by step process of an action research conducted during a period of ten weeks. This research proposal focuses on oral speaking improvement through pronunciation strategies using principles of the communicative approach. In addition, this project is applied at the public-school Pablo Correa Leon, located at Libertad neighborhood (Cucuta) among sixth grade students.

This action research's proposal is composed by four relevant sections such as: the pedagogical component, which shows and supports the influence of communicative approach in the oral production improvement; the research component, which is focused on answering questionnaires; the out-research that attempts to demonstrate that all the activities were applied successfully, and finally, and the administrative component which covers all the administrative aspects of the Pablo Correa Leon School.

For supporting Communicative Approach in this research, ESEE (2003) affirms that communicative approach defines with precision, objectives of communication through conversation, reading and comprehension. Also, Larsen-Freeman (2010) mentions a set of principles that compose communicative approach. One of the main purpose of this approach is to push learners to work independently and to implement the metacognition process during the development of their activities.

The author affirms that the use of authentic material in the classroom is a relevant aspect. In this way, learners manipulate catalogues, newspapers or reports. Also, students are encouraged to learn cohesion and coherence when constructing phrases or completing dialogues, and the teacher can implement role plays for speaking skill activities. Moreover, grammar mistakes are tolerated. The role of teachers is to guide and clarify students' doubts on pronunciation.

On the other hand, direct method is used in this research. But, the researcher focuses more on communicative approach. According to Hashemian (2011), Direct Method is an approach in which learners of a foreign language listen and repeat native speaker audios or sounds for improving their pronunciation. In this way, the students adapt their ears to real model

of a target language. In this case the English. Moreover, Murcia, et. al. (1996) state that the Direct Method consist of imitation and repetition of sounds, words or utterances in order to improve the speaking skill I the learning of a new language.

However, in order to carry out the action research process, it is necessary to take into account the implementation of observation, classroom activities, data collection, and which instruments were used in the whole process. Also, in this study, the researcher occupies three hours per week during a time of eight weeks.

Over the las few years, communicative approach has had new perspectives including oral speaking. Its emphasis centered on the use of target language in the classroom in an oral way. It involves role plays and presentations in different contexts (Swarbrick, 1994). However, the author states that explaining grammar to the students can be a beneficial aspect, but, using the oral speaking activities allows students to have a personal experience with the target language, and, it contributes in their oral communication improvement.

Justification

This action research is conducted at Pablo Correa Leon School (Cucuta-Colombia). Nevertheless, it is considerable to have two weeks of observation in order to identify the students' needs; in this case, speaking skill. During the observation section, it was noticed that students do not speak in English because of two reasons: the lack of vocabulary and the lack of knowledge of how to pronounce. On the other hand, the students are not demanded to speak in

English in the classroom, but, repeat what the teacher says. That is way, the research question of this study is “What influence does pronunciation training have in the speaking skill?”

According to the curriculum structure of “Colombia Bilingüe”, one of its principal goal for sixth grade is “to recognize self as an individual and a member of the class”. It includes, “giving and requesting personal information, to describe people and daily activities, to present self and others, to give instructions, to spell out names, to understand and use the language in the classroom, and finally, to give and request information on telephone numbers and the time. In this case, following the set of objectives above, oral speaking is implemented during this research.

Moreover, apart from the observation stage of two weeks, it was necessary to share ideas with the teacher in charge of the grade sixth, in order to have more reliability about what is going to be applied. Also, it was taken into account the academic level of English of the sixth grade students and the opinion of the coordinator of the institution Pablo Correa Leon. For applying pronunciation strategies, the researcher centered on Macháčková (2012) who states that “For teaching pronunciation, teachers may have a colossal degree of responsibility. Also, the teacher is who influences students to be motivated, to create an agreeable atmospheric environment and to achieve their goals successfully”.

For carrying out the process of pronunciation, Kenworthy (1990) suggests a set of principles that the teacher should follow such as: helping learners hear, helping learners make sounds, providing feedback, pointing out what’s going on, establishing priorities, devising activities, and assessing progress. In this way, it is necessary to highlight that students need to be provided pertinent exercises and feedback by the teacher.

In order to have a clear communication, people should have the ability of pronouncing a language correctly. Also, pronunciation is a subskill that produces sounds and can be conducted through games, bingo and alphabet lists activities. However, it is necessary to take into account reading aloud activities and the acquisition of vocabulary for having a significant pronunciation level (Králová, 2011).

On the other hand, According to Febriyanti (2006), when giving and receiving information orally, it is presented a construction of meaningful messages to be shared. in which, the speaking is consider the most significant skill to be used during that process. Moreover, the author states that for motivating students to speak in a target language the teacher may implement strategies as: role plays, games or discussions.

Objectives

General objective

To enhance speaking skill A-2 Level though pronunciation training strategies among sixth grade students at Pablo Correa Leon school.

Specific objectives

1. To identify communicative students' needs through an observational report in the classroom context.

2. To select specific pronunciation activities according to the students' level based on Colombia Bilingue curriculum structure.
3. To apply the selected activities in sixth grade students during the research process.
4. To evaluate if the students' work allows the researcher to answer the research question.

Chapter 1: pedagogic component

1.1 Introduction

Most ESL teachers now agree that explicit pronunciation teaching is an essential part of language courses. On the one hand, confidence with pronunciation allows learners the interaction with native speakers that is so essential for all aspects of their linguistic development. On the other hand, poor pronunciation can mask otherwise good language skills, condemning learners to less than their deserved social, academic and work advancement.

The purpose of this study is to implement pronunciation training strategies with the aim of enhancing EFL A2 speaking level in the English teaching process. Pronunciation is a subskill that produces sounds and can be conducted through games, bingo and alphabet lists activities. However, it is necessary to take into account reading aloud activities and the acquisition of vocabulary for having a significant pronunciation level (Králová, 2011).

This project is entitled “Enhancing EFL A2 Speaking Level Through Pronunciation Trainings strategies: An Action Research Among Sixth Grade Students at Pablo Correa Leon School”. During the observation process, it was noticed that there is an English laboratory in the

school, with a TV screen board and what makes it to see comfortable is the enough space it has. The other classrooms do not have audio-visual aids or any kind of technological tool. Besides, the laboratory is used once per week by each grade due to all the students have to receive that benefice.

According to the curriculum structure of “Colombia Bilingüe”, one of its principal goal for sixth grade is “to recognize self as an individual and a member of the class”. It includes, “giving and requesting personal information, to describe people and daily activities, to present self and others, to give instructions, to spell out names, to understand and use the language in the classroom, and finally, to give and request information on telephone numbers and the time. In this case, following the set of objectives above, oral speaking is implemented during this research.

1.2 Justification

The major priority of this project is to enhance students speaking skill to sixth grade students with A1 level at Pablo Correa Leon school. It was due to their lack of use of the English language orally in the classroom and improper pronunciation while they speak. Besides, pronunciation training strategies is proposed to implement during the whole study with the purpose of fulfilling the speaking skill students need. The development of classes is conducted in two places: the laboratory and the specific classroom each grade has. In this way, when working in the laboratory, some short videos are shown in English and exercises of pronunciation.

This action research’s proposal is composed by four relevant sections such as: the pedagogical component, which shows and supports the influence of communicative approach in

the oral production improvement; the research component, which is focused on answering questionnaires; the out-research that attempts to demonstrate that all the activities were applied successfully, and finally, and the administrative component which covers all the administrative aspects of the Pablo Correa Leon School.

During the observation section, it was noticed that students do not speak in English because of two reasons: the lack of vocabulary and improper pronunciation. On the other hand, the students are not demanded to speak in English in the classroom, but, repeat what the teacher says. That is why, this research focuses on the influence that pronunciation training has in the speaking skills. In addition, the teacher in charge of sixth grade is not a licensed English teacher but, a licensed biology teacher. That is why, this study considerably takes place in this grade.

On the other hand, there is no interest of being in English classes by the students of sixth grade. This is because during the observation it was noticed that they are not motivated and the teaching methods are really traditional such as: memorization, writing long lists of phrases or words and they merely do what the teacher says.

1.3 Objectives of pedagogic component

1.3.1 General objective

To strengthen speaking skill A-2 Level through pronunciation training strategies among sixth grade students.

1.3.2 Specific objectives

5. To show the students how to use pronunciation training strategies as technique for enhancing speaking skill.
6. To apply the principles of communicative approach through specific pronunciation activities.
7. To apply the selected activities in sixth grade students during the research process.
8. To evaluate if the students' work allows the researcher to answer the research question.

1.4 Theoretical framework

Over the last few years, the interest for improving the learning of new languages has increased considerably. For instance, in Colombia is followed the Common European Framework of Reference (CEFR) as a model to teach the English language as a foreign language. It is a European standard, also used in other countries, which is implemented to measure the level of oral and written comprehension and expression in a given language.

The CEFR for Languages establishes a common six-level reference scale for the organization of language learning and certification of the different degrees issued by certified entities. The division is grouped in three blocks which are: basic, intermediate and advanced levels. The following chart shows the curriculum structure of the CERF.

Table 1: *Curriculum structure of the CERF*

Level	Sub-level	Description
A	A1: Beginner	Grades from First to Third
Basic	A2: Basic	Grades from Fourth to Seventh

B	B1: Pre-Intermediate	Grades from eighth to Eleventh
Intermediate	B2: Intermediate	Superior Education: Minimum level for professionals of other careers
C	C1: Pre-advanced	Minimum level for English teachers
Advanced	C2: Advanced	Minimum level for new graduates of degrees in languages.

On the other hand, in Colombia the CERF has been adopted by the Ministerio de Educación Nacional (MEN) in order to enhance the English level of the bilingual national program. In addition, it has designed a specific curriculum for each scholar grade.

For instance, according to the curriculum structure of “Colombia Bilingüe”, one of its principal goal for sixth grade is “to recognize self as an individual and a member of the class”. It includes, “giving and requesting personal information, to describe people and daily activities, to present self and others, to give instructions, to spell out names, to understand and use the language in the classroom, and finally, to give and request information on telephone numbers and the time. That is why, this research focuses on oral speaking through pronunciation training strategies among sixth grade students.

1.4.1 Pronunciation

Teaching pronunciation is fundamental for improving oral speaking. Also, pronunciation conducts students to have a personal interaction and to use the language in different contexts allowing learners to enhance their English level (Varasarin, 2007). Moreover, the author states

that the lack of knowledge of pronunciation of a new language limits the learning process of learners. This is because when interacting with others it cannot be understood and the speaker do not feel self-confidence.

Nevertheless, pronunciation is a subskill that produces sounds and can be conducted through games, bingo and alphabet lists activities. However, it is necessary to take into account reading aloud activities and the acquisition of vocabulary for having a significant pronunciation level (Králová, 2011). Moreover, Kenworthy (1990) suggests a set of principles that the teacher should follow such as: helping learners hear, helping learners make sounds, providing feedback, pointing out what's going on, establishing priorities, devising activities, and assessing progress. In this way, it is necessary to highlight that students need to be provided pertinent exercises and feedback by the teacher.

In the last statements, it is clearly showed the importance of pronunciation when learning a new language. Also, the influence that it has in the oral speaking skill. Besides, one person can read and write an article, newspaper or any document, but, without having pronunciation is not possible to understand a conversation, a TV program or give specific information orally.

Nevertheless, for improving pronunciation in a new language it is necessary to look for strategies in which students interact and practice. It can be following examples or creating games that allow the learner to be motivated with different activities and to get involve in the learning context. Moreover, the pronunciation strategies can enrich the students vocabulary.

1.4.2 Speaking skill

According to Febriyanti (2006), when giving and receiving information orally, it is presented a construction of meaningful messages to be shared. in which, speaking is consider the most significant skill to be used during that process. Moreover, the author states that for motivating students to speak in a target language the teacher may implement strategies as: role plays, games or discussions.

Based on Segura (2011), speaking is the most important of the four skills. Also the author states that nowadays English teachers focus on teaching reading and writing skills and pass over the importance of teaching speaking. this is because they center on the suggested material or the demanded books to work. however, English is the most spoken language in Europe and other parts of the world and, each day it takes more strength.

However, the author says that there are different situations that people have to face day by day in which they have to interact with others. It includes: through the phone, answering questions, asking for directions, in a shopping center, a meeting or chatting with friends.

On the other hand, the Common European Framework of Reference (CEF: 2001) stipulated a set of speaking activities that teachers should implement and students have to follow according to their level. those are: to interact with other person about family, hobbies, travel, work or personal needs themes; also, the learners should know how to describe a person, places, dreams or giving personal opinions about any topic.

the importance of speaking skill is not compared with the other three ones. it is to say, the person who speak English receives several advantages. this is because the person can express

ideas, give opinions or thoughts easily (Qureshi, n,d). Also, the author states that "Without speech, a language is reduced to a mere script".

1.5 Methodology

the purpose of this research is to enhance oral speaking through pronunciation training strategies. In this way, it was designed a methodology which lead the researcher to develop the steps to follow when carrying out an action research. Besides, communicative approach is applied in this study.

1.5.1 Communicative approach

For supporting Communicative Approach in this research, ESEE (2003) affirms that communicative approach defines with precision, objectives of communication through conversation, reading and comprehension. Also, Larsen-Freeman (2010) mentions a set of principles that compose communicative approach. One of the main purpose of this approach is to push learners to work independently and to implement the metacognition process during the development of their activities.

The author affirms that the use of authentic material in the classroom is a relevant aspect. In this way, learners manipulate catalogues, newspapers or reports. Also, students are encouraged to learn cohesion and coherence when constructing phrases or completing dialogues, and the teacher can implement role plays for speaking skill activities. Moreover, grammar mistakes are tolerated. The role of teachers is to guide and clarify students' doubts on pronunciation.

Over the las few years, communicative approach has had new perspectives including oral speaking. Its emphasis centered on the use of target language in the classroom in an oral way. It involves role plays and presentations in different contexts (Swarbrick, 1994). However, the author states that explaining grammar to the students can be a beneficial aspect, but, using the oral speaking activities allows students to have a personal experience with the target language, and, it contributes in their oral communication improvement.

1.5.2 Students

The following chart shows the grades that were selected to work with the trainee teacher in the development of the integral practice at Pablo Correa school.

Table 2 *grades*

Grades	Number of students
Sixth (6°) B	45 students
Sixth (6°) D	44 students
Sixth (6°) E	44 students
Seventh (7°) B	37 students

The chosen population to develop this action research was the grade sixth D. the students are between 11 and 14 years old. Also, it is composed by 44 students (19 girls and 25 boys). On

the other hand, the benefits received in this group were relevant, because their speaking level was improved and also their pronunciation through pronunciation strategies.

1.5.3 Schedule

Since the first week that the trainee teacher started the observation section, it was given the schedule of the students. However, it was highlighted the importance of following the curriculum structure of the MEN. In the following chart, it is shown the schedule of the chosen population who participated in the action research process.

Table 3 *schedule of 6D*

Day	Group	Hour	Time
Tuesday	Sixth (6°) B	2° hour	06:55 to 07:50 am
Friday	Sixth (6°) B	1° and 2° hour	06:00 to 07:50 am

1.5.4 Development of activities

Speaking is the most important of the four skills. Nowadays English teachers focus on teaching reading and writing skills and pass over the importance of teaching speaking (Segura, 2011). For this reason, the following activities focus on speaking improving using pronunciation strategies. For carrying out this project four specific activities are implemented, using communicative approach. The aim of these activities is to carry out the pedagogic components'

objectives. Besides, the students' level is conforming to CERF and MEN. During the development of activities, it was attempted to improve the speaking skill in learners through pronunciation strategies, in which, the first activity was about guessing words.

However, it is necessary to highlight that the teacher explained three times the topic and the activities. Also, implemented different exercises before conducting the final activities. This is in order to students practice the given theme and adapt the vocabulary study in class. In addition, the activities were explained in Spanish, it was in order to students understand clearly the aim and focus of the activity and the final product.

1.5.4.1. First Activity: Back-to-Back Spelling

According to Derakhshan, Khalili and Beheshti (2016), the speaking processes is composed by three specific components: conceptualization, formation, and articulation. The first term refers to the selected information to explicit a meaning. The formulation one is the grammatical structure that the speaker uses with his/her own words. The third one, which is articulation, demands the speaker to express the speech with proper articulatory organs. However, the author states that taking into account those three aspects, the speaker even can have speaking mistakes in a speech.

On the other hand, Derakhshan et al. (2016) say that there are three components that involve the appropriate use of language in speaking. Those are: pronunciation, grammar, and

vocabulary. In this case, pronunciation is described as an important and intelligibility feature in speaking.

In order to do this activity, the hangman was played as an exercise for students recognize the alphabet and how to pronounce each letter (See Appendix G). Then, learners were divided into six groups in which one member of each group writes a word with the finger on the partner's back. Then, the student must identify the written word and spell it aloud. The vocabulary used during the activity is the one studied during the classes. In this case, the teacher gives the words. The vocabulary is about school supplies. In this way, the students who answers incorrectly will return to the group and those who answer correctly, will sit down. The group that finish with less participants will be the winner. (See appendix F and L).

The main purpose of this activity was to allow the students to know how to pronounce the school supplies and to identify key aspects of pronunciation.

1.5.4.2. Second Activity: Key Words Recognition for Pronouncing My Daily Routine.

In this activity, it was played an audio about daily routines. The audio is taken from the NEM module 1 unit 2 (See Appendix J). But, before that, students were given a sheet with a set of daily routines represented with images (See Appendix I and L). In this way, students attempted to identify how many daily routines were mentioned in the audio and point them on the sheet. Then, the audio was transcribed on the board and explained step by step in order to students to pronounce correctly. On the other hand, the researcher played the video phrase by phrase and participants repeat following the audio. However, it was more precise due to the audio was written.

Besides, the trainee teacher showed to the participants some key aspects of pronunciation. It includes: the words that have OO (school, food, cook), EE (teeth), and some of them than have U (brush, u, lunch) (See Appendix L and H). It was necessary to practice more than three times in order to students adapt and take into account the examples. In addition, the researcher read the written audio and pronounced each routine for facilitating students to participate and pronounce correctly.

According to Murcia, et al. (1996) pronunciation improvement influence when students repeat and imitate phrases or sounds in a target language. During the activity, the students pronounced and answered the questions in different order: the first manner was to ask as a group the pronunciation of a given routine, then, by columns taking into account the column that answered correctly, finale, the researcher select randomly individually some participants ad, they had to pronounce one routine according to the previous instructions. In the activity, the students participated actively and showed interest for participating. the played audio was taken from the NEM demanded in the modules for sixth grade.

The main purpose of this activity was to prepare the participants how to pronounce their daily routines following a set of key aspects.

1.5.4.3. Third Activity: pronunciation of a second audio about routines.

In this activity, there was a similar process of the last one. This is because students had to put into practice the steps taught in the second activity. The audio is totally different, but, the routines are the same. Also, each student was given a sheet with the routines in order to select the routine mentioned in the audio (See Appendix I). After having played the audio, the teacher

transcribed the audio on the board in order to students pronounce. based on Hashemian (2011), pronunciation is related to transcription, listening, imitating and the use of visual aids.

With this statement, the author shows the importance of using audio visual aids in the implementation of pronunciation strategies. Then, with an audio the learners are allowed to listen and identify the words or phrases mentioned. Finally, the transcription is relevant because students clarify their doubts and know the unknown words presented in the audio. With this contribution, the author allows the researcher to implements the pronunciation strategies used in this activity.

On the other hand, the participants pronounce as a group, in columns and individually. Because of time reasons, the trainee teacher merely chose eight students individually to participate in pronunciation. During this activity. The participants showed interest and successful results when pronouncing. In addition, when students found a word with OO, EE, U and the personal pronouns (I), they took into account the explanation of the second activity and its key aspects of pronunciation.

Finally, to evaluate their pronunciation level, it was given a sheet to each column of students, which is composed by six and seven students. Each student had to read as fast as possible from the first student until the last one. The trainee teacher at the end did the feedback. The main purpose of this activity, was to clarify the participants doubts of pronunciation and verify their performance of the whole process.

1.5.4.4. fourth Activity: Presentation of my Daily Routine

In the fourth activity, students were presented a video made by the trainee teacher with the presentation of the daily routines (See Appendix L). the video was showed and students had to present their own daily routines. For this exercise, seven students were selected voluntarily. However, during the development of the activity, all the students were involved working in pairs and practicing. Nevertheless, many of the participants did not accepted to be recorded, it was because they were so shy, according to their comments.

In the pairs work, the learners had to present to her/his partner the daily routine. Also, the other learner had to correct immediately if the classmate made a pronunciation mistake. The trainee teacher is ready for solving possible questions that students have.

In this fourth activity, the researcher attempts to show the influence that pronunciation strategies have in the speaking skill. After having implemented three activities before, the participants are considered to have the ability to say their daily routines in a speaking way and pronouncing correctly. That, is way, that this activity is focused on producing what students know and to put into practice the all the three activities conducted. According to Febriyanti (2006), when giving and receiving information orally, it is presented a construction of meaningful messages to be shared. in which, speaking is consider the most significant skill to be used during that process.

For carry out this activity, the participants did not have to read but expressing and doing the representation of the routines with corporal expressions. However, they preferred that the videos were recorded in their houses by their parents or any family member (See Appendix K). In the video is noticed that students showed have learnt and implemented all the advices given by

the researcher, because the pronunciation improved in their presentation. Also, they followed instructions as avoiding reading or use images.

CHAPTER 2: RESEARCH COMPONENT

In this chapter, the researcher shows the whole process of the study including results and conclusion. Also, there are precise information and graphic representations of each step.

2.1 Introduction of the Research Component

This is an action research focused on pronunciation strategies for enhancing speaking skill, through communicative approach and direct method. The study was conducted among forty-four (44) students (26 male gender and 18 female gender), and a variety of age from ten to 14 years old at Pablo Correa Leon school. All of them have Colombian nationality.

Besides, the purpose of this research is to obtain relevant information from instruments in order to answer the research question which is: “What influence does pronunciation training have in the speaking skill?” that is why, participant observation, questionnaires, interviews and pre-test and post-test were implemented in this study. Also, those tools were useful for identifying students’ drawbacks in ‘pronunciation.

In the research study, mixed method was included. It was because it was necessary to gather quantitative and qualitative data. In addition, each instrument is clearly explained graphicly and written. In this way, the action research is supported by the trainee teacher through those tools.

2.2. Justification of the Research Component

When students face to speak in front of the public, they usually feel nervous of pronouncing incorrectly or simply do not feel competent to speak. Specially, if they are recorded. However, the pronunciation strategies are relevant in the improvement of pronunciation a foreign language. This action research is conducted through communicative approach and direct method in order to achieve its objectives successfully. It attempts to improve the speaking skill through pronunciation strategies among sixth grade students.

On the other hand, this study aims to contribute with future researches related to speaking. Also, it can be used as a guide regardless if the researchers use the same strategies or simply creates new ones. Following the research process, the students learn relevant aspects to keep in mind when pronouncing in a speech or any speaking section.

2.3 Research questions

2.3.1 General question

“What influence does pronunciation training have in the speaking skill?”

2.3.2 Specific questions

What are the advantages of pronunciation strategies in students?

Which pronunciation strategy the students liked the most?

What are the students’ opinions about the implementation of pronunciation strategies?

How does pronunciation strategies contribute in the speaking skill improvement?

2.4 Type of research

Action research is the type of research implemented in this study. According to Sagor (2000), action research is a step by step process in which a researcher executes an action in order to solve a given problem presented in a determined population.

Besides, the author states that an action research can be implemented not only by one person but, by a group or by the entire faculty of a school. However, he shows a set of step to follow for carrying out an action research. those steps are: Selecting a focus, clarifying theories, identifying research questions, collecting data, analyzing data, reporting results, taking informed action.

Action research is conducted in an academic context involving the students and teachers' environment. Besides, it focuses on solving possible issues presented in the teaching process. In addition, the study can be carried out collaboratively or by a single researcher. This process can be conducted in schools, universities or any academic field (Ferrance, n,d).

Nevertheless, in this action research mixed method is used. This is in order to obtain both quantitative and qualitative data. Mixed method attempts to answers the research question from different perspectives and to better understand a research issue using both qualitative and quantitative data. One research that includes collecting and analyzing qualitative and quantitative data in a single study is called mixed methods research (Tashakkori and Teddlie) (2003).

Using this mixed method ensure a high quality of the research because of the quantitative and qualitative specific data acquired. According to Tariq and Woodman (2013) state that mixed

methods refers to mix both quantitative and qualitative data which collect and analyze in one or more research studies to finally answer the research question.

2.4.1 Steps of action research

According to Midwest Brain and Learning Institute (2004), there are five relevant steps that a researcher should take into account when conducting an action research.

2.4.1.1 Step number 1: Problem Identification

Before identifying the problems, it is necessary to determine the context in which the study is going to be conducted or what you want to explore. Then, the researcher has to know what situation wants to change and why. That is to say, to identify the phenomenon in a determined area. In the case of this study, the researcher determined the grade 6D at Pablo Correa Leon school. After, it was identified the problem which was pronunciation drawbacks when speaking.

2.4.1.2 Step number 2: Step 2: Organizing a Plan of Action / Step 3: Collect the Data

In this section, the step two and three are presented. The second step consists of looking for the suitable strategies and approach to successfully carry out the research. The third steps which is related to collecting data or information, aims to answer the research question. Also, for gathering data the researcher can use different tools as: observation, interviews, questionnaires, records, videos and so on.

2.4.1.3 Step number 4: Organize and Analyze the Data

In this step, the researcher has to organize the information using webs, graphs, charts or numbers. Then, give a detailed observation, display data in order to the researcher analyze every single aspect and be able to interpret it. Finally, describe and summarize de findings found in the analysis.

2.4.1.4 Step 5: Plan for Future Action

Finally, Midwest Brain and Learning Institute (2004), give a series of questions that the researcher should have in this step. Those are:

- * What have you learned?
- * How do you feel about what you have learned?
- * How do your conclusions differ from what you thought you would learn?
- * Do the conclusions seem believable?
- * What actions might you take based on your conclusions?
- * What new questions emerge for you from the data?
- * Who else might be interested in these conclusions?
- * What are strategies to share your conclusions with others?

2.5 Participants of the study

2.5.1 Sample

A sample is a representative part of a determinate population which is deeply studied to gather evidences and information of the whole (Webster, 1985). For this action research, it is

selected a sample of 44 sixth D grade students from the four groups of students such as: 6B, 6D, 6D,7B of Pablo Correa Leon school (Cucuta) of A2 level of English (See Appendix M). In addition, classes are conducted on Tuesday the second hour (06:55am) and Friday the first and second hour (06:00 am to 7:50 am). The sample includes (26 male gender and 18 female gender), and a variety of age from ten until 14 years old. All of them have Colombian nationality.

2.5.2 Sampling techniques

On one hand, this is an important aspect that characterizes a research study. According to Singh and Masuku (2014), sampling theory is defined as the process of minimizing the number of members of a population, in order to obtain information and to increase the precision of results as a whole. Using sampling method allows to select a specific sample which is the central point of study in a research. To carry out this action research, the sample is selected using simple random sampling method which is a probability sampling.

A simple random sample consists of selecting individuals from a given population, giving to every individual the same opportunity to be selected Moore et al. (2006). In addition, this sampling method is used with the purpose of eliminating bias in order to give all individuals the same possibility to participate and to obtain a variety of results. The four group of students are written in a piece of paper and then joined in a pot. After that, the researcher selected one piece of paper randomly and the grade that appeared in the random selection, those were the sample.

2.6 Data collection

In research, data collection is considered as the variety of sources used by the researcher to obtain clear and validity evidences when studying a phenomenon. According to Yin (2009),

there are six important tools to gather both quantitative and qualitative data in research, those are: direct observation, interviews, archival records, documents, participant observation and physical artifacts. In this project, four instruments are implemented such as: direct observation, interview questionnaires and pre-test and post-test (See Appendix A,B and D).

2.6.1 Participant observation

Direct observation conducts the researcher to explore, examine, antecedents, behaviors and consequences in a determinate group (Alessi, 1988). Direct observation is a method to collect descriptive information in which the researcher carefully observes one or more subjects in a determinate context without altering the environment (Holmes, 2013).

Also, the author states that it is used to evaluate behavior processes or events that strengthen the information of other data collection instruments such as surveys and questionnaires. Direct observation is divided into two sections: overt and covert. The observation is overt when there is a previous knowledge of its purpose, and covert when there is not knowledge about the observation. Direct observation is implemented in this research to complement data that is not obtained with the other data collection instruments.

2.6.2 Questionnaire

Questionnaires consist of gathering useful information from a determinate group of people. Also, they are considered as the most popular method to carry out a scholarly research study and its statistical and analyze process is easy of doing (Walonick, 1993). On the other hand, the author states that questionnaires are very common and recognized by a considerable percentage of people. They show more confidence and security when answering compared to

telephone or face-to-face surveys. In order to conduct this research, it is implemented a quantitative questionnaire composed by three different type of questions: Likert scales questions and ranking questions.

2.6.3 Pre-test and post-test

According to Dimitrov and Rumrill (2003), Pre-test and post-test is a measuring tool used to find possible changes or differences into one or more group of population. It can be applied in two different ways: with an experimental group and with more than one group as control and experimental group. In the experimental group, it is applied the pre-test at the beginning of the study. This is to identify the population level. But, at the end of the research process, the posttest is applied in order to find possible changes of the same group. With regards to the control or experimental group process, pre-test and post-test is applied to differentiate one group from other.

However, in this study it was implemented pre-test at the beginning of the study and post-test at the end. It is to say, it focused on an experimental group. The pre-test was to present orally a set of daily routines given in a sheet. That is to say without any instruction. The researcher recorded some students and, at the end of the research process, the same exercise was demanded to do. It was in order to notice possible changes after having implemented the pronunciation strategies.

2.6.4 Interview

Interviews are a set of points of view of different people about a given theme, in order to collect individual information (Kvale, 1996). In addition, interviews are conducted orally in

which some questions are answered according to the situation or context. However, carrying out an interview is not merely focused on collecting data, but also concerning people's real life. On the other hand, Gray (2004) mentions some reasons by which they can be applied. For example: when respondents have difficulties when answering in a written way, for gathering a personalized data and because there are specific opportunities for probing. Based on different author, there are four types of interviews such as: structured interviews, unstructured interviews, depth interview and focus group.

However, in this action research is implemented depth interview method composed by five open ending questions, in which every single participant is asked the same questions.

2.7 Data Analysis

Data analysis is a step by step analytic process which consists of examining and interpreting data in order to give a possible answer to a determined question or an identified issue (Statistics Canada, 2015). moreover, data analysis is useful in research because it provides specific and helpful information of data through a deep process of collection and organization.

In addition, its principal objective is to identify the real meaning of data. For instance, what data is showing or doing and what is not? On the other hand, in qualitative research, data analysis is defined as a set of steps and procedures conducted through an interactive and organized process that consists of analyzing data. It includes: observation, context, field notes, documents and audio or video tapes (Savenye & Robinson, 2004).

2.8 Results

The following results, are presented based on the four tools used by the researcher in order to obtain relevant data. Those tools are: observation, questionnaires, Pre-test and post-test and interviews.

2.8.1 Results of the Observation

The observations conducted in this action research study are divided into two sections: the first one is carried out the two first weeks of the project. In this phase, the researcher does not have any contact or intervention in the classroom. The researcher focused on students' attitude, students' interest and the pronunciation strategies implemented by the teacher in the classroom.

At the beginning of the second week of observation, the researcher selected the grade 6D as the sample to work during all the research process a Pablo Correa Leon school. The grade 6D is composed by 44 students among 11 to 14 years old (18 female gender and 26 male gender). the classroom has four fans and the windows do not have glasses, what let the students to get distracted and to have a noise context. On the other hand, the classroom is small compared to the number of students that occupy the place.

In the observation, it was noticed that the English teacher did not speak in English to the students. Also, the teacher had pronunciation mistakes. This is because the teacher is not a bachelor in English but in biology. That is way, the majority of students did not speak in English in the classroom and they did not know how to pronounce any word. The topics are taught in Spanish and guided by a module provided and demanded by the NEM. In addition, the students have to notebooks, one is called for theory and the other one is called for practicing. In the

practicing one the students had to write many time the same word or phrase in order to they learn the most. This is what the teacher states.

During the development of activities, the researcher divided them into steps related to pronunciation strategies. The classes conducted by the trainee teacher started in English. But, this was only the greeting section. Then, the researcher explained them that not all communication is based on words but expressions. It that way, they started to understand some expressions that the researcher did but speaking in Spanish. However, it is necessary to mention that the students were said the purpose of the project and benefits it has at the end.

During the developments of the classes and activities in the classroom, students showed to be interested in learning and improving their English level. They stated that they never had had classes where the teacher spoke in English. And also, they agreed with the importance of learning English specially the speaking skill. On the other hand, when they listened the first audio in English, they shout aloud that they did not understand anything. But, after that, the audio was explained step by step and they realized that it was not difficult to understand.

The four activities conducted in the study are related one to the other. This was for avoiding to confuse the students with so much vocabulary. Three of the activities are related to daily routines, and the first one is related to the icebreaker of students. In this way, learner feel more confidence and are prepare for the futures one.

2.8.2 Results of the Questionnaire

1. Marque con una (X) la opción que usted más considere según su manera de pronunciar

Likert Scale

In this study, it is implemented a Likert scale composed by five questions in which each participant has five statements to choose such as: siempre, casi siempre, algunas veces, rara vez and nunca. It is showed in the graphic below

Table 4: *Likert Scale results 1*

QUESTION	SIEMPRE	CASI SIEMPRE	ALGUNAS VECES	RARA VEZ	NUNCA
1		17	27		
2	3	12	15	6	5
3	30	5	6		3
4	5	12	18	6	
5	5	15	12	9	

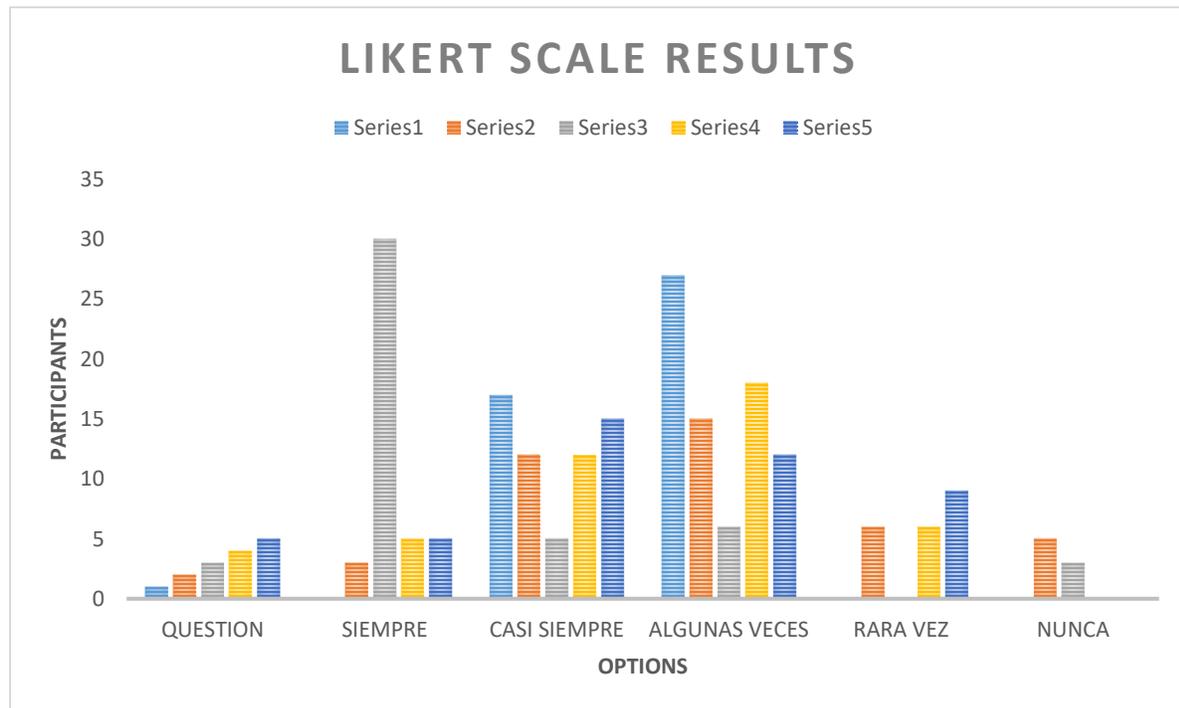


Figure 1: Likert Scale results 1

Referring to figure 1, it is showed that the majority of students sometimes consider that oral communication in English depends on how the words are pronounced. This is because most of the learners do not know the importance of speaking communication when learning a new language. However, a considerable number of participants state that usually they agree that pronunciation influence in English communication.

O the other hand, the students affirm that sometimes they look for sources in order to improve their pronunciation in English. One relevant aspect to take into account is that if the teacher in charge of the group does not demand them to speak in English or to do any speaking exercise, the learners are not going to be interested in practicing pronunciation. Nevertheless, there is not significant difference in those who consider that sometimes they look for sources and those who say that usually.

Related to the third question, the majority of participants state that the teacher always implements strategies in order to earners improve their pronunciation. This is because during the research process, the trainee teacher implements different strategies that allow them to share words, phrases or ideas. In the question number four, the students consider that sometimes use Spanish in order to pronounce unknown words I English. With this statement, it is noticed that the lack of vocabulary and pronunciation knowledge influence in the speaking skill development.

Finally, in the fifth question the participants say that they relate unknown words with those similar that they know for giving them sense in the pronunciation. But, there are a considerable number of participants that affirm that sometimes they implement that strategy.

2. ¿Cuáles de las siguientes estrategias implementa usted para mejorar su pronunciación en inglés?

Table 5. *Students' strategies*

Items	N° Students
Ver videos en inglés	15
Escuchar música e inglés	10
Preguntar a su docente	10
Buscar en internet	6
No hago nada	
Otros	3

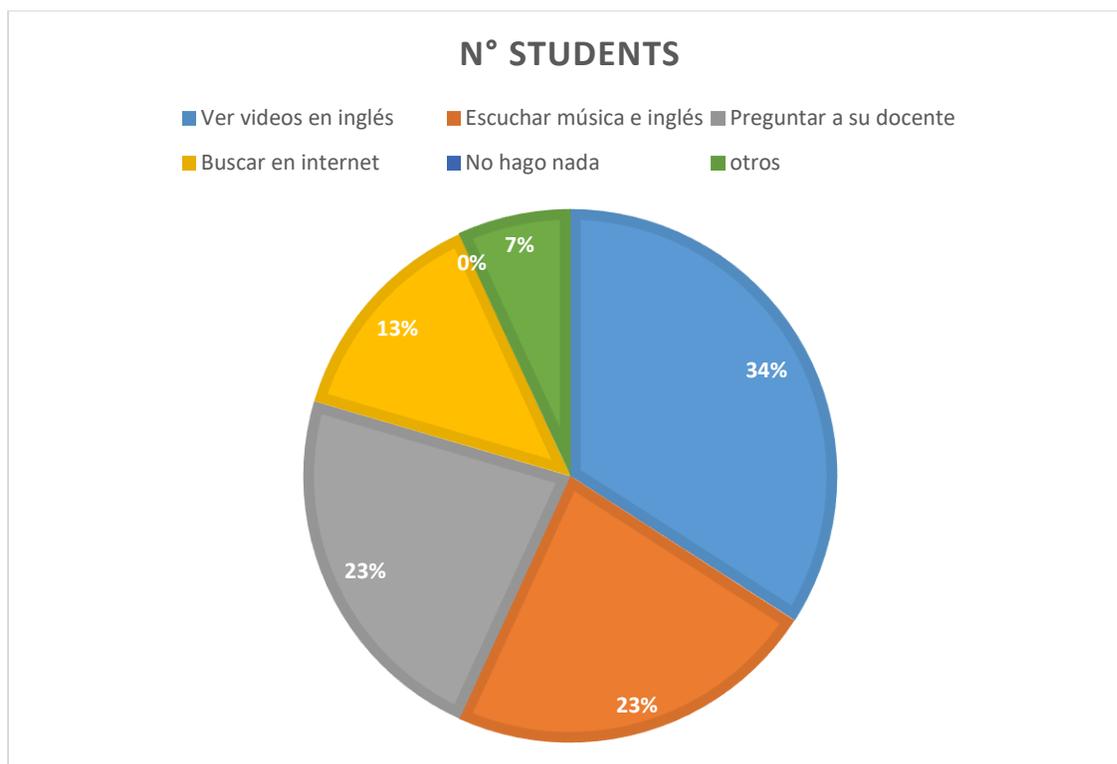


Figure 2. Students' strategies

This finding shows that the 34% of the students prefer watching videos in English in order to improve their pronunciation. This is because they can listen and read at the same time. Nowadays, videos have subtitles and in that way English learners dedicate time watching videos. However, there is not any difference between those who prefer listening to music and those who ask to the teacher. Listening to music students enjoy listening the music they like and also, repeating the pronunciation and sounds created by the singer.

On the other hand, students ask to the teacher because he Or she is the guide they have in the classroom and possibly in the subject. If they are in class, learner consider that the teacher provides them the what they wat to know instead looking for other strategies.

3. Responda con una (X) de 1 a 5 según su criterio, donde 1 equivale a muy de acuerdo y 5 a muy desacuerdo.

Table 6: *Likert Scale results 2*

QUESTI- ON	MUY DE ACUERDO	DE ACUERDO	NEUTRAL	DESAC- UERDO	MUY DESACUERDO
1	15	25	4		
2	25	12	7		
3	15	26		3	

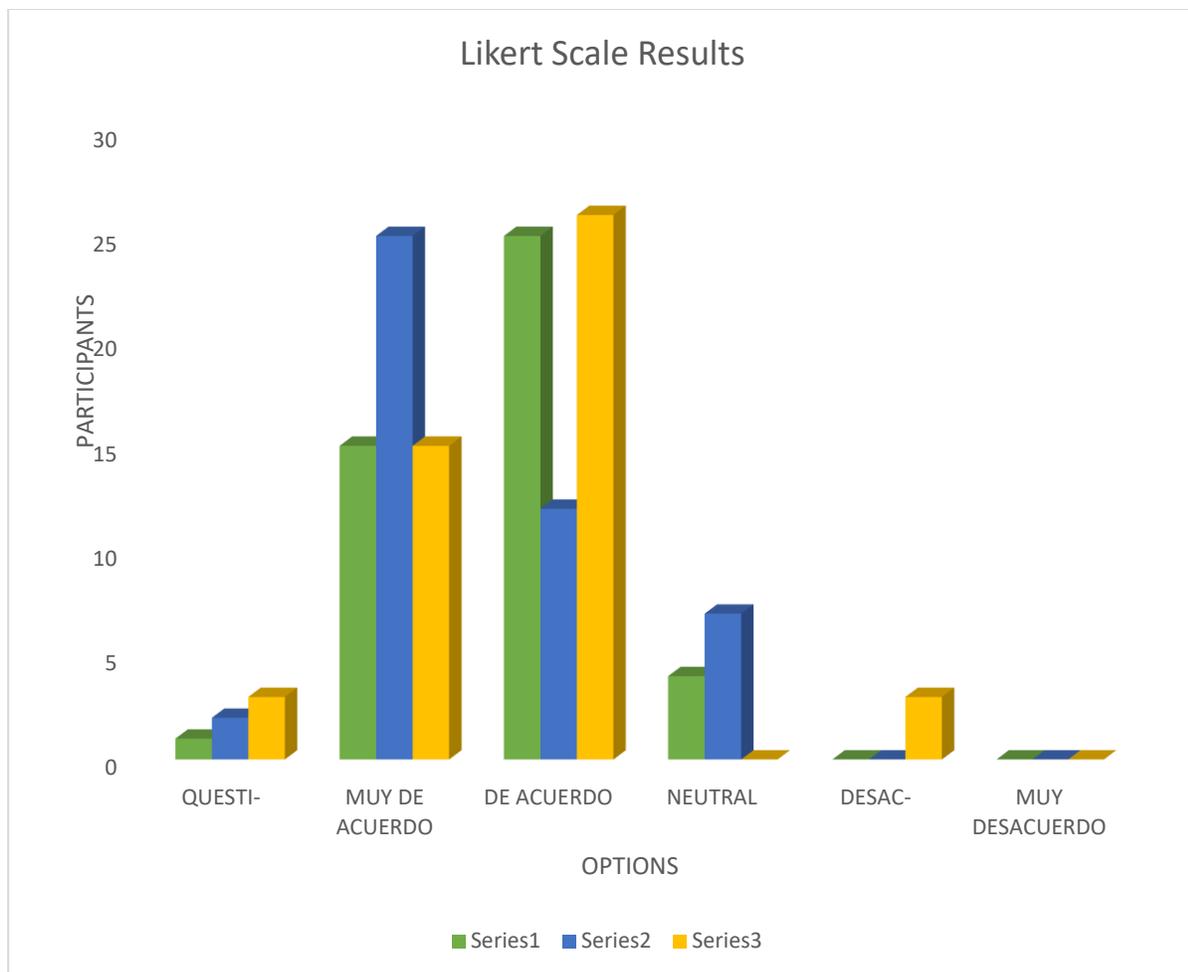


Figure 3: Likert Scale results 2

Based on the findings of this graphic, the majority of participants state that they agree that oral communication depends on how the words are pronounced. This is because in real life when a person faces a situation in which has to use the target language, there is not time to write or read any information in order to be understood. Also, when speaking, it is necessary to know pronunciation because is the way in which the other person understand what someone wants to say.

Besides, some students do not merely agree but totally agree with that statement. Lately, the participants have been taught the importance that pronunciation has when speaking. If a person speaks with a correct pronunciation, communication is going to be more successful.

2.8.3 Results of interviews

This interview is composed by five open questions, in which participants do not have limit of time to answer.

2.8.3.1 First question: ¿Qué opine Usted del uso de estrategias de pronunciación en inglés en el aula de clases?

According to the participants' answers, the use of pronunciation strategies in the classroom are important because students can do oral presentation of any topic and also, it enrich the vocabulary in a learner. On the other hand, if a foreign person that speak English arrive to our county, the person can share information and communicate in English. Besides, having a correct pronunciation in English gives opportunities to people to travel abroad without any problem. However, one student states that is better to speak in English than reading.

2.8.3.2 Second question: ¿Se siente usted motivado al hablar en inglés frente a sus compañeros sí o no por Qué?

With regards to this question, for some students it was difficult to speak in public at the beginning of the classes. This is because they did not know strategies or they did not have that experience before. However, after having received some “trucos” as a students mentioned, speaking has been easier to speak. Also, the English language is the most spoken language in the world. This is what a student said.

On the other hand, learners feel motivated when speaking English in front of others because it open opportunities to travel abroad. In that way, people can share information and maintain a clear communication with a foreign person.

2.8.3.3 Third question: ¿Cuál cree usted que sería el mejor método para mejorar la pronunciación en inglés?

According to the participants, there are different methods that should be used in the classroom for improving pronunciation. Those are: look for books that provide relevant information about pronunciation. One student suggested the book “Cheito”. Besides, guessing games and maintaining constant contact with the target language and speaking with others in English would be significant in the pronunciation improvement. The fourth question is related to the third one, that is way, it is not mentioned.

2.8.3.4 Fifth question: ¿Siente Que ha mejorado su pronunciación los últimos dos meses? Si o no ¿por Qué?

In the last question, all the interviewed participants affirm having improved their pronunciation in English during the last two months. It can be clearly seen in the videos they did about their daily routines. In addition, they feel that they have improved not only in pronunciation but also, in vocabulary. Based on their answers, the participants said that they did not know how to pronounce in English but, today they have improved.

Moreover, the participants state that the teacher has given them some key aspects for taking into account in pronunciation when speaking.

2.8.4. results of pre-test and post-test.

Table 7: *comparing results*

Criteria	Pre-test score	Post-test score
Pronunciation	2,3,1,2	4,5,5,4
Fluency	2,2,1,2	3,5,4,4
Vocabulary	1,2,1,2	5,5,4,4

the table above shows the results obtained from the pre-test and post-test. However, it was necessary to design a rubric in order to clearly gather relevant information (See Appendix C). The table presents an ascendant value during the development of the project. Taking into account that 5 is the maximum score. Based on the results, it is noticed that students improve their speaking skill through the implementation of pronunciation strategies. This information is clearly explained in the videos recorded by the researcher (See Appendix K).

On the other hand, the numbers showed in the table represents the score obtained by each participant. In this case four participants were recorded. But, I the pre-test 6 participants were recorded but at the end they felt shied to past and present their daily routine one more time.

2.9 Conclusions and suggestions for further studies

in this section, the researcher gives a reflection about the whole conducted project. Also, it supports future projects based on the results obtained in the study. Besides, in this conclusion the trainee teacher shows having answer the research question and achieve the objectives presented at the beginning of the project. In the results, it is clearly noticed that pronunciation strategies influence positively in the speaking skill improvement. Specially, it is clarified in the pre-test and post-test results.

On the other hand, the given outcomes in the questionnaire and interviews by the participants, show that their pronunciation and speaking skill have improved during the development of the action research. The application of different instruments in order to gather data have contributed for carry out the main purpose of this study. In addition, it is realized that students not only improved their speaking skill but also, they improve their tone of voice, corporal expressions and confidence when speaking in public.

This action research can contribute with relevant information for future studies about speaking improving using pronunciation strategies. Also, the activities conducted followed two approaches which are communicative approach and direct method. In this way, every single

activity was related to speaking using pronunciation strategies. The activities were carried out in the classroom with the presence of the teacher in charge of the grade.

During the study, some disadvantages were presented. The major one was the teachers' strike which last around a month. That s way, the trainee teacher cited the complete grade during the strike time in order to conduct what he needed to finish the project. On the other hand, the teacher in charge of the grade follows a module demanded by the NEM in order to accomplish with the requirements of the it. For that reason, the time was controlled for developing the activities. But, the activities were implemented successfully.

In spite of the results obtained were positives, the study would give more results if the time was at least 6 months. In that way, the researcher implemented more activities and strategies for improving the speaking skill. Nevertheless, other relevant aspect that let the researcher to conduct the study was the participation and interest of the students. During the process, learners showed to enjoy the activities, and interest for learning.

Every time that the students knew that pronunciation activities were going to be implemented, they shout of happiness that “at last” they would change of environment. That is to say the routine of working with the module every single class.

CHAPTER 3: OUT-REACH COMPONENT

In this component, it is shown a set of extra-activities conducted by the researcher in order to contribute with the students' drawbacks at Pablo Correa Leon school.

3.1. Introduction to the Out-reach Component

During the research study, the trainee teacher was presented in the development of different activities conducted at Pablo Correa Leon school. In which, students showed their abilities and knowledge in different acts. Also, different meetings conducted by teacher and family members. Those activities are: the teachers' day, the language's day, the first period giving score results, and the woman' day (See Appendix L).

On the other hand, there were conducted extra activities whit the purpose of improving students' weaknesses of pronunciation. It includes the different given topics during the classes.

3.2. Justification of the out-reach component

The set of conducted activities in this component aim to fulfill the students' needs when pronouncing. Besides, it allowed them to feel more secure when speaking in front of their classmates and the teacher. The development of activities in this component were useful for the researcher because it was an experience of classes planning improvement which are significant for the teaching process in the school. However, it is taken into account responsibility, discipline and participation of students.

3.3 Objectives

3.3.1 General objective

To develop a television advertisement of daily routines that engage the students in the English learning process of speaking.

3.3.2 Specific objectives

To invite the sixth-grade students with pronunciation drawbacks to participate of the pronunciation training activities.

To choose audios and images related to daily routines in order to reinforce pronunciation.

To give keys aspects of pronunciation.

To present the television advertisement, taking into account the pronunciation key aspects.

3.4 Methodology

In this research, the methodology consists of showing to the students some key techniques of pronunciation. In this case, the trainee teacher plays one audio, then the audio is transcribed on the board in order to students recognize how to pronounce the words mentioned in it. The activity was implemented with sixth grade students of Pablo Correa Leon school, in which, few students participated. On the other hand, the audio was take from the National Education Minister' module number 1 unit 2 for sixth grades.

Moreover, the activity was conducted in the teachers strike time during three weeks (two days per week and two hours per day). In the development of the activity, the students participated without fear of speaking in front of the other students or the teacher. However, it was difficult for them at the beginning because they had to be recorded.

3.4.1 List of students

In the following list, is showed the name of the students who participated in the television advertisement activity. It was related to the daily routines. It is necessary to mention that the majority of the students did not want to be recorded.

Table 8: *out-reach list of students*

NAME OF THE STUDENTS	GRADE
SANTAMARIA YIRAN NICOLAS	6D
VEGA DINA MARIA	6D
PARRA DELGADO EDWARD	6D
SANCHEZ HEIDY	6D
SANTIAGO SOLANO SEBASTIAN	6E
ESCOBAR MANRRIQUE MELINA	6E
BAUTISTA PATIÑO JUAN SEBASTIAN	6E
BERNAL GUERRERO JAIDER MIGUEL	6E

CHAPTER 4: ADMINISTRATIVE COMPONENT

The chapter number four is entitled administrative component due to the focus on the institutional organization of Pablo Correa León School. It includes: staff list, rules, and the all the information about the institution.

4.1 Introduction of the Administrative Component

This project is conducted at Pablo Correa Leon School (Cúcuta) in which, the principal is the Lic. and Lawyer Julio Cesar Delgado Hernandez. In the following chapter, it is mentioned the academic structure and rules of the institution and its body of work. Also, it is taken into account relevant aspects such as vision, mission, institutional symbols and the hymn.

4.2 Justification of the Administrative Component

The first step to follow for carrying out the action research was to recognize the educative setting and the different roles played by the institutional authorities. Besides, the researcher observes each relevant aspect that would contribute with the development of the study. However, it is important to highlight in this chapter the list of teachers and students in order to design the appropriate activities and material to implement during the action study.

4.3 Objectives of the Administrative Components

4.3.1 General objective

1. To analyze the organization and the main aspects related to the PEI at Pablo Correa León School

4.3.2 Specific objectives

1. To know the academic calendar of the institution.
2. To recognize the institutional authorities at Pablo Correa León School.
3. To recognize the institutional norms.
4. To participate in the activities carry out by the institution that integrate students and the community.

4.4 Institutional observation

The observation stage of this study started in February 15th/2017 until February 24th/2017. The grades to observe were three groups of sixth grade students, with a schedule intensity of three hours per week. Also, those groups occupied Monday, Wednesday,

Thursday and Friday with a total number of nine hours per week. In addition, the classrooms at Pablo Correa Leon School are comfortable, but, the number of students which is 44 makes the classroom pressured. However, there is an English laboratory in the school, with a TV screen board and what makes it to see comfortable is the enough space it has. The other classrooms do not have audiovisual aids or any kind of technological tool.

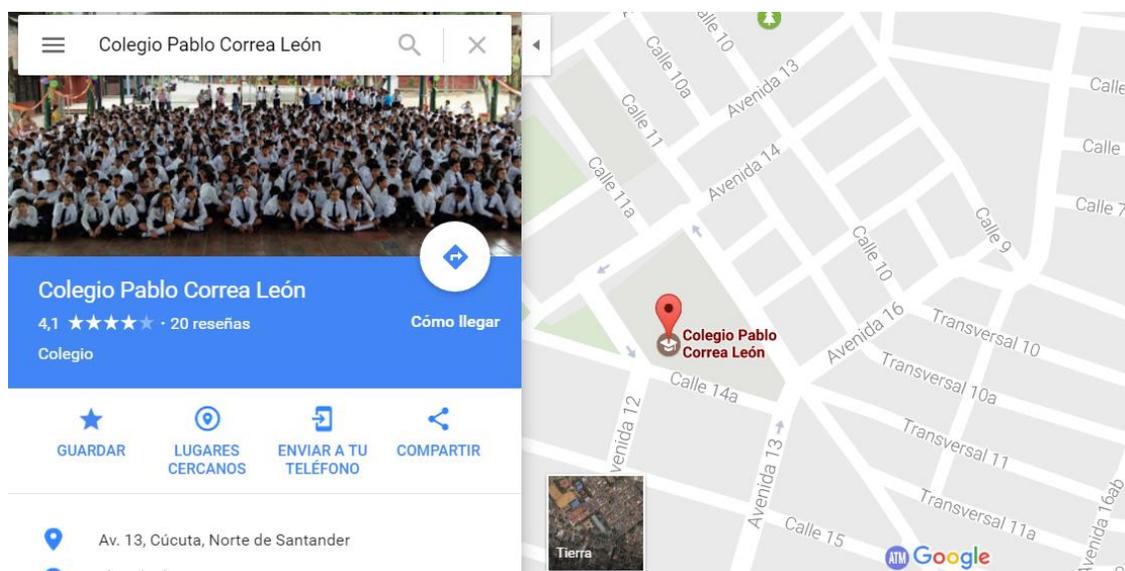
On the other hand, on the left section of the school there is a building of three floor, each floor has eight classrooms for a total of 24. On the right hand, there is a section of six classrooms where all the sixth grades receive their classes. In total, there are 30 classrooms, a cafeteria which is located at the last part of the school.

It is important to mention some relevant aspects about the Pablo Correa Leon School. It includes all the information of the institution and the administrative part. That is way, in the next chart, it will be clearly explained.

<i>Official Name</i>	Institución Educativa Pablo Correa Leon
<i>Location</i>	Cúcuta, Norte de Santander. Colombia
<i>Principal</i>	Lic. And Lawyer Julio Cesar Delgado Hernandez
<i>Nature</i>	Public
<i>Type</i>	Ladies and gentleman
<i>Owner</i>	Department of Norte de Santander

<i>Address</i>	Avenue 16 # 11-10 La Libertad Neighborhood
<i>NIT (Tax Identification Number)</i>	

4.4.1 Location



4.4.2 Institutional Symbols



4.4.3 Hymn

Chorus

De pie la juventud, marchad

y empresa construid

¡Honores al trabajo

Y la superación!

Cantad, cantad, cantad

Con amor y alegría

A nuestra institución.

I

Surtidor de valores y ciencia

Roca inmóvil de amor y de fe

Manantial de esperanza y anhelos

Bajo el cielo del oriente se ve

II

En honor al apóstol y obrero

Monseñor Pablo Corea León

Es tu nombre emblema y orgullo

Que llevamos en el corazón.

III

“Construyendo y generando empresa”

Es el lema de la institución

Forjadora de nobles empeños

En procura de vida mejor.

IV

Con orgullo en la diestra llevamos

La bandera mostrando valor

Seamos dignos ejemplos de dicha

De trabajo esfuerzo y honor.

4.4.4 Institutional Organization



4.4.5 school Principal, Coordinator, Psychologist and Teachers list.

Table 9: *staff of the school*

Occupation	Name	Schedule
Principal	Julio Cesar Delgado Hernandez	The whole day
Discipline coordinator	Lucy Amaya	The whole day
Academic coordinator	Gabriel Rojas	The whole day
Psychologist	Lily Sanchez	From 6AM to 5PM
Teacher	Aleyda Archilla	From 6 AM to 12 PM
Teacher	Alicia Rojas	From 6 AM to 12 PM
Teacher	Alvaro Van	From 6 AM to 12 PM
Teacher	Anayibe Caicedo	From 6 AM to 12 PM
Teacher	Doris Sanchez	From 6 AM to 12 PM
Teacher	Eddy Sandoval	From 6 AM to 12 PM
Teacher	Francisco Madariaga	From 6 AM to 12 PM
Teacher	Indira Cacua	From 6 AM to 12 PM
Teacher	Jacqueline Ojeda	From 6 AM to 12 PM
Teacher	Jairo Ramon	From 6 AM to 12 PM

Teacher	Jenny Silva	From 6 AM to 12 PM
Teacher	Jose Trinidad Gelves	From 6 AM to 12 PM
Teacher	Juliana Chavez	From 6 AM to 12 PM
Teacher	Luz Angelica Contreras	From 6 AM to 12 PM
Teacher	Mabel Barragan	From 6 AM to 12 PM
Teacher	Maria Inez Delgado	From 6 AM to 12 PM
Teacher	Maria Leonor Guerrero	From 6 AM to 12 PM
Teacher	Maribel Florez	From 6 AM to 12 PM
Teacher	Myrian Meneses	From 6 AM to 12 PM
Teacher	Nancy Salazar	From 6 AM to 12 PM
Teacher	Nayda Ortiz	From 6 AM to 12 PM
Teacher	Olinto Cobayan	From 6 AM to 12 PM
Teacher	Orlando Acosta	From 6 AM to 12 PM
Teacher	Pablo Sierra	From 6 AM to 12 PM
Teacher	Patricia Obredor	From 6 AM to 12 PM
Teacher	Pilar Martinez	From 6 AM to 12 PM
Teacher	Rosa Rivera	From 6 AM to 12 PM

teacher

William Peñaranda

From 6 AM to 12 PM

4.4.6 Governing body

The 68 National Constitution article, article 142 of the law 115/1994, also, the article 20 of the decree 1860/94, state that the governing body of Colombian institutions is composed by the principal, the governing board and the academic council. In this case, the governing body of Pablo Correa Leon school.

4.4.6.1 The principal

The principal is the person in charge of executing and evaluating the PEI. Also, it is the institutional legal representative in which, his/her functions are:

1. To mentor the teaching and pedagogic process supported by the academic council.
2. To ensure that both teachers and coordinators perform their affairs and report the news and irregularities of the national government staff.
3. To advocate the continuous improvement of the educational establishment.

4.4.6.2 the governing board

According to the Article 20 of decree 1860, the governing board is a staff of administration that leads with the academic functions of an institution. This is composed by the following people:

1. The principal

2. Two (2) teachers
3. Two (2) parents
4. One (1) ex-student
5. One (1) representative of the productive sector.

Their functions are:

1. To take institutional decisions related to its function.
2. To solve conflicts or problems presented by administrative staff and teachers against the students of the institution.
3. To approve the annual plan of the academic updating staff presented by the principal.

4.4.6.3 Academic council

This section refers to all the academic aspects of the institution. It is composed by the principal and one teacher of each area. Its functions are:

1. To study the curriculum to promote the continuous institutional improvement.
2. To organize the syllabus.
3. To review the PEI.

4.5 Rule Book

4.5.1 Presentation

The Educational Institution will be a project to live in an open space, through which all the dreams that will direct the lives of young children, adults and seniors of the city of La Libertad will be generated. It will become a territory of creation and generation of company of which there is autonomy, here you will learn to desire and build a more just world, to value freedom of expression and gain self-confidence, the most important will be the student, respect, honesty and a sense of belonging in the formation of new generations.

4.5.2 Mission

To form people with leadership, citizen excellence, capable of generating and creating companies as managers of socio-economic, political and democratic development of the municipality and department, improving their quality of life and respecting the fundamental values and rights of the human being.

4.5.3 Vision

To lead the progress and development of the city of freedom, through an integral formation with its own identity in the constitution of the project of life of its students in generation and creation of companies, offering a quality educational service, covering preschool, basic, technical media , Through cooperation agreements and articulation with technical, technological and higher education institutions that allow a labor and humanistic training to successfully enter the labor market or continue higher education being excellent citizens.

4.5.4 Student's profile

Students, teachers and teacher trainee are committed to the educational profile that is formed in the institution. The Pablo Correa Leon has into consideration to mission of forming a student with values and with capacity to form companies.

4.5.5 Rights and Duties

The rule book pursues the social and tranquility relationships among scholar community; the first chapter determines the rights and duties of the students.

Article 15 of the rights of the educational institution:

- Getting enough budget destined for the teachers, managers, administrative, physical plant and support staff, teaching materials and other items performances and student welfare.
- Receiving from departmental and municipal government authorities the effective implementation of the education project support.
- Develop the educational project and curriculum programs consistent with the school context and institutional autonomy.
- Require from Authorities the compliance with the school, of all projects and programs that protect the realization of the right to education.

4.5.6 Serious and Minor Offenses

Article 16 of the general rights of the student as a person

- Students enjoy the rights enshrined in the constitution, in the code of childhood and adolescence, and the other provisions in force, without discrimination because of race, color, sex,

language, religion, opinion, political or any other condition of their parents or legal representative.

- Every student has the right to protection care and necessary assistance for a proper physical, mental, civic, responsible, social, cultural and spiritual development, in accordance with the provisions of Article 17 of the code of childhood and adolescence, the philosophy of the school, the student profile, and the provisions in Article 44 of the national constitution.
- Every student has the right to life and therefore it is an obligation of educational institution during their stay on campus ensures their survival in analogy with Article 17 of the code of childhood and adolescence.

4.5.6.1 Serious offenses

Serious offenses are considered those committed inside or outside the educational institution and undermine the healthy habits that cause moral, material or physical damage, infringe the rights of people, cause damage to institutional harmony, infringe the principles of rule book and hinder the smooth running of the campus.

They are considered serious offenses:

- All those who violate human rights.
- Those who intentionally or in bad faith hinder or prevent the normal functioning of the institution or the development of classes.

Deliberately backslide in academic failure, in the development of class activities, class work, preparing assessments, with loss of three areas halfway academic curriculum with notice to the parent, counselor and coordinator.

- Repeat breach of the training.
- All kinds of school aggression, physical, verbal, gestural, relational, or electronic aggression.
- insulting or defame any member of the school community
- All forms of school bullying and cyberbullying or cyberstalking. Law 1620 of 2013 Article 2.
- Any act or sexual behavior exercise on a child or teenager, using force or any form of psychological or emotional physical coercion.

4.5.6.2 Minor offenses

The minor offenses are actions that damage in moral and material aspects but they are not very serious.

4.5.6.3 Minor offenses

The minor offenses are actions that damage in moral and material aspects but they are not very serious.

The following actions are considered minor offenses:

- Damage the desks
- To use improper language
- To use inappropriate body language.

To name people with nicknames.

- Do not wear the adequate uniform

4.5.7 Academic schedule of the institution of the four academic periods

Table 10: *Academic schedule*

FROM	TO
18 th January	01 th April
04 th April	10 th June
04 th July	09 th September
12 th September	25 th November

4.5.8 English Schedule of 6B, 6D, 6E, 7B Students and List

4.5.8.1 Student's Schedule

Table 11: *Students' Schedule*

N° of hours	Monday	Tuesday	Wednesday	Thursday	Friday
1				6B	6D
2		6D	6E	6B	6D
3	6E				

4	6E	7B	7B
5		7B	
6	6B		

4.5.8.2 List of students

Table 12: *List of 6B grade students*

N°	NOMBRES Y APELLIDOS
1	ALQUICHIRE ISAQUITA EDUWIN ALEXIS
2	ALVAREZ CESPEDES JOLIE ANGELLY
3	ALVARES SUAREZ ANGELA DANITZA
4	APONTE GUERRERO PAULA GIMENA
5	BAUTISTA GODOY JUAN PABLO
6	BELTRAN LOPEZ JESUS DAVID
7	BUITRAGO CACERES ANDREW JAIR
8	BURGOS SUAREZ LINA MILDRED
9	CACERES MOSQUERA LUIGUIN YESID
10	CAMACHO MALDONADO KEINNER ANDREY
11	CARREÑO RAMOS BRAYAN EDUARDO
12	BARAJAL PANCHA JORJAN ESTEBAN
13	CASTRO DURAN RONALD ESNEIKER

14	CONTRERAS VARGAS INDI NATHALIA
15	CORTES GUZMAN WOLFANG ANDREY
16	DAVILA CELIS SUSANA CRISTINA
17	DIAZ PARADA JOSE MANUEL
18	DIAZ QUINTERO CESAR EDUARDO
19	FLORES TORRES MIGUEL ANGEL
20	GARAY QUINTERO NEILI YESIMAR
21	GARCIA QUIENTERO NATALY VALENTINA
22	GONZALEZ VILLANUEVA DORA CECILIA
23	HERRERA ROZO KAROL JULIETH
24	JACOME BOTIA JHON STIVEN
25	GERES RUBIO MIGUEL ANGEL
26	MALDONADO PRIETO CARLOS EDUARDO
27	MONTES VERA SHIRLEY LIZET
28	PASTRANA REMOLINA JAYBER JOSUE
29	PEDROSO TORRES KEIDER
30	PEÑA MONTAÑEZ NATHALY
31	PEREZ LOPEZ JOSE DAVID
32	QUINTERO CUBIDES KAROL VALENTINA
33	QUIROGA CARVAJAL DEIBER OSWALDO
34	RAMIREZ MENDEZ AYLEEN AUDREY

35	RIVERA LAZARO JHON ALEGN
36	RODRIGUEZ BAYONA BREINER SAMIR
37	ROJAS GARCIA MIGUEL ANGEL
38	SILVIA MARTINEZ KEINER ALBEIRO
39	TARAZONA CACERES JAIRO ANDRES
40	TARASONA DURAN VIVIANA PAOLA
41	TEYES URBINA YOISI GABRIELA
42	TRIANA RUBIO EDWIN JAVIER
43	URBINA BAEZ SERGIO ENRRIQUE
44	VARGAS SALAZAR JOJAN ALBERTO
45	ZAMBRANO PARADA YERLIN VANESSA

Table 13: *List of 6D grade students*

N°	NOMBRES Y APELLIDOS
1	ALBA NUÑEZ YEHILY FERNANDA
2	ALBARRACIN JAIME CHEILY SARAI
3	ALVAREZ LEAL YISETH ALEXANDRA
4	ALVAREZ SALAZAR RUBI ALEXANDRA
5	BARRERA RODRIGUEZ JOSUE DAVIS
6	BAUTISTA SUAREZ JOSE VICENTE

7	BUITRAGO PINTO MICHAEL STIVEN
8	CACERES SOLER EDWIN CAMILO
9	CAICEDO COLMENARES YISEL YULIANA
10	CAMARGO CAICEDO ELINA XIMENA
11	CASTRO CORDERO WILMER ANDREI
12	CHONA CONTRERAS YEMER CAMIL
13	CONTRERAS PICO LIZET GABRIELA
14	CORREA VARELA BRAYAN ALEXANDER
15	CORSO CORSO VIVIANA
16	ESTUPIÑAN MARTINEZ DAVIDSON DANIEL
17	GARCIA JOYA HARLINTON FABIAN
18	HERRERA PEREZ YEISON STIVEN
19	JAIMES TURIZO FERNEY
20	LEAL LUNA JOSEPH DANIEL
21	LIZARAZO RODRIGUEZ KEILLY AMADI
22	MALDONADO VARGAS ANGELLINE YULIETH
23	MANRRIQUE ALARCON STIVEN SEBASTIAN
24	MEJIA FIGUEROA JESE ANTONY
25	MENDEZ ADARME LAURA SOFIA
26	MENDEZ CORREDOR MARIA FERNANDA
27	MENESES ZAMBRANO ANGIE CAMILA

28	MENESES ZAMBRANO BRAYAN SAMIR
29	MORA CARDENAS CRISTIAN GUSTAVO
30	MUÑOZ COGOLLO NAYADET TRAYSHASHA
31	NIÑO CARRILLO IVAN JOSE
32	NORIEGA DIAZ JERINSON HERNEY
33	OCHOA PARRA MARLON EDUARDO
34	ORTIZ ROJAS ISRAEL DAVID
35	PEÑALOZA TABORDA BRENDA ALEXANDRA
36	RINCON PEREZ NICOL ADRIANA
37	RODRIGUEZ MARIN IVAN DANIEL
38	SARMIENTO MEZA CAREN YURLEY
39	SILVA GONZALEZ JAIDER DUVAN
40	SOLANO RANGEL PAULA ALEJANDRA
41	TRIYOS RODRIGUEZ YANFER DAVID
42	TURIZO REY SNELINYER ADRIAN
43	VARGAS MONTIEL JOSE ALEJANDRO
44	VILLAMIZAR SUAREZ MICHELLE DANIELA

Table 14: *List of 6E grade students*

N°	NAMES
1	ALBARRACIN PEÑA CAROLIN DANIELA

2	ALBARRACIN SANTAFE SEBASTIAN
3	ALQUICHIRE GUTIERRES YARITH DANIELA
4	BAUTISTA GAFARO LUIS EDUARDO
5	BAUTISTA CARVAJAL JUNIOR ALEXANDER
6	BAUTISTA PATIÑO JUAN SEBASTIAN
7	BERNAL GUERRERO JAIDER MIGUEL
8	BLANCO SANCHEZ JESUS ORLANDO
9	CAÑAS SANCHEZ JULIANA ANDREA
10	CARRILLO RODRIGUEZ HELLEN YULEYNIS
11	CARRIZALES FLORES ASLI ANGELICA
12	CASTELLANOS GUERRERO CESAR CAMILO
13	CHAUSTRE GOMEZ LUIS ANDRES
14	CORDOBA IZAQUITA DAVINSON JOSE
15	CRUCES PORTILLO VALENTINA
16	CUADROS CORONEL JUAN CAMILO
17	CUDRIS AREVALO ROUSH ERLIANY
18	DAZA MEDINA JHON EDWAR
19	DUARTE RUDA EDELIN TATIANA
20	ESCOBAR MANRRIQUE DANNA MELINA
21	GARCIA VARGAS CRISTIAN ALEXANDER
22	GOMEZ GUATE SARA NATALIA

23	GUTIERREZ RUIS JOSUE DANIEL
24	LEAL PARRA WILLIAM RONALDO
25	LINDARTE FERRER SHIRLY SOLANYI
26	LUNA IBARRA YEIMI KATERINE
27	MAMBUSCAY MERA KAREN DAYANA
28	MARTINEZ CACUA ELBER JULIAN
29	NUÑEZ CARRILLO MARGIE DANERY
30	ORTIZ MONOGA KAREN DAYANA
31	PARRA DELGADO EDWARD ANDRES
32	RAMIREZ CEPEDA DEINNY ESPERANZA
33	RAMIREZ CEPEDA JEISON NORBEY
34	RODRIGUEZ CASANOVA JUAN DAVID
35	RODRIGUEZ GOMEZ NASLY MICHEEL
36	RODRIGUES RUBIO MAICOL ESTIBEN
37	SALAZAR SANCHEZ HEIDY GABRIELA
38	SANCHEZ GOMEZ WILLIAM
39	SANTAMARIA QUINTERO YIRAN NICOLAS
40	SANTIAGO SOLANO SEBASTIAN
41	SEPULVEDA DELGADO JOHAN SAMIR
42	VERA JIMENEZ NILSON ANDRES
43	VEGA GUEVARA DINA MARIA

44

VILLA VERGARA BRYAN NICK

Table 15: *List of 7B grade students*

N°	NAMES
1	ACUÑA MORENO MARIA JOSE
2	AMAYA DURAN ELKIN ALEXANDER
3	ANGARITA PEÑALOZA JONATHAN DAVID
4	ARIAS MUNEVAR PAULA JISEL
5	BAUTISTA SUAREZ JOSE DE LA CRUZ
6	BELTRAN CASTELLANOS SHIRLEY DAYARY
7	CHURIO CLAVIJO JULIETH SILVANA
8	CONTRERAS PICO BRAYAN SNEIDER
9	DIAZ BOTIJA JAYNETH MICHELLE
10	ESTEPA ESTEPA MICHAEL TATIANA
11	GAMBOA GOMEZ JHON JAIRO
12	GOMEZ BERNAL JESICA PAOLA
13	GOMEZ LOPEZ WILIAM STIVEN

14	GOMEZ ORTIZ OSCAR ANDRES
15	GUTIERREZ GOYENECHÉ SHIRLY NATALY
16	MEDINA SANCHEZ JULIETH DANIELA
17	MONRROY REYES MIYER ALEJANDRO
18	PARADA VERA KAROL YOHANY
19	PEREZ ARIAS JENNIFER
20	PUNTES CARREÑO WENDY VANESSA
21	RAMIREZ MORALEZ DAILYN ISAMAR
22	RAMIREZ MORALEZ KEILA YUBIRI
23	REY SOTO MARCO AURELIO
24	REY SOTO YUDY ANGELICA
25	REYES ORTIZ JOJAN ANDREZ
26	RIOS RODRIGUEZ LUIS ANGEL
27	RODRIGUEZ VERA LILIBETH
28	ROJAS CONTRERAS YUSMAR ANDREINA
29	ROMERO BASTOS MARIA ALEXANDRA
30	ROMERO RINCON LUIS ALEJANDRO
31	ROSO RODRIGUEZ JAN JARVITH
32	RUEDA MALDONADO CLARA JULIANA
33	SANCHEZ VIDES MARIA PAULA
34	VARGAS ARCHILA JEISON STIVEN

35	VELAZCO ANGARITA JHON FREDY
36	YANTEN RIVAS JOSE ALEJANDRO
37	ZUA VILLAMARIN RUTH ESTHER

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