

**Methodological Strategies to Improve English Learning Experiences Through  
Interculturality in Elementary School Students of the “Institución Educativa  
Agropecuaria Las Aves, Sede Centro Docente Rural Mixto Vilachí”**



**Leidy Maryuri Casanova Mosquera**

**Yaré Sarta Ballesteros**

**Universidad del Cauca**

**Human and Social Sciences School**

**Bachelor's Degree program in Modern Languages, English and French**

**Santander de Quilichao**

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**Leidy Maryuri Casanova Mosquera**

**Yaré Sarta Ballesteros**

**Sandra Liliana Chacón Flor, Adviser**

**Universidad del Cauca**

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### **Dedicated to**

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**APPROVAL**  
**UNIVERSIDAD DEL CAUCA**

The Undersigned Committee of Human and Social Sciences School approves the research developed by Leidy Maryuri Casanova Mosquera and Yaré Sarta Ballesteros:

**Methodological Strategies to Improve English Learning Experience Through Interculturality in Elementary School Students of the “Institución Educativa Agropecuaria Las Aves, Sede Centro Docente Rural Mixto Vilachí”**

Judge: \_\_\_\_\_

Mg. Aura Patricia Ortega

Judge: \_\_\_\_\_

Mg. Cristian Fernando Salazar Valencia

Adviser: \_\_\_\_\_

Mg. Sandra Liliana Chacón Flor

Oral defense location and date: \_\_\_\_\_

### **Resumen**

La presente investigación tuvo como objetivos la identificación, el diseño y la aplicación de estrategias metodológicas basadas en la interculturalidad para mejorar la experiencia de aprendizaje del inglés en los estudiantes de cuarto de primaria de la Institución Educativa Agropecuaria Las Aves, sede Centro Docente Rural Mixto Vilachí, en el Resguardo Indígena de Canoas, Santander de Quilichao Cauca. Siguiendo el diseño de investigación-acción cualitativa, se diseñaron cinco estrategias metodológicas que fueron implementadas en diez sesiones. Dentro de los resultados que se pudieron obtener en este trabajo, se puede concluir que las estrategias basadas en la interculturalidad ayudaron al mejoramiento de la experiencia de aprendizaje del inglés en términos de empatía, inclusión, diversidad cultural, valores de la comunidad y apreciación cultural.

**Palabras clave:** *EFL, experiencia de aprendizaje, educación intercultural, comunidad indígena, estrategias metodológicas.*

### **Abstract**

This research aimed to identify, design and apply methodological strategies based on interculturality to improve the learning experience of English as a foreign language of the 4<sup>th</sup> grade students of the « Institución Educativa Agropecuaria Las Aves, sede Centro Docente Rural Mixto Vilachí », Santander de Quilichao Cauca. A qualitative action research design was followed to create five methodological strategies that were implemented in 10 sessions. Data was collected through class observations and a field diary. After the qualitative categorization, it can be concluded that each of these intercultural learning strategies helped to the improvement of the English learning experience in terms of classroom empathy, inclusion, cultural diversity, community values and cultural appreciation.

**Key words:** *EFL, learning experience, intercultural education, indigenous community, methodological strategies.*

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## Introduction

In Colombia, access to an education that includes a second or third language presents many challenges depending on the region and the cultural, economic, political, and academic variables. In a context such as the Resguardo Indígena de Canoas, one can appreciate their own educational model in which they have their worldviews and cultural practices, such as the cultivation of their food, their community dances, and the development of their art as a process of self-knowledge of their roots, adding to this the formation of humans who are capable of working as a team, respect for mother earth and beings who serve the community by putting into practice the values acquired. To fulfill the requirements of a successful foreign language education, these cultural aspects should be considered when designing methodological strategies without invading their customs so that they do not feel this language is distant from their culture.

Through intercultural practices, pedagogical and didactic strategies can be incorporated based on the needs found in the community and respect for ancestral traditions. This research offers an overview of how the English learning experience improved when implementing methodological strategies based on interculturality in an elementary indigenous school. The intercultural perspective demonstrated changes in terms of empathy, cultural diversity, appreciation, values and respect; allowing us to consider the teaching of English beyond grammar or vocabulary instruction.

This document is divided into five chapters. Chapter one emphasizes the description and exposition of the problem, as well as the objectives and justification. In chapter two, there is information such as the contextual framework, the previous studies which helped in the development of some ideas, and the conceptual framework. Chapter three contains the methodological framework, the research stages, and the instruments designed to collect data. Chapter four collects the data analysis and divided it into five concepts and including a

description of the implementation and pictures. Finally, chapter five contains the conclusions and recommendations.

## Chapter I: Problem description

### Problem Statement

Education in indigenous contexts and the construction of curricula for indigenous education represent a challenge in terms of pedagogical knowledge in Colombia, especially from the perspective of teaching a foreign language. Indigenous children need pertinent curricular decisions and teachers who have the necessary skills for the optimal teaching of foreign languages while protecting cultural roots and enhancing community values and traditions from their culture (Usma, Ortíz & Gutiérrez, 2018). Only in this way, the school can become a space where they can explore and expand their knowledge without leaving aside their culture.

One of the perspectives that deals with the reflection of pedagogical challenges within indigenous contexts is intercultural education. In terms of Catherine Walsh,

La interculturalidad significa “entre culturas”, pero no simplemente un contacto entre culturas, sino un intercambio que se establece en términos equitativos, en condiciones de igualdad. Además de ser una meta por alcanzar, la interculturalidad debería ser entendida como un proceso permanente de relación, comunicación y aprendizaje entre personas, grupos, conocimientos, valores y tradiciones distintas, orientada a generar, construir y propiciar un respeto mutuo, y a un desarrollo pleno de las capacidades de los individuos, por encima de sus diferencias culturales y sociales. (1998, p. 120)

Therefore, critical interculturality is still a project to build, searching to teach students values, traditions, and mutual respect, being aware of who they are and welcoming others from the comprehension of differences. In this way, critical interculturality allows reflecting us on the teaching of languages to enhance these values from contextualized methodologies

in which they can be bridges to share different perspectives of the world and not only codes to be repeated. In this way, interculturality takes on a sense of transformation of classroom practices. Learning processes of foreign languages need to be adapted for children from indigenous communities. They need to have adequate prior and ongoing learning to engage them in these intercultural contexts, as well as motivation and willingness to learn the language.

The north of Cauca is a pluricultural region in which school communities also face these challenges in terms of pedagogical reflections and tools to teach a foreign language in indigenous contexts. Therefore, it is necessary to work on ideas and organized plans to address the relationship between teaching a foreign language and intercultural objectives, providing tools to create better class environments and methodologies that are effective and culturally respectful.

In this sense, this research project will be developed in the “*Institución Educativa Agropecuaria Las Aves*” branch “*Centro Docente Rural Mixto Vilachí*”, located in the rural area of the municipality of Santander de Quilichao in the village *El Águila*. The school has 128 students from the indigenous reservation of Canoas, who face setbacks such as the lack of teachers in the institution for the area of English and therefore a low academic level in it.

According to a diagnostic interview with the coordinator and three teachers of the institution carried out in 2021, (Appendix 1) the school faces financial and methodological challenges for the adequate implementation of English as a foreign language and the designation of a permanent teacher of this subject in elementary school. Also, a healthier balance is required between the foreign and the native language, Nasa Yuwe, so students can give importance to both subjects. At the same time, from the perspective of the high school teachers from the institution, not having an English teacher in primary school makes the

children's progress very little when they reach secondary levels. Only in sixth grade the teaching of English starts with the rigor of a frequency and content programmed per period so attaining the objectives for secondary education is complex, which, at the end, affects their access to higher education.

Taking into consideration the factors observed at the school, the interculturality as a possibility to create better learning experiences, and our commitment as pre-service teachers to reflect on our regional contexts, the research question was formulated as:

What are the pertinent methodological strategies based on interculturality to improve the English learning experience of elementary school students at the "Institución Educativa Agropecuaria Las Aves", sede "Centro Docente Rural Mixto Vilachí" in the village El Águila, Resguardo de Canoas, Santander de Quilichao-Cauca?

### **Rationale**

This work will focus on identifying, designing, and applying methodological strategies based on interculturality for primary school students from the "Resguardo de Canoas" so that the learning experience of English might be improved considering contextual aspects from this indigenous community.

The benefits that our research can bring to the Foreign Languages program is to be able to have and see firsthand the implementation of methodological strategies based on the theory of interculturality that represents nowadays an important element to address pedagogical decisions taking into account several studies that observed positive changes in the English language learning environments. In this sense, analyzing education in rural Colombian contexts becomes an important step for the solution of many situations that negatively affect education and in this case the teaching of a second language. In this case,

the situation is exposed as a determining factor for possible solutions with pedagogical proposals.

If we talk about the main contributions that can be given to a school like the “Institución Educativa Agropecuaria Las Aves sede Centro Rural Mixto Vilachí”, it is mainly the pedagogical strategies that can innovate the way in which English is being taught in this place since they can be used in different ways for their benefit. The participation of English teachers will be present during the process and the results will be shared with the school community, so they can keep thinking and implementing strategies to improve their approach to the English Language. Foreign languages have become very important nowadays and could represent for the students an improvement in their English level as well as the opportunity to access more information, and personal and professional growth.

As students, researchers, and teachers in training, we believe that the experience with this type of inquiry contributes to our growth within the teaching expertise. We will take into account all the information for the adequate development of a methodological proposal and this can be implemented at some point in our work environment and in learning environments that favor the process of teaching a foreign language in rural or indigenous areas.

## **Objectives**

### ***General Objective***

To design methodological strategies based on interculturality to improve the learning experience of English as a foreign language of the students of the « Institución Educativa Agropecuaria Las Aves, sede Centro Docente Rural Mixto Vilachí », Santander de Quilichao Cauca.

### *Specific Objectives*

- ✓ To identify the challenges faced by the “Institución Educativa Agropecuaria Las Aves, sede Centro Docente Rural Mixto Vilachí”, related to the teaching of English in the indigenous Resguardo de Canoas, as well as the cultural characteristics of the school community.
- ✓ To implement methodological strategies to improve the learning experience
- ✓ To evaluate the implemented plan and suggest ways to improve.



## **Chapter II: Referential framework**

### **Previous studies**

From the regional perspective, the research ‘Good Pedagogical Practices and Productive Pedagogical Projects. An Experience in Rural Official Educational Institutions in the Department of Valle Del Cauca. Colombia’ (Zambrano, 2019), showed the results achieved by 127 rural schools of Valle del Cauca in which the objectives were to contribute and execute productive pedagogical projects (PPP) with the help of the community and in this way strengthen intercultural education in accordance with the socio-cultural contexts and integrating families. The idea was also to promote activities that were of great benefit to the rural communities.

The methodology adopted was qualitative with a descriptive-integral approach. The implementation of the productive pedagogical projects counted on the departmental administration and had an impact on the improvement of good pedagogical practices. The result obtained was quite significant in the learning of the students, the relationship between the school and the community and the evaluation of the teaching role in the management of a quality rural education.

Finally, this article is of great help for our study since it is focused on rural areas and on looking for new alternatives so that education can be improved in some way with the help of teachers, students and the community in general.

Within the same regional context of the southern part of the country, the research entitled ‘Research on the Teaching of English in the Indigenous Reservations of the Department of Nariño, Colombia’ written by Castro and Altamirano in 2021 was conducted in educational institutions belonging to indigenous communities in the department of Nariño where there is little research on the teaching and learning of a foreign language. The objective

of the work was to develop activities to promote the learning of the English language and to see the state of the teaching of English in the indigenous reservations of this sector.

To achieve these objectives, research with a qualitative approach was carried out to analyze the state of the teaching and learning of English in the indigenous reservations of the department of Nariño. The first findings revealed that for the teaching of the English language most schools used methodologies such as the TPR and communicative methods whose objective was to put the foreign language into practice.

After researching in depth data about the indigenous community, they carried out activities that integrated traditional games as strategies to strengthen learning. These strategies made a special contribution to the importance of including the games of the region since these are known by the students and become fun for them, they also had pleasant behaviors, companionship, concentration, and motivation to work, practice, speak and learn a second language, therefore with this technique positive results were obtained in the classroom.

In the national scope, the research 'Cultural and Intercultural Education: Experiences of Ethno Educational Teachers in Colombia' (Flores H., I. A., & Palacios Mena, 2018), proposes a component of pedagogy in ethno-educational experiences that were developed in different departments of Colombia, an explanatory systemic analysis model was implemented and a content analysis where all the experiences had a systematic point of view, all this to consider these practices as an expression of interests, struggles, relationships, and social dynamics.

In this research, a qualitative methodology study was carried out in which an explanatory systematic analysis model and a content analysis of ethno-educational experiences were integrated because it facilitates the understanding of pedagogical

experiences in their complexity and uniqueness. 26 indigenous and Afro-Colombian participants from basic and secondary education in different departments of the country participated in the research.

This article is of great help to this research as it allows us to see the emergence of fundamental aspects of pedagogical practices such as the contexts in which they arose, the motivations that preceded them, the pedagogical and didactic components, their results, achievements and impacts, but also the broad and general framework of the various forms in which ethno-educational policies have been developed in Colombia.

In the same national context, the research entitled ‘Wayuu students learn English to preserve ancestral language values case of “Institución Etnoeducativa rural”, indigenous boarding school of Nazareth, Alta Guajira. Colombia’ (Brito, 2021), aimed to understand how a teacher realized that if he taught English in the school where he worked, he would prevent the death of his mother tongue. This teacher looked for a way to save the language of his people in a place where the younger ones were very much related to western culture and speak Spanish so as not to feel ashamed, in this way they were forgetting words of their mother tongue and Leonidas could not ignore the fact that some of his students did not understand Wayuunaiki.

Indirectly, Leonidas started teaching English to his students before they lost interest in their Wayuu roots and culture. After a few classes, he began to leave workshops in which the students not only had to translate a sentence from Spanish to English but from English to Wayuunaiki, in this way they realized that some English words had no translation into Wayuunaiki, then together with his students he had to find Wayuu concepts that resembled the words used in English. In this way Leonidas also got them to use again those words that they had forgotten.

Finally, from the international perspective, the research ‘Aspects Related to Motivation in Learning of the English Language in Urban-Rural Contexts. Comparison Between the Educational Units of “La Esperanza” and “Pugacho” Parishes of Ibarra Canton’ (Padilla, K, 2019), proposes to analyze aspects related to students' motivation towards English language learning in urban-rural contexts, using a questionnaire. The idea was to determine the motivation of students with respect to English and thus make a comparison between the urban and rural sectors regarding motivation for learning and make recommendations for institutions to improve the motivational aspects of English.

This research is a descriptive comparative study with a quantitative approach that describes the differences and/or similarities in the aspects that motivate students to learn English in urban and rural contexts. It is descriptive because it seeks to characterize motivational aspects of two different groups of student population, to know the situation in two schools in rural and urban areas of the city of Ibarra. Surveys were conducted where the urban area has good infrastructure but there is no motivation and in the rural area there is no good infrastructure but there is very good motivation on the part of the students.

This article is of great help for our research because it shows us the two sides of the coin in terms of learning English with students from different zones, which gives us to understand that we as teachers must do a great job for students to find a motivation depending on the zone they are in, showing us that we must have methodologies focused on the needs of the students.

### **Contextual Framework**

The “Institución Educativa Las Aves, sede Centro Docente Rural Mixto Vilachí”, is located in the rural area of the municipality of Santander de Quilichao known as El Águila path, in the indigenous reservation of Canoas.



The mission of this educational institution is focused on productive and cultural projects of the Cauca region, making it a competitive institution based on permanent research, and educating imaginative, participatory, integral, critical and reflective human beings at the service of the community. The vision is based on forming integral people from principles and ethical values, oriented to the development of skills, promoting teamwork and ecological cultural practices to achieve a peaceful coexistence, a sustainable community environment, and thus contributing to the construction of a more just and equitable society (P.E.C. 2004).

The educational scheme proposed for the compulsory subjects within the institution is organized jointly with the communities after several meetings from which the following thematic nuclei emerged:

- Territory, Nature and Production.
- Social and Political Organization.
- Community Welfare and Identity.
- Value Formation and Human Development.
- Language and Community.
- Mathematics.

### *Universidad del Cauca*

The Universidad del Cauca is a public higher education institution, whose tradition and historical legacy is a cultural project that is committed to social development through a critical, responsible and creative education. It also trains people with ethical integrity, relevance and professional suitability, and people committed to the well-being of a harmonious society. The vision of this university is that based on its historical and vital commitment, it also builds an equitable and fair society to form an upright, ethical and supportive human being.

The Bachelor program of Modern Languages (English and French) of the Faculty of Human and Social Sciences of the Universidad del Cauca trains teachers and researchers to assume educational activities in preschool, basic and secondary levels. It also gives the privilege of investigating the pedagogical and knowledge process and in this way orienting students who go to different academic institutions to carry out their pre-service teaching when they are in the eighth and ninth semester. This program also allows an analysis of language in all its dimensions and possibilities, makes a substantial inquiry into its about its codes, structural elements, modes of use and operation in spaces or specific situations of interaction.

## **Conceptual framework**

### **PEC and Indigenous Education**

The concept of indigenous education arose in the '80s when the Ministry of the Interior together with the University of Cauca supported the processes of education and strengthening of indigenous communities, this is how the concepts of organization, responsibility, and rights of indigenous groups to develop their education linked to their knowledge, territories, customs, languages, beliefs and social projection were born. In this way ethno-education was conceived to educate from the ethnic and cultural knowledge of their roots (García & Hernández, 2020).

Through the 'Proyecto Educativo Comunitario' (PEC), indigenous education looks for community training where children, youth and adults are sensitized about the culture and social situation in which they find themselves, as well as interacting with the world. A net of coherent knowledge that can balance indigenous and western worldviews is sought.

According to the Ministry of Education, the PEC is

la concepción integral de vida y gestión de saberes propios de los pueblos indígenas, comunidades afrocolombianas, raizales y rom, que les permite recrear diferentes manifestaciones culturales y opciones de vida mediante la reafirmación de una identidad orientada a definir un perfil de sociedad autónoma, creativa, recreativa, reflexiva y comunitaria cimentada en sus raíces e historia de origen en permanente interacción con el mundo global. (MEN, 2021)

### **English as a foreign language in Indigenous Education**

When used as a second language it refers to a language not corresponding to the one spoken in the country, the term would also apply in contexts of territories of ethnic groups whose languages are also official languages of the country. In this case, English has been

considered as the most widely spoken language in the world and nowadays as something of utmost importance, so many institutions add it to their core classes. The idea is to make students use it in their daily activities to reach a high degree of second language acquisition and development.

This idea is in accordance with guide No. 22 of the Basic Standards for Foreign Language Competencies in Foreign Languages: English, which states that: "Learning a foreign language is an invaluable opportunity for the social, cultural and cognitive development of students" (MEN, 2006, p. 8). However, it must be accepted that English as a Foreign Language represents a challenge within indigenous contexts. Specifically, innovative methodologies must be created to integrate English as a component that allows these communities to keep working for the preservation of their roots from a conception of languages that are used to connect different worldviews. With appropriate class designing and materials, English can become a factor of integration and intercultural communication in the classroom. As Barfield and Uzarski (2009) established:

Interestingly, despite the loss or future loss of an indigenous language, the "roots" of that indigenous culture can be preserved through the learning of another language, such as English; just as the proper physical elements (sun, water, nutrients) allow prairie grasses to regrow, linguistic and cultural elements can be revived and reborn as well (p. 8).

### **Interculturality and Education**

Interculturality tries to break with the hegemonic history of a dominant culture and other subordinated cultures and, in this way, to reinforce the traditionally excluded identities in order to build, in daily life, a coexistence of respect and legitimacy among all groups in



society (Walsh, 1998). In this sense, the educational context is one of the most important for developing and promoting interculturality.

According to Walsh (2000) interculturality is the basis of human formation and is also an instrument that not only maintains a society, but also provides development, growth, transformation, and liberation directed to the human potentialities. In this way, cultural diversity is assumed in the educational system where respect and social equity are built, and thus, both teachers and students have the right to know the different cultures to which they will be exposed and, in this way, contribute from the particular and different from each culture to have a good education.

Interculturality in education represents an opportunity to establish new ways of relating knowledge that allow us to establish differences in order to respect, tolerate and spread them in favor of cultural enrichment. Interculturality is associated with processes of communication of knowledge, customs, integration, coexistence, and values among different cultural groups promoting the equality of their rights.

### **Strategies with an intercultural approach**

For strategies with intercultural approaches, it should be considered that there are different valid ways of seeing the world and understanding that as human beings we have rights and we must exercise them, therefore these strategies seek to reduce prejudices and stereotypes among students from different cultures.

Some of the objectives of intercultural strategies by UNESCO are the following: the reduction of prejudice and discrimination and the development of empathy. Establishment of inclusive environments; the reduction of violence and punishment as an educational method; messages promoting respect for cultural diversity should be included in all education programs; visits to sites that allow rescue and appreciation of the different cultural values of

each region should be included, also allowing to know the community and its main customs, to know about its food, handicraft work, festivities, etc.

### **Nasa Community**

This indigenous territory has been marked by struggle and resistance. According to (Gonzales, 2018) by the year 1930 the areas that today make up the *Resguardo de Canoas* began to form, one of them was Domingullo which is part of the lower region of the *resguardo* and its population is mainly Afro-descendant who leased their lands to the indigenous people who arrived from other regions. Over time, this population grew progressively and places started to be named according to elements that characterized each site. The village of *El Águila* was named in this way because these birds abounded there.

In 1970, the reorganization of the indigenous town hall took place through its *mayores* who, at that time, still had their traditional and oral history present. It was at this time that the creation of the CRIC (Consejo Regional Indígena del Cauca) began, which is the movement that gave guidance to the communities to organize themselves and which reunites more than 90% of the indigenous communities of the department of Cauca. For this reason, the indigenous, despite being few at that time, maintained their uses, customs and did the work based on *cambio de manos*, which is the famous *trueque*. In this way, this *resguardo* was constituted under the resolution of May 4th, 1996.

By the middle of the 70's, community schools began. Teachers were bilingual leaders who fought for mother earth and spoke the mother tongue (Nasa Yuwe) and Spanish. According to Gonzales (2018), at this time education was guided towards the community. In the case of Canoas, the schools were characterized by being agricultural since in some way this represents the daily life of its inhabitants. The curriculum offered had cultural and

historical content alluding to the rights enshrined in the indigenous legislation, such as myths, the oral history of the *mayores*, and community productive practices. The meaning and implications of their own education generated controversy and differences between the teachers and the community, but on the other hand, these days they fight to keep their customs alive, especially the communitarian agricultural productive practices, the *mingas* and the worldview that should be enhanced and protected through the school curriculum.

### **Chapter III: Methodological Framework**

#### **Approach and research design**

This research had a qualitative research model. It focused on the analysis of events within a certain group of individuals in a specific context (Wallace, 1998). This project also discussed the importance of interculturality, and as Gonzales (2007) implied, "intercultural education seeks exchange, reciprocity, interaction, mutual relationship, and solidarity among the various cultural groups." Therefore, a qualitative approach gives the possibility of establishing a closer and more humanistic approach with the community while reflecting on the role of education and English in indigenous contexts.

#### ***Action-Research***

Action- research proposes to understand teaching as a constant inquiry process of reflection and teamwork while analyzing experiences as an essential element for the educational activity itself. Elliot (1991) proposes to the teacher to deepen the understanding and diagnosis of the problem, as well as to explore the field to be studied in order to provide a solution close to the problem. Activities such as educational research, curriculum development, teaching, and evaluation are fundamental aspects of an action research process.

In projects such as this one, action research is important because it seeks to mix theoretical knowledge with practice within the same space-time, so that researchers and students were able to reflect in a much more conscious way on what they are learning at the moment. Action research is not only enriching for students but also for teachers who apply it in their classes for satisfactory results.

## **Research Stages**

### ***Stage 1: Problem Identification***

The first contact with the school community was made in November 2020 through a semi-structured interview (Appendix 1) that was conducted with three teachers, the coordinator, and the rector of the ‘Institución Educativa Agropecuaria Las Aves, Centro Docente Rural Mixto Vilachí’.

This interview allowed us to learn about their perspectives, challenges, and projections about

English in the institution. In that sense, problems such as the lack of motivation towards English, and the absence of an English teacher for elementary school were identified as the main weaknesses in the institution. Teachers in high school do their best to implement methodologies and motivate students to live English in a meaningful way but they consider that more work is still required.

For the second phase of the problem identification, five class observations took place using an observation format (Appendix 2) with the objective of identifying methodologies, teacher-students’ interactions, group work and inclusion of intercultural contents in the 4<sup>th</sup> grade of the institution. Once this observation is made, the results were used to settle on the action plan.

### ***Stage 2: Action Plan and Implementation***

We were working with the fourth grade through strategies that involve critical interculturality to motivate students in the area of English, so that their culture is also involved, and they do not feel that the language is so unfamiliar or so far away from them. According to Walsh (2009), critical interculturality should be a pedagogical work tool, since it seeks to overthrow and challenge social structures and encourages new processes, practices

and intervention strategies to see the world in a more critical way, also to act, learn, understand and act in the here and now better known as the present.

The learning objectives were taken from the learning frameworks and the relationship of these with critical interculturality was established from UNESCO and Walsh (2009). The intervention of these strategies were created for 10 sessions of at least two hours each. A general outline of the activities is shown here, but it was improved and specified once the class observations were over and during the reflection-correction of the implementation, as the Action-Research requires. The lessons were planned in a lesson plan format with details about activities and materials. The format was taken and adapted from the one provided for the pre-service teaching practices (Appendix 3).

<b>Sesion</b>	<b>Learning Objective</b>	<b>Learning Objectives in English.</b>	<b>Relationship with Critical Interculturality.</b>	<b>Activities</b>
<b>1</b>	Empathy is the main axis to express respect towards their classmates in a simple way in English and also to identify actions that may affect the other.	Understands specific information in English to express agreement and disagreement . Describe my own and my partner's qualities.	Reduction of prejudice and discrimination and the development of empathy	Pairs will be chosen at random to avoid repetition of partners, and also in order to generate better coexistence in the group in case there are differences. Once this is established, they should sit facing each other and draw a picture of their partner pointing out the parts of the body and the clothes.

2.	Understand language about the people around them, their community and their celebrations.	Exchange information in English about relationships between different communities in the world, with simple sentences.	Establish an inclusive environment.	Learn Nasa symbology through its meaning accompanied by images and self knowledge of their culture. Students will be explained the activity that consists of painting on a T-shirt the Nasa symbol with which they most identify themselves with.
3.	Recognize the animals and their cultural meanings.	Exchange information in English about the characteristics of their immediate environment	Include visits to sites that allow rescue and appreciate the different cultural values of this region, allowing students to get to know the community.	Initially, images will be shown to explain in English the symbolic animals of their community so that after this, they can go out to the green area of the school or another nearby place where they can see landscapes and find or imagine these animals. The activity will consist of drawing some of these landscapes and even the animals seen in class.
4.	Socialize traditional stories related to their culture.	Identify specific information about the effects of their actions in the world	Promote respect for cultural diversity and major customs.	Depending on the story, myth or legend read in class, each student is assigned a role with short

		in short narrative and descriptive texts in English.		dialogues and vocabulary seen in previous classes to perform a short theatrical play with the whole group.
5.	Identify vocabulary in English and Nasa Yuwe.	Produce short oral and written texts, learning vocabulary related to the topics seen in class and based on an established model.	Preserving and knowing a more of their native language to avoid the distrust of different ones.	With the help of the children, a dictionary will be made that includes all the vocabulary seen in the sessions, both in English and Nasa Yuwe, accompanied by drawings made by the children themselves.

### ***Stage 3: Reflection/Evaluation of the Action***

It was important to record the facts and experiences lived during this project, so we took the option of having a field diary where everything that happens with each of the activities carried out in the classroom during the sessions were evidenced, in this case everything we observe was noted as a record for changes and improvement during the implementation.

The field diary was guided by questions that allow the reflection of the implementation of the action plan, such as:

- ✓ How did children receive the lesson and how did they interact with the materials and contents?
- ✓ How did we feel during the implementation?
- ✓ What aspects of the implemented activities need improvement and why?



- ✓ What aspects did work well?
- ✓ Were the objectives of both interculturality and English attained?
- ✓ Are there relevant anecdotes/ classroom experiences to be mentioned?

#### ***Stage 4: Conclusions and results***

As a final step, a written report was delivered to be socialized in public and with the institution. Pictures and videos were also used to record the implementation. A reflection about the role of critical interculturality in the improvement of the learning experience of English was described in the final report and in the public presentation of the results.

## **Chapter IV: Data Analysis**

According to Walsh (2005), the educational system is one of the most important contexts for developing and promoting interculturality, since it is the basis of human formation and an instrument not only for the maintenance of a society but also for the development, growth, transformation, and liberation of that society and all its human potentialities. Based on these principles, this research dealt with the identification, design, and implementation of methodological strategies based on interculturality to improve the English learning experience of 4th-grade students of the “Institución Educativa Las Aves, Centro Docente Rural Mixto Vilachí, Santander de Quilichao Cauca”.

This chapter presents the most important categories found after the class observations and the analysis of the field diaries written during the implementation of intercultural strategies. They describe the learning experience of both teachers and students and present a reflection on the relationship between interculturality and EFL.

### **Classroom Empathy**

Empathy is perceived as the intention to understand the feelings and emotions of others, trying to experience objectively and rationally what they feel. The main idea of the incorporation of intercultural values in the classroom strategies applied was to make students understand each other without reproach in the midst of their differences, and share an experience of knowledge. Intercultural education "attends to the integral education of indigenous and Afro-descendant people and communities from the contexts of coexistence and cultural coexistence, taking their own education as a starting point" (Díaz, 2009).

Empathy and interculturality have been the fundamental bases for this project, since it is important to appreciate ethnic diversity and promote anti-racism so that students see the importance of this with their peers and thus achieve quality education, eliminating exclusion and marginalization through a process of intercultural education.

From the beginning of the sessions, it was clear that we needed to work on empathy. In our first intervention, we were surprised to see the apathy among them. We noticed these attitudes in their faces and body language since perhaps they did not feel connected with us and we thought it was going to be very difficult to change this behavior. The activity we had planned for that class was called "Define your peers" and the objective was to know the relationship among the students. Students had to write the name of their peers on a piece of paper and say what that person transmitted to them. When we put them to work in groups we told them that we were going to choose who each one was going to work with and we began to choose between women and men. They immediately began to express their displeasure and several even approached us to ask if we could change their partner explaining why they wanted to do it, to which we kindly refuse.

They started to work on the proposed activity, and we explained to them that making those gestures was not right because they made each other feel bad. Before putting this activity into practice they were very unconscious of these actions, they did not know if they made their partner feel bad or not. When they finished, they handed the sheets where they had written everything and we read it. We realized that several of them used this to unburden themselves and say what they did not like about their partner and express the discomfort that person made them feel. When we saw this, we immediately showed it to the group director, we suggested the idea of talking to them and she accepted. When the children came to the classroom from their break she started the talk by saying that she had noticed some things in the classroom that did not seem right, the talk began to flow and little by little we did the intervention to explain the importance of empathy and that together we were going to improve it with their help.

Later the students began to feel better with this conversation and there was less tension among them. As it can be seen in **Figure 1** they even made interventions expressing

that they had already understood that it is important to think about what their classmate felt and to put themselves in their place if the same thing was done to them.

### Figure 1.

#### *Empathy*



Note: Knowing the others' perspective

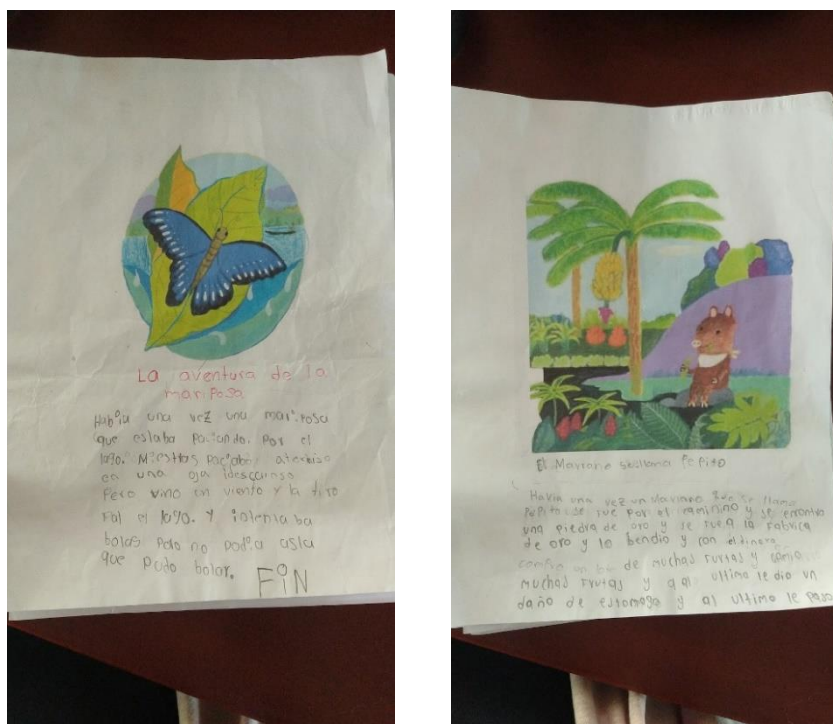
In the classroom, during all the sessions we found different situations that called our attention in a particular way since they were things that we did not expect, and apparently, the homeroom teacher did not expect either. There was a very particular session, to be exact strategy number 4, which consisted of forming groups of 5 people. First, each group was assigned a random image related to a story linked to the Nasa indigenous culture, it can be evidenced in **Figure 2**. Clearly, the students did not know where these images came from so their task was to give a title and names to the characters or anything that was part of the same images, the main idea being that they would write their own story with those images. After 15 minutes we asked them to read their stories, each one of them was full of creativity and funny names, nonsense stories that they did not understand either but the idea was to exploit their creativity. After a good time of laughter and surprises we went on to read the real stories. Their reactions were surprising because they did not expect any of this and even less something related to their culture.

The stories were written in Spanish, since the idea was not to limit them and that they would look for the vocabulary of animals and things they had written, as Kramsch (1993) points out, language must be seen as a social practice in the classroom, and this will help

culture become the very core of language teaching. In this way, our students will be more culturally competent because they will be able to rely on the cultural schemas and values of their L1 culture, as well as those of the other languages they study.

**Figure 2.**

*Knowing our roots*



The next activity consisted of performing a play based on a story they had written themselves from the images already mentioned, some were very impressed and others were very excited to be part of this. During the time we gave them to practice the play, they all forgot their differences and began to help each other. There was improvised make-up, costumes made in five minutes with leaves from the trees, paper crowns; there was communication and support when practicing the play. The process of their costumes and this fun activity as evidenced in **Figure 3**

**Figure 3.**

*Becoming other characters.*



These actions made us think that there was a better atmosphere in the class. It was time to present the plays to the class and we noticed that in one of the groups one of the girls did not want to take off her mask to perform, we insisted repeatedly but although she tried to speak loudly, the objective was not really achieved, we did not insist because we noticed that she was uncomfortable. After a few minutes we realized that the situation was not something normal for a girl of her age and we decided to approach her to talk about it, and in this context, we asked her why she refused to take off her mask, to which she answered that she did not do it because some of her male classmates said she was “ugly”. When she told us this we passed the report to the homeroom teacher so that she would know the situation, later we decided to talk to the girl and highlight her characteristics, virtues, and qualities so that she would understand that none of these comments should affect her self-esteem since she was taking very seriously what they were saying to her, we emphasized that she was very beautiful girl and could not let herself be alluded to because of this. When we talked to her we realized that her classmates had asked her about the talk we had had with her, she decided to tell them how she felt, and immediately her mates started to say nice things to her and give her a lot of moral support. We did not expect these reactions, it took us by surprise and in the

end, it was very gratifying to see that this helped her to become more confident little by little. In the next session, the homeroom teacher decided to talk about the topic; she addressed the children, calling their attention to respect the girls and their other classmates. From this talk, the atmosphere was much more pleasant, friendly, and calm with respect to the hurtful comments among them.

In the subsequent classes, all this new environment was reflected in the behavior of the students, in **figure 4** it can be seen that they had always wanted to participate but once the topics were addressed, they were much more friendly and even nicer to themselves, they also wanted to participate in all the activities, help us in the organization of the classroom, etc. This meant that there were also moments when they competed with each other in a healthy way, scoring points to see who knew more clothes in English than the other, this process was done by pointing out the clothes on the flashcards and relating them to their own environment, i.e., they mentioned some clothes they had at home or some clothes they were wearing at the moment (boots, shoes, T-shirt, pants, etc.).

**Figure 4.**

*Teamwork*





To conclude, we realized that the coexistence had changed significantly since there was already the possibility to work with their peers no matter who they were since we noticed the evolution they had with the reduction of prejudice and discrimination in the classroom. In the last sessions, they were able to work as a team without any problems and did very well. In this way, we considered "empathy as a guiding principle to understand processes of adaptation, coexistence and prosocial behavior; constituting integrating elements that allow individuals to understand their own context and that of others" (Cuff et al., 2016).

It should also be noted that active listening comes from empathic understanding. In this way, students were willing to focus their attention on another person, and interact in a foreign language class by listening attentively. The teaching of vocabulary was facilitated as well as their ability to repeat pronunciation of words accurately and answer to simple questions that were proposed related to the topics selected (colors, animals, clothes, body parts), demonstrating not only higher motivation and team work but also more accuracy.

### **Inclusion**

The term inclusion has been mainly related to special educational needs, but, over time, it has started to cover education in a more general scope, promoting the idea that school is for everyone regardless of their conditions, characteristics, or differences. As Echeita (2007) affirms "Inclusive education is a lighthearted proclamation, a public and political invitation to the celebration of difference. It requires a continuing proactive interest in promoting an inclusive educational culture" (p. 123).

To propose pedagogical strategies where social inclusion is a central theme, it is necessary to find a way in which the concept of diversity transcends and allows us to think of a different educational model that addresses inclusion from everyday practices and daily life in classrooms. In this way, we can advance from early childhood education by providing



different opportunities and ways in which they can learn, whether it is a language or any other subject. This research considered inclusion a key element of intercultural education and tried to make it real during the English classes.

One of the meaningful activities designed to promote inclusion consisted of drawing their partner, so we chose pairs at random, and they had to sit facing each other. In the beginning, they were not very happy and were upset because they were used to selecting the people they wanted to work with; but little by little as we mentioned previously, they got used to working as a team. With this activity, we realized that the boys did not like working with the girls and vice versa, the boys believed that they should be in different spaces than the girls and this generated some discomfort.

At the moment of starting the activity, they did not want to continue, but we encourage them to keep going with positive feedback and emphasizing the new words and sentences in English they would learn with this exercise. After this, everything went smoothly without any inconvenience. It was very surprising to see that boys and girls quickly sat down to laugh at their own drawings without thinking about any physical or social difference that could work as a barrier. They lent each other colors and materials to complete their drawings and cooperate with the challenges of vocabulary and pronunciation in English that were proposed. This exercise was the door to the comprehension that they should not be individualistic but also give themselves the opportunity to work with some classmates with whom they had never imagined talking and discover they had things in common to share and learn.

**Figure 5.***Knowing their differences.*

Intercultural education takes us on the way to inclusion. This ensures that all children enjoy a pleasant educational experience and also learn from respect and their own differences. In **Figure 5** it is seen that we tried to strengthen friendships, cultivate different attitudes of respect for their own culture or different cultures, and promote coexistence and fellowship no matter where they come from. We are convinced that if the practice of inclusion from intercultural perspectives is applied in daily practices from different subjects, inclusion and integration in society would be closer for our societies. As Cummins (1994) mentioned, the problem originates when integration does not occur, at which point social exclusion from the educational system appears and constitutes the first step in the process of marginalization, which leads to exclusion from the productive system and therefore exclusion from society itself. To avoid this escalated marginalization, it is necessary that schools and teachers work on inclusion from the early stages of life and from cross-curricular meaningful contents and strategies.

Inclusion is a constant practice. Within this class, we introduced vocabulary already seen in class, so, before starting with the play we reviewed vocabulary with a small activity where they had to write on the board all the vocabulary learned so far, the board was divided into equal parts in which each box had a title, such as body parts, clothes and animals. The progress achieved was really evident when in the next activities, students were willing to work with everyone. To our surprise, students wanted to work together, and we found teams

where there were boys and girls as well as teams where some of them had never spoken to each other until that moment and they did not see any inconvenience in forming a group and making new friends. In the previously mentioned activity of creating a story and a play, we expected students to be a little embarrassed to act or participate. On the contrary, their reaction was very different from what we expected. Once the written part was over, they continued with the artwork. They had 10 minutes to organize their own stage and it was amazing the way they helped each other, they were creative when imagining their costumes or creating paper accessories. Even with the limitation in the use of English, students were curious about new words and structures that would be required for the presentation, and practice in groups to be able to use the foreign language properly. Teamwork and inclusion were mixed with English learning, in a way that students learned and appreciated not only structures but life and sharing within a framework of meaningful communication.

**Figure 6.**

*Camaraderie between students*



## Cultural Diversity

It is important to highlight that in the school Centro Docente Rural Mixto Vilachí there are not only indigenous students but also afro-descendants and mestizos, this is due to the fact that there are afro villages nearby and therefore parents take their children to this school. This makes it a school with a lot of cultural diversity which the school directors, teachers, and families try to encourage not only from the curricula but also from different cultural events that promote the representation of diversity. Therefore, we can interpret that to a certain point, the school makes an effort to meet the intercultural objectives if we understand that "interculturality tries to break with the hegemonic history of a dominant culture and other subordinate cultures and, in this way, to reinforce the traditionally excluded identities in order to build, in everyday life, a coexistence of respect and legitimacy among all groups in society" (Walsh, 2005).

With this in mind, we began to carry out the activities we had planned with the intercultural perspective. In strategy 1, which was about recognizing body parts and clothes in English through a memory game, we decided to select images of clothes that they were used to seeing there. They were very happy because it was something very new in their classes and when they started to see the images they were surprised because they identified those clothes with their own or their family members', this can be seen in the **figure 7**. They made comments like "*My dad has boots like those, he wears them to work*" and they looked really happy. The objective was for them to feel comfortable with their culture being in the English class and to learn new vocabulary, taking advantage of the fact that these are things they see every day at home, at school, or on their classmates. We realized that many times they are not interested in English because they do not see images that are allusive to their culture, for that reason we gave a lot of importance to that. Sometimes, to teach these things instructors use materials showing pictures or things that are from other countries and distant

from students' contexts. In this activity, they learned English vocabulary related to clothing such as boots, hat, shirt, jacket, skirt, shoes, socks, and gloves. Not only did they learn this vocabulary, but they also identified with each image they saw because we choose clothes that they see around them.

**Figure 7.**

*Playing and learning vocabulary*



The strategy that emphasized culture the most was strategy 2, whose objective was to understand the language of the people around them, their community, and their celebrations. The intercultural objective was to establish an inclusive environment. The activities were carried out in parts, the first one was called "Linking colors with the correct name". The activity consisted of placing colored papers in their respective places. There were boxes with the names of the different colors, and they had to put papers of the correct colors in each one. This was an activity to break the ice and for them to enter the subject with more confidence. Before continuing, we decided to ask them if they knew the meaning of the colors in the indigenous culture. As some of them were unsure about the answer, we wanted to explain with the help of some classmates and guided by *Memorias Nasa* (2018). We recognized that each color has a special meaning in the Nasa culture: yellow symbolizes the sun, green represents the plants, red is the blood, blue is the sky, and white goes for purity. In addition, brown, black, and gray are said to be the colors of thought. The students wrote this information in their notebooks because it seemed very important to them since the *Guardia*

*Indígena*<sup>1</sup> passes through the classrooms every month asking questions like these, so they wanted to learn it by heart and demonstrate their knowledge.

The next activity was for the students to learn about their culture, it was called "Knowing their history", and the idea was to recognize the Nasa symbology. To make this activity meaningful, we wanted them to paint some t-shirts. In previous classes we told their parents and they cooperated by sending the shirts for their children and we brought the paints and brushes. We had some shapes of indigenous symbology printed that they see every day around them like the spiral and the rhomboid. The spiral is the symbol of evolution, it reminds them that everything has an origin, it is weaving life as well as a navel (the beginning of the formation of life). The rhomboid represents the four cosmic authorities, the four claps of thunder that guide and protect the Nasa community. They had to choose the one they liked the most and trace it on a t-shirt to paint and personalize it with the symbol they identified with. They were very happy because they had never done this before, they gave their best and the goal was achieved.

With this activity, they learned the colors in a different way which was by playing with boxes that we created for them and painting the Nasa symbology on t-shirts, as it is shown in **Figure 8**, they also learned the meaning of the colors in the Nasa culture. In this sense, we recognized that "intercultural education is the type of education that is responsible for transmitting the knowledge, ancestral values, cultural expressions, language, worldview and pedagogical practices of indigenous and Afro-descendant peoples and communities, promoting the recognition and strengthening of their own culture, in coexistence and respect for cultural diversity. Eliminating racism and any type of discrimination" (Diaz, 2009).

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<sup>1</sup> The *Guardia Indígena* is conceived as its own ancestral body and as an instrument of resistance, unity and autonomy in defense of the territory and the life plan of the indigenous communities. It is not a police structure, but a humanitarian and civil resistance mechanism.



Equally, when their parents came to pick them up and saw the symbology on the t-shirts, they were surprised and you could see the happiness on their faces, first because of the work the children had done and second because they felt identified with the cultural aspects presented in the t-shirts. One of the teachers who saw the activity told us *"what a good idea to teach and paint the symbology in this way, so they identify more with the culture!"*. She was also very satisfied. As mentioned at the beginning there are Afro and Indigenous communities and this was not an impediment to the activity that focused on the Nasa culture, the parents did not refute this and the activity indirectly created a space where their own culture was strengthened and recognized, where it generated respect among all.

**Figure 8.**

*Learning colors and including Nasa culture*



To conclude, we saw that not only the objective was achieved with the students, but also with their parents and other students from different grades because they all recognized the Nasa symbology and their culture. We recognized that "intercultural societies refer to respect for minorities, the promotion of relations between various cultures and mutual enrichment" (Unesco, 2005). When the school community saw the result of the activity, they felt proud of it and the t-shirts were even exhibited during the cultural week. In spite of their differences, they all respect each other and teach each other things about their cultures, which generates cultural enrichment for the institution from the English course.

### **Community and Values**

The Nasa indigenous people share different ancestral and collective ties with the land where they live, this is part of their identity, culture, and way of life. In the school "Centro Docente Rural Mixto Vilachí", they seek to create in their students a constant sense of belonging to their culture within this society. Most of the students belong to the Nasa community and they are in charge of enriching these values day by day because for them the union as people will allow them to preserve their worldview. This is achieved through the importance they give to the revitalization of their mother tongue, Nasa Yuwe, as Corrales (2008) affirms "the Nasa Yuwe has become one of the symbolic, cultural and conceptual systems that have helped them to maintain and manifest themselves as a united and autonomous group before the national society" (p. 20 )

When we got together to think about the classes for the children, we did not only think about them learning English contents but also we reflected on the different activities we could add to the classes in order to promote intercultural values and contribute to their goals of preservation and respect towards their community values. One of the activities was called "Recognizing animals from my culture". Therefore, we went out to a natural space to draw



some of the animals from the surroundings. The main activity consisted of learning about animals from the Nasa culture and then learning about animals from other cultures, so they could identify and connect with each one of them. At the beginning of the class, we made a game to break the ice in which each one of them had a card that had an image of an animal, they had to go out in front and imitate the attitudes or sounds of it. This activity can be seen in **Figure 9**. First, they were excited to go out and imitate the animals, but then they became very nervous when they had to do it so we randomly selected first those who wanted to play so that the others would be encouraged to do the same.

Afterward, everyone wanted to participate and even wanted to do it again or imitate some animals that other classmates did not want to do, they also encouraged them to do it so they would not be shy to be in front of everyone. In this way, we followed one of the objectives of intercultural learning which is “to promote a learning environment in which all students can express and communicate from their own cultural identity and practice, and be mutually enriched by each other’s experiences” (Walsh, 2005)

### **Figure 9.**

*Getting to know a new world with animals.*



After all this, we proceeded to draw a world map on the board in which we placed all the animals depending on their region and country, some of them knew about this and others did not, so they understood the need to help each other and participated; it can be found in **Figure 10**. After a while, everyone wanted to do the activity again and many of them learned

some of the vocabulary in a matter of minutes because we also did an activity where they had to match the image and the name corresponding to each animal.

There was a very particular situation in which one of the children who had always been very shy and quiet, became eager to participate. It was very gratifying to see him play since he never did it and always refused to utter a single word. With these games, he became very active and was encouraged to integrate with the rest of the group. It was evident that he changed progressively when he started to feel identified with things related to his culture and clearly with his closer surroundings, such as clothes that he and his father wore to work in their farm, animals that lived in his school or house, symbols representing his Nasa culture, etc. In this way, it was evidenced that interculturality is also a way of empowerment. Voice can be returned to the voiceless when they are given the opportunity to feel identified and important in the lessons they are taught. The most important task to the teachers who want to work from intercultural values, would be the identification of students' contexts and the selection of materials and activities that guarantee this necessary right of participation.

**Figure 10.**

*Identifying the animals and their place of origin*



Another meaningful activity was called “Painting your Own T-shirt”, consisting of coloring a design in a white T-shirt after reviewing some symbols and colors of the Nasa culture, as it can be seen in **Figure 11**. We let everyone choose the one they liked the most and with which they felt more identified, as we explain in the concept “Cultural Diversity”.

When we developed the activity everyone was very happy and eager to work as a team when it came to sharing the paintings and helping each other to understand the instructions.

**Figure 11.**

*Designing and showing our new t-shirts*



A team is a small group of people with complementary and specific skills, who are interdependent on each other and who are committed to the same goal and equal performance objectives (Katzenbach and Smith, 1973). In this case, teamwork was not only about something everyone did together, but it was also about something individual in which everyone was working and helping each other. In this way, we saw respect and companionship applied while they strengthen communicative skills in English and community values.

### **Cultural Appreciation**

“Different studies show that participation in an intercultural educational context fosters the appreciation of ethnic, linguistic and identity diversity, promoting pro-social and anti-racist behaviors” (Banks, 1993). Taking into account cultural appreciation, in this research, we wanted to promote in a very creative way students' understanding of the value

of their culture and their native tongue which is Nasa Yuwe. Many people are embarrassed to speak it due to historical discrimination, or simply do not know it because they first learned Spanish and it is difficult for them to understand it.

To begin with, it is necessary to clarify that in each strategy we worked on cultural appreciation, but strategy 5, which was the last one we created, was revealed as the most related to this concept because it included the Nasa Yuwe language. The educational and intercultural objective of this strategy was to recognize their culture and identify words in English and Nasa Yuwe to preserve and learn more of their mother tongue to avoid mistrust of the different ones and to make the students begin to know words in English to relate them to their own environment.

At the beginning of the class, we explained to them that the activity was about creating a dictionary with their own hands. We showed them the materials and they were very attentive and excited. The materials were colored foam, paintings representing the Nasa community, scissors, and markers, as it can be seen in the **figure 12**. For this, they had to become familiar with English so we told them to review their notes from the previous sessions because all the vocabulary learned would go in the dictionary and that it would be done in three languages, English, Spanish, and Nasa Yuwe. They began to remember and went out to the board to place all the English words they knew and saw in their notes. The Nasa Yuwe teacher came to the class and we told her the Spanish meaning of each word in English and she was pronouncing and explaining to the students that some vocabulary was not there because they are animals or things that do not exist in a Nasa community or environment.

Some of the children seemed very happy because they felt close to their culture. After that, they wrote on sheets of paper the English words with their meaning because the idea

was that the dictionary would have the children's handwriting but we saw that the spelling was not very good so we decided with the group director and the teacher of Nasa Yuwe, to put our handwriting so we could have an excellent dictionary that could be shown to many people. "The classroom is transformed into a classroom that is open, critical and integrated into community life, where pedagogical strategies are crystallized, including the strengthening and use of native languages and the use of knowledge from other cultures" (MEN 2009). With this, we could notice that by appreciating their culture they feel familiar with their environment and are more motivated to learn a second language and to preserve the Nasa Yuwe, which is what the institution wants to do with the new generation.

**Figure 12.**

*Creating our dictionary in English, Spanish, and Nasa Yuwe*



The objective of the activity was to recognize their culture and learn vocabulary. Since the students responded well to English and Nasa Yuwe, both the teachers and we were very happy to see the process and the progress of the students. We did not know that some students had knowledge of Nasa Yuwe and listening to them was satisfactory. The teacher of

this native language told us that the children were very embarrassed to say something in Nasa Yuwe and to see them feel so enthusiastic was satisfactory for everyone.

We came to the conclusion that it is very important to implement in the classes some tools that include interculturality so that they are motivated and learn through their environment. Already being aware that some aspects such as language within the indigenous culture are at risk of being lost, we realize that a process of cultural identity is needed in order to recover it and through these activities obtain great results. Intercultural education plays a very valuable role since it fosters the acceptance of different cultures and respect and tolerance among the participants. Cultural appreciation together with interculturality favors interaction and coexistence throughout the institution, including family members, as mentioned above.

## **Chapter V**

### **Final Reflections and Conclusions**

This research had as main objective to design methodological strategies based on interculturality to improve the learning experience of English as a foreign language of the students of the « Institución Educativa Agropecuaria Las Aves, sede Centro Docente Rural Mixto Vilachí » in Santander de Quilichao Cauca. To do so, three specific objectives were addressed. The first one was to identify the challenges faced by the “Institución Educativa Agropecuaria Las Aves, sede Centro Docente Rural Mixto Vilachí”, related to the teaching of English in the indigenous Resguardo de Canoas, as well as the cultural characteristics of the school community, it was fulfilled at through the observation format and the first encounters with the school community, aspects such as apathy, exclusion, distrust of teamwork, and lack of communication were identified. They were addressed in each class and much improvement was revealed after the intercultural strategies were applied.

These interactions also permitted to identify cultural aspects of the students, such as there are not only indigenous students but also afro-descendants and mestizos, this is due to the fact that there are afro villages nearby and therefore parents take their children to this school. This multicultural fact revealed the importance of protecting community values and working from intercultural perspectives that promote coexistence and respect.

Regarding the second objective, to implement methodological strategies to improve the learning experience, five lessons plans were designed and implemented with fourth-grade students. Each session included methodological strategies that linked intercultural concepts with specific English objectives. As a result of this, an analysis was carried out where the findings were grouped in five concepts. The first, classroom empathy, revealed the importance of creating safe places for children development, the value of open dialogues and the direct relationship between empathy and active listening. Also, this concept emphasized



the role of the teacher when generating a positive impact on students and promoting a friendly environment where teamwork and the desire to help each other is encouraged.

In the second concept, which was based on the second objective to implement methodological strategies to improve the learning experience, it was fulfilled since the activities based on interculturality demonstrated their positive effects on inclusion. The students felt comfortable with each other, accepting their differences, which helped them a lot to continue practicing teamwork. They shared their knowledge of English and began to learn effective communication. The third concept was related to cultural diversity and how intercultural strategies allowed the English language to be a vehicle for the different cultures that coexist in the institution, promoting mutual enrichment that made the community feel proud of its roots.

The fourth concept discussed the enhancement of community values through interculturality and showing how the foreign language can establish a healthy dialogue with the Nasa culture in order to promote respect for their customs and symbology and preserve them from being erased as a consequence of non-contextualized classroom practices. The fifth and last concept was focused on cultural appreciation and describes how the intercultural strategies applied could establish a relationship between Nasa Yuwe and English, which was of great value since students remembered all the vocabulary learned in English and they also recognized it in Nasa Yuwe, creating a meaningful link they were very enthusiastic about.

At the same time, we realized that it was a challenge to break the dynamics of traditional education, therefore the management of discipline and classes at times was difficult because the children were used to traditional ways of being disciplined and taught. In the third objective of this research which is to evaluate the implemented plan and suggest ways to improve, was fulfilled one of the challenges of transitioning to other methodologies



is to make students understand new ways of learning, participating, and creating agreements.

To complement the above, interculturality must be included in the school regulations to promote respect for cultural diversity. In the classroom, it is important to create an environment with cultural themes, encouraging situations in which students have to work in class with people from other cultures. In these cases, if students and teachers keep interculturality in mind within their academic and cultural activities, a much more direct and effective communication between them can be fostered, as well as a sense of belonging to their community, their identity and their history, promoting the inclusion since it is a process of socialization, learning and coexistence within the educational environment.

Finally, as future teachers, we know how important it is to implement interculturality in the classroom because we know that in many cases some teachers focus on teaching only one subject without thinking about the students or the cultural context in which they are working or to which they are addressing. With this research in which we were living the whole process, we were able to see how important it is to delve into a particular culture in order to obtain good results.

### **Recommendations**

- ✓ The Universidad del Cauca should have an agreement with the rural schools in the region to facilitate access to knowledge and innovative methodologies in foreign language teaching.
- ✓ Teachers and students of the Modern Languages program should consider taking interculturality into account in order to get a broad perspective of the complexities of teaching a foreign language and what cultures entail. In this way, methodological strategies could be developed to understand the target culture and not forget where we come from.
- ✓ To the “Institución Educativa Agropecuaria Las Aves, sede Centro Docente Rural Mixto Vilachí” it is recommended to increase the hours dedicated to the foreign language and recognize its importance to the future development of students. Also, school classrooms should integrate the languages spoken in the institution through visual support within the classroom, such as English and Nasa Yuwe flashcards or posters. Cross-curricular perspectives are highly recommended in this context, as well as an intercultural reflection to select the materials, contents, and teaching strategies.

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## Appendixes

### Appendix 1: Questionnaires

Questions	Objetives
<ul style="list-style-type: none"> <li>¿Cuáles son las reacciones que tienen los estudiantes de la escuela “Centro Docente Rural Mixto Vilachí” del resguardo de Canoas cuando llegan a su primera clase de inglés en el grado sexto de la "Institución Educativa Agropecuaria Las Aves"?</li> </ul>	To know the perspective of the students regarding the English language also in order to know the relationship they have had in this area.
<ul style="list-style-type: none"> <li>¿Qué metodologías utiliza usted para el desarrollo de sus clases en el grado sexto?</li> </ul>	To identify what methodological strategies the teacher uses when confronted with students from indigenous communities.
<ul style="list-style-type: none"> <li>¿De qué forma considera usted que el hecho de no tener profesor de inglés en la primaria afecta los resultados de aprendizaje en los estudiantes al terminar el bachillerato?</li> </ul>	To know the disadvantages that can be found in students who have not been related to the English language in primary school.
<ul style="list-style-type: none"> <li>¿Cuáles son los principales retos que se ven reflejados en los estudiantes cuando se enfrentan al idioma inglés?</li> </ul>	To recognize the difficulties students have when learning English.

#### Pregunta a Rector y Coordinador de la Institución

Preguntas	Objetivos
<ul style="list-style-type: none"> <li>¿Cuáles son las dificultades para encontrar un docente de inglés en el “Centro Docente Rural Mixto Vilachí”?</li> </ul>	To know why the primary school does not have an English teacher.

<ul style="list-style-type: none"> <li>• ¿Cree usted que el área de inglés es necesaria en el contexto particular de los estudiantes del “Centro Docente Rural Mixto Vilachí”?</li> </ul>	<p>To know the rector’s perspective on language learning in a school located in a rural area.</p>
<ul style="list-style-type: none"> <li>• ¿Cuáles son los retos en la implementación del inglés en la institución?</li> </ul>	<p>To know if the English program has been supported to remain within the institution and how has it been done to maintain the English program within the institution.</p>
<ul style="list-style-type: none"> <li>• ¿Cuáles son las alternativas a las que recurre la institución para el mejoramiento del área de inglés?</li> </ul>	<p>To know why there are no resources to have an English teacher.</p>

## Appendix 2: Class Observation Format



### CENTRO DOCENTE RURAL MIXTO VILACHÍ INSTITUCIÓN EDUCATIVA AGROPECUARIA LAS AVES

#### CLASS OBSERVATION FORMAT

**Research Project: Methodological Strategies to Improve English  
Learning Experiences Through Interculturality in  
Elementary School**

**Date** \_\_\_\_\_

**Time:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Group:** \_\_\_\_\_

INDICATOR	YES	NO	OBSERVATIONS
Lesson Plan suitable for the development of the activities.			
Motivation on the part of the teacher at the beginning of the class sessions.			
A time is established for each activity.			
The teacher takes into account the students' level of English.			
Didactic projects are proposed to help students.			
The teacher shows confidence about the topic to be covered.			
The environment is conducive and favorable for the development of classroom activities.			



Work activities according to the students' previous knowledge.			
Different activities are proposed to engage students			
in the topic presented.			
Students pay attention to the topics taught by the teacher.			
Activities that have a timely connection to the topics covered in class are proposed.			
Activities are proposed in which students demonstrate what they have previously learned.			
Intercultural knowledge such as empathy, cultural diversity and customs are integrated.			
There is motivation on the part of the students to receive their English classes.			
Students participate in the activities promoted by the teacher.			
The students have English expressions with the teacher.			
When assigning teamwork, students respond positively.			

Shows concern and interest in learning English.			
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**Appendix 3: Lesson Plans**

## CLASS 1

III. Characteristics Class Planning								
Foreign language:	English	Skills to develop:	Listening X	Speaking X	Writing <input type="checkbox"/>	Reading <input type="checkbox"/>		
Dimensions of Communicative Competence to be developed in the student↓:						Strategies to develop in the student↓		
Linguistic Competence↓	Sociolinguistic competence↓	Pragmatic Competence↓						
Lexical Competence → <input type="checkbox"/> Grammatical Competence → <input type="checkbox"/> Semantic Competence → <input type="checkbox"/> Phonological Competence → <input type="checkbox"/> <input checked="" type="checkbox"/> Spelling Proficiency → <input type="checkbox"/> Orthographic Competence → <input type="checkbox"/>	Linguistic markers of social relations → <input type="checkbox"/> Rules of courtesy → <input type="checkbox"/> Common wisdom expressions → <input checked="" type="checkbox"/> Registration differences → <input type="checkbox"/> <input type="checkbox"/> Dialect and accent → <input type="checkbox"/>	Discursive competence → <input checked="" type="checkbox"/> Functional competence → <input type="checkbox"/>	Cognitive Strategies → <input checked="" type="checkbox"/> Metacognitive Strategies → <input type="checkbox"/> Socio Affective Strategies → <input type="checkbox"/> Intercultural strategies → <input checked="" type="checkbox"/>					
Theme to develop→	Body Parts / Clothes			Session time→	2h:00min			
3.1. Learning objectives	To use basic English structures to recognize empathy as the main axis to express respect towards their peers. To identify actions that can affect the other.							
3.2. Secondary Objectives	Recognize the parts of the body and clothing in English.							
3.2.1 Relationship with Critical Interculturality	Reduction of prejudice and discrimination and development of empathy.							
3.3. Personal purpose	Make students begin to know words in English so that they relate them to their own environment.							

3.4. Assumptions			
3.5. Anticipation of difficulties and possible solutions	That they want to do other activities than the ones that the teacher proposes.		
3.6. Anticipation of classroom conflicts and possible solutions	Discipline, in case the students get distracted, other activities can be chosen to disperse the possible tension in the classroom.		
3.7. Transversality	Enrich their vocabulary in English.		
3.8. Vocabulary to learn	Hand, head, shoulders, elbow, knees, legs, eyes, mouth, ears, nose. Jacket, T - shirt, cap, pants, boots, shoes, skirt.		
3.9. Grammatical structures	Vocabulary		
3.10. Functional aspects	The functionality of these activities is that children use and carry the vocabulary learned in class to their daily lives.		
3.11. Research	Communicative linguistics	3.12. Método	Communicative Approach

### 3.13. Scheduled procedure

Hour	T i m e	Activity name	Interac ti on patter n	Activity Objective	Activity Description	Resources and Materials
10:00-10:10	10'	Warm Up (Greeting)	50%S 50%T	Meet the students.	Arrive at the classroom and interact with them, the teachers will introduce themselves to the classroom and	Voice.

					announce what is going to happen.	
10:10-10:35	2 5'	define your peers	100% S	How is the relationship between the students	Students must write the name of a classmate on a piece of paper and say what that person transmits to them.	Paper, pencil
10:35-10:50	1 5'	Explanation of the new topic	100% T	Explain to students the pronunciation and name of the parts of the body in English.	The teacher will show Flashcards for the immediate recognition of the word and image relationship and thus help to memorize.	flashcards, voice
10:50-11:15	2 5'	Drawing and coloring activity.	100% S	Know the perspective of the other.	Students will be chosen in pairs; they must draw a picture of their partner pointing out the parts of the body and the clothes in English. Generating greater coexistence.	Voice, colors, paper, pencil.
11:15-11:35	2 0'	Memory Game	50% S 50% T	Review what has been learned in class through an activity.	The teachers will put random images in a different order, but Ss. will not be able to see them, they must guess	Voice, drawings.

					where the pair of the image is.	
11:35-11:55	20'	The bag game	50%S 50%T	To be in another person's shoes	The students will sit in line and put on the bag of the classmate to their right, the teachers will ask some	Chairs, voice, provision

					questions and they will have to answer as if they were the classmate of the one with the shoes.	
11:55-12:00	5'	Doubts	50%S 50%T	Review of the topics seen in class so far.	The idea is to resolve doubts of each of the students in case there are any left.	Voice, writing.

3.14. Assessment of learning objective 3.1	That students begin to identify body parts and clothing in English.
3.15. Tasks assigned to students and their purpose	That the children study the vocabulary at home and with their classmates on the days they see each other.
3.16. References	
3.17. Relationship with language skills standards	I recognize when they speak to me in English and I react verbally

## CLASS 2

III. Characteristics Class Planning								
Foreign language:	English	Skills to develop:	Listenin g <input checked="" type="checkbox"/>	Speakin g <input checked="" type="checkbox"/>	Writing <input type="checkbox"/>	Reading <input type="checkbox"/>		
Dimensions of Communicative Competence to be developed in the student↓:					Strategies to develop in the student↓			
Linguistic Competence↓	Sociolinguistic competence↓	Pragmatic Competence↓						
Lexical Competence → <input type="checkbox"/> Grammatical Competence → <input type="checkbox"/> Semantic Competence → <input type="checkbox"/> Phonological Competence → <input type="checkbox"/> <input checked="" type="checkbox"/> Spelling Proficiency → <input type="checkbox"/> Orthoeptic Competence → <input type="checkbox"/>	Linguistic markers of social relations → <input type="checkbox"/> Rules of courtesy → <input type="checkbox"/> Common wisdom expressions → <input checked="" type="checkbox"/> Registration differences → <input type="checkbox"/> <input type="checkbox"/> Dialect and accent → <input type="checkbox"/>	Discursive competence → <input checked="" type="checkbox"/> Functional competence → <input type="checkbox"/>			Cognitive Strategies → <input checked="" type="checkbox"/> Metacognitive Strategies → <input type="checkbox"/> Socio Affective Strategies → <input type="checkbox"/> Intercultural strategies → <input checked="" type="checkbox"/>			
Theme to develop→	Colors and Nasa Symbology			Session time→	2h:00min			
3.1. Learning objectives	Understand language about the people around them, their community, and their celebrations.							
3.2. Secondary Objectives	Recognize colors and Nasa symbology.							
3.2.1 Relationship with Critical Interculturality	Establish an inclusive environment.							
3.3. Personal purpose	Make students begin to know words in English so that they relate them to their own environment.							
3.4. Assumptions								

3.5. Anticipation of difficulties and possible solutions	That they want to do other activities than the ones that the teacher proposes.		
3.6. Anticipation of classroom conflicts and possible solutions	Discipline, in case the students get distracted, other activities can be chosen to disperse the possible tension in the classroom.		
3.7. Transversality	Enrich their vocabulary in English.		
3.8. Vocabulary to learn	Hand, head, shoulders, elbow, knees, legs, eyes, mouth, ears, nose. Jacket, T - shirt, cap, pants, boots, shoes, skirt.		
3.9. Grammatical structures	Vocabulary		
3.10. Functional aspects	The functionality of these activities is that children use and carry the vocabulary learned in class to their daily lives.		
3.11. Research	Communicative linguistics	3.12. Método	Communicative Approach

### 3.13. Scheduled procedure

Hour	T I M E	Activity Name	Interac ti on pattern	Activity Objective	Activity Description	Resources and Materials
10:00 am - 10:15 am	15'	Warm up	50% S 50% T	Relate students to the subject matter to be covered in class	Match the colors with the correct name. The activity consists of placing colored papers in their respective places. There will be boxes with	Color paper, carton boxes.



					the names of the different colors, and they will have to put papers of the correct colors in each one.	
10:15 am - 10:30 am	15	Knowing our history	20% S 80% T	To bring students closer to the history of their culture.	The idea of this activity consists of using images or Flashcards to learn about the representative symbology of the Nasa people, explaining the meaning of each one.	Flashcards, Colors.
10:30 am - 11:00 am	30	Practice	50% S 50% T	Exchange information in English about the topic class.	Students will be explained the activity that consists of painting on a T-shirt the Nasa symbol with which they most identify themselves.	textile paints, t-shirts, creativity.
11:00 am - 11:30 am	30	Final Product	80% S 20% T	sharing our work with our classmates and discussing our ideas.	Students should show their t shirts and explain why they chose that Nasa symbol.	T-shirts, creativity.

3.14. Assessment of learning objective 3.1	That students begin to identify colors and Nasa Symbology
3.15. Tasks assigned to students and their purpose	That the children study the vocabulary at home and with their classmates on the days they see each other.
3.16. References	
3.17. Relationship with language skills standards	I recognize when they speak to me in English and I react verbally

## Class 3

I. Characteristics Class Planning						
Foreign language:	English	Skills to develop:	Listening	Speaking	Writing:	Reading
			Listening <input checked="" type="checkbox"/>	Speaking X	Writing: <input type="checkbox"/>	Reading <input type="checkbox"/>
Dimensions of Communicative Competence to be developed in the student ↓:					Strategies to be developed in the student ↓	
linguistic competence ↓	sociolinguistic competence ↓	pragmatic competence ↓				
Lexical Competence → <input type="checkbox"/> <input type="checkbox"/> Grammatical Competence → <input type="checkbox"/> Semantic Competence → <input type="checkbox"/> Phonological Competence → <input checked="" type="checkbox"/> Orthographic Competence → <input type="checkbox"/> Orthoptic Competence → <input type="checkbox"/>	Linguistic markers of social relationships → <input type="checkbox"/> <input type="checkbox"/> Rules of politeness → <input type="checkbox"/> Expressions of folk wisdom → <input checked="" type="checkbox"/> Differences in register → <input type="checkbox"/> Dialect and accent → <input type="checkbox"/>	Discursive competence → <input checked="" type="checkbox"/> Functional competence → <input type="checkbox"/>		Cognitive Strategies → <input checked="" type="checkbox"/> Metacognitive Strategies → <input type="checkbox"/> Socio-affective Strategies → <input type="checkbox"/> Intercultural strategies <input checked="" type="checkbox"/>		
Theme to develop →	The animals			Session time →	2h:00min	
3.1. Learning Objective(s)	Recognize the animals around their culture.					
3.2. Secondary objectives	Exchange information in English about the characteristics of their immediate environment					
3.2.1 Relationship with critical interculturality	Include visits to sites that allow rescue and appreciate the different cultural values of this region, allowing students to get to know the community.					
3.3. Personal purpose	to be a guide for students to learn and be motivated in the classroom					
3.4. Assumptions	That there is no order or that they do not understand and become frustrated.					

3.5. Anticipated difficulties and possible solutions	A possible difficulty is possible activities or the role play be a distractor and instead of paying attention they want to just play		
3.6. Anticipated classroom conflicts and possible solutions	Possible extra or different activities to obtain the greatest possible attention from students		
3.7. Transversality	Enrich English vocabulary		
3.8. Vocabulary to learn	Dog, cat, farm animals, fish, cow, fox, parrot, lizard, hen, chicken, bear, snake, owl... etc		
3.9. Grammatical structures	Simple present		
3.10. Functional aspects	The functionality of these activities is that the children use and take the vocabulary learned in class to their daily life.		
3.11. Approach	Communicative linguistic	3.12. Method	Communicative approach

### 3.13. Scheduled procedure

Hour	time	Name activity	Interaction pattern	Activity objective	Activity description	Resources and Materials
10:00-10:20	20'	Ice Breaker	50%S 50%T	make a game allusive to the new theme	The game consists of them taking out a piece of paper with the name of some animals in English and they must act or imitate the sound of the animal they have chosen.	Voice, paper.
10:20-10:35	15'	Wrap Up (Explanation of new theme)	100%T	Flashcards and animals	show some flashcards with the name of some animals for writing and pronunciation practice, if the students know of them, they can write them on the board.	flashcards, voice
10:35-11:00	25'	Match the animals	100%S	link the images with the names	On the board we will have a box where there will be animals in the horizontal boxes and in the vertical boxes the names. they must find the correct box that joins them.	Voice, draws, board.
11:00-11:25	25'	Last game	70%S 30%T	Review what was learned in	The representative animal of each country or continent will be	Voice, draws, board.

				class through an activity.	explained and for this activity there will be a world map on a board. After the explanation, they will have to locate the animals in the place where they belong, this with the intention of getting to know the representative animals of each culture and each country.	
11:25-11:35	10'	Doubts	50%S 50%T	Review of the topics covered in class so far.	The idea is to solve doubts of each of the students in case there are any remaining doubts.	Voice, writing.

3.14. Assessment of the learning objective 3.1	Have students begin to identify animals in English.
3.15. Tasks assigned to students and their purpose.	Have the children study the vocabulary at home and with their classmates on the days they see each other.
3.16. References	
3.17 Relation to language proficiency standards	I recognize when I am spoken to in English and react verbally.

## CLASS 4

<b>III. Characteristics Class Planning</b>								
Foreign language:	English	Skills to develop:	Listening X	Speaking X	Writing <input type="checkbox"/>	Reading <input type="checkbox"/>		
Dimensions of Communicative Competence to be developed in the student ↓:					Strategies to develop in the student ↓			
Linguistic Competence ↓		Sociolinguistic competence ↓		Pragmatic Competence ↓				

Lexical Competence → <input type="checkbox"/> Grammatical Competence → <input type="checkbox"/> Semantic Competence → <input type="checkbox"/> Phonological Competence → <input checked="" type="checkbox"/> Spelling Proficiency → <input type="checkbox"/> Orthoepic Competence → <input type="checkbox"/>	Linguistic markers of social relations → <input type="checkbox"/> Rules of courtesy → <input type="checkbox"/> Common wisdom expressions → <input checked="" type="checkbox"/> Registration differences → <input type="checkbox"/> Dialect and accent → <input type="checkbox"/>	Discursive competence → <input checked="" type="checkbox"/> Functional competence → <input type="checkbox"/>	Cognitive Strategies → <input checked="" type="checkbox"/> Metacognitive Strategies → <input type="checkbox"/> Socio Affective Strategies → <input type="checkbox"/> Intercultural strategies → <input checked="" type="checkbox"/>
Theme to develop →	Reading comprehension and vocabulary about their culture	Session time →	2h:00min
3.1. Learning objectives	Socialize traditional stories related to their culture.		
3.2. Secondary Objectives	Recognize their culturer and have reading comprehension		
3.2.1 Relationship with Critical Interculturality	Promote respect for cultural diversity and major customs.		
3.3. Personal purpose	Make students begin to know words in English so that they relate them to their own environment.		
3.4. Assumptions			

3.5. Anticipation of difficulties and possible solutions	That they want to do other activities than the ones that the teacher proposes.
3.6. Anticipation of classroom conflicts and possible solutions	Discipline, in case the students get distracted, other activities can be chosen to disperse the possible tension in the classroom.
3.7. Transversality	Enrich their vocabulary in English.

3.8. Vocabulary to learn	Vocabulary about nature and things that they understand in the stories		
3.9. Grammatical structures	Vocabulary, Reading comprehension		
3.10. Functional aspects	The functionality of these activities is that children use and carry the vocabulary learned in class to their daily lives and understand their culture with a different concept.		
3.11. Research	Communicative linguistics	3.12. Método	Communicative Approach

### 3.13. Scheduled procedure

Hour	T I M E	Activity Name	Interacti on pattern	Activity Objective	Activity Description	Resources and Materials
10:00 am - 10:20 am	20'	Warm up	50% S 50% T	Relate students to the subject matter to be covered in class	We will make groups of 5 people with the students to receive the class and then each group will be given some images related to the stories, myths and legends, the students will not know where the	Paper, pencil, imagination

					images come from. They should put a title and names to the characters or things they see.	
10:20 am - 10:40 am	20'	Read stories, myths and legends	20% S 80% T	Read in class	The teachers will read 4 stories, myths and legends to the students, they must pay attention and then relate the images they made in the first activity with what they heard	Paper, pencil, imagination
10:40 am - 10:55 am	15'	explanation	100% S	explanation what they did	One student per group will explain what they did with the drawing and the differences they saw when they heard what the teachers read.	disposition

10:55 am - 11:25 am	30'	Preparation : Role play	100%S	Traditional stories	Depending on the story, myth or legend read in class, each student is assigned a role with short dialogues and vocabulary seen in previous classes to perform a short theatrical play with the whole group.	Disposition
11:25 am - 11:45 am	20'	Presentation : Role play	100%S		The students will do the theatre.	Disposition
11:45 am - 11:55 am	10'	Doubts	50%S 50%T	Doubts	the students will ask the teachers questions about what they have seen in class to clarify their doubts	

3.14. Assessment of learning objective 3.1	That students begin to Identify specific information about the effects of their actions in the world in short narrative and descriptive texts in English.
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3.15. Tasks assigned to students and their purpose	That the children study the vocabulary at home and with their classmates on the days they see each other.
3.16. References	
3.17. Relationship with language skills standards	I recognize when they speak to me in English and I react verbally

### CLASS 5

III. Characteristics Class Planning								
Foreign language:	English	Skills to develop:	Listening <input type="checkbox"/> X	Speaking <input type="checkbox"/> X	Writing <input checked="" type="checkbox"/>	Reading <input type="checkbox"/>		
Dimensions of Communicative Competence to be developed in the student↓:						Strategies to develop in the student↓		
Linguistic Competence↓		Sociolinguistic competence↓		Pragmatic Competence↓				
Lexical Competence → <input type="checkbox"/> Grammatical Competence → <input type="checkbox"/> Semantic Competence → <input type="checkbox"/> Phonological Competence → <input type="checkbox"/> <input checked="" type="checkbox"/> Spelling Proficiency → <input type="checkbox"/> Orthographic Competence → <input type="checkbox"/>		Linguistic markers of social relations → <input type="checkbox"/> Rules of courtesy → <input type="checkbox"/> Common wisdom expressions → <input checked="" type="checkbox"/> Registration differences → <input type="checkbox"/> <input type="checkbox"/> Dialect and accent → <input type="checkbox"/>		Discursive competence → <input checked="" type="checkbox"/> Functional competence → <input type="checkbox"/>		Cognitive Strategies → <input checked="" type="checkbox"/> Metacognitive Strategies → <input type="checkbox"/> Socio Affective Strategies → <input type="checkbox"/> Intercultural strategies → <input checked="" type="checkbox"/>		
Theme to develop →	Vocabulary in English and Nasa Yuwe			Session time →	2h:00min			

3.1. Learning objectives	Identify vocabulary in English and Nasa Yuwe
3.2. Secondary Objectives	Recognize their culturer and identify words in English and Nasa Yuwe
3.2.1 Relationship with Critical Interculturality	Preserving and knowing more of their native language in order to avoid the distrust of different ones.
3.3. Personal purpose	Make students begin to know words in English so that they relate them to their own environment.
3.4. Assumptions	

3.5. Anticipation of difficulties and possible solutions	That they want to do other activities than the ones that the teacher proposes.		
3.6. Anticipation of classroom conflicts and possible solutions	Discipline, in case the students get distracted, other activities can be chosen to disperse the possible tension in the classroom.		
3.7. Transversality	Enrich their vocabulary in English.		
3.8. Vocabulary to learn	Vocabulary about nature and things that they understand in the stories		
3.9. Grammatical structures	Vocabulary in Nasa Yuwe and English		
3.10. Functional aspects	The functionality of these activities is that children use and carry the vocabulary learned in class to their daily lives		
3.11. Research	Communicative linguistics	3.12. Método	Communicative Approach

### 3.13. Scheduled procedure

Hour	T I M E	Activity Name	Interacti on pattern	Activity Objective	Activity Description	Resources and Materials
10:00 am - 10:10 am	10'	Warm up	50% S 50% T	Relate students to the subject matter to be covered in class	The teachers will give the students 10 minutes for them to look at their notes or remember most of the vocabulary that we have seen in all the sessions	Memory
10:10 am - 10:30 am	20'	Write words	100%S	write in English all the vocabulary they have reviewed in their notes or remember by heart	The teachers will give the students sheets of paper so that they write words in English and with scissors they will cut out each word	Paper, pencil, scissors
10:30 am - 10:40 am	10'	Create material	50% S 50% T	Start creating the dictionary	Students and teachers choose together the cover they will create for the dictionary	
10:40 am - 11:10 am	30'	Cover design creation	50%S 50%T	dictionary image	Students and teachers will create the cover of the dictionary together and will draw and paste images to give it a good image	glue, creation

11:10 am - 11:40 am	30'	Words in Nasa Yuwe	50%S 50%T	dictionary content	With the help of a Nasa Yuwe teacher from the institution, students will write in front of the words they wrote in English, the translation in Nasa Yuwe to start having the Nasa - English dictionary.	Pencil, paper
11:40 am - 12:00 am	20'	Time to create	50%S 50%T	Final objective	Students and teachers will take this time to continue creating the dictionary	

3.14. Assessment of learning objective 3.1	That students begin to Identify English with Nasa Yuwe so that they recognize their culture more through English
3.15. Tasks assigned to students and their purpose	That the children study the vocabulary at home and with their classmates on the days they see each other.
3.16. References	
3.17. Relationship with language skills standards	I recognize when they speak to me in English and I react verbally