

"Generating Critical Reflections through Readings related to Students'
Sociocultural Background"

Alejandra Fernández González

Dilam Steven Ortíz Páez

Tutor: Ruth Amira Calderon

"An internship report submitted as a requirement to obtain the degree of
Bachelor in Basic Education with Emphasis in English"

Universidad Distrital Francisco José de Caldas

School of Sciences and Education

B.A Degree in Education with Emphasis in English

Bogotá-Colombia, 2017

Acknowledgments

We want to thank first of all, to our families whose support and infinite love were our main upholder. We could not have made it if it was not for their wisdom and insight. Thank you for rising our courage and making us aware of our own strength to never give up.

We profoundly thank to Colegio Nicolas Esguerra for giving us this unforgettable opportunity, particularly to teachers Karen Moreno and Irma Herrera who were always enthusiastic towards our growing, not just as professionals but also as human beings, we also appreciate our students 'willingness to approach our proposal and participate actively in the process.

We could not finish this without thanking our true friends for their understanding and patience.

Alejandra would like to dedicate this achievement to her grandmother, her hero and greatest inspiration in life, this is for you. She also thanks her parents, who introduced her love for literature and languages.

She thanks art and its encouraging passion, which always got her working for higher purposes.

Dilam would like to thank his mother, who is his biggest inspiration in life, "without your love and constant support, I would not have been able to make it this far, thanks a lot", He also thanks his close friends who were always with him and helped him to shape in

*a better person. A special thanks to Alejandra whose loyalty and willingness to help
made this last stage possible "Alejandra, we did it!"*

*This work represents a path which essentially was one of the hardwork, awareness,
consciousness and learning. We will never forget the forging behind this project.*

Table of Contents

Introduction	5
Statement of the problem	6
Objectives	7
Theoretical framework	8
Pedagogical intervention	10
Description of the process	20
Schedule of activities	51
Conclusions	54
References	57
Annexes	59
Internship documentation	72

Introduction

This internship approaches Literacy Practices in an EFL classroom whose purpose is to focus on discovering, analyzing and promoting students' interpretative process and thoughts based on their real contexts as it is stated by Kumaravadivelu, 1990.

This project will strengthen the basis of educational research due to the role of students, who are taken as potential agents of change by making a positive impact on themselves. School community is expected to be affected positively by critical reflections developed among EFL reading practices. From this perspective, the pedagogical proposal will provide EFL students with critical means, so as to relate himself to his environment.

Therefore, as a proposal developed as an internship, this project understands language as a means to express inner processes and generates an outcome based on links among background knowledge, new content and inquiry results.

Promoting meaningful experiences in an English Language learning related to literacy practices is developed in this project as a result of student empowerment and engagement in working on critical thoughts in EFL classrooms.

For this pedagogical intervention we considered the teacher's role as a guide, who gives general instructions for accomplishing a successful reading in terms of basic structure of the class. By means of reading, students will take an active role which requires an accurate text in order to express their ideas for sharing and comparing them.

Statement of the Problem

This work focuses on promoting critical thinking and context analysis through second language reading. This is a worrying aspect because of evident lack of development of students' critical skills in public educational setting from literacy practices in EFL classroom.

Current EFL classroom practices do not go beyond tests and grades, which discourage students to learn a Second Language by their own commitment. Teacher activities sometimes tend to be inflexible to the point that it limits teaching practices, according to their own reality.

In public educational setting, this phenomenon is highly found through English language teaching whose condition allows low quality education and knowledge gaps. Students are not engaged in learning, even though in EFL classroom as long as they do not see how to relate their social background to the second language learning in order to explore their change agents' potentialities.

During our practicum experience in either primary or secondary school, we identified the difficulties students have in order to have the capacity to express their own ideas in the foreign language based on their contexts in this language. We can say that current teaching of English is mainly focused in providing assessment of the process required in a curriculum.

Understanding this, we have decided to work or solve the problem by fostering the reading skill and for that we have stated the following objectives.

Objectives

- To create a strategy in their learning process through reading activities in order to make them have a critical view of their own social context.
- To foster critical thinking in public educational context in Colombia, towards sociocultural environment, embracing student's role as a potential change agent for social transformation.
- To analyze the process of critical thinking about students' thoughts, and how it can be stimulated by readings in the second language, exploring the potentiality of EFL pedagogical practices.

Theoretical framework

In order to develop this project based on the problematic and the corresponding objectives, we need to look for some background knowledge in terms of critical thinking, literacy practices and critical reading.

Firstly, it is important to underline that this project aims towards reading as a holistic process, which involves not just literacy as we traditionally, understand but also as “reading the world”. This term, coined by Freire (1981), is clearly embraced as the basis for the literacy process and it is inherent and imperishable. Reading the world is the first step of recognizing what is presented to us. It is developed by perceptions, which help us to comprehend the world itself.

Thus, reading has to be addressed as a complex term. Kingston (1967) describes it as a condition of reader’s interpretation, much as when interpreting an abstract painting.

This implies then that reading is the confrontation of the reader with the text. The approach is developed according to the particularity of context. On the other hand, he says, “reading comprehension is often measured by the degree to which readers conform to some authority figure’s interpretation (e.g., teacher or test constructor)”. In pursuance of students’ emancipation, we come to critical literacy as a support.

After understanding, there-reading concerns, it is important to have certain knowledge about critical literacy.

Shor (1999) as “language use that questions the social construction of the self-defines critical literacy. When we are critically literate, we examine our ongoing development, to reveal the subjective positions from which we make sense of the world and act in it.” That is we read from what we are, from our experiences and background knowledge. Therefore, it gives an important valuation to environment and cultural frame in the reading process.

This converges to what we delineate at the beginning with “reading the world” stated by Freire. In this way, students are able to adopt a critical view towards the text. The perspective allows to analyze input laid in the foundation of one’s experiences, empowering the student in their own learning process.

Critical thinking seen as an extra linguistic skill is one of the focus on our intervention as a means to make students be able to analyze arguments, state positions, make inferences using inductive or deductive reasoning through the use of the L2. (Brookfield, 1987).

According to (Halpern, 2013) One goal in education is to make students have a critical view of the text (Halpern, 2013) However, traditional English practices do not really focus on that aspect because of syllabus designs do not

provide students` opportunities to stand different positions towards English classes. This internship wants to foster extra linguistic skills as the core of study rather than grammar.

“Critical thinking is a subject of considerable current interest, both in terms of theory and pedagogy” (Bailin, 1999) This author considers that critical thinking is a skill which can be taught isolated and it can be applied to particular contexts, based on this, critical thinking as an extra linguistic skill fits perfectly in our project because we pretend to use English as a means for students to communicate their inner reflections.

After having understood the main constructs of this project, it is important to get to know the participants and context which helped us to develop this internship

Pedagogical Intervention

Teachers provide students suitable resources, approaching criticism based on readings related to real living situations.

Participants

- Ninth and Tenth graders
- Teachers from School
- Pre-service teachers

Population

This Project was developed with ninth and tenth graders aged 14 to 15 years old, in a male public school.

Setting

The setting in which the project was carried out is “Colegio Nacional Nicolas Esguerra”, a public school located in the south - western part of Bogotá. This school is located in an industrial area.

One building where all different courses are organized composes the infrastructure. Due to the location, it has students from different living contexts which means that students do not belong to the same social stratum.

It is relevant to say that this school is in the process of establishing “Jornada Única”, which means: only one schedule.

General description about the institution

In our first weeks, we faced some confusions with the schedule due to school changes. According to (LEY JORNADA UNICA) established by Ministerio de Educación Nacional, all public schools have to start implementing an only one schedule. It means unifying two shifts into one.

As this is the first year in which the only one schedule is implemented at Nicolas Esguerra school, the principal made the decision to fire some teachers, close some grades’ groups and reorganize the schedules. This was even more complex to the fact that this is also the first year of the principal in this school.

Students did not react smoothly to the possibility of the implementation of jornada unica so a strike took place during the second week. At the end, the Secretaria de Educación Distrital had a meeting with students and the principal with students ‘leaders in order to draw some agreements regarding the problem.

As a conclusion, students would take classes from 6am to 2pm and distrital government would guarantee two breaks by providing snacks as a commitment towards the only one schedule.

At the beginning, this was not fulfilled and students had only one break. They were considerably less attentive and opened to carry out school duties. Nevertheless, some weeks later, they were offered two breaks as promised.

This meant a modification in the general schedule of the school. During this transition, teachers 'schedules were affected as well, and subsequently we had some irregularities in the development of our project. So, we had to change several times and the process was delayed in some sessions.

Due to this situation, our week activities did not take place as planned but it was defined according to the process of each group.

Another important problematic we experienced was the implementation of students' classroom change at the end of each lesson. The school community was not prepared and this eventuality generated a chaotic situation environment.

Additionally, specialized classrooms were taken as normal classrooms and they did not have the usage for their specific purposes. As a result, we were not able to access easily to media resources. We would ask for the

means, which were not enough to cover the population needs, when all the community demanded them.

Considering that some students attended occasionally to immersion English classes, and the implementation of Jornada Unica, the principal decided to close this space. Nonetheless, English intensity was increased from 4 hours to 6 hours weekly for all levels.

Regarding instruments and materials for developing our classes, we also were responsible of bringing the copies for each student so we did not have to ask students for them.

In addition, it is important to highlight that the school is situated in an industrial area so students did not have the opportunity to find a place to get copies. Furthermore, we were not given the possibility to access to school printing facilities.

Description of Students' Background

Nowadays teaching practices are interfered by the usage of cellphones in a current way. Students are highly dispersed during the classes and it is difficult to keep their attention. We faced this as a continuous issue which affected class flow. We controlled this problematic by stablishing and maintaining rules commitment in all classes.

One of the main problematic situations, and for us the hardest, was the drug consuming inside the institution. Hallucination substances in classes evidently affected some students. About this, teachers advised us to keep distance due to possible students aggressive 'reactions. This situation was lately controlled by principal of the school.

Theoretical Framework

The postmethod pedagogy

This method was born in 1970s as a response to the realization of the insufficiency of old methods and how they cannot bring success. The application of one method became not a solution but a limitation. Arikan (2006) states that it is “characterized by leaving methods-only arguments to find effective strategies to teach in the most appropriate and effective way while considering the practitioner’s views and roles”. The postmethod pedagogy is a holistic pragmatic of teaching which leads to a high level of responsibility. In this way, teaching practices approach students’ voices so as to identify how to proceed and re-new the development inside the classroom.

The postmethod represented a renovation of theory, whose application was controversial. It was said that it denied the value from past methods.

Nevertheless, this method intervened for teachers as it was a response to the recognition of his role. As written by Arikan (2006), it demonstrates “the growing importance of the teacher as having a place and voice in theory discussions unlike the past methods discussions which treated them as practitioners rather than theorizers”.

The postmethod requires an analytical teacher with a considerable sense of responsibility towards his practices and how it influences the process of

learning. In this way, it is important that teacher has an active and engaged role where he can be dynamic and learn from his own practices. As follows, teacher relies on his experience and what takes place in the classroom in order to decide and re-state his practices. Thus, learner contributes as a co-participant with the teacher, in favor of having a successful learning process.

We need to read about students' role and teachers' role as well. This helps us to build an effective understanding about postmethod theory.

Students' Role

As provided by the postmethod theory, learner has an autonomous role which involves three main aspects: academic autonomy, social autonomy and liberatory autonomy. We have focused on the last two due to their proper approach to our concern of inquiry.

As stated by Kumaravadivelu (2001), on one hand we have social autonomy focus on the interpersonal aspect of learning as it addresses learner willingness to be a cooperative actor who collaborates with his community by participating actively. Student takes each opportunity to communicate and he is deeply interested in learning and feedback.

Hand on hand with liberatory autonomy, learner develops a sensibility towards his immediate learning context. In this way, student is enabled to unfold

his critical thinking. This can be awakened by observations and expositions to elements, which make him, reflect about his sociocultural context.

Kumaravadivelu (2001) suggests that World Wide Web is a material with a great potential in leading to discussion into the classroom. All this process requires high commitment from students so as to accomplish the learning goals.

Considering student as an autonomous learner, the postmethod also highlights the teacher's duty of standing for the indicated learner's role.

Therefore, teachers' role is approached afterwards.

Pre-service Teachers' Role

In correspondence with what has been afore mentioned, teacher is autonomous. In the postmethod, by valuating his professional as well as his personal experience, the teacher has autonomy when it comes to the choices related to his practices.

As Kumaravadivelu (2001) affirms, "it evolves over time, through determined effort. Under these circumstances, it is evident that teachers can become autonomous only to the extent they are willing and able to embark on a continual process of self-development". Hence, teacher's articulation of his own background allows him to carry out a process of self-improvement based on his criteria.

Teachers' role in the postmethod, according to Lamb (1996) as cited by Kumaravadivelu (2001), seeks to allow teacher to become a self-exploring person so as to manage the learning and teaching processes in which he is involved.

It endeavors to increase teacher's self- development through his own reflections and conclusions. As summed up by Kumaravadivelu (2001) and exposed by "it involves keeping one's eyes, ears, and mind open in the classroom to see what works and what does not, with what group(s) of learners, and for what reason, and assessing what changes are necessary to make instruction achieve its desired goals".

Teacher can enhance his practices by observing and experiencing in the classroom. By the means of surveys, interviews, and application of strategies help him to determine the next step in his teaching practice so as to provide fitting resources. In terms of delve into classroom environment, teacher self-analysis concerns about gathering components for improvement. This entails an exploration for improving his planning.

Then, teachers' role guarantee students' beneficial experience by a regular observation of class quality, involving materials, management, activities, and so on. It entails a total commitment and attention from the teacher towards every situation in the classroom, understanding students are human beings in first instance.

In short, teacher has a role of constant self-improvement where he is able to evaluate his proceeding in order to achieve learning goals. For this, teacher also provide opportunities for communication with students so as to construct a critical reflective practice.

For concluding teacher's role, it is important to quote Hammer (2007), who establishes that the teacher's role involves controlling the rhythm and timing, and evaluates the suitability of the topics. At the same time, he has a role of assessment. That is to give feedback during the learning process, who is also a promoter and a participant throughout in terms of ensuring the quality of the pedagogical work.

Both student and teacher are empowered in the post method theory, being recognized and valuated for their background with the purpose of improving teaching and learning process. It is a method which deals with practicality, suitability and particularity of the parts involved, in regards to how they can work together for improving the experience and making it more advantageous. It is fundamental that teacher and student are responsible in understanding their role in learning process in EFL classroom, which is leaded by the postmethod principles stated above.

Why the postmethod theory in this pedagogical intervention?

We chose this method as it provides a holistic view of teaching practices, where teacher is acknowledged as an active participant with the ability to define what more appropriate to the classroom is. Consequently, teacher has the autonomy to develop his practices and keep improving them in order to succeed. Learner is also a fundamental and responsible part who can potentiate his own learning process. To sum up, this method is a collaborative process between learner-teacher where they work together looking forward to learning itself.

We wanted to have some freedom in terms of theory due to the lack of support from a single-one procedure. Indeed, we tried to have an experience with reading in a different way so students felt more comfortable towards these practices. The postmethod was a suitable guide as it does not have a restraint but it gets the benefits from all of what the teacher considers useful and advantageous. It redeems not just the teacher but also the student as it boosts both participants towards autonomy, which is required in this process.

Secondly, we selected this theory because it allows teacher to have a critical perspective of his own practices. As a result of his reflections, he improves his teaching and benefits the learning process. Furthermore, learner has also a critical view when he is engaged in collaborative work, identifying himself as a part of a social background.

Consequently, it is comprehensible that students' role in this project leads to responsibility and compromise as fundamental elements, contributing to one of the primary elements from critical thinking in action, which is the main aim in this intervention.

Macrostrategy 1. Maximize learning opportunities

This macrostrategy confronts teacher's traditional practices in class in which students are given different opportunities of creating and testing their performance in class by teachers giving them a set of different strategies and opportunities. This macrostrategy is beared in the intervention because students have room to maximize their interventions and inputs brought by them while carrying out English class a way they are not used to.

Macrostrategy 2. Facilitate Negotiated interaction

This macrostrategy refers to learner – teacher interaction in which the students act actively in the development of the class while proposing, suggesting, participating and teacher handles the flow of the class. This macrostrategy fits well the intervention in terms of self – autonomy in which students look for alternatives to carry out the class by presenting their insights and teachers to see how students have been able to come up with that approach.

Macrostrategy 3. Minimize perceptual mismatches

This macrostrategy approaches to possible situations that may happen in the flow of the class in which teacher`s intention and learner`s interpretation do not get along. For that, teacher must foresee and stand in students` position to think on the possible situations. According to Kumaravadiveu (1994) there can be several mismatches in class, however, ten are more to happen such as: cognitive, communicative, linguistic, pedagogic, strategic, cultural, evaluative, procedural, instructional and attitudinal. This macrostrategy has mainly taken place when more code – switching from Spanish to English than English to Spanish.

Macrostrategy 4. Activate Intuitive Heuristics

It is about providing enough data for students to infer grammatical affairs. So, students can underline grammatical rules in order to use them for communicate purposes. Our classes do not directly focus on grammar, however, in some cases clarifying grammar is necessary for students to succeed in class as a way of not having lacks when completing the tasks and/or stating their arguments.

Macrostrategy 6. Contextualize Linguistic Input

Grammar must not be taught isolated, this macrostrategy leads to contextualize grammar, it means language usage is introduced simultaneously in class. This macrostrategy works in our intervention as an option in which sometimes by giving an explanation about a topic which students could infer the grammar rule and saw they usage in context without a formal explanation.

Macrostrategy 7. Integrate language skills

This macrostrategy looks for integrate the four skills to fulfill the asked aspects in a class curriculum. However, in the postmethod the implementation of all four is a must sometimes, if not, it looks like audiolingual method approach which does not fit well either in the intervention or in the postmethod itself.

Macrostrategy 8. Promote learner autonomy

It is about helping learner to learn by himself, teach him how to monitor his own learning, to be self-directed when asked as he is able to lead his own learning investment. This macrostrategy perfectly adapts to the intervention due to students are able to research and bring insights to the class so we just have to clarify some information rather than explain the whole topic because it is already done by them.

Macrostrategy 9. Raise cultural consciousness

Teaching culture is an aim when teaching an L2 to students to get to know about L2 culture while learning the L2 itself. In this case, teacher`s role is highly important as he works as a transmitter of this knowledge and students see how it is applied in the L2 context. In our intervention, this macrostrategy corresponds to L2 background and to see how it differs from one foreign culture from theirs.

Macrostrategy 10. Ensure social relevance

This macrostrategy has a social focus in comparison to the others, this one looks for the implementation of being sensitive when giving the class, the social aspect may have an impact in the class. This macrostrategy becomes one of the main cores of the implementation as students are asked to stand their own position regarding the topic of the class. Each class is about a problematic in their immediate context so students feel very close to the topic and they feel they are capable of participating as they have experienced it.

At this point, it is important to approach how each class proposal was relevant in terms of the macrostrategies previously addressed. Consequently, we developed the following section around the collected evidence.

Description of the intervention process

Week 1-2: Introduction

General description

Preservice teachers were introduced to the group and they made a brief presentation of the. After this, preservice teachers divided the group into two to have a better management of the class. For breaking the ice, students were encouraged to introduce themselves before applying the initial survey. Following this, students fulfilled the survey and they it back to the teacher.

For concluding the session, teachers proposed some vocabulary activities and games in order to get to know the students in an easygoing way. This also helped to measure students' vocabulary booster.

Preservice teachers' perceptions

At first, we were very nervous, as we had never faced a male population context before. We had some uncertainty in terms of students' reactions and disposition towards our intervention. It is important to highlight that we had high expectations about students' English level, but we did not find that.

Nevertheless, students' disposition was better than expected. This was supported by their answers in the surveys.

We also carried out this lesson almost totally in Spanish for guarantying a successful understanding of what the project was about. This was really challenging for us because this was a very large group of adolescents which implied a difficult context. The authority could be a problem due to our young age.

Initial Analysis

We started our intervention by applying a survey so it would allow us to identify the population and their particularities. We noticed students had high expectations in terms of reading as a potential element for reflection (see annex 26 to 28). Firstly, when defining reading, they focused on how reading is experience, learning, and putting themselves in the others' shoes (see Annex 20)

It is very interesting to analyze the answer from the student in Annex 21. He did a direct relation to moral issues. That means students identify reading as fundamental experience and its effect in the person.

As we can see in Annex from number 22 to 24, students had a clear vision towards reading and its relation to analysis. They highlighted the

importance of identifying a relation between the reading content and their background. Therefore, we can follow student in Annex 25 who understands reading as a ground for stating a position and supporting their ideas.

Baring this in mind, we built up the following classes and we wanted to recognize students' level and reactions towards reading activities. We approached this based on their suggestions about topics. This is why the next lesson is called as "Need Analysis".

Week 3: Need Analysis

General Description

We began the class by dividing the group into two and we handed out a set of pieces of paper, which they had to select according to the relation to reading. Consequently, they were given a worksheet about bullfighting in Bogotá.

It had a part about grammar issues, reading comprehension and personal impressions. The task was not completed in class so teachers resorted to the usage of Facebook for students to have access to the class material.

Preservice teachers' perceptions

Before the class, we thought about this the accuracy of bullfighting because it was an issue related to their sociocultural background. During the class, we realized that the topic was attractive for them but the reading was not. Most of the students just focused on the grammar part, and we think it is a result of their daily English classes.

The dynamic was easier with some groups because they had a previous knowledge about reading scaffolding techniques. Few students did not complete the task. They were overwhelmed by it. In consequence, the management of the class was demanding. They were unfocused and confused.

Postmethod Strategy

“Minimize Perceptual Mismatches” macrostrategy

We emphasize on this strategy to avoid learners have any complication while developing the basis for our actual work. Considering Kumaradivelu (1994), we had a close follow-up to students' outcome. We assisted this activity being careful not to affect their autonomy.

The result was clear: Students did not have enough knowledge resources to approach this text. Most students had evident difficulties identifying grammar and fundamental arguments in the text (main and supporting ideas).

Although some of the students made an effort trying to identify the tenses and ideas, they did not succeed due to their difficulties when facing reading exercises. In annex 1, we can perceive that the student made the task taking each subtitle as an individual text. We can infer his intent to complete the activity even though he did not have clarified how to approach it. In contrast, annex 2 and 3 are examples of rushing over good development. In this case, students gave preference to give answers instead of paying attention to the quality of them. The common issue surrounds the lack of confidence in terms of reading.

For approaching critical thinking in depth, we also asked some questions relating their perception towards the reading. Firstly, students identified the different positions and arguments behind the problematic so as to understand beyond their own view (see Annex 6). Thereafter, annex 4 and 5 shows how students had to answer question as “Do you think the right to work must be applied for the bullfighter. The idea behind was to put students in an “confrontational” position where critical thinking was fundamental, where any answer could seem banned and a discussion took place. In these two examples, we can also evince students’ further opinion towards bullfighting.

They stated and strengthened their position and they gave further reasons to give a support to their arguments.

This needs' analysis gave us an important perspective for identifying not just the English reading-writing level but also their argumentative potential and their way for approaching a text.

Week 4: "1984" song

General Description

First, there was a memory game with vocabulary related to the following activity. This game consisted of matching images to the corresponding word and organizing them by lines. Then, teachers carried out the main activity by giving a worksheet with the lyrics of the song and playing it several times.

Students had the chance to fill-in the gaps and sing altogether. For concluding the lesson, teachers explained the origin of the song, which was based on the book "1984" by George Orwell. Students took notes and as a homework, they answered some questions in order to encourage the knowledge of the book.

Preservice teachers' perceptions

The reaction from the students, in comparison with the last class, was much better. They participated more, and were very active during the whole lesson. They were engaged in the development of the initial game as well as following the song.

The only aspect taken as a traditional class was the explanation of how to say numbers in English. This is something we did not take into account at the beginning but we felt the necessity to address it.

Postmethod macrostrategy

“Integrate Language Skills” macrostrategy

We wanted to examine how students reacted to a different way of approaching an argument so we developed a listening activity with a critical message. Understanding reading as stated by Freire (1991), the objective of this lesson was to consider other means of reading.

We also based on this macrostrategy as its potentiality to give us a meaningful perception to continue our project. We could find that listening is a “more friendly way” for approaching reading. Their disposition was clearly

different from the previous class and even though they were excited for the song, they tried to catch the meaning beyond the vocabulary itself.

“Promote Learner Autonomy” macrostrategy

We also applied this macrostrategy as a way to introduce one of the main issues implied in a critical reading process: autonomy. This followed the first as a support and a means to identify their level of responsibility and engagement towards the project.

If we analyze annex 7, we can identify the meaning the student gave based on the previous explanation and their own inquiry. He applied autonomy for going deeper into the problematic for further comprehension. In addition, case of annex 8 speaks of the “reading of the song” led students to a position of analysis and personalization.

These are deep answers, which leads us to the book where the song was taken from. Learner’s autonomy and inquiry is evident and there is a clear example of critical thinking in development, which is the pillar of our project.

Week 5: Awakening Critical Thinking in Current Topic (Death Penalty case: Reading activity)

General Description

To begin with, there was a warming up activity. This appealed to their physical response and their team spirit. Then, teachers gave the worksheet to make a reading activity. Students were resistant towards the reading. We had to negotiate with them so we finished translating the reading after they read each paragraph.

Preservice teachers' perceptions

We selected this topic because there was a relevant news taken place at the moment. We firstly thought of taking students outside the classroom but we talked to the head teachers and they advised us not to, because there were too many students. We also had to reconsider this due to the absence of board in other spaces.

They really enjoyed this activity and, for us, it was very satisfying. The main activity had to change and it implied an immediate reaction from us so the class was accomplished successfully. Students had also the opportunity to practice vocabulary in context and they were very willing to complete the task.

Postmethod macrostrategy

“Facilitate Negotiated Interaction” macrostrategy

We recurred to this macrostrategy as a way to embrace students' suggestions. It was mostly evident during the first activity, which required team spirit and cooperation from the group.

When developing the main activity, the application of this strategy allowed us to interact effectively with the students in order to identify how they approached to a reading. We also facilitated this interaction by considering their proposals for a better understanding, which ended up being the key to the success of the lesson.

“Raise Cultural Consciousness” macrostrategy

This macrostrategy played an important role from the beginning while establishing the objective of the lesson. In this way, we also realized students' consciousness by asking for their cultural background and what they knew about this problematic around the globe.

Some of them shared their own comparison with their context, and this macrostrategy was more emphasized. They also added their opinion, even if it

was not specifically asked. It became clear that students were starting to feel confident about reflecting and sharing their ideas.

“Ensure Social Relevance” macrostrategy

Although this specific topic was not part of their experience, this macrostrategy was another key to our internship as it allowed us to embrace a sensitive problematic in the society.

As stated previously, students began to feel confident due to the familiarity with the topic. At the time this class was developed, the breaking news in the country approached the case, which was addressed in this lesson. This previous knowledge also led to their interest towards the activity, which was one of our focuses in this proposal. Additionally, it was noticeable when interviewing the students at the end of the process considering that some of them even rated this lesson as one of their favorites.

To sum up, these macrostrategies opened a door for comprehension and it was fundamental for our intervention as it gave us more clarity in terms of theory based proceeding. This is how it meant the first part of a two-class lesson to go in depth in this topic so as to make the most of their interest previously awakened.

Week 6: Questioning and Testing Critical Reflections (Video exercise)

General Description

Preservice teachers began the class with another memory game, addressing their background knowledge about the vocabulary related to the main topic. Teachers worked with volunteers. After, teachers played the video and it was paused for checking students' understanding.

Teachers developed the activity altogether with the whole group. The task was not completed in class so teachers resorted to the usage of Facebook for students to have access to the class material. (ANNEXE 17)

Preservice teachers' perceptions

This was the first time we worked with technological material so it was a new experience for us. The class did not have the resources so we had to go and find them by our own. It is important to underline that it is difficult to carry the elements from classroom to classroom but we faced the situation.

We did not know how to manage the material either so we have to learn by trial-and-error, which implied some loss of control over the class. On the other hand, the technological elements are very limited so at the end of the application of this lesson, we decided to take our own material to the class.

About the class itself, we had a very good experience due to students' reaction towards the usage of media resources because they were very attentive and participative. They also enjoyed developing the activity collectively.

Regarding the grammar, we noticed that students had a lack in the comprehension of the gerund and infinitive form. As a result, we had to clarify this for the success of the lesson.

Postmethod macrostrategy

“Facilitate Negotiated Interaction” macrostrategy

When carrying out this lesson, students had to participate as much as possible in order to finish the task, preservice teachers just played and stopped the video when it was necessary. Students negotiated interaction as they knew what the video was about, but they lacked to know how to express it in the proper way, that is when teachers interfered, however, students' position remained the same (ANNEXE 19) students discussed among them how to fulfill the chart (ANNEXE 18) as they acknowledged this task was easier to be developed as they worked all together.

“Promote Learner Autonomy” macrostrategy

Besides, the students knew how to complete the task as they have already started with the process, they showed autonomy when bringing all completed (ANNEXE 19 – 18) they were told to complete the chart as we run out of time in the class, students knew how to fulfill the chart and regarding the chart they were able to generate enough arguments to stand their position about the topic of the class, some of them gave their opinions based on what they watched on the video, others were more objective when it comes to close situations as what if they were in those kind of situations or if those situations came to happen in their immediate context.

Week 7: Raising awareness towards Environmental Issues

(Reading- Crossword exercise)

General Description

This lesson had two parts. The first one started by developing an activity based on drawings. One volunteer had to draw a given word and the rest of the group had to guess what he was drawing by saying the word in English. These words were needed for completing the following activity. Then, preservice teachers handed a crossword and they also wrote the clues on the board. Students followed the writing in their notebooks. The clues corresponded to the meaning of the words previously addressed.

The second part of this lesson was carried out in groups, and students had to organize a set of papers regarding a specific environmental issue. Each group had a different one, and they had to design a poster in order to generate consciousness about it.

Preservice teachers' Perceptions

At first, we thought of developing a dictation activity as a way to discipline them because they had been a little talkative. Unfortunately, we could not do it and we ended up writing the complete clues on the board. A positive aspect was that students liked the warming up activity and they were participative.

In the crossword, students were more polite. In the second part of the lesson, students had the opportunity to work in groups as they wanted. This activity was unsuccessful due to the gathering in groups of friends and they found it difficult to focus. We noticed that students took advantage of the situation and the most dedicated ones were given the task. We underline Facebook as a means to hand out the homework presented all the posters.

Postmethod Macrostrategy

“Maximize learning opportunities” macrostrategy

Firstly, we wanted to see how students react regarding a different approach towards the learning of an L2 by means of changing the traditional process of the class by implementing the roles stated by the postmethod.

Kumaravadiveu explains how by changing roles, the teacher is able to create learning opportunities as students see things in a different way. We wanted to do so, as students had the need to share their inner reflections which were the goal of the class (screenshots of conversation where they wrote the homework and photos of themselves with the crafts environmental issues)

“Contextualize Linguistic Input” macrostrategy

Furthermore, when introducing students had to know a set of words in order to be able to follow the class, we carried out activities as they could either identify the topic of the class, or get to know the words they would use, the author states that introducing words isolated can isolate the student of a meaningful learning and have a successfully learning and knowledge towards the class and topic, that is why we prepared classes regarding a topic to display how connected every aspect of the class was (annexes 11 – 12)

“Promote Learner Autonomy” macrostrategy

Students, moreover, were asked to follow up the process by themselves (annexes 11 – 12 - 13). Students had to make posters in which they wrote down their opinions regarding an environmental issue that affected their immediate context. They were divided into groups and took a different issue, they posted the craft on Facebook as a way of demonstrating how committed they were to the class.

Kumaravadiveu (1994) in this macro strategy explains how important it is for students to do an autonomy work to demonstrate interest. Students are able to complete a task in their own flow, when an activity is given with a set of rules (time, deadline) it is hard for students to make as they feel the pressure, however, if they are given the opportunity to manage their time to make, there can be better results as they completing in a satisfactory way.

Week 8 and 10: Approaching Drug Dependency (Film projection and “The A Team” Song)

General Description

This lesson had 2 sessions. The first one was the projection of “Requiem for a dream” film. Preservice teachers took notes in the meantime. This worked as an introduction of our main topic related to drug dependency.

The second part addressed this topic by the playing of a song. This session began with a hangman activity, which consisted of a review of vocabulary related to the main material.

First, students watched the video to identify the problematic in it. Then, they were given the worksheet to complete it regarding to the song. Preservice teachers paused it to clarify meaning and spelling. Some questions were asked and teachers took the time to answer them.

A post listening activity was found in the back of the sheet. It was a compilation of activities related to grammar, vocabulary, listening comprehension and argumentative skills.

Postmethod strategy

“Raise Cultural Consciousness” macrostrategy

Notwithstanding the focus of our intervention, in the English class is important to teach about the L2 context as students can get to know about multiculturalism as stated by Kumaravadiveu in this macrostrategy. We took aspects of the other`s problematics and displayed them as ours. For example, the song is about a problematic, which affects another`s context, but also it is a problematic that affects ours.

That is to say, the reality of the other culture and ours do not differ. Students were able to reflect about behaviors, think about them and state their opinions about it as an aspect that affects community and self- development

“Ensure Social Relevance” macrostrategy

We were intended to see how students stood their own position regarding a problem that surrounds them. For this particular case, we chose a song related to drug consuming. Some students had been found doing drugs in the school, situation that really worries teachers and community members.

When students see how a problematic can take a person down, they can stand a position and give a well-stated argument. (ANNEXES 9 AND 10) students gave a piece of advice and put in an affected person's situation.

This macrostrategy helped us to examine how students explained their arguments with just giving them a topic, they knew by themselves how to interpret what asked as it is a problematic seen. For this type of activities, there is no need to introduce the topic as they acknowledge it in their daily basis, even if they are not the ones performing it the action itself. (ANNEXE 9)

Preservice teachers' perceptions

This topic was thought as a suggestion of the head teacher due to the exacerbated problematic in the school. We had already noticed that this was a relevant issue into the students' context and it had affected students' learning process.

We considered this was the best activity because it appealed to their background experiences and daily involvement. Correspondingly, students were truly attentive and the impact was noticeable.

In some moments of the first part, we had to intervene because the scenes were too intense for them. Nevertheless, they were engaged even though the task could be demanding for them. It was evident that they enjoyed

the activity from beginning to end. We verified this by checking the answers given in the final survey.

Week 9: Interviews

General Description

Head teachers were in the process of taking notes so preservice teachers had the opportunity to carry out some interviews. They chose the participants according to students' development and participation during the sessions. Students were called one by one, or in groups depending on how they felt more comfortable and time availability.

Preservice teachers' perceptions

We had to switch from Spanish to English in some cases so students could feel at ease for answering the question properly. We also had to clarify some terms that were unknown for them before developing the interview. They were aware that we should record their answers and they were willing to participate anyways.

We noticed that the students indeed acknowledged their process with us. They continuously gave emphasis to the opportunity our classes gave to them in order to participate and had a nonstandard approach to the English language.

They also talked about the freedom to express their own critical reflections during our sessions.

Week 11 – 12: Closure

General Description

Preservice teachers announced this was the final session of the project. Afterwards, they handed out the survey and they explained how to answer it. Students could express themselves and this was taken as a feedback for teachers. When this activity was over, students received a candy as a form of gratitude. At the end, teachers gave a little speech thanking them for having been part of the process.

Concluding, teachers gave the final grades to them and to the head teachers. The grades were also clarified when needed. The last day, preservice teachers were given feedback from the head teachers of the school. This was also recorded. Preservice teachers took the opportunity to thank them.

Preservice teachers' perceptions

We could realize that students really enjoyed our classes and they took advantage more than we could notice before. They had a gratitude position and

they advised us to continue with this kind of activities. They also highlight the motivation they felt during the process.

On the side of the head teachers, they expressed their thankfulness for helping them in their teaching practices. They considered that we also helped them to make an internal analysis and they were grateful for the opportunity to work with us. They stated that they were willing to continue working with preservice teachers due to the good experience they had with us.

Final thoughts

The students showed an improvement when it comes to reactions regarding English classes and critical thinking, they acknowledged they felt at ease in class (ANNEXES 28 – 30) They knew the importance and relevance of discussing such topics in the school, and they enjoyed it was in English as they were making reflections and learning about the use of the language itself.

Students think normal English classes have the same dynamic (ANNEX 29) and they are not able to expand their vocabulary as they do not explore other topics but just grammar. They think learning English can be meaningful if different activities are carried out, as they previously stated in the previous annexes they found motivation in learning the language and going on discussing such important topics as they learnt from different opinions and have the space to listen to each other and built they all ideas and get to conclusions.

Schedule of Activities

According to the guidelines and statements provided by acuerdo 038, this project had been carried out in a semester. This internship was developed during the first semester of 2017 with a length of 428 hours divided as:

Process	Time	Details
Direct class work	194 hours	2 hours per group, 9 groups per week.
Mediated work (Facebook)	30 hours	In average, 3 hours per week for mediated work using media with all courses.
Material development	70 hours	Selecting reading materials related to their context to stimulate critical thinking and analysis of the chosen topics.
Tutorship with our director	50 hours	Feedback, evaluation and writing of the document itself during and after our internship process
Internship writing	84 hours	Production of our final document and data analysis for further research.

	Introduction	Need Analysis	Song	Reading	Video	Crossword	Drug dependency	Interview	Song II	closure
901	Feb22th		Mar6th	Mar13th	Mar27th		Mar27th	Apr3rd	Apr17th	Apr24th
902	Mar7th	Mar14th	LATE	Mar28th	Mar21st			Apr4th	Apr18th	Apr25th
905	Mar6th	LATE	LATE	Mar13th	Mar27th		Mar27th	Apr3rd	Apr17th	Apr24th
906	Mar1st	LATE	LATE	Mar8th	Mar15th		Mar29th	Apr5th	Apr19th	Apr26th
1001	Feb22nd	Feb22nd	Mar7th	Mar14th	Mar21st	Mar28th		Apr3rd	Apr18th	Apr25th
1002	Feb7th	Feb21st	Mar1st	Mar8th	Mar15th	Mar22nd	Mar29th	Apr4th	Apr19th	Apr26th
1003	Feb7th	Feb21st	Mar3rd	Mar10th	Mar17th	Mar24th	Mar31st	Apr7th	Apr21st	May3rd
1004	Feb8th	Feb22nd	Mar3rd	Mar10th	Mar17th	Mar24th	Mar31st	Apr7th	Apr21st	Apr28th
1006	Feb8th	Feb22nd	Mar1st	Mar8th	Mar15th	Mar22nd	Mar29th	Apr4th	Apr26th	May5th

Data collection Instruments and Techniques

Instrument	Intervention
Informal interview	9 th week
Questionnaire	1st week, 16th week
Recordings	2 nd week, 4 th week, 6 th week
Field notes and general overview	Every week
Students' reflections Teachers' reflections	12th week
Head teachers' feedback	2 nd week, 9 th week, 12 th week

In order to implement the usage of media in our internship project, a part of our pedagogical intervention will be done with direct classes and another part through a website agreed with students.

Chronogram of activities

The Project was developed twice a week, where the main session was direct work with groups. Subsequently, it was made by students' interventions and socialization of critical analysis based on their second language reading process. The other session was developed online as we had already opened a Facebook profile and a group per course (ANNEXE 14). There, teachers followed the process and provided help for those students who needed it. It was a space for clarifying instructions and strengthening supervision, representing a support and an impulse to direct classes.



Number of weeks	Topics	Hours	Details
0. January 30th - February 3rd	School-student teacher introduction	Not included in hours chronogram but important to highlight any detail of the process	Preservice teachers will be introduced by the tutor of the school teachers to the school staff.
1. February 6th - 10st	Introduction	2 hours	Preservice teachers will be introduced to the groups. Preservice teachers will gather some general information about students.
2. February 13 th - 17 th	Introduction	2 hours	Due to some scholar issues, preservice teachers will assign two weeks for developing the introduction.
4. February 20 th - 24th	Needs analysis: Bullfighting	2 hours	Explanation of classes' procedure. Developing of need analysis.
4. February 27 th - March 3 rd	Generating critical reflections	2 hours	First activity, preservice teachers will carry out a song-based activity.
5. March 6 th - 10 th	Awakening Critical Thinking in Current Topic	2 hours	Preservice teachers will take a journalistic article to work in class.
6. March 13 th - 17th	Questioning and Testing Critical Reflections	2 hours	Preservice teachers will provide a video-based activity.
7. March 20 th - 24 th	Raising awareness towards Environmental Issues	2 hours	Preservice teachers will carry out a dictation activity.
8. March 27 th -31 st	Introducing Drug Dependency	2 hours	Preservice teachers will project a movie. Preservice teachers will collect grades.
9. April 3st- 7th	Individual Interviews	2 hours	Preservice teachers will carry out some interviews as part of their intervention.
April 10 th - 14 th HOLY WEEK			
10. April 17th – 21 st	Re-approaching Drug Dependency	2 hours	Preservice teachers will play a song about this topic.
11. April 24 th - 28 th	Closure	2 hours	Preservice teachers will apply a final survey as a way to conclude the course.
12. May 1 st - 5 th	Closure	2 hours	Preservice teachers will continue with concluding the course due to some scholar schedule issues.

Conclusions

Once we completed the direct part of our internship, and being involved in this rewarding experience, we found new acknowledgements beyond the topic addressed in this project. We had an invaluable contact with the reality of teaching.

In terms of the project objectives, we found that we developed a successful strategy based on the postmethod theory, which approached us towards fostering critical analysis. This was the way in which reading activities went beyond in the direction of a students' new reading perspective. That is, this internship promoted critical inquiry and gave the opportunity to express students' position approaching their social context.

Each class had an objective addressing students' critical thinking in order to raise awareness about their analytical potential. The idea behind was always to approach situations close to their community issues so students could feel easily related to the topic, and then, they could participate actively.

It was a challenging process for us from the enormous range of topics and practice freedom, to the context itself. Due to students' reactions and school problematics, we adjusted our intervention to achieve an outstanding result which appealed to the students directly.

In this way, we needed to develop a meticulous step-by-step process so we could take a positive advantage of the spaces we had. Therefore, we evinced our task as an incomparable chance to develop EFL classes approaching their context in a direct way.

We carried out a thorough program where each lesson had to be precisely accurate in order to generate and develop critical thinking. This is how we had a comprehensive view of the importance of teaching practices as EFL teachers. Hence, we had a priceless opportunity to promote English language learning by stimulating students' analytical potentiality.

Students showed empathy towards the class in terms that they wanted to have a different English class experience, and therefore, they started to become aware that the common English classes are not enough to learn the language. In that way they wanted to have a meaningful learning in the class. In every single class they were given a topic, including a reflecting session and the actual exercise of practicing English.

The use of facebook and multimedia resources helped us to see the importance of the implementation of materials accessible to students.

Using this kind of materials, students could realize how close English can be to them and how different classes can be if they try something new or different.

Generating critical reflections in students who are building themselves in such critical age is a key in terms of making students aware of how different decisions can shape them.

Moreover, when students were asked to carry out any activity, they did it without feeling ashamed from making mistakes. Sometimes, the learners handled the class by themselves as they had to work cooperatively most of the time and the teachers took a passive role.

In terms of generating critical reflections, we could identify that students do not really care about grammar as long as they can communicate their ideas, something which is strongly unusual as English class are focus on form, no content. (Annex 29 and 30)

Bibliography

Bailin, (1999) *Common misconception of critical thiking*.

Brookfield, S. D. (1987). *What It Means to think Critically*. San Francisco, CA: Jossey-Bass.

Freire, P., & Macedo, D. (2005). *Literacy: Reading the word and the world*. Routledge.

Halpern, D. F. (2013). *Thought and Knowledge: An Introduction to Critical Thinking (5th ed.)*. New York, NY: Psychology Press.

Israel, S. E., Block, C. C., Bauserman, K. L., & Kinnucan-Welsch, K. (Eds.). (2006). *Metacognition in literacy learning: Theory, assessment, instruction, and professional development*. Routledge.

Kingston, A. (1967). Some thoughts on reading comprehension. In L. Hafner (Ed.), *Improving reading comprehension in secondary schools* (pp. 72–75). New York: Macmillan.

Kumaravadivelu, B. (2001). Toward a postmethod pedagogy. *TESOL quarterly*, 537-560.

Shor, I. (1999). What is critical literacy. *Journal for Pedagogy, Pluralism & Practice*, 4(1), 1-26.

Tasnimi, M. (2014). The role of teacher in the postmethod era. *Express: An International Journal of Multi Disciplinary Research*, 1(3), 1-8.

Annexes

Annex 1.

Bullfighting is still very much a thing in Colombia

written by Stephen Gill

Taken from <http://colombiareports.com/bullfighting-still-much-thing-colombia/>

January 23, 2017

There were violent clashes between protesters and police in Colombia's capital Bogota on Sunday as bullfighting returned to the capital after a two-year ban.

Protesters took to the streets screaming slogans such as "Assassins, assassins!" and "No more Ole Ole!" as they blocked the entrances from the Planetarium district near the National Museum amid the presence of a 1,200 man police operation put in place to "guarantee the constitutional right of [bullfighting] fans."

Authorities reported that there were 18 arrests as the crowd of predominantly young protesters confronted Colombia's anti-riot police ESMAD with insults, eggs, rocks, pieces of brick, sticks and bottles, according to reports from El Tiempo. The return of bullfighting came after a constitutional court overruled the city mayor's 2012 ban on the sport, much to the jubilation of 10,300 bullfight enthusiasts who packed the Macarena in the nation's capital.

"It is the triumph of culture and tradition. It was lamentable the drought of the runs in Bogota. We respect those who oppose, but we demand the same respect towards us," said Rafael Oliart from the Bullfighting Center of Lima who traveled from Peru to see the return of the bulls, reported El Tiempo.

Court orders Bogota to end ban on bullfighting

Colombia's constitutional court lifted the ban on bullfighting in Bogota which was imposed by former mayor Gustavo Petro three years earlier citing that the sport is "an artistic expression."

The presence of a majority of young people amongst the protesters reflects a deep social division between older, wealthy, conservative members of Colombian society who enjoy the tradition and radical, young animal rights activists.

"Everyone you see going are old, conservative elites," said David Saitru, a 17-year-old protester dressed in black to mourn what he considered the barbaric killing of the bulls reported ABC News. "My generation thinks differently. We are not prepared to see animals suffer," added the protester.

Bullfighters in Colombia and Spain protest Bogota ban

Bogota's mayor Enrique Peñalosa said he agrees with animal rights activists and considers bullfighting a "cruel spectacle which is not part of a civilized society" but he said that he had no choice but to enforce the court's decision.

The issue of bullfighting continues to arouse controversy throughout the seven or so countries where Spanish-style bullfighting is still practiced with Spain's Constitutional too overruling a ban, arguing that it is an important part of Spanish heritage.

Annex 2.

Bullfighting is still very much a thing in Colombia

written by Stephen Gill

Taken from <http://colombiareports.com/bullfighting-still-much-thing-colombia/>

January 23, 2017

There were violent clashes between protesters and police in Colombia's capital Bogota on Sunday as bullfighting returned to the capital after a two-year ban.

Protesters took to the streets screaming slogans such as "Assassins, assassins!" and "No more Ole Ole!" as they blocked the entrances from the Planetarium district near the National Museum amid the presence of a 1,200 man police operation put in place to "guarantee the constitutional right of [bullfighting] fans."

Authorities reported that there were 18 arrests as the crowd of predominantly young protesters confronted Colombia's anti-riot police ESMAD with insults, eggs, rocks, pieces of brick, sticks and bottles, according to reports from El Tiempo. The return of bullfighting came after a constitutional court overruled the city mayor's 2012 ban on the sport, much to the jubilation of 10,300 bullfight enthusiasts who packed the Macarena in the nation's capital.

"It is the triumph of culture and tradition. It was lamentable the drought of the runs in Bogota. We respect those who oppose, but we demand the same respect towards us," said Rafael Oliart from the Bullfighting Center of Lima who traveled from Peru to see the return of the bulls, reported El Tiempo.

Court orders Bogota to end ban on bullfighting

Colombia's constitutional court lifted the ban on bullfighting in Bogota which was imposed by former mayor Gustavo Petro three years earlier citing that the sport is "an artistic expression."

→ The presence of a majority of young people amongst the protesters reflects a deep social division between older, wealthy, conservative members of Colombian society who enjoy the tradition and radical, young animal rights activists.

↑ "Everyone you see going are old, conservative elites," said David Saitru, a 17-year-old protester dressed in black to mourn what he considered the barbaric killing of the bulls reported ABC News. "My generation thinks differently. We are not prepared to see animals suffer," added the protester.

Bullfighters in Colombia and Spain protest Bogota ban

Bogota's mayor Enrique Peñalosa said he agrees with animal rights activists and considers bullfighting a "cruel spectacle which is not part of a civilized society" but he said that he had no choice but to enforce the court's decision.

↓ The issue of bullfighting continues to arouse controversy throughout the seven or so countries where Spanish-style bullfighting is still practiced with Spain's Constitutional too overruling a ban, arguing that it is an important part of Spanish heritage.

Annex 3.

Bullfighting is still very much a thing in Colombia

written by Stephen Gill

Taken from <http://colombiareports.com/bullfighting-still-much-thing-colombia/>
January 23, 2017

There were violent clashes between protesters and police in Colombia's capital Bogota on Sunday as bullfighting returned to the capital after a two-year ban. Protesters took to the streets screaming slogans such as "Assassins, assassins!" and "No more Ole Ole!" as they blocked the entrances from the Planetarium district near the National Museum amid the presence of a 1,200 man police operation put in place to "guarantee the constitutional right of [bullfighting] fans."

Authorities reported that there were 18 arrests as the crowd of predominantly young protesters confronted Colombia's anti-riot police ESMAD with insults, eggs, rocks, pieces of brick, sticks and bottles, according to reports from El Tiempo. The return of bullfighting came after a constitutional court overruled the city mayor's 2012 ban on the sport, much to the jubilation of 10,300 bullfight enthusiasts who packed the Macarena in the nation's capital.

"It is the triumph of culture and tradition. It was lamentable the drought of the runs in Bogota. We respect those who oppose, but we demand the same respect towards us," said Rafael Oliart from the Bullfighting Center of Lima who traveled from Peru to see the return of the bulls, reported El Tiempo.

Court orders Bogota to end ban on bullfighting

Colombia's constitutional court lifted the ban on bullfighting in Bogota which was imposed by former mayor Gustavo Petro three years earlier citing that the sport is "an artistic expression."

The presence of a majority of young people amongst the protesters reflects a deep social division between older, wealthy, conservative members of Colombian society who enjoy the tradition and radical, young animal rights activists.

"Everyone you see going are old, conservative elites," said David Saitru, a 17-year-old protester dressed in black to mourn what he considered the barbaric killing of the bulls reported ABC News. "My generation thinks differently. We are not prepared to see animals suffer," added the protester.

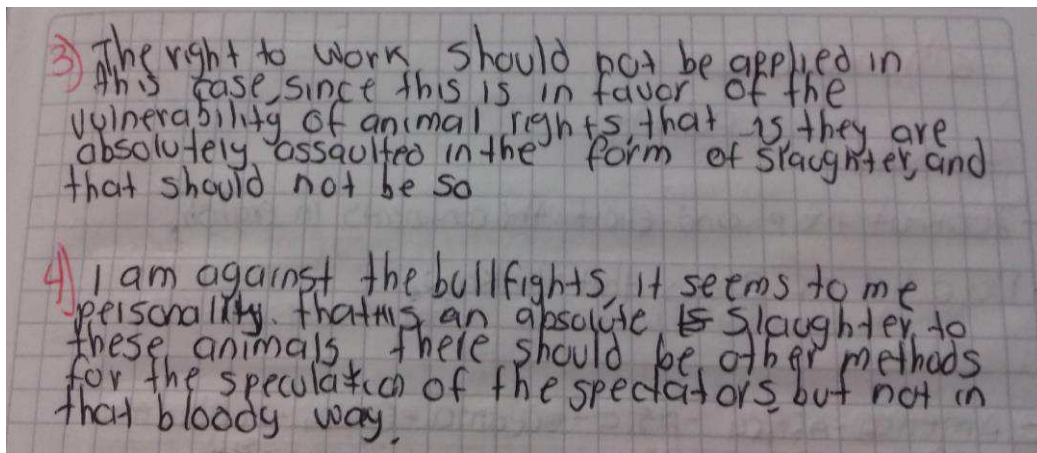
Bullfighters in Colombia and Spain protest Bogota ban

Bogota's major Enrique Peñalosa said he agrees with animal rights activists and considers bullfighting a "cruel spectacle which is not part of a civilized society" but he said that he had no choice but to enforce the court's decision.

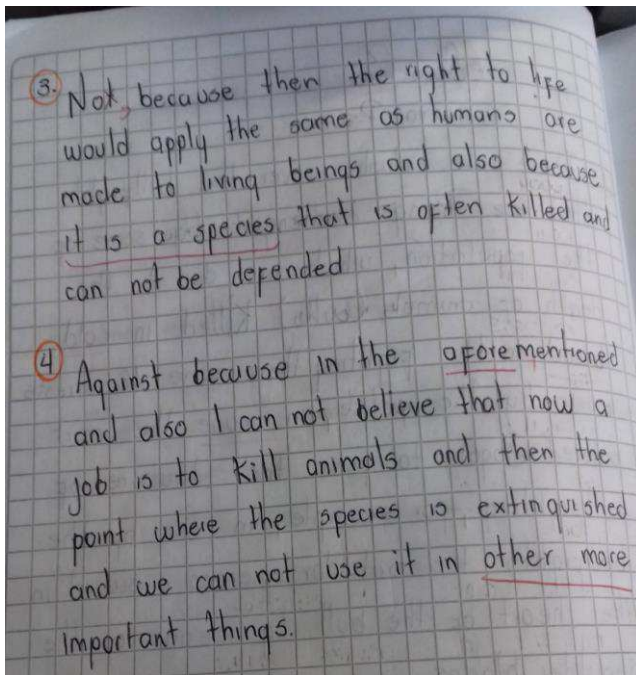
The issue of bullfighting continues to arouse controversy throughout the seven or so countries where Spanish-style bullfighting is still practiced with Spain's Constitutional too overruling a ban, arguing that it is an important part of Spanish heritage.

idea principal

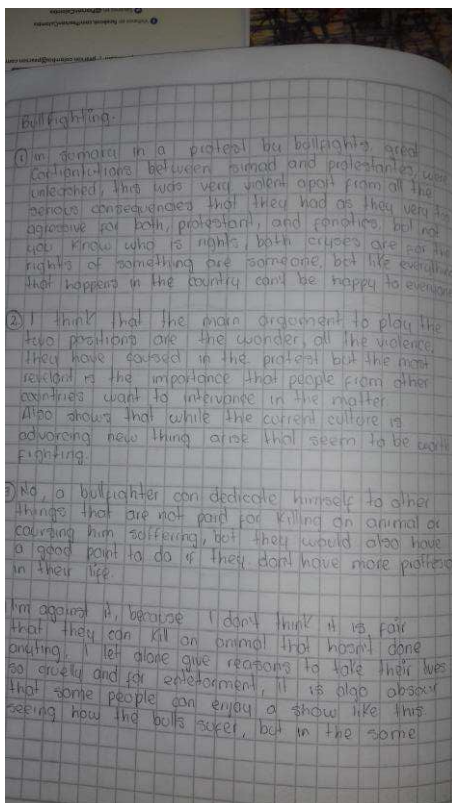
Annex 4.



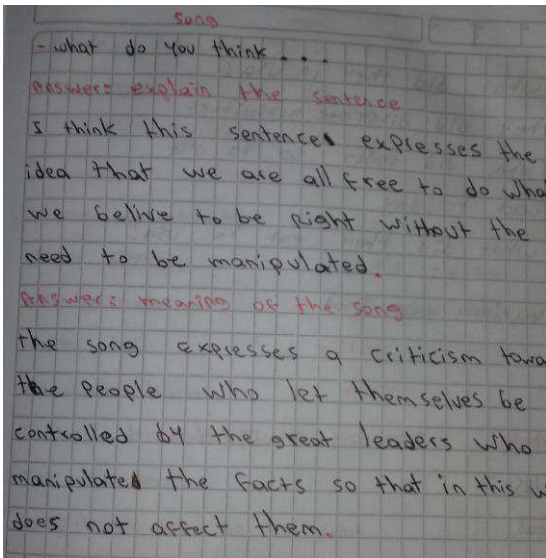
Annex 5.



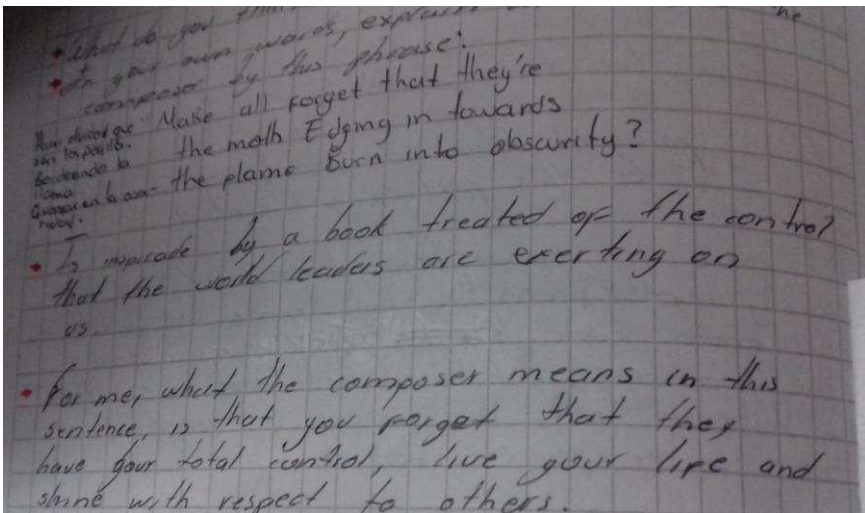
Annex 6.



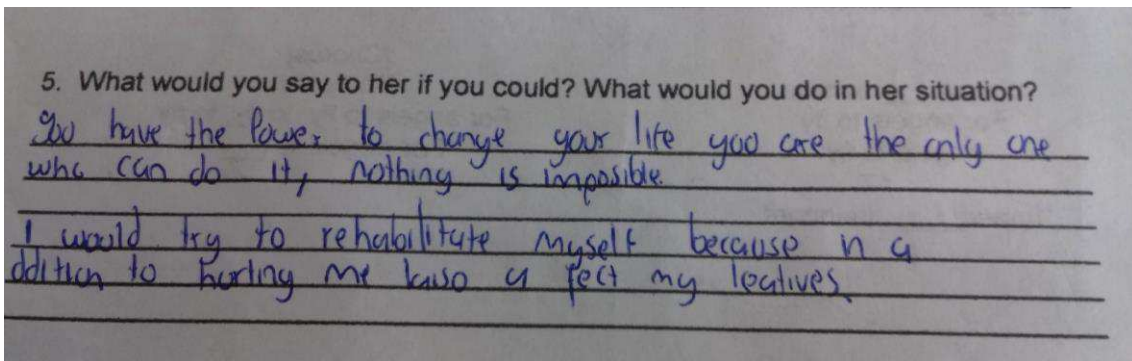
Annex 7.



Annex 8.



Annex 9.



Annex 10.

4. Briefly, tell the story with your own words. Consider the video and lyrics of the song.

A woman entered the world of drugs, they end up with their life and for Sergui with the drug addiction they started prostituis to get the money

4. Why doesn't she ask for help? Why do you think she ended up in this situation?

She does not ask for help because she likes what she does ends up in that situation by ingesting drugs and psychoactive substances

5. What would you say to her if you could? What would you do in her situation?

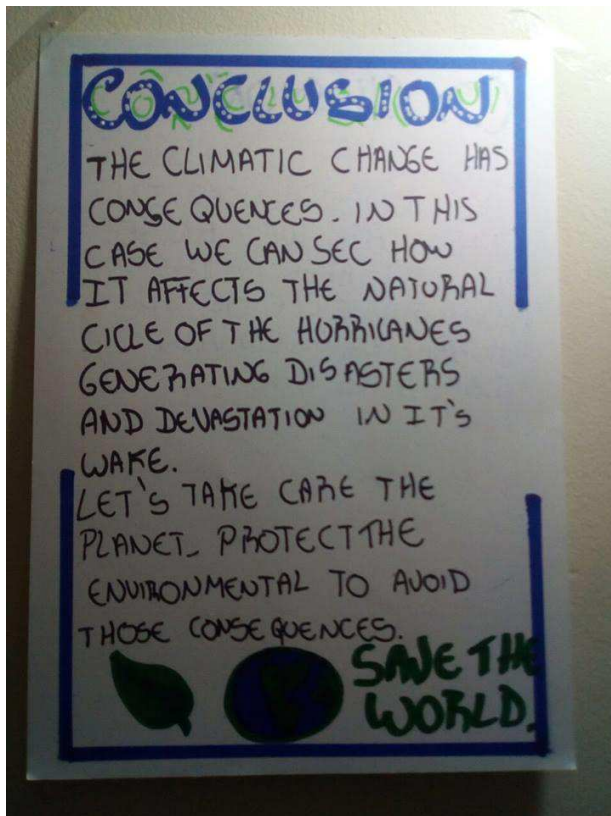
I would tell her to give up drugs to change her life for the better
I was starting to think of my self leaving drugs to drastically improve my life

Annex 11.

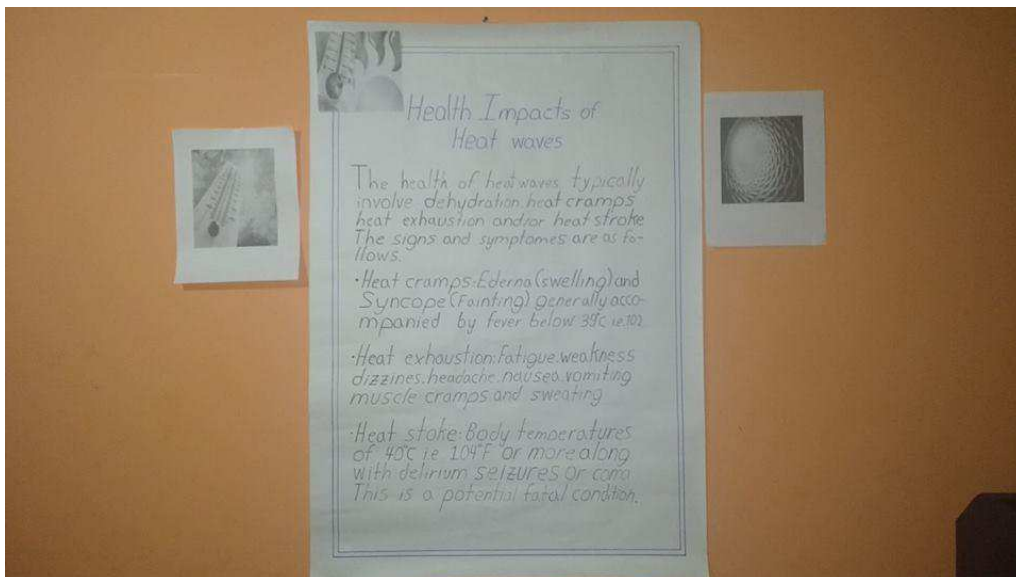
GLOBAL WARMING CAUSES STRONGER STORMS

AS GLOBAL WARMING CAUSES OCEANS TO BECOME WARMER AND MORE MOISTURE IS HELD IN THE ATMOSPHERE THE INTENSITY OF THE HURRICANES AND THE AMOUNT OF RAIN THEY PRODUCE WILL LIKELY INCREASE. THE WARMING OCEANS ARE VERY LIKELY CAUSING THE STRENGTH OF HURRICANES TO INCREASE. HURRICANES TAKE HEAT ENERGY FROM THE OCEANS AND CONVERT IT INTO THE ENERGY OF THE STORM. HURRICANES CAN BE THE DEADLIEST, STRONGEST AND COSTLIEST STORMS IN THE WORLD AND THEY HAVE BEEN MORE SEVERAL THOUSAND RECENT YEARS CAUSING AN AMAZING AMOUNT OF DAMAGE.

Annex 12



Annex 13.



Annex 14.

The screenshot shows a Facebook group page for 'English Project 1004'. The group is closed and has a search bar on the left. The main content is a post by Nicolas Esguerra from February 25, sharing a link to a report about bullfighting in Colombia. The post includes a list of four questions for a homework assignment and a photo of a bullfighting arena. The right sidebar contains suggested members, a description, tags, locations, and a 'Create New Groups' section. The bottom right corner shows a search bar and a 'Turn on chat' option.

Annex 15.

The screenshot shows a Facebook group page for '901 English Project'. The group is closed and has a search bar on the left. The main content is a list of recent posts from March 27, including messages of thanks and homework-related posts. The right sidebar contains a 'Create New Groups' section, suggested groups like 'CHISTES Y MEMES (Colombia)', and a 'Turn on chat' option. The bottom right corner shows a search bar and a 'Turn on chat' option.

Annex 16

Hi, good night. Sorry for the hour

Activity: bullying - Queens

1. Bullying is people who are against the bullies, who people that are against the bully, who people who are against the right to work.
2. The opposite of that is to be a bully and those who are it are on active expression usually the consequences.
3. Once for me, his conduct considered a crime when they are mistreating animals.
4. No because animals and people are mistreated because of the pain of animals that the bullies have been wrong to mistreat animals.

Colégio Nacional "Nicolas Eguerra"
JUSTIFICACION DE INASISTENCIAS

ALUMNO: Santiago Ahumada JORNADA: Única
FECHA AUSNCIA: Abril 19/19 CURSO: 1002
MOTIVO:
1. Incompetencia Médica
2. Cita médica y/o Odontológica
3. Incomodidad Tránsito en Casa
4. Delegación en Representación de
5. Emergencia Personal y/o Familiar
6. Calamidad Familiar
7. Otro:

You cannot reply to this conversation.

Annex 17

English Project 1003

Write something...

RECENT ACTIVITY

Nicolas Eguerra shared a link.

Good afternoon.
Here is the video we watched last class. Remember homework has 2 parts:
1. Complete the chart.
2. What is your position towards death penalty? Why?
This is for next week.
If you have any question, let us know.
See ya!

10 Innocent People Wrongly Executed
You might not have committed the crime, but you can still face a death sentence. Sometimes the judge charges wrong person, other times no crime was committed...
YOUTUBE.COM

Like Comment Share

Dylan Saenz, Emmanuel Gonzalez, TheTaru and 5 others

Write a comment...

ADD MEMBERS

MEMBERS 27 members

SUGGESTED MEMBERS

David Lunacardenas Add Member

Juan Sebastian Morales D Add Member

Juan Jose Cabrera Perez Add Member

See More

DESCRIPTION Add a description
Tell people what this group is about.

TAGS Add Tags
Add a few descriptive keywords.

LOCATIONS Add locations

CREATE NEW GROUPS
Groups make it easier than ever to share with friends, family and teammates. Create group

Suggested Groups See All

Annex 18

WHO?	WHY?	BY WHAT?	FACTS
Carlos DeLuna	Murder his wife	by lethal injection	his brother 2 year
Huddell	Accused of raping a woman.	by firing squad	a serial rapist confessed to the crime
Cameron	Accused of use a arson to kill his children	By lethal injection.	the Texas forensic science
Colin Campbell Ross	raping and strangled a woman	by hanging	DNA ident to Almas hair
The Campen wonder	lie in a accusation	By hanging.	Harrison reappeared at the village
Larry Griffin	Accused of shooting Moss 13 times.	by lethal injection	Grab the gun
Timothy Evans	Kill his wife and his baby daughter	by hanging	His neighbor was a serial killer, who confessed.
Joe Arridy	Found loitering near the murder scene	by chair electric	72 year later he was proven innocent
Aisha Ibrahim Duhulow	Committing adultery	stoned to dead	4 terrorist group rape her
the Griffin brothers	~	By electric chair.	historians confirmed the Griffins were innocent

Annex 19

2 I agree, because the "bad" people like terrorist or violators, etc... Not have a live because he commit a offence with drug, guns is very serious, in my opinion the death penalty is for a good country but is very strong.

Annex 20

6. ¿Crees que leer te ayuda a reflexionar sobre tu propia vida, tu entorno, etc?

- Sí ○ No

¿Por qué?

Si hay historias que me dejan enseñanzas y me ayudan a ser mejor persona.

ANNEXE 21

6. ¿Crees que leer te ayuda a reflexionar sobre tu propia vida, tu entorno, etc?

Sí No

¿Por qué?

Si porque puedo reflexionar
sobre lo malo o bueno

Annex 22

6. ¿Crees que leer te ayuda a reflexionar sobre tu propia vida, tu entorno, etc?

Sí No

¿Por qué?

Porque hay textos que lo pueden ayudar
en la vida cotidiana

Annex 23

6. ¿Crees que leer te ayuda a reflexionar sobre tu propia vida, tu entorno, etc?

Sí No

¿Por qué?

Cuando lees, como que te muestran tu vida en diferentes
contextos.

Annex 24

6. ¿Crees que leer te ayuda a reflexionar sobre tu propia vida, tu entorno, etc?

Sí No

¿Por qué?

porque uno aprende muchas cosas
para poder vivir.

Annex 25

6. ¿Crees que leer te ayuda a reflexionar sobre tu propia vida, tu entorno, etc?

Sí No

¿Por qué?

Te ayuda a cambiar tu punto de vista en
algunas cosas de la vida

Annex 26

1. Para ti, ¿qué es leer?

es abrir la mente a
nuevas ideas, intereses y
conocimientos

Annex 27

1. Para ti, ¿qué es leer?

Es aprender hacer otras cosas
mejorar como un estilo
mejorar el pensamiento

ANEXXE 28

1. Para ti, ¿qué es leer?

Abrir tu mente a diferentes conocimientos.

Annex 28

super happy not so happy sad

2. ¿Nuestra labor cumplió con tus expectativas?

Sí No

¿Por qué? de esta manera puede ver una
manera diferente de aprender inglés
ademas de teoria que es la didactica

3. What was your favorite activity? Why?
The death penalty because in this way develop
a thought critical and not draw conclusions
groundless that harm others

4. ¿Crees que promovimos el pensamiento crítico en

Annex 29

Reflexión

¿Para qué te sirvieron nuestras lecciones? ¿Cambió tu perspectiva frente al inglés?

SI, PUES ANTES EL INGLÉS ME PARECIA ALGO MONOTONO, DE VER SIEMPRE LOS MISMOS TEMAS CON LOS MISMOS VERBOS Y PALABRAS, PERO EN ESTAS CLASES HICIMOS COSAS DIFERENTES, NOS MOSTRAN COMO PUEDE LLEGAR A SER DIVERTIDO EL APRENDER INGLÉS.

Annex 30

7. Para nosotros, es muy importante tu aporte, pues así podremos mejorar nuestra labor. Escribe aquí tus recomendaciones, felicitaciones, sugerencias...

Pues Recomendaciones pues Ninguna Felicitaciones: por que hacen lo que una aprenda de forma divertida

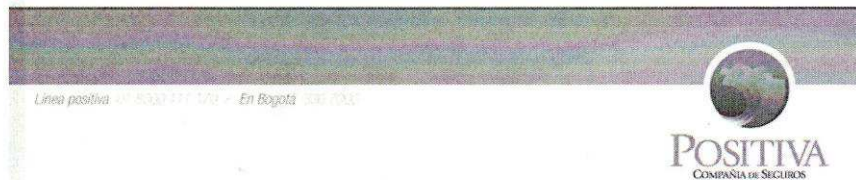
Reflexión

¿Para qué te sirvieron nuestras lecciones? ¿Cambió tu perspectiva frente al inglés?

Cuando uno aprende algo sobre el inglés le crea cariño y se da curiosidad por aprender más.

Official Documents for the Internship

ARL Certificate from Positiva Assurance Company



**POSITIVA
COMPAÑÍA DE SEGUROS S.A
NIT 860.011.153-6**

CERTIFICA QUE:

Verificada la base de datos de la compañía se encontró que el señor (a) DILAM STEVEN ORTIZ PAEZ identificado(a) con Cédula Ciudadanía 1.030.647.879, trabajador de la empresa UNIVERSIDAD DISTRITAL FRANCISCO JOSE DE CALDAS está afiliado(a) a POSITIVA COMPAÑÍA DE SEGUROS con tipo de vinculación Dependiente desde el 16/02/2017 con riesgo 1 y se encuentra ACTIVO.

Dada a los 16 días del mes de Febrero de 2017.

Cordialmente.

A handwritten signature in black ink, appearing to read 'H. Huiza', is positioned above the name of the signatory.

Hugo Ernesto Huiza
Gerencia de Afiliación y Novedades.



**POSITIVA
COMPAÑIA DE SEGUROS S.A
NIT 860.011.153-6**

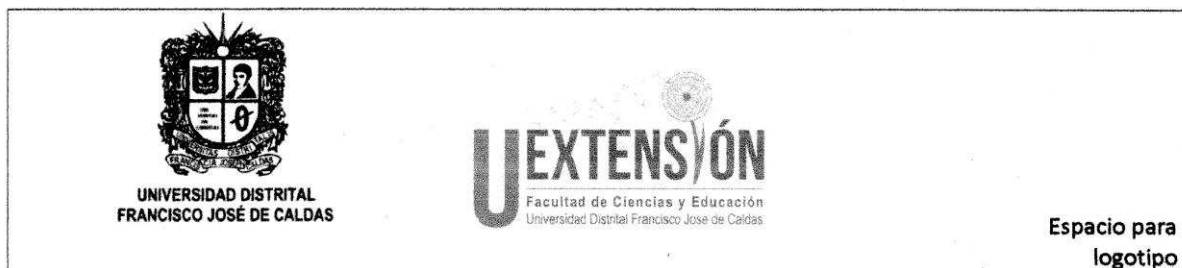
CERTIFICA QUE:

Verificada la base de datos de la compañía se encontró que el señor (a) ALEJANDRA FERNANDEZ GONZALEZ identificado(a) con Cédula Ciudadanía 1.136.887.087, trabajador de la empresa UNIVERSIDAD DISTRITAL FRANCISCO JOSE DE CALDAS está afiliado(a) a POSITIVA COMPAÑIA DE SEGUROS con tipo de vinculación Dependiente desde el 16/02/2017 con riesgo 1 y se encuentra ACTIVO.

Dada a los 16 días del mes de Febrero de 2017.

Cordialmente.

Hugo Ernesto Huiza
Gerencia de Afiliación y Novedades.



**ACUERDO DE VOLUNTAD PARA LA REALIZACIÓN DE PASANTÍAS DEL PROYECTO CURRICULAR LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN INGLÉS, DE LA FACULTAD DE CIENCIAS Y EDUCACIÓN,
FUNDAMENTADO EN EL ACUERDO 038 DE JULIO 28 DE 2015 SOBRE MODALIDADES DE TRABAJO DE GRADO DE LA UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS Y COLEGIO NACIONAL NICOLÁS ESGUERRA**

El presente documento acordado entre las dos partes tiene como objeto establecer bases de cooperación académica y/o educacional y/o social entre la UNIVERSIDAD DISTRITAL FRANCISCO JOSE DE CALDAS y **COLEGIO NACIONAL NICOLÁS ESGUERRA** para la realización de PASANTÍAS de los estudiantes DILAM STEVEN ORTIZ PAEZ y ALEJANDRA FERNÁNDEZ GONZÁLEZ.

OBLIGACIONES DE LA UNIVERSIDAD DISTRITAL: Esta se obliga a: a.) Presentar por escrito al **COLEGIO NACIONAL NICOLÁS ESGUERRA** los estudiantes que desarrollarán la pasantía. b.) Asignar al Docente DIRECTOR, quien será el/la profesor(a) MEYNELL KAREN MORENO PATIÑO responsable de la supervisión y evaluación del proceso de pasantía y del logro de los objetivos propuestos. c.) Establecer los correctivos necesarios en caso que el estudiante contravenga las normas del COLEGIO NACIONAL NICOLÁS ESGUERRA. d.) Velar porque el estudiante cumpla con los pactos del presente acuerdo. e.) Velar porque el estudiante esté afiliado a una EPS o al SISBEN y tenga contratada una póliza de accidentes escolares o esté afiliado a una ARL, documentos que se deberán presentar al COLEGIO NACIONAL NICOLÁS ESGUERRA antes del inicio de las pasantías. PARAGRAFO: El tiempo reglamentado para el desarrollo de la pasantía será de mínimo 384 horas y la distribución de ese tiempo se establecerá de acuerdo con el plan de trabajo previamente aprobado.

OBLIGACIONES DEL COLEGIO NACIONAL NICOLÁS ESGUERRA OFERENTE DE LA PASANTÍA: Esta se obliga a: a.) Certificar la legalidad y permanencia de esta institución mediante registro de Cámara de comercio y Matrícula de Industria y Comercio vigentes u otras formas equivalentes de certificación de existencia legal jurídica. b.) Manifiestar su interés de trabajo con la UNIVERSIDAD DISTRITAL y declarar sus responsabilidades mediante la firma de este documento dentro del cual se establecen los objetivos de la pasantía y la remuneración respectiva, si existiere. c.) Designar a una persona de la institución oferente que actúe como profesional encargado del acompañamiento del proceso de pasantía, quien en este caso será el señor(a) MEYNELL KAREN MORENO PATIÑO. d.) Avalar el plan de trabajo y la propuesta de desarrollo e innovación del estudiante donde de estipule el cumplimiento de las 348 horas mínimas reglamentadas para el desarrollo de la pasantía, distribuidas en trabajo presencial, documentación, búsqueda bibliográfica u otras requeridas por la pasantía. Este plan de trabajo debe ser concertado entre el profesional encargado del acompañamiento de la pasantía, el Docente DIRECTOR y el PASANTE. e.) Suplir las necesidades de recursos humanos, físicos y técnicos para la realización de las pasantías. f.) Oficializar un Concepto de finalización de pasantía que se remitirá al Docente DIRECTOR, en el que se evalúe el desempeño de los pasantes y los resultados obtenidos, para ser usados como instrumento de soporte en la evaluación y calificación final del trabajo de grado.

OBLIGACIONES DEL PASANTE: a.) Cumplir la labor asignada en el plan de trabajo según la distribución de horas acordadas que benefician tanto a la UNIVERSIDAD DISTRITAL como al COLEGIO NACIONAL NICOLÁS ESGUERRA, oferente. b.) Demostrar ante el COLEGIO NACIONAL NICOLÁS ESGUERRA que están afiliados a

una EPS o SISBEN y que tiene contratada una póliza de accidentes Escolares o que está afiliado a la ARL. c.) Los estudiantes no podrán por sí o por terceros reclamar personal o judicialmente a la INSTITUCIÓN indemnizaciones en dinero o en especie por cualquier enfermedad, o accidente que sufre mientras se encuentra en desarrollo de la pasantía. d.) Cuidar los útiles, materiales y equipos que para adelantar la pasantía se les haya facilitado. e.) Cumplir los reglamentos y normatividad del COLEGIO NACIONAL NICOLÁS ESGUERRA y de la UNIVERSIDAD DISTRITAL. f.) Concurrir puntualmente al lugar donde se desarrollará su pasantía y asumir las instrucciones disciplinarias que impone el COLEGIO NACIONAL NICOLÁS ESGUERRA, si ésta así lo considera. g.) Elaborar un trabajo teórico-práctico producto del desarrollo de la pasantía, según los lineamientos reglamentarios del Consejo Curricular de la Licenciatura En Educación Básica con Énfasis en Inglés. h.) Socializar el trabajo de pasantía ante la comunidad académica y ante los docentes DIRECTOR y Evaluador.

OBLIGACIONES DEL DOCENTE DIRECTOR: a.) Verificar el desarrollo del plan de trabajo del PASANTE. b.) Garantizar el desarrollo del plan de trabajo del PASANTE. c.) Garantizar la previa programación y diseño de las clases y/o actividades académicas con los pasantes, así como con su respectiva evaluación y/o su corrección en caso de ser necesario. d.) Realizar seguimiento por escrito de las actividades presenciales y no presenciales del pasante, acordadas en el plan de trabajo. e.) Promover el estricto cumplimiento del horario establecido en el presente acuerdo por parte de los pasantes. f.) Generar y garantizar a los pasantes los espacios necesarios que garanticen el buen desarrollo de la pasantía, así como los espacios para el desarrollo bibliográfico y de contenido para la elaboración del documento final que los pasantes se comprometan a entregar al COLEGIO NACIONAL NICOLÁS ESGUERRA. g.) Evaluar en conjunto con el profesional encargado del acompañamiento por parte del COLEGIO NACIONAL NICOLÁS ESGUERRA, el desempeño general del pasante en el desarrollo de la pasantía. h.) Presentar al Consejo Curricular mediante oficio, el documento final realizado por el pasante, con sus respectivos soportes, y una copia del concepto final emitido por el profesional encargado del acompañamiento en la Institución.

OBLIGACIONES DEL PROFESIONAL ENCARGADO DEL ACOMPAÑAMIENTO EN EL COLEGIO NACIONAL NICOLÁS ESGUERRA: a.) Suministrar la información institucional requerida para el desarrollo de la pasantía. b.) Realizar seguimiento, acompañamiento y evaluación al plan de trabajo del pasante y a las actividades programadas. c.) Facilitar la consecución de recursos institucionales. d.) Apoyar al pasante en las actividades académicas que se programen. e.) Convocar al pasante a las reuniones programadas por la institución. f.) Realizar seguimiento por escrito de las actividades presenciales y no presenciales del pasante, acordadas en el plan de trabajo de la pasantía. g.) Evaluar en conjunto con el Docente DIRECTOR el desempeño general de los pasantes durante el desarrollo de la pasantía. h.) Elaborar el informe final de la pasantía y remitirlo al Docente DIRECTOR.

EVALUACIÓN: El resultado final del proceso de la pasantía se precisa a través de la evaluación permanente por parte del profesional encargado del COLEGIO NACIONAL NICOLÁS ESGUERRA y del Docente DIRECTOR. El Docente DIRECTOR mediante un oficio, presentará ante el Consejo Curricular el documento final realizado por los pasantes, con sus debidos soportes, al igual que una copia del concepto final emitido y firmado por el profesional encargado del acompañamiento en la Institución.



Espacio para
logotipo

Para constancia se firma en la ciudad de Bogotá, el día (30) treinta de (11) noviembre de (2016) Dos mil diez y seis.

MARIO MONTOYA CASTILLO
Decano
Facultad de Ciencias y Educación
Universidad Distrital Francisco José de Caldas

RENATO SALVATORE CADAVID MENESES
Rector
Colegio Nacional Nicolás Esguerra

RUTH AMIRA CALDERÓN
Docente Director
Proyecto Curricular: Licenciatura en Educación Básica
con Énfasis en Inglés
Facultad de Ciencias y Educación
Universidad Distrital Francisco José de Caldas

MEYNELL KAREN MORENO PATIÑO
Docente Encargada
Colegio Nacional Nicolás Esguerra

DILAM STEVEN ORTIZ PÁEZ
Estudiante
Proyecto Curricular: Licenciatura en Educación Básica
con Énfasis en Inglés
Facultad de Ciencias y Educación
Universidad Distrital Francisco José de Caldas

ALEJANDRA FERNÁNDEZ GONZÁLEZ
Estudiante
Proyecto Curricular: Licenciatura en Educación Básica
con Énfasis en Inglés
Facultad de Ciencias y Educación
Universidad Distrital Francisco José de Caldas

	NOMBRE	CARGO	FIRMA
PROYECTÓ	Susana Zabala	Asistente Unidad de Extensión	
V°B°	Lyda Mojica Ríos	Directora Unidad de Extensión	

Signature Format from School Tutor: Teacher Karen Moreno Patiño

Intern Dilam Ortiz Páez



UNIVERSIDAD DISTRITAL FRANCISCO JOSE DE CALDAS
FACULTAD DE CIENCIAS Y EDUCACIÓN
LICENCIATURA EN EDUCACIÓN BÁSICA CON ENFASIS EN INGLÉS
TRABAJO DE GRADO PASANTÍA
COLEGIO NACIONAL NICOLAS ESGUERRA



DESARROLLADO POR: Dilam Steven Ortiz Páez CÓDIGO: 20121165108
 DOCENTE DIRECTOR: Ruth Amira Calderón TUTORA EXTERNA: Karen Moreno P.

CERTIFICACIÓN DE HORAS DE PASANTÍA

FECHA	ACTIVIDAD DESARROLLADA	NUMERO DE HORAS	FIRMA DOCENTE TUTOR
Febrero 7 /2017	Introducción	1 Hora 45 min	[Firma]
Febrero 7 /2017	Introducción	1 Hora 15 min	[Firma]
Febrero 8 /2017	Introducción	1 Hora 30 min	[Firma]
Febrero 8 /2017	Introducción	1 Hora 15 min	[Firma]
Febrero 10 /2017	Introducción	2 Horas	[Firma]
Febrero 21 /2017	Needs Analysis	2 Horas	[Firma]
Febrero 21 /2017	Needs Analysis	2 Horas	[Firma]
Febrero 22 /2017	Needs Analysis	2 Horas	[Firma]
Febrero 22 /2017	Introducción	2 Horas	[Firma]
Febrero 22 /2017	Introducción Needs Analysis	2 Horas	[Firma]
Febrero 22 /2017	Needs Analysis	2 Horas	[Firma]
Marzo 1 /2017	Listening Activity	2 Horas	[Firma]
Marzo 1 /2017	Listening Activity	2 Horas	[Firma]
Marzo 1 /2017	Teachers' Discussion	2 Horas	[Firma]
Marzo 1 /2017	Introduction	2 Horas	[Firma]
Marzo 3 /2017	listening Activity	2 Horas	[Firma]

	DESARROLLADA	HORAS	FIRMA DOCENTE TUTOR
Marzo 3 / 2017	Teachers' Discussion	2 Horas	[Signature]
Marzo 3 / 2017	Listening Activity	2 Horas	[Signature]
Marzo 6 / 2017	Listening Activity	2 Horas	[Signature]
Marzo 6 / 2017	Introduction	2 Horas	[Signature]
Marzo 7 / 2017	Listening Activity	2 Horas	[Signature]
Marzo 7 / 2017	Introduction	2 Horas	[Signature]
Marzo 8 / 2017	Reading Exercise	2 Horas	[Signature]
Marzo 8 / 2017	Reading Exercise	2 Horas	[Signature]
Marzo 8 / 2017	Teachers' Discussion	2 Horas	[Signature]
Marzo 8 / 2017	Listening Activity	2 Horas	[Signature]
Marzo 10 / 2017	Reading Exercise	2 Horas	[Signature]
Marzo 10 / 2017	Teachers' Discussion	2 Horas	[Signature]
Marzo 10 / 2017	Reading Exercise	2 Horas	[Signature]
Marzo 13 / 2017	Reading Exercise	2 Horas	[Signature]
Marzo 13 / 2017	Reading Exercise	2 Horas	[Signature]
Marzo 14 / 2017	Reading Exercise	2 Horas	[Signature]
Marzo 14 / 2017	Introduction / N.A.	2 Horas	[Signature]
Marzo 15 / 2017	Analysing Death Penalty in cases: video exercise	2 Horas	[Signature]
Marzo 15 / 2017	Analysing Death Penalty in cases: video exercise	2 Horas	[Signature]
Marzo 15 / 2017	Teachers' Discussion	2 Horas	[Signature]
Marzo 15 / 2017	Analysing Death Penalty in cases: video exercise	2 Horas	[Signature]
Marzo 17 / 2017	Analysing Death Penalty in cases: video exercise	2 Horas	[Signature]
Marzo 17 / 2017	Teachers' Discussion	2 Horas	[Signature]



**UNIVERSIDAD DISTRITAL FRANCISCO JOSE DE
CALDAS
FACULTAD DE CIENCIAS Y EDUCACIÓN
LICENCIATURA EN EDUCACIÓN BASICA CON ENFASIS
EN INGLÈS**



**TRABAJO DE GRADO PASANTÍA
COLEGIO NACIONAL NICOLAS ESGUERRA**

DESARROLLADO POR: Dilan Steven Ortiz Paez CÓDIGO: 20121165108
DOCENTE DIRECTOR: Ruth Amira Calderón TUTORA EXTERNA: Karen Moreno P.

CERTIFICACIÓN DE HORAS DE PASANTÍA

FECHA	ACTIVIDAD DESARROLLADA	NUMERO DE HORAS	FIRMA DOCENTE TUTOR
Marzo 18 /2017	Analysing Death Penalty in cases: video exercise	2 Horas	[Signature]
Marzo 18 /2017	Analysing Death Penalty in cases: video exercise	2 Horas	[Signature]
Marzo 21 /2017	Analysing Death Penalty in cases: video exercise	2 Horas	[Signature]
Marzo 21 /2017	Analysing Death Penalty in cases: video exercise	2 Horas	[Signature]
Marzo 22 /2017	Introducing Environmental Issues	2 Horas	[Signature]
Marzo 22 /2017	Introducing Environmental Issues	2 Horas	[Signature]
Marzo 24 /2017	Introducing Environmental Issues	2 Horas	[Signature]
Marzo 24 /2017	Introducing Environmental Issues	2 Horas	[Signature]
Marzo 24 /2017	Teachers' Discussion	2 Horas	[Signature]
Marzo 27 /2017	Analysing Death Penalty in cases: video exercise	2 Horas	[Signature]
Marzo 27 /2017	Analysing Death Penalty in cases: video exercise	2 Horas	[Signature]
Marzo 28 /2017	Introducing Environmental Issues	2 Horas	[Signature]
Marzo 28 /2017	Reading Exercise	2 Horas	[Signature]
Marzo 29 /2017	Introducing drug dependency	2 Horas	[Signature]
Marzo 29 /2017	Introducing drug dependency	2 Horas	[Signature]
Marzo 29 /2017	Teacher's Discussion	2 Horas	[Signature]

FECHA	ACTIVIDAD DESARROLLADA	NÚMERO DE HORAS	FIRMA DOCENTE TUTOR
Marzo 29/2017	Introducing drug dependency	2 Horas	[Signature]
Marzo 31/2017	Introducing drug dependency	2 Horas	[Signature]
Marzo 31/2017	Teachers' Discussion	2 Horas	[Signature]
Marzo 31/2017	Introducing drug dependency	2 Horas	[Signature]
Abril 3/2017	First term grades	2 Horas	[Signature]
Abril 3/2017	First term grades	2 Horas	[Signature]
Abril 4/2017	First term grades	2 Horas	[Signature]
Abril 4/2017	First term grades	2 Horas	[Signature]
Abril 5/2017	First term grades	2 Horas	[Signature]
Abril 5/2017	First term grades	2 Horas	[Signature]
Abril 5/2017	Teachers' Discussion	2 Horas	[Signature]
Abril 5/2017	First term grades	2 Horas	[Signature]
Abril 7/2017	First term grades	2 Horas	[Signature]
Abril 7/2017	First term grades	2 Horas	[Signature]
Abril 7/2017	Teachers' Discussion	2 Horas	[Signature]
Abril 17/2017	Approaching Drug Dependency	2 Horas	[Signature]
Abril 17/2017	Approaching Drug dependency	2 Horas	[Signature]
Abril 18/2017	Approaching Drug dependency	2 Horas	[Signature]
Abril 18/2017	Approaching Drug dependency	2 Horas	[Signature]
Abril 19/2017	Approaching Drug dependency	2 Horas	[Signature]
Abril 19/2017		2 Horas	[Signature]
Abril 19/2017	Teachers' Discussion	2 Horas	[Signature]
Abril 19/2017	Approaching Drug dependency	2 Horas	[Signature]
Abril 21/2017	Approaching Drug dependency	2 Horas	[Signature]
Abril 21/2017	Approaching Drug dependency	2 Horas	[Signature]



**UNIVERSIDAD DISTRITAL FRANCISCO JOSE DE
CALDAS
FACULTAD DE CIENCIAS Y EDUCACIÓN
LICENCIATURA EN EDUCACIÓN BASICA CON ENFASIS
EN INGLÉS
TRABAJO DE GRADO PASANTÍA
COLEGIO NACIONAL NICOLAS ESGUERRA**



DESARROLLADO POR: Dilan Steven Ortiz Ríos CÓDIGO: 20121165108
DOCENTE DIRECTOR: Ruth Amira Calderón TUTORA EXTERNA: Karen Moreno P.

CERTIFICACIÓN DE HORAS DE PASANTÍA

FECHA	ACTIVIDAD DESARROLLADA	NUMERO DE HORAS	FIRMA DOCENTE TUTOR
Abril 21 /2017	Teachers' Discussion	2 Horas	
Abril 24 / 2017	closure session	2 Horas	
Abril 24 /2017	closure session	2 Horas	
Abril 25 /2017	closure session	2 Horas	
Abril 25/2017	closure session	2 Horas	
Abril 26/2017	closure session	2 Horas	
Abril 26/2017	Approaching Drug Dependency	2 Horas	
Abril 26 /2017	Teachers' Discussion	2 Horas	
Abril 26/2017	closure session	2 Horas	
Abril 28/2017	Teachers' Discussion	2 Horas	
Abril 28/2017	closure session	2 Horas	
Mayo 3 /2017	closure session	2 Horas	
Mayo 5 /2017	Teachers' feedback	2 Horas	
Mayo 5 /2017	Peer's feedback	2 Horas	
Mayo 5 /2017	closure session	2 Horas	

Signature Format from School Tutor: Teacher Karen Moreno Patiño
 Intern Alejandra Fernández González



**UNIVERSIDAD DISTRITAL FRANCISCO JOSE DE
 CALDAS
 FACULTAD DE CIENCIAS Y EDUCACIÓN
 LICENCIATURA EN EDUCACIÓN BASICA CON ENFASIS
 EN INGLÉS
 TRABAJO DE GRADO PASANTÍA
 COLEGIO NACIONAL NICOLAS ESGUERRA**



DESARROLLADO POR: Alejandra Fernández González CÓDIGO: 20121165052
 DOCENTE DIRECTOR: Ruth Amira Calderón TUTORA EXTERNA: Karen Moreno P.

CERTIFICACIÓN DE HORAS DE PASANTÍA

FECHA	ACTIVIDAD DESARROLLADA	NUMERO DE HORAS	FIRMA DOCENTE TUTOR
Febrero 7 / 2017	Introducción	1 Hora 45 min	[Firma]
Febrero 7 / 2017	Introducción	1 Hora 15 min	[Firma]
Febrero 8 / 2017	Introducción	1 Hora 30 min	[Firma]
Febrero 8 / 2017	Introducción	1 Hora 15 min	[Firma]
Febrero 10 / 2017	Introducción	2 Horas	[Firma]
Febrero 21 / 2017	Needs Analysis	2 Horas	[Firma]
Febrero 21 / 2017	Needs Analysis	2 Horas	[Firma]
Febrero 22 / 2017	Needs Analysis	2 Horas	[Firma]
Febrero 22 / 2017	Introducción	2 Horas	[Firma]
Febrero 22 / 2017	Introducción Needs Analysis	2 Horas	[Firma]
Febrero 22 / 2017	Needs Analysis	2 Horas	[Firma]
Marzo 1 / 2017	Listening Activity	2 Horas	[Firma]
Marzo 1 / 2017	Listening Activity	2 Horas	[Firma]
Marzo 1 / 2017	Teachers' Discussion	2 Horas	[Firma]
Marzo 1 / 2017	Introduction	2 Horas	[Firma]
Marzo 3 / 2017	Listening Activity	2 Horas	[Firma]

FECHA	ACTIVIDAD DESARROLLADA	NUMERO DE HORAS	FIRMA DOCENTE TUTOR
Marzo 3 / 2017	Listening Activity	2 Horas	[Signature]
Marzo 3 / 2017	Teachers' Discussion	2 Horas	[Signature]
Marzo 6 / 2017	Listening Activity	2 Horas	[Signature]
Marzo 6 / 2017	Introduction	2 Horas	[Signature]
Marzo 7 / 2017	Listening Activity	2 Horas	[Signature]
Marzo 7 / 2017	Introduction	2 Horas	[Signature]
Marzo 8 / 2017	Reading Exercise	2 Horas	[Signature]
Marzo 8 / 2017	Reading Exercise	2 Horas	[Signature]
Marzo 8 / 2017	Teacher's discussion	2 Horas	[Signature]
Marzo 8 / 2017	Listening Activity	2 Horas	[Signature]
Marzo 10 / 2017	Reading Exercise	2 Horas	[Signature]
Marzo 10 / 2017	Teachers' Discussion	2 Horas	[Signature]
Marzo 10 / 2017	Reading Exercise	2 Horas	[Signature]
Marzo 13 / 2017	Reading Exercise	2 Horas	[Signature]
Marzo 13 / 2017	Reading Exercise	2 Horas	[Signature]
Marzo 14 / 2017	Reading Exercise	2 Horas	[Signature]
Marzo 14 / 2017	Introduction / N.E.	2 Horas	[Signature]
Marzo 15 / 2017	Analysing Death Penalty in cases: video ex.	2 Horas	[Signature]
Marzo 15 / 2017	Analysing Death Penalty in cases: video exercise	2 Horas	[Signature]
Marzo 15 / 2017	Teachers' Discussion	2 Horas	[Signature]
Marzo 15 / 2017	Analysing Death Penalty in cases: video exercise	2 Horas	[Signature]
Marzo 17 / 2017	Analysing Death penalty in cases: video exercise	2 Horas	[Signature]
Marzo 17 / 2017	Teachers' Discussion	2 Horas	[Signature]



**UNIVERSIDAD DISTRITAL FRANCISCO JOSE DE
CALDAS
FACULTAD DE CIENCIAS Y EDUCACIÓN
LICENCIATURA EN EDUCACIÓN BÁSICA CON ENFASIS
EN INGLÉS
TRABAJO DE GRADO PASANTÍA
COLEGIO NACIONAL NICOLAS ESGUERRA**



DESARROLLADO POR: Alejandra Fernández G. CÓDIGO: 20121165052
DOCENTE DIRECTOR: Ruth Amira Calderón TUTORA EXTERNA: Karen Moreno P.

CERTIFICACIÓN DE HORAS DE PASANTÍA

FECHA	ACTIVIDAD DESARROLLADA	NUMERO DE HORAS	FIRMA DOCENTE TUTOR
Marzo 18/2017	Analysing Death Penalty in cases: video exercise	2 Horas	[Firma]
Marzo 18/2017	Analysing Death Penalty in cases: video exercise	2 Horas	[Firma]
Marzo 21/2017	Analysing Death Penalty in cases: video exercise	2 Horas	[Firma]
Marzo 21/2017	Analysing Death Penalty in cases: video exercise	2 Horas	[Firma]
Marzo 22/2017	Introducing Environmental Issues	2 Horas	[Firma]
Marzo 22/2017	Introducing Environmental Issues	2 Horas	[Firma]
Marzo 24/2017	Introducing Environmental Issues	2 Horas	[Firma]
Marzo 24/2017	Introducing Environmental Issues	2 Horas	[Firma]
Marzo 24/2017	Teachers' Discussion	2 Horas	[Firma]
Marzo 27/2017	Analysing Death Penalty in cases: video exercise	2 Horas	[Firma]
Marzo 27/2017	Analysing Death Penalty in cases: video exercise	2 Horas	[Firma]
Marzo 28/2017	Introducing Environmental Issues	2 Horas	[Firma]
Marzo 28/2017	Reading Exercise	2 Horas	[Firma]
Marzo 29/2017	Introducing drug dependency	2 Horas	[Firma]
Marzo 29/2017	Introducing drug dependency	2 Horas	[Firma]
Marzo 29/2017	Teachers' Discussion	2 Horas	[Firma]

FECHA	ACTIVIDAD DESARROLLADA	NÚMERO DE HORAS	FIRMA DOCENTE TUTOR
Marzo 29/2017	Introducing drug dependency	2 Horas	[Signature]
Marzo 31/2017	Introducing drug dependency	2 Horas	[Signature]
Marzo 31/2017	Teachers' Discussion	2 Horas	[Signature]
Marzo 31/2017	Introducing Drug dependency	2 Horas	[Signature]
Abril 3/2017	First Term Grades	2 Horas	[Signature]
Abril 3/2017	First Term Grades	2 Horas	[Signature]
Abril 4/2017	First term grades	2 Horas	[Signature]
Abril 4/2017	First term grades	2 Horas	[Signature]
Abril 5/2017	First term grades	2 Horas	[Signature]
Abril 5/2017	First term grades	2 Horas	[Signature]
Abril 5/2017	Teachers' Discussion	2 Horas	[Signature]
Abril 5/2017	First term grades	2 Horas	[Signature]
Abril 7/2017	First term grades	2 Horas	[Signature]
Abril 7/2017	First term grades	2 Horas	[Signature]
Abril 7/2017	Teachers' Discussion	2 Horas	[Signature]
Abril 17/2017	Approaching Drug dependency Listening exercise	2 Horas	[Signature]
Abril 17/2017	Approaching drug dependency	2 Horas	[Signature]
Abril 18/2017	Approaching Drug dependency	2 Horas	[Signature]
Abril 18/2017	Approaching Drug dependency	2 Horas	[Signature]
Abril 19/2017	Approaching Drug dependency	2 Horas	[Signature]
Abril 19/2017		2 Horas	[Signature]
Abril 19/2017	Teachers' discussion	2 Horas	[Signature]
Abril 19/2017	Approaching Drug dependency	2 Horas	[Signature]
Abril 21/2017	Approaching Drug dependency	2 Horas	[Signature]
Abril 21/2017	Approaching Drug dependency	2 Horas	[Signature]



UNIVERSIDAD DISTRITAL FRANCISCO JOSE DE
CALDAS
FACULTAD DE CIENCIAS Y EDUCACIÓN
LICENCIATURA EN EDUCACIÓN BÁSICA CON ENFASIS
EN INGLÉS
TRABAJO DE GRADO PASANTÍA
COLEGIO NACIONAL NICOLAS ESGUERRA



DESARROLLADO POR: Alejandra Fernández González CÓDIGO: 20121165052
DOCENTE DIRECTOR: Ruth Amira Calderón TUTORA EXTERNA: Karen Moreno P.

CERTIFICACIÓN DE HORAS DE PASANTÍA

FECHA	ACTIVIDAD DESARROLLADA	NUMERO DE HORAS	FIRMA DOCENTE TUTOR
Abril 21/2017	Teachers Discussion	2 Horas	[Firma]
Abril 24 /2017	closure session	2 Horas	[Firma]
Abril 24 /2017	closure session	2 Horas	[Firma]
Abril 25/2017	closure session	2 Horas	[Firma]
Abril 25/2017	closure session	2 Horas	[Firma]
Abril 26/2017	closure session	2 Horas	[Firma]
Abril 26/2017	Approaching Drug dependency	2 Horas	[Firma]
Abril 26/2017	Teachers' Discussion	2 Horas	[Firma]
Abril 26/2017	closure session	2 Horas	[Firma]
Abril 28 /2017	Teachers' Discussion	2 Horas	[Firma]
Abril 28 /2017	closure session	2 Horas	[Firma]
Mayo 3 /2017	closure session	2 Horas	[Firma]
Mayo 5 /2017	Teachers' feedback	2 Horas	[Firma]
Mayo 5 /2017	Peer's feedback	2 Horas	[Firma]
Mayo 5 /2017	closure session	2 Horas	[Firma]

General Observation Format: Teacher Karen Moreno Patiño

Intern: Dilam Steven Ortiz Páez



Universidad Distrital Francisco José de Caldas
 Facultad de Ciencias y Educación
 Licenciatura en Educación Básica Énfasis en Inglés
 Internship
FORMATO DE OBSERVACIÓN

NOMBRE DEL PASANTE: Dilam Steven Ortiz Páez FECHA: 5 de mayo 2017

OBSERVADOR: Meynell Karen Moreno Patiño
 Valore el proceso del estudiante marcando E (excelente), B (bueno), A (aceptable) o D (deficiente)

ASPECTOS	CRITERIOS	E	B	A	D	OBSERVACIONES
ASPECTO LABORAL	1, Es puntual	X				Se evidencia bastante compromiso en la planeación de sus clases.
	2, Cumple con el horario de clase	X				
	3, Demuestra compromiso	X				
	4, Prepara sus clases.	X				
	5, Se evidencia organización en el manejo del tiempo	X				
ASPECTO PEDAGÓGICO	1, Sus clases plantean un objetivo claro.	X				Claramente, las clases que prepararon planteaban objetivos claros. También, al sugerir un tema para ser abordado, teniendo en cuenta las necesidades de los estudiantes, lo hicieron bastante comprensible y llamativo.
	2, Tiene en cuenta las necesidades de los estudiantes para el desarrollo de las actividades.	X				
	3, Evalúa procesos de aprendizaje formal e informalmente.	X				
	4, Las actividades desarrolladas en clase tienen relación con los objetivos propuestos.	X				
	5, Las explicaciones y las instrucciones son claras y sencillas.	X				
	6, Manejo de grupo.		X			
ASPECTO PSICO-AFECTIVO	1, Tiene en cuenta los estilos individuales de aprendizaje para la planeación de actividades.	X				Las actividades siempre fueron diferentes e innovadoras. Siguieron el proceso de cada estudiante, a pesar que eran 39 ó 40.
	2, Se preocupa igualmente por los estudiantes que tienen ventaja y por los que necesitan refuerzo.		X			
	3, Realiza actividades significativas que involucran temas de agrado para los estudiantes.	X				
	4, Las actividades permiten la participación activa de todos los estudiantes.	X				
	5, Utiliza variedad de actividades para la presentación y práctica de contenidos.	X				
ASPECTO LINGÜÍSTICO	1, Habla claro y maneja un tono de voz adecuado.		X			Excelente dominio de la lengua. Solo debe subir el volumen de la voz.
	2, El habla empleada tiene diversidad léxica.	X				
	3, Demuestra seguridad al corregir errores sobre uso de lengua.	X				

Notas Adicionales:

CC 52190 277 Btci

General Observation Format: Teacher Karen Moreno Patiño

Intern: Alejandra Fernández González



Universidad Distrital Francisco José de Caldas
 Facultad de Ciencias y Educación
 Licenciatura en Educación Básica Énfasis en Inglés
 Internship
FORMATO DE OBSERVACIÓN

NOMBRE DEL PASANTE: Alejandra Fernández González FECHA: 5 de mayo 2017

OBSERVADOR: Meynell Karen Moreno Patiño
 Valore el proceso del estudiante marcando E (excelente), B (bueno), A (aceptable) o D (deficiente)

ASPECTOS	CRITERIOS	E	B	A	D	OBSERVACIONES
ASPECTO LABORAL	1, Es puntual	X				Se evidencia preparación y compromiso en su quehacer como docente
	2, Cumple con el horario de clase	X				
	3, Demuestra compromiso	X				
	4, Prepara sus clases.	X				
	5, Se evidencia organización en el manejo del tiempo	X				
ASPECTO PEDAGÓGICO	1, Sus clases plantean un objetivo claro.	X				Las actividades que se prepararon para las clases siempre tenían un objetivo claro. Tuvieron en cuenta las necesidades que evidenciaron en los estudiantes para plantear las temáticas
	2, Tiene en cuenta las necesidades de los estudiantes para el desarrollo de las actividades.	X				
	3, Evalúa procesos de aprendizaje formal e informalmente.	X				
	4, Las actividades desarrolladas en clase tienen relación con los objetivos propuestos.	X				
	5, Las explicaciones y las instrucciones son claras y sencillas.	X				
	6, Manejo de grupo.	X				
ASPECTO PSICO-AFECTIVO	1, Tiene en cuenta los estilos individuales de aprendizaje para la planeación de actividades.	X				Todas las actividades fueron significativas, los temas fueron de agrado y de interés para ellos. Utilizaron actividades variadas para presentar las temáticas.
	2, Se preocupa igualmente por los estudiantes que tienen ventaja y por los que necesitan refuerzo.		X			
	3, Realiza actividades significativas que involucran temas de agrado para los estudiantes.	X				
	4, Las actividades permiten la participación activa de todos los estudiantes.	X				
	5, Utiliza variedad de actividades para la presentación y práctica de contenidos.	X				
ASPECTO LINGÜÍSTICO	1, Habla claro y maneja un tono de voz adecuado.	X				Tiene un excelente dominio de la lengua. Su volumen de voz es adecuado.
	2, El habla empleada tiene diversidad léxica.	X				
	3, Demuestra seguridad al corregir errores sobre uso de lengua.	X				

Notas Adicionales:

[Handwritten Signature]
 CC. 52190 277 Bta.

General Observation Format: Teacher Irma Inés Herrera

Intern: Dilam Steven Ortiz Páez



Universidad Distrital Francisco José de Caldas
Facultad de Ciencias y Educación
Licenciatura en Educación Básica Énfasis en Inglés
Internship
FORMATO DE OBSERVACIÓN

NOMBRE DEL PASANTE: Dilam Steven Ortiz Páez FECHA: 5 de Mayo 2017

OBSERVADOR: Irma Inés Herrera R

Valore el proceso del estudiante marcando E (excelente), B (bueno), A (aceptable) o D (deficiente)

ASPECTOS	CRITERIOS	E	B	A	D	OBSERVACIONES
ASPECTO LABORAL	1. Es puntual	X				Sus clases muestran una planeación coherente y pertinente al sistema que aplicamos en la Institución en todos los aspectos.
	2. Cumple con el horario de clase	X				
	3. Demuestra compromiso	X				
	4. Prepara sus clases.	X				
	5. Se evidencia organización en el manejo del tiempo	X				
ASPECTO PEDAGÓGICO	1. Sus clases plantean un objetivo claro.	X				Demuestra facilidad de adaptación al entorno escolar, aun en condiciones difíciles, implementando estrategias adecuadas a la población escolar.
	2. Tiene en cuenta las necesidades de los estudiantes para el desarrollo de las actividades.	X				
	3. Evalúa procesos de aprendizaje formal e informalmente.	X				
	4. Las actividades desarrolladas en clase tienen relación con los objetivos propuestos.	X				
	5. Las explicaciones y las instrucciones son claras y sencillas.		X			
	6. Manejo de grupo.	X				
ASPECTO PSICO-AFECTIVO	1. Tiene en cuenta los estilos individuales de aprendizaje para la planeación de actividades.	X				Propone un manejo efectivo que incluye la diversidad de estudiantes en un salón de clase. - Presenta contenidos que afectan positivamente a todos los participantes.
	2. Se preocupa igualmente por los estudiantes que tienen ventaja y por los que necesitan refuerzo.	X				
	3. Realiza actividades significativas que involucran temas de agrado para los estudiantes.	X				
	4. Las actividades permiten la participación activa de todos los estudiantes.	X				
	5. Utiliza variedad de actividades para la presentación y práctica de contenidos.	X				
ASPECTO LINGÜÍSTICO	1. Habla claro y maneja un tono de voz adecuado.		X			Es recursivo al exponer su discurso y buscar estrategias para hacerse entender.
	2. El habla empleada tiene diversidad léxica.		X			
	3. Demuestra seguridad al corregir errores sobre uso de lengua.		X			

Notas Adicionales: Aumentó la confianza de la Universidad al permitir la práctica en nuestro colegio y conseguir a través de sus pasantes aprender cada vez más.

Irma Inés Herrera R 54.850.835

General Observation Format: Teacher Irma Inés Herrera

Intern: Alejandra Fernández González



Universidad Distrital Francisco José de Caldas
 Facultad de Ciencias y Educación
 Licenciatura en Educación Básica Énfasis en Inglés
 Internship
FORMATO DE OBSERVACIÓN

NOMBRE DEL PASANTE: Alejandra Fernández González FECHA: 5 de Mayo 2017

OBSERVADOR: Irma Inés Herrera Reyes

Valore el proceso del estudiante marcando E (excelente), B (bueno), A (aceptable) o D (deficiente)

ASPECTOS	CRITERIOS	E	B	A	D	OBSERVACIONES
ASPECTO LABORAL	1. Es puntual	X				La planeación de sus clases se adapta eficazmente a todos los aspectos que aplicamos en la Institución.
	2. Cumple con el horario de clase	X				
	3. Demuestra compromiso	X				
	4. Prepara sus clases.	X				
	5. Se evidencia organización en el manejo del tiempo	X				
ASPECTO PEDAGÓGICO	1. Sus clases plantean un objetivo claro.	X				Se adapta fácilmente al entorno escolar, aun en condiciones difíciles, implementando estrategias adecuadas a la población escolar.
	2. Tiene en cuenta las necesidades de los estudiantes para el desarrollo de las actividades.	X				
	3. Evalúa procesos de aprendizaje formal e informalmente.	X				
	4. Las actividades desarrolladas en clase tienen relación con los objetivos propuestos.	X				
	5. Las explicaciones y las instrucciones son claras y sencillas.	X				
	6. Manejo de grupo.	X				
ASPECTO PSICO-AFECTIVO	1. Tiene en cuenta los estilos individuales de aprendizaje para la planeación de actividades.	X				Maneja efectivamente la diversidad de estudiantes en un salón de clase, incluyendo las individualidades significativas. Presenta contenidos que afectan positivamente a todos los participantes.
	2. Se preocupa igualmente por los estudiantes que tienen ventaja y por los que necesitan refuerzo.	X				
	3. Realiza actividades significativas que involucran temas de agrado para los estudiantes.	X				
	4. Las actividades permiten la participación activa de todos los estudiantes.	X				
	5. Utiliza variedad de actividades para la presentación y práctica de contenidos.	X				
ASPECTO LINGÜÍSTICO	1. Habla claro y maneja un tono de voz adecuado.	X				Expresa su discurso con coherencia y cohesión y es recursiva hasta hacer se entender con claridad.
	2. El habla empleada tiene diversidad léxica.	X				
	3. Demuestra seguridad al corregir errores sobre uso de lengua.	X				

Notas Adicionales: Aumentó la confianza de la Universidad al permitir la práctica en nuestro colegio y conseguir a través de sus pasantes aprender cada vez más.

Irma Inés Herrera Reyes 51-850.835

Approval Letter from Colegio Nacional Nicolás Esguerra



Colegio Nacional Nicolás Esguerra

INSTITUCIÓN EDUCATIVA DISTRITAL
RESOLUCIÓN 2562 DEL 28 DE AGOSTO DE 2002



ALCALDÍA MAYOR
DE BOGOTÁ, D.C.
Secretaría
Educación

Bogotá, 18 de noviembre de 2016

Señores
CONSEJO ACADÉMICO
Licenciatura en Educación Básica con Énfasis en Inglés
Universidad Distrital
Bogotá D.C.

Asunto: Aceptación de solicitud para realizar pasantía

Reciban un cordial saludo.

Para informarles que los estudiantes Dilan Steven Ortiz Páez con C.C. No. 1030647879 de Bogotá, código estudiantil 20121165108 y Alejandra Fernández González con C.C. No. 1136887087 de Bogotá y código estudiantil 20121165052, han sido aceptados para realizar la pasantía en el Colegio como modalidad de trabajo de grado según lo estipulado en el acuerdo 038 de 2015 emanado por el Consejo Académico de la Universidad Distrital Francisco José de Caldas.

Atentamente,

RENATO SALVATORE CADAVID MENESES
Rector

Claudia B.

Approval Letter from school teacher Karen Moreno Patiño as a tutor for the internship

Bogotá, Noviembre 30 de 2016

Señores

UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS

Atn:

Consejo Curricular

Licenciatura en Educación Básica con Énfasis en Inglés

El motivo de la presente es para comunicarles que, siguiendo lo estipulado en el Capítulo II Artículo 5 (correspondiente a los requisitos) del Acuerdo No.38 del 2015, el profesional responsable del acompañamiento de la Pasantía propuesta por los estudiantes del Proyecto Curricular Licenciatura en Educación Básica con Énfasis en Inglés, DILAM STEVEN ORTIZ PAEZ, con Código 20121165108, Cédula de ciudadanía No. 1030647879 y ALEJANDRA FERNÁNDEZ GONZÁLEZ, con Código 20121156052, Cédula de ciudadanía No.1136887087, con título “Leading Critical Reflections through Readings related to Sudents’ Sociocultural Background”, será la profesional docente en Lengua extranjera MEYNELL KAREN MORENO PATIÑO del COLEGIO NACIONAL NICOLÁS ESGUERRA, donde se realizará la Pasantía, quien es la persona que seguirá de cerca el proceso de desarrollo de dicho proyecto. Dicha Pasantía se iniciará en febrero 3 de 2017 y finalizará el 23 de junio de 2017, por tanto tendrá una duración de 5 meses.

Agradeciendo la atención prestada,

DILAM STEVEN ORTIZ PAEZ

CC. 1.030.647.879

Pasante

Código: 20121165108

ALEJANDRA FERNÁNDEZ GONZÁLEZ

CC. 1.136.887.087


Pasante

Código: 20121165052


MEYNELL KAREN MORENO PATIÑO

Colegio Nacional Nicolás Esguerra

Docente Encargada



SECRETARIA DE EDUCACION DISTRITA
Colegio Nacional Nicolás Esquiverra
 PEI: EDIFICANDO FUTURO
 RESOLUCION 2562 DEL 28 DE AGOSTO DE
 NIT: 899.999.139-4
 DANE: 11100101091



MEJOR PARA TODOS

CONSENTIMIENTO INFORMADO


Bogotá Enero 27 de 2017 Grado 906

Los abajo firmantes, padres, madres y acudientes de los estudiantes del Colegio Nacional Nicolás Esquiverra, libre y voluntariamente certificamos que hemos sido informados y autorizamos sobre:


1. Certificamos que conocemos y aceptamos el Manual de Convivencia de la institución Educativa.
2. Autorizo al colegio para que dentro de sus proyectos educativos y pedagógicos incluya en medios audiovisuales, digitales e impresos, para efectos de reproducción y comunicación pública, las fotografías realizadas, así como para utilizar la imagen de los estudiantes con fines educativos y sociales.
3. Procesos de Desarrollo Personal que se llevan a cabo en el colegio desde el Servicio de Orientación y Asesoría Escolar y Familiar, para lo cual autorizamos la aplicación de las pruebas pertinentes y el recaudo de la información requerida para estas actividades, la cual será manejada con la debida reserva (Ley 1098 de 2006).

ESTUDIANTE	ACUDIENTE	CEDULA	FIRMA
Alvaro Antonio Arenas M	Diana Aceneth Mejia	52.173.451	<i>[Signature]</i>
Johan Steven Rodriguez Pirel	Alba Rocío Perez Zabala	52.109.112	<i>[Signature]</i>
Maria Patricia Fernandez	Mario Antonio Fernandez	19190241	<i>[Signature]</i>
Carlos vicente Fernandez	Javier Alfonso Castañeda Lozada	79660363	<i>[Signature]</i>
Daniel David Castañeda Cortez	Elizabeth Aguirre Vargas	35253717	<i>[Signature]</i>
Humberto Leon Garcia Aguirre	Diego Suarez Materna	90729518	<i>[Signature]</i>
Santiago Guevara S	Alexandra Segovia S	5185888	<i>[Signature]</i>
Don David Segovia S	Hector Ubague	19360757	<i>[Signature]</i>
Daniel Esteban Cuadros U	Marina Gómez Lizcano	51.631.816	<i>[Signature]</i>
Daniel Esteban Hoyos Blanco	Mareli Caufedas	52.181.111	<i>[Signature]</i>
Juan Camilo Caufedas	Carolina Caufedas	51.991.315	<i>[Signature]</i>
Juan David Figueroa Rodriguez	Cristina Lopez Parra	1030029158	<i>[Signature]</i>

Calle 9 C No. 68 - 52 - Localidad 8 - Kennedy Teléfonos: 2607388 - 4201216 - 2604257 Ext 101-102
 E-mail: colnacionalasesguerra@redp.edu.co página Web www.colegionicolasesguerra.edu.co



SECRETARIA DE EDUCACION DISTRITA
Colegio Nacional Nicolás Esquiverra
 PEI: EDIFICANDO FUTURO
 RESOLUCION 2562 DEL 28 DE AGOSTO DE
 NIT: 899.999.139-4
 DANE: 11100101091




MEJOR PARA TODOS

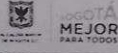
ESTUDIANTE	ACUDIENTE	CEDULA	FIRMA
Ruben Abey Ojeda Cordero	Luz Daisy Cordero	23857090	<i>[Signature]</i>
MICHAEL JAIR HERNANDEZ G.	JOSE E HERNANDEZ	19495335	<i>[Signature]</i>
Ronald Sarmiento Alzate	Manisul Alzate Triana	52.894718	<i>[Signature]</i>
Dilan Andres Bottoque Barrera	Bethine Barrera Silva	52.477.544	<i>[Signature]</i>
Edos Daniel Gonzalez Villamil	Margoth Villamil	51915396	<i>[Signature]</i>
Diego Leonardo Moreno Gualtero	Luzmaria Gualtero Garcia	51.802.160	<i>[Signature]</i>
Diana Andres Separ Bettrón	Diana Morely Bettrón Cortes	52.821.386	<i>[Signature]</i>
Sebastian Elias Velez Mejia	Francy Mejia	52.195.293	<i>[Signature]</i>
Wilmar Dairo Guerrero Trunko	Mirella Trunko Valencia (padre)	28.955.728	<i>[Signature]</i>
ANDRÉS FELIPE RUEDA TELLEZ	LEIDY MARIANELA TELLEZ PEREZ	52.913.511	<i>[Signature]</i>
Daniel Esteban Marino Alder	Nicolai Marino / Rocío A. Alder	52.951.086	<i>[Signature]</i>
2607388 Rocio Jotelo	HELENY ROJAS	79646324	<i>[Signature]</i>
Diego Felipe Medina Barricos	Sandra Milena Barricos Henao	56527152	<i>[Signature]</i>
Esar Luis Rojas Suarez	Yaneth Suarez Hernandez	49.746510	<i>[Signature]</i>
Daniel Santiago Cipriantes G	Sonia Rocío Gerauino O	52.011.592	<i>[Signature]</i>
Juan Andres Marquez A	Yvonne Chiveros	52.474182	<i>[Signature]</i>
Juan Esteban Martin Caceda	Yvonne Caceda	51.782666	<i>[Signature]</i>
ARNOLD DAVID RODRIGUEZ DIAZ	MARIA CRISTINA DIAZ	52.442.080	<i>[Signature]</i>
Andres Felipe Mantilla	# Yvonne Quintana Touar	52.268.435	<i>[Signature]</i>

Calle 9 C No. 68 - 52 - Localidad 8 - Kennedy Teléfonos: 2607388 - 4201216 - 2604257 Ext 101-102
 E-mail: colnacionalasesguerra@redp.edu.co página Web www.colegionicolasesguerra.edu.co

Format from grade 1001



SECRETARIA DE EDUCACION DISTRITA
Colegio Nacional Nicolás Esquiverra
 PEI: EDIFICANDO FUTURO
 RESOLUCION 2562 DEL 28 DE AGOSTO DE
 NIT: 899.999.139-4
 DANE: 11100101091




CONSENTIMIENTO INFORMADO

Bogotá Enero 27 de 2017 Grado 1001


Los abajo firmantes, padres, madres y acudientes de los estudiantes del Colegio Nacional Nicolás Esquiverra, libre y voluntariamente certificamos que hemos sido informados y autorizamos sobre:

1. Certificamos que conocemos y aceptamos el Manual de Convivencia de la institución Educativa.
2. Autorizo al colegio para que dentro de sus proyectos educativos y pedagógicos incluya en medios audiovisuales, digitales e impresos, para efectos de reproducción y comunicación pública, las fotografías realizadas, así como para utilizar la imagen de los estudiantes con fines educativos y sociales.
3. Procesos de Desarrollo Personal que se llevan a cabo en el colegio desde el Servicio de Orientación y Asesoría Escolar y Familiar, para lo cual autorizamos la aplicación de las pruebas pertinentes y el recaudo de la información requerida para estas actividades, la cual será manejada con la debida reserva (Ley 1098 de 2006).

ESTUDIANTE	ACUDIENTE	CEDULA	FIRMA
Juan Camilo Azevalo Jimenez	Hosmer Alexander Villalobos	93087517	[Firma]
Jhon Jairo Holguin Ocampo	Jose Indalecio Martinez Uribe	79.115.916	[Firma]
David Gustavo Arias Cortez	Eustavo Arias Bautista	79055241	[Firma]
Leonardo Padilla Sandoz	Luis Alberto Padilla Bernal	79498514	[Firma]
Sergio Andres Vargas Santa	Aleizar Vargas	83218.765	[Firma]
Miguel Angel Guerrero Hernandez	Diego Hernandez Rodriguez	23283475	[Firma]
FRANCOIS MORENO R.	FRANCOIS MORENO R.	457.395	[Firma]
STEVEN O. MORENO V.	FRANCOIS MORENO R.	457.395	[Firma]
BRANDON ESTEBAN CUervo CASTRO	Haroldo Cuervo Peña	79133682	[Firma]
Juan Sebastian Morales	Diana Isabel Bohorquez B	39546132	[Firma]
Oscar Giovanni Hernandez	DAVID HERNANDEZ	19302684	[Firma]
Camilo Andrés Alvarado	Camilo A. Legi	80812621	[Firma]
Cashblenno Jimenez Julian Andres	Jackeline Jimenez Turro	51744074	[Firma]



SECRETARIA DE EDUCACION DISTRITA
Colegio Nacional Nicolás Esquiverra
 PEI: EDIFICANDO FUTURO
 RESOLUCION 2562 DEL 28 DE AGOSTO DE
 NIT: 899.999.139-4
 DANE: 11100101091



ESTUDIANTE	ACUDIENTE	CEDULA	FIRMA
Ruben Abey Cispedra Carceda	Luz Dany Cispedra	23857090	[Firma]
MICHAEL JAIR HERNANDEZ G.	JOSE E HERNANDEZ	19495335	[Firma]
Ronald Sarmiento Alzate	Mansol Alzate Triana	52899718	[Firma]
Dylan Andres Bohorquez Borrero	Beatriz Borrero Sierra	52477544	[Firma]
Carlos Daniel Gonzalez Villamil	Margarita Villamil	51915386	[Firma]
Eric Leonardo Moreno Cardenas	Luz Dany Cispedra	51802160	[Firma]
Daniel Andres Espar Bettrán	Diana Morely Bettrán Cortes	52821386	[Firma]
Sebastian Elias Jorjia Mejia	Francis Mejia	52195293	[Firma]
Wilmar David Guerrero Huerto	Mirella Huerto Valencia (padre)	38985728	[Firma]
ANDRES FELIPE RUIZ TELLEZ	LEIDY MARIANELA TELLEZ RUIZ	52913511	[Firma]
Daniel Esteban Morán Aldana	Nicolai Morán / Rocío A. Aldana	52951086	[Firma]
SEBASTIAN RUIZ SOTERO	HELENY RUIZ	79646584	[Firma]
Diego Felipe Medina Barrios	Sandra Helena Barrios Henao	52527152	[Firma]
cesar Luis Rojas Suarez	Yaneth Suarez Hernandez	49746515	[Firma]
Daniel Santiago Cispedra G	Sonia Rocío Cispedra G	52011592	[Firma]
Julian Andres Marquez A.	Amperio Chiveros	52474682	[Firma]
Juan Esteban Martin Acevedo	Doris Acevedo	51782666	[Firma]
ARNOLD DAVID RODRIGUEZ DIAZ	MARIA CRISTINA DIAZ	52442080	[Firma]
Andres Felipe Blankilla	# Yireth Quintero Touar	52268435	[Firma]

Calle 9 C No. 68 - 52 - Localidad 8 - Kennedy Telefonos: 2607388 - 4201216 - 2604257 Ext 101-102
 E-mail: colnacional.esquiverra@bogota.edu.co página Web www.colegionacional.esquiverra.edu.co

Format from grade 1002

SECRETARIA DE EDUCACION DISTRITA
Colegio Nacional Nicolás Esquiverra
PEI: EDIFICANDO FUTURO
RESOLUCION 2562 DEL 28 DE AGOSTO DE
NIT: 899.999.139-4
DANE: 11100101091

CONSENTIMIENTO INFORMADO

Bogotá Enero 27 de 2017 Grado 1002

Los abajo firmantes, padres, madres y acudientes de los estudiantes del Colegio Nacional Nicolás Esquiverra, libre y voluntariamente certificamos que hemos sido informados y autorizamos sobre:

1. Certificamos que conocemos y aceptamos el Manual de Convivencia de la institución Educativa.
2. Autorizo al colegio para que dentro de sus proyectos educativos y pedagógicos incluya en medios audiovisuales, digitales e impresos, para efectos de reproducción y comunicación pública, las fotografías realizadas, así como para utilizar la imagen de los estudiantes con fines educativos y sociales.
3. Procesos de Desarrollo Personal que se llevan a cabo en el colegio desde el Servicio de Orientación y Asesoría Escolar y Familiar, para lo cual autorizamos la aplicación de las pruebas pertinentes y el recaudo de la información requerida para estas actividades, la cual será manejada con la debida reserva (Ley 1098 de 2006).

ESTUDIANTE	ACUDIENTE	CEDULA	FIRMA
Brayan Alexander Usato Martínez	Manuel Giovanni Usato Barron	79.966.247	[Firma]
Andrés Felipe Cruz	Marcela Cruz	52.771.130	[Firma]
Sebastian Moisés Dico	Sandra Dico	52.503.168	[Firma]
Diego Fernando Avendano	Daniel Avendano	022415355	[Firma]
Daniel Felipe Ovaciones Viracachá	Ana Viracachá	51980562	[Firma]
Alejandro Luao Rodríguez	José María Rodríguez	51948173	[Firma]
Juan Camilo Garzon Orozco	Josana Orozco Restrepo	52.974.943	[Firma]
MARIS CARRERA Lopez	Carolina Lopez	641.741.661	[Firma]
Santiago Andrés Humader	Santiago Humbader	52.697.878	[Firma]
Julian Camilo Ariza Rocha	Janeth Rocha Rodríguez	52.128.920	[Firma]
Juan Sebastian Henao	Daniel Cristancho	79.757.737	[Firma]
JUAN CARLOS FLECHAS PRIETO	ADRIANA PRIETO CASTRO	52028579	[Firma]
Nelson B. Bedoya B	Nelson H. Bedoya Ramirez	09.539.091	[Firma]
Camilo Uribe	Hector Uribe Delgado	19343.079	[Firma]

Calle 9 C No. 68 - 52 - Localidad 8 - Kennedy Teléfonos: 2607388 - 4201216 - 2604257 Ext 101-102
E-mail: colnacionalasesguerra@redp.edu.co página Web: www.colegionicolasesquiverra.edu.co

SECRETARIA DE EDUCACION DISTRITA
Colegio Nacional Nicolás Esquiverra
PEI: EDIFICANDO FUTURO
RESOLUCION 2562 DEL 28 DE AGOSTO DE
NIT: 899.999.139-4
DANE: 11100101091

CONSENTIMIENTO INFORMADO


Bogotá Enero 27 de 2017 Grado 1002

Los abajo firmantes, padres, madres y acudientes de los estudiantes del Colegio Nacional Nicolás Esquiverra, libre y voluntariamente certificamos que hemos sido informados y autorizamos sobre:


1. Certificamos que conocemos y aceptamos el Manual de Convivencia de la institución Educativa.
2. Autorizo al colegio para que dentro de sus proyectos educativos y pedagógicos incluya en medios audiovisuales, digitales e impresos, para efectos de reproducción y comunicación pública, las fotografías realizadas, así como para utilizar la imagen de los estudiantes con fines educativos y sociales.
3. Procesos de Desarrollo Personal que se llevan a cabo en el colegio desde el Servicio de Orientación y Asesoría Escolar y Familiar, para lo cual autorizamos la aplicación de las pruebas pertinentes y el recaudo de la información requerida para estas actividades, la cual será manejada con la debida reserva (Ley 1098 de 2006).

ESTUDIANTE	ACUDIENTE	CEDULA	FIRMA
Kevin Javier Rivas	Francisco Hatos Moreno	1082373944	[Firma]
Lairo Boncos Pardo	Lairo Boncos	19393873	[Firma]
Josao Rod. Leonid. Oreste	TELMO ROD. ORESTE S.	19343079	[Firma]
Nelson S. Bedoya Putayo	Nelson H. Bedoya Ramirez	09.539.091	[Firma]
Cristian Santiago Jimenez B	Augusto Jimenez B	16680636	[Firma]
CRISTIAN ANDRES PINOZ OJAS	EDWIN ANTONIO PINOZ	79.844.504	[Firma]
Juan Diego Hernandez Rest.	Verica Alcaste	70556529	[Firma]
Juan Sebastian Pardo Lora	Edelmira Loatla Soria	31490.811	[Firma]
Thair Fernando Amaya Gu	Rosa Guzmán	52.580.591	[Firma]
Miler Rodriguez M	Angélica Morales	52.545.751	[Firma]
Andrés Felipe Nieto Nieto	Héctor Nieto Cabezas	52.276.397	[Firma]
Sonata Carolina Salinas	María del Rosario	23591417	[Firma]

Format from grade 1003




SECRETARIA DE EDUCACION DISTRITA
Colegio Nacional Nicolás Escribana
 PEI: EDIFICANDO FUTURO
 RESOLUCION 2562 DEL 28 DE AGOSTO DE
 NIT: 899.999.139-4
 DANE: 11100101091




ESTUDIANTE	ACUDIENTE	CEDULA	FIRMA
Blayon Enrique Diaz Arias	Nancy Patricia Arias	52088506	Nancy Arias
QUIROGA BENO JUDY SEBASTIAN	DOMILA FEBERENDO QUIROGA MORA	79.909.868	DOMILA F QUIROGA
Cristian David Calvente Ruito	Alexandra Ruito Lopez	52202244	Alexandra Ruito
Edison Andres Garcia R	Rafaela Pacheco	70455403	Rafaela Pacheco
Willica Moreno Gonzalez	Natalia Gabriela Penaloza	3764903	Natalia Penaloza
Arkes Felipe Amaya Rodin	Ma. Camila Rendon Tolosa	02283468	Camila Rendon
Sebastian Costa	Luz Stella Mujallo	51951120	Luz Stella Mujallo
Jony Nicolas Trejo Avila	Angelica Ma Avila U.	52293405	Angelica Avila
Juan David Pava	Patricia Rivas	51502239	Patricia Rivas
JULIAN DAVID GOMEZ C	SANDRA ALIANA GONZALEZ	52102460	Sandra Aliana Gonzalez
Wilson Arley Espata Medina	Toss William Espata Gomez	79843316	Toss William Espata
Juan Sebastian Ruiz R	Carmona Ruiz	7041911	Carmona Ruiz
Diego Andres Portela	Jose Andrus Portela	1465286	Andrus Portela
Mirledys Ramos C X	Mirledys Ramos	3276101	Mirledys Ramos
Jorge Luis Jozann	Edsson Beltran Pinaguta	80761354	Edsson Beltran
Edisson Beltran Joz	Nelondra Caron Avila	5243304	Nelondra Caron
Enedraht Guzman Gomez	Cesar A. Duarte	79379220	Cesar A. Duarte
Wlan Edwards Duarte			

Calle 9 C No. 68 - 52 - Localidad 8 - Kennedy Telefonos: 2607388 - 4201216 - 2604257 Ext 101-102
 E-mail: colnacional@esguar8@redp.edu.co página Web www.colegionicolasesguar8.edu.co




SECRETARIA DE EDUCACION DISTRITA
Colegio Nacional Nicolás Escribana
 PEI: EDIFICANDO FUTURO
 RESOLUCION 2562 DEL 28 DE AGOSTO DE
 NIT: 899.999.139-4
 DANE: 11100101091




ESTUDIANTE	ACUDIENTE	CEDULA	FIRMA
Blayon Enrique Diaz Arias	Nancy Patricia Arias	52088506	Nancy Arias
QUIROGA BENO JUDY SEBASTIAN	DOMILA FEBERENDO QUIROGA MORA	79.909.868	DOMILA F QUIROGA
Cristian David Calvente Ruito	Alexandra Ruito Lopez	52202244	Alexandra Ruito
Edison Andres Garcia R	Rafaela Pacheco	70455403	Rafaela Pacheco
Willica Moreno Gonzalez	Natalia Gabriela Penaloza	3764903	Natalia Penaloza
Arkes Felipe Amaya Rodin	Ma. Camila Rendon Tolosa	02283468	Camila Rendon
Sebastian Costa	Luz Stella Mujallo	51951120	Luz Stella Mujallo
Jony Nicolas Trejo Avila	Angelica Ma Avila U.	52293405	Angelica Avila
Juan David Pava	Patricia Rivas	51502239	Patricia Rivas
JULIAN DAVID GOMEZ C	SANDRA ALIANA GONZALEZ	52102460	Sandra Aliana Gonzalez
Wilson Arley Espata Medina	Toss William Espata Gomez	79843316	Toss William Espata
Juan Sebastian Ruiz R	Carmona Ruiz	7041911	Carmona Ruiz
Diego Andres Portela	Jose Andrus Portela	1465286	Andrus Portela
Mirledys Ramos C X	Mirledys Ramos	3276101	Mirledys Ramos
Jorge Luis Jozann	Edsson Beltran Pinaguta	80761354	Edsson Beltran
Edisson Beltran Joz	Nelondra Caron Avila	5243304	Nelondra Caron
Enedraht Guzman Gomez	Cesar A. Duarte	79379220	Cesar A. Duarte
Wlan Edwards Duarte			

Calle 9 C No. 68 - 52 - Localidad 8 - Kennedy Telefonos: 2607388 - 4201216 - 2604257 Ext 101-102



SECRETARIA DE EDUCACION DISTRITA
Colegio Nacional Nicolás Esquiverra
 PEI: EDIFICANDO FUTURO
 RESOLUCION 2562 DEL 28 DE AGOSTO DE
 NIT: 899.999.139-4
 DANE: 11100101091



CONSENTIMIENTO INFORMADO


Bogotá Enero 27 de 2017 Grado 1006

Los abajo firmantes, padres, madres y acudientes de los estudiantes del Colegio Nacional Nicolás Esquiverra, libre y voluntariamente certificamos que hemos sido informados y autorizamos sobre:

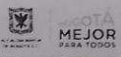
1. Certificamos que conocemos y aceptamos el Manual de Convivencia de la institución Educativa.
2. Autorizo al colegio para que dentro de sus proyectos educativos y pedagógicos incluya en medios audiovisuales, digitales e impresos, para efectos de reproducción y comunicación pública, las fotografías realizadas, así como para utilizar la imagen de los estudiantes con fines educativos y sociales.
3. Procesos de Desarrollo Personal que se llevan a cabo en el colegio desde el Servicio de Orientación y Asesoría Escolar y Familiar, para lo cual autorizamos la aplicación de las pruebas pertinentes y el recaudo de la información requerida para estas actividades, la cual será manejada con la debida reserva (Ley 1098 de 2006).

ESTUDIANTE	ACUDIENTE	CEDULA	FIRMA
Harry Santiago Henao Cortáez	Sandra Liliana Cortáez	52960674	Sandra Cortáez
Harcel Estiven Camillo León	Maria Nelsi León C	520475211	Maria Nelsi León C
Cesar David Martínez	Nora Alba Rodríguez	52235732	Nora Alba Rodríguez
Son Liago Andrés Amira	Nelly Nilda de Camargo	52853306	Nelly Nilda de Camargo
Diego Alejandro Méndez	Luz Lirio de Álvarez	34570562	Luz Lirio de Álvarez
Omar Esteban Ruiz Morales	Marta Cecilia Galván	52050046	Marta Cecilia Galván
Juan David Dimiján Galván	Marta Cecilia Galván	65772627	Marta Cecilia Galván
Luisa Camila Ballesteros S	Omar Ballesteros	79450055	Omar Ballesteros
Thomás Santiago Alfonso	NALY RIVERA ECHAS	53076361	NALY RIVERA ECHAS
Johan Sebastián Álvarez Gómez	Elisa Gómez Rolón	51728598	Elisa Gómez Rolón

Calle 9 C No. 68 - 52 - Localidad 8 - Kennedy Teléfonos: 2607388 - 4201216 - 2604257 Ext 101-102
 E-mail: colnacionalasesguerra@redp.edu.co página Web www.colegionacionalasesguerra.edu.co



SECRETARIA DE EDUCACION DISTRITA
Colegio Nacional Nicolás Esquiverra
 PEI: EDIFICANDO FUTURO
 RESOLUCION 2562 DEL 28 DE AGOSTO DE
 NIT: 899.999.139-4
 DANE: 11100101091



ESTUDIANTE	ACUDIENTE	CEDULA	FIRMA
Isaias Daniel Bustos G.	Tatiana Vique Bustos Sumari	19352591	Tatiana Vique Bustos Sumari
Jelson Javier Cabrera C.	Onetta Cabrera Casanova	39789511	Onetta Cabrera Casanova
José Gabriel Peñate Bobarr	Daniela Bobarr Barral	52020757	Daniela Bobarr Barral
Nicolás Alexander Zabala Henao	Linda yin Meneses Silva	52308154	Linda yin Meneses Silva
Haroldo Santiago Zapata Nieto	MARIA YASHMIN DIETO GONZALEZ	29831792	MARIA YASHMIN DIETO GONZALEZ
Thomas Santiago Falla C	Sally Mc Winstone	24574974	Sally Mc Winstone
Sebastian Anches Rosado Rodriguez	Ruth Rodriguez	52521666	Ruth Rodriguez
Cristian Camilo Arango Prieto	JUAN CARLOS ARANGUEZ SEMANA	79750367	JUAN CARLOS ARANGUEZ SEMANA
Carlos Alberto Roa C	MIRA LOLA CUC RIVERA	35329467	MIRA LOLA CUC RIVERA
Diego Fernando Castano M.	Carla Patricia Lopez	38412414	Carla Patricia Lopez
Cristian Felipe Rios	MAREN ENRIQUEZ	53061265	MAREN ENRIQUEZ
Montañez Gerardo Juan Pablo	Claudia Elena González H.	52227316	Claudia Elena González H.
SANTIAGO GONZALEZ CAJERO	BETHA LUCIA CAJERO MONTOYA	24037713	BETHA LUCIA CAJERO MONTOYA

Calle 9 C No. 68 - 52 - Localidad 8 - Kennedy Teléfonos: 2607388 - 4201216 - 2604257 Ext 101-102
 E-mail: colnacionalasesguerra@redp.edu.co página Web www.colegionacionalasesguerra.edu.co