

DEVELOPING WRITING SKILLS IN ESL STUDENTS THROUGH URBAN TALES

REYNEL PACHÓN MONTERO

DISTRITAL UNIVERSITY FRANCISCO JOSÉ DE CALDAS
SCHOOL OF SCIENCES AND EDUCATION

BACHELOR DEGREE IN BASIC EDUCATION WITH EMPHASIS IN ENGLISH AND
FOREIGN LANGUAGES.

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Reynel Pachón Montero

Director:

Sandra Cecilia Hernández

DISTRITAL UNIVERSITY FRANCISCO JOSÉ DE CALDAS
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NOTE OF ACCEPTANCE

This internship work is entitled “Developing writing skills in ESL students through urban tales” prepared by Reynel Pachón Montero has been approved and accepted as partial fulfillment of the requirements of the degree of Bachelor of Arts In Teaching English.

_____43_____

Director

_____43_____

Evaluator

Developing writing skills in ESL students through urban tales

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Abstract

As methodologies used actually in high schools where the professor is the center of the activities and the classroom work, I chose the Clil approach; as an alternative for developing the writing skill in the students within the academic places and procedures, having as a base the constructivism for a human learning and the action research with the observation in order to analyzing the work with the learners.

All this research was implemented with students from 8TH, 9TH grades in Bogotá, Colombia.

The results show and indicate when the professor uses the Clil approach for teaching the way in that the learners should write their urban tails the information, the concepts, the topic is understood complete well, the population inside of the classroom feel comfortable, sure of their new knowledge and classes are enjoyable as well.

This work had some stages for being implement, pre-production stage, the early production stage, and in that way the final extending production stage, where the students had to write their compositions about their neighborhoods realities and fiction trough narratives.

Keywords: urban tale, comprehensible input, meaningful learning, Clil approach, written skills.

Als Methodik, die eigentlich in Gymnasien verwendet wird, wo das Lehrer das Zentrum der Aktivitäten und der Unterrichtsarbeit ist, habe ich den Clil Ansatz gewählt. als Alternative zur Entwicklung der Schreibfertigkeit der Studierenden innerhalb der akademischen Orte und Verfahren, wobei der Konstruktivismus für ein menschliches Lernen und die Aktionsforschung mit der Beobachtung zugrunde gelegt werden, um die Arbeit mit den Lernenden zu analysieren.

All diese Forschung wurde mit Studenten der achten und neunten Klassen in Bogotá, Kolumbien, durchgeführt.

Die Ergebnisse zeigen und zeigen an, wann der Professor den Clil-Ansatz verwendet, um die Art und Weise zu vermitteln, dass die Lernenden ihre Informationen über die städtischen Schwänze schreiben, die Konzepte verstehen, das Thema vollständig verstanden wird und die Bevölkerung sich im Klassenzimmer wohl fühlt neues Wissen.

Diese Arbeit hatte einige Phasen für die Umsetzung, die Vorproduktionsphase, and die frühe Produktionsphase und auf diese Weise die letzte Produktionsphase, in der die Studenten ihre Kompositionen über die Realitäten und Fiktionen ihrer Nachbarschaft schreiben mussten.

Schlüsselwörter: Stadtgeschichte, verständlicher Input, sinnvolles Lernen, Clil-Ansatz, schriftliche Fähigkeiten.

Resumen

Las metodologías utilizadas en la actualidad por los docentes los colocan como el centro de la actividad educativa, escogí el método Clil utilizado para enseñar de manera holística las habilidades en escritura de los estudiantes, donde ellos muestran comodidad con los temas y métodos, procedimientos y procesos, dentro de las aulas de clase; utilizamos el constructivismo como proceso de aprendizaje en el salón de clases, y la investigación acción mediante la observation.

El trabajo fue implementado con estudiantes de 8° y 9° grado de un colegio en la ciudad de Bogotá.

El trabajo tiene varias etapas de pre-producción, una de producción temprana y finalmente la etapa de ampliación donde los estudiantes escriben sus cuentos urbanos acerca de la realidad de sus barrios y ficción también.

Palabras clave: cuento urbano, aportes comprensibles, aprendizaje significativo, método Clil, habilidades escritoras.

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To my students from Arborizadora Alta High school, their work was deep.

Last but not least, many thanks go to my Professor Sandra Hernández, a beautiful woman whose guidance and support was instrumental to complete this research and of course the dissertation.

CHAPTER I

Introduction

In the present proposal, you can identify the structure of a project in order to develop with learners from 8,9, th grade from a public high school located in this city, here you can find all the research plan on students' urban narratives around urban narrations around they live every day, their homes, classrooms, schools yards, streets, bridges, walls, monuments all this strong project to foster students to create urban tales, where they can use the English language providing information, inventing, and learning English.

Even though English is a subject more in the public schools regarding to they do not have much time to spend in this foreign language at homerooms or at home as well, this project brings as object teach this foreign language with the creation the urban tales, where the students are going to receive many resources to strengthen, clarify doubts and make in that way more useful and apprehensive the learning English using the pencil and the paper this takes the students who are of limited resources to use their free time, to recognize their territory of course to strengthen the second language, which will be a huge communication tool for citizens living in the largest city in Colombia and who are about to become citizens, university students from a country that is moving towards progress and development.

In the other hand, there are resources to carry out the said project, using Clil a new approach that includes the usage of all the English skills to foster the population, the action research with its structure, and a plan the constructivism as a way of learning.

Finally, I present the structure in order to develop with the students at homeroom, each topic the objective and the task as well, it is an important aspect.

Research question

How do EFL tenth learners perceive their urban context through narrative tales in the English language?

The narrative is a way in order to relate that students' tales in the high school; they are going to adding information using the English language grammar and all the aspects with relation a build of texts, types of texts, structures and proposals with this tales. In this way students must know the importance of the cohesion and coherence, therefore if the students are producing English through of the narrative of tales, they are involved in a wonderful context that provides them the most interesting material in that sense this exercise contributes to the enrichment of young learner writer's knowledge in a number of ways. (Lepin, 2009).

There are a variety of theories which describes how human beings acquire or learning their second languages, (Krashen D., 1981), has an article where he explains acquisition involves the subconscious acceptance of knowledge where information is stored in the brain through the use of communication; this is the process used for developing native languages. Learning, on the other hand, is the conscious acceptance of knowledge 'about' a language, for example, the grammar or form. Krashen states that this is often the product of formal language instruction; in that way I am going to be focus on learning a foreign language it is, in this case, the situation which is involved, my students; they are willing to express their identity thought composition of urban tales who has been transmitted by generations in that area using the oral traditions it means language as identity, it can explain thus our language is our understanding, it lets us comprehend the social interaction and constructing who we are thought utterances we hear or read (Davies, 2007).

A writing tale is a narrative composition where we can identify one sequence of events it is integrate of title, characters, one orientation or introduction, where we have to include who develop the actions, where, spatial setting, what happened there and when day, months, year, problem or complication, one sequence of events where we have to explain or describe them and finally a resolution of the issues inside it is important to show the climax and how the problems were resolved? (Sandelowski, 1991).

OBJECTIVES

GENERAL

- To describe tenth graders' perceptions of their neighborhoods as texts written by themselves through narratives in the EFL class

Specific

- To construct writing skill to ESL learners through urban tales.
- To interpret the English Language output of the ESL learners because of this activity is the main one and carries out a holistic process with the learners.

- To evaluate the student's English output through CLIL approach.

Justification

It could be said that one of this project's aims is to make enjoyable for learners the creation of urban tales using the English language. Because of that, my proposal is thought as a tool to make more comfortable the learning of English as Second Language (ESL). Teacher's responsibility in the current world drowned in technology, would direct to contribute into the meaning creation piece by piece, in a scaffolded way that works on the link between words and what they meanwhile are communicated just to figure out and get the foreign culture concerns. I want my learners to develop the necessary skills to comprehend the reality beyond the language: that the English language is a strong weapon of communication.

The students' needs about the second language at public high schools in Bogota is not a mystery, the teaching of the second language is a challenge that corresponds to us as new professors. I am going to present to my learners their closest references as is their daily life. I would like to take advantage of the urban lifestyle of my learners to create new forms to narrate the reality they live using English as a method, in the sense that learners are going to be involved in the activities because "the literature let us express the thing we cannot say and show the impossible". (Piffano, 2008)

This population needs strengthening in literacy (reading and writing skills). Previous doesn't mean that just doing the same in the past produced a good performance for obligation, that is not the sense, I want my students feeling what responsibility is, "how can they show to others the marvelous places where they live through urban tales?" (Bonilla, 2013)

The domain of the language comprises two dimensions, first knowledge taken as the compendium of linguistic, grammar, phonetics etc.; and on the other hand how to use that knowledge and take advantage in the lexical, phonological and syntactic domains. Language, as a system, also encompasses other aspects, such as sociolinguistic and pragmatic functions, as already mentioned above.

Linguistic competence is linked to know not only the number and quality of vocabulary, but also requires "knowledge about ways of organizing and arranging the necessary elements, which always vary from one individual to another and also vary in the same individual in different situations, relating to the following idea that is the sociolinguistic competence" (Gómez A. B., 2012).

Statement of the problem

The objective of this research proposal is teaching English to students from 10th grade in a high school in southern from Bogotá D.C. I found some learners need more support in writing English. I am going to research to identify the causes and why these learners have not comprehended a basic component of their learning at high school.

There are 40 students among 15, 16,17 years old, they came from different context, other cities, localities; some of them has a nuclear family, another had both parents but one died for the

violence or perhaps home abandonment; I found students that live just with their grandmother's; in a few cases where students are parents and students they must go to the job on weekends; these are some interesting factors in order to understand these students' difficulties that need to be addressed, in particular, the writing skill. It is an interesting topic for developing this foreign language in these students.

I want to express my question research taking into account the above-described factors with this problem, "How do ESL learners understand the urban context through the creation of tales in English about their neighborhood?"

Students are going to have more information in order to write about the urban tales as a proposal routed to increase their foreign language; this population are involved in a variety of stories which came from years ago, for decades ago, the festivals of rock and hip hop is doing in memory of the Elders brothers who already not be there, or maybe students draw graffiti as tribute to the young people who were killed for claiming for their human rights, or the services the security, or peace, in this area is located a skate park where students practice this sport in a hard moment for the high school, the institution did not have resources, good facilities, then students went out of school and made a protest, this zone is interesting students visit the skate park for talking and observe how others work out or practice as jugglers.

I have used this method because of (Samora, 2016) showed that the students learn much better "Children learn best through play, games, make-believe, storytelling, and songs". Besides this writing is an important way to learn foreign languages (Jiménez, 1999), because of it allows the student to develop a literary skill: through stories, children can understand and enjoy literature while being familiarized with certain expressive resources. To encourage communication: all

activities carried out in class should encourage the interaction between people and their environment through the use of foreign language. Tales are proposals, resource in order to students feel more motivated to communicate, (Gómez B., 1999).

It is really complex to do a definition of the urban context meaning; I have to say that the urban context has a relationship with the contemporary civilization, the analysis of urban functions is indispensable to urban geography since these are considered as the essential causes of the birth and development of cities, which allows reconstituting urban history from the successive occurrence of various functions. An urban function is an activity that citizens exercise for the benefit of the inhabitants of the city itself and that which surrounds them, especially their region. Today, given its complexity and its interrelations in the urban environment, urban functions can be classified into three broad categories, enrichment: industry, commerce, tourism, finance, residence; responsibility: administration, education, and health; creation and transmission: transport and communications. (Salgado, 2012).

In the period of time comprised among the first and the third part of the XX century is characterized for the began of the modernization of our city represented by the incorporation of home public services, the public transport, the new state's buildings. (Montaño, 2010).

The Austrian architect Karl Brunner intervened Bogotá with the projection of tracts and a plan that would improve the sanitary conditions in the development of the worker housing in 1935, in all the XX century Bogotá has strong interventions, mayors like Jorge Gaitan Cortés and Virgilio Vargas in 1960 introduced the urban plans for the next five decades. In other areas, young people do not stop expressing their conflicts in the so-called “urban tribes”, from skin-

heads to punks, through the “traditional bars” of the traditional football teams (Santa Fé and Millonarios); the south of this city was never developed. (León, 2008).

CHAPTER II

Literature review

Nowadays the English language as a foreign language is taught in thousands of ways according to background context, age of the learners, resources, and setting of residencies; in the same way professors have been designing new alternatives as methods of their own creation in order to innovate or just for achieving the challenges present in the homeroom, in different levels where the teaching is carried out by professors. In this study I as a Bachelor student from a school of sciences and education I complete sure everything to development of the human capital is one of the fundamental axes of the development of society (Duflo, 2006).

Its positive effects can be seen in the reduction of poverty; the reduction of illiteracy, indeed the education in a foreign language has been a national plan designed for the Ministry of National Education (MEN); in order to encourage the strengthening of a foreign language, the ministry already named established National Program of Bilingualism in 2004, whose main objective is to promote the learning of English as well as the improvement of the quality of teaching the same.

In essence, it is the formulation of a state policy aimed at strengthening bilingualism. However, as we will see throughout this study, despite the existence of this program, the

challenges facing the Education sector to reach desirable levels of bilingualism (Spanish-English), In particular as regards the supply of qualified English teachers. (Jabba, 2013).

The English Language is learned and acquired as well, (Cristal, 1997) estimated that about one third of the world's population is exposed to English under various circumstances, whether cultural, academic or work.

In my study with students of 10th grade from the high school in Arborizadora Alta south of Bogotá; I found a wealth in a sector belonging to a neighborhood called Arborizadora Alta, in this area has been located the high school for years ago; right there I found in a visited that the students who born in this zone or that has grown up living in a wealth context, their parents song rock, Hip hop, they adults play Jew, the people eat blood sausage, the young lived among the skate, the urban violence, the use of the substance (Chaustre, 2009), another one elder sibling paint beautiful and amazing graffiti, they represent according to the authors a difficult reality in their urban area.

In the homeroom students carry their customs, traditions that make each other a different person with own characteristics, I saw this context in one occasion because of I needed to an observation to some students in order to a former seminary in the university therefore I chose this high school as a result of a variety of observations and reasons, such us; this was my high school where I finished my secondary studies, the institution has a population with a wealth urban culture, their vocabulary, the music their listening is mainly mixed with urban styles combined with the frivolity as free as well in some steps of the life, I got to see the students used a variety of words and expressions in order to communicate themselves; according to (Isasti, 2012,2013)

the linguistic competence helps the speakers to build more knowledge thanks to the communication using the mother tongue.

Thus the things I went in others moments to that high schools' inner; I could find in the tenth grade students too many mistakes in their English input; the students could not write the tale, they did not know the linking words, they did not conjugate well the present simple, some morphemes disappeared in their speeches, this situation let me taught the more basic grammar; this was the best way to solve the difficulty of the students; I think it was an excellent work in order to these guys, at the moment I could not do more things because I was there just doing observations; but it situation made me took into account this population in order to present a proposal addressed to students from tenth grade of the Arborizadora Alta high school and so teaching English through the use of own stories, from the urban situations in order to create urban tales using the foreign language for this activity and in that sense used this activity for doing that these students learn English inventing tales using the own information that they can find the corners, public parks, high school yard, on the streets, bridges, blocks, neighborhoods, public spaces like the shop, pubs, the square of events in these walls where the young paint the colorful graffiti.

Developing the English with this technique is an interesting tool that until now do not people much have used, writing is an extraordinary way to learn many things in our lives (Cassany, 1999) said in interesting text "The writing the most transcendental of all human technological investments by humans", the best the skills for Developing, Garcia Marquez once said "there is a time when all the obstacles collapse, all conflicts fall away, and you come up with things that you had not dreamed of, and then there is nothing better in life than writing".

I hope my students enjoy as much as possible this adventure for the invention, the creation of chapters, dark, light, places romantic and entertainers tales about themselves and their context, I do not wish my students feel overwhelmed when they must take a pencil and a sheet in order to create the more amazing urban tales, I just want them to learn English and enjoy it as well.

The Clil Approach

The term **CLIL** was created in 1994 by David Marsh as a methodology similar to but distinct from language immersion and content-based instruction. The idea of its proponents was to create an “umbrella term” which encompasses different forms of using language as the medium of instruction.

CLIL is an approach or method which integrates the teaching of content from a curriculum subject with the teaching of a non-native language. It's considered increasingly important in our global society because knowledge of another language helps learners to develop skills in their first language and also help them to develop skills to communicate ideas about science, arts, and technologies to people around the world. In a CLIL classroom, the curricular subject and new language skills are taught together; thinking and learning skills are integrated too.

CLIL teachers can be subject teachers, language teachers or classroom assistants. Different teachers have different goals that can be achieved through a high degree of cooperation among them: language teachers need to learn more about subject content and subject teachers need to learn about the language needed for their subjects. (Lesca, 2012)

Content and language integrated learning (CLIL)

A typical lesson plan for CLIL consists of stages specifically designed to perform the following activities:

- Checking previous knowledge;
- Practicing content language;
- Expanding vocabulary;
- Consolidating knowledge;
- Summarizing skills;
- Applying the new knowledge;
- Checking and correcting errors.

Finally, this approach was

The Urban Tale Meaning

It was at the University of Utah that the idea of what an urban tale was developed in concept, a recognized professor of that American institution, created this new format of what is an urban story.

It was in 1968 when the American professor and folklorist Jan Harold Brunvand the ideologist of the urban legend, he said that urban stories are wonderful, too good to be just stories. An urban legend, urban myth, urban tale, or contemporary legend is a modern genre of

folklore. It usually consists of fictional stories, often presented as true, with macabre or humorous elements, rooted in local popular culture. These legends can be used for entertainment purposes, as well as semi-serious explanations for random events.

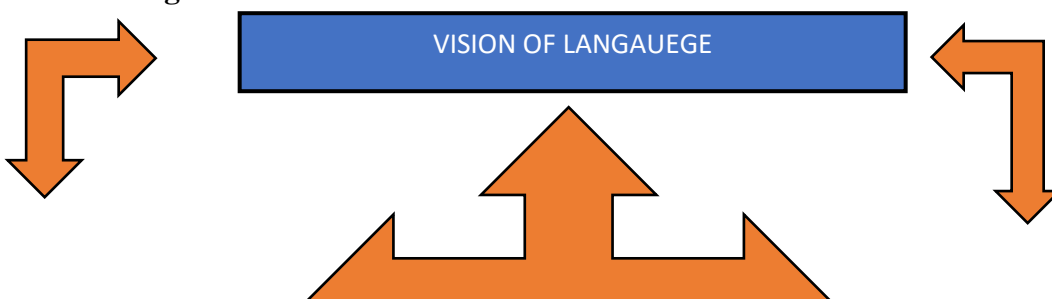
But not until 1985 when the urban story began to be known.

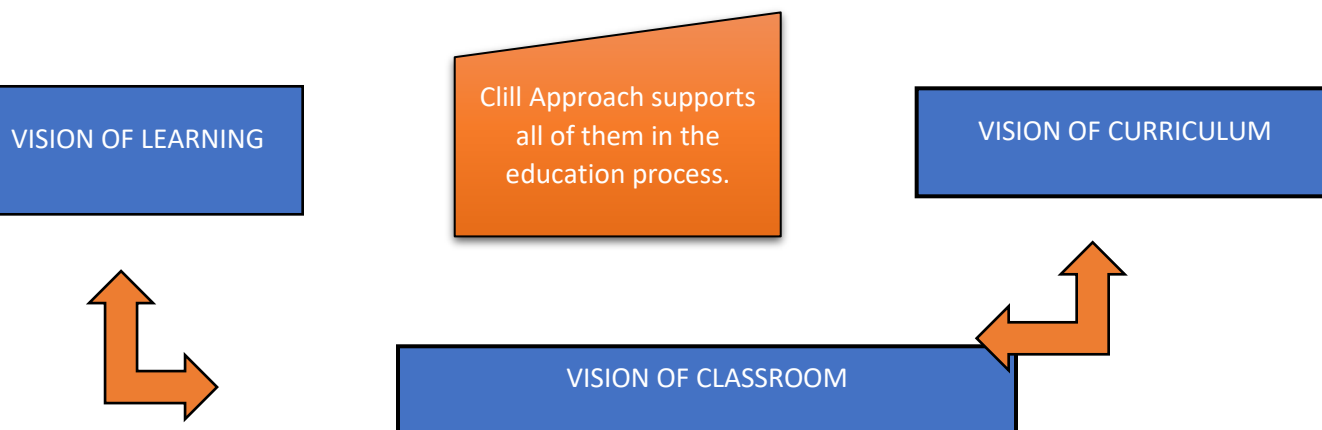
Urban legends are spread by any media, including newspapers, e-mail, and social media. Some urban legends have passed through the years with only minor changes to suit regional variations. More recent legends tend to reflect modern circumstances, like the story of people ambushed and anesthetized, who awaken minus one kidney, which was supposedly surgically removed for transplantation.

Urban Legends are usually told and used in folklore and tend to play on the fears and emotions of people. Urban Legends are used to contribute to the fears of society creating anxiety and even adding to the prejudice of society. (Damson, 2014)

CHAPTER III

Figure # 1 Visions





Teachers at the homeroom have to use a variety of resources and elements in order to make in interest class I had used the Clil approach for using resources a lot, for example, the technology brings us much tools for working with our kids and young students; but communicate or ideas, concepts through a former language is quite complex because students do no drive deeply well the second language.

Thus the things an English teacher have you present the meaning of the process of learning not just for the students he is also learning, the langue a system and achieve goals, the aims of the curriculum the variant and invariant elements for the population and setting, everyone of this elements do the class the learning as the school a indicate place where the education is happening as a praxis for both, the teacher is doing his work using all the resources and students are learning all the possible thanks to the plans, needs analysis, the class preparing. Coming up I show with more details the definitions of the visions up mentioned.

Vision of language

Language is the kerosene that our brain, the human population requires for arriving at where we want thanks it all the possibilities with human and animals the communications is universal of course in the society; a language is a tool for achieving communicative goals, and not simple system in its own rights, language is a system it is a prerequisite for any meaningful form of communication. (Tudor, 2001)

Vision of Curriculum

The curriculum involves all learning experiences, or refers simply to a blueprint for achieving restricted objectives in a school setting, or includes the statement of objectives as well, or also the evaluation of their achievement, and so on. The field seems to have no clear logical boundaries. Most accounts that try to make sense of the current state of the professional field of curriculum study describe a set of more or less distinct activities carried on in its name and then argue for preference, or suggest a compromise or further alternative. (Egan K., 2003)

Vision of Learning

Learning is an individual process. The instructor cannot do it for the student; knowledge cannot be poured into the student's head. The student can learn only from individual experiences. "Learning" and "knowledge" cannot exist apart from a person. A person's knowledge is a result of individual experience. Even when observing the same event, two people react differently.

They learn different things from it, according to the manner in which the situation affects their individual needs. Previous experience conditions a person to respond to some things and to ignore others. (Kiers, 2015)

Vision of classroom

A wonderful place where the education takes place, where the students learn and acquire everyday knowledge for their own defense, this is the place that with my interactions advice, support the formation of better humans for a society. What the learning looked like, how I was teaching each day, my speeches with parents, and the kind of academic and social/emotional results I would achieve. It was a powerful place for building leaders and of course for developing the people the second language.

Professor's Role

The professor is a human being that has feelings, family, dreams and a wonderful job at the elementary school, high school, the teacher is almost always the figure of authority, knowledge by far, the professor's role is to lead students projects to support them in order to take advantage the time in the place and building strong citizens for the society.

The professor has to know about technology for doing a better class, a professor have to research at homeroom, writes papers, studies, reads, plan all before classes, listens to the students and having a deep love for the teaching.

The professor's role is to educate students, teachers to the students all topics they need according to plans, curriculums, and aims as well.

The teacher of the century XXI is a trainer of citizens, able to read the local contexts and global events that surround you and respond to the challenges of his weather.

He is a facilitator who dominates his discipline and that, through methodologies active, offers tools needed for students to understand the world from different languages,

learn to live with others and be productive.

The Educational Revolution is aware of the needs and the demands that this vision for the institution educational to that extent, national projects of improvement of quality are aimed at strengthening the institutions, the management teams that they lead and contribute to professional development teacher depending on the results of learning the students with whom the country has committed. (Men, 2005)

Professors role at Udea University

- *Search, sort and select information.*
- *Communicate through electronic platforms*
- *Design and publish educational materials mused in your institution.*
- *Be part of educational materials development teams.*

- *Know the academic community in your area.*
- *Plan traditional activities with new tools.*
- *Posing new activities with new tools.*
- *Prepare your students for the use of information and communication technologies in their learning process.*
- *Guide the learning of their students with the support of information and communication technologies.*
- *Know the characteristics of today's society the development of information and communication technologies and the possibilities they offer to teach work, as well as the impact of these on society.*
- *Evaluate educational materials designed with technologies.*
- *Identify skills and contents specific to your area that have lost their meaning.*
- *Identify new skills and content that are required for performance in your area of knowledge. (Zapata, 2018)*

At
Antioquia
University
the
professors
have those
roles
among the
most
interesting
and useful
because of
those roles
foster me
to
achieving

the goals and aims every day.

Figure 2

Student's Role

The students role at homerooms and in the school have to be generation of knowledge are directly related to the capacity for self-management, expressed in self-discipline, self-learning, analysis critical and reflective, as well as at work collaborative, fundamental to contribute to

development of being in their interaction and contribution with and for others from an ethical perspective that allows you to become aware of the consequences who can generate their actions.

The capacity that the individual develops to learn autonomously, actively and participatory, acquiring knowledge and skills and fostering their own values, what results in self-training of the subject. (Rugeles, 2015)

Lessons

table #1

Lessons aims	Content
By the end of the each lesson students has a greater understanding for the differents parts of tales, its structures, language, verbs tenses and vocabulary.	The students had expanded lexical, grammar, vocabulary, urban tales parts as well.
What is an urban tale? Introduction Stage 1	Students get information by video about the urban tales structure.

Table #2

Stage 2	Procedure
My daily habits and routines	Students identify the routines in the pictures delivered at classes, they use it for improving their language.

Table #3

Stage 3	Procedure
Simple present	Students saw in the board the verbs and the conjugation according to the subject, they learned the auxiliary for this tense.

Table #4

Stage 4	Procedure
Adverbs of frequency	The students use some their own routines for identifying what they do, using the adverbs of frequency?

Table #5

Stage 5	Procedure
Creation of an urban tale with 8 learners	Students rewrite their tales in the notebooks; this parts was quite vital for the project.

Table#6

Stage 6	Procedure
What is an urban tale? With 9 graders.	Students get the formats in order to begin the composition, this tale has all the formers components they learned before this activity.

Table #7

Stage 7	Procedure

Prewriting stages; introduction	Students read text where they are going to see the stages of a written.
----------------------------------------	-------------------------------------------------------------------------

Table #8

Stage 8	Procedure
Parts of an urban tale	The introduction of a tale the issue, the end were the parts of the verbs students identified in the tales that the professor gave the learners.

Stage 9	Procedure
Irregular and regulars verbs	Students look the list of verbs and get information, use their dictionaries, conjugate them and use those verbs in the tales.

Table #9

Stage 10	Procedure
What were you doing yesterday?	Students read some tales where they had to identify the past continuous structure before learned in the classroom.

Table #10

Stage 11	Procedure
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Creation of an urban tale	Students get the formats in order to begin the composition, this tale has all the formers components they learned before.
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Pedagogical intervention

The pedagogical intervention carried out with the students of the high school Arborizadora was planned following the Clil approach, developing the skills in the second language of 180 students of the basic middle grades.

The objective was to develop strategies for students to describe their urban context through narrations in the second language and in that sense review, evaluate, intervened the result of that work developed by those students.

Through group work, meaningful activities for their academic process in the classroom.

Instructional design

This research action was carried out in a public education institution in Ciudad Bolivar, south of Bogotá.

The objective was to implement the writing through the urban stories and in this way strengthen the second language in the classrooms of the above-mentioned school.

My intervention went to the end of the approaching tool with which I taught my students following the objectives planned to yes as the programmatic contends. This internship was carried out during the second semester of 2018, with a population between 24 and 17 years old.

I was present in the classrooms from Monday to Friday from 6:30 am to 9:00 am, in blocks of two hours, I implemented my work to collect information, to consolidate this degree work.

Below are the topics that he teaches using technology, and the appropriate procedures for students to understand, learn and implement in their English-language narratives.

SCHEDULE FOR EVERY TOPIC DEVELOPING

Below we can see the topics that developed in the intervention during the internship work.

Learning objective	Task	Activities	Instructional desing	Resources
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Developing writing skills in ESL students through urban tales

<p>To Strengthen my student's knowledge.</p> <p>Greetings pronouns Possessives adjectives Simple present progressive Prepositions of the place: in, on. At, next to, near, between, in front of.</p>	<p>Drawing Writing.</p>		<p>Explaining the activities.</p>	<p>Records, text, tales,</p>
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<p>To Strengthen my student's knowledge.</p> <p>Greetings pronouns Possessives adjectives Simple present progressive Prepositions of the place: in, on. At, next to, near, between, in front of.</p>	<p>Drawing Auxiliar</p>	<p>Creation of a first urban tale where the student introduces himself.</p>	<p>Explaining the activities.</p>	<p>Records, text, tales,</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------	-----------------------------------------------------------------------------	---------------------------------------	------------------------------

<p>To Describe. There is, there are To introduce your place.</p>	<p>To build sentences using er, est.</p>		<p>To Understand the er, est usage with comparatives.</p>	<p>Videos, copies, piston</p>
<p>Vocabulary Welcome to my school (address, places, street,) Using a dictionary.</p>		<p>Creation of a tale where the students present their homeroom, school, neighborhood.</p>		

<p>To Classify the verbs according to the subject. Vocabulary (around my home) The white house Using a dictionary.</p>	<p>Complete the chart given.</p>	<p>Creation of a tale about the student's neighborhoods, describing, the own things from these settings.</p>	<p>To Explain the urban context</p>	<p>Powerpoint slides, the board of verbs</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------	------------------------------------------------------

<p>To Question using the wh Future (will, going to) Time expressions</p>	<p>Prepare a short dialogue asking with wh.</p>	<p>Creation of a tale where the students describe their favorites parts of the city.</p>	<p>To compose shorts dialogues</p>	<p>Dialogues, videos.</p>
-------------------------------------------------------------------------------------------------------------	---------------------------------------------------------	--------------------------------------------------------------------------------------------------------------	----------------------------------------	-------------------------------

<p>To Recognize my high school, using a verb can and can't</p>	<p>To write exercises with the superlatives</p>	<p>Superlatives</p>	<p>To Identify the structure of the superlatives mode.</p>	<p>Prezi, presentations</p>
--------------------------------------------------------------------------------	-----------------------------------------------------------------	---------------------	--------------------------------------------------------------------	---------------------------------

Regular and irregular verbs Simple past progressive Quantifiers (how many, how much, some any)		Creation of an argumentative tale using the topics,		
------------------------------------------------------------------------------------------------------	--	-----------------------------------------------------	--	--

To Recognize when the facts happen.	Underlying the verbs tense.	Narrating stories about their neighborhoods, dangerous zones.	To differentiate moments from stories	Sequences, pictures, piston
To Prepare a little questionnaire using the auxiliary Did Predictions and plans Numbers 1 to 1.000.000 (cardinal and	To interview a mate in the English class.	Auxiliary Did To describe one mural, what does it mean for the	To describe a situation.	Examples of questionnaires, videos interviews by students

ordinal) Vocabulary of the city		community, for the students?		
To Express in a letter a positive message to a mate, where you invite him/her to know the zone where you are living.	Read in the English class	Expression of past time. Creation of a tale about the activities students made in the street.	To practice the usage of these expressions	Examples of the letter, message,

To Differentiate the sequence of the facts. Food and drink	Reading in class	Past continuous Creation of a tale about the music that the	To organize people activities.	The line of time, presentation, piston
-------------------------------------------------------------------	------------------	--------------------------------------------------------------------	--------------------------------	----------------------------------------

		people listen in the zone.		
Connectors Passive voice Gerund and infinitives Modals (should, could, must, may)		Creation of a text about the mean customs from the people in the zone.		
To Select the best connector according to the case given. Conversation Vocabulary Types of holidays	Complete and read the tale, the elephant.	Connectors	To Complete the activity.	Texts, reading, activities to complete.
		Creation of a tale where students describe what do special		

		things they make in the holidays.		
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Table of contents #11

Evaluation

To measure the content of the program contents in the classroom with the students, their performance in the activities that were implemented for the development of the skills as well as the purpose of strengthening and immersing the students in the second language, we quantitatively evaluated the progress of each of the students.

On a scale of 1 to 5 where, this table describes how to evaluate according to the Ministry of National Education, use the quality standards.

The evaluation in the field of education, is to carry out judgments about the progress and progress of each student, although the test used is not always considered the most appropriate; the purposes of the evaluation judge both the learning process and the achievements of the students and is usually done to obtain a more global and encompassing information of the activities that the simple and punctual reference of the papers written at the time of the examination. (Ramirez, 2010)

1	2	3	4	5
Students do not improve.	Students need to study more.	Students are in progress	Students have little mistakes	Students overcome the goal.

Table of evaluation #12

CHAPTER IV

Research design

The action research is the methodology is outcome based on the aims to improve the methods usually used in education, the observation methods are left to the discretion of the researcher or researchers.

Written interviews, a collection of qualitative data, and discussion are all possible observation and reflection techniques. I am going to use to carry out this investigation with the tenth-grade learners in order to develop the writing skill in English as a foreign language, this methodology of the research is a cycle who has four stages the planning, acting, observing, reflecting.

According (Sagor, 2000), there are three types of action research projects in the field of education: Descriptive a study of a group a class of students in order to analyze the probable causes for the issue under study. Quasi-experimental – an evaluation of the impact of a previously implemented change a new curriculum or teaching method etc. It is called quasi

because the sample is not randomly selected, but context-dependent your students. A case studies a study that focuses on individuals and aims at either analysis of the probable cause of behavior or evaluation of the impact of a previously implemented change.

I have to use the descriptive study because of it lets my approach to the population in order to identify and intervene with the already proposal based on the writing urban tales, and finally complete an exercise that is the option of researching aim to developing a skill in students from a context located in south of this city.

Data collection

Students have to write as much they can it is the mean proposal of this activity for this reason students are going to write a test in the English language designed take into account the guidelines established in the national bilingualism plan, (MEN, PLAN NACIONAL DE BILINGUALISM, 2004, 2019). Besides, there are another element basic skills standards in foreign languages: English, (MEN, 2006).

“The Observation methods are useful to 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”. (Kawulich, 2005).

The artifacts according to (Trninic and Abrahamson, 2012), and artifacts cultural objects embedded in social practice continue to intrigue scholars of human cognition and development. Reasons are at least threefold: (1) philosophically, artifacts constitute essential cultural objects to think-and-act-with; (2) pedagogically, education involves learning to use the tools humanity has

found indispensable; and (3) methodologically, artifacts render learning processes more visible for investigative scrutiny. As design-based researchers of educational technologies, the pedagogical artifacts we investigate are historically young.

According to (Ferrabce, 2000) there is some kind of action research in order to develop the project under we can see the structure theirs in my proposal the most convenient type is individual teacher research because its emphasis is centered in the single classroom and it let me work focus in my research.

Students feeling.

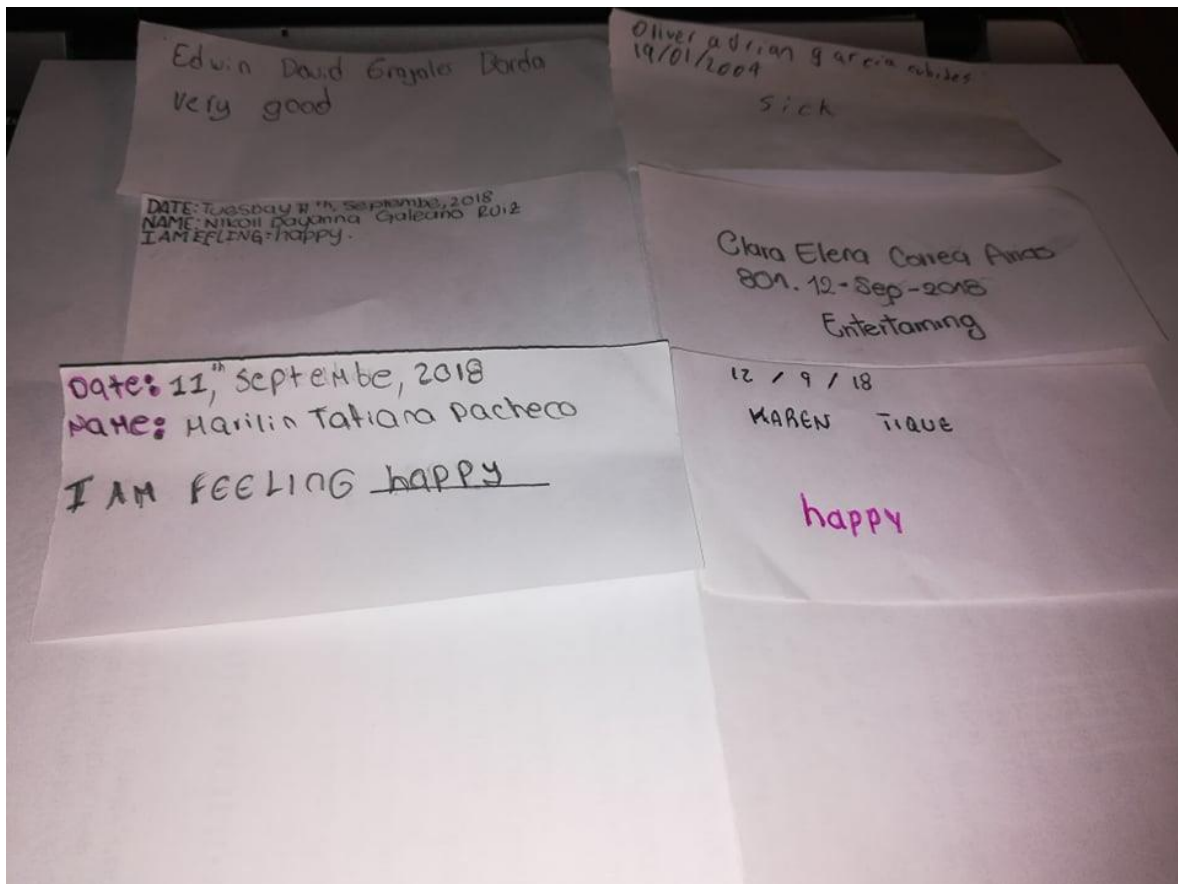
That picture represents how the students were feeling after our first movie watched in class; most of them wrote I am feeling happy, awesome, bad, ugly, all the people at homeroom showed comfortable because they were learning vocabulary, the grammar structures, and this one gave them ideas in order to write the urban tale.

The students began to improve their listening in our classes because this tool represents this skill.

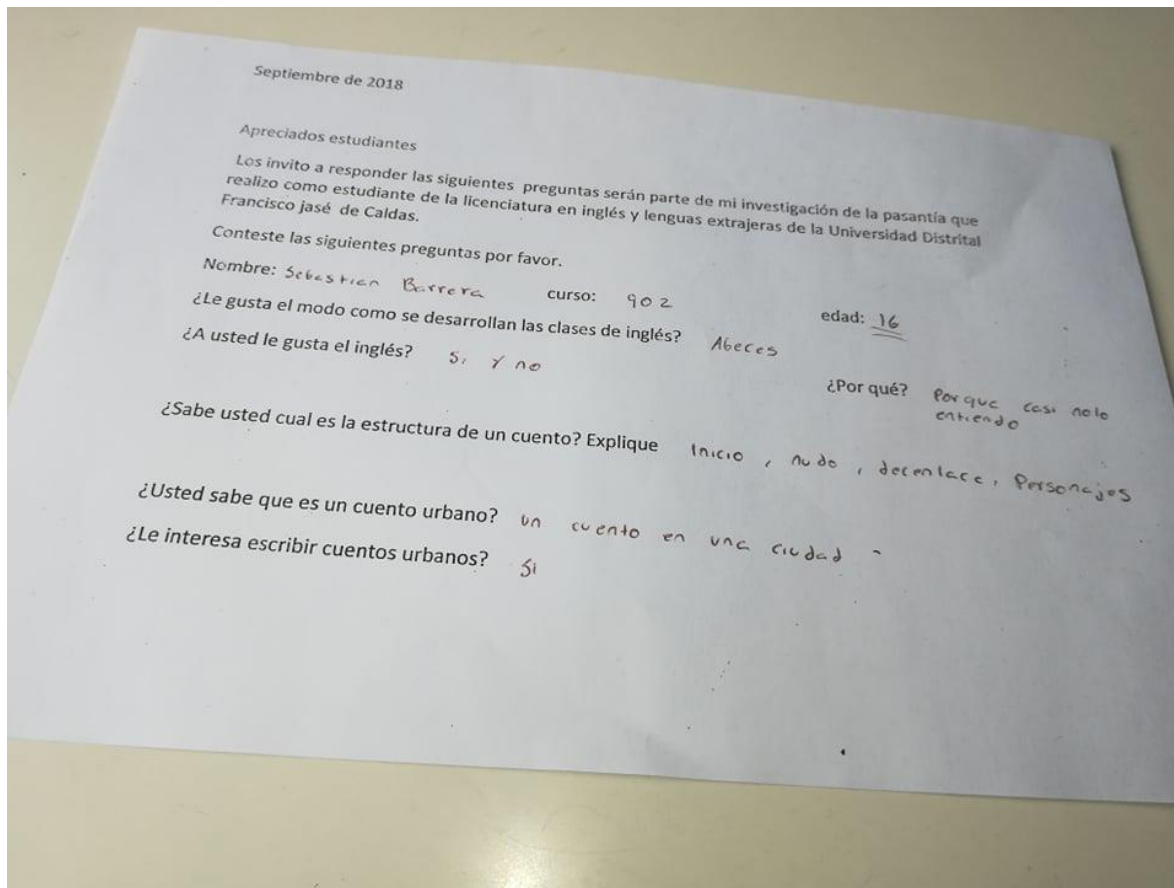
Developing writing skills in ESL students through urban tales

Through this survey I could identify many things at homerooms, the students' age, interests, preferences, I did it because I needed to know this information for developing the materials the tools.

In this same work I identified whether the students know what an urban tale was, and if they will be interested in helping me with my project, all those guys were my best support.



Types of a research study



	Individual teacher research
Focus	Single classroom issue
Possible support needed	Coach Access to technology Assistance with

	data organization and analysis
Potential impact	Curriculum Instruction Assessment.
Side effects	Practice informed by data Information not always shared.

Table of a research study #13

Qualitative research

Qualitative research is a process of naturalistic inquiry that seeks an in-depth understanding of social phenomena within their natural setting. It focuses on the "why" rather than the "what" of social phenomena and relies on the direct experiences of human beings as meaning-making agents in their everyday lives. Rather than by logical and statistical procedures, qualitative researchers use multiple systems of inquiry for the study of human phenomena including biography, case study, historical analysis, discourse analysis, ethnography, grounded theory, and phenomenology.

The three major focus areas are individuals, societies and cultures, and language and communication. Although there are many methods of inquiry in qualitative research, the common assumptions are that knowledge is subjective rather than objective and that the researcher learns from the participants in order to understand the meaning of their lives. To ensure rigor and

trustworthiness, the researcher attempts to maintain a position of neutrality while engaged in the research process. (Morrow, 2005)

I chose this method because it is more qualitative research values openness and flexibility, the qualitative researcher is considered to be the key instrument involved closely with the data collection and analysis.

This is a qualitative paradigm as a result of one observation where I have to observe and after analyzing the facts in the classroom using the theory I am completely sure of this qualitative paradigm that in words (Blabie, 2010), qualitative research is designed to reveal a target audience's range of behavior and the perceptions that drive it with reference to specific topics or issues. It uses in-depth studies of small groups of people to guide and support the construction of hypotheses. The results of qualitative research are descriptive rather than predictive.

Qualitative research methods originated in the social and behavioral sciences: sociology, anthropology, and psychology. Today, qualitative methods in the field of marketing research include in-depth interviews with individuals, group discussions (from two to ten participants is typical); diary and journal exercises; and in-context observations.

This method includes in all the investigation of the next structure in order to complete during all the process of study.

Results with this method can be showed or reporting with the next structure according to (McNabb, 2008)

1. Explain the data collected and their statistical treatment as well as all relevant results in relation to the research problem you are investigating. Interpretation of results is not appropriate in this section.
2. To report unanticipated events that occurred during your data collection. Explain how the actual analysis differs from the planned analysis. Explain your handling of missing data and why any missing data does not undermine the validity of your analysis.
3. To explain the techniques you used to "clean" your data set.
4. To choose a minimally sufficient statistical procedure; provide a rationale for its use and a reference for it. Specify any computer programs used.
5. To describe the assumptions for each procedure and the steps you took to ensure that they were not violated.

Type of study

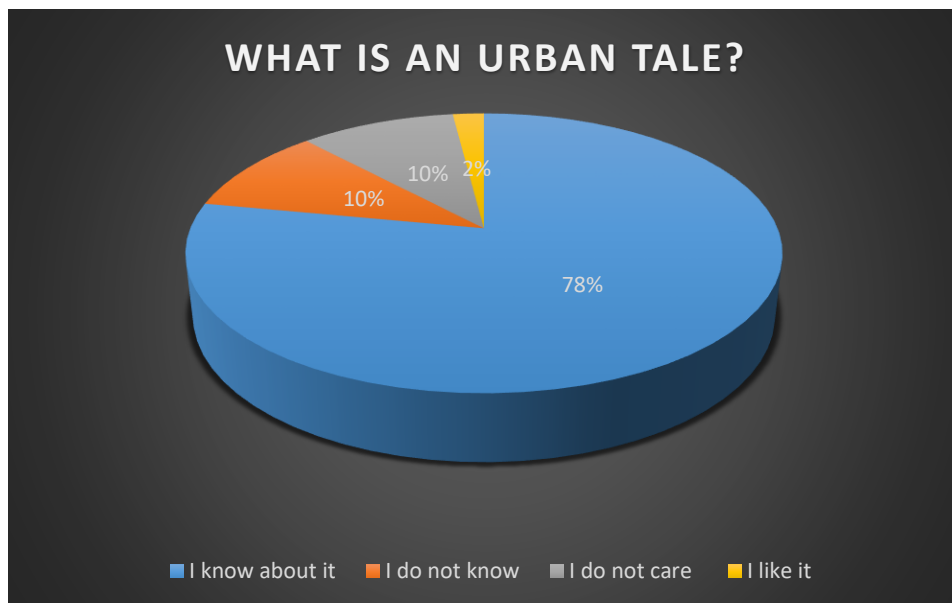
It is an action research study because of I as a professor can identify the support learners need and after I am willing to solve their difficulties using the theory and designing plans for improving their needs with a previous study and a deep observation in the classroom, place where I am going to develop my project of creation of urban text but I want to show more information regarding this proposal of study in the present research.

Action research refers to a wide variety of evaluative, investigative, and analytical research methods designed to diagnose problems or weaknesses whether organizational, academic, or instructional and help educators develop practical solutions to address them quickly and efficiently. Action research may also be applied to programs or educational techniques that are not necessarily experiencing any problems, but that educators simply want to learn more

about and improve. The general goal is to create a simple, practical, repeatable process of iterative learning, evaluation, and improvement that leads to increasingly better results for schools, teachers, or programs.

In these graphs, we can observe the students' knowledge about the urban story, their taste for English as a second language and finally the performance they had at the end of the apprenticeship of their second language apprenticeship.

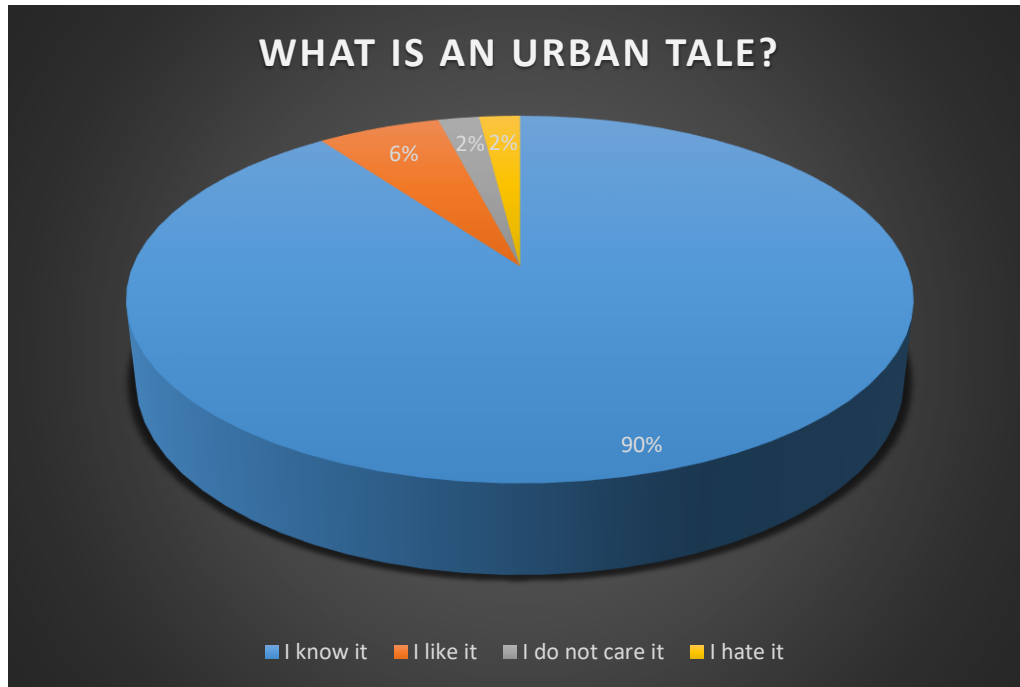
Figure #3



This first population is students from eighth grade where they have four options for responding respect to the urban tale meaning. In this graphic, we can see

the results of a survey where the students show us how much they knew about the urban tales. However, it is really amazing to see that more than half of the population is interested in knowing about this new topic. Finally, the students who want to go ahead are a few percentages.

Figure #4

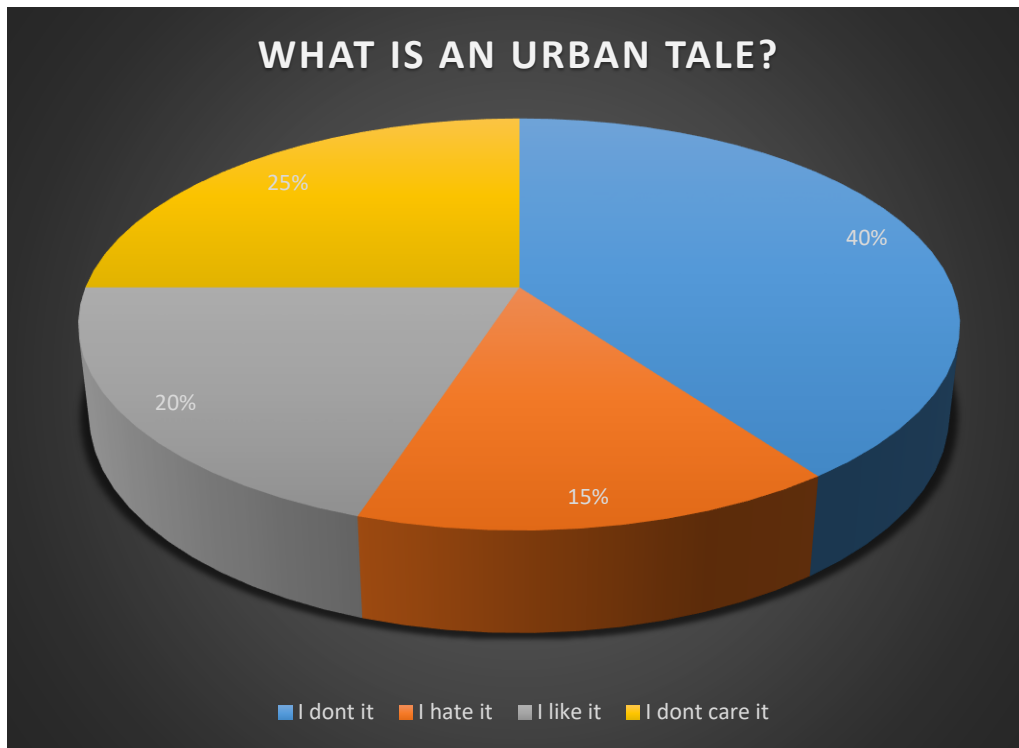


We can observe the same for another eight grade because I introduced them the topic them the students have more elements for responding

to the survey.

I can observe the minimum part of the class is not interest in this new adventure really useful for everyone in the class. I know there are a few people who did not like or another's one who did not care about it, I did my best for them by far.

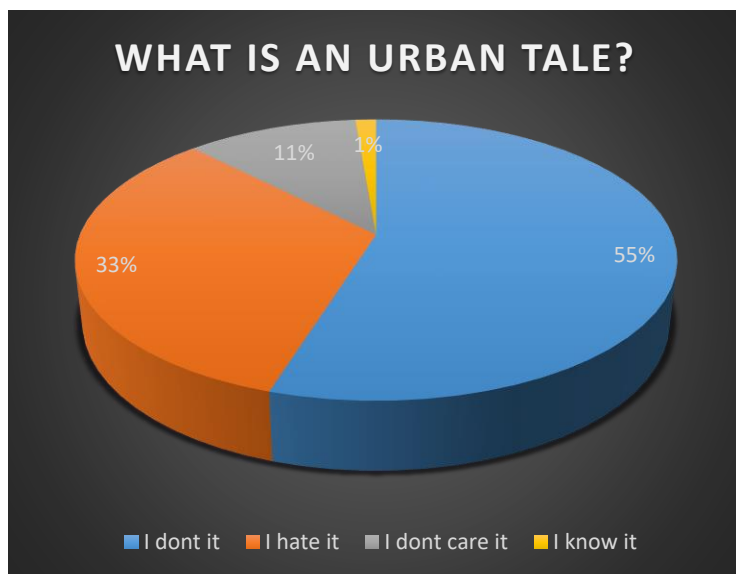
The percentages are almost invisible but this population was always available to learn and responding with their duties.



There are some groups who did not have a lot of information about the urban tales, in this sample the population showed quite

different examples.

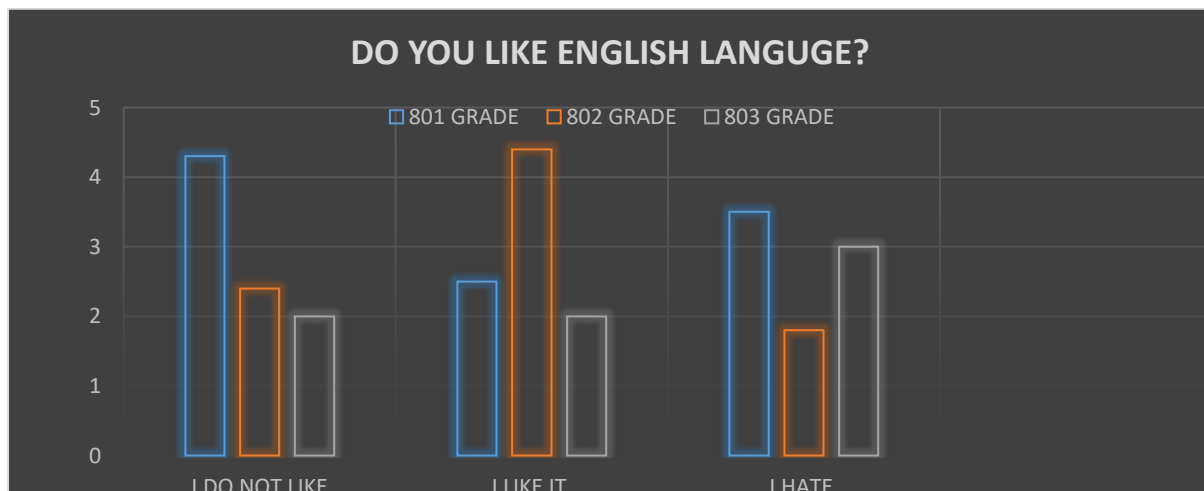
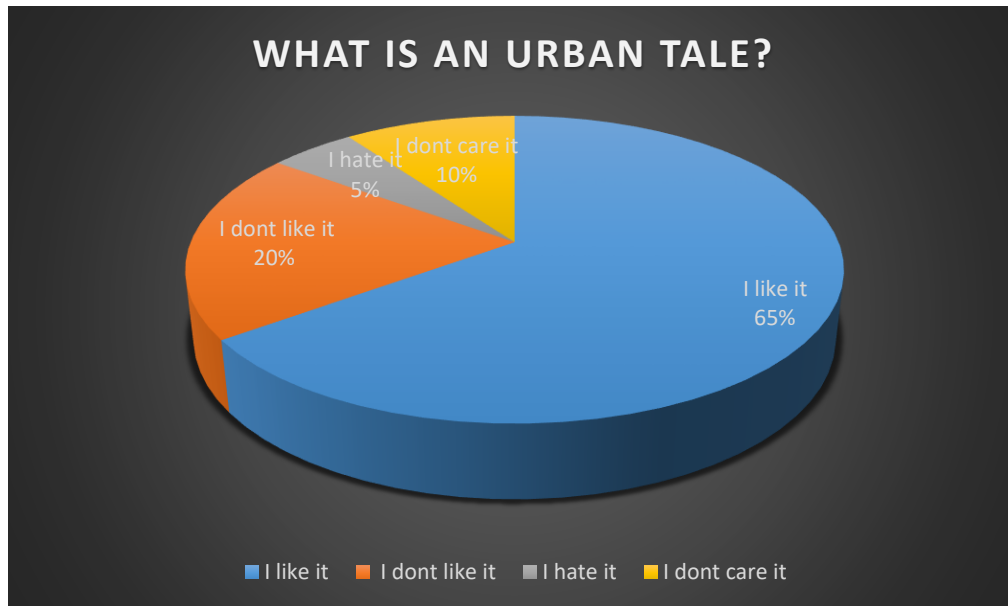
figure#5,6



The information reported in this sample belongs to the answers of ninth grade 9 students. The answers showed that there was sympathy for the topic that was developed.

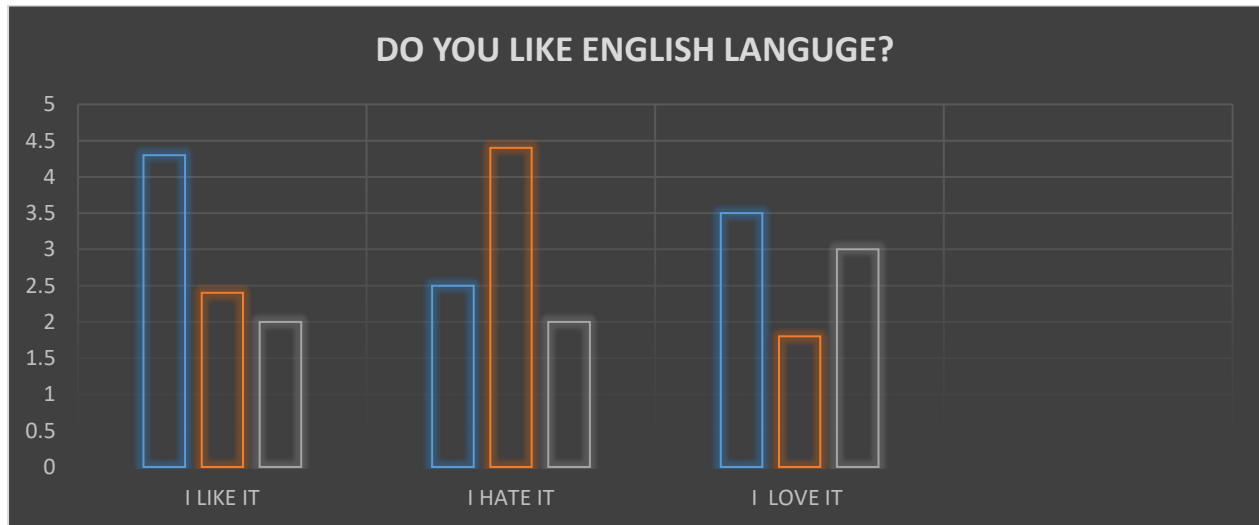
Developing writing skills in ESL students through urban tales

In this last cake of information of students of ninth, there was kind attention and reception to our project of work more than 60% of the class was optimistic in front of the work. **Figures #7, 8**



Developing writing skills in ESL students through urban tales

The purpose of the project was to teach English. In these bars we could see how interested they were in the second base language of work with the students, they were from 8th grade; some were even but the English liked them.



This scale belongs to the ninth students they saw in English a great opportunity to grow, others do not interest them.

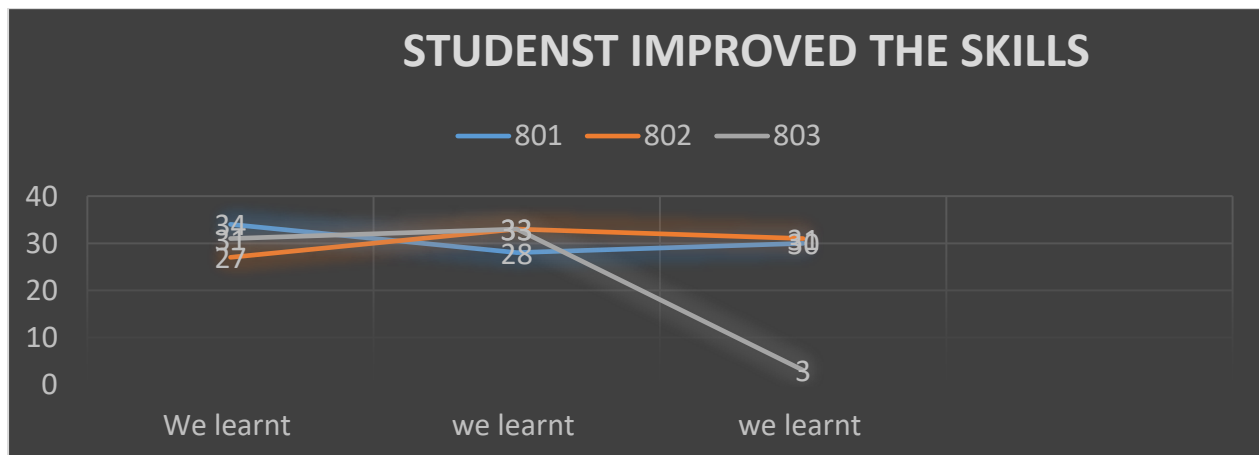
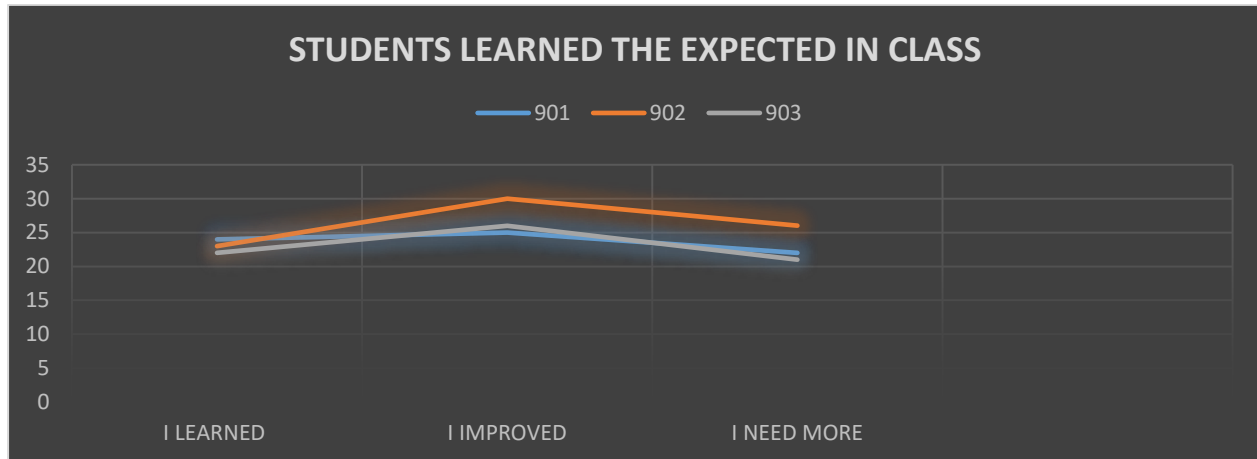


Figure # 9, 10

So, reinforcing more than three months the second language they improved with security, the statistics showed that they had some deficits, then their bases were more solid.



At the end of a stage, the ninth grade students showed that they learned but needed more to have a better command of the second language, especially in vocabulary because they should write.

Figure # 11

Setting and participants

The pedagogical intervention was carried out at a high school in the south zone of Bogotá D.C; I had more than 180 students from 6 different grades all the eighth and all the ninth grades as well, I had class on Monday to Tuesday at 6: 30 am until 12: 30 pm, the classes time were of 1: minutes, in locations I did not have enough time for working because of the headteacher had many things for doing everywhere.

Finally I was there for 3 months teaching English them in order to elaborate urban tales with the knowledge already for using at homeroom. I am really interest in describe much more the setting its populations and customs it is really useful for my postgraduates works.

This is the third largest town after Sumapaz and Usme and has 12,998.46 hectares. The area is crossed by the Lima, Peña Colorada and Trumpet streams that flow into Tunjuelo. The 252 neighborhoods of Locality 19 host more than one million inhabitants.

They say that at night, many years ago, the howl of the dogs was heard on the grounds of a neighborhood called Arborizadora Alta while dragging heavy chains for hours and hours. Also, dark characters wandered the only eucalyptus tree that ruled the highest part of one of the neighborhoods of Ciudad Bolívar. The shadows seemed to be the devil or "The Whores", who with magnificence wanted to prevent someone from having the courage to approach that tree.



Picture #1 by: Reynel Pachón Montero.

This is the picture of our high school were I worked with my students.

On one occasion, an inhabitant of the sector of Tibanica (as baptized an old cacique Muisca), Pablo Mayorga, who lived in free union with his wife María, and with whom he had five children, fell in love with Ernestina, the godmother of some of their children. Sometime later they decided to live together. For his adultery, "The Whore" took him and days later his body was found hanging from the eucalyptus. Maria, his first wife, dismayed, decided to accompany him

and hung by his side, under one of the branches of that majestic tree, which since then baptized "the stick of the hanged man".

This is one of the thousands of stories that revolve around one of the symbols of Local 19, Ciudad Bolívar, which celebrates its 25th anniversary this week. In "the hangman's stick" really few have decided to end their lives as Mayorga and his wife. On the other hand, it is one of the places of the greatest congregation during Holy Week and a place for practicing athletes and consecrated athletes like James Rendón (Olympic athlete in Beijing 2008), who used to get there every morning to jog and fight to be one of the best marchers in Colombia.

In its beginnings, Ciudad Bolivar was inhabited by Muisca groups that ended up crowded into an indigenous reservation of Bosa. Later, this town began to be segmented into large haciendas, which, around 1940, were called Carbonera, Casablanca, La María, Marichuela, El Cortijo and Santa Rita. A decade later the settlements began, as a result of the forced displacement of peasants to this sector of the city.

Towards 1983, in the government of Belisario Betancur, began to speak of the Ciudad Bolívar Locality. This, who has lived in the flesh the ravages of a war of thoughts and opinions that have only left in conformism dissolved in its streets, daily draws the lives of 76% of households living in poverty.

The place where many years ago stories of witches and scares were told, of laughter of women on the banks of the Tunjuelito river, now, beguiling the begging of 25% of the population and drawing strength from where there is no place to cope own lives.

That zone 19 that limits to the north with the locality of Bosa, to the east with Tunjuelito and Usme and to the west with the municipality of Soacha, is dedicated in a 25.1% to agricultural activities. Another 10.6% of its inhabitants direct their forces to livestock and agriculture since Ciudad Bolivar has always enjoyed flora, fauna and fertile land left by indigenous tribes such as saguaros, Sundays and usmes.

Children were frightened before by the stories of Don Jorge Fonseca, nicknamed Chuchulaney, a man of short stature and slanted eyes who worked as a worker of one of the best families devoted to tanneries. Don Chuchulaney fed on pimps he hunted at night. Although he is no longer seen around today Frigorífico Guadalupe, there are other stories of fear that haunt the streets of Local 19, real stories, terrifying, painful, and dead and violated children. Before he delighted in consenting, and then cook them with a stock of potatoes. Now, Stories, in short, that usually fill the pages of the sensationalist newspapers of the capital.

It has an approximate population of 719,700 inhabitants. According to DANE data for the year 2005, it is composed of indigenous groups, peasants, Afro-descendants, among others. 252 neighborhoods make up this area with 12,998 hectares (3,433 in urban areas, 9,555 in rural areas).

“The cultural dynamics of the locality is characterized by its diversity, reflecting its social and multicultural composition. In this sense, the cultural offer has a variety of meeting spaces for training and encouragement, with the option of expressing artistic, cultural, patrimonial and social concerns. The range of possibilities ranges from festivals and artistic meetings, training schools, to research and heritage projects. A cultural activity led by the different organizations, managers and houses and cultural centers of the town”. (Castrillon, 2008)

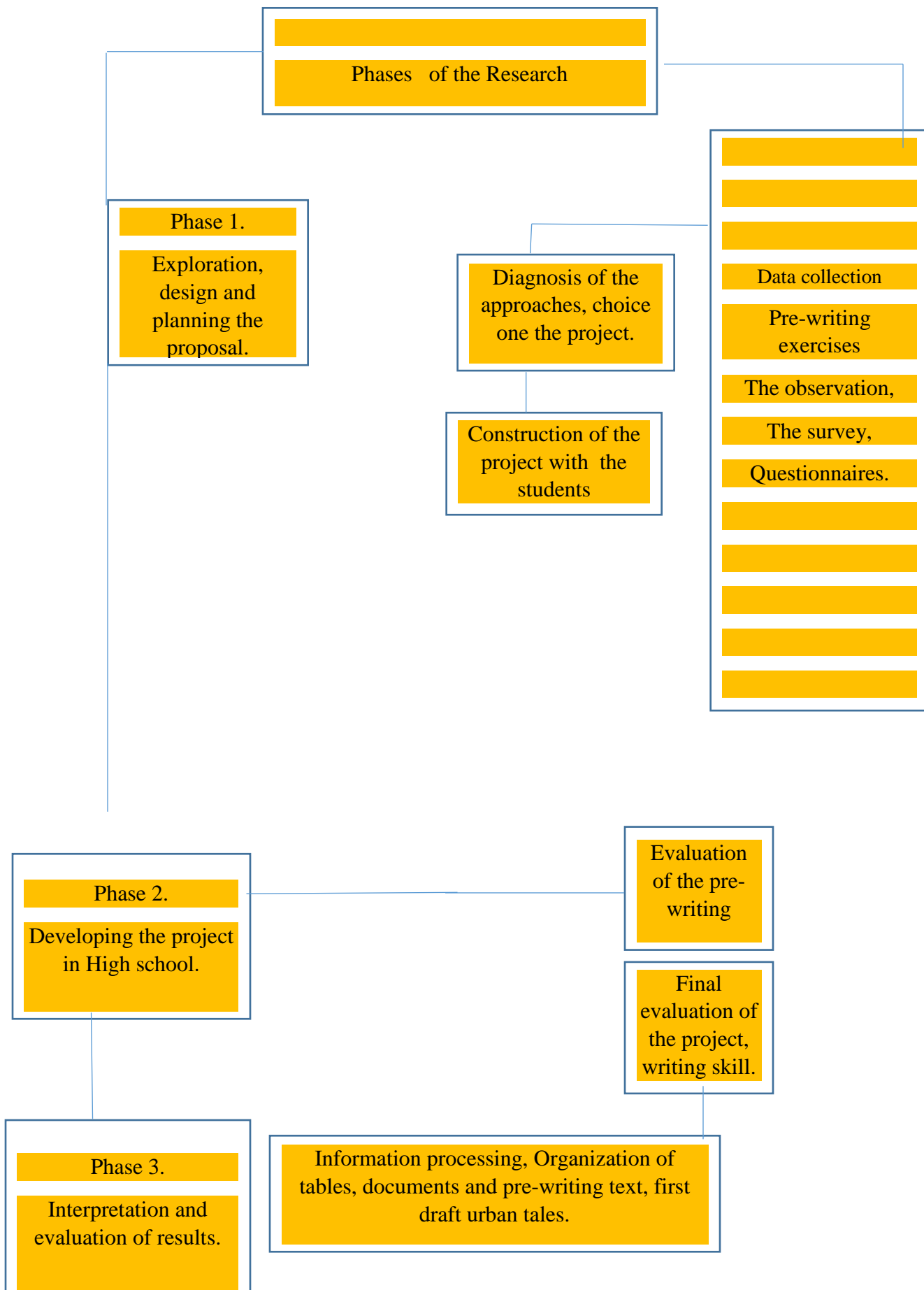
The high Arborizadora school is located to the south of the city in city Bolivar, the locality 19 of the capital district, the school has more than 26 years of history in this zone of the south of the city, educating, transforming children, youth for a better society.

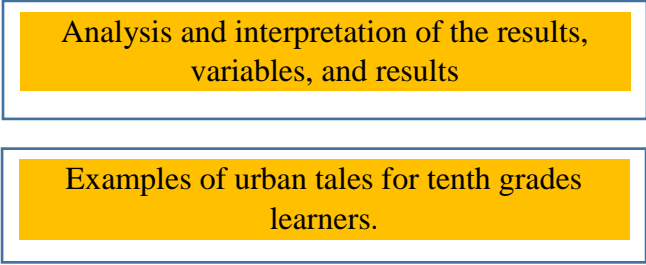
This is an official average basic education institution of the district's education secretary located at Carrera 63 # 70 to 50 South, with recognition from ICFES.



Here some students from 901 grade, doing an exam about past progressive, they show focus in this activity. Photo # 2by Reynel Pachón M.

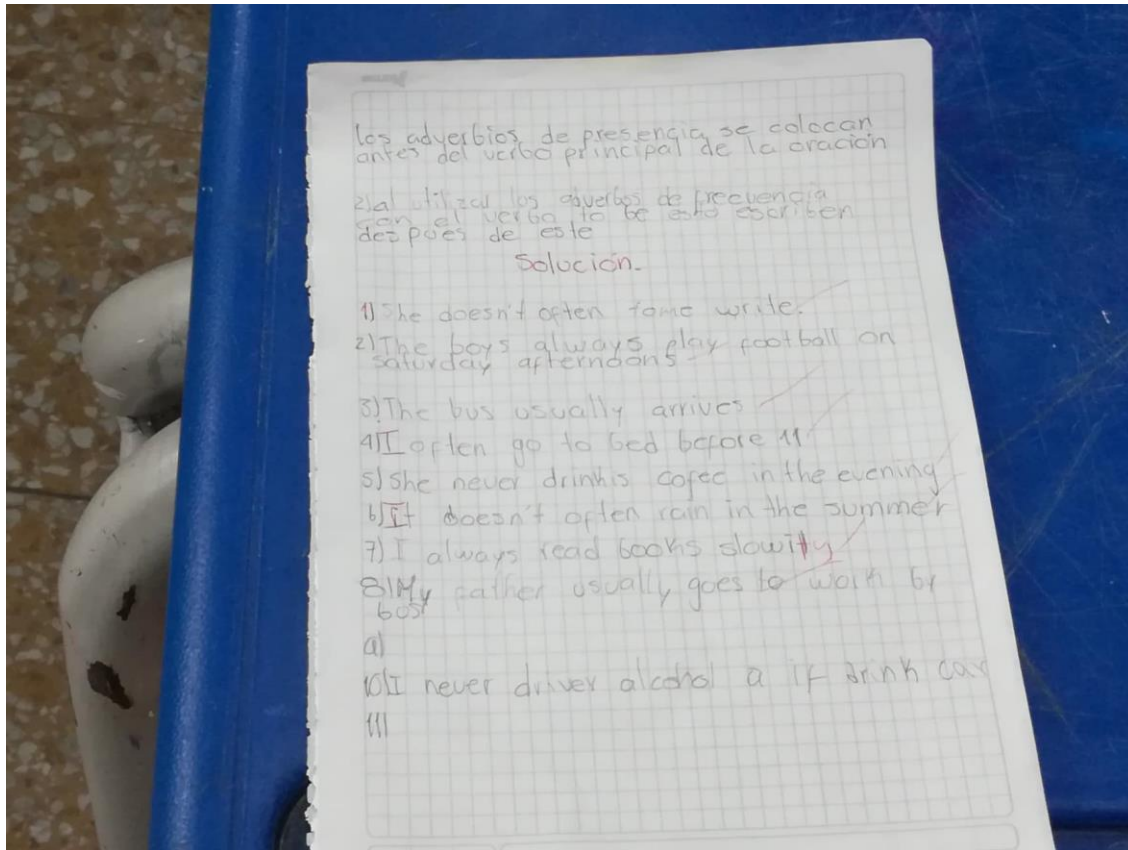
This institution offers education in elementary school to more than 8 children and young people in this area of the city. The male students are in the range of age among three ages 19-18,17,16,15 years old, some of them are repeating the grade, another begun the high school after of the had worked, in the female, the range is different the highest peak is in 17 years old. The lowest is between 14, 15 years old.





Scheme of the investigation. (ALZATE, 2013) **Figure #12**

Students documents artifacts picture #3



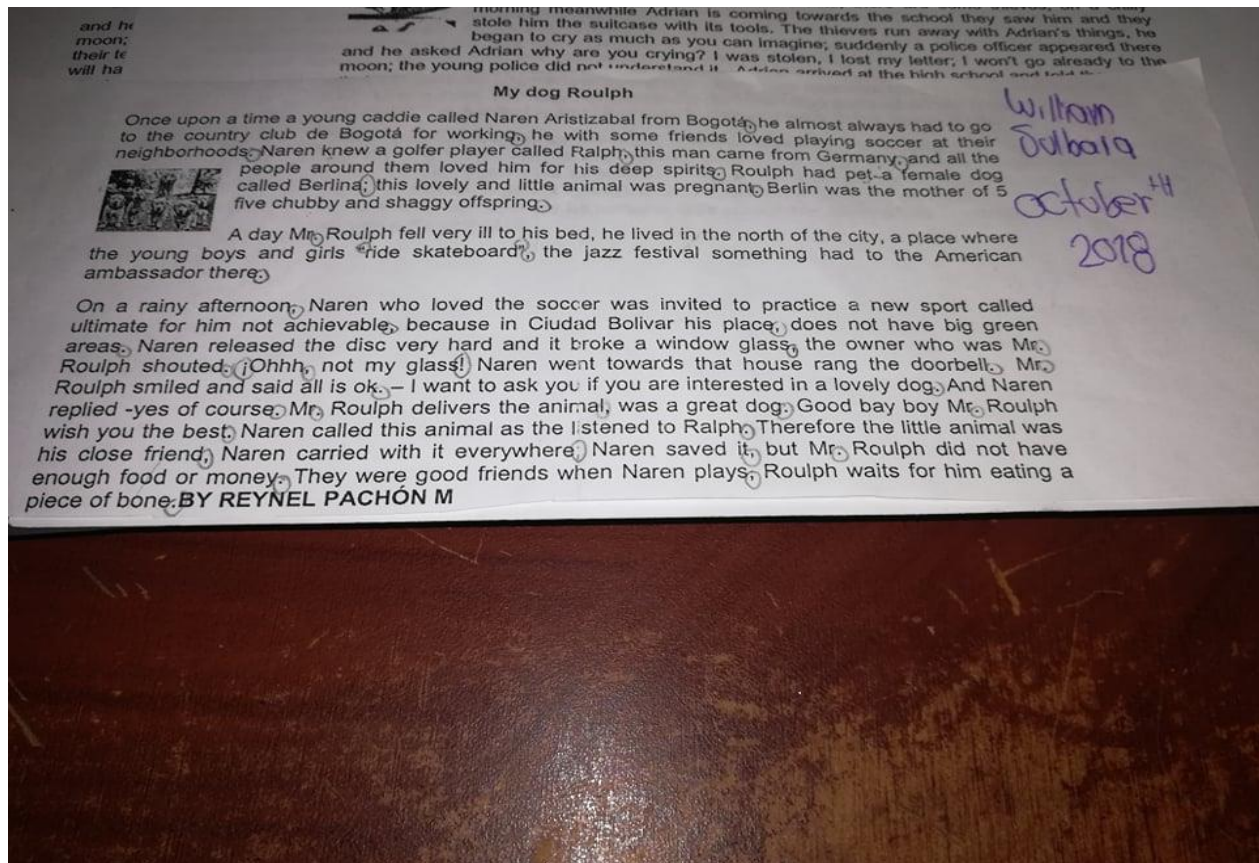
Picture #4

THE BITE

Brandon sales 803

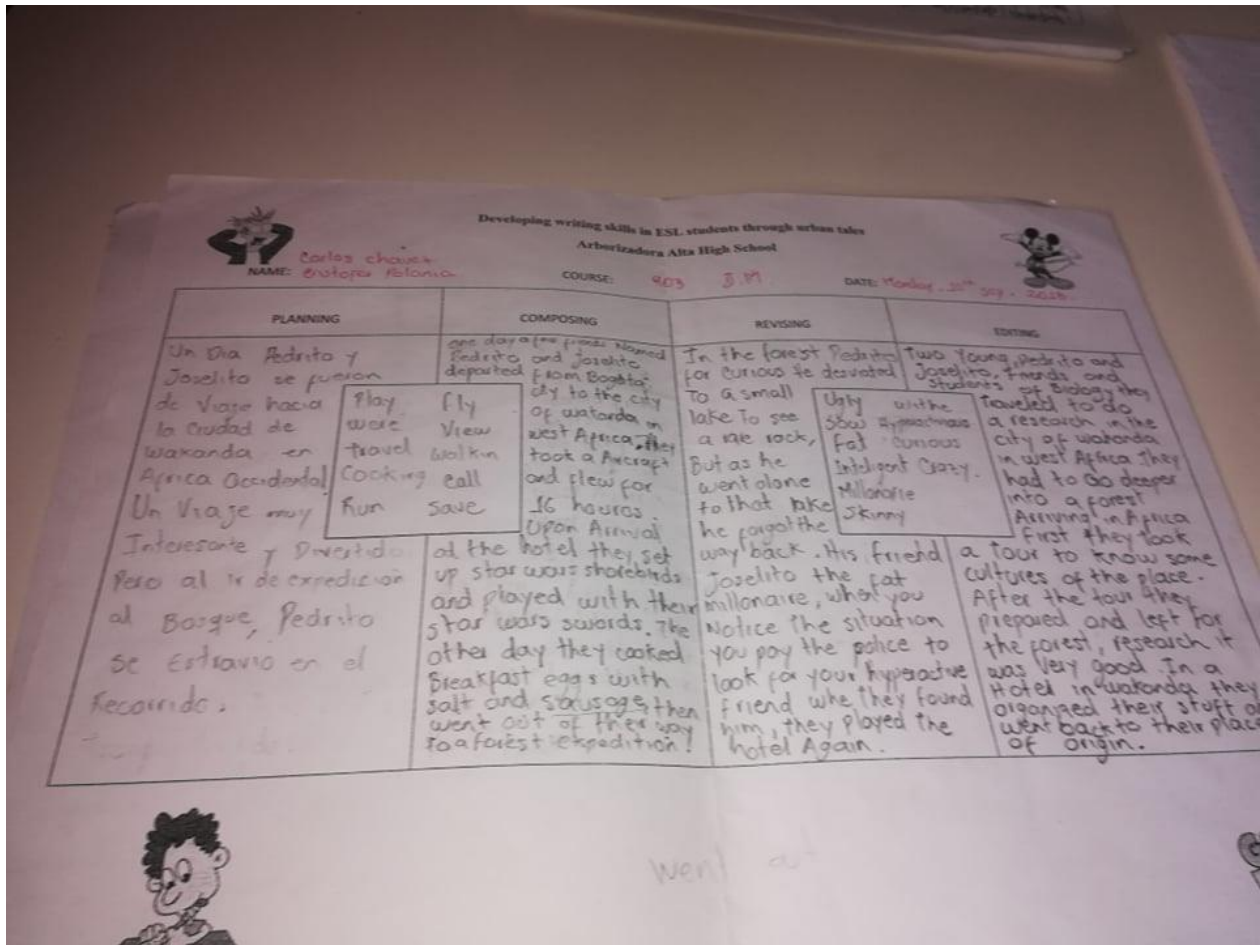
It was 10:00 am and I went to see my father to work on a wagon and we left the house and I went to a car and my father went ahead and there was a junkyard and a dog ~~was~~ was sent to me and I could not beat him but in the dog I bit my left thigh and my dad went back with the car and they took me to a drug store and they healed my foot and a good foot and I went to the shopping center and I was going to quit and a parish went through and did not let me out and I had to ~~cut~~ the dog bit my right thigh and had to come to go to this don de mi pope and I was sore and crying and afraid and they brought me to Nigeria and this moment I did not ~~if~~ dog is cheated but I keep on screaming

Good work.
P. V. P. V. P. V.



Picture #5

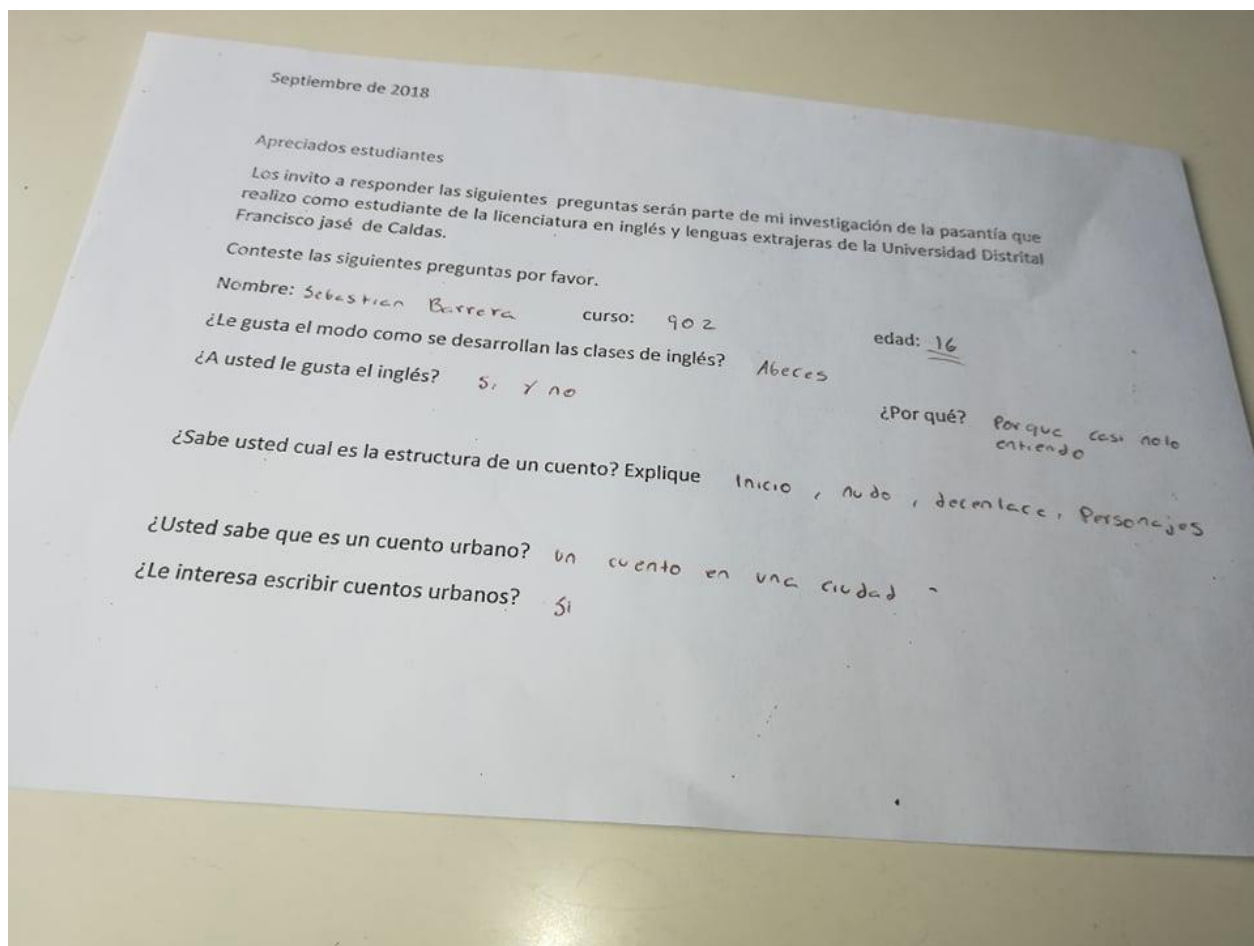
Developing writing skills in ESL students through urban tales



Picture #6 by: Reynel Pachón Montero

Surveys and questionnaires

Those were the questionnaires students answered.



Curriculum platform

In the present chapter, I describe the pedagogical intervention in the Arborizadora Alta high school, which is going to be carrying out in order to understand one variety of phenomena performance mainly for tenth-grade learners. In this section, it can be seen first the proposal of all this work, the English teaching through the writing urban tales here the learners are going to describe in a foreign language under learning their own culture that for years is forming part of the natural lifestyle inside of these neighborhoods located in the south of Colombia's capital.

In the second aspect most important is Clil an approach that includes all the language skill because inside homeroom students are using all these in the interaction, the approach in significant contribution of David March an expert in the European context, it was designed in order to integrate the language as an all and not like individual components of them being humans.

The third one steps emphasized in some types writing approaches in order to produce writing output, therefore, they are preponderant to carry out the project Writing Strategies are cognitive and metacognitive procedures writers use to control the production of writing. I am going to explain some examples that are included in the writing approaches decisions such as

1. Ideas: Showing instead of telling to clarify a report of an event
2. Organization: Using a phrase to connect paragraphs. But that's not the only reason.
3. Voice: Inserting a personal story to engage reader empathy

4. Word Choice: Changing a cliché to an original expression
5. Sentence Fluency: Using short sentences when action in a story speeds up
6. Conventions: Using a sentence fragment for effect. (Hyton, 2012)

The four stages describe the already mentioned theory from David Krashen where the linguist explained the acquisition versus learning here he said, “There are two modes of L2 development: The acquisition/learning hypothesis Subconscious language acquisition Conscious language learning the result of language acquisition is subconscious.

We are generally not consciously aware of the rules of the languages we have acquired. Instead, we have a feel for the correctness. Grammatical sentences sound right or feel right, and errors feel wrong, even if we do not consciously know what rule was violated said Krashen. We will use the term ‘learning’ henceforth to refer to conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them. In nontechnical terms, learning ‘knows about’ a language, known to most people as grammar or rules. Some synonyms include formal knowledge of a language or explicit meaning”. (Krashen, 1982).

I am based on Tudor’s (2001) visions of language where he proposes four mainly perspectives; the first one has seen Language as a linguistic system, the second one is Language from a functional perspective, the third Language as self-expression, and Language as culture and ideology.

In accordance with our research process, the vision of language that we pretend to focus on is the language as a facilitator about students’ interaction and the construction of relationships

among them. This perspective is related to the second view proposed by Tudor (2001) in which language is seen from a functional perspective.

The fifth stage describes the socio constructivism as a mode of learning. Social constructivism is a theory of knowledge in sociology and communication theory that examines the knowledge and understandings of the world that are developed jointly by individuals. This theory assumes that understanding, significance, and meaning are developed in coordination with other human beings. The most important elements in this theory are a the assumption that human beings rationalize their experience by creating a model of the social world and the way that it functions and, by the belief in language as the essential system through which humans construct reality states that cognitive growth occurs first on a social level, and then it can occur within the individual.

To make sense of others and construct knowledge on such a social level allow learners to relate themselves to circumstances.

The author also states that the roots of individuals' knowledge are found in their interactions with their surroundings and other people before their knowledge is internalized, culture and context in understanding what occurs in society and knowledge construction based on this understanding are emphasized in social constructivism.

This author points out that social constructivism is based on specific assumptions about reality, knowledge, and learning.

All of the mentioned assumptions are described in detail below: a. Reality: The first assumption of social constructivism is that reality does not exist in advance; instead it is constructed through human activity.

The members of a society or group together (and not individual) invent the properties of the world or group. Furthermore, social constructivism believes that since reality is not made before the social invention, it is not something that can be discovered by individuals. b. Knowledge: Social constructivism represents knowledge as a human product that is socially and culturally constructed. Individuals can create meaning when they interact with each other and with the environment they live in. c. Learning: This assumption of Social constructivism stresses that learning is a social process. Learning does not take place only within an individual, nor is it a passively developed by external forces. Social constructivists state that meaningful learning occurs when individuals are engaged in social activities such as interaction and collaboration. (Asl, 2015).

Finally, in the last step, I put the reconstruction as a way to understand all the process developed for the students using the methods described with more information in the top of the chapter. In the leaf side we can see an arrow toward up it means the professor works in the intervention, also you can see another arrow toward up it represents students must have to learn at the end of the intervention using the techniques. In the bottom right there is an arrow it means the theories willing to use in order to carry out the study with the students where they do not know these theories.

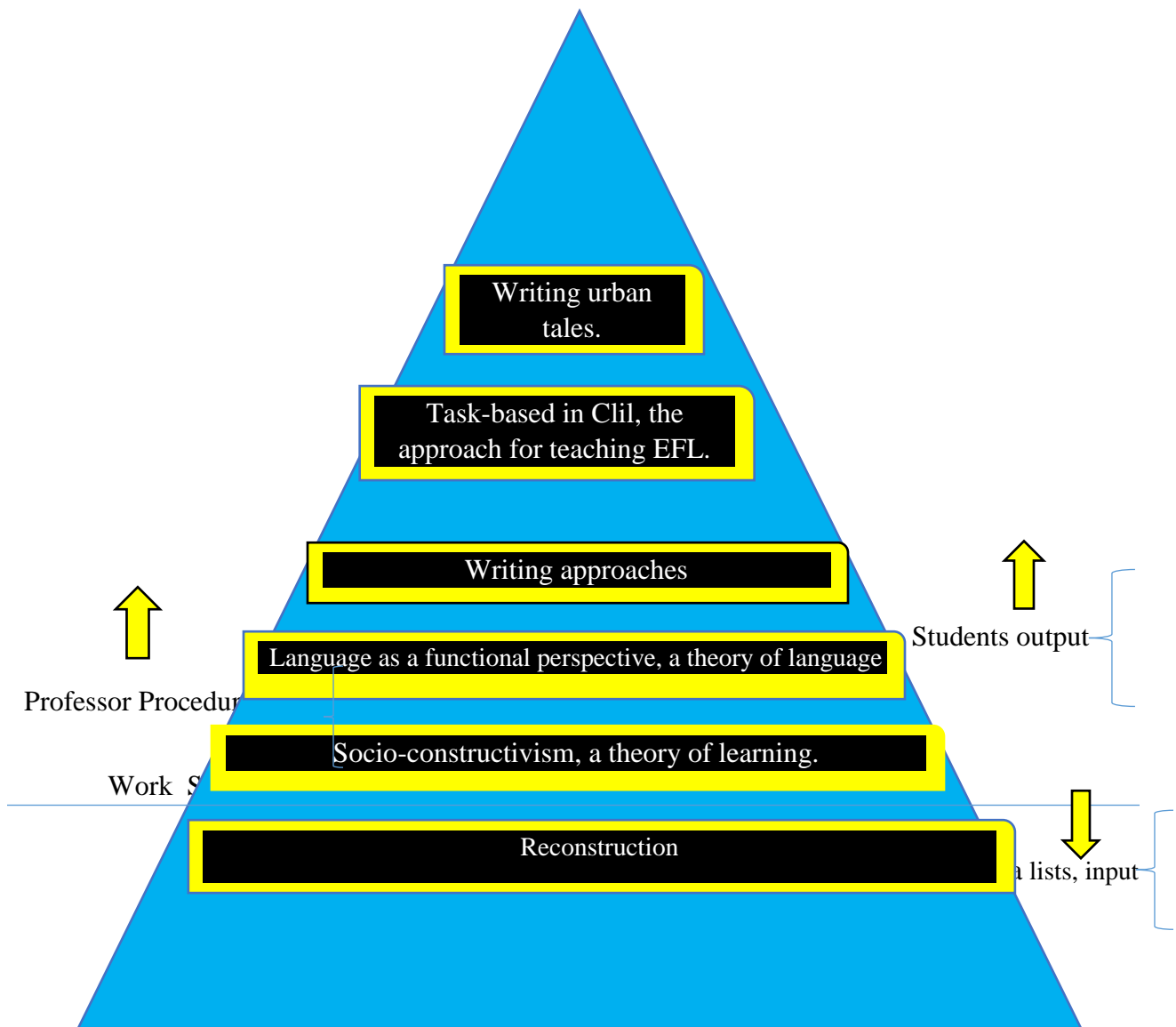
Interviews, a collection of quantitative data, note-taking, and discussion are all possible observation and reflection techniques. I am going to use to carry out this investigation with the

tenth-grade learners in order to develop the writing skill in English as a foreign language, this methodology of the research is a cycle who has four stages the planning, acting, observing, reflecting.

The observation into the homeroom with the students is an element that gives you much information regarding student's behaviors thus the observations the professors can observe the different relations among students and with the activity they are developing.

The artifacts are the second instruments for this study, it lets me identify how the students are writing, and using the English grammar and vocabulary that I am going to teach to the learners at Arborizadora Alta high school.

Figure#13



Curricular scheme

Writing approaches, pre-writing stage.

Writing is the most important challenge to be carried out for tenth-grade learners with the creation of some types of narration in writing urban tales likewise students have to know in the first place some kinds of examples of writing and they have to know how is being done in the tale? For these reasons, we have to present them the structures about them for giving more resources in order so they can create new tales or rebuild the already existing in their neighborhood.

(Bailey, 2016) Presents into his recent text some interesting steps for understanding much the writing and writing activities for both, teachers` and students` as well, he shows a structure where we can find seven types of writing such us, notes, reports, projects, essays, dissertation, thesis, papers every of them have a structure different to take in to account on moment to developing some of them. They can be useful for my students when they need to start the exercises. Besides he gives us some recommendations to introduce to the students like comparing the types of writing better for them, equally in that text there is some important advice in order to use the reading like pre-element to start to write.

On the other hand, there are interesting elements of the standards for the writing process and another strategy where students will engage in the writing process such as prewriting, brainstorming, outlining, mapping, drafting, and revision, editing, and presenting final drafts. Students will obtain and gather knowledge from multiple sources of information primary and secondary, including the stories or myths here on the city sources to support an argument. Students will evaluate, synthesize, contrast, and compare ideas and information from multiple

sources, students will critique writing in peer-editing workshops, in that sense, these activities are the base in order to let them the opportunity and creating the urban tales. (Leki, 2000).

The prewriting stage, when you begin generating ideas on your topic without focusing too much on organization and correctness, allows you to begin creatively and to truly explore the scope and potential of your topic. Also, breaking the writing process down into stages makes it less stressful and more manageable and gives you time to figure out exactly what you want to develop and explore in your paper they are important because of it provides you with the raw material to help you start writing an essay, it helps you to bypass your internal critic who can make it difficult for you to explore your thoughts and ideas, it gives you confidence in your ability to explore a topic, it helps you develop your own unique writing voice and promote a solid flow, or rhythm, to your sentences, it gives you an easy way to begin any piece of writing and helps you surpass writer's block, and also it is easier to see the main ideas when boiled down in a brainstorm, it helps you summarize the main concepts in the reading, it helps you see the main ideas that captured your interest in the reading, .it can make complex reading more accessible you can see many choices of paper topics emerging , it is fast and easy. (Akyel, 1997).

Writing has strong link with the reading, for this reason, another one resources that I will have present some are kinds of tales head teachers have on their homeroom because of these professors have to spend 25 years in that high school and that way they know all from this area; some years ago in that part of this locality there were no cars, buses, roads, ways neither, teachers have said they must walk for 40 minutes from a path to high school, in that path professors listened someone called them but any person they saw, inside school professors, have own tales like this, they do not like some homerooms because of students who have died produced sounds

or movements. To achieve students use all these information students have to read some of these stories in order to they assume the importance of this culture in the institution where they had spent many years.

I chose to use an approached called Clil, it is an acronym for Content and Language Integrated Learning, to teach the content of the curricula subjects through the medium of a non-native speaker, it was an approach invented for David March and Anne Maljers a groups of experts in the European context with the intention of creating a neutral and accessible term in order to make easier communication. (Bernabe, 2013).

The students from tenth grade with this approach can use the resources in the media, videos, film, text, for improving their writing skill, it is my proposal as a professor, the students can read the text that had been made by another teacher about the tales, stories in order for students to identify the context if the students have previous knowledge regarding topics like urban context, violence, graffiti and the situations closer to their realities out and inside of the high school.

The students and the head English teacher did not have much information about Clil approach in that sense it is a challenge for students as it was described for professors from Cambridge University; there are students that need more support to communicate, in speaking or writing, they are not used to speaking English underclasses, they have difficulties in input, test, support.

Chapter V

Recommendations

There are some quite interesting recommendations in order to deliver to the teacher at high school where I did my intervention as an English teacher; it was a strong privilege for me as a person as a student, I almost always used the Clil approach because this tool supported me to achieved my goals with the students.

The teachers should teach more English written, it vital for the learners of a second language; whether the teacher gives one written challenge to the students they will write wonder tales.

The teacher should use more the writing it is the most harder skill to achieve in English for this reason little exercises in class at home are meaningful for everyone.

Deeply in those spots, I saw the learners in loving of our activities because I used some recourses described before up there.

I noticed the students so floppy, slack when they had to work in class, for example, doing an active after watching a movie, the did not catch up the exercises not all of course but the most had this attitude in class.

Therefore my recommendations for the teacher who work teaching the second language is please use more technological resources to achieving the aims of the class daily, this activity

gives the students full attention, the movies, music, audio, visual resources hook the people at homeroom for learning vital and in that way earn an effective learning.

Students did not speak a lot in class something usual, normal at teenagers because they could feel embarrassing doing it, but I felt the pronunciation so weak, the students had issues for communicating themselves.

The graphics, the presentations, the expositions have to be elements for each class, I saw the billboards at homerooms so interesting work, draws, cards are elements which enrich the class, in this period when the technology is over all the students with the teacher should work with this device for listening, for seeing verbs conjugations, the music is an important element for catch vocabulary.

I know Ciudad Bolivar at those neighborhoods are not rich but a dictionary in English is useful for every one student at homeroom at not three dictionaries for 30 students, thanks to all those teachers for sending students notes and look for these books.

I was informed about using the standards made at the ministry of education for teaching in my internship work but all the students were far to achieve the aims proposed in those papers, the curricula must be applied according to the students' needs and not the MEN'S decisions, I used them as much as I can do it.

The songs festivals at schools yard represent the students' interest quite an interest in improve the English in the kids.

Finally, the students have to read more the shorts tales write for the teacher, or for other students, in my exercise they wrote a lot of wonderful text.

The professors are always open to doing all for the students the commitment should be for the students as well.

Conclusions

After doing the intervention in the school and giving the students the tools to write in a second language, I can safely say that I have completed my mission.

It is not easy to work with 37 or 40 students in a classroom to give their attention to each other to ensure their apprehension.

With my professional ethics with moral principles develop to the maximum the skills of those young people full of dreams, ideas with different realities and contexts but each time they were more dedicated to learning the second language, to immerse themselves in that rich environment for their lives and their new challenges that life brings.

It was an adventure to read the occurrences of those little ones to see how they used the structures learned in classes, to see them follow the guidelines, and it was worth it as they delivered it to the majority of my students; I had a bit rude students with their language that other imaginary have other ideas that hopefully can make reality.

It was not easy to get to a classroom and pretend that the students learned the process at once, it was valuable and very nutritious for both sides.

I used materials for dictionaries because I needed them daily in the classes.

I had a plan to develop in the school and I could achieve it thanks to all the personal effort to the support of the local teachers and the good work of the students.

- I felt proud because students learned the English language.
- I taught the second language to the humble population.
- The students overcome the expected skills in classes.
- The learners improved their writing skill as much as they could.
- I did most young people enriched their knowledge with the second language.
- I am satisfied taking into account the students improve, grammar, pronunciations, writing.

The students were immersed in the second language environment in my classes

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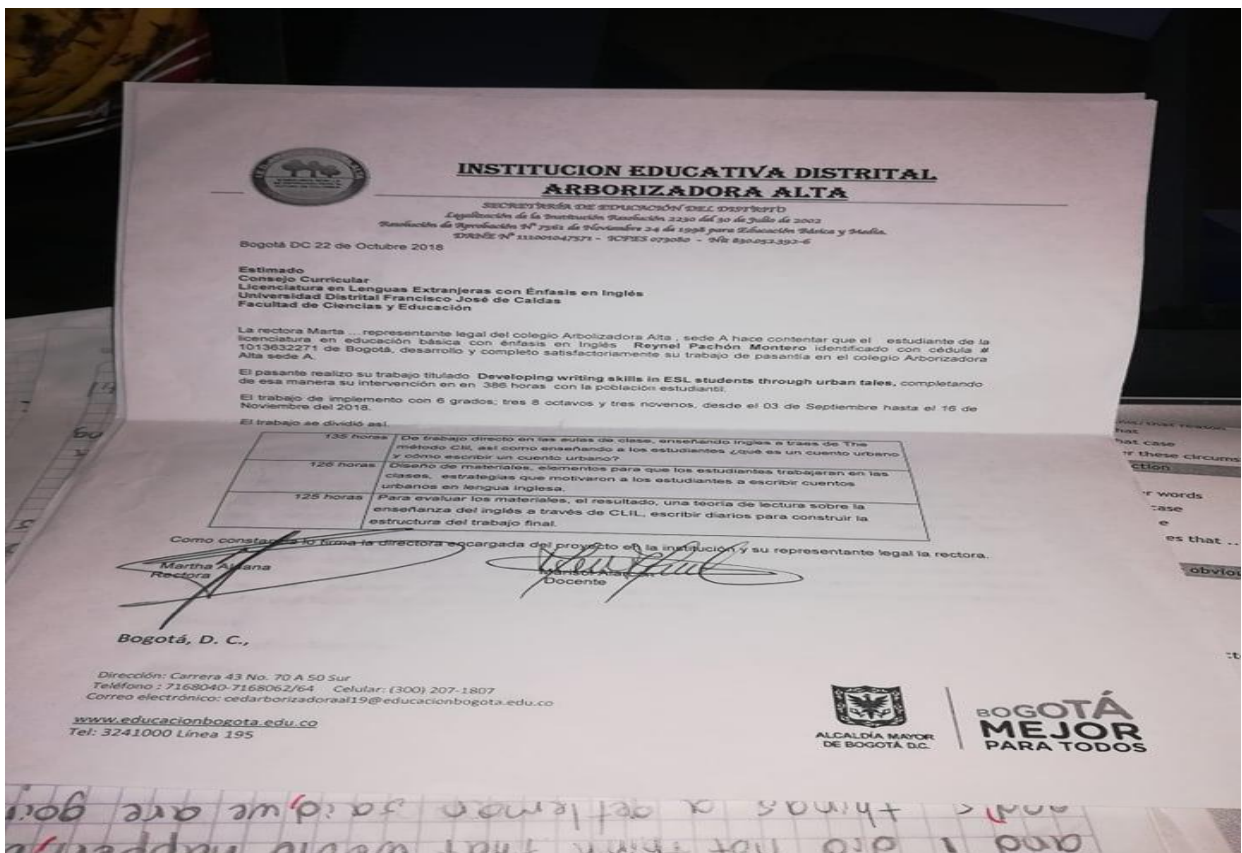
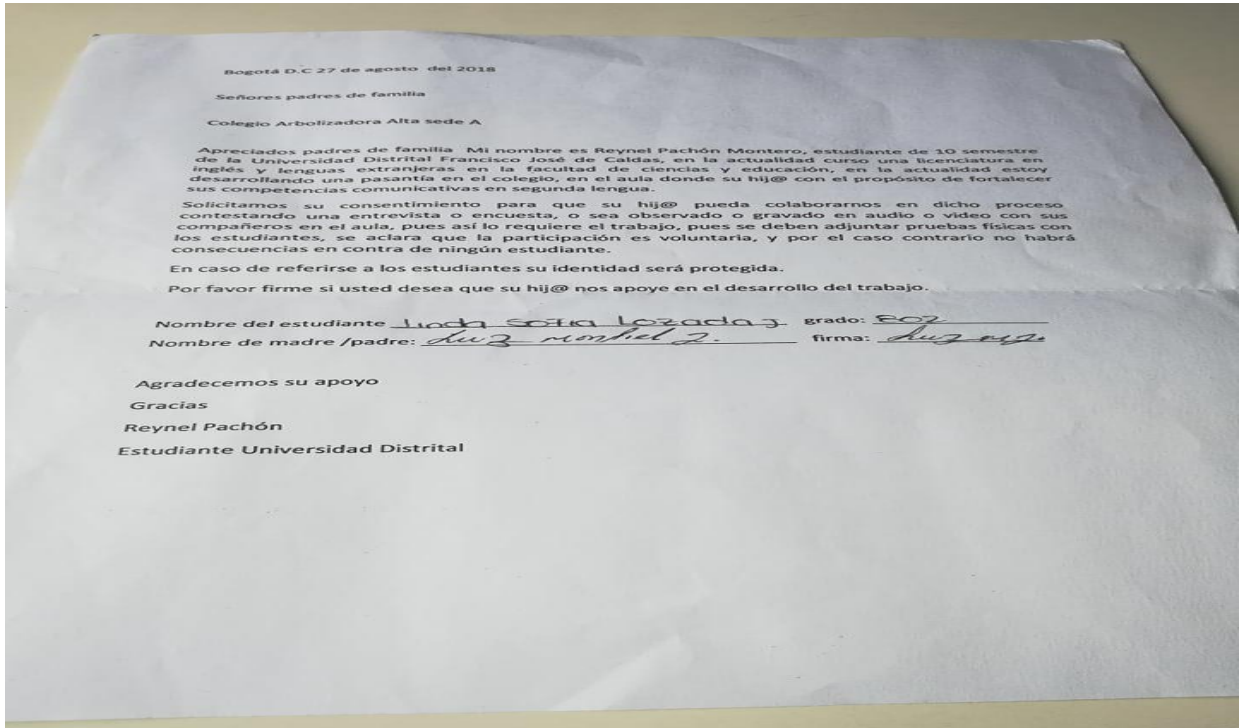
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Appendixes




**UNIVERSIDAD DISTRITAL
FRANCISCO JOSÉ DE CALDAS**

PROYECTO CURRICULAR LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN INGLÉS
ACTA DE EVALUACIÓN Y SOCIALIZACIÓN DE TRABAJO DE GRADO

ACUERDO 0__ de 201__
No. ____ Año 201__ Sesión No. ____

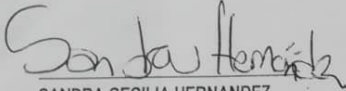
El director(a), **SANDRA CECILIA HERNANDEZ** designado(a) por el Consejo Curricular de Licenciatura en Educación Básica con Énfasis en Inglés en su sesión del día 17 de agosto de 2018, Acta No. 16 y la profesional **MARISOL ALARCON**, designada por el colegio Arborizadora Alta I.E.D. como supervisora y calificadora del trabajo de grado en la modalidad de PASANTÍA, Titulado DEVELOPING WRITING SKILLS IN ESL STUDENTS THROUGH URBAN TALES.

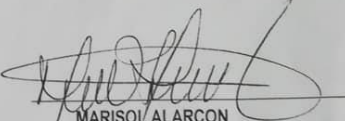
Elaborado por los (as) alumnos (as):
REYNEL PACHON MONTERO CÓDIGO 20122165224

Después de leer y evaluar el mencionado trabajo escrito conceptuaron lo siguiente: *Se evidencia el proceso investigativo realizado por el estudiante para el fortalecimiento de la escritura en el idioma Inglés. Actuando la retroalimentación por la docente Marisol A., el cual Reynel estuvo constante en el proceso investigativo.*

Califican con nota de:
Evaluador 43
Director 43 Socializó: SI NO
Promedio 43

Para constancia se firma por los que en ella intervinieron el 6 de marzo de 2019.


SANDRA CECILIA HERNANDEZ
Director


MARISOL ALARCON
Profesional de Colegio Arborizadora Alta I.E.D.