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**Promoting critical thinking through debates about the internal Conflict in Colombia
in the EFL classroom with 9th graders**

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Abstract

Events of recent Colombian history deserve the attention of all disciplines. The purpose of the study reported here is to understand how debates may promote critical thinking in a class of ninth graders of Bogotá. In the diagnosis stage, a lack of knowledge of the Colombian conflict was identified. With a participatory action research and collecting data by means of interviews, questionnaires and transcriptions of the debates we recorded the progress learners made in acquisition of information, reflection, analysis and structuring of arguments. In the pedagogical intervention we used four selected readings and four videos originally written in the English language. The contents and its discussion did not only inform, but also support language development. This internship expects to fill some of the gaps of knowledge that mark the learners' understanding of their context, their behaviors, and axiological schemes.

Keywords:

Critical thinking, debates, social awareness, Post-conflict in Colombia

CHAPTER I: PRESENTATION

1.1 Introduction

In this chapter, the reader will find the reasons why we implemented the intervention, how we discovered the need for historical knowledge related to the Colombian armed conflict in students; its connection to ELT, and how it is related to our particular interest, our objectives and the literature and constructs by different authors who supported this pedagogical intervention.

This project was focused on showing the importance of historical knowledge related to the Colombian armed conflict in ninth graders, For this purpose we chose a public school (San Pedro Claver school). Based on the pedagogical intervention where we developed and the Cárdenas (2017) claims “only understanding the culture and society where we live, we can find the key that brings us closer to the realities of the students.” (p. 261). We figure out this through observations and carried out surveys, we applied this to seven ninth graders and the results from our pedagogical experience arose that there was a gap about knowledge on Colombian history regarding to armed conflict.

It reinforces the concept given by Alsema (2018), who mentions that knowledge of our past has been weakened since 1994 when history was integrated in Social Sciences together with geography, democracy and political sciences. Thus, learners do not have enough tools to understand how the acts of people in past have influenced the current society, specially, internal conflict, and according to Bean (2011) is essential to bring them knowledge that they will use even after finishing their school. Because of that, we saw in

English Language Teaching (ELT) the opportunity to, perhaps, begin to transform it, using English as a way to make young people aware about the issues that we, as part of the Colombian society, suffered in the past. Moreover, with that information, we promoted an alternative critical understanding of their presents including their current community issues. It leads students to become critical subjects who can conceptualize, apply, analyze, synthesize, and evaluate their present history founded on the critical read of historical facts about the armed conflict (Wang & Zheng, 2016).

Colombia has experienced the second “successful” peace agreement between the government and an armed group, the first one was with the M-19. The second one, developed between 2012-2018 with the FARC-EP guerrillas had as the underlying aim the end of violence that has afflicted the country for more than fifty years.

During these years of violence a perception has been created by Colombians. This agreement also aims to show a different face of this armed group, to show a change through their participation in both politics and society. Besides, Colombian people’s perception could have been influenced by some external factors showing them the agreement as something meaningless. According to Foucault (1995) it is related to Control of the apparatuses, he mentions the mass media as external apparatus, which the government uses to control the society; those are supposed to be external and should not be institutional extensions of power. However, they must act as free institutions, as an instrument with the value of their independence credibility that is based on. On the contrary, most of them have turned into instruments of regulation and control of interpersonal relationships through the induction of

politically correct thinking, leaving aside the analysis, appropriation and the use of the arguments to have a critical position.

We considered this issue was very important for the current situation in our country and its educational system, specifically in EFL learning. Majority of students nowadays are influenced by the content and information given by the traditional mass media and social networks instead of the social studies taken at school, they are closer to this kind of “regulation” that impacts their conception about different collective matters. Because of that, we focused our attention on armed conflict as the broad issue and four specific moments of it as axes to debate. We worked these through readings and debates to help learners develop their own ideas and perceptions about the conflict, in order to promote critical thinking, and the skills needed for it.

1.2 Justification

This intervention was focused on increasing the critical thinking and develop it through foreign language classes taking into account its impact and how it will be useful for future members of the learning process (teachers and students).

Here we pretend to show the importance of having information about our culture, specifically our behaviour and how it is influenced by the armed conflict. Based on this experience, working with a group of ninth graders, we can establish that one of the main problems are due to a gap of knowledge about it because either the syllabus or the curriculum do not take this issue, or, at least, not broadly. Although we realized that using this content in

the EFL class could be difficult because of some communicative skills weaknesses, which were not very well developed, we could notice the experience was enriching for students, who were very enthusiastic too.

Learning a foreign language could help students to acquire tools that can be useful to confront their future, to get into a world which nowadays requires the population to have certain level of English language due to globalization and access to information. At the same time, foreign language could bring elements in order to understand, criticize and try to impact their immediate context in a positive way.

We could notice how activities related to students' daily lives encouraged them to participate and helped to develop a cooperative work. Students were working together to accomplish shared goals along with different cooperative activities that made them seek outcomes that were beneficial to themselves and their classmates. As Johnson, Johnson & Smith (1991) concluded, cooperative learning is the instructional use of small groups so that students work together maximizing their own and each other's learning. Students constructed by themselves a different perception about the topics worked, some of them reinforced their feeling towards the characters/actors and their ideologies while other students could change their ideas and emotions about them. Despite of this, the most important aspect was that they could work with neutral information which helped them to develop these ideas, feelings and emotions and ,according with Florea & Hurju (2015), these experiences and exercises are useful in order to become better and active participants of a changing society.

Thanks to our experience at the pedagogical practicum and the internship, we can state that one of the problems in our society is a lack of awareness of historical facts about Colombia and their influence on the current situations (critical thinking on social issues). We consider it is important to solve this issue since, as Jager (2012) points, critical thinking is important for all kind of students, specially the ones who are involved in contexts with socio-economic and political issues because this kind of students are those who are supposed to analyze these situations and propose a further resolution for their society.

Through this intervention we could help pupils to develop their own ideas with a critical point of view in the EFL classroom using as tool the debates about four specific actors in the armed conflict. We brought them the opportunity to acquire a new language using their culture, likes, interests and social backgrounds so they could take the language as something they can use in their daily lives, not just when interacting and talking about their context, but also to express themselves and communicate their opinions, feelings and thoughts.

This topic in the EFL class was a little difficult to manage because some communicative skills are not well developed, but during this process we were able to help students gain self confidence and some language tools that can be important for their future, in order to get into a world which nowadays require the population to have certain level in a foreign language (English). Additionally, we prompted them to get the resources and skills that will help them impact their contexts.

Finally, we as teachers will likewise be acquiring several tools and resources to teach a certain topic or subject. In this case, we chose activities which provide the students enough information to understand their context and the topics worked in each session.

Description of the context

We applied our project in a public school is located in Bogota, at the south-west of the city. It has several technological resources such as computer labs, laptops, and TVs in every classroom. School's PEI (Institution Education Project) is focused on the promotion and construction of the communicative competences, and it was an advantage for us because it is related to our project.

1.3 Problem Statement

At the beginning of our practicum in secondary school, we realized that it would be important to comprehend and recognize the students' context and backgrounds, establishing a link between these issues and the English class contents. For that reason, we conducted a survey to 35 students of 9th grade. They were between 14 to 17 years old, from a school located in the center of the city. Based on the experience working with them, we identified a gap of awareness influenced by ignorance of historical facts about Colombia and their relation to the current situations (critical thinking on social issues).

When analyzing the surveys we figured out that most of the surveyed learners expressed the EFL function they see for English is to be a tool to travel to other countries. Others stated their feelings of growing personally and professionally without leaving the country, being able to support their families. But the most important fact is the way in which

learners understand English as a means of being able to access to some information; this based on some TV shows, movies and series with some actors and actresses they distinguish in their daily lives. Nevertheless, they do not consider the foreign language subject as a way to increase their knowledge about different topics regarding their own context, including some cultural issues; and this does not allow them to have a critical look about its importance into society.

For us as teachers and especially as citizens, the role of the students in the society, after the peace deal process is going to be decisive, because they will be the narrators of the history, they are going to be the oncoming professionals generation, who will retell and explain the events and facts of the past (violence, armed conflict, peace process, post conflict, etc.) Cardin, Éthier, & Lefrançois (2013) express that we should see in history a way to understand and connect citizenship with education. So, in order to make the English language and the English class useful and meaningful for learners, and also, to explore a new alternative or new way to achieve students' awareness about the internal war, its influence in our country, the current situation and how their acts will help to change our society, we recognized the importance of this intervention.

In order to promote some social and individual features needed to build up a conscious society able to face some issues directly or indirectly related to a post-conflict context, we decided to start from the classroom and the English learning as a way to understand social issues related to the post-conflict society. According to Tudor (2001) "language teaching is a complex activity, and this complexity derives primarily from the

diversity of perception and the goals of the various participants who play a role in the teaching-learning process”.

This work will be relevant because it can help pupils develop their own point of view and, hopefully, a critical thinking view in the EFL classroom promoting places where debates can be the tool to analyze and to get new proposals about how, as citizens, we contribute to our society. We are interested on bringing students the opportunity to acquire a new language using their culture, interests and social issues, changing their perception of the language to something that they can actually use actively in their daily lives.

1.4 Objectives

General objective

To stimulate critical thinking about armed conflict in Colombia through different activities based on historical facts.

Specific objectives

To identify students’ thoughts about the armed conflict in Colombia and its impact on their society.

To promote a reflection in 9th graders about the way the acquire information and its validity.

To contrast EFL 9th graders’ perceptions about armed conflict in Colombia before and after working on the historical facts and its influence in society.

CHAPTER II: THEORETICAL FRAMEWORK

2.1 Theoretical Constructs

This project had as main constructs the critical thinking and the oral skills through debates about historical issues. We wanted to prompt these students' critical reflections through debates focused on historical events that marked the Colombian reality and made it become what it is nowadays.

2.1.1 Critical thinking

The critical judgment must be part of the processes of education, memory and historical thinking. Additionally, it is underlying to generate new and diverse spaces for students, as citizens, to express and speak their minds and these processes might be helpful for the community's development, as (Rodríguez, Florez, & Rivera, 2014) stated placing the critical thinking as the one focused on inquiring new ideas, creating new possibilities and exploring other choices that can be right instead of just one, this is what actually makes the thinking process an active exercise and not a passive skill.

2.1.2 Oral skills through debates about historical issues

The use of a foreign language as mediator to report historical events is a tool that cannot be ignored in a global world as the one we are facing currently. Moreover, this integration links the EFL learning to other education fields and learners' realities too, making the language learning meaningful and functional for their lives and immediate contexts, which, at the end, were the ones we were prompting them to impact on in a positive way. It is underlying to comprehend the transition of history teaching since the beginnings of the XX

century, which transformed from a mere memorization of dates and events to a categorization of these and how societies and civilizations were affected, inquiring on the feelings and actions of the actors that conform the society, trying to interpret the happenings and situations and, therefore, the human being, included in his/her socio-historical reality (Rosso, 2013). We used these ideas in order to plan a series of activities that, as aim, could help learners achieve this level of categorization and analysis through the EFL classes, always focusing the content, instructions and agenda towards the generation of debates to relate the historical topics in an active and critical way, allowing both learners and teachers express their opinions and conceive, if possible, a more objective way of thinking about these historical issues.

2.2 Literature Review

In this section, we attempt state some research works found in some library repositories that are related to the constructs previously proposed.

As described through the objectives, one of the internship's main purposes was to produce and stimulate students' critical thinking through English learning. The two main constructs of this project are oral skills through debates in a foreign language and critical thinking and through this paper we will work on them. Moreover, we planned to gather the information to justify the problem by applying surveys and interviews in which the learners' historical lack of knowledge could be evidenced.

2.2.1 Lack of knowledge about history (armed conflict):

How to think education after violence? "When we talk about the events of the XX century we talk about totalitarianism and the breakup of traditions and cultures, we talk about mankind forgetting mankind; cruelty is not out of the civilization anymore, cruelty is in the heart of the civilization now." (Mèlich, 2000). This description shows how society has been

affected and corrupted in deeply ways and the challenge that states to educate the new generations after hard times of violence. For instance, as Gaitán-Duarte (2016) explained “when drug trafficking took the stage in the middle 70s, a new power emerged in Colombia in the form of drug dealers, and the ethical structure of Colombian society was seriously undermined. Easy money became the new paradigm and the results of this activity gave new muscle to the guerrillas and the paramilitary groups (resulting from alliances between certain sectors of civil society, law enforcement, and drug dealers) which emerged later as a force against the guerrillas.” (p 184) The victims of the events in Colombian armed conflict have right to forget, but we do not, the people who did not live that must keep the vigilance neither to forget nor to repeat what happened and look for justice even if it is symbolic.

The role of education in surveillance is excellent. History not only tells us the brutality of humanity, it teaches us to live with others, to respect their rights and freedom, this is the responsibility of education "the other". If students recognize the influence of our history in our lives, it will increase in them. According to Conceição & Dias (2011) "The feeling of belonging to a place, to a group in which we play a social role, to which we are emotionally and affectively linked and with which we identify ourselves, is very important for the human being and for his formation as a historical subject.”(p 173). This is the reason why education cannot be separated from history and EFL can be used as a tool to talk about your history and understand it.

2.2.2 Critical pedagogy for critical thinking

When memory loses the historical context and its background, appears a strategy to forget instead of remembering. However, there is an obligation that is the “Responsibility for history implies capability to answer, and recognition of the problematic dimension of the

past; the assumption of a past that has not finished yet and demands to be analyzed and criticized in the events as well.” (Gentile, 2015) That capacity in Colombia should be developed, especially in the educational field because “The ability to think critically is especially important for students living in a country with political and socio-economic problems, so it will help them look at issues from different points of view and become independent thinkers and responsible citizens.” (Shaila & Trudell, 2010).

Nevertheless, teaching history is a challenge for teachers, because history must help to form citizens and to justify the policies implemented for the governments. English classes can be a mean to enhance student’s sensitivity towards cultural diversity “Critical Pedagogy is a natural response to current human conditions. Throughout human history the search for new unexplored boundaries, new territories, and new possibilities has been a constant goal and freedom has been the principle that guides this goal” (Gomez & Umbarila, 2010). Students can learn about the experiences of their classmates and assume individual responsibilities and responses.

One of our main assets when preparing the internship and stating the objectives was the role of the critical pedagogy in the current and future educational systems, not only for our country, but for the region, considering also the preparation made by other countries on the educational field. It is fundamental and necessary the critique and deconstruction of these, but it seems to be not sufficient for education systems with tasks such as creating new life views and social futures, as in Colombia. The new times the country has been facing since 2016, when the Peace Accord was signed by the FARC-EP representatives and the government made the politic and social situation change and the individuals, as politic and

social actors were called to question and reconsider the events from the past in order to generate more innovative and better solutions for the future, just realizing that the mistakes from previous generations can be the foundations for the oncoming ones. According to (Luke, 2011) one of the duties of the new generation's teachers and learners is to answer some staking questions: what kinds of educational and linguistic practices should be included into the curriculum to ensure the advancement and restructuring of the teaching and learning processes? What kinds of texts and discourses should individuals conserve and dismiss in order to achieve equality and everyone's accessibility to information, without disrupting the cultures, customs and ideologies present in a classroom? What kinds of educated subjects can and should be constructed to forge new and meaningful critical relationships in a globalised world? These doubts involve some issues considered in this paper and treated along the internship through the different stages proposed into each session and topic treated, because, as exposed, we understand the importance of all of them to get to an actual answer and solution. Once these questions can be answered, it will be possible to relate how critical pedagogy make learners more aware about their role and acting power on the reality they are living and facing every single day. This view is also recognized by (Freire, 2004 [1970]) when he exposed the oppressed pedagogy, conceptualizing the educational practice as one of the main aspects to achieve liberation. In this way, through the practice, learners as individuals can reflect and act upon the world to transform it, developing a critical understanding of that world and their own abilities as individual subjects and as active members of communities too. The main goal to achieve is the final conscientization, which leads the oppressed conceive different perspectives and possibilities that they can create by themselves, getting to know better solutions for their struggles and criticising in constructive ways to build up new realities and options. This mind-growth is one of the most important

levels for the critical pedagogy consecution in actual application, so learners can actually get critical consciousness when reading or listening and interpreting new inputs.

2.2.3 EFL as a tool to talk about their history

Teachers are immersed in the trend of the traditional didactics when teaching history and most of the times they do not implement teaching of the discipline through new techniques. There is some coherence between beliefs, conceptions and the theories from the teachers and their educative practice. Nevertheless, teaching history is a challenge for teachers, because history must help to form citizens and justify the policies implemented by the government (Rosso, 2013). The decisions related to education taken by the teachers (planning- room interaction- assessment) are determined by their conceptions about knowledge, teaching, learning and the social aim of the school. These conceptions have been constructed along their educative history (as pupil and as teacher) through the experience and the professional interactions.

English classes can be a means to enhance student's sensitivity towards cultural diversity "Critical Pedagogy is a natural response to current human conditions. Throughout human history the search for new unexplored boundaries, new territories, and new possibilities has been a constant goal and freedom has been the principle that guides this goal" (Gómez & Umbarila, 2010). Students can learn about the experiences of their classmates as well as their own, and assume individual responsibilities and responses towards a group benefit.

2.3 Overview of Research on the issues

2.3.1 Language, culture, pedagogy, multiculturalism, and intercultural communication.

Gerdi Quist in her book “*Reading with my eyes open. Embracing the critical and the personal in language pedagogy*” discusses the conflicting perspectives on the concepts of culture and of language that often are assumed in language learning. Discussing the relationship between these two aspects: the dilemma language teachers face when they use new methodologies and perspectives in the classroom and the traditional education which contrast with a context, in which students are prepared linguistically, culturally and personally for the complex lives in an era of new tools and technologies.

She underlines some of the underlying issues of language and culture pedagogy. Therefore, We consider that this book could help us in our internship because here she showed the connection that language and culture have and how those need to be addressed in an integrated manner in language teaching. In our pedagogical intervention, we intended to connect language and social issues that influence in our culture.

The content of the book explains the value of study modern languages, the possibilities that it brings, the emphasis on gaining communication skills, also examine the tensions brought about by working with conflicting views of text, criticality and education embodied in a pedagogy, which aims to emphasize cultural complexity on the one hand, and

cultural particularities, on the other. Although these seeming incompatibilities are part of the everyday realities of students.

She argues for pedagogies of engagement in order to promote analysis based on cultural aspects rather than the purely rational view. These are pedagogies where students can explore their own relations and sense of belongings in a globalized context, where the complex and cosmopolitan societies are developing. Bringing with this pedagogy a greater level of reflection about the different theoretical assumptions underlying language and culture providing to students with the theoretical tools needed to reflect critically on these tensions, and point to the importance of engagement with personal experience in the language class.

2.3.2 Chart of different studies related to our pedagogical intervention

Author	Study	Population and length of the study	Research method
Dogan & Yildirim, 2018	Examination of Teacher Opinions regarding History Topics of 7th Grade Social Studies.	7th graders	The constructivist approach and cooperative learning. Semi-structured interview method.
Tosuncuoglu, 2018	Place of Critical Thinking in EFL	79 undergraduates between 18-25 years old.	Mixed approach Surveys Method.
Kung, 2017	Teaching and learning English as a Foreign Language in Taiwan	EFL students (Age or education not specify)	Not specify

Corzo & Soto, 2017	Promoting Respect as a Human Value in a Public School	62 Elementary Students	Case study Data collection: observations, workshops, and notes.
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2.3.2.1 Analysis of the chart:

Dogan & Yildirim (2018) reflect about teaching history in social studies course, and how it influences in effective citizens, they want to develop in their students a sense of social and national responsibility and willing to take up a social mission. The best way to promote this kind of citizens, according with them, is liking topics which are related to social studies course. In their study they used a method called *Screening Model Approach*, they collected data using semi-structured interviews, those help them to had a better perception about their participants (History teachers and 7th graders).

The results of that study showed participants do not express lot interest in history topics. This disinterest is connected with teaching teachers' methods. Something that the majority of the teachers agree. They besides, add that history topics are abstract and those are not suitable for students' readiness. Based on this we tried to work with a methodology where our students could find the way where to aboard history topics by themselves only giving them the enough information.

In order to understand student awareness of critical thinking, first we looked for adults' perception (members of their family) with the intention to contrast and compares with students perceptions.

Tosuncuoglu (2018), analyze the critical thinking awareness in the students of English Language and Literature (79 undergraduate Department, Karabuk University). The outcomes show that students' awareness about thinking critically was not at the desirable level. However, this mixed research brings out a new fact that we took into account; being a critical thinker is something totally different from being intelligent or having great knowledge.

Something that could be a misconception, every learner may have a good level of scholarship but it does not is directly connect with an effective ability in critical thinking. Thus, the bigger challenge was having in mind than the need of critical thinking is not only for young people. So we needed to focus our attention in every students in order to analyze students reactions during the project without thinking in how was their development in school progress or the perception of the head teachers about them.

Kung (2017) highlights the importance of the culture in the EFL context and how international exams measures the learners knowledge is connected. Because in Taiwan the education provides in second language is towards grammar and memorizing, something that move away of the use of language that students can develop, and its influence at the moment to solve problems in their daily lives. Second language may

stimulate feelings that make pupils classified learning English (in this case) such as horrible, frightened, and awful to express their fear of speaking English in front of a large number of people.

In this study were found that several cultural elements influenced to determine this kind of experiences, cultural variables underscore the importance and practicality for language teachers to make several curricular changes in the future that could tailor to the needs of student, learners could not performed well in international tests, due they are used to learning English through memorization and grammar translation. Because of that language teaching cannot be separated from culture, English is not something that do you need memorize as all the language it is that changes and helps people to communicate is a living thing and it should be treat in that way.

Socio economic context and family context are associated in the acquisition of a second language because depending on this student could learn better. Thus, School is a space of social and cultural relationship where the citizen in training process should be. Students have been involved with a series of principles and fundamental values for the coexistence as human beings. Some of those values coming from home but is difficult teaching something that students can see as unnecessary if they have other troubles.

Corzo & Soto (2017) The case study developed by them evidence an issue about context of the population and how it influences in a research, that allow us understood in depth a real life situation of a small number of events, individuals or problems. This took place in a peripheral public education institution and was made by a foreign languages

trainee teacher and his assessor. The average number of elementary students, attending the English classes (first, second, third, fourth and fifth grade respectively) was sixty-two, and their ages were between seven (7) and thirteen (13) years old. Most of them do not have enough resources; even many of them came to school walking. During the intervention they worked in order to improve and promote in students values and principles which brings positive consequences to favor healthy coexistence inside the classroom.

The result of that intervention demonstrates that students have changed some of the attitudes that appeared at the beginning of the process. Showing a path to follow because our project to took into account all the aspects related with learners context, always having in mind that the main purpose for the work was to promote critical thinking but in our case the develop of the internship furthermore increase in students' values and axiological attitudes regarding to collaborative work and empathy with the different victims in the armed conflict.

CHAPTER III: PEDAGOGICAL INTERVENTION

3.1 Type of study

Descriptive (Participatory Action Study): Our intention was to look for an alternative way to promote critical thinking in our pupils, because we consider it is one of the problems in our society currently. Based on the personal experiences of the participants, in this case study brought valuable information about the lack of knowledge about colombian history, and it has been one of the causes of young people reluctance with social issues. Also, it was

important because this case study also acquire information which will help guide decisions about similar research in the future.

3.2 Research method and procedures

We analyzed and follow the progress of our students by using methods the first our journals, the some interviews that we applied at the beginning and at the end of the project. in order go deeper at the moment of analyzing how their critical knowledge we also applied a questionnaire where they could express their ideas better. the questionnaire is based on a rubric from “*Association of American Colleges & Universities*” There the rubrics were developed by teams of faculty experts representing colleges and universities across the United States.

The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The data collection sources will be analyzed quantitatively based on the rubric below

3.2.1 Criteria for the rubric:

Information analysis (inductive method: uses particular premises to reach a general conclusion; deductive method: uses general principles to reach a specific conclusion).

1. Synthesis of ideas.
2. Argument identification.
3. Argument Evaluation.

4. Evaluation of the source of the arguments.
5. Posing different perspectives and / or solutions.

Model Critical Thought Rubric (Association of American Colleges & Universities, 2014)

Criterios	Excelente 8 -7	Satisfactorio 6 - 5	En progreso 4 – 3	Iniciado 2-1
Identifica y explica problemas, dilemas o situaciones	Identifica y resume claramente los problemas, dilemas o situaciones principales y explica detalladamente por qué y cómo lo son. Además, identifica asuntos insertados e implícitos en el contexto, abordando la relación entre éstos.	Identifica y resume los problemas, dilemas o situaciones principales y explica por qué y cómo lo son.	Identifica y resume parcialmente los problemas, dilemas o situaciones principales y explica de forma limitada por qué y cómo lo son.	No identifica, resume, o explica el problema principal o la pregunta. Representa los asuntos de forma inexacta e inapropiada.
Distingue los tipos de planteamientos	Distingue claramente los tipos de planteamientos basados en hechos, conceptos y valores. Además, reconoce aquellos que están implícitos en los supuestos y las implicaciones de las posiciones y argumentos presentados .	Distingue los tipos de planteamientos basados en hechos, conceptos y valores. Además, reconoce aquellos que están implícitos en los supuestos , pero no discute las implicaciones de las posiciones y argumentos presentados .	Distingue parcialmente los tipos de planteamientos basados en hechos, conceptos y valores.	No distingue los tipos de planteamientos basados en hechos, conceptos y valores.
Reconoce las personas implicadas y el contexto	Identifica correctamente las personas principales implicadas en los problemas, dilemas o situaciones. Además, establece claramente los contextos empíricos y teóricos de éstos. También, identifica personas y contextos secundarios y demuestra la tensión y conflicto de intereses entre ellos.	Identifica correctamente las personas principales implicadas en los problemas, dilemas o situaciones. Además, identifica la mayoría de los contextos empíricos y teóricos pertinentes a las personas principales implicadas en los problemas, dilemas o situaciones.	Identifica algunas de las personas principales implicadas en los problemas, dilemas o situaciones. Además, demuestra una comprensión parcial de las influencias de los contextos empíricos y teóricos de las personas implicadas en los problemas.	No identifica las personas principales implicadas en los problemas, dilemas o situaciones. Además, falla en explicar los contextos empíricos y teóricos de los asuntos planteados. No establece conexión con otras condiciones o contextos.

Interpreta el contenido	Ofrece interpretaciones precisas, exhaustivas y convincentes de los elementos fundamentales que forman parte de los problemas, situaciones o dilemas planteados.	Ofrece interpretaciones de los elementos fundamentales que forman parte de los problemas, situaciones o dilemas planteados.	Ofrece interpretaciones de algunos de los elementos fundamentales que forman parte de los problemas, situaciones o dilemas planteados.	No ofrece interpretaciones de los elementos fundamentales que forman parte de los problemas, situaciones o dilemas planteados.
Presenta un punto de vista y reconoce otras perspectivas	Presenta un punto de vista de forma clara y precisa de los problemas, situaciones o dilemas planteados. Reconoce objeciones y posiciones rivales, y provee respuestas convincentes a estas objeciones.	Presenta un punto de vista de los problemas, situaciones o dilemas planteados y discute sus debilidades y fortalezas.	Presenta un punto de vista impreciso e indeciso de los problemas, situaciones o dilemas planteados. Anticipa objeciones menores a su planteamiento o considera posiciones alternas débiles.	No presenta un punto de vista claro. Falla en anticipar objeciones hacia su punto de vista o a considerar otras perspectivas y posiciones.
Analiza los argumentos presentados	Analiza detalladamente los asuntos que aborda el argumento principal de los problemas, situaciones o dilemas planteados. Además, examina en detalle los argumentos secundarios y las teorías que los sustentan y su relación lógica con el argumento principal.	Analiza los asuntos que aborda el argumento principal de los problemas, situaciones o dilemas planteados, pero no en detalle. Además, examina parcialmente los argumentos secundarios y las teorías que los sustentan y su relación lógica con el argumento principal.	Analiza parcialmente los asuntos que aborda el argumento principal de los problemas, situaciones o dilemas planteados. Además, examina de forma limitada los argumentos secundarios y las teorías que los sustentan.	No identifica los componentes principales de los argumentos de los problemas, situaciones o dilemas planteados, ni demuestra la relaciones lógicas entre éstos.
Evalúa los supuestos presentados	Identifica y evalúa detalladamente los supuestos importantes, y también algunos de los que están implícitos.	Identifica y evalúa los supuestos importantes, pero no menciona los que están implícitos.	Identifica algunos de los supuestos importantes, pero no los evalúa para ver si son viables o claros.	No identifica o evalúa ningunos de los supuestos importantes detrás de las afirmaciones y recomendaciones hechas.
Evalúa la evidencia presentada	Identifica y evalúa rigurosamente toda la evidencia ofrecida. Además, provee nuevos datos o información con el propósito de fortalecer sus argumentos.	Identificó toda la evidencia importante y la evalúa rigurosamente.	Identifica los datos e información que cuenta como evidencia pero no la evalúa rigurosamente.	No identifica los datos e información que cuenta como evidencia para corroborar la veracidad de las afirmaciones y falla en evaluar su credibilidad.
Evalúa las Inferencias y las deducciones	Identifica y explica detalladamente los errores de razonamiento de otros. Además, al hacer inferencias o deducciones evita errores de razonamiento.	Identifica y explica los errores de razonamiento de otros. Además, al hacer inferencias o deducciones incorpora algunos errores de razonamiento.	Identifica y explica parcialmente los errores de razonamiento de otros. Además, al hacer inferencias o deducciones incorpora errores mayores de razonamiento.	No identifica y explica los errores de razonamiento de otros. Además, hacer inferencias o deducciones incorpora muchos errores de razonamiento.

3.3 Participants

Secondary learners; they are in a predetermined age (14-17 years old). For this was important their personal opinions in order to use them during the debates as the main tool to promote critical thinking, due their age, they possess the ability to understand and analyze the different situations propose for the class.

3.4 Data collection instruments

It was an important step in this research process. Based on those we choose to collect the needed information we could analyzed and support the outcomes. The data collection instruments used in this intervention were the ones which provide us a first impression about students' perception of the topic worked, also we needed to collect data related to students' attitudes towards the issue during the process. In addition, we used discussions (Debates) thus, we should have in mind body language at the moment to express their ideas and achieve the activities goal. The instruments were:

- Interviews.
- Questionnaires.
- Observations (Journals).
- Video recordings.

By means of those different instruments we could notice: first, using interviews and questionnaires, know what are students' perceptions about the topic at the beginning and at the end of the internship, it will help us to realize how they may/ or may not improve critical thinking and cultural awareness. Second, through the journals we should be able to see what changes or improvements have our population with the pass of time and even after every

session. Finally, without using video recordings in specific activities we would not be able to notice all the expression and reactions during the activities proposed that students have.

3.5 Working plan

In this working plan we specify how all the 384 hours we spent in this internship are divided and what we did in each of the three stages that were part of it.

First Stage	
Design of the project	Time: 90 Hours
<p>During these hours we spent the time on planning and thinking in the first draft of our project in the subject “research in L2”. In this stage we researched and gather all the necessary information for the us to present the paper in the project and also collected all information needed about qualitative research and its components.</p>	
Second Stage	
Intervention	Time: 270 hours
<p>These were the hours that we spent in the classroom with the students from different grades from seventh to eleventh. Furthermore, we were doing the intervention as well, in that the time we also prepared each of the classes, and grading students homework and evaluations.</p>	
Third Stage	
Final report	Time: 30 hours
<p>In this stage we include the time we spent in the elaboration of the final paper (report) from our internship as well as the analysis of data and journals.</p>	

CHAPTER IV: PEDAGOGICAL DESIGN

4.1 Language perspective

We decided to assume during our internship a perspective of language based on students' own culture and ideologies presented inside it to treat the "language as culture and ideology" theory by (Tudor, 2001). According to it, the culture cannot be seen as something superficial that is bound with customs, food and dancing. Culture also represents deeper aspects, as well as the way how they ask themselves about their origins, their differences with the others, their identity and how it contributes to their personal and social growth together with other individuals, considering that humans are social beings and are always building similarities to others, no matter the race, religion, ethnicity or any other type of subjective difference.

4.2 Learning perspective

As we were working with adolescents who had not been exposed during the majority of their school experience to the target language (TL). For that reason, we decided to use the TL as a tool to transmit a message or with a communicative purpose. In the Experiential Learning model (Tudor, 2001) refers to use the language as a excuse to transmit students' own ideas, opinions, and perspective. They worked on the knowledge of their own context making a brief review about specific moments where violence took place, and at the same time they were exposed to different activities that promote participation in the discussion about the principles, values and other factors which students can highlight through every session.

4.3 Teaching perspective

In this pedagogical intervention our aim was to provide learners with an space to be aware of their strengths, weaknesses, duties and rights; being able to analyze all these aspects in a critical way. This is explained by (Tudor, 2001) as “The School of Autonomy”, in which learners are encouraged to take care of their own learning processes, knowing that everything they do is going to be reflected on their own experiences with the language. This vision of the classroom also permits to clarify that every single learner has a different time of learning and a different learning style, which must be taken into account at the moment of teaching any topic or presenting a task for them to solve.

Thanks to this internal process learners can develop their thoughts and therefore through the socialisation of their ideas with the rest of their classmates, teachers, and, eventually, the rest of the society, they are going to be able to build their own mental schemes, understanding not only their personal ideas, but taking into account what others can add to it in order to make it more complete and objective.

4.4 Didactic choice

4.4.1 Learner Centered Approach

Learning experience is focused on the learners, they were participants in their own learning. They were able to access to the content of their choice (but also they worked with material suggested by the teachers), learners improve their knowledge and their skills throughout collaborative work, having all the students the same responsibility and the support of their partners, allowing them to work better and with no pressure.

4.4.2 Teachers' role

We as teachers were working around the whole classroom, during each activity having the role to provide support to the students and solve doubts and help them when was necessary. At the same time we had to pay attention to what kind of difficulties were more frequent during the activities in order to identify weaknesses and took them into account at the moment to prepare the following sessions.

4.4.3 Student's role

We should took into account students necessities at the moment to create and design the different activities and content for the course, we need to be concerned with facilitating motivation by strategies that enhanced learner effort and commitment to learning and to achieving high standards of comprehension and understanding, but essentially, students have to took learning as their own responsibility, so they should assume the responsibility about the class development with the us.

4.4.4 Materials' role

To promote interaction among students, it should provided specific content related with culture, in order to elicit output from learners. It had the responsibility to motivate and encourage them to reinforce the knowledge acquired being also contextualized with the environment.

4.5 Assessment

Taking into account the purpose of our project, the assessment of the activities and the learners' performance was not based on grammar or structural aspect but on the opinions, thoughts and ideas they exposed along the internship in the classes, debates and activities proposed. This performance has a qualitative feature that was analysed and contrasted using the rubric previously presented in the Pedagogical Intervention chapter, and through this rubric was possible for us to categorize and, therefore, assess learners' completion of the exercises and activities.

4.6 Indicators of achievement

We had some expectations of learners by the end of the internship regarding critical thinking and armed conflict in Colombia. We wanted them to learn and understand some of our country's history in order to analyse it and reflect on it using the information given and discussed in class through the videos, readings and debates. Moreover, we expected them to modify their ways to treat and refer to others, being able to feel more empathy and understand other people's points of view, generating arguments, discussions and debates based on respect and tolerance.

The recordings, debates and interviews also served as data and information to verify how much historical and English language content learners were able to acquire along the intervention.

CHAPTER V: FINAL REFLECTIONS

5.1 Reflective journals:

Journal August 15th 2019

In our first class, students were interested about where we came from and why we are doing our project in this school. Although they didn't have the expected level, at first sight we could realize that majority of them are quiet and hard workers on the other hand the relationship between a teacher and his students is stronger it would be an advantage for us.

Manage all of the time always will be something that we should work on, but we consider that students are going to be focus unreal participate actively with our project.

Multimedia sources were extremality important, on the reading proposed also bring them more information in order to acquire elements that will help them at the moment to argument or set their point of view according with the topic worker in the class.

Journal August 21th 2019

In this class we worked with students about the Independence Battles in Colombia and how these caused suffering and conditioned the intellectual and social development of our society. Learners really liked this topic due to a video we displayed from the TV show “El siguiente programa”. They felt this animation very interesting and easy to understand, even so it was very old.

At the end of the video we tried to prompt opinions from learners and some of them started to point their own positions and views about the topic, even recognizing and realizing that they haven’t been told about these events and its consequences. These opinions let us understand how they see and react to this new information, taking into account this is one of our first classes and they are still trying to open themselves to us as the new teachers and to the class itself and its dynamics.

We hope this attitude continues for next classes so they can stay focused and interested on the topics and the activities we’ll bring for them.

Journal September 2nd 2019

Today the class was very interesting because we were working in some related with history and Colombian culture. Students worked in a good way, and also they were interested in the activities proposed by the teachers. They should work in groups and develop a worksheet based on a video that they had previously watched about history of an army group FARC. Meanwhile they were watching the video, there was something called my attention, because one student told me that in this armed group there were not anything related with machisim, women a men had the same rights and duties. at least that was something mentioned in the video for a woman who were in that armed group.

On the other hand other students watch the video with a little reluctants regarding how this armed group had a bad side in colombian history, they talked about the crimes committed by them.

These kind of things made us to be aware of our population and how they perceive their context regarding to armed conflict on its influence their society.

Journal September 23rd 2019

In this class we presented the “National Front” topic to students. They were asked to make some sentences about the previous topics worked in class using the simple past tense. Thanks to this activity we realized that some of them actually learnt how to use this past structures and verbs. Most of them still have some problems when using auxiliaries and past ending s for regular and irregular verbs. To help them with this forms we made an exercise to remember the regular verbs and the ways these are conjugated in English for the past simple. Most of students got the idea and were able to applicate the rules when making sentences and answering to questions in the past tense.

On the other hand, irregular verbs were more difficult to assimilate for them. Learners had some difficulties to recognize which verbs are irregular and how they change when using the simple past tense. However, through the practice on National Front events they focused on these past forms and understood a little better. Some patterns were explained, such as “kept-slept”, “knew-grew”, or “gave-made”.

Regarding the topic, students received information about the National Front thanks to some readings and timelines developed in groups. These groups were organized taking into account learners’ level of proficiency and language knowledge, so every group counted with a student able to understand the vocabulary and structures to explain their classmates the topic and how to develop the timeline about the events happened in the past. We found it as a great strategy to make students share with other classmates and support those who need more help to understand English.

Journal October 18th 2019

Today we continued with our internship proposal. We planned some activities and strategies to present the topic and the students really enjoyed every activity we did. They were motivated and they participated actively. In one of those ones, they had to write and work cooperatively helping his partners to complete the each activity.

We could see how they had learnt and the difficulties they have. We could notice that there are some things that they did not remember some basic vocabulary and structures, but some of them they had already known that. However, there are some students that know English and that have been studying these weeks and they have learnt what they are supposed to. There is a group that has been constant and that has practiced everything they learn in class, so that's something good, no just for us but also form them and the environment in the classroom.

Journal October 25th 2019

In today's class we implemented the first debate, in which students had to participate to express their opinions based on the information provided in class and additional information that they should gather by themselves, and this was an excellent experience. Students had to choose a side (Against- In favor). They had to work cooperatively, so they asked each other what they were going to say and which part of the topic will be expressed by everyone.

Based on their opinions and their performance, there were different roles and points of view, despite of being in the same team. This activity brought different perspectives about the topic and also helped learners broaden their mindsets and views. We noticed that we need to pay more attention to the students who are not participating, because there are some students who take advantage that we are focused on the debates to start talking and make inconvenient noise, but the aim is also to motivate these students who did not participate so hopefully by next debates they feel more confident and prepared or with a better disposition to be part of the discussion and give some more arguments. If we achieve it, the debates will be more significant; not just for the internship purposes, but also to make learners reflect on the topics worked in class and their classmates' opinions and arguments.

We also need to work more on how to provide students with more vocabulary to express themselves, because so far they've been able to state their opinions using the lexic seen in the classes, but they need more words to be able to confront and counter argue effectively what others say.

Journal October 28th 2019

In this class we recorded some students while they were discussing about the FARC-EP group and its current situation in Colombian politics. It was visible how students' attitude and behavior changed once we turned the camera on, and we can understand the embarrassment and panic some of them felt while we were filming them. Moreover, this change helped us manage the debate, giving them some statements and questions to answer giving their opinions.

We're very glad of the results we obtained in this debate, because it was evident how they managed the historical topics and English language structures seen in class and practiced along these months. They were able to integrate this new knowledge in order to state their points of view, and even when they felt they couldn't communicate or express an idea, they were able to continue and use other words to create a message, which we consider is one of the most important achievements of this internship.

By the end of this debate some of the students told us they didn't believe they could actually say anything in another language, but with this exercise they realized they really can do it, it's not something impossible. We take this as another evidence of the internship success, because now they feel more confident and motivated to continue learning, not just English, but other matters they considered as difficult and unnecessary.

Journal November 1st 2019

Being this one of our last classes, we wanted to ask some of the students their thoughts about the course and our performance as teachers, and; for our surprise, some of the non-participative ones told us their impressions about the activities and exercises made in class. This was both surprising and satisfying, knowing that these students were almost never really involved or motivated in the classes. Even if they participated, it was more because of a requirement, not because of their self-motivation, so listening to them showing their ideas about us and our work was important.

We know that for our pedagogical formation as teachers is underlying to listen to suggestions and comments on our performance, attitude, behavior, etc. At the end, this is what really makes us understand our role and look for more and better ways to develop our labor as educators.

Personally, I consider this opportunity as a very enriching one to learn about ourselves and how to improve in our field. Thanks to students' opinions we can have a vision of how we're inside and outside the classroom as educators and individuals. If we're aware of it, it will be easier for us to understand and relate other people so our humane and pedagogical abilities will improve with every contact with others.

5.2 Students' first interview



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Internship Interview Questions (first application)

1. What is your perception of English (As foreign language) and its importance in our society?
2. What are your ideas about Colombia and the armed conflict?
3. How do you see the country (Colombia) and the different armed groups currently?
4. What do you think should be the immediate future of the country and the different armed groups?
5. What values or ideas do you think contribute to your personal growth if in you work in class the armed conflict and history in Colombia
6. Do you think it is important to work on these topics in the English class?

5.2.1 Students' answers:

Question 1

Student A

"Pienso que es necesario ¿No? Porque pues en muchos trabajos lo piden, y si usted sabe inglés le pagan más. ¿No? Además, yo creo que al aprender un nuevo idioma se le abren oportunidades de muchas carreras, dependiendo de la carrera. Si usted estudia idiomas, el inglés es súper importante; ya que en la mayor parte del mundo se habla inglés."

Ss A thinks it (English language) is necessary, because for him English is required in many jobs, employers use to ask for it, and if you know English they will pay you more. In addition, Ss A believes that learning a new language opens up opportunities for many careers, depending on the career, off course. But Ss gives as a example a language degree and says "If you study languages, English is super important; since English is spoken in most of the world".

Student B

"El inglés es como un canal fundamental para poder avanzar hacia el camino del éxito, porque si uno quiere entrar a una universidad si uno quiere vivir la vida al máximo ese es cómo por decir "el primer idioma". Entonces, es importante porque si yo quiero vivir al límite de mi vida porque no vivir al límite con mis metas."

On the other hand, Ss B expresses that English is like a fundamental channel to move towards the path of success, because if a person wants to study in a university it will be necessary, Ss related language with some ways to think related to "live life to the fullest". Ss B recognize the importance of the English language in a the global current, he mentions that it is "the first language ". So, for Ss B it is important because if he/she wants to live his/her life until the limit and express that also he/she wants to live to the limit with his/her goals.

Student C

“Para mí, desde mi percepción, el inglés es importante porque sirve para tener más oportunidades. Sea que usted se va para otro país, al extranjero le va a ser muy útil. Entonces, en ese caso el inglés sirve para comprar algo o no perderse.”

Finally Ss C says that from his/her perception, English is important because it serves to have more opportunities. Whether you are going to travel to another country, then English will be very useful; in that case, English is necessary to buy something or not to get lost.

Question 2

Student A

“Pues para mi el conflicto armado se debe a que hay una diferencia de ideas, como por ejemplo: lo que pasó entre Liberales y Conservadores , ambos tenían ideas para mejorar el país pero eran totalmente diferentes. Esto al final afectó al país porque al ser tan diferentes se crearon grandes disputas. y como consecuencia se crearon grupos armados diferentes al ejército.”

For Ss A the main cause of the conflict in Colombia is related to a difference of opinions between political sides, and, at the end, due to these differences, the country itself was the most affected one, not just dividing the population into colors and flags but also generating violence and intolerance waves for those who thought or expressed an alternative point of view.

Student B

“Mi opinión acerca del conflicto armado en Colombia es que había dos bandos (Frente Nacional) y un grupo de personas dijeron: “No, no es justo que gobiernes solo para ellos. No, esto no puede ser así. vamos a luchar por nuestro pueblo.” Y se crearon los grupos armados, estos han tenido unos ideales basados en la gente y su inconformidad con lo que pasa en Colombia. Yo diría que los grupos armados se generaron por la desigualdad en Colombia.”

It is interesting how Ss B points out the constant and still present inequality of the country, knowing this is something that some of these learners have experienced in their own families. For this reason, this reflection shows the opinion of a teenager who speaks from his/her own experience and feelings, also emphasising on what the people need and why some revolutionary groups were created to fill needs and ask for a change.

Student C

“Yo pienso que el conflicto armado en Colombia lo que ha hecho es que ha creado como una barrera para que el país pueda avanzar, porque el conflicto lo que hizo fue retrasar el desarrollo de Colombia.”

It is important to highlight the role of the conflict on the country's development, just as Ss C exposed in his comment, because this has been one of the most important factors that made our society to be out of time and period. It also changed the way people understand current and future necessities, realizing that money and war are usually connected in not many positive ways.

Question 3

Student A

“Bueno, en la actualidad, yo pienso que no ha cambiado mucho porque aún hay violencia. Se ha creado un acuerdo, ¿cierto? Pero no se ha respetado por ninguno de los dos (Gobierno y Grupo armado FARC-EP). Entonces tienen que ponerse de acuerdo ambas partes y cumplir porque se pueden crear choques. La actualidad va a cambiar pero tienen que poner de ambas partes sino volveremos a la guerra.”

Thanks to this comment we could see how Ss A sees the cooperative work as something necessary for the country and believes on how the current situation will change and better times will come. He/She states that even having a peace accord already signed by

both parts, there is nothing actually completed if there are not real intentions of stopping the conflict and creating a new country.

Student B

“Pienso que el gobierno y los grupos armados se llevan bien hoy en día, y gracias a ello se creó una conmoción porque subieron a un desmovilizado al senado. Colombia en la actualidad sigue mal corrupto, creo que somos el único país que le paga a una persona movilizada 30 millones para que esté en el senado. Una persona que hizo tanto daño. Y los grupos armados siguen teniendo una parte del poder del país.”

Ss B reflects about some political situations she/he considers can just happen in Colombia, such as the corrupt ways of acting, paying great amounts of money to senators and politicians, which is something that created controversy and made people question how politics are going to be modified after signing the accords.

Student C

“Yo pienso que Colombia ha cambiado de cierta manera con respecto a cuando mis papás eran jóvenes, pero en la actualidad se sigue viendo mucho lo que es la corrupción el narcotráfico y los grupos armados. O sea, no es que siempre va ser igual pero si han quedado secuela de eso. Creo que Colombia es un país que ha tomado malas decisiones y que no ha sabido llevar estos procesos (proceso de paz). O sea, muchas personas no van a cambiar, entonces en vez del gobierno crear esos acuerdos deberían dejar más bien tanta corrupción, porque con eso ellos (el gobierno) están demostrando que son igual a las FARC.”

Ss C recognizes the sequels that the conflict left in people's minds and hearts, mentioning aspects such as corruption, armed groups and drug dealing, which had marked our country's history and are still present on the young generations, not because they lived these events, but because of what they have heard and seen on the social media and what their

parents, grandparents or relatives had told them they lived and perhaps suffered due to the violence and uneasiness all these events caused on Colombian people's lives.

Question 4

Student A

“Yo pienso que los grupos armados van a regresar con más potencia y se van a aliar con otros guerrilleros que no se acogieron al proceso de paz. Con todo eso se puede llegar a generar un caos, porque si digamos, siempre falta el que está en desacuerdo con algo, en este caso hubo gente de ellos (Personas pertenecientes a las FARC) que no le llamaba mucho la tención la paz. Entonces, al ver que el gobierno sigue incumpliendo y va haber un desacuerdo, y se empiezan a chocar (luchar) para recuperar por el territorio que tenían. Entonces para ver un conflicto más adelante.”

What Ss A is stating in this comment is a realistic and, in some way, pessimistic position about what the future will bring. Realistic because of the ideas he/she exposes around the unpleased militants who could meet to recreate armed groups in a few years, and pessimistic because of the disappointing and terrifying fate that the country would have if this comes true.

Student B

“Yo creo que en Colombia, en un futuro, los grupos armados van a tomar más fuerza. El gobierno siempre va a rogar como “Por un acuerdo de paz” pero este nunca se va a conseguir. Eso es algo que nunca existió porque en realidad nunca hubo paz y los grupos armados van a seguir ahí y va a seguir igual de corruptos, igual nunca dejaron de ser corruptos.”

Reflecting on Ss A's comment and what he/she exposed to support his/her point of view we can understand Ss B's opinion. The way he/she expresses that there was actually never peace and it will never be achieved let us know the vision some people share and stand

for, taking into account how the peace process was developed, raised and finally signed, but, because of the change of presidents and some other political decisions, was not totally established and implemented as it was thought at the beginning, making some people feel angry, confused or disappointed.

Student C

“Yo pienso que Colombia va a ser igual como está en la actualidad va seguir igual, llena de corruptos. Va a seguir llevando a los guerrilleros al senado y pues ya.”

Finally, Ss C’s opinions shows the frustration and how powerless someone can feel about this situation. The way she/he expresses and the words used evidence the meaningless efforts by politicians and ex-militants that some people feel and think really caused the current situation as it is right now.

5.3 Students' final interview



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Internship Interview (Final)

1. What do you think about the process carried out by practicing teachers in English class?
2. How has changed the way you see English class and its importance in society?
3. What values or ideas do you think contribute to your personal growth working this type of topics? (Colombia: armed conflict and history)
4. What do you think would be the immediate future of the country and the different armed groups?
5. Do you think was important to work these topics in class?
6. Did you like the activities worked in the English class?

5.4 Final reflections.

Before describing our final reflections, we want to underline that, since the beginning of the internship, some of the stated objectives were modified or changed, taking into account some challenges and opportunities we found along the time we spent with students in the classroom. Although these objectives changed or were modified, we still consider that the general one stayed the same.

To start, it is important to recall that our project's purpose was to promote critical thinking on students through debates about the armed conflict in Colombia, taking as a foundational base the history of the country and how the events of the past have influenced on nowadays' situation. Besides, one of the biggest challenges we encountered when we started the project was the students' English level and their understanding of the language. Due to their lack of vocabulary and basic structures to generate sentences and subsequently opinions and debates, the process was interrupted in several opportunities and the pace of the project was impacted.

In order to achieve the objectives and make the topics and classes understandable for learners, we decided to take some time from the working plan to explain some vocabulary and grammar structures needed for the printed and audiovisual material we were bringing for them before they had to face the topics and content of each class. After the first two weeks of started the internship we realized that some students were relegated from the group and their work in class was not as proper as their classmates' and this turned into a problem when we

tried to start a new topic or generate a new discussion. In order to solve this situation students were told to work in groups which were made by us and the class headteacher so all groups had learners with different levels and abilities, being able to help each other in the activities and also generating new bonds and relationships between them.

One of the positive outcomes of the project was that the critical thinking level regarding the armed conflict of some students was higher than expected, which greatly surprised us. We think that working this kind of content, specifically in this grade, was appropriate because students are aware enough to give an opinion without some social and political prejudices, something that was evident along the project thanks to students' ideas about the topics proposed and the way they took as reference what they have heard at home and seen on TV and other massive social media. Dealing with this variety of opinions and reasons gave us some information about how to generate the debates and make learners participate actively in them.

Another positive aspect from the project was the adoption of perspectives and points of view related to the armed conflict, which were enabled and recognized thanks to the workshops and debates in class. The possibility of feeling and developing empathy and relate to others who suffered or caused the conflicts allows learners to generate a critical view about the current social and political aspects. According to the interviews and workshops completed by the end of the project, spillover victims were also recognized by some students, who exposed their opinions about sorrow, pain, corruption, suffering, money, etc. These concepts and feelings demonstrate how the content presented was meaningful and impacted on students' mindset and way of thinking, not just for now, but also for their future.

To conclude, we consider that working aspects regarding to students' own context connected to a foreign language let learners appropriate knowledge and use it in order to express their opinions about an specific topic. Although they did not have the expected level in the foreign language they were confident and motivated when speaking due to the emphasis on the opinions they wanted to express and not the grammar structures or rules without a previous context. Learners were more focused on giving a message than on building a proper sentence, which made them feel more confident and take language as a tool instead of a new element difficult to understand and use.

6. Annexes:

6.1 Lesson plans & worksheets:



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Facultad de Ciencias y Educación
Licenciatura en Educación Básica con Énfasis en inglés
Internship proposal:
Promoting Critical Thinking through debates on the armed Conflict in Colombia
2019-III – Teacher: Oscar Reyes.



DATE: 14 – 08 -2019
SCHOOL: San Pedro Claver -IED
COOPERATING TEACHER:

CLASS / COURSE: 903
STUDENT TEACHER: Camilo Anturi.

INTRODUCTION				
Colombian history				
TOPIC: Past Simple - Colombian history.			GOAL(S): To express knowledge about Colombian history using past simple in their own sentences.	
OBJECTIVES: To recognize the Colombian history and its importance in their present. - To identify the verbs (regular/irregular) in past. - To be able to produce sentences using past simple to talk about Colombian history.				
TIME:				
CLASS DEVELOPMENT				
ACTIVITY	TIME	PROCEDURE	MATERIALS	ASSESSMENT
Warm up: Knowing us	20'	Teacher is going to write in the board these three questions (What's your favorite TV show? What's your favorite song? What's your favorite subject?) then he is going to ask students to say their names and answer these questions in order to know his students.	Board Markers Students voice	
Activity N° 1: My last weekend	30'	Teacher is going to ask the students about what they did in the last weekend in order to know if they know something about why the last weekend was a holiday. Then they are going to write 10 sentences in past simple using different verbs (regular/irregular) which they express about what they did the last weekend	Notebook Pen	

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Activity N° 2: Watching history	20'	Teacher is going to ask them what they remember about Colombian history and if they know something about Simon Bolivar. After that teacher is going to play a video (in Spanish) about Colombian history. https://www.youtube.com/watch?v=BGRNu0RY28	TV and computer USB Memory.	
Activity N° 3: Writing report	25'	Students will work in groups of 4 people. They have to create a short news report to talk about something that called their attention in the video. Then one member of will share the news report with their partners.	Notebook Pen	
Activity N° 4: Self-reflection	20'	According to the video each student is going to write a brief reflection about Colombian history and then what they would change if they would have participated in the independence campaign using sentences in simple past.	Notebook Pen	
Homework		Students will develop a shot story telling the independence campaign but using extra information taken from different sources.		

Remarks:

Head Teacher Signature _____



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Internship proposal:
Promoting Critical Thinking through debates on the armed Conflict in Colombia
2019-III – Teacher: Oscar Reyes.



DATE: _____
SCHOOL: San Pedro Claver -IED
COOPERATING TEACHER: Mariana Pelsez

CLASS / COURSE: 904
STUDENT TEACHER: Camilo Anturi.

INTRODUCTION				
Colombian history (National Front)				
TOPIC: Past Simple		GOAL(S): Students will be able to identify the main historical facts about Colombian history in the period of National Front		
OBJECTIVES: Expressing ideas about Colombia as a country and its equality (if it exists). - Recounting historical facts using the past simple structure.				
TIME: 1h 50m				
CLASS DEVELOPMENT				
ACTIVITY	TIME	PROCEDURE	MATERIALS	ASSESSMENT
Introduction	20'	As introduction activity the teacher is going to select a member of each line, the others student in their desks are going to write 5 sentences in past simple regarding the last class topic (Independence campaign's history) in order to dictate those to their partner at the board. All lines will do it at same time. When all lines have written the sentences the teacher is going to start the activity. Pre-reading: vocabulary:	Board. Markers. Notebooks. worksheet Pen	<ul style="list-style-type: none"> Teacher is going to be in charge of choosing one member per line, in order to foster students' participation. Teacher is going to establish groups in order to look for a good work team from students and generate new

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<p>Reading</p>	<p>45'</p>	<p>The teacher is going to group the students in 9 groups and before giving them the handout with the reading La Violencia, dictatorship, and democratic restoration from Encyclopedia Britannica.com he will ask them what do they know already about this topic. The idea is that students establish some principal ideas and be ready for what they will see in the text.</p> <p>language structure:</p> <p>The students are going to look for unknown words and using the dictionary they will search the appropriate translation according to the text.</p> <p>The students are going to look for verbs in past tense and they will identify if those are regular or irregular in order to reinforce their knowledge in the differences between those.</p> <p>Students are going to watch this video in order to have a general idea about the topic that is going to be mainly developed: The National Front.</p> <p>https://www.youtube.com/watch?v=0zmDS18SoWA</p> <p>While reading:</p> <p>Students are going to identify the main idea, and two specific ideas (period of time, and the president during this) in the reading (La Violencia, dictatorship, and democratic restoration from Encyclopedia Britannica.com)</p> <p>After-reading:</p> <p>Students are going to rewrite the story in order to express the main ideas within the reading. At least 5 sentences with the most important things that called their attention into the text.</p>	<p>Pencils</p>	<p>relationships as partners among them.</p> <ul style="list-style-type: none"> ▪ Teacher is going to be attend to the group's work in order to solve doubts and help them if it is necessary ▪ The teacher is going to be the facilitator for the students, in order to make them understand what they have to do with the posters; having clear that they are creating their own material.
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<p>Cooperative work</p>	<p>30'</p>	<p>Storytelling:</p> <p>Students are going to do a short story where they express what their fragment (the text) was about. They will do a poster in a cardboard using past simple tense and drawings that allow them to describe and explain the facts in the reading (La Violencia, dictatorship, and democratic restoration from Encyclopedia Britannica.com), and also express how they could see or not equality into these historical facts. Finally, in a mural students will post their works and share the main idea of each one. They must organize the story in a chronological sequence in order to create a "book" which relates the Colombian history during the period of National Front.</p>		
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Remarks:

Head Teacher Signature _____

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Internship proposal:
Promoting Critical Thinking through debates on the armed Conflict in Colombia
2019-III – Teacher: Oscar Reyes.



DATE: 04 – 09 -2019
SCHOOL: San Pedro Claver -IED
COOPERATING TEACHER:

CLASS / COURSE: 903
STUDENT TEACHER: Camilo Anturi

INTRODUCTION				
Colombian history				
TOPIC: Past Simple - Colombian history.			GOAL(S): To express knowledge about Colombian history using past simple in their own sentences.	
OBJECTIVES: To recognize the Colombian history and its importance in their present. - To identify the verbs (regular/irregular) in past. - To be able to produce sentences using past simple to talk about Colombian history.				
TIME:				
CLASS DEVELOPMENT				
ACTIVITY	TIME	PROCEDURE	MATERIALS	ASSESSMENT
Introduction	20'	Teacher is going to give back the worksheet from last class. Students have to organize in the groups they were working last week. Then, they are going to complete the last part of it in order to present it to the teacher and the rest of their classmates.	Worksheets Pens	
Activity N° 1: Text report	30'	When all groups have presented, the teacher is going to give some pieces of cardboard to each group. In these cardboards students are going to recreate the abstracts they had on their worksheets through drawings and a short paragraph.	Worksheets Cardboards	

Activity N° 2: Watching history	20'	Then, a video about the guerrillas groups' foundation will be played. Students are going to take notes about main concepts in order to translate them in groups with the help of the dictionaries. These words will work as the base to create sentences in order to express opinion.	TV and computer USB Memory.	
Activity N° 3: How to express your opinion?	25'	Students will receive some useful vocabulary to express their opinions and thoughts. This vocabulary will include words and sentences such as "I believe", "I consider", "I think", "In my opinion", "For me", "I agree", "I disagree". Then, they will write some sentences using these expressions and also related to the video previously watched.	Notebook Pen	
Activity N° 4: Self-reflection	20'	The class will finish with a review of the new vocabulary and expressions. This review will be done asking the students randomly.	Board Markers	

Remarks:

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Internship proposal:



Critical Thinking through debates on the armed Conflict in Colombia
2019-III – Teacher: Oscar Reyes.

DATE: 06 – 09 -2019
SCHOOL: San Pedro Claver -IED
COOPERATING TEACHER:

CLASS / COURSE: 904
STUDENT TEACHER: Camilo Anturi.

INTRODUCTION				
Colombian history - Expressing opinions.				
TOPIC: Expressing opinion - Colombian history.			GOAL(S): To express knowledge about Colombian history using past simple in their own sentences.	
OBJECTIVES: To recognize the Colombian history and its importance in their present. - To identify the verbs (regular/irregular) in past. - To be able to produce sentences expressing their opinion.				
TIME:				
CLASS DEVELOPMENT				
ACTIVITY	TIME	PROCEDURE	MATERIALS	ASSESSMENT
Introduction	20'	Teacher is going to review with students the expressions and words worked in the previous class. They are going to be asked about how to use this vocabulary in actual conversations and to give their opinion about controversial topics.	Notebook Board Markers	
Activity N° 1: Simple opinions	30'	When all students have reviewed the vocabulary and expressions from last class, the teacher will suggest some topics such as: school, family, sports, English, love, university. Students will have two minutes to a short sentence using the vocabulary to express opinion about these topics. Then, they will say them aloud trying to pronounce the best way possible.	Worksheets Cardboards	Teacher will correct the pronunciation mistakes students can make in their sentences.

Activity N° 2: Choose your side	20'	All desks and chairs will be put away and students will be stood in the middle of the classroom (it can also be outside). The teacher will mention some controversial topics and learners will have to choose a side either "I agree" or "I disagree". Once they choose their side, they'll be asked why and will use the learnt structures and "because" in order to answer with valid arguments. Each argument well made (or attempt) will be assessed by the teacher with points for students.	Board. Marker.	Teacher will correct the pronunciation and grammar mistakes students can make in their sentences.
Activity N° 3: How to express your opinion?	25'	Students will watch a video with a brief explanation and examples in real life. They will have to watch and repeat trying to improve the way they pronounce. At the end they will try to recreate a short conversation as in the video. This will be made by pairs.	TV and computer USB Memory.	Teacher will stop the video in order to explain the expressions and let students practice the pronunciation.
Activity N° 4: Presentation	20'	Students will present their conversations (roleplays) in front of their classmates, taking into account the corrections made by the teacher and what they watched in the video.	Board Markers	

Remarks:

Head Teacher Signature _____



LESSON PLAN

School: San Pedro Claver IED

Teacher: Victor Sandoval

Grade: 903

Number of students: _____

Class duration: 100
minutes

Module CSI: _____

Language Focus: Grammar Vocabulary
 Functions Other _____

Skills: Reading Listening Writing Speaking

Approach: Active Learning
 Communicative Approach
 Task-Based Learning
 Project-Based Learning
 Problem-Based Learning
 Other: _____

Assessment: Formative Assessment(AfL)
 Summative Assessment (AoL)
 Skills Assessment
 Game-based Assessment
 Other: _____

Lesson Outcome:

Promote critical thinking



Performance Indicators:

Knowing	Doing	Being	Learning to Learn

Learning Map:



Description of the learning map:

Content: (lexical, grammatical, pronunciation, discourse, sociolinguistic / intercultural)

Passive voice, the use of sentences to express opinion, past simple and present perfect.

Anticipated problems	Planned solutions



Moment	Procedure	Time and Interactions
Warm up	<p>Student will look for the past participle of transitive verbs. They will create a short chart with the word and its translation in Spanish.</p> <p>Then they will write at least five sentences with these verbs (in active voice)</p>	15 min
Audio visual tool	<p>Teacher will use the video beam to project a short video "Farc guerrillas: last days of blood in Colombia" https://www.youtube.com/watch?v=mZqdEG7fyaE&list=LLJJoYm1qW_Hf5i3KPU5soPQ&index=5 (in English) Before watching the video, he will ask some of the students about the previous knowledge about this armed group.</p> <p>After playing the video, teacher will look for the reactions and How have changed the perception of those who gave their opinion before the video and from other students contextualizing it to the news they see daily.</p>	20 min
Group work	<p>Students will work in groups of four in order to develop the worksheet designed by the teacher in which there is a fragment of the reading FARC: COLOMBIAN MILITANT GROUP (article obtained from the website https://www.britannica.com/topic/FARC) During this process they must also practice the content proposed for the class (passive voice) through the exercises presented in the worksheet.</p>	40 min

<p>Sharing acquired knowledge</p>	<p>Students, with the teacher company as guide, will share the part of the text that corresponded to <u>them</u>, in addition they should talk about their perception or opinion about the text in general and then relate it to what was previously seen in the video.</p>	<p>25 min</p>
<p>Homework</p>	<p>Students should ask their parents or close family members what they know about the origin of this armed group? <u>and</u> what is their position on this issue? In addition, students should seek information about the topic but this should be focused on preparing a position that they will defend in the next session through the proposed debates.</p>	

Materials needed

(For example: English Please, Way to go, etc.)

I



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1. Before start the reading activity you will look for transitive verbs (if there are) and then you have to write the at least four sentences.

1 _____	2 _____
3 _____	4 _____
5 _____	6 _____

2. Read carefully the fragment from text about Colombian History ("**FARC COLOMBIAN MILITANT GROUP**").

1. FARC, abbreviation of Spanish Fuerzas Armadas Revolucionarias de Colombia ("Revolutionary Armed Forces of Colombia"), Marxist guerrilla organization in Colombia. Formed in 1964 as the military wing of the Colombian Communist Party (Partido Comunista de Colombia; PCC), the FARC is the largest of Colombia's rebel groups, estimated to possess some 10,000 armed soldiers and thousands of supporters, largely drawn from Colombia's rural areas. The FARC supports a redistribution of wealth from the wealthy to the poor and opposes the influence that multinational corporations and foreign governments (particularly the United States) have had on Colombia.

3. Rewrite the history. In order to express the main ideas within the text write at least 5 sentences using passive voice.

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- _____
- _____

Article written by: Jeff Wallenfeldt. <https://www.britannica.com/topic/FARC>



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1. Before start the reading activity you will look for transitive verbs (if there are) and then you have to write the at least four sentences.

1 _____	2 _____
3 _____	4 _____
5 _____	6 _____

2. Read carefully the fragment from text about Colombian History ("**FARC COLOMBIAN MILITANT GROUP**").

2. The FARC has carried out bombings, assassinations, hijackings, and other armed attacks against various political and economic targets in the country; it has also kidnapped foreigners for ransom, executing many of its captives. The FARC's links to drug trafficking have brought hundreds of millions of dollars annually into the organization from taxes it imposes. The FARC has received some external support for its activities from other paramilitary organizations and sympathetic governments, such as the Cuban government of Fidel Castro. In 1985 the FARC and other left-wing groups, including the PCC, established a political party, Patriotic Union (Unión Patriótica; UP), in a cease-fire agreement with the government. The UP participated in elections beginning in 1986 and won a large portion of the votes. In subsequent years, however, thousands of UP members, including three of the party's presidential candidates, were killed by right-wing paramilitary groups. Many UP leaders were forced into exile. Political violence decimated the party, and it had virtually disappeared by 2002.

4. Rewrite the history. In order to express the main ideas within the text write at least 5 sentences using passive voice.

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Article written by: *Jeff Wallenfeldt*. <https://www.britannica.com/topic/FARC>



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1. Before start the reading activity you will look for transitive verbs (if there are) and then you have to write the at least six sentences.

1 _____	2 _____
3 _____	4 _____
5 _____	6 _____

2. Read carefully the fragment from text about Colombian History ("**FARC COLOMBIAN MILITANT GROUP**").

3. In 1998, in an effort to persuade the FARC to enter peace negotiations, Pres. Andrés Pastrana demilitarized a 18,000-square-mile (42,000-square-km) area of southern Colombia, effectively ceding control of the territory to the rebels. Although negotiations began in January 1999, the FARC soon withdrew. In 2002 Pres. Álvaro Uribe Vélez remilitarized the territory after the FARC hijacked an airliner and kidnapped a Colombian senator on board. For the next several years, Uribe employed intensive policing and military operations against the FARC. As a result, the FARC's strength was reduced in urban areas, and the number of attacks and kidnappings by the organization significantly decreased. The FARC, however, rejected many proposals by the Colombian government as well as the international community that called for the return of hostages.

3. Rewrite the history. In order to express the main ideas within the text in at least 5 sentences write the most important things that called your attention into the lecture.

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- _____

Article written by: *Jeff Wallenfeldt*. <https://www.britannica.com/topic/FARC>



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1. Before start the reading activity you will look for transitive verbs (if there are) and then you have to write the at least six sentences.

1 _____	2 _____
3 _____	4 _____
5 _____	6 _____

2. Read carefully the fragment from text about Colombian History ("**FARC COLOMBIAN MILITANT GROUP**").

4. Political tensions in the region escalated in early 2008 when Colombian troops crossed the border into Ecuador to raid a FARC encampment. In March 2008 the FARC's leader and one of the organization's founders, Manuel Marulanda Vélez, nicknamed Tirofijo ("Sureshot"), died of a heart attack. Alfonso Cano (nom de guerre of Guillermo Saenz Vargas), who served as head of the organization's underground political arm, the Clandestine Communist Party of Colombia (founded in 2000), became the FARC's new leader in May 2008. In September 2010, FARC's leadership was again rocked when another of its principal leaders, best known as "Mono Jojoy" (but also known as Jorge Briceño or Luis Suárez), was killed in a military air strike. Although FARC's influence subsequently waned, the group launched several deadly attacks in Colombia in 2011. In November of that year Cano was killed during a raid by Colombian government forces. In 2012 the FARC announced that it would no longer engage in kidnapping for extortion and unilaterally freed the last members of the army and police forces it held (though nothing was said about its many civilian hostages). That year it also entered into direct peace negotiations with the government, which began in Oslo and continued in Havana.

5. Rewrite the history. In order to express the main ideas within the text write at least 5 sentences using passive voice.

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Article written by: Jeff Wallenfelt: <https://www.britannica.com/topic/FARC>



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1. Before start the reading activity you will look for transitive verbs (if there are) and then you have to write the at least six sentences.

1 _____	2 _____
3 _____	4 _____
5 _____	6 _____

2. Read carefully the fragment from text about Colombian History ("**FARC COLOMBIAN MILITANT GROUP**").

5. Those talks yielded agreements on three of the five major points on the agenda set by the negotiating parties but were suspended by the government in mid-November 2014, when a high-ranking army officer was kidnapped (along with two other people) by the guerrilla group. Talks immediately resumed when the FARC released him some two weeks later. On December 20 the FARC initiated another unilateral cease-fire, which was still holding in mid-January 2015 when Colombian Pres. Juan Manuel Santos surprised many observers by directing negotiators in Havana to open discussions regarding a bilateral cease-fire (which he had previously refused to consider until a final agreement had been reached). In March Santos ordered a halt to the bombing of FARC camps. When FARC guerrillas killed 11 government troops in an attack on a patrol in April (in response to encroachment by the army, FARC leaders claimed), however, Santos reinstated air strikes, and on May 21 a combined air and ground attack by government forces resulted in the deaths of 26 FARC guerrillas. In response, FARC rescinded its cease-fire but said that it remained committed to negotiations.

6. Rewrite the history. In order to express the main ideas within the text write at least 5 sentences using passive voice.

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Article written by: *Jeff Wallenfeldt*. <https://www.britannica.com/topic/FARC>



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1. Before start the reading activity you will look for transitive verbs (if there are) and then you have to write the at least six sentences.

1 _____	2 _____
3 _____	4 _____
5 _____	6 _____

2. Read carefully the fragment from text about Colombian History ("**FARC COLOMBIAN MILITANT GROUP**").

6. In early July the FARC announced a new month long cease-fire to begin on July 20. In response the government pledged to scale back its military activities, and, by the end of the month, the military again ceased bombing. In August the FARC declared an open-ended extension to its cease-fire. The next development was momentous. Meeting in Havana on September 23, FARC representatives and Santos announced that they had pledged to reach a final peace agreement within six months. Important details remained to be ironed out, but major stumbling blocks in the ongoing negotiations had been resolved: the nature of the justice measures for conflict-related crimes on both sides and the deadline for completing a final agreement.

3. Rewrite the history. In order to express the main ideas within the text write at least 5 sentences using passive voice.

- _____
- _____
- _____
- _____
- _____

Article written by: Jeff Wallenfeldt. <https://www.britannica.com/topic/FARC>



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1. Before start the reading activity you will look for transitive verbs (if there are) and then you have to write the at least six sentences.

1 _____	2 _____
3 _____	4 _____
5 _____	6 _____

2. Read carefully the fragment from text about Colombian History ("**FARC COLOMBIAN MILITANT GROUP**").

7. On June 23, 2016, Rodrigo Londoño ("Timoleón Jiménez" or "Timochenko"), the FARC's leader since November 2011, joined Santos in Havana to sign a permanent cease-fire agreement, paving the way for the final peace treaty. The agreement was signed in the presence of UN Secretary-General Ban Ki-Moon and the presidents of Cuba, Chile, and Venezuela, and it stipulated that within 180 days of the final treaty's signing FARC fighters would turn in their weapons at concentration zones scattered throughout the countryside under the monitoring of UN officials. In July, with details remaining to be ironed out before the final treaty could be signed, Colombia's constitutional court ruled that approval of the treaty could be put to the people in a referendum.

3. Rewrite the history. In order to express the main ideas within the text write at least 5 sentences using passive voice.

- _____
- _____
- _____
- _____
- _____

Article written by: Jeff Wallenfeldt. <https://www.britannica.com/topic/FARC>



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1. Before start the reading activity you will look for transitive verbs (if there are) and then you have to write the at least six sentences.

1 _____	2 _____
3 _____	4 _____
5 _____	6 _____

2. Read carefully the fragment from text about Colombian History ("**FARC COLOMBIAN MILITANT GROUP**").

8. On September 26, 2016, Londoño and Santos signed a historic final peace agreement, but just one week later, on October 2, that agreement was rejected by Colombians in a razor-close referendum vote (50.21 percent of those who went to the polls voted against the agreement, and 49.78 percent voted for it). The general perception of those opposed to the agreement was that it was too lenient on the FARC. Nevertheless, the government and the FARC both announced that they would maintain the cease-fire as they prepared to return to the negotiating table.

In late November a renegotiated accord was ratified by the House of Representatives and the Senate; however, it was rejected and denounced by the opposition because it failed to include some of their key proposals. Nonetheless, the process by which the FARC guerrillas were to relinquish their weapons was largely peacefully under way at the beginning of 2017.

3. Rewrite the history. In order to express the main ideas within the text write at least 5 sentences using passive voice.

- _____
- _____
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Article written by: Jeff Wallenfeldt. <https://www.britannica.com/topic/FARC>



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1. Before start the reading activity you will look for transitive verbs (if there are) and then you have to write the at least six sentences.

1 _____	2 _____
3 _____	4 _____
5 _____	6 _____

2. Read carefully the fragment from text about Colombian History ("**FARC COLOMBIAN MILITANT GROUP**").

9. On August 15, 2017, the FARC turned over the last of its accessible weapons to UN representatives (some 900 weapons remained in caches in remote areas), bringing the total of decommissioned weapons to more than 8,100 guns and about 1.3 million cartridges. With this action the Colombian government declared an official end to its conflict with the FARC. The FARC began its transition into a political party that was guaranteed 10 unelected seats in the Colombian legislature (five in the House of Representatives and five in the Senate).

3. Rewrite the history. In order to express the main ideas within the text write at least 5 sentences using passive voice.

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- _____
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Article written by: *Jeff Wallenfeldt*. <https://www.britannica.com/topic/FARC>



Universidad Distrital "Francisco José de Caldas"
Facultad de Ciencias y Educación
Worksheet "Narcotráfico in Colombia"



Name _____ Date _____ Course _____

<https://www.youtube.com/watch?v=LkTMBadH2NU>

1. After watching the video select the best option to complete the sentence:

a. Drug trafficking in Colombia begins with

Marijuana in the 60s Cocaine in the 80s Heroin in the 70s

b. _____ is known as the biggest illicit business in history

Marijuana Cocaine Heroin

c. In parallel, a flower called poppy is used and with it the _____ also begins.

Marijuana traffic Cocaine traffic Heroin traffic

d. The operations are controlled by a nascent _____ owner of huge flotillas of airplanes and weapons.

Mafia Cartel Armed group

2. What is the appropriate translation for each of these sentences:

1. In the congress of Colombia the waters are agitated.

a. Se les llaman mágicos pues pasan de no tener nada a tener todo de la noche a la mañana.

2. "We have generated most jobs in the country."

b. El sentido de la muerte y la vida se desvalorizo tremendamente.

3. "I seek peace, and I have always preached peace, and I have longed for peace."

c. "La cocaína es la bomba atómica de Latinoamérica"

4. Death To Kidnappers

d. "Nosotros hemos generado la mayor parte de empleos en el país".

5. The sense of death and life was greatly devalued.

e. Muerte A Secuestradores

6. They are called magical because they go from having nothing to having everything overnight.

f. En el congreso de Colombia las aguas están agitadas.

7. "Cocaine is the atomic bomb of Latin America"

g. "Yo busco la paz, y siempre he predicado la paz, y he anhelado la paz".

3. What do you think about the following sentences? Give your opinion about each of them.

a. "Cocaine is the atomic bomb of Latin America: with the mild stimulants and the market that North Americans apparently need to function, Latin American revolutionary movements are brewing."

b. "That journalistic company, which falsifies news, injects a morbid and harmful poison, and that attacks people."

c. "To be poor in a Medellín neighborhood is to be a hitman"

d. "When we get to the extreme image of a cathedral and a priest who goes out to bless those who are murderers we are coming to a fetishistic religiosity at the service of a criminal activity."

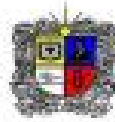
e.

4. Reflection:

Do you believe that drug trafficking can end?

Why did the drug traffickers have so many acceptances within the Colombian people?

What do you think will be the most efficient way to defeat drug trafficking? Why?



Universidad Distrital Francisco José de Caldas
Facultad de Ciencias y Educación
Licenciatura en Educación Básica Énfasis en Inglés

Student's names: _____

Group N°: _____ Grade: _____ Date: _____

1. Before start the reading activity you will look for at least 6 unknown words and then using the dictionary you have to write the meaning (translation) of those according with the lecture.

1 _____	2 _____
3 _____	4 _____
5 _____	6 _____

2. Read carefully the fragment from text about Colombian History ("La Violencia", dictatorship, and democratic restoration). Then underline the verbs in past and identify which are regular and irregular.

1. Liberal hegemony continued through the 1930s and the World War II era, and Alfonso López Pumarejo was reelected in 1942; however, wartime conditions were not favourable to social change. In the elections of 1946, two Liberal candidates, Gabriel Turbay and Jorge Eliécer Gaitán, stood for election and thus split the Liberal vote. A Conservative, Mariano Ospina Pérez, took office. Conservatives had been embittered by political sidelining and, since 1930, had suffered violent attacks at the hands of Liberal supporters. With the electoral victory of 1946 they instituted a series of crude reprisals against Liberals. It was the initiation of the period that was dubbed La Violencia. On April 9, 1948, Gaitán, leader of the left wing of the Liberal Party, was assassinated in broad daylight in downtown Bogotá. The resulting riot and property damage (estimated at \$570 million throughout the country) came to be called the *Bogotazo*.

3. Rewrite the history. In order to express the main ideas within the text in at least 5 sentences write the most important things that called your attention into the lecture.

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- _____
- _____
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Universidad Distrital "Francisco José de Caldas"
Facultad de Ciencias y Educación
Licenciatura en Educación Básica Énfasis en Inglés

Student's names: _____

Group N°: _____ Grade: _____ Date: _____

1. Before start the reading activity you will look for at least 6 unknown words and then using the dictionary you have to write the meaning (translation) of those according with the lecture.

1 _____	2 _____
3 _____	4 _____
5 _____	6 _____

2. Read carefully the fragment from text about Colombian History ("La Violencia", dictatorship, and democratic restoration). Then underline the verbs in past and identify which are regular and irregular.

2. La Violencia originated in an intense political feud between Liberals and Conservatives and had little to do with class conflict, foreign ideologies, or other matters outside Colombia. Authoritative sources estimate that more than 200,000 persons lost their lives in the period between 1946 and 1954. The most spectacular aspect of the violence, however, was the extreme brutality perpetrated on the victims, which has been a topic of continuing study for Colombians. La Violencia intensified under the regime of Laureano Gómez (1950–53), who attempted to introduce a fascist state. His excesses brought his downfall by military coup—Colombia's first in the 20th century. Gen. Gustavo Rojas Pinilla assumed the presidency in 1953. Rojas was a populist leader who supported citizens' demands for the redress of grievances against the elite. Support for Rojas began to collapse when it appeared that he would not be able to fulfill his promises, when he showed reluctance to give up power, and when the economy faltered as a result of a disastrous fall in coffee prices in 1957. He was driven from office that year by a military assembly.

3. Rewrite the history. In order to express the main ideas within the text in at least 5 sentences write the most important things that called your attention into the lecture.

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Universidad Distrital "Francisco José de Caldas"
Facultad de Ciencias y Educación
Licenciatura en Educación Básica Énfasis en Inglés

Student's names: _____

Group N°: _____ Grade: _____ Date: _____

1. Before start the reading activity you will look for at least 6 unknown words and then using the dictionary you have to write the meaning (translation) of those according with the lecture.

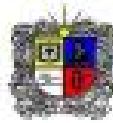
1 _____	2 _____
3 _____	4 _____
5 _____	6 _____

2. Read carefully the fragment from text about Colombian History ("La Violencia", dictatorship, and democratic restoration). Then underline the verbs in past and identify which are regular and irregular.

3. The arrangement for the National Front government—a coalition of Conservatives and Liberals—was made by Alberto Lleras Camargo, representing the Liberals, and Laureano Gómez, leader of the Conservative Party, in the Declaration of Sitges(1957). The unique agreement provided for alternation of Conservatives and Liberals in the presidency, an equal sharing of ministerial and other government posts, and equal representation on all executive and legislative bodies. The agreement was to remain in force for 16 years—equivalent to four presidential terms, two each for Conservatives and Liberals. The question of what governmental structure would follow the National Front was left unsettled.

3. Rewrite the history. In order to express the main ideas within the text in at least 5 sentences write the most important things that called your attention into the lecture.

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Universidad Distrital "Francisco José de Caldas"
Facultad de Ciencias y Educación
Licenciatura en Educación Básica Énfasis en Inglés

Student's names: _____

Group N°: _____ Grade: _____ Date: _____

1. Before start the reading activity you will look for at least 6 unknown words and then using the dictionary you have to write the meaning (translation) of those according with the lecture.

1 _____	2 _____
3 _____	4 _____
5 _____	6 _____

2. Read carefully the fragment from text about Colombian History ("La Violencia", dictatorship, and democratic restoration). Then underline the verbs in past and identify which are regular and irregular.

4. The National Front had been contemplated that a Conservative would be the first to occupy the presidency in 1958. When the Conservative Party could not agree on a candidate, however, the National Front selected Lleras, who had previously served in that office for 12 months in 1945–46. During Lleras's tenure an agrarian reform law was brought into effect, national economic planning for development began, and Colombia became the showcase of the Alliance for Progress (a U.S. attempt to further economic development in Latin America). But severe economic difficulties caused by low coffee prices, domestic unemployment, and the apparent end of the effectiveness of import substitution were only partially offset by Alliance aid. The Alliance increased Colombia's economic dependence on the United States, which, to some Colombians, had serious disadvantages. By 1962 economic growth had come almost to a standstill.

3. Rewrite the history. In order to express the main ideas within the text in at least 5 sentences write the most important things that called your attention into the lecture.

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Universidad Distrital "Francisco José de Caldas"
Facultad de Ciencias y Educación
Licenciatura en Educación Básica Énfasis en Inglés

Student's names: _____

Group N°: _____ Grade: _____ Date: _____

1. Before start the reading activity you will look for at least 6 unknown words and then using the dictionary you have to write the meaning (translation) of those according with the lecture.

1 _____	2 _____
3 _____	4 _____
5 _____	6 _____

2. Read carefully the fragment from text about Colombian History ("La Violencia", dictatorship, and democratic restoration). Then underline the verbs in past and identify which are regular and irregular.

5. The precarious state of the economy and the degree of social tension were revealed when only about half of those eligible to vote did so in the 1962 presidential elections, which brought Guillermo León Valencia, a Conservative, to the presidency. During Valencia's first year in office internal political pressures led to devaluation of the peso (Colombia's currency), wage increases among unionized workers of some 40 percent, and the most rampant inflation since 1905. Extreme deflationary policies were applied in the next three years, raising the unemployment rates above 10 percent in the major cities and turning even more Colombians against the National Front. Less than 40 percent of the electorate went to the polls in the 1964 congressional elections.

3. Rewrite the history. In order to express the main ideas within the text in at least 5 sentences write the most important things that called your attention into the lecture.

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Universidad Distrital "Francisco José de Caldas"
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Student's names: _____

Group N°: _____ Grade: _____ Date: _____

1. Before start the reading activity you will look for at least 6 unknown words and then using the dictionary you have to write the meaning (translation) of those according with the lecture.

1 _____	2 _____
3 _____	4 _____
5 _____	6 _____

2. Read carefully the fragment from text about Colombian History ("La Violencia", dictatorship, and democratic restoration). Then underline the verbs in past and identify which are regular and irregular.

6. The Guerrilla groups began appearing in Colombia during Valencia's presidency. The first was the National Liberation Army (Ejército de Liberación Nacional; ELN), which was created by a group of Colombian students who had studied in Cuba. Founded in 1964, the ELN followed strategies espoused by Che Guevara. Another guerrilla group, which followed two years later, was the Colombian Revolutionary Armed Forces (Fuerzas Armadas Revolucionarias de Colombia; FARC), which was more connected to Soviet-influenced communist movements. Much of FARC originated in the "resistance committees" that had appeared in Colombia during La Violencia.

3. Rewrite the history. In order to express the main ideas within the text in at least 5 sentences write the most important things that called your attention into the lecture.

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Universidad Distrital "Francisco José de Caldas"
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Student's names: _____

Group N°: _____ Grade: _____ Date: _____

1. Before start the reading activity you will look for at least 5 unknown words and then using the dictionary you have to write the meaning (translation) of those according with the lecture:

1 _____	2 _____
3 _____	4 _____
5 _____	6 _____

2. Read carefully the fragment from text about Colombian History ("La Violencia", dictatorship, and democratic restoration). Then underline the verbs in past and identify which are regular and irregular.

7. Carlos Lleras Restrepo was the third National Front president (1966–70). He returned the economy to a sound footing, improved government planning for economic development, and pushed through political reforms essential to an orderly end to the Front (which seemed increasingly to constitute a monopoly of power by the Conservative-Liberal oligarchy). Although the constitutional reform of 1968 stipulated that elections would become competitive again after 1974, the president was still required to give "adequate and equitable" representation to the second largest political party in his cabinet and in the filling of other bureaucratic posts.

3. Rewrite the history. In order to express the main ideas within the text in at least 5 sentences write the most important things that called your attention into the lecture.

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1. Before start the reading activity you will look for at least 6 unknown words and then using the dictionary you have to write the meaning (translation) of those according with the lecture.

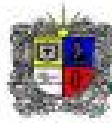
1 _____	2 _____
3 _____	4 _____
5 _____	6 _____

2. Read carefully the fragment from text about Colombian History ("La Violencia", dictatorship, and democratic restoration). Then underline the verbs in past and identify which are regular and irregular.

8. In the 1970 presidential election Misael Pastrana Borrero, the Conservative candidate backed by the National Front, nearly lost to former dictator Gustavo Rojas Pinilla as the urban vote went strongly against the Front. (For the first time Colombia's population was more than 50 percent urban.) A rapid migration from country to city had created new urban interest groups—particularly in the lower middle and working classes—that felt unrepresented by the traditional parties; nonetheless, the traditional parties prevailed and were not again successfully challenged.

3. Rewrite the history. In order to express the main ideas within the text in at least 5 sentences write the most important things that called your attention into the lecture.

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Universidad Distrital "Francisco José de Caldas"
Facultad de Ciencias y Educación
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Group N°: _____ Grade: _____ Date: _____

1. Before start the reading activity you will look for at least 5 unknown words and then using the dictionary you have to write the meaning (translation) of those according with the lecture.

1 _____	2 _____
3 _____	4 _____
5 _____	6 _____

2. Read carefully the fragment from text about Colombian History ("La Violencia", dictatorship, and democratic restoration). Then underline the verbs in past and identify which are regular and irregular.

9. Unhappiness with the 1970 election gave rise in 1973–74 to another guerrilla group, the 19th of April Movement (Movimiento 19 de Abril, or M-19), named for the date that the group asserted the election was "stolen" from Pinilla. The M-19 launched itself to national attention when its members stole a sword that had belonged to Simón Bolívar. The group tended to rely on audacious militant actions, such as the kidnapping and murder of a labour leader in 1976, tunneling into a Bogotá arsenal and stealing arms in 1979, and kidnapping the guests attending a cocktail party at the embassy of the Dominican Republic in Bogotá in 1980.

3. Rewrite the history. In order to express the main ideas within the text in at least 5 sentences write the most important things that called your attention into the lecture.

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6.2 Interviews' Photos

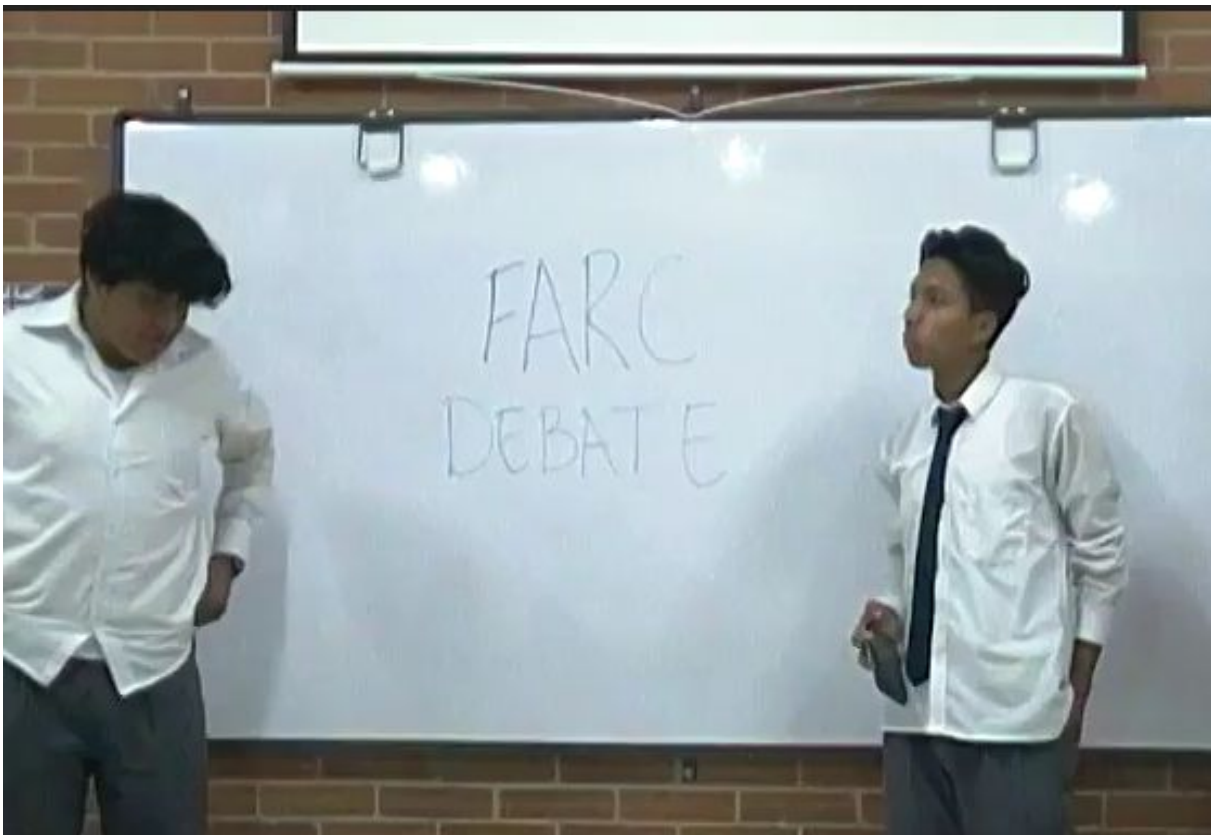






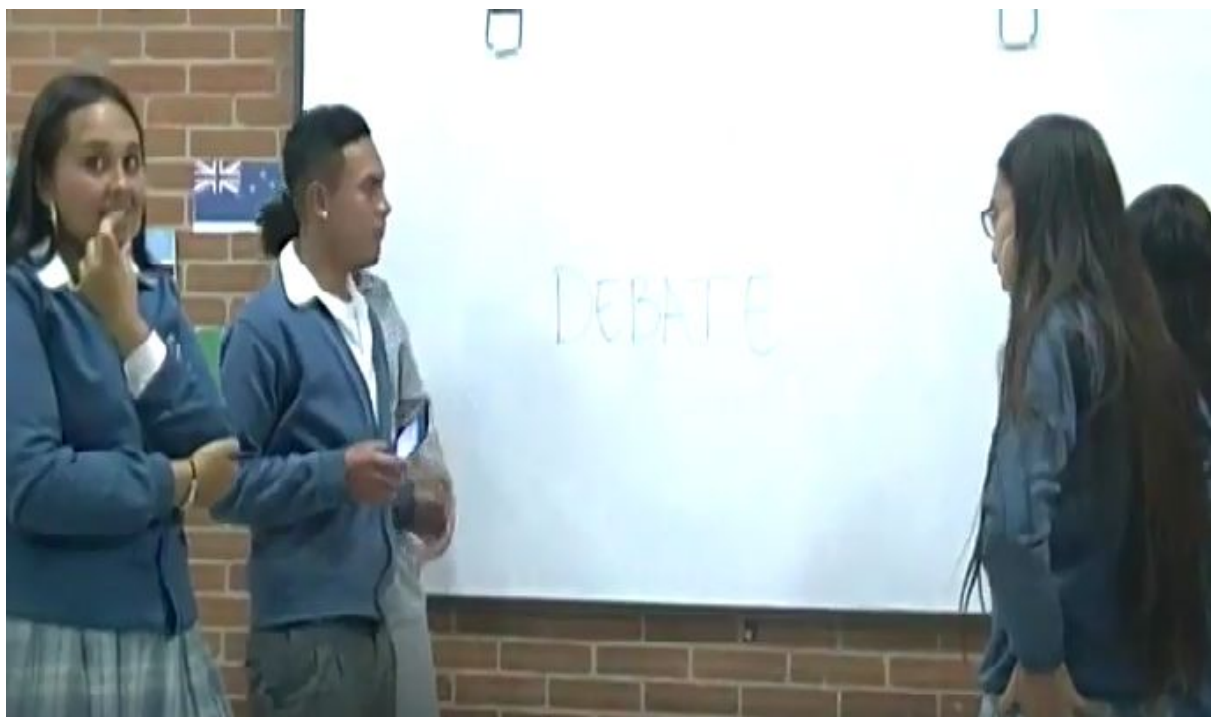
6.3 Debates Photos (video recorded)















6.4 Consent forms



Universidad Distrital "Francisco José de Caldas"
Facultad de Ciencias y Educación
Licenciatura en Educación Básica Énfasis en Inglés

PROTOCOLO DE CONSENTIMIENTO INFORMADO (Para estudios con participantes *menores de edad*)

Yo Alexandra Rodríguez Moreno, identificado con cédula de ciudadanía número: 52.300928 De Pogota. En calidad de Madre (Padre/tutor) Otorgo mi consentimiento para la participación del estudiante Edison Fabiana Solarte Rodríguez del grado **Noveno** del colegio **San Pedro Claver I.E.D**, en una entrevista en video, la cual no será relacionada con su vida personal, ni tendrá un uso fuera del campo académico. Además del uso de los materiales desarrollados por él/ella durante el proceso de adquisición de datos en el actual proyecto de investigación desarrollado por los estudiantes **Camilo Anturi Murcia y Víctor Alfonso Sandoval**, inscritos al proyecto curricular L.E.B.E.I. (Licenciatura en Educación Básica con Énfasis en Inglés y lenguas extranjeras.) de la **Universidad (Distrital) Francisco José de Caldas**

Comprendo que la participación es voluntaria y que el menor en cuya representación actúo puede retirarse del mismo

- cuando quiera;
- sin tener que dar explicaciones y exponer mis motivos; y
- sin ningún tipo de repercusión negativa.

Por todo lo cual, OTORGO EL CONSENTIMIENTO para la participación en el proyecto de investigación al que este documento hace referencia.

FIRMA: Alexandra Rodríguez Moreno
NOMBRE: Alexandra Rodríguez Moreno
C.C.: 52300928 De Pogota
Padre / madre / tutor/a legal del / la menor de edad.



Universidad Distrital "Francisco José de Caldas"
Facultad de Ciencias y Educación
Licenciatura en Educación Básica Énfasis en Inglés

**PROTOCOLO DE CONSENTIMIENTO INFORMADO
(Para estudios con participantes *menores de edad*)**

Yo *Leydi Milena Triana Montano*....., identificado con cédula de ciudadanía número: *7055550757*. De *Otanche*..... En calidad de *Madre*..... (Padre/tutor) Otorgo, mi consentimiento para la participación del estudiante *Edwin Estiven Salinas Triana*..... del grado **Noveno** del colegio **San Pedro Claver I.E.D**, en una entrevista en video, la cual no será relacionada con su vida personal, ni tendrá un uso fuera del campo académico. Además del uso de los materiales desarrollados por él/ella durante el proceso de adquisición de datos en el actual proyecto de investigación desarrollado por los estudiantes **Camilo Anturi Murcia y Víctor Alfonso Sandoval**, inscritos al proyecto curricular L.E.B.E.I. (Licenciatura en Educación Básica con Énfasis en Inglés y lenguas extranjeras.) de la **Universidad (Distrital) Francisco José de Caldas**

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Por todo lo cual, OTORGO EL CONSENTIMIENTO para la participación en el proyecto de investigación al que este documento hace referencia.

FIRMA: *Leydi Milena Triana Montano*
NOMBRE: *Leydi Milena Triana Montano*
C.C.: *7055550757* De *Otanche*
Padre / madre / tutor/a legal del / la menor de edad.



Universidad Distrital "Francisco José de Caldas"
Facultad de Ciencias y Educación
Licenciatura en Educación Básica Énfasis en Inglés

PROTOCOLO DE CONSENTIMIENTO INFORMADO (Para estudios con participantes *menores de edad*)

Yo Patricia Farin Rivera....., identificado con cédula de ciudadanía número: 30.339.133..... De Manizales..... En calidad de madre..... (Padre/tutor) Otorgo mi consentimiento para la participación del estudiante Juan Camilo Aza Farin..... del grado **Noveno** del colegio **San Pedro Cláver I.E.D**, en una entrevista en video, la cual no será relacionada con su vida personal, ni tendrá un uso fuera del campo académico. Además del uso de los materiales desarrollados por él/ella durante el proceso de adquisición de datos en el actual proyecto de investigación desarrollado por los estudiantes **Camilo Anturi Murcia y Víctor Alfonso Sandoval**, inscritos al proyecto curricular L.E.B.E.I. (Licenciatura en Educación Básica con Énfasis en Inglés y lenguas extranjeras.) de la **Universidad (Distrital) Francisco José de Caldas**

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Por todo lo cual, OTORGO EL CONSENTIMIENTO para la participación en el proyecto de investigación al que este documento hace referencia.

FIRMA: Patricia Farin Rivera.....
NOMBRE: Patricia Farin Rivera.....
C.C.: 30339133..... De Manizales.....
Padre / madre / tutor/a legal del / la menor de edad.



Universidad Distrital "Francisco José de Caldas"
Facultad de Ciencias y Educación
Licenciatura en Educación Básica Énfasis en Inglés

**PROTOCOLO DE CONSENTIMIENTO INFORMADO
(Para estudios con participantes *menores de edad*)**

Yo Viviana Martínez....., identificado con cédula de ciudadanía número: 1026552533 De Bogotá..... En calidad de madre..... (Padre/tutor) Otorgo mi consentimiento para la participación del estudiante Van Santiago Rojas..... del grado **Noveno** del colegio **San Pedro Claver I.E.D.**, en una entrevista en video, la cual no será relacionada con su vida personal, ni tendrá un uso fuera del campo académico. Además del uso de los materiales desarrollados por él/ella durante el proceso de adquisición de datos en el actual proyecto de investigación desarrollado por los estudiantes **Camilo Anturi Murcia y Víctor Alfonso Sandoval**, inscritos al proyecto curricular L.E.B.E.I. (Licenciatura en Educación Básica con Énfasis en Inglés y lenguas extranjeras.) de la **Universidad (Distrital) Francisco José de Caldas**

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- sin ningún tipo de repercusión negativa.

Por todo lo cual, OTORGO EL CONSENTIMIENTO para la participación en el proyecto de investigación al que este documento hace referencia.

FIRMA: Viviana Martínez.....
NOMBRE: Viviana Martínez.....
C.C.: 1026552533 De Bogotá
Padre / madre / tutor/a legal del / la menor de edad.



Universidad Distrital "Francisco José de Caldas"
Facultad de Ciencias y Educación
Licenciatura en Educación Básica Énfasis en Inglés

**PROTOCOLO DE CONSENTIMIENTO INFORMADO
(Para estudios con participantes *menores de edad*)**

Yo Yuli Quintero Tarazona....., identificado con cédula de ciudadanía número: 39.023.111..... De el Berrío..... En calidad de Madre (Padre/tutor) Otorgo mi consentimiento para la participación del estudiante Ivan David Gutierrez Quintero..... del grado **Noveno** del colegio **San Pedro Claver I.E.D**, en una entrevista en video, la cual no será relacionada con su vida personal, ni tendrá un uso fuera del campo académico. Además del uso de los materiales desarrollados por él/ella durante el proceso de adquisición de datos en el actual proyecto de investigación desarrollado por los estudiantes **Camilo Anturi Murcia y Víctor Alfonso Sandoval**, inscritos al proyecto curricular L.E.B.E.I. (Licenciatura en Educación Básica con Énfasis en Inglés y lenguas extranjeras.) de la **Universidad (Distrital) Francisco José de Caldas**

Comprendo que la participación es voluntaria y que el menor en cuya representación actúo puede retirarse del mismo

- cuando quiera;
- sin tener que dar explicaciones y exponer mis motivos; y
- sin ningún tipo de repercusión negativa.

Por todo lo cual, OTORGO EL CONSENTIMIENTO para la participación en el proyecto de investigación al que este documento hace referencia.

FIRMA: [Firma]
NOMBRE: Yuli Quintero Tarazona
C.C.: 39.023.111 De Berrío Magdalena
Padre / madre / tutor/a legal del / la menor de edad.

12



Universidad Distrital "Francisco José de Caldas"
Facultad de Ciencias y Educación
Internship: Promoting critical thinking through debate
based on the armed conflict in Colombia.



Questionnaire:

1. What are the main aspects which began the armed conflict in Colombia?

conflict with government
ambition

2. Which are the ideologies or ideas that represent each side (group: government, guerrillas, narcotraffickers and paramilitaries) in the armed conflict?

protection for those who need it
peace

3. What were the consequences of the acts from the different actors in the armed conflict?

deaths
displaced

4. According to the sources developed in class and the arguments that those provide, what is your perception about the armed conflict and the different actors in it?

i think my opinion has not
changed, much my position is
neutral

5. Have you considered taking a side on this issue? Which? Why?

my position is neutral

6. According to the sources developed in class and the arguments those provide, do you think the information needs more specificity or to be explained better?

no the information given is
enough to develop the topic

7. Is there any other site or source that gives you better information? Which one?

(la polla) canal in youtube.



Universidad Distrital "Francisco José de Caldas"
Facultad de Ciencias y Educación
Internship: Promoting critical thinking through debate
based on the armed conflict in Colombia.



Questionnaire:

1. What are the main aspects which began the armed conflict in Colombia?
Ambition, agreements failure.
Protection to people.
2. Which are the ideologies or ideas that represent each side (group: government, guerrillas, narcotraffickers and paramilitaries) in the armed conflict?
Corruption, banish, kidnappings, money and power
and paramilitaries they were against the guerrillas
and then used them to do the dirty work.
3. What were the consequences of the acts from the different actors in the armed conflict?
Mass death, too much injustice on the part of
4. According to the sources developed in class and the arguments that those provide, what is your perception about the armed conflict and the different actors in it?
I think that the armed conflict of being good at some
point happened to be the worst and leave the
country marked for life.
5. Have you considered taking a side on this issue? Which? Why?
I would not select a neutral point since the government
failed to comply with the agreements and the people
demand their rights in the wrong way
6. According to the sources developed in class and the arguments those provide, do you think the information needs more specificity or to be explained better?
yes, I think they could use another tools
like witness or not just youtube
videos.
7. Is there any other site or source that gives you better information? Which one?
Encyclopedia and student
thesis, the knowledge of my
grandpa.



Universidad Distrital "Francisco José de Caldas"
Facultad de Ciencias y Educación
Internship: Promoting critical thinking through debate
based on the armed conflict in Colombia.



Questionnaire:

1. What are the main aspects which began the armed conflict in Colombia?

Ambition, agreements Tailored
protection to people.

2. Which are the ideologies or ideas that represent each side (group: government, guerrillas, narcotraffickers and paramilitaries) in the armed conflict?

Corruption, banish, kidnappings, money and
power and paramilitaries they were
against the guerrillas and them used them to do the dirty
work.

3. What were the consequences of the acts from the different actors in the armed conflict?

Thousands of deaths, a great trace
of violence, incomplete families

4. According to the sources developed in class and the arguments that those provide, what is your perception about the armed conflict and the different actors in it?

I think that the armed conflict of being good at
some point happened to be the worst and leave
the country marked for life

5. Have you considered taking a side on this issue? Which? Why?

I find myself in a neutral point since the
government failed to comply with the
agreements and the people demanded their rights

6. According to the sources developed in class and the arguments those provide, do you think the information needs more specificity or to be explained better?

I would like heard people who suffer
this and talk about.

7. Is there any other site or source that gives you better information? Which one?

No there is not other play where you can
find information about this topic.



Universidad Distrital "Francisco José de Caldas"
Facultad de Ciencias y Educación
Internship: Promoting critical thinking through debate
based on the armed conflict in Colombia.



Questionnaire:

1. What are the main aspects which began the armed conflict in Colombia?
Inequality, corruption and lack of state
control the resources and not for attacking
2. Which are the ideologies or ideas that represent each side (group: government, guerrillas, narcotraffickers and paramilitaries) in the armed conflict?
1 Peace
2 A new state for everyone
3 Protection for those who need it
3. What were the consequences of the acts from the different actors in the armed conflict?
Dead, displaced and bad reputation
For the country
4. According to the sources developed in class and the arguments that those provide, what is your perception about the armed conflict and the different actors in it?
that if there had been a better government, it
would not be united
5. Have you considered taking a side on this issue? Which? Why?
Yes, change a government that seems to
me weak
6. According to the sources developed in class and the arguments those provide, do you think the information needs more specificity or to be explained better?
Yes, because the videos well and
the teachers should influence a little
more
7. Is there any other site or source that gives you better information? Which one?
Yes, a good investigation

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