

**COMMUNICATIVE GAMES IN EFL TEACHING: DESIGN OF A PEDAGOGICAL
GUIDE FOR 11TH GRADE, 'INSTITUCIÓN EDUCATIVA AGROPECUARIA
INDÍGENA QUINTÍN LAME'**



KEWIN MIGUEL OSORIO PRIETO

FARID ANDRES PEREZ MORALES

VICTOR ALFONSO USURIAGA AMBUILA

UNIVERSIDAD DEL CAUCA

HUMAN AND SOCIAL SCIENCES FACULTY

BACHELOR PROGRAM OF MODERN LANGUAGES, ENGLISH AND FRENCH

SANTANDER DE QUILICHAO

2021

COMMUNICATIVE GAMES IN EFL TEACHING: DESIGN OF A PEDAGOGICAL
GUIDE FOR 11TH GRADE, 'INSTITUCIÓN EDUCATIVA AGROPECUARIA
INDIGENA QUINTIN LAME'

KEWIN MIGUEL OSORIO PRIETO

FARID ANDRES PEREZ MORALES

VICTOR ALFONSO USURIAGA AMBUILA

Sandra Liliana Chacon Flor, Chairperson

UNIVERSIDAD DEL CAUCA

HUMAN AND SOCIAL SCIENCES FACULTY

BACHELOR PROGRAM OF MODERN LANGUAGES, ENGLISH AND FRENCH

SANTANDER DE QUILICHAO

2021

Acknowledgments

We would like to thank God for having given us the opportunity to be part of the student body of this great university; to our families for the support they always gave us when we wanted to give up, and finally, thanks to professor Sandra Liliana Chacón Flor who guided us in the best way during this stage of our lives.

APPROVAL
UNIVERSIDAD DEL CAUCA

The Undersigned Committee of Human and Social Sciences School approves the project developed by Kewin Miguel Osorio Prieto, Farid Andres Perez Morales, and Victor Alfonso Usuriaga Ambuila, entitled:

**Communicative Games in EFL Teaching: Design of a Pedagogical Guide for 11th Grade,
'Institución Educativa Agropecuaria Indígena Quintín Lame'.**

Luis Miguel Ortiz Cifuentes, Judge

Department of Foreign Languages

Cristian Fernando Salazar Valencia, Judge

Department of Foreign Languages

Sandra Liliana Chacón Flor, Chairperson

Department of Foreign Languages

Approval Date

Content

INTRODUCTION	7
CHAPTER ONE: PROBLEM STATEMENT	8
Problem Description	8
Justification.....	10
Objectives	12
<i>General Objective</i>	12
<i>Specific Objectives</i>	13
Limitations.....	13
CHAPTER TWO: REFERENTIAL FRAMEWORK.....	15
Contextual Framework	15
Previous studies	15
Conceptual Framework.....	19
<i>English as a foreign language</i>	19
<i>Speaking skill</i>	20
<i>Experiential method</i>	20
<i>Games</i>	22
<i>Gaming in Education</i>	22
<i>Games in EFL</i>	23
<i>Communicative games</i>	24
CHAPTER THREE: METHODOLOGICAL FRAMEWORK.....	26
Research Method	26
Research Stages and Instruments	26
<i>Stage one: Problem Identification</i>	26

<i>Stage two: State of the Art Review</i>	29
<i>Stage Three: Designing of the pedagogical guides</i>	29
CHAPTER 4: DATA ANALYSIS AND DESIGN OF THE PEDAGOGICAL GUIDE. ..	31
State of the art Review.....	31
Description of the Pedagogical Guide	33
<i>Unit 1, Elementary</i>	34
<i>Unit 2, Intermediate</i>	36
<i>Unit 3, Advanced</i>	37
CONCLUSIONS	42
RECOMMENDATIONS	44
REFERENCES	45

INTRODUCTION

We live in a globalized world where the educational system is in constant search of initiatives that allow the teacher to have enough tools to improve the quality of education and guarantee the student's appropriation of skills and abilities, promoting significant learning and motivation to pursue academic goals. To study a foreign language is essential to attain those goals, that is why this research aimed to design a pedagogical guide for the teaching-learning of the English language based on communicative games involving some cultural aspects, in order to develop and strengthen the communication skills of the students of the *Institución Educativa Agropecuaria Indígena Quintín Lame* of the municipality of Tacueyo.

In addition, with this proposal it was intended to offer didactic support which can be implemented in the classes with the encouragement to facilitate students' learning and awaken the motivation and desire to learn this language in a dynamic and meaningful way, while promoting cooperation, teamwork active participation, and interpersonal relationships. It was pointed out that the game allows students to develop a variable of skills and strengths related to solving problems, granting new ideas and using their imagination (Duran, Flores, Lake, López, & Moya, 2017).

After a bibliographical review of 35 academic papers related to games in EFL and the delimitation of the conceptual and methodological frameworks, a didactic guide is presented as a result of the research process. Unfortunately, due to COVID-19 restrictions, it was not possible to test the guide with teachers and students. It is hoped that future research will help to evaluate and improve it. It is also sought to emphasize on the importance of implementing games in the classroom and encourage more research regarding this topic.

CHAPTER ONE: PROBLEM STATEMENT

Problem Description

The general overview of Education in Colombia presents many challenges. According to a report published by the World Bank Group (2015), Colombia has one of the lowest investment percentages in education with only 4.4% of the total gross domestic product (GDP). In addition, the key findings from the system for International Students Assessment (OECD, 2019), showed that Colombian students scored lower than the OECD average in reading, mathematics and science.

Equally, a report published by the magazine 'Semana' (2017) mentions that Colombia is one of the fewest countries that has improved within the general panorama of Latin America, but it is still below the average level of education worldwide. These reports highlight the problems of our country regarding education and urge to find for solutions and strategies to solve them and improve.

In view of the above and as students at the University of Cauca, we are aware of the challenges of our communities and the commitment we have as future teachers to contribute to the improvement of education in our contexts. According to the pedagogical essence of the program of Modern Languages English and French, one of our goals must be to reflect and propose solutions to the identified weaknesses in our area of expertise, beginning at a regional level.

The region of the North of Cauca is enriched by the coexistence of intercultural viewpoints from indigenous communities. This situation challenges not only the political and administrative contexts, but also educational policies. Indigenous jurisdictions as Toribío – formed by the three 'cabildos': (Tacueyó, Toribío and San Francisco) are constantly reflecting about different ways of assuming education models that effectively combines the protection and revitalization of

traditions and the accomplishment of the national standards. In this process, English as a foreign language plays a key role in educational centers such as ‘Institución Educativa Agropecuaria Indígena Quintín Lame – in which this research proposal was centered- since it coexists with Nasa Yuwe.

Regarding indigenous languages, the ‘Programa Nacional de Bilingüismo’, recognizes the multicultural diversity of our country and the existence of native languages that reflect linguistic richness, but at the same time, it insists on the necessity to work for the construction of a citizen with cultural, academic and professional opportunities to interact globally (Colombia Aprende, 2018). In this way, indigenous schools assume specific educational programs (such as the PEI and the PEC) to protect their values, native languages and cultural identities, and at the same time they accept the general guidelines of the Ministry of Education, including the implementation of English as a Foreign Language.

Having in mind this, the teachers of English as a Foreign Language in indigenous contexts have to look for strategies, methodologies and proposals that allow students to learn in a more effective and meaningful way. In this way, students will be able to learn a foreign language that open the doors for higher education and better opportunities, without neglecting their traditions.

Taking into account the entire context shown above, this qualitative research sought to design and share pedagogical strategies for EFL teaching in the ‘Institución Educativa Agropecuaria Indígena Quintín Lame’ from the municipality of Tacueyó. The proposal was centered on eleventh grade since at this last stage of high school education students will reflect the general level of the institution after the primary and high school process and will require to contextualize the knowledge acquired to connect with the requirements of higher education.

An observation process (See Appendix One) and a Diagnostic test (See Appendix two) were

carried out and analyzed to identify the characteristics of the eleventh-grade students and make decisions about the research aims and stages. We identified that the students lacked the appropriate level of English, thanks to the diagnostic test that resulted in evidence of a lack of an appropriate level of English. The experiential model of education and the communicative games were identified as suitable to fit the goal of improving the EFL teaching experience in the specific context, specifically regarding speaking skills.

Finally, the research question guiding this proposal can be stated as: How to design a pedagogical proposal based on communicative games to improve the teaching of English as a Foreign Language in the eleventh grade of the ‘Institución Educativa Agropecuaria Indígena Quintín Lame’?

Justification

According to Rao (2019), speaking is essential for success in all fields. Language is used as a communication tool; people cannot communicate perfectly without using language. In addition, people cannot achieve their goals without using appropriate language to communicate. Since English is considered an international language and used all over the world, its goal is to communicate with people who live in different regions, states, countries, and continents of the world.

Therefore, English teaching becomes relevant and need innovation to guarantee successful communication and intercultural exchanges. However, traditional models of education are still present in English classrooms, making students lose interest in classes as their disposition to the class diminish in terms of their mood and desire to learn. In traditional models, learners do not feel participant in the construction of knowledge and are not allowed to be relevant actors in contextualized learning environments.

On the contrary, experiential learning and communicative games offer new experiences of

learning in which the student is participant and creator of knowledge. As Al-Bulushi, and Al-Issa “Games help teachers alter their techniques, styles, and approaches and make them more geared towards learner-centeredness. They help to promote language acquisition

through lowering students’ anxiety and creating an enjoyable learning atmosphere in the foreign language classroom” (2017, p. 4).

Through communicative games, English can be studied from meaningful situations and teachers can promote the use of it in real and fun contexts. As it was evidenced during the previous visits to the ‘Institución Educativa Agropecuaria Quintín Lame’, the students need opportunities to practice English in the classroom through innovative activities, and teachers require ideas and materials to promote these changes.

First, this project will create links between the ‘Institucion Educativa Agropecuaria Indigena Quintin Lame’ and the Universidad del Cauca, which will serve to promote motivation among the high school students to pursue higher education. As researchers and future teachers, we plan to share all our knowledge and advances of this project, contributing to the development of the region and opening spaces for other similar inquiries.

The research was directed towards the 11th grade since students will be able to work on and reinforce the lessons already seen in previous years. It is important to note that even though students have studied the English subject since elementary school, the diagnostic test results proved that they do not have the B1 level established as a goal for the ‘Ministerio de Educación Nacional’ and according to class observations, teachers need tools to make classes more participative and contextualized. For those reasons, it is hoped that this project provides them with better teaching tools.

Second, it will also allow people from Tacueyó to promote self-learning spaces with

experiential education and have leaders who try to find more benefits for education in foreign languages. The experiential method will help the “Institución Educativa Agropecuaria Indígena Quintín Lame” to have a new perspective and tools for a more dynamic and practical education that will help critical thinking so that students can create from their gaming experiences educational activities that will serve to be reflected in the other academic subjects. The low results obtained by the students during the diagnostic test confirm the necessity to do this research at the school.

Third, the experiential method helps the academic community to change the stigma of traditional subjects. By experience, we have evidenced that students usually prefer subjects such as physical and artistic education since they offer free thinking and body skills spaces to expel all the energy that young people today have gradually lost due to sedentary lifestyle. Also, experiential learning and games could contribute to improve coexistence, tolerance and team teamwork.

Finally, this work enriched our experience as future teachers in the field of designing of pedagogical materials, at the same time will benefit the educational institution since the material created will be socialized and shared with the school community, opening the possibility for future researcher to test, complete and use the pedagogical guide resulting from this research proposal.

Objectives

General Objective

To design a pedagogical guide based on communicative games to improve the teaching-learning process of English as a Foreign Language in the Eleventh-grade of the ‘Institución Educativa Agropecuaria Indígena Quintín Lame’.

Specific Objectives

- To diagnose the level of the eleventh-grade students of the institution regarding English speaking skills.
- To analyze the concepts of experiential learning and communicative games through a State-of-the-Art revision of relevant research documents about these topics.
- To create the activities corresponding to an instructional pedagogical material based on communicative games to be shared with the academic community of the 'Institución Educativa Agropecuaria Indígena Quintín Lame'.

Limitations

Between January 5th and 10th 2019, the World Health Organization (WHO) published a first report about epidemic outbreaks related to the presence of the new Coronavirus, a publication addressed to the world community of research, health and media, in which they emphasized on the manifested risks as well as on recommendations for all countries on how to detect cases, carry out laboratory tests and manage possible cases.

The new Coronavirus (COVID- 19) escalated to become a pandemic threat worldwide. On March 6th 2020, the Colombian Ministry of Health and Protection confirmed that the first case of Coronavirus was released in the national territory after performing the analysis on a 19-year-old patient. From that time, Colombian government has taken a series of measures to stop the spread of this virus, including social distancing.

However, during the months of July and August, cases have increased and the peak is waited for September and October. Therefore, the Ministry of Education issued guidelines to be taken

into account by educational institutions for the return to classes under the alternative classroom model, starting in August. The measures must take into account the particular conditions of each territory and at all times there will be monitoring by the health authorities.

It will be the governors and mayors of the territorial entities, together with the secretaries of health and education, who are in charge of taking the necessary steps to guarantee hygienic sanitary conditions in educational institutions and physical distancing to prevent the spread of Covid-19. Before going back to school, the sanitary conditions of the educational facilities must be evaluated, and if necessary, make adaptations that guarantee hand washing at least every 3 hours, physical distance of two meters between people, provision for cleaning and disinfecting footwear upon entering the facilities, as well as adapting waste management.

The “Institución Educativa Agropecuaria Indígena Quintín Lame” and Universidad del Cauca are not excluded from this general situation. As a result, this research project had to be modified, since at the beginning it was planned to implement the strategy in the school under the methodology of Action Research, including the implementation of the communicative games and the interaction with students. After the modifications, the project remains to the design of the pedagogical strategy based on communicative games and will be shared with the educational community.

These limitations are not an obstacle to achieve our objectives and offer an important material to the teachers of the institution, who need different and innovative strategies to improve the English level of the students. It is sought to design pedagogical guides to be implemented by the school teachers or by someone else interested.

CHAPTER TWO: REFERENTIAL FRAMEWORK

Contextual Framework

The research was carried out at the “Institución Educativa Agropecuaria Indígena Quintín Lame”, located in the municipality of Tacueyó, North of the department of Cauca, Colombia. The institution is named after an indigenous leader and traditional doctor named Manuel Quintín Lame Chantre (1880-1967).

The ‘Institucion Educativa Agropecuaria Indigena Quintin Lame’ is placed in the center of the town Tacueyó and provides pre-school, primary and secondary education with 1000 students and about 51 teachers, in the grade 11-2 grade room in which the project will be developed there are 16 women and 7 men.

Previous studies

- *Técnicas metodológicas empleadas en la enseñanza del inglés en Educación infantil. Rodríguez López, B. Spain, 2004.*

This document analyzes the methods used by a group of teachers and students over eight years old in Galicia, Spain. This study is aimed at students who are not well trained or who have not been trained in English before the age of eight. It is important to clarify that the technology used will be very important because it will determine the results of the study, based on Ashworth and Wakefield (1994): "Children learn best through play, games, fantasy, storytelling and listening to music. Both the context and the content of the

activities need to be varied, holding the children’s interest and giving them the opportunity to participate at their own level” (p. 34). The document clarifies that the first years of life are very

important for the learning process as at these age children do not perceive things as something very difficult, have more confidence linguistically and are more willing to accept learning from other cultures.

Three schools grouped in Galicia, Spain were evaluated by criteria or factors that emerged from two sources. One was the observation without participation made by the researcher, the second source was daily journal-like annotations. The results of this research showed that the three schools had a very large pattern of similarity, which implied that the strategies applied by the teachers were very similar, in spite of the fact that there was no coordination between them for the teaching of the foreign language, English. This shows that students at a certain age have a very similar pattern of behavior and even if they are from the same region which leads teachers to create the same strategies even without having coordination between them, as is the case of the mime that was the factor most used among the three schools.

The document shows that students of the same age range who live in the same region have a very similar pattern of behavior, it means, once they have studied, the same teaching model could be applied and this would have very similar results.

- ***EL Rol del Aprendizaje Experiencial en el Desarrollo de la Competencia Comunicativa en los Procesos de Enseñanza y Aprendizaje del Inglés como Lengua Extranjera en los Estudiantes del Programa de Licenciatura en Lengua Castellana e Inglés. Vargas Romero, Cundinamarca-Colombia, 2017.***

This research was conducted by Andrés Felipe Vargas Romero in the year 2017. Its objective was to contribute to the development of communicative competence in the teaching and learning processes of English as a foreign language through experiential learning spaces in the students of

the Bachelor of Basic Education program with Emphasis in Humanities Spanish Language and English. The project that was carried out during the Internship generated learning environments understood as any space in which the student can learn and relate to knowledge in a safe and controlled way by the teacher. In these learning environments students were able to carry out communicative tasks in English mediated by experiential learning, taking into account their previous knowledge, the context in which they developed and roles.

In this project, researchers worked on the implementation of new educational practices that contributed to develop significant processes of teaching and learning of English, which integrated academic experiences inside and outside the classroom, developing standards and own tasks for each language level and parameters that are stipulated in the Common European Framework of Reference for Languages. This makes us understand that it is possible to adapt a work plan with different methodologies than conventional ones and to design new ideas from the levels required by the common European framework.

- *El aprendizaje de la lengua extranjera a través de la educación física. Fernández, & Hernández, A. España, 2015.*

This research article shows how academic processes can become more significant and give better results through an experiential education applied through games. With respect to Campanero (2012, as cited by Fernandez & Hernandez, 2015) it is possible to show how the academic community receives better an education generated from dynamic classes that promote learning and sport at the same time, causing this practice to encourage and motivate students to use a series of skills that help to improve their mental and motor skills.

There is a motor development (muscular, sensory, psychomotor and coordination) as well as mental, emotional and social (Campanero, (2012, as cited by Fernandez & Hernandez, 2015).

It also shows how the experiential method serves to promote teamwork. These very effective activities allow the student to have fun and carry out mental work, therefore, there is a combination of the playful and cognitive component. When children play: they have fun, they mobilize their body, they feel, they experience, they imitate, they learn, they create, they imagine, they represent, they resolve conflicts, they accept failure, they know themselves and the environment around them, they regulate emotions, they have fun and verbalize experiences in a context of autonomy (López, I. 2010).

This article closely resembles our experiential education research work based on the game for learning English, because it confirms that through games and previous experiences of the student, significant learning can be achieved both for academic and social life.

- ***La lúdica como estrategia didáctica para la enseñanza del inglés a los estudiantes de educación básica y media de la Institución Educativa Leningrado. Pereira, Colombia, 2013.***

This research was conducted by Olga Lucia Bavativa Saldarriaga in 2013. It had the objective of proposing the implementation of the recreational strategy as a didactic method generating interest towards learning the English language in elementary and middle school students of the Leningrad educational institution of the city of Pereira, Colombia.

This project addresses the subject of motivation as a determining factor of learning and games

as an essential strategy in the pedagogical task. It shows a proposal based on a set of games that allow the student to strengthen the basic skills of a second language and acquire the contents exposed in their English class, as well as make the subject a fun learning scenario. Having the strength of competences in a second language, the student is prepared to face the challenges that the current globalized society demands.

This project is of great importance for this research proposal since it provides specific tools and strategies based on games that were implemented and evaluated positively in the context of EFL.

Conceptual Framework

English as a foreign language

Foreign Language is understood as a language different from the native language or from the language that is spoken in a country. Krashen and Terre (1983, as quoted by Moya and Jiménez, 2004) report that learning a foreign language is generated during the acquisition of the mother tongue in which language learning takes place. Through its grammar and its pronunciation with respect to the mother tongue that it is intended to acquire, it is important to mention that it is given in an unconscious way, and this is usually learned in the closed context of the classroom consciously and gradually. However, it should be said that the teaching of English as a foreign language in secondary education is much more significant when generated in a natural environment that allows the child to acquire the language in an unconscious way. Therefore, having taking into account the educational context we are referring to, we will use the terms acquisition and learning interchangeably when we refer to the teaching of English at an early age.

Regardless of the mother tongue of the speakers, it should be noted that the child expresses a spontaneous predisposition towards learning the language of the community that has seen him born, which makes the acquisition or learning of some morphological aspects and syntactic structures more natural. It is understood that learning a foreign language is more effective and meaningful when the speaker is exposed to a natural environment or context.

Oral skills

Speaking is one of the most important linguistic competences to communicate and interact. Through speaking we can express what we feel in a spontaneous way, and enrich our vocabulary which is very important to learn a foreign language.

As Baker and Westrup expressed (2003, quoted by Leong & Masoumeh, 2016) the importance of speaking is indicated with the accumulation of the language skills, to interact helps students to improve their wordbook, grammar skills and in consequence they will improve the writing skill. Learners express their emotions and ideas; debate, ask questions, interact, talk about tales, and say of a language, speaking outside the classroom is very important because the learner face the real world. In consequence, people who speak more than one language have a big advantage and more opportunities to get jobs in many organizations and enterprises.

Experiential method

Experiential method is the process by which the human being learns through his own experience which allows him to develop new skills and new knowledge. It also helps him to develop better cognitive skills, because this gives him significant value when learning. This concept is practically based on looking for the student to acquire an apprenticeship in

a real context where individuals can express and feel what they feel in a free and spontaneous way, as it also seeks that the student has a better understanding and acquires new knowledge. From the previous knowledge that the person already has, with this method it is intended that the student's participation is activated since in their learning process it involves their lived experiences.

Kolb (1984, cited by Diaz, 2017) establishes that the experiential method is a process through which the individual acquires a greater cognitive development as well as learns new concepts, due to he achieves a more significant learning since he involves his own experiences as learning. the experiential method is based on an experiential learning process through which it allows the individual to have a concrete experience, which in turn can analyze the abstract concepts related to his lived experiences and that in the end this allows him to have new learning concepts through a process of reflection and active experimentation.

Kolb (quoted by Marquez, 2015) also states that there is significant learning and for the individual to acquire new knowledge it is important that the individual goes through a process that contains four phases which is known as the experiential cycle which they are.

Concrete Experience: This cycle consists of a process that the student makes through observation and his immediate and concrete experiences through previous knowledge that he already has in which he identifies and engages with the subject, discovers his relationships, interests and intrinsic and extrinsic motivations

Reflective Observation, which consists in testing the individual through essential questions and from multiple perspectives which seeks for the student to process their concrete experiences and through them can reflect, so that they can expand and deepen the previous information that has.

Abstract Conceptualization in which the student builds notions, propositions, concepts and categories; theorizes, formulates, reconceptualizes and rediscovers laws, theories, postulates, models, principles, axioms, rules, theorems, hypotheses, among other general and abstract constructions of thought, which ultimately allows the student to have a broader knowledge.

4 Active experimentations, during this part of the cycle the student tests the implications of the concepts and goes from theory to practice. Apply or transfer knowledge to new situations and contexts, in order to make decisions, solve problems or meet needs.

Games

Games are a very important tool for learning, since through it you interact with the inner child that each human being carries inside, the game involves putting the lived moments to the test and makes the student create knowledge and social interaction.

As Vygotsky (1966, as quoted by Ferrer, 2015) mentioned, social interaction plays a fundamental role in cognitive development, which he defines as an active process on the part of the student who must build their own knowledge from his experiences and interaction with others; pointing out that the intellectual development of the individual cannot be understood as independent of the social environment in which it is immersed.

The game has been instrumental in developing meaningful learning activities, which helps students see second language learning more engaging.

Gaming in Education

Play as a learning method is developed in childhood, where we see that through playing children learn how to count and sing. through singing they learn new words in their childhood, that is why playing even in youth is still important to generate the curiosity that is the engine of learning and at the same time so with a satisfaction and it should be noted that playing eliminates

many fears, making students more spontaneous when expressing.

Hadfield (1996, as quoted in Deesri, 2002) describes games as “an activity with rules, a goal and an element of fun.” (p. 3). In this way, games may be used and assist device to supplement conventional teaching methods to enhance the getting to know, enjoy of the freshmen whilst additionally coaching other talents consisting of following rules,

adjust, trouble deciding, interaction, essential questioning talents, creativity, teamwork, and exact sporting spirit. Learning should not feel dull and it should not only mean rote memorization where students learn and grasp concepts through repetition or cramming. Teachers can take advantage of the energy and innovative thinking that is provided by using technology in learning to improve student performance. (Zirawua, Idowu & Maduku 2017).

Games in EFL

The game is a very useful tool to facilitate the learning of a foreign language such as English, since through this the students can develop better communication and cognitive skills, as well as allowing the students to have a better understanding and greater participation when learning this language, which make the students have that great motivation of wanting to learn, as well as that the learning process is easy and meaningful. In addition, the implementation of the game in the EFL classroom is something very important and enjoyable because it allows the students to develop language skills, expand their vocabulary and grammatical structures.

According to Genesee (1994, as quoted by Juan & García, 2013) “using games in the foreign language classroom is an essential element in the process of teaching-learning a language, especially in its early stages that introduces us to certain skills necessary for today's society from a didactic prism” (p. 264). Then, it can be said that the game is undoubtedly an essential tool in learning a foreign language since through this mechanism great learning opportunities for the

student and better cognitive skills could be promoted, as well as different advantages in the classroom such as the ones we mention next.

First, the dynamism. It expresses the meaning and influence of the time factor in the playful activity of the child. The game is active interaction in the dynamics of events. To this is added that every game has a beginning and an end and that, therefore, the time factor has in it the same primary meaning as in life, logic that teachers demand its use as an organizational component in the teaching plot.

Second, the participation. is the basic principle, which expresses the active manifestation of the physical and intellectual forces of a player. It is also a key element in the educational attention to diversity, in the sense that without it considered unreservedly we can't really talk about educating in diversity.

Third, the training. It reflects the pleasant and interesting manifestations that present the recreational activity, which exert a strong emotional effect on the child and can be one of the reasons fundamentals that encourage their participation in the game. The value didactic of this principle is that entertainment considerably reinforces cognitive interest and activity.

Finally, the competition without taking part there is no game and it encourages independent, dynamic activity and mobilizes all the potential physical-intellectual in all levels.

All these aspects together make the game and education related to carry out better teaching and learning. In conclusion and according to Ortega (1990), the wealth of strategies that allows cognitive and motivational development, makes the game an excellent learning opportunity.

Communicative games

Hadfield (1999) classified foreign languages games into linguistic and communicative.

Linguistic games are focused on accuracy while communicative will be centered on fluency. At the same communicative games are characterized for being more cooperative than competitive, since students play together obtain a common goal.

Communicative games, as their name suggests, are used to communicate through games that help strengthen the ability to speak, since through play it is possible to awaken the communication skills of students. In addition, speaking in a second language is one of the skills that the student will have to face due to the importance of English in the world. The game is an effective tool to strengthen the communication capacity of the student, because it is a process that helps to improve the communicative skill in which students as thinkers and communicators, try to show their ideas, projects, concepts, thoughts, emotions and feelings, based on their own life and experiences. The psychologist Piaget (2001, as quoted by Zhu, 2012) ‘proposes that movement produces "thought". He believes that movement is the beginning of learning, and that cognitive framework is built step by step whose articulation is movement but not awareness’ (p, 802).

CHAPTER THREE: METHODOLOGICAL FRAMEWORK

Research Method

This research followed a qualitative design mainly based on the State-of-the-Art Review and the design of a pedagogical material based on the identified needs of the selected participants. In the perspective of Molina Montoya, the state of the art is a modality of research documentary that allows the study of knowledge accumulated (written in text) within a specific area. Its origins go back to the 80's, a time when it was used as tool to compile and systematize information especially the area of social sciences, without however, to the extent that these studies are carried out in order to take stock of the research trends and as a starting point for decision making, the state of the art is positioned as a research modality of the research (2005, p. 75). Research stages were logically organized to achieve the objectives, and following the steps explained below.

Research Stages and Instruments

Stage one: Problem Identification

The first stage consisted of the identification of the problem through class observation and a diagnostic test applied to the eleventh-grade students of the “Institución Educativa Agropecuaria Indígena Quintín Lame”. The observation was recorded on the Observation Format adapted from the Ministry of National Education (See Appendix 1). During three sessions, students and teacher were observed with the objective to perceive essential classroom interactions, participation, methodology and motivation.

During the three classes that were observed in the 11-1 grade of the institution some important elements were revealed: Students were very participative and had a great disposition to learn English. They showed great motivation for this language, but it was also observed that the teacher used Spanish during almost all the class. Also, the teacher did not implement teaching material that facilitates better understanding of the class topics.

This observation was very important for the project because we could realize the characteristics, classroom interactions, positive aspects and needs for improvement.

The diagnostic test consisted in an interview that was applied to students. The questions selection and the evaluation criteria were based on the B1 Level standards according to the Common European Framework and the curricular objectives suggested by the Ministry of Education for the Eleventh grade (See Appendix 2). The objective of the diagnostic test was to know the level of students in the speaking skill, in order to adapt the activities in the best way.

The results showed that the students did not have the B1 level which is required by the National Ministry of Education. The majority of the students were not able to answer the first question, while the students with higher scores just answered until question three and with a lot of difficulties. We present some relevant parts from the transcriptions:

Transcription 1:

-Interviewer: What is your name?

- Student: No, no no

-Interviewer: How old are you?

-Student: No, no, no... tampoco, paso, paso.

-Interviewer: Where are you from?

-Student: No, tampoco me acuerdo de eso.

-Interviewer: What is your mother's profession?

-Student: No, tampoco me acuerdo de eso

Transcription 2:

-Interviewer: What is your name?

- Student: No, no no no...

-Interviewer: Where are you from?

-Student: No, me suena, pero no. (risas)

-Interviewer: How old are you?

-Student: No (risas)

Transcription 3:

-Interviewer: What is your name?

- Student: My name No. (risas)

-Interviewer: OK, again. What is your name?

-Student: My name is Jesus Adrian.

-Interviewer: Where are you from?

-Student: No.

-Interviewer: What is your hobby?

-Student: No.

The diagnostic test was conducted in order to measure the level of speaking in English, since according to the National Ministry of Education should be a B1 level, according to the common European framework, this diagnosis allowed us to realize that this requirement had not been not achieved in the institution, the results of this test were of vital importance for the realization of the pedagogical guide because we took the main shortcomings of students to strengthen them through the activities proposed in the guide.

Stage two: State of the Art Review

The State of the Art allowed the researcher to analyze, classify and organize a series of information regarding the specific research topic. This format was used in order to do an in-depth search about articles or projects that are related to the research project and understand the development of the concepts treated. In this stage, 35 articles related to the topics of experiential learning and games in EFL were reviewed using a bibliographical matrix (See Appendix 3). Articles were restricted to Latin America and some countries of Europe during the last 5 years. These criteria might vary depending on the availability of articles.

Stage Three: Designing of the pedagogical guides

The research provided the “Institución educativa agropecuaria indígena Quintín Lame” and more precisely the teachers in charge of the English area, a didactic guide entitled ‘Play, Learn and Communicate’ where they will find material focused on improving speaking skills. This didactic guide was developed based on the shortcomings found in the class observations that were carried out in this institution and the perspectives found in the State-of- the Art review. It should be noted that this teaching guide was not focused on changing or replacing any other language that a student may have acquired or that his/her L1 is different from the Spanish language, but on the contrary, it will focus on the development and improvement of the area of

English as a subject and as a tool for life.

Considering the diagnostic test results and the State-of-the Art review, a pedagogical guide based on experiential learning and communicative games was designed to address the gaps that might be an obstacle to achieve the EFL learning objectives of the 11th grade students of the ‘Institución Educativa Agropecuaria Indígena Quintín Lame’. For the designing of games, this research took some of the questions that Khan (1996) proposed when creating games for the classroom:

- ✓ “Which skills does it practice?
- ✓ What's the purpose for using it?
- ✓ Does it fit the students?
- ✓ How could I simplify or make it more complex if necessary?
- ✓ How much interaction and participation is there?
- ✓ Do I like the game myself?”

Finally, it is also worth mentioning that taking into account the specific characteristics of the ‘Institución Educativa Agropecuaria Indígena Quintín Lame’, the designed materials included cultural references specific from the community traditions (rites, myths, customs, locations, landscapes, etc.). If teachers are not sensitive to cultural identity, English learners can become invisible in classrooms, affecting the learning process and the motivation.

As Mahabadi (2012) stated, “the learning of language is barely imaginable without considering the role that culture plays. Throughout the literature of language teaching, culture has always been considered a crucial aspect of foreign language teaching programs” (p. 1). This indicates that culture cannot be ignored when designing any teaching material, so this project made the effort to culturally localize the activities proposed in the pedagogical guide.

CHAPTER 4: DATA ANALYSIS AND DESIGN OF THE PEDAGOGICAL GUIDE.

State of the Art Review.

Through the bibliographic review that was carried out, 40 articles were checked among countries such as Colombia, Ecuador, Peru, Cuba, Spain, Venezuela, Argentina, Costa Rica, Mexico, the United States, Brazil, and Canada¹. Through these articles, games are evidenced as a fundamental tool for meaningful learning and better cognitive skills because students learn in a more dynamic and fun way. Also, most articles coincide with recognizing that games allow the teacher to develop the class creatively in a more pleasant environment where students can participate, as well as to enhance communicative competence and develop collective work.

It is also worth mentioning that during this review Vygotsky appeared frequently as one of the most important theorists to lay the foundations of the relationship between games, psychological development, and cognitive skills. At the same time, articles also coincide with the identification of the game as a universal characteristic of human interactions and cultural bonds. As Arias and Castilblanco (2015) established:

...the word game comes from the Latin *jocus*: “joke”, “joke”, “fun”. Play and culture are closely linked and their role has been repeatedly pointed out. Many psychologists and anthropologists have dedicated studies and research to the game, such as Schiller with his famous phrase "man is not complete if he does not play". On his part, Huizinga delves into the study of it in his now classic work *Homo Ludens*, in which he makes the following statement:

¹ The complete matrix is available at:
https://docs.google.com/spreadsheets/d/13_FXvAL3bvWvWGee0Fr5Ob7lmzivKLH0R/edit?usp=sharing&ouid=105557094828304799349&rtpof=true&sd=true

"the game existed before all culture and culture arises in the form of games. (p. 41)

It was evident then, that games play an important role even beyond educational purposes and constitute a transversal component worth studying from different perspectives.

Many of the articles reviewed refer to language games as an instrument that allows the student in a fraternal way to promote a competitive and friendly disposition in the different activities in the classroom. They also mention that language games are used to achieve immediate objectives, helping students in their academic training as well as allowing them to develop oral and written skills, according to the type of activity developed. It is worth mentioning that some linguistic games that were of great importance to acquire meaningful learning could also be evidenced, among them: 'Guessing your professors', 'Three from six grammar quiz', 'Stop', 'Write what you hear', 'Don't say 'yes' or 'no', etc. In the implemented research carried out by the articles reviewed, it was demonstrated that these games and their possible variations in the classroom are very significant in the teaching/learning process. On the other hand, we have the series games which according to Pho and Dinscore (2015) are "based on game-based learning that uses motivational psychology, allowing students to engage with educational materials in a playful way" (p.3), among these serial games we can find Flip Mind and Mematch.

Cooperative games are also common among the articles reviewed, especially concerning foreign language teaching. They are an excellent tool to attract shy or disinterested students since they promote the participation of all members of a team. For these kinds of games, certain activities are suggested such as: completing a drawing, putting things or elements in order, grouping elements, matching words, solving puzzles or discovering hidden messages. These types of activities are effective because they create an atmosphere of solidarity and empathy in the group. Students are involved in exchanging information so communicative goals are

achieved in more realistic situations that permit interactions.

To sum up, current research about games in EFL emphasizes the importance of games in the classroom with the aim of providing tools to the educator that in turn allow their students to generate a meaningful learning space to develop communicative and cognitive skills. In addition, they seek for a constant pattern of interaction so that they are more dynamic, and students' participation is more active since they lose fear feel more confident because they are learning and having fun at the same time.

Likewise, situations of frustration or unwillingness may appear during the game. Teacher must face the possible inconveniences and be flexible. A class plan based on games will also require clear objectives, time management, critical observation, and follow-up to adapt and change games' parameters according to students' needs and contexts. Even the challenges they imply, one can't neglect the learning possibilities that games offer, including their wide range of availability that permit their application without being dependent on electronic equipment.

Finally, it is also worth mentioning that this bibliographic review provided great tools to build the pedagogical guide. The reviewed articles successfully implemented and evaluated games in the classroom, favoring the generation of interests and motivations in students that enabled the development of significant habits and skills.

Description of the Pedagogical Guide

This pedagogical guide was designed for the English teachers of eleventh grade from the Institución Educativa Agropecuaria Indígena Quintín Lame in the municipality of Tacueyo. It aims to provide a useful tool to the teacher to transmit significant and lasting learning for their students since it was evident through class observations that teachers need didactic aids when

conducting their classes.

It is important to mention that this pedagogical guide is divided into three levels, A1, A2, and B1 according to the Common European Framework of Reference for Languages (CEFR). It contains 20 games: 5 games for A1, 5 for A2, and 10 games for B1, all of them focused on communicative objectives that are expected to allow participants to be much more dynamic and active.

To create or adapt the games, cultural aspects from the region were taken into account, such as ancestral knowledge, historical characters, and products of the region, so students can learn English through their own culture, emphasizing on contextualized materials. Materials seek to generate a positive impact on the student community and awaken the wish of the students to continue studying this language.

Unit 1, Elementary.

The first game of this level is inspired by the well-known activity, *The Spider Web*, and seeks to promote fun learning while creating a communication thread on any subject. The use of the ball of wool helps to activate attention, memory, and physical activity. According to Escalona and Calderon (2016 cited by Diaz Sandoval, 2012) games are a fundamental tool in the development of communication because the participation of students is generated in an active way allowing entertainment.

The second game, *Find the Surprise*, gives rise to adventure and promotes team-working. It is an adaptation of treasure hunting, as seen in the pirate movies. This communicative game will allow the student to strengthen the basic skills of location and asking and giving information, transforming the school into a fun learning scenario. In this way, the map of the school will define the path to look for the surprise. According to León and Botina (2016), cooperative games

are tools that allow and facilitate interaction promoting teamwork in a way that everyone participates, joining forces to achieve a common goal as well as generating attitudes of solidarity and teamwork.

The third game of the unit is called *Speed up your Mind*. It was inspired by a conventional board game that usually consists of 55 cards, each one with 8 figures, including a figure in common with any other card. There is always a picture (object, fruit, letter, or number) in common between two cards. Whoever finds the common drawing gets rid of the card and the first to throw all the cards away wins. However, to contextualize the game for the students of the target educational institution, new cards were designed containing cultural references such as objects, characters, fruits, and accessories representative of the indigenous reservation. What is sought with this game is for the student to connect both academically and culturally and develop and improve their communication and memory skills concerning the foreign language English. The vocabulary games are designed so that students can remember and memorize. According to Pinter (2006 cited by Wilchez, 2018), “children enjoy learning vocabulary” (p.86), because through this mechanism they can learn concepts, as well as ascend to nets of meaning, allowing them to enrich their lexicon and get closer to the foreign language codes.

The fourth game is called *Discover the Character* and it is an adaptation of the game 'Charades' in which you must place a card on your forehead and try to make questions to the public or partner in front of you to guess who is the character, thing or object that you have in your forehead. To link academic objectives with context, historical characters who marked the history in the local community and in the national level were used as references to connect students' context and previous knowledge. According to Ramos and Aguirre (2014), materials conceived by teachers are intended to increase students' motivation, which also helps to decrease

anxiety. This kind of materials fits in a much better way with the students' needs, since the topics and the type of exercises are designed considering students' previous knowledge and expectations. This creates a friendlier environment for foreign language learning (p.6).

Finally, the fifth game included in Unit 1 is *Phrase Explosion*. This game is full of adrenaline as it manages to test communication and teamwork. This game is adapted from television challenge activities that test the participants in a given time before the balloon explodes indicating that time is up. It is possible to make adaptations of this game so that it is even more difficult for students depending on their level. The idea is to promote the practice of verb tenses; simple present, simple past, and simple future. According to Corena and Solano (2017), playing is of great importance when appropriating grammar structures because it contributes to the emotional well-being of the students and the participation with their classmates in classroom activities where they can create different situations in which they feel involved assuming an important role.

Unit 2, Intermediate.

With the first game, *How do I get to school?*, students will acquire new vocabulary related to the means of transport in the region, as it is also sought with this game to allow students to talk about their daily routines and contexts. According to Cardona (2013), games are a pleasant and fun activity and at the same time a challenge since through games a meaningful and essential language can be used in a real context, and cooperation increases.

The second game, *Happier than you* is a game that aims for students to learn English in a real context through the typical food of the region, as well as highlighting the gastronomy of the region. According to Bruner and Garvey (1977), game for children is "the opportunity to exercise the forms of behavior and feelings that correspond to the culture in which they live"

(cited by |Platas 2017, p.7)

The third game *Running, Thinking, Communicating* is a game that aims for students to acquire greater communicative and cognitive skills under pressure, it also seeks to awaken the interest of learning this language through a dynamic and meaningful way. According to Decroly (1998, cited by Saralegui 2021) when the game is implemented in the classroom, it allows the student to develop their psychological, physical, moral and intellectual abilities.

The four game, *Kiwe Thegnas and Suspects*, is an adaptation of the famous game called “police officers and robbers”, with this activity the aim is for the student to learn English through research with specific situations that are common in their region. Game is an activity that boys and girls carry out during their childhood stage as a means of learning the social roles that they will play as adults. Through play, they get to know the world that surrounds them and the cultural matrix of their family and community. (Osornio, 2016, p. 415)

The fifth game *Fast - Think* is an activity adapted from the game known as Stop or Categories, with this activity it is intended that the students acquire more vocabulary and improve their communication skills so that the student feels comfortable learning. Ginsburg (2007 cited by Solis 2019) considers that the game is a tool of great importance for the student to use his creativity, imagination and at the same time develop his physical, cognitive and emotional abilities.

Unit 3, Advanced.

The first game *Have you been...?* Is an original game that seeks to make the students' participation in class more active, since through this activity they will express themselves freely and spontaneously about those places of the town that they have visited. This activity aims to improve the communication skills of students, as a learning tool. According to Barbeito (2019),

the game is of great importance for students since through this tool they can explore, discover the world or the place where they live, and develop skills related to communication, as well as physical, mental, social and emotional well-being.

The second game *Knowing my Ksiina* was designed to highlight the typical products of the region, as well as to generate communication spaces that allow the student to generate meaningful learning linked to daily contexts and activities that are representative of their community, in this case, the local market on Sundays and the typical food cooked in the family. This game aims to promote communication spaces that stimulate language learning through a real context, such as the use of products from the region. According to Castiblanco (2015), with games, students feel more motivated to learn more vocabulary every day as well as improve their oral skills and generate greater participation in students.

The third game running in sacks is one of the typical games of the region, with this game the aim is for the student to learn English in a playful way, as well as to express their experiences lived in their childhood and promote participation in class. From the perspective of Santisteban (2020), game is a significant activity that allows students to learn and defend themselves in different contexts since they can do it through their experiences, they can also learn unconsciously and dynamically

The fourth game is called *Jade Çxuga* and includes a typical game of the indigenous kids called *zumbico*. In this way, it pretends to generate recreation and learning spaces through a traditional game. Lachi (2015, cited by Diaz 2019) affirms that traditional games allow the student to satisfy their needs, at the same time they are of great help to know a little more about their culture and their community, also through these activities the students feel comfortable, as this contributes to cognitive and personal development

The fifth game, *Rhyming and Singing*, seeks to promote communication in class through verses and songs; as well as awaken the love of the students for literature. González (2007 cited by Andrade 2020) points out that game is the main language of the human being, because through game he can explore his entire external world, this also allows him to develop cognitive skills.

The sixth game is based on the popular game *The Broken Phone*. It aims to generate a competitive environment, as well as to train memory skills to transmit a specific and complex message. In this case, the students will have to transmit three popular myths from the community, so this activity also seeks to emphasize the importance of oral tradition in the region since they are part of the culture and its beliefs. Sharman (2000 cited by Arévalo 2012) states that myths are a very important tradition in a community since they allows the individual to know, understand, and interpret the environment that surrounds him, and therefore to transmit the knowledge acquired from generation to generation either through oral or written forms.

The seventh game, *The Ball Questions*, is an adaption of the common dynamics used to promote random participation, similar to 'Hot Potato'. This game involves the interaction of the students and promotes a communication space in which they must answer a series of questions based on the structure of the second conditional. The hypothetical questions will be focused on the development of the region or imaginary contextualized situations that will encourage them to propose plans to solve real problems. This activity seeks to contribute to the development of the student's communication skills by means of active and meaningful participation. As Vygotsky affirmed (2019, as quoted by Muñoz et al., p. 28), 'games lead to communication, expression of thoughts, confrontation of situations of triumph or frustration with the feeling that they imply, without neglecting the different learning that is obtained.'

The eighth game *Traditional Medicine* seeks to highlight the medical practices of the region and to promote the dialogue through role-play strategies. Students will be asked to play the role of a sick person and a doctor and use vocabulary related to symptoms and body, as well as structures with modal verbs. They will receive a short dictionary of plants to use when giving medical advice considering traditional medicine.

According to Noguera (2021), the ancestral knowledge in the Nasa community is founded on the close observation of natural resources and their balance. Therefore, medical practices are related to the knowledge of plants and animals that integrate a symbolic and social universe that is shared by the community. These traditional medicine practices play an important role in the processes of the revitalization of the indigenous traditions and constitute valuable learning within the community. In consequence, including this situation in the English class will be beneficial for both cultural and linguistic appropriation.

With the ninth game, *Predicting the Weather*, it is intended that the student learn English by putting ancestral knowledge into practice the way in which the indigenous people predict climatic changes and weather seasons, so they can tell the communities what they can plant or what they should prepare according to weather conditions.

Finally, for the last activity, *Remembering my childhood*, students must bring a photo or a drawing of their childhood to share with their classmates. After that, they must tell a story related to their childhood using past tenses and connectors. With this activity, it is intended that students can express themselves freely and spontaneously, as well as acquire greater communication skills that at the same time allow them to improve their level of English, in a dynamic and fun way. According to Diaz (2012) games are an essential tool to promote interest, motivation, and fun through recreational activities and awaken interest in learning the foreign language and make

it in a meaningful way.

CONCLUSIONS

Through this research project, it was concluded that with the implementation of communicative games in the classroom, it is not only intended that the student can have the opportunity to have a good time, but also achieve something more than just fun. Games are educational tools that offer many benefits and can be of great help in imparting knowledge as students have a greater understanding of the topics. Games are of vital importance to the educational system since they contribute enormously to the teaching-learning process, facilitating meaningful learning, stimulating creativity in both students and teachers, and allowing student participation.

Games acquire relevance in the teaching of English as a foreign language, since they allow the development of communication skills that promote social interaction in simulated situations that promote cognitive, affective and psychomotor skills. Motivational learning environments, critical thinking, freedom of thought and imagination are also achieved. As stated by Gómez (2016),

The game is an activity that initially transforms whoever does it, it is also an educational tool, an experience that is enjoyed in different sociocultural groups and favors the process of interpersonal relationships; This constitutes a vital dimension in the development of girls and boys that allows and facilitates the expression and growth of areas of development such as cognitive, affective, volitional, and physical.

One of the biggest challenges while carrying out this research was finding a balance between culture and the appropriate design of communicative games. Considering the importance of cultural customs and the cultural richness of the indigenous school, it was evidenced that any

pedagogical material could not ignore these particularities. We managed to understand how we should adapt the games so that they were easier to understand and would not represent common teaching without cultural adaptation. We were able to carry out the planned objectives based on the bibliographical review, the class observations, and the diagnostic test. However, it must be highlighted that more efforts are required to achieve a balance between the pedagogical strategies used for EFL teaching and the necessities and cultural roots of the communities in the department of Cauca.

The learning that this research left us as teachers is totally rewarding and very helpful for our professional future since an important objective was achieved, which is to design adequate material for an institution, teachers, and students. We managed to expand our perspectives and understand that education cannot always be the same and that we can innovate and contribute so that we continue to advance towards new teaching methods.

COVID-19 worldwide emergency did not allow us to interact directly with students and have the experience of implementing the communicative games strategies as it was planned at the beginning. However, it allowed us to explore the possibilities and challenges of material designing and offer something to the educational community. Teachers who implement the guide will be able to put the same motivation and energy that we apply to the realization of each game and are also invited to adapt and evaluate the role of games in EFL, as it is a topic that still offers a horizon to explore.

RECOMMENDATIONS

- ✓ It is recommended to implement communicative games in the classroom with the purpose of enhancing cognitive and social skills, as well as generate a pleasant EFL environment in which the student can be in constant interaction. This implementation is not only restricted to elementary or high-school students. Games have proved to be part of human nature and its educational benefits can be accessible to everyone.
- ✓ It is suggested that the bachelor's degree program in Modern Languages English and French includes the experiential method in the curriculum as a learning model to promote meaningful learning through lived experiences and cross-curricular projects.
- ✓ It is very important that students of the program keep carrying out research that promotes didactic materials that contribute to educational innovation and cultural understanding. Future teachers should reflect about new trends on EFL teaching regarding theories and materials that guarantee better teaching-learning processes and awake in the student the motivation and interest to study a foreign language in meaningful contexts.
- ✓ To the *Institución Educativa Agropecuaria Indígena Quintin Lame* it is suggested to socialize and implement this pedagogical guide as a tool to contribute to the student's teaching-learning process. It is also recommended to keep looking for spaces that consolidate English as a foreign language in meaningful dialogue with ancestral traditions and cultural practices inside the community, taking into account the cultural aspects of schools in the region to design methods and materials that impact and are beneficial both for the teaching of English and for the preservation and revitalization of culture.

REFERENCES

Al-Bulushi, A. H. & Al-Issa, A. S. (2017). Playing with the Language: Investigating the Role of Communicative Games in an Arab Language Teaching System. *International Journal of Instruction*, 10(2), 179-198. <https://doi.org/10.12973/iji.2017.10212a>

Andrade, A. (2020). El juego y su importancia cultural en el aprendizaje de los niños en educación inicial. [Play and its cultural importance in the learning of children in early Education]. *Revista Ciencia e Investigación No2*

Arévalo, S. (2012). Mitos Indígenas Colombianos: una posibilidad para conocer una perspectiva fantástica del mundo. [Monografía presentada para optar por el título de Licenciada en Educación Básica y Humanidades con énfasis en español y lenguas extranjeras]. Universidad Pedagógica Nacional

Ashworth, M. & Wakefield, H.P. (1994). Técnicas metodológicas empleadas en la enseñanza del inglés en Educación [Methodological techniques used in the teaching of English in Education]. *Didáctica (Lengua y Literatura)*, vol. 16, pp. 145-161

Bavativa S.O (2013). La Lúdica como Estrategia didáctica para la enseñanza del inglés a los estudiantes de Educación básica y media de la Institución Educativa Leningrado. [Ludic as a didactic strategy for teaching English to students of basic and secondary education of the Leningrad Educational Institution]. Universidad Pedagógica Nacional Bogotá.

Colombia Aprende. (2018). Conozca el Programa Nacional de Bilingüismo. Colombia Bilingüe. La Red del Conocimiento. [Understanding the National Plan of Bilingualism] Available <http://aprende.colombiaaprende.edu.co/es/colombiabilingue/86689>.

Castiblanco, D, (2015) El juego como estrategia pedagógica para el aprendizaje de vocabulario y desarrollo de la habilidad oral en inglés. [The game as a pedagogical strategy for the learning of vocabulary and development of oral skills in English] [Trabajo de Grado para optar por el título de Licenciatura en educación básica con énfasis en Humanidades e Idiomas] Universidad Libre de Colombia.

Díaz, A, (2019). El Desarrollo Socioemocional de los Niños de 5 años a través de los juegos tradicionales. [Tesis para optar el Título Profesional de Licenciado en Educación Inicial Intercultural Bilingüe] Universidad San Ignacio de Loyola.

Díaz, I, (2012). El juego lingüístico: una herramienta pedagógica en las clases de idiomas. [The linguistic game: a pedagogical tool in language classes]. Revista de Lingüística y Lenguas Aplicadas.

Deesri, A. (2002). Games in the ESL and EFL class. The Internet TESL Journal, Vol. VIII, No. 9, September 2002 <http://iteslj.org/>

Díaz, K. (2017). Aprendizaje y servicio como estrategia de aprendizaje experiencial en la educación superior. [Learning and service as an experiential learning strategy in higher education]. Revista Para el Aula – IDEA -. No 23.

Donn B & Shelagh, R. (1979). ELT Guide-1: Communication Games, The British Council.

Duran, R, Flores, C, Lagos, Y, López, I, Moya, V, (2017). La importancia del juego y su implementación como estrategia pedagógica por las educadoras de párvulo. [The importance of play and its implementation as a pedagogical strategy by preschool educators]. [Seminario para Optar al Grado de Licenciado en Educación]. Universidad UCINF.

Escalona, P & Calderón, M, (2017). Los juegos lingüísticos y la motivación en el proceso de enseñanza aprendizaje del idioma inglés. [Language games and motivation in the teaching-

learning process of the English language] *Lúdicamente* No 11

Fernández, A. & Hernández, A. (2016). [The Learning of the Foreign Language through Physical Education]. *EmásF, Revista Digital de Educación Física*. No 36.

Ferrer, T. (2015). [Communicative teaching methods: The game as a didactic strategy in the instruction of Spanish as a second language]. *Lúdicamente*, Vol. 4, N°8.

Gómez, N, (2016). La importancia del juego como función social a través del desarrollo del ser humano. [The game importance like social function behind human progress]. *Revista Ciencia y Actividad Física*. No 2.

Hadfield, J. (1990). *A Collection of Games and Activities for Low to Mid-Intermediate students of English. Intermediate Communication Games*. Hong Kong: Thomus and Nelson and Nelson and Sons Ltd.

Juan R. & García C. (2013). Métodos de enseñanza comunicativos: El juego como estrategia didáctica en la instrucción del español como segunda lengua. [The use of games in teaching English in primary education]. *Revista de Formación e Innovación Educativa Universitaria*. Vol. 6, N° 3, pp. 169-185.

Khan, J. (1996). 'Using games in teaching English to young learners' in Brumfit, C, *Teaching English to Children. From Practice to Principle* England: Longman.

Leon, A & Botina, J (2016). *Juego, Interactuó y Aprendo: Desarrollo de la inteligencia emocional a través de la implementación de una estrategia didáctica de juegos cooperativos en niños y niñas de grado cuarto*. [Tesis presentada en opción al título académico de Magíster en

Ciencias de ,la Educación con énfasis en Orientación Educativa]

Leong L.M & Masoumeh. A. S (2017) An Analysis of Factors Influencing Learners' English Speaking. Skill School of Educational Studies, University Sains Malaysia, Malaysi,

Mahabadi, S. (2013). The role of localized materials in learning of FFL students. *Journal of Languages and Culture*, 4, 65-74.

Marquez A. (2015). Nuevos Paradigmas en Educación Universitaria. [New Paradigms in College Education]. *MEDICINA (Buenos Aires)* Vol. 75, pp. 113-118.

Molina Montoya, N. (2005). Técnicas de Investigación. ¿Qué es el Estado del Arte? [Tools for researching. What is the State-of-the-Art?]. *Ciencia y Tecnología para la salud Visual y Ocular (Bogotá)* No. 05, pp. 73-75.

Moya G.A & Jiménez P.M (2004). El proceso de interlengua en el aprendizaje del inglés como lengua extranjera en edades tempranas. [The interlanguage process in learning English as a foreign language at an early age]. *Glosas Didácticas*. No 11.

Muñoz, A, (2019). Los juegos didácticos para el desarrollo de la expresión oral en el aprendizaje del Idioma Ingles. [Didactic games for the development of oral expression in the learning of the English Language]. *Didasc@lia: Didáctica y Educación*. No 1

OECD (2019), PISA 2018 Results (Volume I): What Students Know and Can Do, PISA, OECD Publishing, Paris, <https://doi.org/10.1787/5f07c754-en>

Osornio, L, (2016). Juegos cooperativos como proyecto de intervención para establecer una mejora de convivencia escolar, paz y armonía, descripción de una experiencia en una escuela telesecundaria de aculo. [Cooperative games as intervention project to establish a better school coexistence, peace and harmony: description of an experience in a school Aculco]. Ra Ximhai

No3

Platas, R, (2017). La importancia del juego en el desarrollo social del niño. [Trabajo de fin de grado de maestro en educación infantil] Universidad de la Laguna.

Rao, P. (2019). The importance of speaking skills in English classrooms, VS Publications Alford Council of International English & Literature Journal (ACIELJ), vol. 2, pp. 08.

Revista Semana. (2017). Colombia y su preocupante Nivel de Inglés. [The Unsettling Panorama of English Education in Colombia]. Available at <https://www.semana.com/educacion/articulo/bilinguismo-nivel-de-ingles-en-colombia/542736/>

Rodríguez L.B (2004). Técnicas metodológicas empleadas en la enseñanza del inglés en Educación infantil [Methodological techniques used in teaching English in Early Childhood Education]. Didáctica (Lengua y Literatura), vol. 16, pp. 145-161

Vargas, A.F. (2017). El Rol del Aprendizaje Experiencial en el Desarrollo de la Competencia Comunicativa en el proceso de Enseñanza y Aprendizaje del Inglés como Lengua Extranjera en los Estudiantes del Programa de Licenciatura en Lengua Castellana e Inglés. [The Role of Experiential Learning in the Development of Communicative

Competence in the Process of Teaching and Learning English as a Foreign Language in students of the degree program of Spanish and English]. Universidad de Cundinamarca. Trabajos De Grado Licenciatura Educación Básica Énfasis Humanidades: Lengua Castellana e Inglés [54].

World Bank Group. (2015). Colombia: Systematic Country Diagnostic. Available at <https://doi.org/10.1596/23111>.

Zhu, D. (2012). Using Games to Improve Students' Communicative Ability. Journal of Language Teaching and Research, Vol. 3, No. 4, pp. 801-805.

Zirawua, V., Idowu, A., Maduku, T. (2017). Gaming in Education: Using Games as a Support

Tool to Teach History. *Journal of Education and Practice*. Vol.8 (No.15), 55pp – 56pp.

Santisteban, A, (2020), La importancia de los juegos tradicionales en las experiencias de aprendizaje. [Trabajo de grado presentado como requisito para optar al título de Licenciada en pedagogía infantil]. Corporación Universitaria Minuto de Dios UNIMINUTO.

Saralegui, E, (2021). El aprendizaje del vocabulario de inglés a través del juego, en edades Tempranas. [Grado de maestro en educación primaria]. Universidad de Cantabria.

Solís, P, (2018). La importancia del juego y sus beneficios en las áreas de desarrollo infantil. [The importance of playing and its benefits in the areas of child development]. *Voces de la educación*. No 7

Wilchez, N, (2018). Aplicando juegos para mejorar el vocabulario en inglés en los estudiantes del segundo “B” en la institución educativa secundaria “Antauta” – Ayaviri [Applying games to improve English vocabulary in second "B" students in secondary school “Antauta” – Ayaviri]. [Para optar el título de segunda especialidad profesional en enseñanza del inglés como lengua extranjera]. Universidad Andina.

APPENDIXES

Appendix one:



REPÚBLICA DE COLOMBIA
MINISTERIO DE EDUCACIÓN NACIONAL

EVALUACIÓN ANUAL DE DESEMPEÑO LABORAL
DOCENTES Y DIRECTIVOS DOCENTES DECRETO LEY 1278 DE 2002

MODELO DE PAUTA DE OBSERVACIÓN EN CLASE

Establecimiento educativo:	Código DANE:
Nombre del docente:	
Jornada:	Curso:
Asignatura:	Fecha de diligenciamiento:

La pauta de observación en clase comprende dos momentos: la planeación del trabajo en el aula y la observación de clase. En cada uno, el docente debe describir y definir las condiciones que se indican. Posteriormente, evaluador y evaluado se reúnen para realizar una valoración global del trabajo en clase.

1. PLANEACIÓN DEL TRABAJO EN EL AULA	
Rendimiento académico actual de los estudiantes y su perfil	
Metas de aprendizaje programadas para la clase	
Estrategias pedagógicas que ha seleccionado para la clase	
Contenidos (temas y subsistemas) que se van a desarrollar en clase	
Procedimientos para evaluar el aprendizaje en clase	
Otros aspectos necesarios para comprender las actividades que desarrollará en clase	
2. OBSERVACIÓN DE CLASE	
Claridad en los objetivos de la clase y forma en que los aborda	
Desarrollo de las temáticas: coherencia, solvencia, actualización, etc.	
Estrategias pedagógicas utilizadas de acuerdo a las características del grupo escolar	
Materiales y recursos durante el desarrollo de las temáticas	
Procedimientos de evaluación y de retroalimentación al estudiante	
Ambiente durante la clase y comportamiento estudiantil	
Aplicación de las normas del Manual de Convivencia	
Otras observaciones	
3. VALORACIÓN DE LA OBSERVACIÓN DE CLASE	
Fortalezas observadas en el proceso de enseñanza – aprendizaje	
Aspectos a mejorar en el proceso de enseñanza – aprendizaje	
Nombre y Firmas	
Observador:	Docente observado:

Appendix two: Diagnostic Test

What's your name? How do you spell your name? Where are you from?

What do you do in your free time? (Hobby) Do you like football? What sports do you like?

What do you do now? Do you work or are you a student? What's the most interesting part of your town/village?

What kind of jobs do the people in your town/village do? Would you say it's a good place to live? (Why?)

What do you do every day? What time do you get up/start work? What subjects did you study at school? What exams did you take? Tell me something you could do well at school.

Tell me about the weather in your country What are you going to do at the weekend?

Have you been to an English-speaking country (before)? Tell me about something you did with your friends recently. What do you think your friends are doing now?

Tell me about your best friend. What is he or she like?

Let's talk about your house or home. How would you describe it?

What kinds of things do people in your country/town do in their free time?

Adapted from the IETLS, and CEFR Level B1.

Appendix 03

Bibliographical matrix							
N°	Article/authors/source	Year	Country	Methodology	Experiential learning	Games ELF	Relevant Conclusions
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							



Universidad
del Cauca

Farid Andrés Pérez Morales
Kewin Miguel Osorio Prieto
Víctor Alfonso Usuriaga



Piyañxa English

Communicative Games

LEARN, PLAY AND COMMUNICATE



THE BEST WAY TO GET SOMETHING IS LEARNING.

A1 A2 B1 B2 C1 C2

The image is a composite graphic. On the left, a thought bubble contains the text "THE BEST WAY TO GET SOMETHING IS LEARNING." Below the bubble, a cartoon girl is riding a bicycle and a cartoon boy is standing next to her. They are surrounded by several colorful stars. On the right, a staircase is built from grey blocks. The blocks are labeled with proficiency levels: A1, A2, B1, B2, C1, and C2. The top two blocks of the staircase feature the Union Jack flag.

THE SPIDER-WEB

Learning objective

To exchange personal information.

Required

Structures/Vocabulary

Verb to be- simple present.

Materials

Ball of wool, vocabulary sheet.

Instructions:

To start, ask students to make a circle and give the ball of wool to one of them.

The student with the ball of wool must introduce himself/herself in English using short sentences such as: My name is _____. I 'm _____ years old. I live in _____. I' m in _____ grade. I have _____ brothers or sisters. My mother's name is _____. My father's name is _____. I live with _____. I like _____. My favorite food is _____. My favorite subject is _____.

Once the first student has finished her/his personal presentation, she/he must pass the ball of wool to a partner from the front or diagonal while holding the thread. This way, each student will share sentences about personal information until a web is formed.

Once the personal presentation of each one is finished, the students must untangle the web by remembering at least 5 things from the previous partner.



VOCABULARY



Communicative games motivate the development of vocabulary and allow experiential classroom interactions that involve all students. Personal introductions are the first step to use English to describe everyday situations in meaningful contexts.

The verb “To be”

The verb to be is a central verb which helps us to build a simple sentence, to give personal information about a person or ourselves. Also, the verb to be serves to refer to where we are.

Personal pronouns:

I (yo), **you** (tú, ustedes), **she** (ella), **he** (él), **it** (eso-ello), **we** (nosotros), **they** (ellos).

To Be (Simple present)

AFFIRMATIVE	NEGATIVE	INTERROGATIVE
I am	I am not	Am I?
You are	You are not	Are you?
She is	She is not	Is she?
He is	He is not	Is he?
It is	It is not	Is it?
We are	We are not	Are we?
You are	You are not	Are you?
They are	They are not	Are they?

Possessive pronouns

Adjective	Pronoun
My	Mine; el mío, lo mío, la mía, los míos, las mías.
Your	Your; el tuyo, lo tuyo, la tuya, los tuyos, las tuyas, el suyo, la suya, los suyos, las suyas.
Her	Hers; el suyo (de ella), lo suyo, la suya, los suyos, las suyas.
His	His; el suyo (de él), lo suyo, los suyos, las suyas.
Our	Ours; el nuestro, lo nuestro, la nuestra, los nuestros, las nuestras.
Your	Yours; el vuestro, lo vuestro, la vuestra, los vuestros, las vuestras, el suyo...
Their	Theirs; el suyo (de ellos, ellas), lo suyo, etc.

FIND THE SURPRISE

Required Structures/Vocabulary:

Imperative forms, prepositions of place, numbers.

Materials: Map of the school, vocabulary sheet.

Instructions:

This activity can be done in groups of three or four people. Each group will receive a map of the school with indications in English leading to different stations.

When the group arrives at the indicated station, they will find a clue to help them move on to the next station and be closer and closer to the big surprise that the teacher selected.

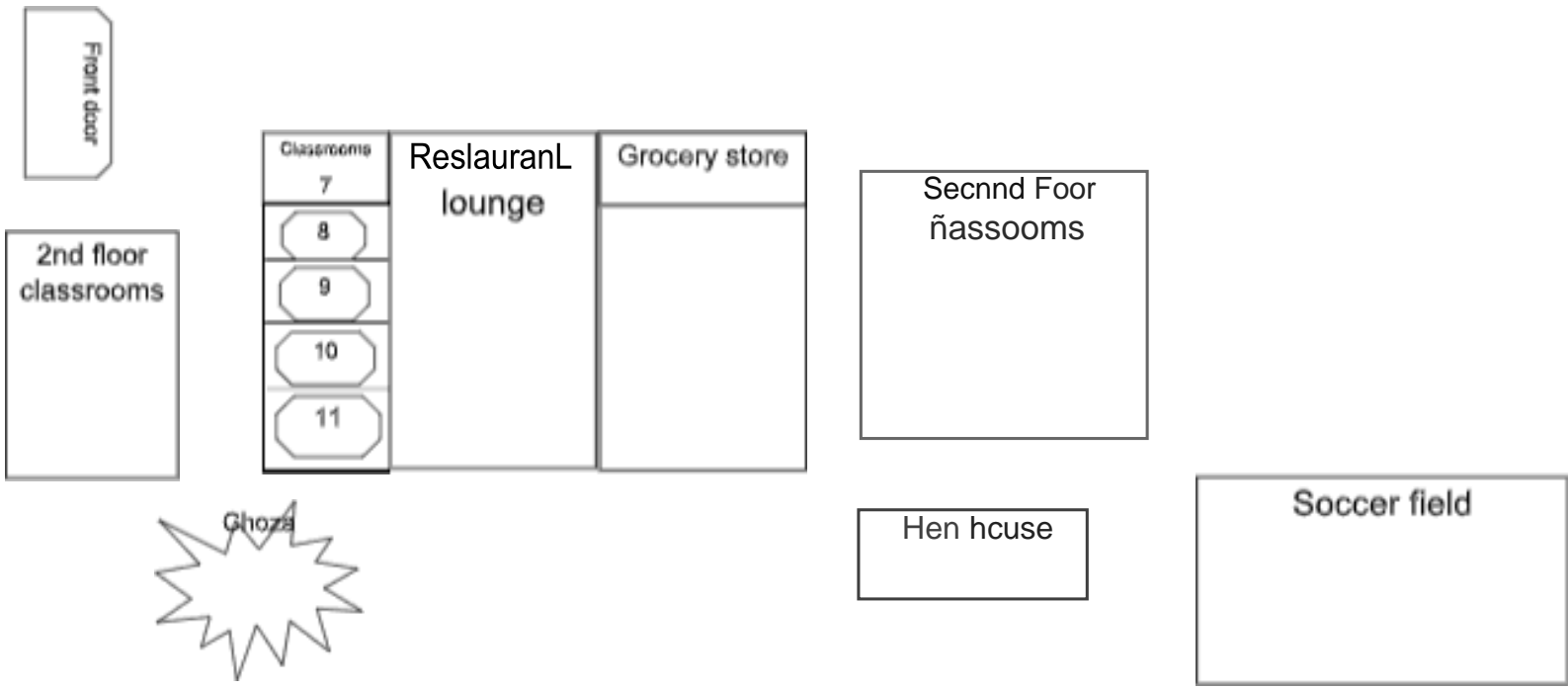
In this way, the students will have to go through key places in the school such as the library, the cafeteria, the computer room, the laboratory, the sports field, etc. The first group to find the surprise, treasure or object will get a 5.0 on their grade.



Learning Objective: To give and receive directions in English. To be able to locate oneself in a real situation as well as to guide a person correctly in English.

Secretary	Artesanal Classroom	Library	Systems mom	Teacher's °^°^
			ehotocopier	classrooms

Sports Center





SPEED UP YOUR MIND

Speed up your mind is a game to learn vocabulary, train memory, reflexes, and mental agility to correctly pronounce the object.

Learning objective: To promote the use of vocabulary in English to achieve confidence when pronouncing.

Materials: Cards with different images related to the student's context.

Required Structures/Vocabulary:

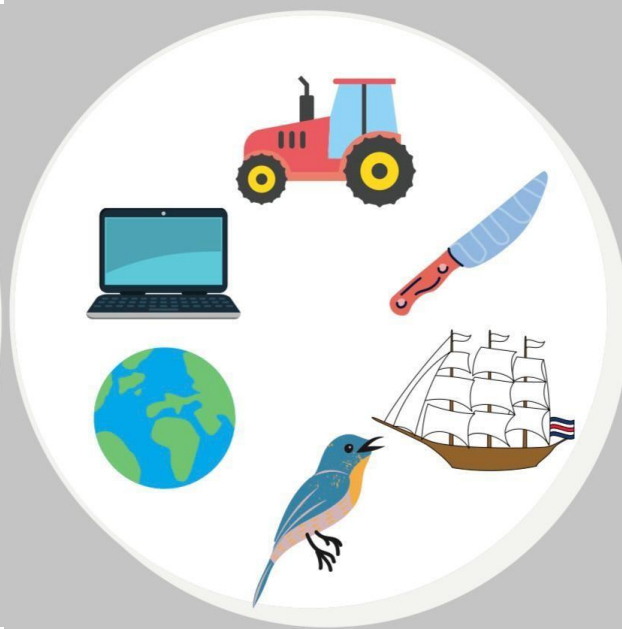
Pronunciation patterns, vocabulary of daily-life objects.

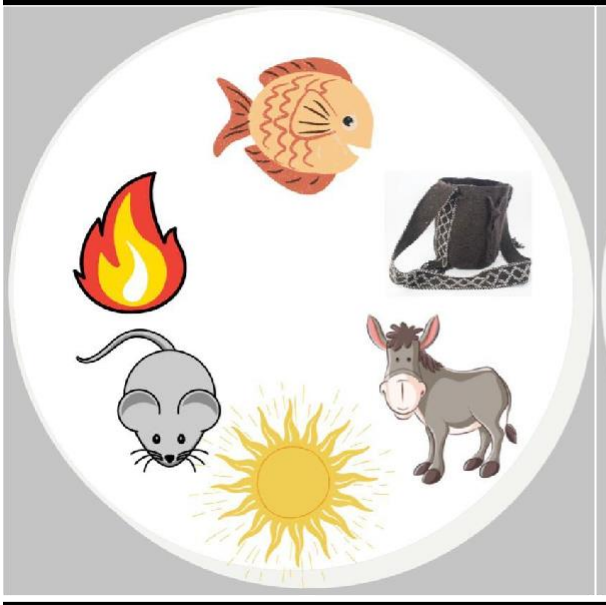
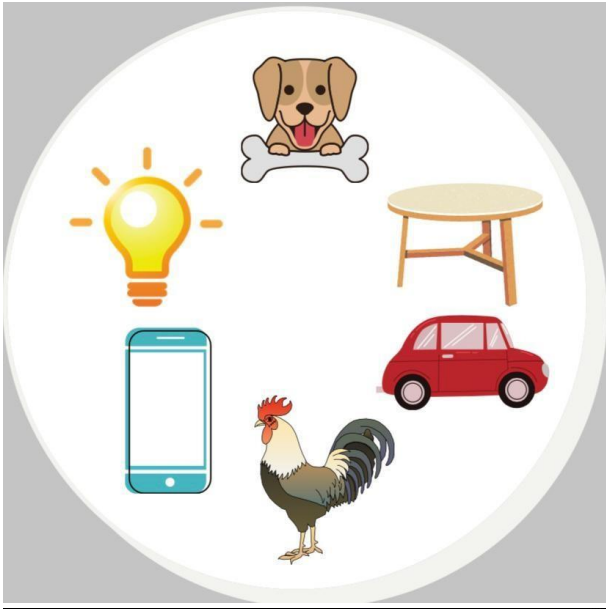
Instructions:

This game will be carried out in groups of 4 or 5 people. Each student will be provided with 7 cards containing different and well-known objects from the students' context.

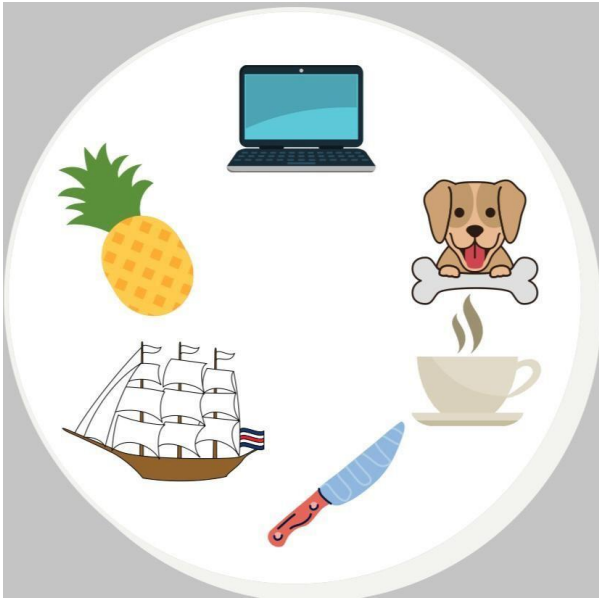
The game starts with a neutral card, which must be faced down. Any of the students in the group can turn it over. The students will have to check the objects in the cards they have in their hands and the ones in the neutral card. The first student to say aloud the name of a common object in English will get rid of the card. Students will continue naming the objects until one of them gets rid of all the cards. The student with no cards will win the game.

















DISCOVER THE CHARACTER

It is a fun game that requires a lot of concentration and memory skills. Students will need to consider qualifying adjectives, be clear about how to ask for personal information, and remember specific facts about important people.

Learning Objective: To talk about past events and biographical accounts.

Required Structures/Vocabulary: Simple past, qualifying adjectives, dates, and numbers.

Materials: Flashcards with relevant characters from the Nasa culture or the Colombian context, post-it notes, markers.

Instructions:

Before the game, provide students with short biographies of the proposed characters. Read them, identify vocabulary and past structures, and discuss their relevance.

Then, write the names of the characters discussed in a post-it and. Paste one of them on the forehead of a student. Encourage the group to ask questions that can be answered with “yes” or “no”. The first round should be played with the proposed characters and the second with classmates, including the teacher.

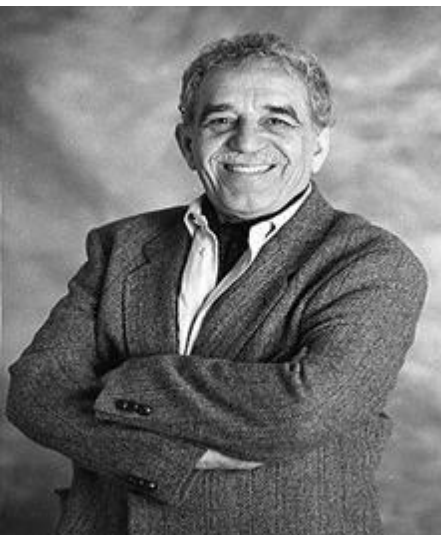




Manuel Quintín Lame was born in Popayan Cauca, on October 26, 1880. He was perhaps the most popular and important indigenous leader of the 20th century in Colombia. He participated in the thousand days war and the bipartisan Colombian violence. He was characterized by his struggles in defense of indigenous people.



Efraim Orozco Morales was born in Cajibío Cauca, on January 22nd, 1897. He was a Colombian musician and composer. He wrote popular and folkloric music. He was also a pianist, trumpeter, guitarist, flutist, and orchestra director. He traveled around South America with his orchestra and lived in Argentina for many years. Finally, he died in Bogotá on August 26th, 1975.



Gabriel José de la Concordia García Márquez was born in Aracataca Magdalena, on March 6th, 1927. He was a Colombian writer and journalist, recognized primarily for his novels and short stories: He also wrote nonfiction narratives, speeches, reports, film reviews, and memoirs. He won the Nobel Prize for Literature in 1982. He died on April 17th, 2014



Tania Edith Pariona Tarqui was born in Cayara- Ayacucho, Peru, in 1984. She is a social worker, Quechua leader, and activist for human rights, especially indigenous people. She works for social equality and fights for the rights of women and youth. In 2018 she was elected president of the Women and Family Commission of the Congress of Peru.



Nairo Alexander Quintana Rojas was born in Tunja Boyacá Colombia, on February 4th, 1990. He is a professional road racing cyclist and current member of the French team Arkea. He won the famous Giro d'Italia in 2014, the Tour of Spain in 2016. He also obtained second place in the Tour of France twice. He is an inspiration for many Colombian people and one of the most important sportsmen in the country.



Policarpa Salavarrieta Rios was born in Cundinamarca on January 26th, 1796 and was executed by the Spaniards in 1817. Better known as La Pola, she was a heroine who fought for the independence of Colombia. To commemorate her life and revolutionary spirit, the Congress declared the 14th of November as the day of the Colombian Woman.



Jaime Hernando Garzon Forero was born in Bogota on October 24th, 1960. He was a lawyer, educator, comedian, activist, actor, broadcaster, and journalist. He was also a peace activist and interested in our country's social, political, and economic problems. He became famous for his political parodies in the T.V. show 'Zociedad'. He was killed in 1999.



Rómulo Augusto Mora Sáenz was born in Boyacá on April 23rd, 1931. He was a Colombian traditional poet, better known as 'El Indio Romulo'. In 2013, he received the Life of Words award, in homage to his more than fifty years of artistic life in the radio and national television. He died in 2020 at the age of 89 because of COVID-19.



Luis Fernando Díaz Marulanda was born in La Guajira, on January 13th, 1997. He is a professional soccer player who currently plays for the Portuguese club Porto. He also plays for the Colombian Team for seniors. He managed to stand out despite his difficult socioeconomic situation.



Mercedes Tunubala Velasco was born in Silvia Cauca, on November 17th, 1974. Better known as Mamá Mercedes, she belongs to the Misak community and is an economist specialized in investment projects. In 2019, she became the first indigenous woman to be elected as major of the municipality of Silvia, Cauca. She shares with Aura Benilda Tegría Cristancho the honor of being the first two indigenous women elected as majors in Colombia.



Cristina Bautista Taquinas was born in 1977 in the small village of 'La Capilla', Corinto, located in the department of Cauca. She was an activist and an especially important community leader of the Nasa community. She dedicated her life to defend the territories of indigenous peoples and fight for the rights of indigenous women. She was killed on October 29, 2019.



Fany Kuiru Castro was born in La Chorrera, Amazonas. She is an indigenous woman leader of the Uitoto people. She is an expert in legal and political advice in the processes of public policy agreements between the national government and ethnic peoples. She is a leader in economic, social, and cultural issues from a gender perspective and cooperates for the strengthening of the



Lejandrina Pastor Gil belongs to the indigenous community Wiwa of Santa Marta, Colombia. She works for the strengthening of women, families, and different generations, and raises proposals that allow solving their specific problems in the context of the global agenda of the Indigenous Movement. She assesses and supports different projects at the ONIC (National Indigenous Organization of Colombia)

PHRASE EXPLOSION

Learning Objective: To encourage grammar awareness by creating sentences in different verb tenses related to daily contexts.

Required Structures/Vocabulary:
Simple tense structures, Sentence organization.

Materials: Tire pump, balloons, confetti, list of verbs.



Instructions:

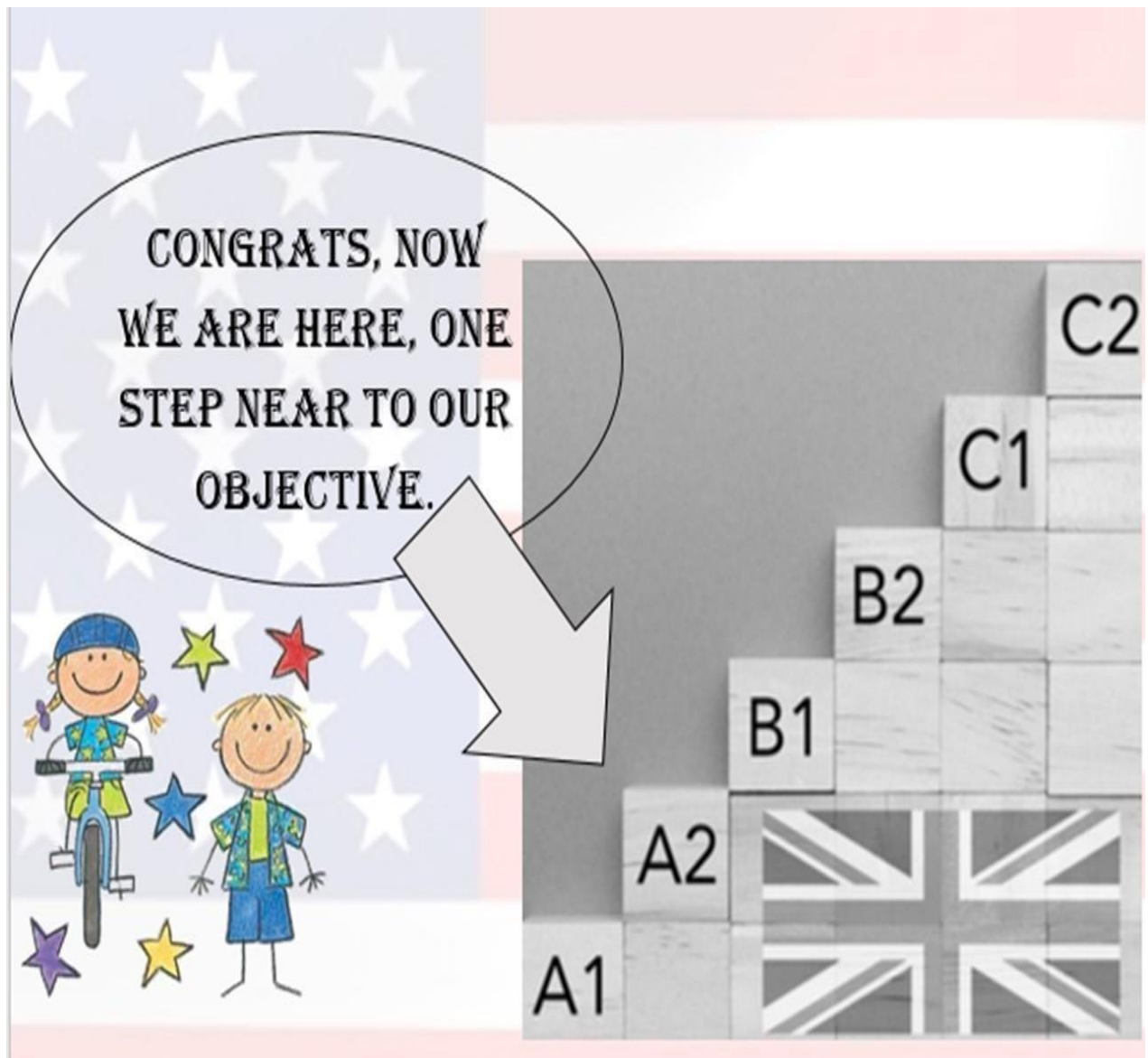
Before the activity, inflate the balloons, cut the list of verbs provided below, and put them on a bag. The group will be divided into two teams. Two students from the first team must pass in front of the group and be separated by at least four meters. One of the students will choose a verb from a bag and will say aloud as many sentences as possible using the corresponding verb and simple verb tenses (simple past, simple present, future simple). The other student must listen to the sentences and write them down.

The pair of students must manage to communicate and create the highest number of correct sentences before another student from the opposing team explodes the balloon.

Time will be up once the balloon has exploded and turns will change. The teacher will encourage students to relate sentences from their daily lives and customs of the town and the Cauca department.

<i>LIST OF VERBS</i>	
To be	Ser/Estar
To go	Ir
To come	Venir
To have	Tener
To love	Amar
To like	Gustar
To miss	Extrañar
To do	Hacer
To take	Tomar/Coger
To want	Querer
To leave	Irse / Dejar
To become	Convertirse / Transformarse
To work	Trabajar
To find	Encontrar
To meet	Conocer

To say	Decir
To eat	Comer
To speak	Hablar
To write	Escribir
To learn	Aprender
To study	Estudiar
To sleep	Dormir
To travel	Viajar
To buy	Comprar



The best way to get something done is to begin!!!

HOW DO I GET TO SCHOOL?

This is a game to learn vocabulary about means of transportation used in the region and describe how students commute every day to go to school. Creating simple contexts can make the activities easier while including real examples and reviewing topics from previous lessons.

Learning Objective: To talk about daily activities related to regional ways of commuting.

Materials: Printed Roulettes

Required

Structures/Vocabulary:
Simple tense structures,
Family members, Means of transportation.

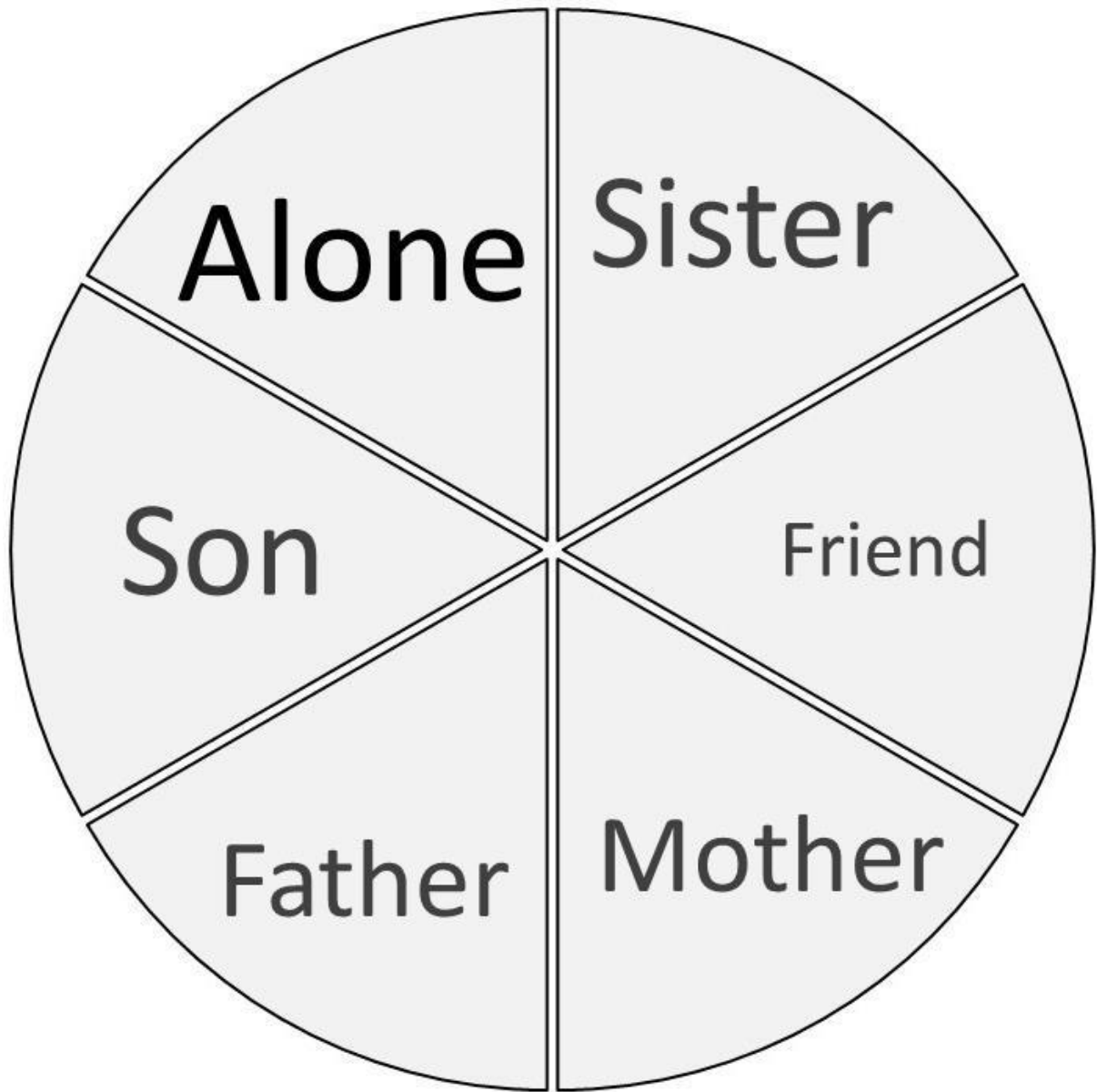
Instructions:

Divide the group into groups of four and print a set of roulettes for each group. The first roulette contains different means of transportation, the second contains some family members, and the last one the verb tenses studied. By turns, the students will spin the roulettes and say aloud a sentence using the information obtained.

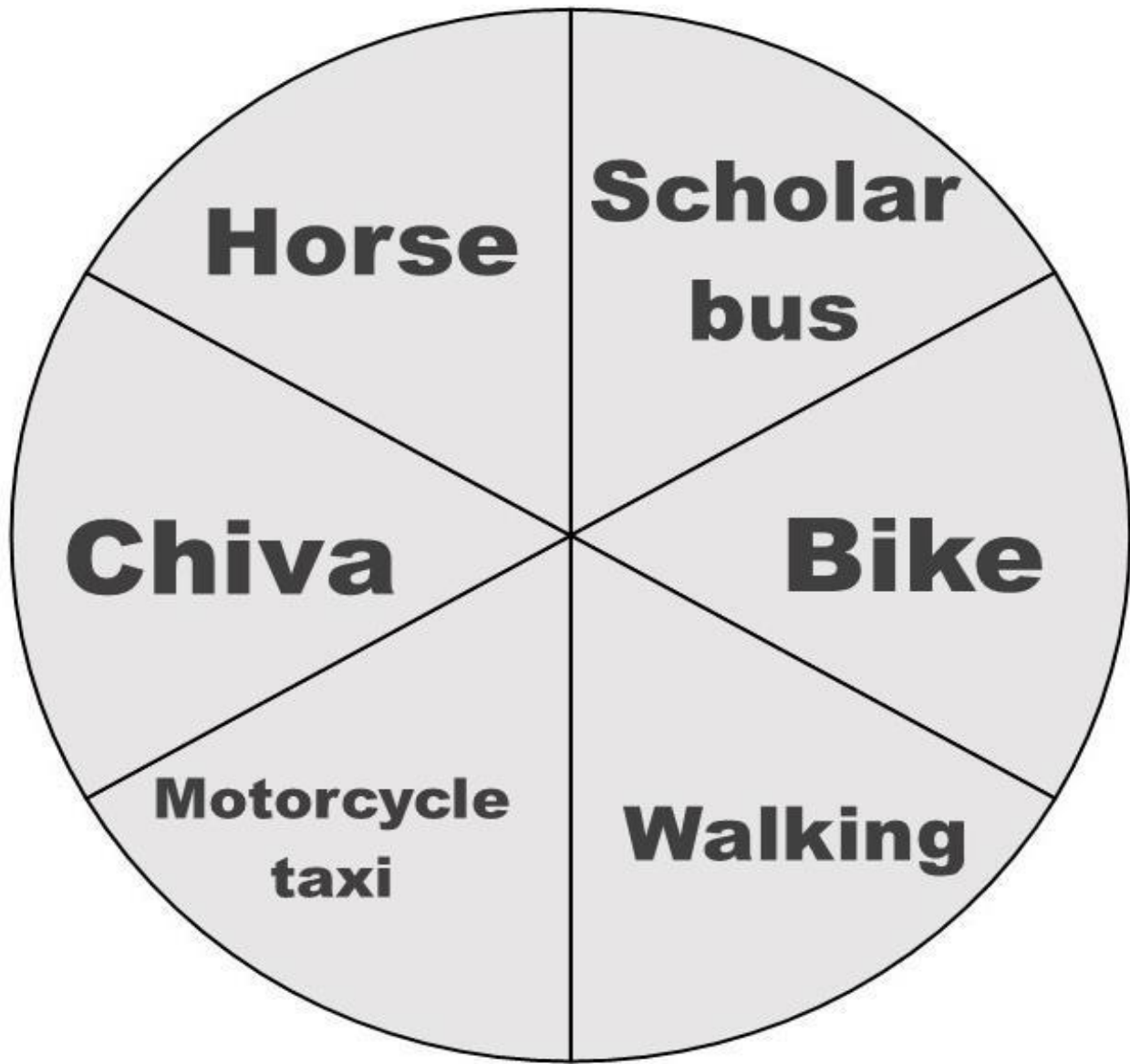
For example, if in the first roulette the result is “horse”, in the second “cousin”, and in the third one “simple present”, the student might say: “*My cousin goes to school by horse*”. Each group will make a list of the sentences and then share and correct them with the whole class.



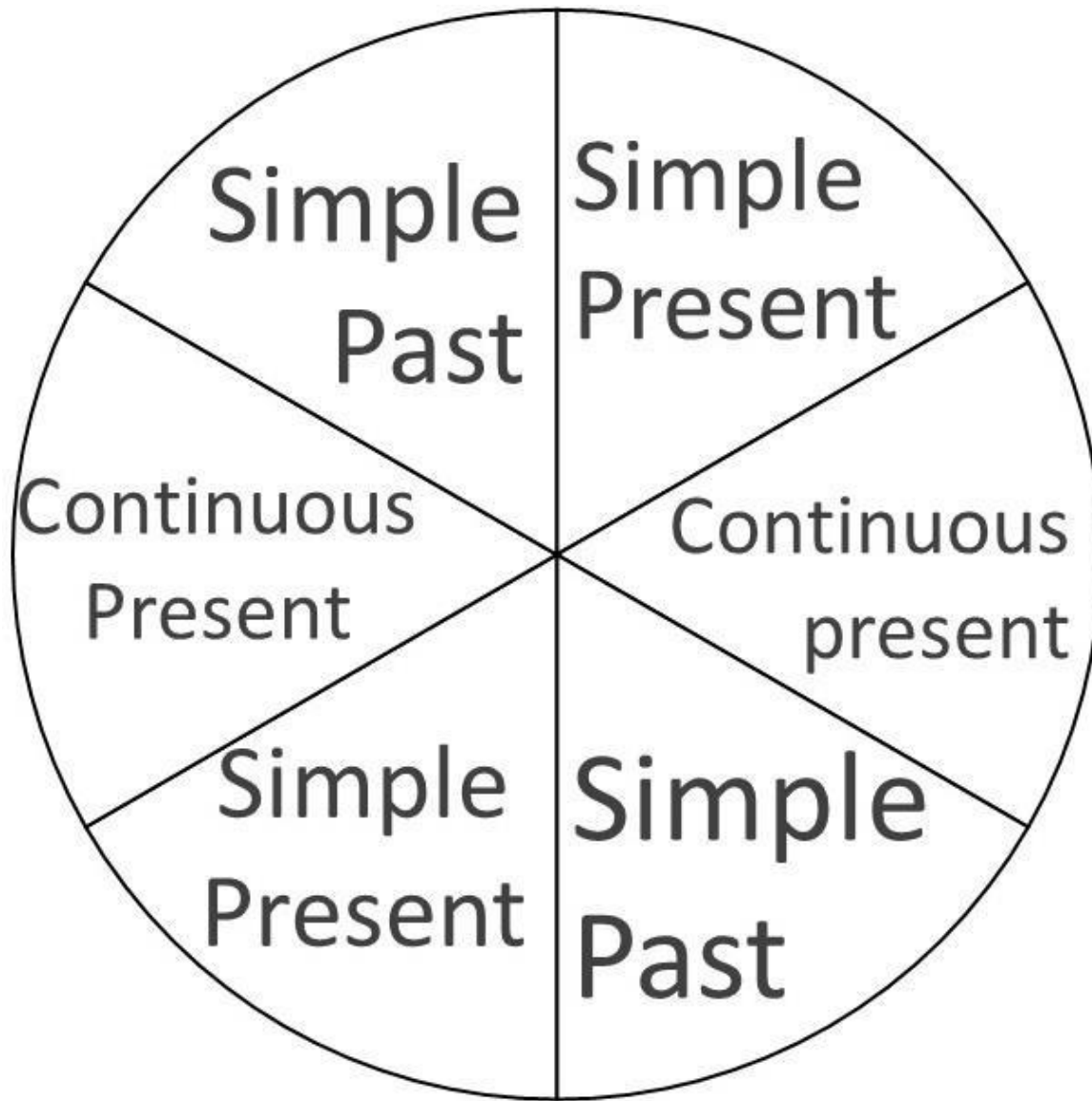
The best way to get something done is to begin!!!



The best way to get something done is to begin!!!



The best way to get something done is to begin!!!



The best way to get something done is to begin!!!

HAPPIER THAN YOU

Happier than you is a game that uses typical food or daily life objects to learn and practice comparatives and superlatives so students can talk about their context.

Learning Objective: To compare food, objects, or daily life situations.

Required Structures/Vocabulary: Adjectives, comparatives and superlatives, vocabulary about food and objects.

Materials: Different images of food or objects to compare.

Instructions:

The students will be divided into two groups, “superlatives” and “comparatives”.

Each group will have a representative who will choose a student from the opposite group and say which superlative or comparative adjective they must use to make a sentence.

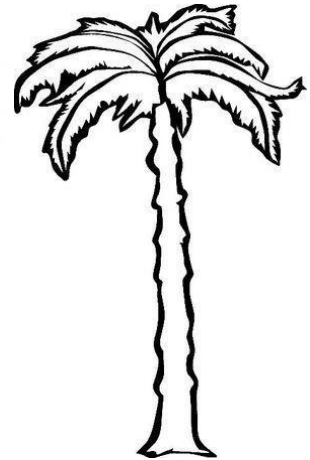
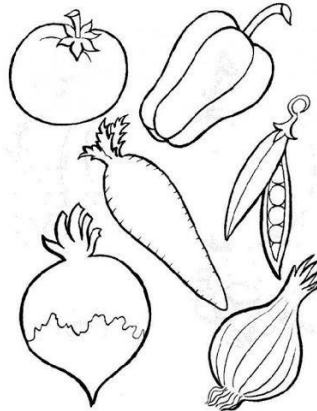
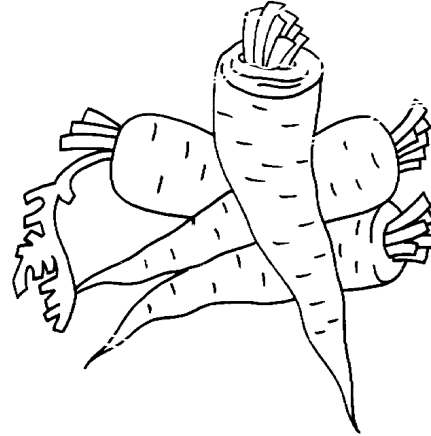
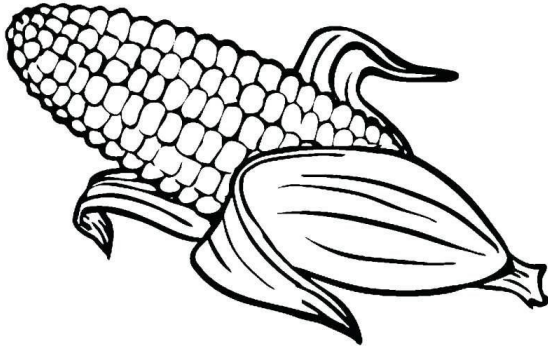
The student will have one minute to choose an image from the list provided, organize the sentence, and say it aloud.

For example: A representative says: “Jorge, make a sentence using the superlative best”. Then, Jorge chooses the image of mote¹. After a minute, Jorge says: “The mote is the best food in Tacueyó”.



¹ Mote is a typical food of the region made with corn planted by its inhabitants.

The best way to get something done is to begin!!!



The best way to get something done is to begin!!!

RUNNING, THINKING AND COMMUNICATING

This game promotes students' cognitive abilities through physical and mental activities that help them to think and perform actions under pressure.

Learning Objectives: To encourage grammar awareness and sentence structures of simple structures.

Required Structures/Vocabulary:
Simple present, simple past, and simple future.

Materials: Balloons, sentences to cut, pieces of paper and pencil.

Instructions:

This activity should be carried out in the school sports center since each student will run from a starting point to an end point. The game will be divided in three rounds (simple present, simple past and simple future).

The students will be distributed in two groups and organized in lines. Student A must run and explode the balloons that will be at the ending point. Once the balloon explodes, the student will find small pieces of paper containing cut sentences. The student must organize the sentence correctly according to the verb tense of the corresponding round and run back to the starting point to communicate the sentence to the partner. Partner B must write the received sentence in the piece of paper located at the starting point. The group that writes the sentences correctly in the estimated time will win.

Simple Present.

She reads the newspaper every day.

We play in the park every day

We always try to arrive on time

You work very hard

The best way to get something done is to begin!!!

The dog chases the cat all around the house.

I speak several foreign languages.

He enjoys his English class.

She wants to learn French.

Simple Past.

I traveled around the country last summer.

He was the man who saved my life.

Last year I went to Europe with my aunt.

She read the newspaper yesterday.

He saw her on the street yesterday.

I lost my wallet yesterday.

She finally sold her car.

He answered all the questions.

Simple future.

I will see you next week.

They will never guess the answer.

I promise I will work harder.

I think I will take a shower.

The doctor will see you now.

They will continue the research.

The best way to get something done is to begin!!!

KIWE THEGNAS AND SUSPECTS

This activity is an adaptation of the famous game called “police officers and robbers”. Students will play roles as cops and robbers to investigate specific situations that are common to their context.

Learning Objective: To motivate the use of English structures in realistic contexts to solve problems.

Required Structures/Vocabulary:
Interrogative structures, simple present, simple past.

Materials: List of suggested situations to be used in the role-plays. The teacher might add different ones.

Instructions:

Students will be divided into groups of four and assigned with different situations. One of the students will play the role of the “*Kiwe Thegna*”, the traditional police officer of the region, while the others will play the role of suspects or witnesses. The *Kiwe Thegna* must ask questions to solve the mystery.

Suspects must prove their innocence or help the police by promptly answering questions and agreeing with the responses of others. In the end, the *Kiwe Thegnas* will present the case to the group and determine whether they are guilty or not. The teacher should encourage students to include places from the region to make the role plays funnier.

Examples of some sentences you can use during the role-play.

Where were you on the day of the incident?

What were you doing in that place at that time?

Did you notice anything unusual when you arrived at the place?

What did you do during that time?

The best way to get something done is to begin!!!

Situation one: The town's bank was attacked by thieves and they make off with a million pesos. The cops captured one of the thieves and they must find a way for the thief to reveal his partners in crime and get the money back.

Situation two: A woman was found dead in her apartment. Her boyfriend is the main suspect, but he managed to escape. The police captured his two best friends, and they must get them to confess where the suspect is.

Situation three: The English teacher has lost the results of the final exams. Someone has altered all the grades from the school platform. A student accepted his responsibility but does not want to confess who were his accomplices.

Situation four: A supermarket worker is caught taking money from the cash register, the police must investigate how long she has been taking money and who her accomplices are.

The best way to get something done is to begin!!!

FAST – THINK

Fast - Think is an activity adapted from the game known as *Stop* or *Categories*. This game allows students to review the vocabulary in a fun and fast way, as well as to practice speaking.

Learning Objective: To review vocabulary and practice pronunciation.

Required Structures/Vocabulary: Vocabulary of various topics.

Materials: A piece of paper and a pencil

Instructions:

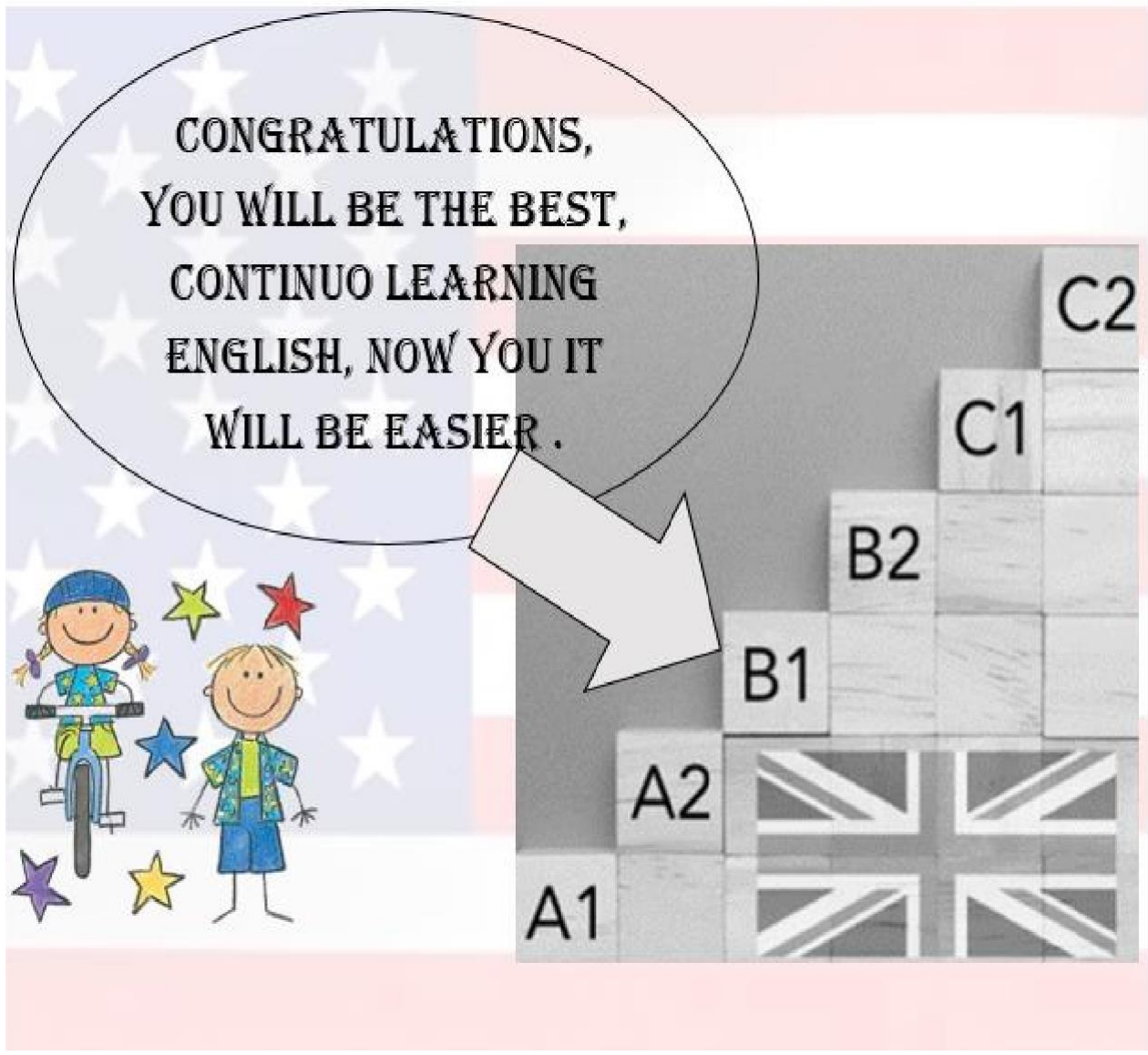
Distribute the chart of categories to each student or make them draw it on a piece of paper. One student is going to be in front of the class and say a letter. Students will write a word that starts with the letter and belongs to each category: a city, a country, a fruit, an animal, an object, and a person's name.

When a student completes the categories, she/he will stand up and say, "I did it!".

Additionally, to get the points the student needs to write a sentence using at least two words written in the categories. The more words a student uses in the sentence, the more points he/she obtains.

No.	City	Country	Fruit	Animal	Object	Person's name
1						
2						
3						
4						

The best way to get something done is to begin!!!



The best way to get something done is to begin!!!

HAVE YOU VISITED...?

The game consists of describing a place in the region that students have visited using the perfect present tense and the past tense.

Learning Objective: To talk about past experiences and describe places from the region.

Required Structures/Vocabulary:
Present perfect, simple past, adjectives.

Materials: Images of different places of the region

Instructions

Before the activity, ask students to bring pictures of places in the region they have visited. A map or images from the internet can be also used in case students bring few pictures. The class will be divided into two groups. One of the students will present the image of the place and will be encouraged to start the story of his/her experiences in that place. The other students will help him adding different sentences to organize a single story.

Once the story has finished, another student will start a new one. The teacher will encourage students to participate, help them with vocabulary, and correct mistakes. The best story will be selected and written down.



The best way to get something done is to begin!!!

KNOWING MY KSIINA

In this activity, students will recreate a common situation that occurs in the marketplace on Sundays. They will have the opportunity to talk about food and traditional recipes.

Learning Objective: To talk about food, give instructions, describe a process.

Materials: Cards with products of the region, a *yaja*.

Required Structures/Vocabulary:
Imperative forms, Vocabulary about food, simple present, simple past.

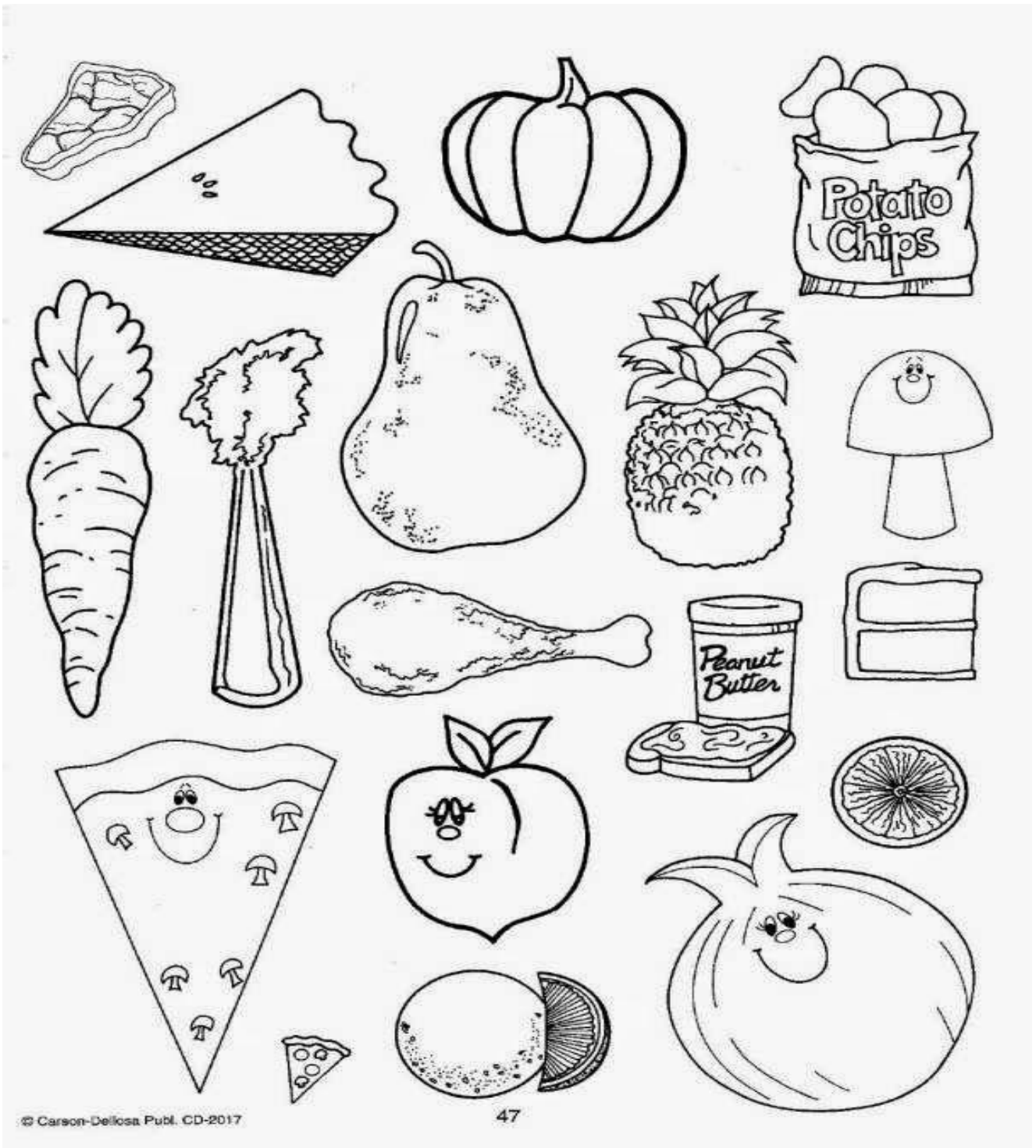
Instructions:

One of the students will choose a card with a typical product from inside a *yaja* (typical bag of the region). The student will explain how his/her mom cooks it at home. The recipe they must use in the sentence will be very typical for example, cassava, arracacha, banana, cilantro, corn, panela, ullucos, cabbage, chicken visors, or cow visors.

Example: *My mom bought one pound of chicken visors and she prepared a soup with potatoes, corn, and more ingredients. To prepare this recipe...*



The best way to get something done is to begin!!!



The best way to get something done is to begin!!!

RUNNING IN SACKS

Running in sacks is one of the typical games of the region, it is played in almost all cultural events. This time, it will be used to encourage English learning.

Learning Objective: To talk about childhood experiences.

Required Structures/Vocabulary: past tense and used to.

Materials: An empty coffee sack, list of verbs.

Instructions:

Make two groups in the sports center and define the start line and the finish line. Two students, one of each group, will get inside the sack and will be provided with a verb. They will jump as fast as they can. The teacher will be at the end of the race waiting for the student. The first who arrives must say a sentence using the verb in past or the expression “used to” describing a childhood experience.

The first student to arrive and make the sentence will get 10 points, the second one 5 points. If the first one makes a mistake the second one will have the opportunity. The team with more points will win the game.



The best way to get something done is to begin!!!

List of Verbs	
Buy	Play
Run	Travel
Love	Visit
Sing	Swim
Walk	Talk
Dance	Remember
Work	Study

The best way to get something done is to begin!!!

JADE ÇXUGA

A *zumbico* is a popular game among indigenous kids. In this activity, students will have the opportunity to play with it while practicing English.

Learning Objective: To create grammar awareness and encourage the construction of correct short sentences.

Required Structures/Vocabulary:
Present and Past Perfect Structures.

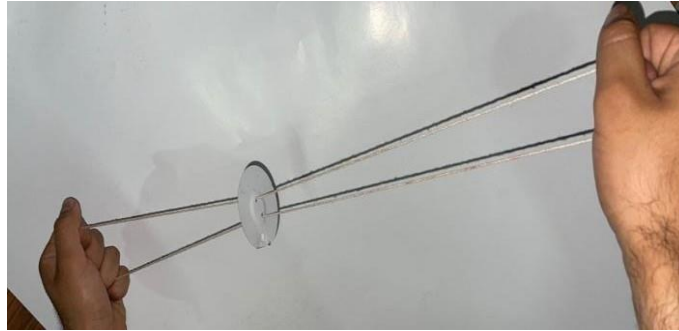
Materials: A *zumbico*, list of verbs.

Instructions:

Organize students in groups of three. One of the students will take the *zumbico* and make it work as fast as possible. The other two students will hold firmly the vocabulary sheet face-down so that the student with the *zumbico* can't see the words.

Using the *zumbico*, the student will cut the paper without following a specific pattern. Then, the group will turn the piece of paper and the student will have to create a sentence in a perfect tense using the vocabulary that was cut. The sentence must be said while the *zumbico* is still spinning.

The best way to get something done is to begin!!!



<i>LIST OF VERBS</i>	
To Live	To Run
To Dance	To study
To Cry	To travel
To have	To enjoy
To love	To build
To like	To see
To miss	To dream
To do	To drive
To take	To sing
To cook	To fly
To love	To fight
To walk	To drink

The best way to get something done is to begin!!!

To have	To lose
To find	To play
To Eat	To

RHYMING AND SINGING

Learning Objective: To communicate through verses and songs while promoting a literary spirit.

Required Structures/Vocabulary: Present continuous, pronunciation patterns.

Materials: Worksheet with the poem.

Students will read _____ and repeat the provided poem which contains some references to the town and uses present progressive. The teacher must work on pronunciation and encourage the appropriate intonation of the situation described in the short poem. Later, students will be divided into groups of three and will have the challenge to write a song or a poem similar to the example studied. They must use the present progressive tense. The groups will present the poem or song to the class, and they will decide a winner considering grammar, pronunciation, and creativity.

The best way to get something done is to begin!!!



The best way to get something done is to begin!!!

Poem: Walking by Tacueyó

Walking by Tacueyó I found a watch.
Working and telling the time correctly.
Thinking about the time my girlfriend arrives.
My girlfriend is thinking about going to Lopez
I want to go to Don Jorge
To buy the candies of my girlfriend Lore
We are reaching the viewpoint
And I see my ex-girlfriend Flor
Getting upset as soon as she heard me
My Lore is thinking of going back
but my love is growing and she does not think back.

Poema: Paseando por Tacueyó

Paseando por Tacueyó encontré un reloj.
Trabajando y contando la hora correctamente.
Pensando en la hora en que llega mi novia.
Mi novia está pensando en ir a López
Quiero ir a Don Jorge
Para comprar los caramelos de mi novia Lore
Estamos llegando al mirador
Y veo a mi exnovia flor
Molestarse tan pronto como me escuchó
Mi Lore está pensando en volver
Pero mi amor va creciendo y ella no se acuerda.

THE BROKEN PHONE

Learning Objective: To narrate short stories in English related to traditional heritages.

Required Structures/Vocabulary:
Past tenses, connectors.

Materials: Myths from the region, a piece of paper.

Instructions:

Students will be divided into groups of 5 people and will make a line. One of the students in the group will communicate a sentence written on a piece of paper provided by the teacher. The sentences correspond to different myths from the region.

The first student will whisper the sentence to the second student's ear and so on until the message gets to the last student in line. The fifth student must write the sentence on a piece of paper. In the end, one of the students of each group will tell the story aloud.

The group with the greatest number of correct sentences and the most complete story will get the highest score.



The best way to get something done is to begin!!!

The Weeping Woman

A legend tells that many years ago there was a catastrophe in the town that caused the death of many people. One of the victims was a well-known woman who had recently lost her husband and lived with her three loving children. Some days after the tragedy, people found the bodies of the woman and the children. However, they began to hear deep screams and terrifying wailing. It was the lady who, disconsolate, kept looking for her children as a wandering ghost. She still cries during dark nights and the most frightening thing is that when you go out to see her, you just feel a cold wind and see nothing.

The Woman with One Leg

A beautiful girl worked on a farm with her husband. One day the husband came home from work and found her with his employer being unfaithful. The farmer, in an outburst of anger, cut off the head of his employer with a machete. His wife ran away but her husband managed to cut off one of her legs. She was found dead in the woods some days later. The farmer, terrified by what he had done, escaped with his children to a distant village. People from the town affirm to see the ghost of a crying and lamenting woman with only one leg, looking for his children to the old home during dark nights.

El Duende

The legend of '*el duende*' starts in the cold mountains of Colombia, where it is said that its presence is quite common. It is a mischievous spirit described as short boy with a big hat and a poncho. This evil spirit makes people get lost in the mountains and is responsible for the disappearance of children. He usually likes girls with long hair and enjoys playing the guitar.

These stories were adapted from the oral tradition.

The best way to get something done is to begin!!!

THE BALL QUESTIONS

Learning Objective: To talk about imaginary or hypothetical situations.

Required Structures/Vocabulary: Second Conditional tense, would.

Materials: A ball, pieces of paper with conditional questions.

Instructions:

Students will sit down in a circle. One of the students will be blindfolded and will start counting to 30. Students in the circle will start passing the ball around. Once the student says 30, the person with the ball must answer one of the questions related to imaginary situations. The teacher will encourage students to create complete sentences using the second conditional structures appropriately.



The best way to get something done is to begin!!!

<p>If you were the mayor of the municipality, what would you do for the community?</p>
<p>If you had to reincarnate into a myth of the region, what myth would be and why?</p>
<p>If you were the secretary of culture, what would you do to promote activities for young people?</p>
<p>If you had some power to revive any historical character of the region, what character would you like to revive? Why?</p>
<p>If you were a scientist, what experiment would you do for the welfare of the region?</p>
<p>If you were a social leader, what actions would you do to protect the environment?</p>
<p>If you were born again, what would you not do again?</p>
<p>If you had to save your brother or your mother, who would you save?</p>
<p>If you were the highest authority of the Cabildo, what would you do to protect the territory?</p>
<p>If you won the lottery, what would you donate to the school?</p>

The best way to get something done is to begin!!!

TRADITIONAL MEDICINE

Learning Objective: To ask and give advice about health issues.

Materials: Vocabulary Sheet of symptoms and medicinal plants.

Required Structures/Vocabulary: Modal Verbs, Vocabulary about health issues and traditional medicine.

Instructions:

Before the activity, discuss with students the dictionary of medicinal plants and their use in the community. They might add more plants they know from their daily practices. Then, students will form groups of three people to act out a situation related to health issues and a visit to the doctor. Each group will choose three pieces of paper with the symptoms they will have to include in the role-play. Then, their roles will be assigned: two of them will be friends discussing a health issue and the other will be the traditional doctor from the region who will have to recommend treatment with traditional plants according to the symptoms described.

The teacher must insist on the use of modal verbs. A model dialogue is presented as an example.

Dialogue

Student 1: Hi! How are you today?

Student 2: Hi, I am feeling really bad.

Student 1: What's wrong?

Student 2: I feel sick. I think I have the flu and an upset stomach.

Student 1: Have you seen a doctor?

Student 2: I haven't.

The best way to get something done is to begin!!!

Student 1: Why not? You should see a traditional doctor from the town.

Student 2: That's a great idea, I will get an appointment.

Student 1: Good morning

Doctor: Good morning, May I help you?

Student 1: Yes, I feel sick.

Doctor: Can you describe your symptoms, please?

Student 1: I have an upset stomach and a terrible headache.

Doctor: Ok. I will recommend boiling some leaves of lemongrass and add some drops of lemon. You must drink this beverage three times a day.

Student 1: That's great. What should I do for the upset stomach?

Doctor: I have this plant; it is called celery. You must boil it and drink the warm water before going to sleep for 5 days.

Student 1: Thank you very much!

Doctor: You're welcome. Remember: You must rest, and you shouldn't go to school for 3 days. I hope you feel better!



The best way to get something done is to begin!!!

Medicinal plants

Rue: Aromatic plant with evergreen leaves, very divided, with numerous essential glands, yellow flowers and grouped in terminal clusters. Its fruit in the shape of a rounded capsule, with visible lobes, and its seed has the shape of a crescent. This plant is used to remove the cold from the matrix.

Alegron: This plant is used for depression and to take the pulse of children when they are scared

Melissa: Herbaceous plant with heart-shaped leaves and white or pink flowers. It is a tranquilizer.

Lemongrass: Tropical tree with very aromatic leaves that smell like lemon. This plant with boiled lemon is good for the flu.

Chamomile: Herbaceous plant with weak stems, abundant leaves, and fragrant flowers with a yellow center and white petals. This plant is used to reduce inflammation and stress.

Pitaya: A sweet fruit is used for constipation.

Celery: Horticultural plant with juicy, thick, hairless, furrowed, and branchy stem. It has long and cleft leaves, very small white flowers, and achene fruit. This plant is used for an upset stomach.

Anamu: A plant is used for sinusitis.

Sabila: This is a plant with many medical properties, most of them based on the gel obtained from the plant's leaves. Some people use it to control diabetes, constipation, and skin allergies.

List of symptoms

The best way to get something done is to begin!!!

backache	toothache	headache	stomachache	the flu
a cough	vomiting	pain	fever	a cold
diarrhea	allergies	fever	eye irritation	stress
muscle pain	dizziness	sore throat	gastritis	earache

PREDICTING THE WEATHER

This game imitates the way in which the indigenous people predict climatic changes and weather seasons, so they can tell the communities what they can plant or what they should prepare according to weather conditions.

Learning Objective: To make predictions and relate ancestral knowledge to the use of English structures.

Materials: Flashcards about the weather

Required Structures/Vocabulary:
Future Tense

Instructions:

For this activity, students will make groups of five people. One student will receive a flashcard with



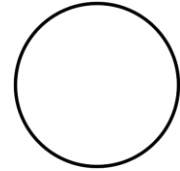
The best way to c

an image of weather conditions. The partners will have to predict the weather for the rest of the week according to the flashcard and using the future with will and going to. Finally, the students will give some advice about what the community of this region

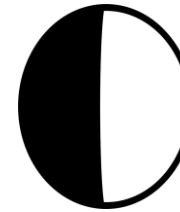
sho
uld
pla
nt.



Waning moon
Moon indicating that vegetables can be planted.



New Moon
Moon that indicates that roots such as cassava and carrots can be harvested.




Crescent Moon
Moon indicating that leafy vegetables such as spinach, lettuce and chard can be harvested.



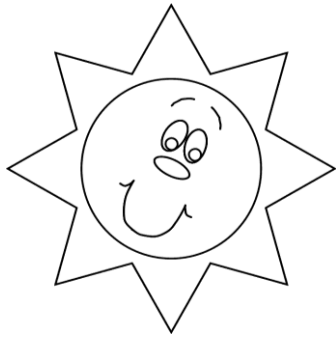
Full Moon
Moon indicating that leafy vegetables and all kinds of fruits can be harvested.



Rain
Good weather for plant.



Storm
Difficult times for crops and animals



Sun

Good weather for
harvesting food



Cloudy

Dangerous times for
the skin because the
sun's rays are very
strong and produce
skin burns.

REMEMBERING MY CHILDHOOD

Materials: Pictures or drawings.

Required Structures/Vocabulary:
Simple and Perfect Past Tenses

Learning Objective: To talk about past experiences and describe memories.

Instructions:

Before this speaking activity, ask students to bring a picture or a drawing of their childhood. Later, organize a round table. Each student is going to present the image and tell a story related to it. Encourage students to use different past tenses to tell the story. Finally, students will choose the most interesting story and will start adding imaginary events to it. In the end, a single collective story will be written on the board and the teacher will emphasize on the uses of past tenses and connectors.



The best way to get something done is to begin!!!

Piyañxa English

An aerial photograph of a school campus. The main building is a long, two-story structure with a grey tiled roof and white walls. To its right is a large green field. In the foreground, there is a red brick building with a green roof and a white staircase. A paved road with several motorcycles is visible at the bottom. The background shows a lush green hillside and a range of blue mountains under a cloudy sky.

Communicative Games

ELEMENTARY



The best way to get something is learning!

THE SPIDER-WEB

Learning objective

To exchange personal information.

Required

Structures/Vocabulary

Verb to be- simple present.

Materials

Ball of wool, vocabulary sheet.

Instructions:

To start, ask students to make a circle and give the ball of wool to one of them.

The student with the ball of wool must introduce himself/herself in English using short sentences such as: My name is _____. I 'm _____ years old. I live in _____. I 'm in _____ grade. I have _____ brothers or sisters. My mother's name is _____. My father's name is _____. I live with _____. I like _____. My favorite food is _____. My favorite subject is _____.

Once the first student has finished her/his personal presentation, she/he must pass the ball of wool to a partner from the front or diagonal while holding the thread. This way, each student will share sentences about personal information until a web is formed.

Once the personal presentation of each one is finished, the students must untangle the web by remembering at least 5 things from the previous partner.



VOCABULARY



Communicative games motivate the development of vocabulary and allow experiential classroom interactions that involve all students. Personal introductions are the first step to use English to describe everyday situations in meaningful contexts.

The verb “To be”

The verb to be is a central verb which helps us to build a simple sentence, to give personal information about a person or ourselves. Also, the verb to be serves to refer to where we are.

Personal pronouns:

I (yo), **you** (tú, ustedes), **she** (ella), **he** (él), **it** (eso-ello), **we** (nosotros), **they** (ellos).

To Be (Simple present)

AFFIRMATIVE	NEGATIVE	INTERROGATIVE
I am	I am not	Am I?
You are	You are not	Are you?
She is	She is not	Is she?
He is	He is not	Is he?
It is	It is not	Is it?
We are	We are not	Are we?
You are	You are not	Are you?
They are	They are not	Are they?

Possessive pronouns

Adjective	Pronoun
My	Mine; el mío, lo mío, la mía, los míos, las mías.
Your	Your; el tuyo, lo tuyo, la tuya, los tuyos, las tuyas, el suyo, la suya, los suyos, las suyas.
Her	Hers; el suyo (de ella), lo suyo, la suya, los suyos, las suyas.
His	His; el suyo (de él), lo suyo, los suyos, las suyas.
Our	Ours; el nuestro, lo nuestro, la nuestra, los nuestros, las nuestras.
Your	Yours; el vuestro, lo vuestro, la vuestra, los vuestros, las vuestras, el suyo...
Their	Theirs; el suyo (de ellos, ellas), lo suyo, etc.

FIND THE SURPRISE

Required Structures/Vocabulary:

Imperative forms, prepositions of place, numbers.

Materials: Map of the school, vocabulary sheet.

Instructions:

This activity can be done in groups of three or four people. Each group will receive a map of the school with indications in English leading to different stations.

When the group arrives at the indicated station, they will find a clue to help them move on to the next station and be closer and closer to the big surprise that the teacher selected.

In this way, the students will have to go through key places in the school such as the library, the cafeteria, the computer room, the laboratory, the sports field, etc. The first group to find the surprise, treasure or object will get a 5.0 on their grade.

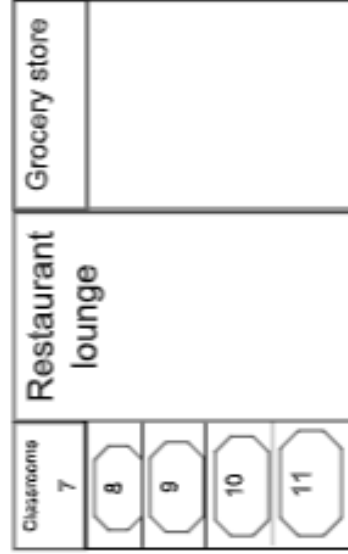


Learning Objective: To give and receive directions in English. To be able to locate oneself in a real situation as well as to guide a person correctly in English.

Secretary	Artesanal Classroom	Library	Systems room	Teacher's room
			Photocopier	Classrooms

Front door

2nd floor classrooms



Second floor classrooms



Hen house

Soccer field

Sports Center



SPEED UP YOUR MIND

Speed up your mind is a game to learn vocabulary, train memory, reflexes, and mental agility to correctly pronounce the object.

Learning objective: To promote the use of vocabulary in English to achieve confidence when pronouncing.

Materials: Cards with different images related to the student's context.

Required Structures/Vocabulary:

Pronunciation patterns, vocabulary of daily-life objects.

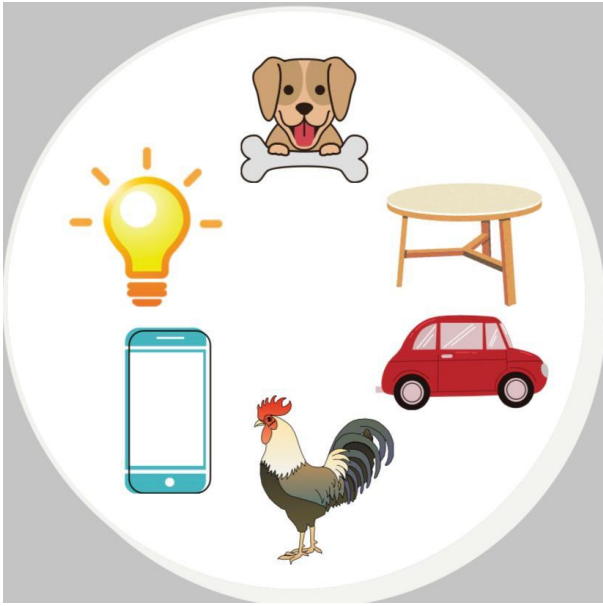
Instructions:

This game will be carried out in groups of 4 or 5 people. Each student will be provided with 7 cards containing different and well-known objects from the students' context.

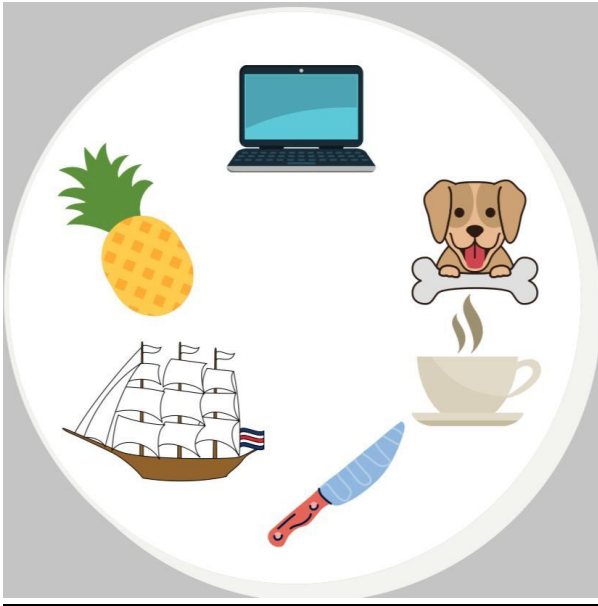
The game starts with a neutral card, which must be faced down. Any of the students in the group can turn it over. The students will have to check the objects in the cards they have in their hands and the ones in the neutral card. The first student to say aloud the name of a common object in English will get rid of the card. Students will continue naming the objects until one of them gets rid of all the cards. The student with no cards will win the game.



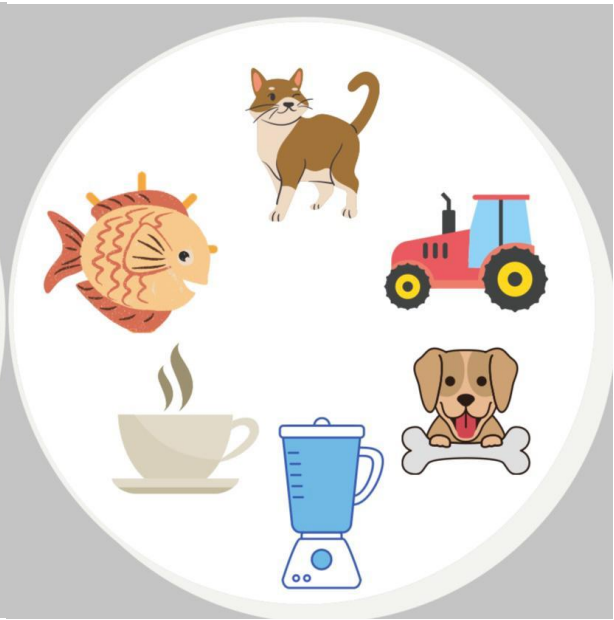














DISCOVER THE CHARACTER

It is a fun game that requires a lot of concentration and memory skills. Students will need to consider qualifying adjectives, be clear about how to ask for personal information, and remember specific facts about important people.

Learning Objective: To talk about past events and biographical accounts.

Required Structures/Vocabulary: Simple past, qualifying adjectives, dates, and numbers.

Materials: Flashcards with relevant characters from the Nasa culture or the Colombian context, post-it notes, markers.

Instructions:

Before the game, provide students with short biographies of the proposed characters. Read them, identify vocabulary and past structures, and discuss their relevance.

Then, write the names of the characters discussed in a post-it and. Paste one of them on the forehead of a student. Encourage the group to ask questions that can be answered with “yes” or “no”. The first round should be played with the proposed characters and the second with classmates, including the teacher.

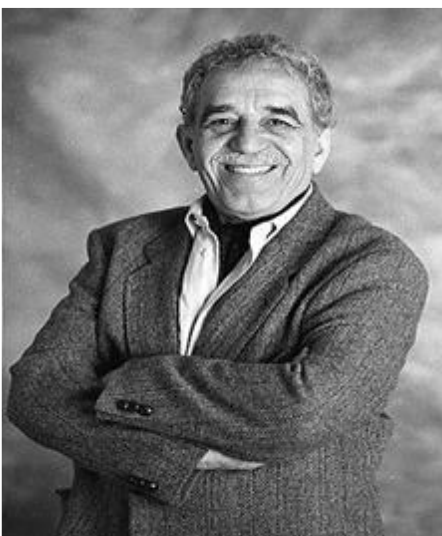




Manuel Quintín Lame was born in Popayan Cauca, on October 26, 1880. He was perhaps the most popular and important indigenous leader of the 20th century in Colombia. He participated in the thousand days war and the bipartisan Colombian violence. He was characterized by his struggles in defense of indigenous people.



Efraim Orozco Morales was born in Cajibío Cauca, on January 22nd, 1897. He was a Colombian musician and composer. He wrote popular and folkloric music. He was also a pianist, trumpeter, guitarist, flutist, and orchestra director. He traveled around South America with his orchestra and lived in Argentina for many years. Finally, he died in Bogotá on August 26th, 1975.



Gabriel José de la Concordia García Márquez was born in Aracataca Magdalena, on March 6th, 1927. He was a Colombian writer and journalist, recognized primarily for his novels and short stories: He also wrote nonfiction narratives, speeches, reports, film reviews, and memoirs. He won the Nobel Prize for Literature in 1982. He died on April 17th, 2014



Tania Edith Pariona Tarqui was born in Cayara- Ayacucho, Peru, in 1984. She is a social worker, Quechua leader, and activist for human rights, especially indigenous people. She works for social equality and fights for the rights of women and youth. In 2018 she was elected president of the Women and Family Commission of the Congress of Peru.



Nairo Alexander Quintana Rojas was born in Tunja Boyacá Colombia, on February 4th, 1990. He is a professional road racing cyclist and current member of the French team Arkea. He won the famous Giro d'Italia in 2014, the Tour of Spain in 2016. He also obtained second place in the Tour of France twice. He is an inspiration for many Colombian people and one of the most important sportsmen in the country.



Policarpa Salavarrieta Rios was born in Cundinamarca on January 26th, 1796 and was executed by the Spaniards in 1817. Better known as La Pola, she was a heroine who fought for the independence of Colombia. To commemorate her life and revolutionary spirit, the Congress declared the 14th of November as the day of the Colombian Woman.



Jaime Hernando Garzon Forero was born in Bogota on October 24th, 1960. He was a lawyer, educator, comedian, activist, actor, broadcaster, and journalist. He was also a peace activist and interested in our country's social, political, and economic problems. He became famous for his political parodies in the T.V. show 'Zociedad'. He was killed in 1999.



Rómulo Augusto Mora Sáenz was born in Boyacá on April 23rd, 1931. He was a Colombian traditional poet, better known as 'El Indio Romulo'. In 2013, he received the Life of Words award, in homage to his more than fifty years of artistic life in the radio and national television. He died in 2020 at the age of 89 because of COVID-19.



Luis Fernando Díaz Marulanda was born in La Guajira, on January 13th, 1997. He is a professional soccer player who currently plays for the Portuguese club Porto. He also plays for the Colombian Team for seniors. He managed to stand out despite his difficult socioeconomic situation.



Mercedes Tunubala Velasco was born in Silvia Cauca, on November 17th, 1974. Better known as Mamá Mercedes, she belongs to the Misak community and is an economist specialized in investment projects. In 2019, she became the first indigenous woman to be elected as major of the municipality of Silvia, Cauca. She shares with Aura Benilda Tegría Cristancho the honor of being the first two indigenous women elected as majors in Colombia.



Cristina Bautista Taquinas was born in 1977 in the small village of 'La Capilla', Corinto, located in the department of Cauca. She was an activist and an especially important community leader of the Nasa community. She dedicated her life to defend the territories of indigenous peoples and fight for the rights of indigenous women. She was killed on October 29, 2019.



Fany Kuiru Castro was born in La Chorrera, Amazonas. She is an indigenous woman leader of the Uitoto people. She is an expert in legal and political advice in the processes of public policy agreements between the national government and ethnic peoples. She is a leader in economic, social, and cultural issues from a gender perspective and cooperates for the strengthening of the



Lejandrina Pator Gil belongs to the indigenous community Wiwa of Santa Marta, Colombia. She works for the strengthening of women, families, and different generations, and raises proposals that allow solving their specific problems in the context of the global agenda of the Indigenous Movement. She assesses and supports different projects at the ONIC (National Indigenous Organization of Colombia)

PHRASE EXPLOSION

Learning Objective: To encourage grammar awareness by creating sentences in different verb tenses related to daily contexts.

Required Structures/Vocabulary:
Simple tense structures, Sentence organization.

Materials: Tire pump, balloons, confetti, list of verbs.



Instructions:

Before the activity, inflate the balloons, cut the list of verbs provided below, and put them on a bag. The group will be divided into two teams. Two students from the first team must pass in front of the group and be separated by at least four meters. One of the students will choose a verb from a bag and will say aloud as many sentences as possible using the corresponding verb and simple verb tenses (simple past, simple present, future simple). The other student must listen to the sentences and write them down.

The pair of students must manage to communicate and create the highest number of correct sentences before another student from the opposing team explodes the balloon.

Time will be up once the balloon has exploded and turns will change. The teacher will encourage students to relate sentences from their daily lives and customs of the town and the Cauca department.

<i>LIST OF VERBS</i>	
To be	Ser/Estar
To go	Ir
To come	Venir
To have	Tener
To love	Amar
To like	Gustar
To miss	Extrañar
To do	Hacer
To take	Tomar/Coger
To want	Querer
To leave	Irse / Dejar
To become	Convertirse / Transformarse
To work	Trabajar
To find	Encontrar
To meet	Conocer

To say	Decir
To eat	Comer
To speak	Hablar
To write	Escribir
To learn	Aprender
To study	Estudiar
To sleep	Dormir
To travel	Viajar
To buy	Comprar

I SPEAK
ENGLISH

INTERMEDIATE



THERE IS NO EXCUSE FOR NOT
TRY!

-BARACK OBAMA.

HOW DO I GET TO SCHOOL?

This is a game to learn vocabulary about means of transportation used in the region and describe how students commute every day to go to school. Creating simple contexts can make the activities easier while including real examples and reviewing topics from previous lessons.

Learning Objective: To talk about daily activities related to regional ways of commuting.

Materials: Printed Roulettes

Required

Structures/Vocabulary:
Simple tense structures,
Family members, Means of transportation.

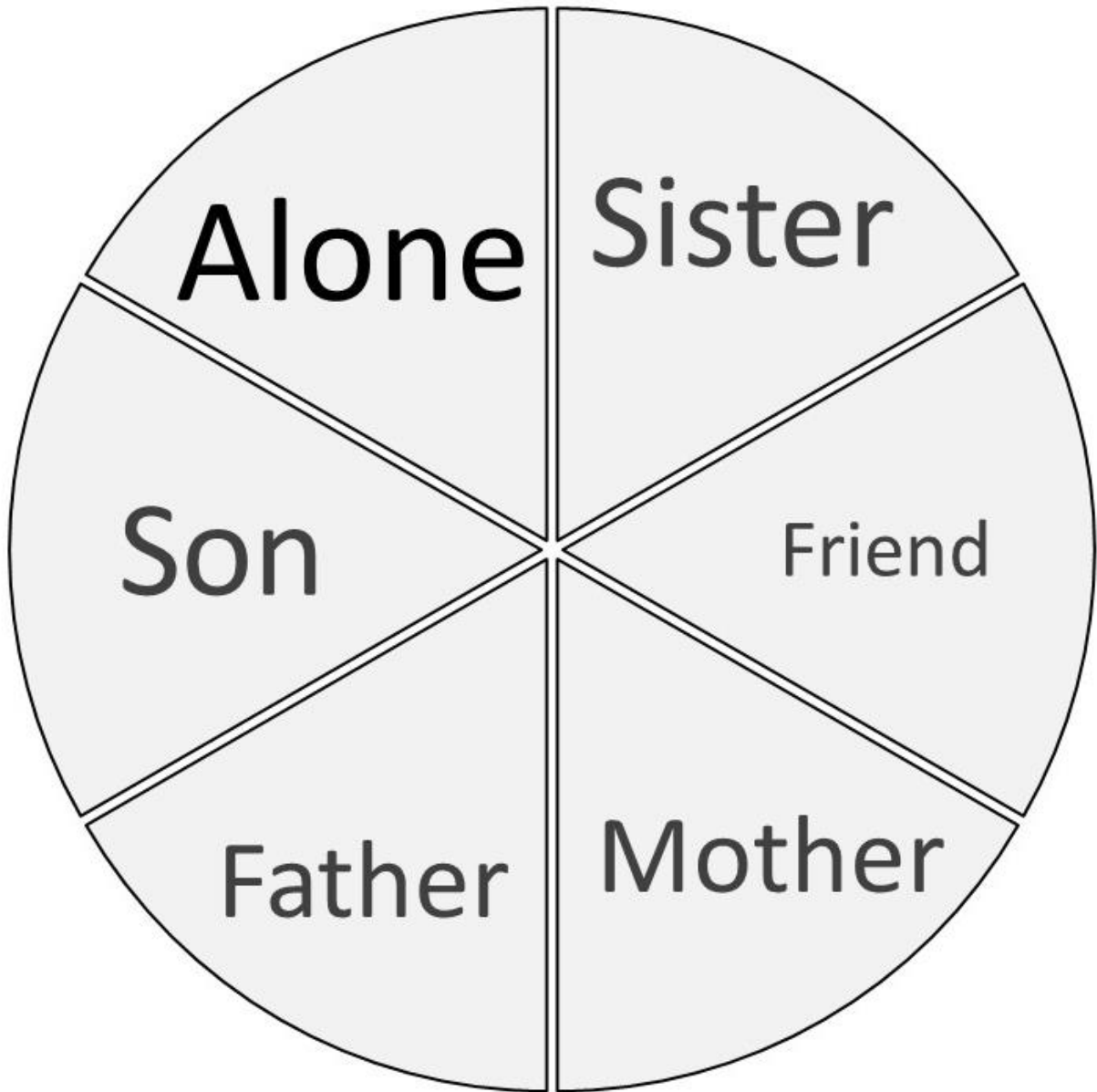
Instructions:

Divide the group into groups of four and print a set of roulettes for each group. The first roulette contains different means of transportation, the second contains some family members, and the last one the verb tenses studied. By turns, the students will spin the roulettes and say aloud a sentence using the information obtained.

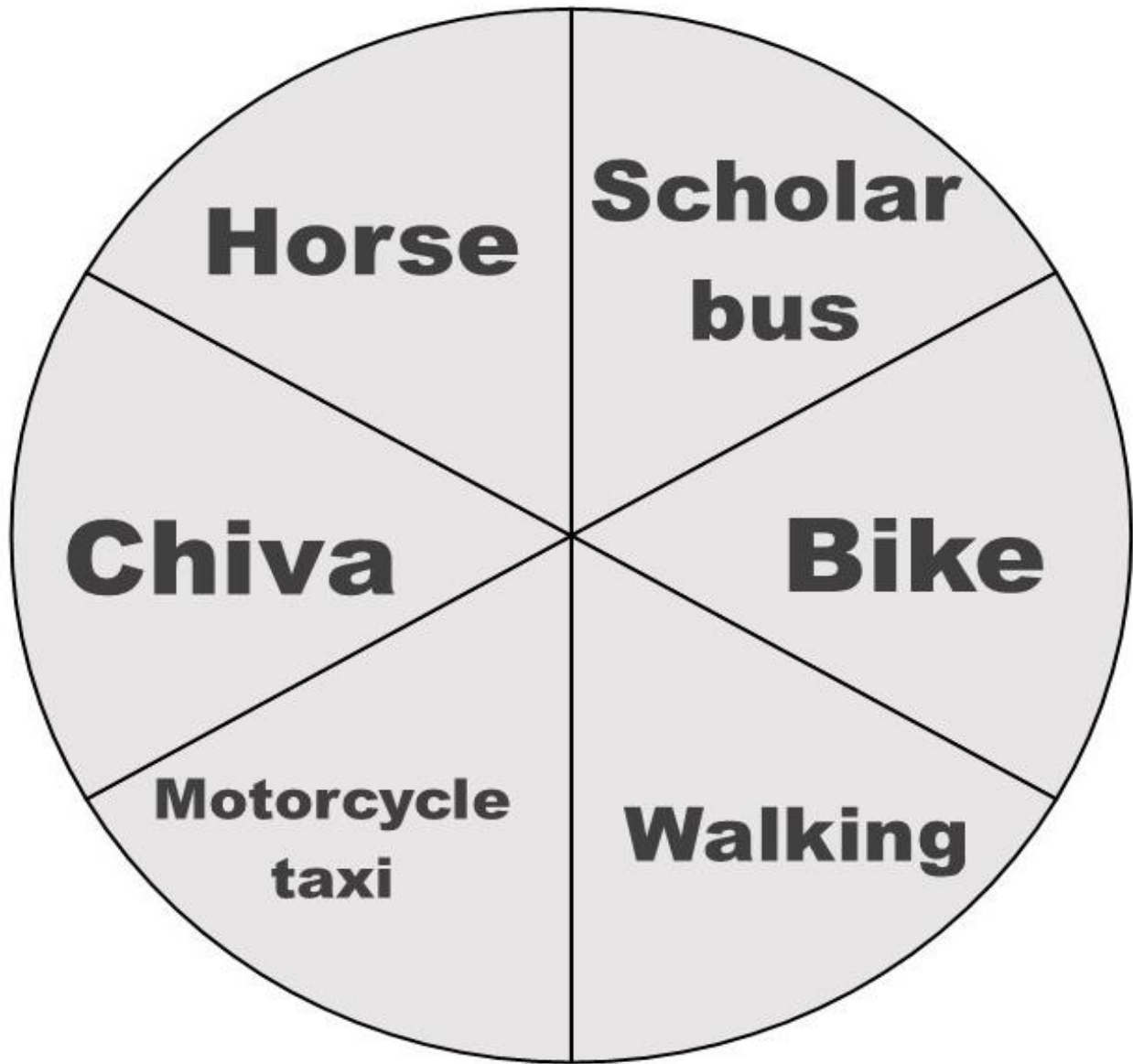
For example, if in the first roulette the result is “horse”, in the second “cousin”, and in the third one “simple present”, the student might say: “*My cousin goes to school by horse*”. Each group will make a list of the sentences and then share and correct them with the whole class.



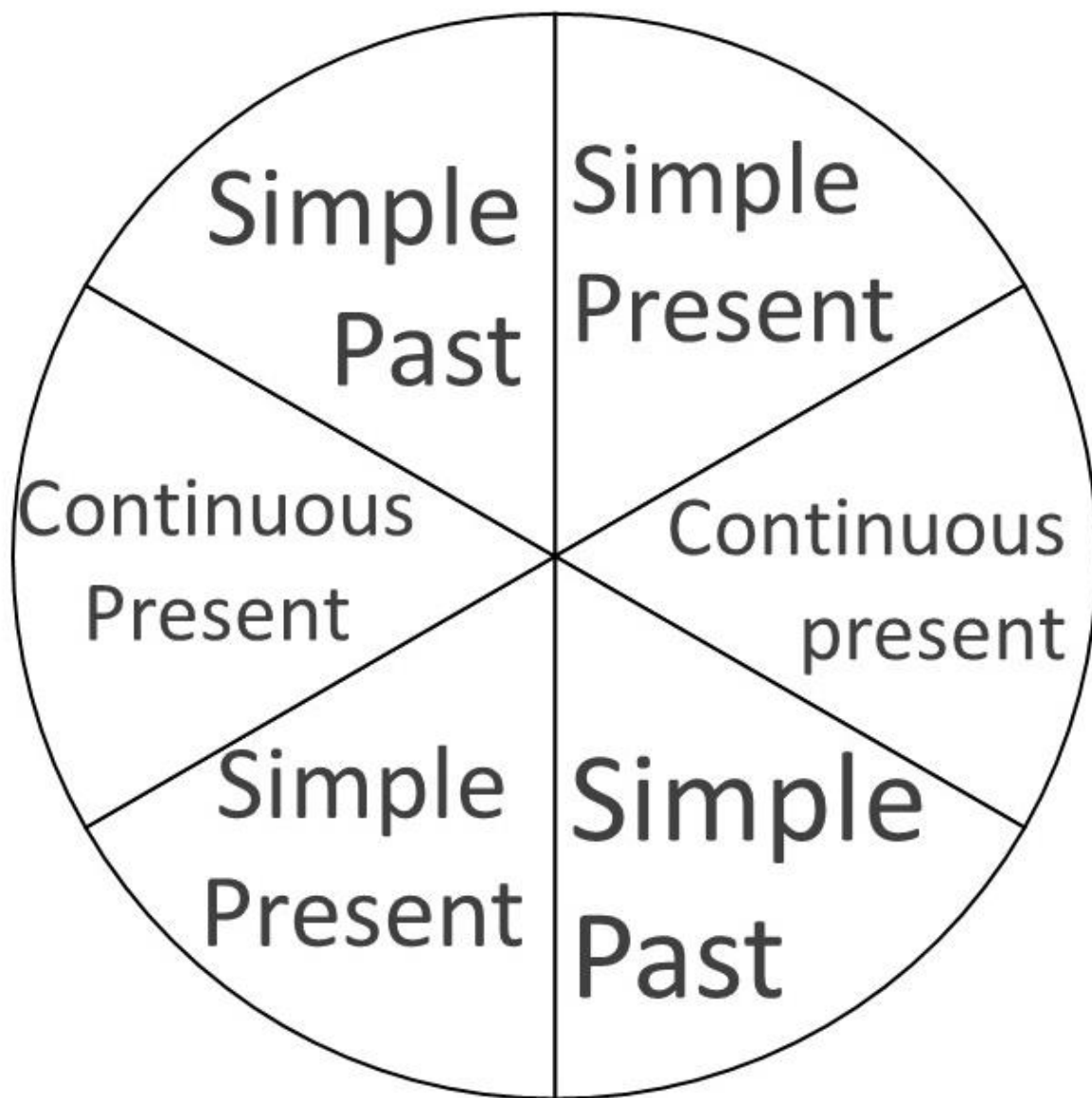
The best way to get something done is to begin!!!



The best way to get something done is to begin!!!



The best way to get something done is to begin!!!



The best way to get something done is to begin!!!

HAPPIER THAN YOU

Happier than you is a game that uses typical food or daily life objects to learn and practice comparatives and superlatives so students can talk about their context.

Learning Objective: To compare food, objects, or daily life situations.

Required Structures/Vocabulary: Adjectives, comparatives and superlatives, vocabulary about food and objects.

Materials: Different images of food or objects to compare.

Instructions:

The students will be divided into two groups, “superlatives” and “comparatives”.

Each group will have a representative who will choose a student from the opposite group and say which superlative or comparative adjective they must use to make a sentence.

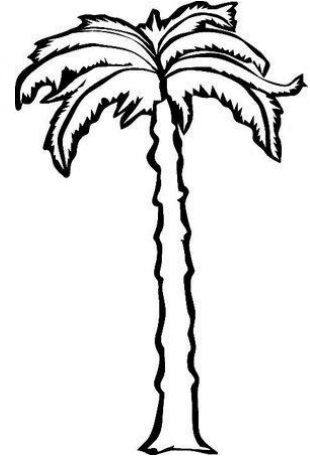
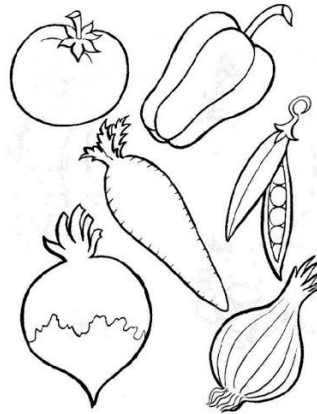
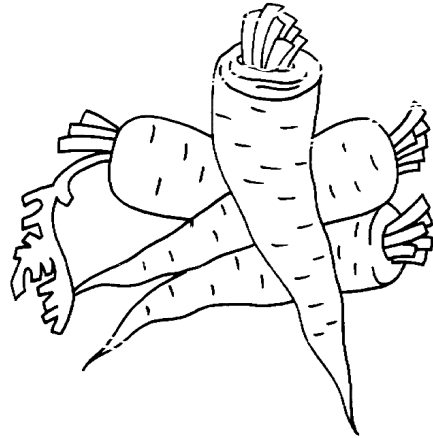
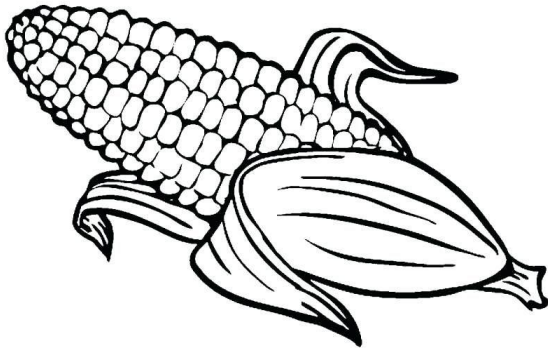
The student will have one minute to choose an image from the list provided, organize the sentence, and say it aloud.

For example: A representative says: “Jorge, make a sentence using the superlative best”. Then, Jorge chooses the image of mote¹. After a minute, Jorge says: “The mote is the best food in Tacueyó”.



¹ Mote is a typical food of the region made with corn planted by its inhabitants.

The best way to get something done is to begin!!!



The best way to get something done is to begin!!!

RUNNING, THINKING AND COMMUNICATING

This game promotes students' cognitive abilities through physical and mental activities that help them to think and perform actions under pressure.

Learning Objectives: To encourage grammar awareness and sentence structures of simple structures.

Required Structures/Vocabulary:
Simple present, simple past, and simple future.

Materials: Balloons, sentences to cut, pieces of paper and pencil.

Instructions:

This activity should be carried out in the school sports center since each student will run from a starting point to an end point. The game will be divided in three rounds (simple present, simple past and simple future).

The students will be distributed in two groups and organized in lines. Student A must run and explode the balloons that will be at the ending point. Once the balloon explodes, the student will find small pieces of paper containing cut sentences. The student must organize the sentence correctly according to the verb tense of the corresponding round and run back to the starting point to communicate the sentence to the partner. Partner B must write the received sentence in the piece of paper located at the starting point. The group that writes the sentences correctly in the estimated time will win.

Simple Present.

She reads the newspaper every day.

We play in the park every day

We always try to arrive on time

You work very hard

The best way to get something done is to begin!!!

The dog chases the cat all around the house.

I speak several foreign languages.

He enjoys his English class.

She wants to learn French.

Simple Past.

I traveled around the country last summer.

He was the man who saved my life.

Last year I went to Europe with my aunt.

She read the newspaper yesterday.

He saw her on the street yesterday.

I lost my wallet yesterday.

She finally sold her car.

He answered all the questions.

Simple future.

I will see you next week.

They will never guess the answer.

I promise I will work harder.

I think I will take a shower.

The doctor will see you now.

They will continue the research.

The best way to get something done is to begin!!!

KIWE THEGNAS AND SUSPECTS

This activity is an adaptation of the famous game called “police officers and robbers”. Students will play roles as cops and robbers to investigate specific situations that are common to their context.

Learning Objective: To motivate the use of English structures in realistic contexts to solve problems.

Required Structures/Vocabulary:

Interrogative structures, simple present, simple past.

Materials: List of suggested situations to be used in the role-plays. The teacher might add different ones.

Instructions:

Students will be divided into groups of four and assigned with different situations. One of the students will play the role of the “*Kiwe Thegna*”, the traditional police officer of the region, while the others will play the role of suspects or witnesses. The *Kiwe Thegna* must ask questions to solve the mystery.

Suspects must prove their innocence or help the police by promptly answering questions and agreeing with the responses of others. In the end, the *Kiwe Thegnas* will present the case to the group and determine whether they are guilty or not. The teacher should encourage students to include places from the region to make the role plays funnier.

Examples of some sentences you can use during the role-play.

Where were you on the day of the incident?

What were you doing in that place at that time?

Did you notice anything unusual when you arrived at the place?

What did you do during that time?

The best way to get something done is to begin!!!

Situation one: The town's bank was attacked by thieves and they make off with a million pesos. The cops captured one of the thieves and they must find a way for the thief to reveal his partners in crime and get the money back.

Situation two: A woman was found dead in her apartment. Her boyfriend is the main suspect, but he managed to escape. The police captured his two best friends, and they must get them to confess where the suspect is.

Situation three: The English teacher has lost the results of the final exams. Someone has altered all the grades from the school platform. A student accepted his responsibility but does not want to confess who were his accomplices.

Situation four: A supermarket worker is caught taking money from the cash register, the police must investigate how long she has been taking money and who her accomplices are.

FAST – THINK

Fast - Think is an activity adapted from the game known as *Stop* or *Categories*. This game allows students to review the vocabulary in a fun and fast way, as well as to practice speaking.

Learning Objective: To review vocabulary and practice pronunciation.

Required Structures/Vocabulary: Vocabulary of various topics.

Materials: A piece of paper and a pencil

Instructions:

Distribute the chart of categories to each student or make them draw it on a piece of paper. One student is going to be in front of the class and say a letter. Students will write a word that starts with the letter and belongs to each category: a city, a country, a fruit, an animal, an object, and a person's name.

When a student completes the categories, she/he will stand up and say, "I did it!".

Additionally, to get the points the student needs to write a sentence using at least two words written in the categories. The more words a student uses in the sentence, the more points he/she obtains.

No.	City	Country	Fruit	Animal	Object	Person's name
1						
2						
3						
4						

The best way to get something done is to begin!!!

ADVANCED



Great things never come from comfort
zones!

The best way to get something done is to begin!!!

HAVE YOU VISITED...?

The game consists of describing a place in the region that students have visited using the perfect present tense and the past tense.

Learning Objective: To talk about past experiences and describe places from the region.

Required Structures/Vocabulary:
Present perfect, simple past, adjectives.

Materials: Images of different places of the region

Instructions

Before the activity, ask students to bring pictures of places in the region they have visited. A map or images from the internet can be also used in case students bring few pictures. The class will be divided into two groups. One of the students will present the image of the place and will be encouraged to start the story of his/her experiences in that place. The other students will help him adding different sentences to organize a single story.

Once the story has finished, another student will start a new one. The teacher will encourage students to participate, help them with vocabulary, and correct mistakes. The best story will be selected and written down.



The best way to get something done is to begin!!!

KNOWING MY KSIINA

In this activity, students will recreate a common situation that occurs in the marketplace on Sundays. They will have the opportunity to talk about food and traditional recipes.

Learning Objective: To talk about food, give instructions, describe a process.

Materials: Cards with products of the region, a yaja.

Required Structures/Vocabulary:
Imperative forms, Vocabulary about food, simple present, simple past.

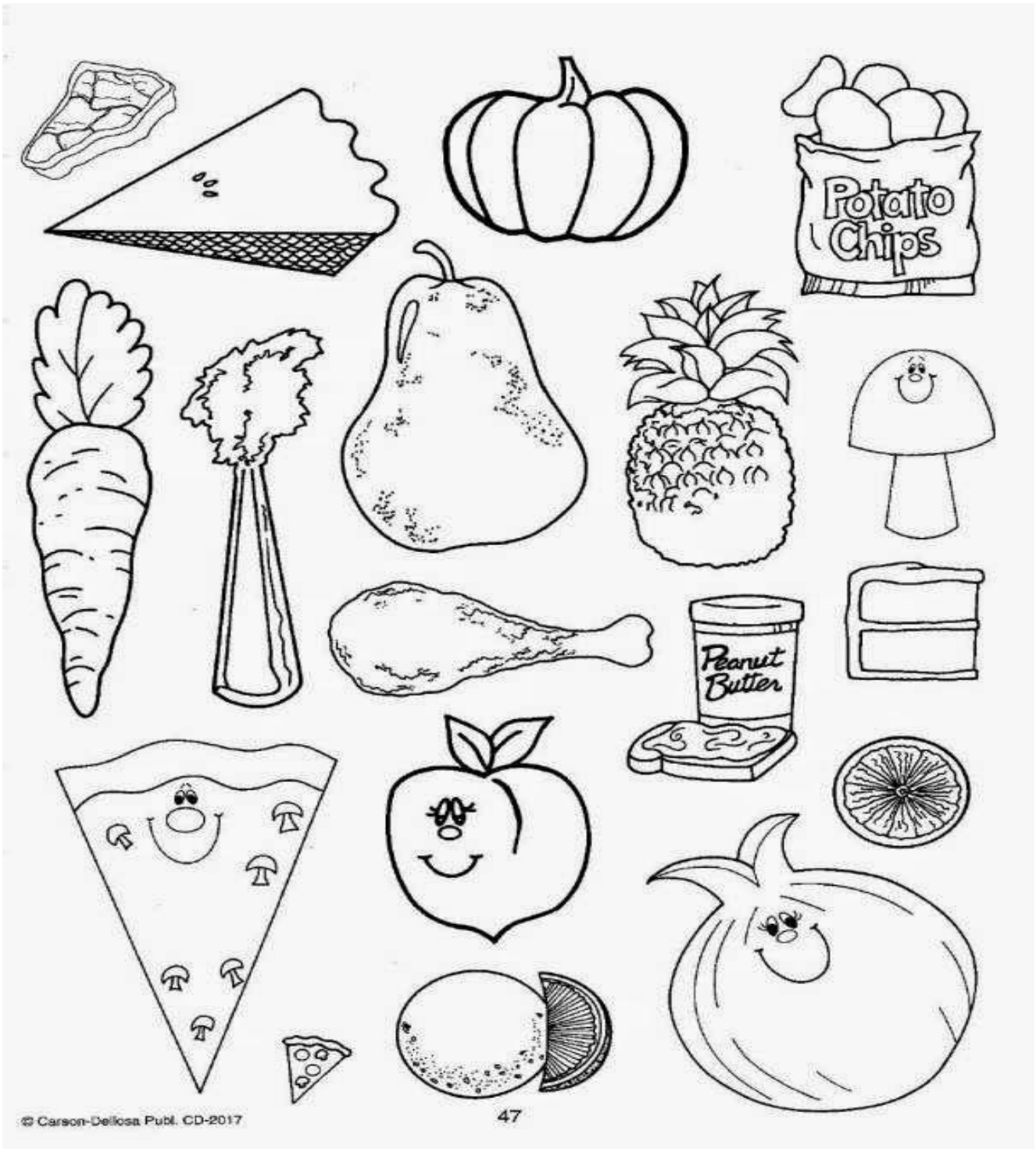
Instructions:

One of the students will choose a card with a typical product from inside a *yaja* (typical bag of the region). The student will explain how his/her mom cooks it at home. The recipe they must use in the sentence will be very typical for example, cassava, arracacha, banana, cilantro, corn, panela, ullucos, cabbage, chicken visors, or cow visors.

Example: *My mom bought one pound of chicken visors and she prepared a soup with potatoes, corn, and more ingredients. To prepare this recipe...*



The best way to get something done is to begin!!!



The best way to get something done is to begin!!!

RUNNING IN SACKS

Running in sacks is one of the typical games of the region, it is played in almost all cultural events. This time, it will be used to encourage English learning.

Learning Objective: To talk about childhood experiences.

Required Structures/Vocabulary: past tense and used to.

Materials: An empty coffee sack, list of verbs.

Instructions:

Make two groups in the sports center and define the start line and the finish line. Two students, one of each group, will get inside the sack and will be provided with a verb. They will jump as fast as they can. The teacher will be at the end of the race waiting for the student. The first who arrives must say a sentence using the verb in past or the expression “used to” describing a childhood experience.

The first student to arrive and make the sentence will get 10 points, the second one 5 points. If the first one makes a mistake the second one will have the opportunity. The team with more points will win the game.



The best way to get something done is to begin!!!

List of Verbs	
Buy	Play
Run	Travel
Love	Visit
Sing	Swim
Walk	Talk
Dance	Remember
Work	Study

The best way to get something done is to begin!!!

JADE ÇXUGA

A *zumbico* is a popular game among indigenous kids. In this activity, students will have the opportunity to play with it while practicing English.

Learning Objective: To create grammar awareness and encourage the construction of correct short sentences.

Required Structures/Vocabulary:

Present and Past Perfect Structures.

Materials: A *zumbico*, list of verbs.

Instructions:

Organize students in groups of three. One of the students will take the *zumbico* and make it work as fast as possible. The other two students will hold firmly the vocabulary sheet face-down so that the student with the *zumbico* can't see the words.

Using the *zumbico*, the student will cut the paper without following a specific pattern. Then, the group will turn the piece of paper and the student will have to create a sentence in a perfect tense using the vocabulary that was cut. The sentence must be said while the *zumbico* is still spinning.



The best way to get something done is to begin!!!

LIST OF VERBS

To Live	To Run
To Dance	To study
To Cry	To travel
To have	To enjoy
To love	To build
To like	To see
To miss	To dream
To do	To drive
To take	To sing
To cook	To fly
To love	To fight
To walk	To drink
To have	To lose
To find	To play
To Eat	To

The best way to get something done is to begin!!!

RHYMING AND SINGING

Learning Objective: To communicate through verses and songs while promoting a literary spirit.

Required Structures/Vocabulary: Present continuous, pronunciation patterns.

Materials: Worksheet with the poem.

Students will read and repeat the provided poem which contains some references to the town and uses present progressive. The teacher must work on pronunciation and encourage the appropriate intonation of the situation described in the short poem. Later, students will be divided into groups of three and will have the challenge to write a song or a poem similar to the example studied. They must use the present progressive tense. The groups will present the poem or song to the class, and they will decide a winner considering grammar, pronunciation, and creativity.



The best way to get something done is to begin!!!

Poem: Walking by Tacueyó

Walking by Tacueyó I found a watch.
Working and telling the time correctly.
Thinking about the time my girlfriend arrives.
My girlfriend is thinking about going to Lopez
I want to go to Don Jorge
To buy the candies of my girlfriend Lore
We are reaching the viewpoint
And I see my ex-girlfriend Flor
Getting upset as soon as she heard me
My Lore is thinking of going back
but my love is growing and she does not think back.

Poema: Paseando por Tacueyó

Paseando por Tacueyó encontré un reloj.
Trabajando y contando la hora correctamente.
Pensando en la hora en que llega mi novia.
Mi novia está pensando en ir a López
Quiero ir a Don Jorge
Para comprar los caramelos de mi novia Lore
Estamos llegando al mirador
Y veo a mi exnovia flor
Molestarse tan pronto como me escuchó
Mi Lore está pensando en volver
Pero mi amor va creciendo y ella no se acuerda.

THE BROKEN PHONE

Learning Objective: To narrate short stories in English related to traditional heritages.

Required Structures/Vocabulary:
Past tenses, connectors.

Materials: Myths from the region, a piece of paper.

Instructions:

Students will be divided into groups of 5 people and will make a line. One of the students in the group will communicate a sentence written on a piece of paper provided by the teacher. The sentences correspond to different myths from the region.

The first student will whisper the sentence to the second student's ear and so on until the message gets to the last student in line. The fifth student must write the sentence on a piece of paper. In the end, one of the students of each group will tell the story aloud.

The group with the greatest number of correct sentences and the most complete story will get the highest score.



The best way to get something done is to begin!!!

The Weeping Woman

A legend tells that many years ago there was a catastrophe in the town that caused the death of many people. One of the victims was a well-known woman who had recently lost her husband and lived with her three loving children. Some days after the tragedy, people found the bodies of the woman and the children. However, they began to hear deep screams and terrifying wailing. It was the lady who, disconsolate, kept looking for her children as a wandering ghost. She still cries during dark nights and the most frightening thing is that when you go out to see her, you just feel a cold wind and see nothing.

The Woman with One Leg

A beautiful girl worked on a farm with her husband. One day the husband came home from work and found her with his employer being unfaithful. The farmer, in an outburst of anger, cut off the head of his employer with a machete. His wife ran away but her husband managed to cut off one of her legs. She was found dead in the woods some days later. The farmer, terrified by what he had done, escaped with his children to a distant village. People from the town affirm to see the ghost of a crying and lamenting woman with only one leg, looking for his children to the old home during dark nights.

El Duende

The legend of '*el duende*' starts in the cold mountains of Colombia, where it is said that its presence is quite common. It is a mischievous spirit described as short boy with a big hat and a poncho. This evil spirit makes people get lost in the mountains and is responsible for the disappearance of children. He usually likes girls with long hair and enjoys playing the guitar.

These stories were adapted from the oral tradition.

THE BALL QUESTIONS

Learning Objective: To talk about imaginary or hypothetical situations.

Required Structures/Vocabulary: Second Conditional tense, would.

Materials: A ball, pieces of paper with conditional questions.

Instructions:

Students will sit down in a circle. One of the students will be blindfolded and will start counting to 30. Students in the circle will start passing the ball around. Once the student says 30, the person with the ball must answer one of the questions related to imaginary situations. The teacher will encourage students to create complete sentences using the second conditional structures appropriately.



The best way to get something done is to begin!!!

If you were the mayor of the municipality, what would you do for the community?
If you had to reincarnate into a myth of the region, what myth would be and why?
If you were the secretary of culture, what would you do to promote activities for young people?
If you had some power to revive any historical character of the region, what character would you like to revive? Why?
If you were a scientist, what experiment would you do for the welfare of the region?
If you were a social leader, what actions would you do to protect the environment?
If you were born again, what would you not do again?
If you had to save your brother or your mother, who would you save?
If you were the highest authority of the Cabildo, what would you do to protect the territory?
If you won the lottery, what would you donate to the school?

TRADITIONAL MEDICINE

Learning Objective: To ask and give advice about health issues.

Materials: Vocabulary Sheet of symptoms and medicinal plants.

Required Structures/Vocabulary: Modal Verbs, Vocabulary about health issues and traditional medicine.

Instructions:

Before the activity, discuss with students the dictionary of medicinal plants and their use in the community. They might add more plants they know from their daily practices. Then, students will form groups of three people to act out a situation related to health issues and a visit to the doctor. Each group will choose three pieces of paper with the symptoms they will have to include in the role-play. Then, their roles will be assigned: two of them will be friends discussing a health issue and the other will be the traditional doctor from the region who will have to recommend treatment with traditional plants according to the symptoms described.

The teacher must insist on the use of modal verbs. A model dialogue is presented as an example.

Dialogue

Student 1: Hi! How are you today?

Student 2: Hi, I am feeling really bad.

Student 1: What's wrong?

Student 2: I feel sick. I think I have the flu and an upset stomach.

Student 1: Have you seen a doctor?

Student 2: I haven't.

The best way to get something done is to begin!!!

Student 1: Why not? You should see a traditional doctor from the town.

Student 2: That's a great idea, I will get an appointment.

Student 1: Good morning

Doctor: Good morning, May I help you?

Student 1: Yes, I feel sick.

Doctor: Can you describe your symptoms, please?

Student 1: I have an upset stomach and a terrible headache.

Doctor: Ok. I will recommend boiling some leaves of lemongrass and add some drops of lemon. You must drink this beverage three times a day.

Student 1: That's great. What should I do for the upset stomach?

Doctor: I have this plant; it is called celery. You must boil it and drink the warm water before going to sleep for 5 days.

Student 1: Thank you very much!

Doctor: You're welcome. Remember: You must rest, and you shouldn't go to school for 3 days. I hope you feel better!



The best way to get something done is to begin!!!

Medicinal plants

Rue: Aromatic plant with evergreen leaves, very divided, with numerous essential glands, yellow flowers and grouped in terminal clusters. Its fruit in the shape of a rounded capsule, with visible lobes, and its seed has the shape of a crescent. This plant is used to remove the cold from the matrix.

Alegron: This plant is used for depression and to take the pulse of children when they are scared

Melissa: Herbaceous plant with heart-shaped leaves and white or pink flowers. It is a tranquilizer.

Lemongrass: Tropical tree with very aromatic leaves that smell like lemon. This plant with boiled lemon is good for the flu.

Chamomile: Herbaceous plant with weak stems, abundant leaves, and fragrant flowers with a yellow center and white petals. This plant is used to reduce inflammation and stress.

Pitaya: A sweet fruit is used for constipation.

Celery: Horticultural plant with juicy, thick, hairless, furrowed, and branchy stem. It has long and cleft leaves, very small white flowers, and achene fruit. This plant is used for an upset stomach.

Anamu: A plant is used for sinusitis.

Sabila: This is a plant with many medical properties, most of them based on the gel obtained from the plant's leaves. Some people use it to control diabetes, constipation, and skin allergies.

List of symptoms

backache	toothache	headache	stomachache	the flu
a cough	vomit	pain	fever	a cold
diarrhea	allergies	fever	eye irritation	stress
muscle pain	dizziness	sore throat	gastritis	earache

PREDICTING THE WEATHER

This game imitates the way in which the indigenous people predict climatic changes and weather seasons, so they can tell the communities what they can plant or what they should prepare according to weather conditions.

Learning Objective: To make predictions and relate ancestral knowledge to the use of English structures.

Materials: Flashcards about the weather

Required Structures/Vocabulary:
Future Tense

Instructions:

For this activity, students will make groups of five people. One student will receive a flashcard with an image of weather conditions. The partners will have to predict the



The best way to get so

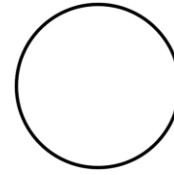
weather for the rest of the week according to the flashcard and using the future with will and going to. Finally, the students will give some advice about what the community of

this
region
should
plant.



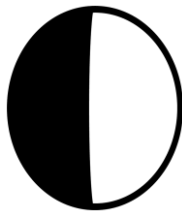
Waning moon

Moon indicating that vegetables can be planted.



New Moon

Moon that indicates that roots such as cassava and carrots can be harvested.



Crescent Moon

Moon indicating that leafy vegetables such as spinach, lettuce and chard can be harvested.



Full Moon

Moon indicating that leafy vegetables and all kinds of fruits can be harvested.



Rain

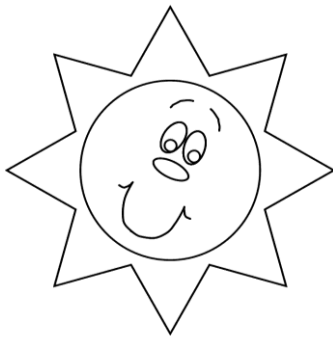
Good weather for plant.



Storm

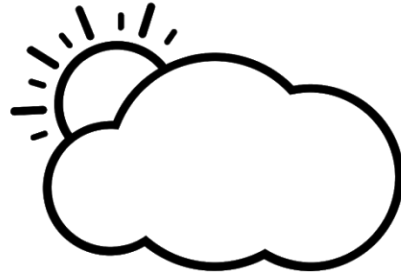
Difficult times for crops and animals

The best way to get something done is to begin!!!



Sun

Good weather for
harvesting food



Cloudy

Dangerous times for the
skin because the sun's
rays are very strong and
produce skin burns.

REMEMBERING MY CHILDHOOD

Materials: Pictures or drawings.

Required Structures/Vocabulary:
Simple and Perfect Past Tenses

Learning Objective: To talk about past experiences and describe memories.

Instructions:

Before this speaking activity, ask students to bring a picture or a drawing of their childhood. Later, organize a round table. Each student is going to present the image and tell a story related to it. Encourage students to use different past tenses to tell the story. Finally, students will choose the most interesting story and will start adding imaginary events to it. In the end, a single collective story will be written on the board and the teacher will emphasize on the uses of past tenses and connectors.



The best way to get something done is to begin!!!



Universidad
del Cauca

Farid Andrés Pérez Morales
Kewin Miguel Osorio Prieto
Víctor Alfonso Usuriaga