

**The Learning Of A Foreign Language (English) Within The Framework Of Walking
Nasa Time, Multiple Intelligences And The Community Educational Project PEC**

A Monograph

Presented to the Program

Licenciatura en Lenguas Extranjeras con énfasis en Inglés

Escuela Ciencias de la Educación

Universidad Nacional Abierta y a Distancia

In Partial Fulfillment

of the Requirements for the Degree of

Licenciado en Lenguas Extranjeras con énfasis en Inglés

by

Jenny Viviana Ulabarry Medina

April, 2022

Dedication

I dedicate this paper to God. His enlightenment in my life has been essential to achieve the fulfillment of this dream. To my daughter; for the time sacrificed in my professional training.

Finally I dedicate this work to myself. Despite the setbacks, sacrifices and other obstacles that crossed my path to achieve this goal, my self-confidence has allowed me to complete this stage.

Specialized Analytical Summary

Title	The learning of a foreign language (English) within the framework of walking nasa time, multiple intelligences, and the community educational project PEC.
Author(s)	Jenny Viviana Ulabarry Medina
Editorial	Universidad Nacional Abierta y a Distancia
Date	May 14 th 2022
Keywords	Walking Nasa time, Community educational project PEC, Multiple intelligences, Foreign language, Culture
Description	Monograph
Sources	12
Contents	The learning of a foreign language (English) within the framework of Walking in time Nasa, multiple intelligences and the PEC Community Educational Project; it makes visible that the dynamics established by Walking in time Nasa; determines the scenarios, times and pedagogical actions of the indigenous Nasa culture, which is why the elements mentioned above are subject to the moon's journey. They establish different stages with activities specific to each one. Activities that in themselves, guide or allow to establish the exploration of multiple intelligences in turn, depending on the objective that each nucleus of the PEC Community Educational Project has.

	<p>Consequently, these connections allow opening a range of didactic strategies to approach the learning of a foreign language (English) having as a point of reference topics according to the requirements of the PEC, requirements that are associated with the Life Plan of the territory and whose training it recognizes and demands the balance of self and universal knowledge.</p> <p>For the purposes of this monograph, a primer is presented that establishes the relationship between the elements already mentioned around the Topic called the Tul. A material with eight learning units designed for fourth grade children of the Natalà Educational Institute, ancestral territory of San Francisco Am Yu`Kiwe from Toribio de Cauca, Colombia.</p>
<p>Research Line</p>	<p>The methodological design proposed in this research is within the framework of two moments:</p> <p>The first moment consists of compiling the bibliographic information that allows documenting the Walk in Time, the multiple intelligences and the Community Educational Project`s nuclei. In turn, it establishes the relationship between these three aspects.</p> <p>The second moment refers to the elaboration of a booklet suitable for children in the fourth grade (elementary school) of</p>

	<p>the Natalà educational institution, Natalà village, San Francisco Am Yu`kiwe ancestral territory, Toribio Cauca.</p> <p>The type of research to be used is ethnographic research. Taking into account the characteristics of the proposal, it is located in the line of research Ethnoeducation, culture and Communication in the areas of Studies on the implementation of strategies to protect linguistic diversity and Studies that are related to the identification of learning proposals directed towards early childhood in an ethnic context and an urban intercultural context.</p>
<p>Conclusions</p>	<ul style="list-style-type: none"> -Establishing a relationship between the Nasa time walk and the objectives of the nuclei of the PEC, allow exploring and promoting the development of multiple intelligences. -Learning English as a foreign language in an indigenous community is possible through didactic strategies that allow addressing topics associated with the context, facilitating its understanding. -The vocabulary used in learning the foreign language facilitates the reinforcement of the mother tongue through the didactic material used.
<p>Advisor</p>	<p>Edner Suarez</p>

Abstract

The dynamics established by Walking in time Nasa; it determines the scenarios, times and pedagogical actions of the indigenous Nasa culture, precisely because of that the elements mentioned above are subject to the moon's walking, establishing different stages with activities specific to each one. Activities that in themselves, guide or allow in order to establish the exploration of multiple intelligences in turn, depending on the objective that each PEC's nucleus Community Educational Project has. Consequently, these connections allow opening a range of didactic strategies to approach the learning of a foreign language (English) having as a point of reference topics according to the requirements of the PEC, requirements that are associated with the Life Plan of the territory and whose training it recognizes and demands the balance of self and universal knowledge.

For the purposes of this monograph, it's presented a booklet that establishes the relationship between the elements already mentioned around the Topic called the Tul, designed for fourth-grade children of the Educational Instituciòn Nataka, San Francisco Am Yu`Kiwe ancestral territory from Toribio de Cauca, Colombia.

KeyWords: Walking Nasa time, Community educational project PEC, Multiple intelligences, Foreign language, Culture.

Acknowledgements

Gratitude, honor and glory to God for guiding me and giving me strength to complete this process. To my daughter Paula Andrea because she was a motivation and to represent the desire to be an example of improvement for her. To my parents Miguel and Victoria. Brothers Luis and David. Sisters Jined and Karen. And Wilmer Manquillo; thanks to everybody for their support. Finally, to the tutors and staff of the UNAD who in one way or another participated in my training process as a professional.

Table Of Contents

	Page
Dedication.....	Ii
Specialized Analytical Summary	Iii
Abstract.....	Vi
Acknowledgements.....	Vii
Table Of Contents	Viii
List Of Tables.....	X
List Of Figures	Xi
Chapter I.....	12
Introduction.....	12
Significance of the Study	14
Statement of the Problem.....	16
Objectives	18
General Objective	18
Specific Objectives	18
Chapter II.....	19
Walking in time Nasa.....	19

Chapter III.....	25
The learning of a foreign language (English): A view from Multiple intelligences and the Community Educational Project – PEC	25
Chapter IV	36
Methodology.....	36
Chapter V.....	46
Results and Discussion.....	46
Chapter VI	62
Conclusions and Recommendations	62
References.....	66

List Of Tables

Table	Page
Table 1: Some moon`s general characteristics according to Walking Nasa Moon	22
Table 2: Relationship between the PEC`s nucleus and the Multiples intelligences	35
Table 3: Description of the Booklet`s teaching - learning units	39
Table 4: Relationship activities of each moon phase, PEC`s nucleus and Multiple Intelligences	52

List Of Figures

Figure	Page
Figure 1: Sun Walking.....	20
Figure 2: Moon Walking.....	21
Figure 3: Booklet`s teaching - learning units	39

Chapter I

Introduction

Learning a foreign language demands a diversity of strategies to be implemented since it is a foreign language and in short, it is a language that does not require an obligation to be learned if it is seen as an extreme need in an indigenous community, it does not mean that their learning must go unnoticed. Learning a new language broadens communication skills, allows to explore a different culture from one's own and allows, in turn, to be able to get to know the cultural identity in other spaces and other benefits that may be granted.

Now, and following the tune of the cultural theme, in the indigenous communities the own dynamics that native peoples have established, are subordinated by the Walk in Time, an element that determines being and doing included the educational context.

According to each of the phases that the moon goes through and who is considered as a wise woman and counselor, certain activities are established and also the state of mind and disposition of the educational actors to plan and execute the pedagogical activities. In this way; the diversity of actions and scenarios that are proposed in each stage that the moon travels, it requires putting on the table a multiplicity of abilities. These abilities are associated with multiple intelligences, taking into account that the activities must correspond to the objectives of the nuclei of study of the PEC Community Educational Project. The PEC is the one who guides the educational process and its purpose in order to respond to the needs, to the dreams raised by the community in what is called the Territory Life Plan and that in general, the ultimate goal that it pursues is Good Living "Wët wët fxizenxi".

In this order of ideas, the following monograph exposes the conceptualization of the Walk in Nasa Time, the characteristics of each lunar phase as a guide to the walk of the peoples; as well as a conceptualization of the multiple intelligences, the nuclei of the PEC and in its essence, establish the relationship between the elements mentioned in the function of the formulation of a didactic unit whose topic is Tul, as an instrument for teaching a foreign language (English) for children of the fourth grade of primary school of the Natalà educational institution, ancestral territory of San Francisco, Am Yu` kiwe, Toribio Cauca.

A unit that in turn, through the study of vocabulary in English, exposes the vocabulary in the mother tongue, thereby contributing to the revitalization of Nasa Yuwe's own language and the awareness of the interest that should arouse, not only the practice of the mother tongue, but the learning of a foreign language as a setting to promote cultural exchanges, being proud to share the cultural identity that as an indigenous people, we have.

Significance of the Study

Learning in the indigenous community is a reciprocal action in interaction with Mother Earth and the beings who live in her. It is the reading of that interaction which is conditioned by the eventualities that emerge from the context, a deep spiritual sense within the framework of feeling, thinking and living with the heart. In this way, as well as all the dynamics of the territory, the learning process must be directed by the Walking Time according to Nasa's cosmovision. Each of the ages is determined by the moon and the sun, which indicate the path to follow and the actions to take in order to have a harmonious relationship in terms of time and space. According to each age, the suitable pedagogical activities are determined and these encourage thinking about the family and the territory as a learning space, as well as the classrooms of educational establishments.

This need contemplated from the education of the indigenous Nasa community, it demands that the learning process be carried out from multiple fields that allow the integral development of the Nasa being. So, multiple intelligences are thought as the generating impetus of capacities that allow reading contexts and proposing alternative solutions if it is required.

In this order of ideas and recognizing interculturality in indigenous own education; the possibility of learning a foreign language (English) is seen from the fusion of the multiple intelligences developed according to the guidelines set in the Nasa Walking Time, this since a didactic unit whose topic is the Tul (Garden). At the same time, there is a joint of the learning nuclei proposed in the PEC Community Educational Project, it is allowing the exploration of

multiple intelligences from the integrality of the knowledge through a context need.

The conceptual approach of Nasa Walking Time and multiple intelligences in the framework of learning a foreign language, it is having as a reference the didactic unit about Tul; it allows to open the debate if there is a direct relationship or not, between Nasa Walking time and multiple intelligences, a promising combination in the comprehensive training of indigenous Nasa students and in the promotion of cultural practices which contribute to the strengthening of their cultural identity. At the same time, it leaves the door open to the formulation of didactic units to strengthen the own language (nasa yuwe) from the elements studied, as well as the formulation of other didactic units which promote the integral development of multiple intelligences according to the guidelines of Nasa Walking Time. Finally, it let us glimpse the possibility that in indigenous communities, learning a foreign language is not seen as a threat to cultural identity, but as an instrument that can contribute to cultural strengthening and interaction with other cultures.

Statement of the Problem

To the north of the Cauca department, there are settlements of indigenous peoples, including the Nasa indigenous community. This is a community with a recognized trajectory for resistance as indigenous people and for their struggle to achieve full autonomy. A historical process along fifty years that to date has represented, among other things, autonomy in the management of education, which they have called Self-Education. Such autonomy is recreated in the regulation of the SEIP "Own Indigenous Educational System"; the regulation of education for the life and survival of indigenous communities within the framework of the Origin Law, Major Law, and Proper Law; an “integral and collective process that has formed us from generation to generation in spirituality, languages and languages, art, wisdom, and cultural practices; to live well with other people and cultures” (Final Document SEIP, 2019. P. 36).

Consequently, self-education allows the exchange with other cultures, with other languages that can enrich their culture without losing their identity. It is thought, in the possibility of learning a foreign language such as English, knowing the proper context of the communities and guided by Nasa Walking Time. When referring to Walking Time in the SEIP framework; it is a dynamic that allows us to return to the cultural path from the ancestral wisdom, vitalizing the harmony in the relationship and communication between all the beings of the territorial spaces, the worlds and the cosmos. Define in turn; the spaces, times and knowledge of the own pedagogies that contribute to the reach of the Wet Wet Fxi `zenxi (Good living).

However; From the integrality field, the diversity in the learning ways is recognized, in the order of ideas, that self-education requires the holistic reading of the context directed from

the feeling, thinking and living pedagogy with the heart in the territory . A dynamic that demands different views in the learning process and that is related to the development of multiple intelligences. Each intelligence characterizes specific actions as it has Walking Time according to the characteristics of each age.

In this order of ideas and recognizing the importance that Walking Time has for one's own dynamics; the educational field is not alien and represents, as in all areas, the compass that should guide pedagogical practices. In this way; there is an intention to find if there is any relationship between the practice of Nasa Walking Time and multiple intelligences in the learning English as a foreign language, in 10 children of elementary school fourth grade, Educational Institution Natala, Indigenous Territory San Francisco Am Yu`Kiwe, Toribio Cauca, Colombia.

Objectives

General Objective

To identify the possible relationship between Nasa Walking Time and multiple intelligences in the learning process of English as a foreign language, in 10 children of elementary school fourth grade, Educational Institution Nataka, Indigenous Territory San Francisco Am Yu`Kiwe, Toribio Cauca, Colombia.

Specific Objectives

-To explore the conceptual typical characteristics of Nasa Time Walking and multiple intelligences on duty learning English as a foreign language.

-To formulate a didactic unit specific to the context of English learning as a foreign language in children of elementary school fourth grade, Educational Institution Nataka having in mind the Nasa Walking Time and multiple intelligences.

CHAPTER II

Walking in time Nasa

The Walk in Time Nasa or Time Path as it is also known, makes mentions of the traveling`'s sun and moon during the year. The Sun ¹"Sek" has its path during 365 days of the year, time in which, it has four rises distributed in two stroconseng times of downpour and two strong times of sun during the year. These times guide the practice of five great indigenous rituals.

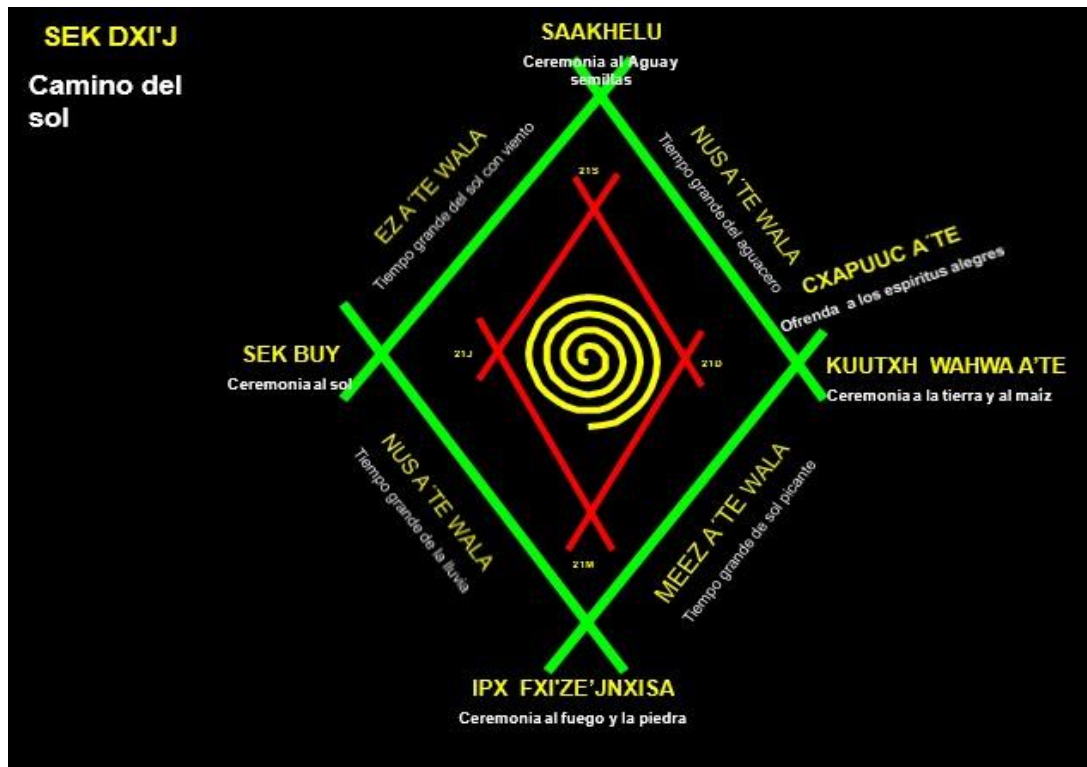
The child sun begins on December 21 until March 20. These dates refer to the winter solstice and for the indigenous community Nasa, it`s sun birth called short summer or summer with water too, because in these months it always gets light raining in the territory. From March 21 to June 20, it`s the young sun. This sun is considered the time of soft downpour and it`s accurate for the coffee harvest at that time. In the transition from the child sun to the young sun, the fire ritual is carried out. From June 21 to September 20 it`s time for the adult sun. From September 21 to December 20 is the sun major. (Primer Walking the Ancestral Sabers of the Nasa People. Page 33).

The following image illustrates the path of the sun: its four epochs and the respective ceremonies that are carried out according to the time:

¹Sek is a word of the nasa yuwe language (mother tongue Indigenous Nasa community). Its meaning is Sun.

Figure 1

Sun Walking



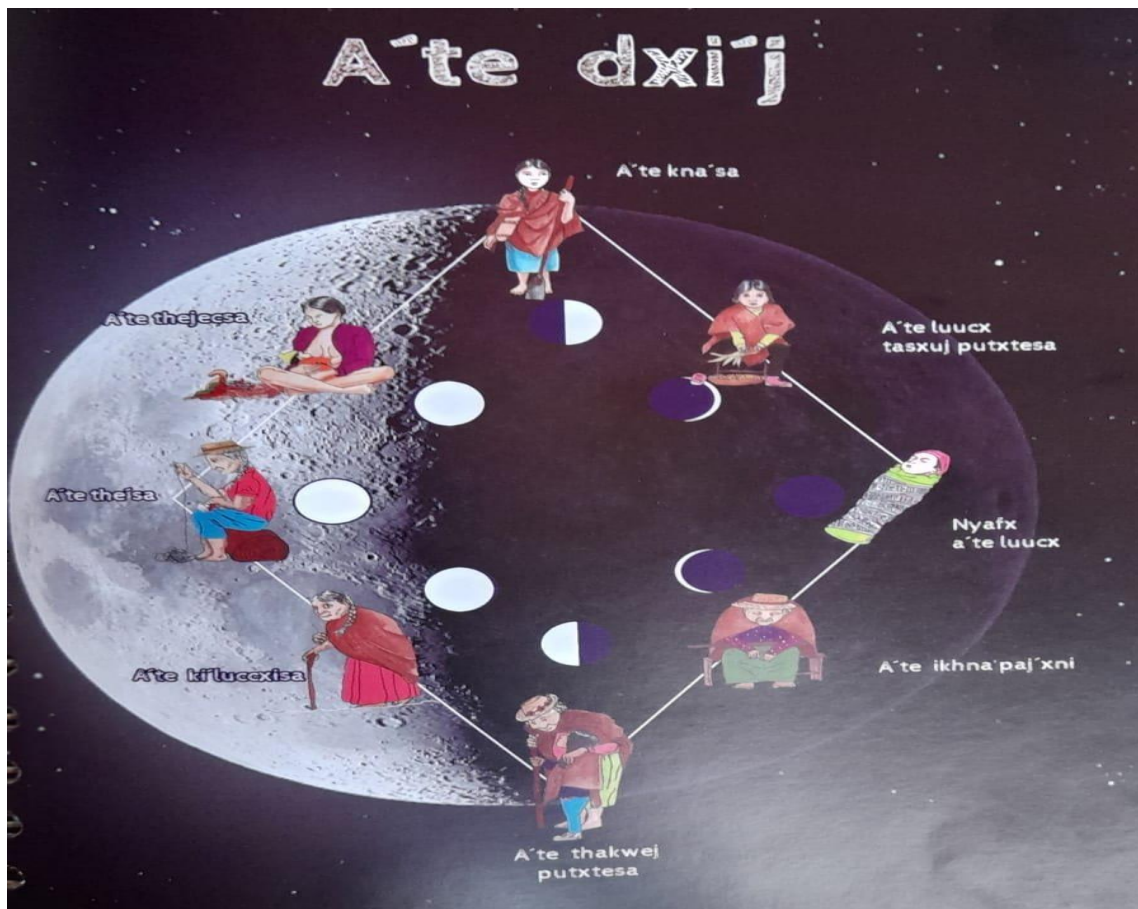
Source: Viluche 2019

Meanwhile the Moon ²“A`te” has its journey in 28 days. She is the time advisor, she is the one who knows all the life processes of the children, controls and guides the menstrual periods of women, therefore, when the earth was young and pregnant by the father sun, she was who guided with her wisdom about how to give birth, rear and raise children. She does the same during the gestation of the Water and the Star, when this is pregnant of the chiefs. She is a wise and advisor woman. (Calendar of the Ancestral peoples Path of time).

² A`te is a word of the nasa yuwe language (mother tongue Indigenous Nasa community). Its meaning is Moon.

Figure 2

Moon Walking



Source: Education Knitting Çxhab Wala Kiwe

The following table allows to expose some moon's general characteristics according to Viluche, J. (2019):

Table 1

Some moon`s general characteristics according to Walking Nasa Moon

NAME	NASA YUWE NAME	WESTERN NAME	CHARACTERISTICS
Baby moon	Nyafxte a`te luuçx	First quarter moon	It is the newborn moon, the first night. This moon is pretty, attractive and very tender but weak physically and spiritually too. People sowed or born on this moon are spiritually, physically, and intellectually fragile.
Girl moon	A`te luuçx Tasxuj putxtesa	Waxing crescent moon	Moon with three, four, five nights. This moon is a symbol of a very restless, beautiful and researcher girl indefatigable. People born on this moon have tendencies to be very elegant, kind, busy and with little concentration in work, knitting, sports and studies.
Young lady moon	A`te Kna`sa	New moon	Moon with eight, nine nights. She is the symbol of a young, beautiful, flirtatious, fast woman, with knowledge processes on the path of life. People born in this time grow up fast. They will be elegant, insistent, agile, flirtatious and busy, but with little concentration on crafts, works, rituals and studies.
Mother moon	A`te the`jeçsa	Waning crescent moon	Moon with eleven, twelve, thirteen nights. She is the symbol of a mature lady, strong physically, spiritually and intellectually. People born on this moon are intelligent, with a lot of capacity for analysis and comparison. Certainly, they don`t like to receive pieces of advice and they don`t believe totally in what is taught to them until it doesn`t be checked it. They think that they know everything.
Elderly, wise, advisor moon	A`te the`sa	Last quarter moon	Moon with fifteen nights. She represents the state of a strong, wise and mature woman. She has the necessary knowledge to provide pieces of advice to the family and community. The people fertilized or born on this moon will be strong and intelligent, with a lot of capacity for analysis and equitable orientation. They are

			competent for agricultural works, studies, construction and they`re resistant to illness.
Brave moon	A`te thê `sa ki luuçxiçsa	Waning gibbous moon	Moon with nineteen nights. She is a brave and impressive moon, her voice is strong and she doesn`t hesitate. Also, she is very insistent to teach her knowledge. People born on this moon are intelligent, tall, strong, impressive and warlike.
Tender moon	A`te thakweh putxkhesa	Full moon	Moon with twenty-four nights. The energies of this moon are related to a woman with a lot of knowledge to guide, give advice and win over other people. It is also called the tender moon because it`s associated with faith and patience, her movements are slow. She`s physically weak.
Silent moon, moon in house	A`te ikhna pa`jnxi	Waxing gibbous moon	Moon with twenty-seven nights. She is the symbol of a silent, concentrated, quiet, isolated woman. She`s the one who doesn`t share knowledge. People born on this moon are characterized by being silent, quiet and isolated. They have a lot of capacity of learning and concentration, although <u>they can also be dangerous or treacherous people.</u>

So, the walking in time nasa presents the encounter, the relationship between Mother Earth and spiritual and cosmic beings, including the sun and the moon. "At her rhythm our Mother Earth is showing natural times, in which every being depend on their orientation, making our practices and experiences be organized with this walk." (Final document SEIP, 2019, P. 56).

On the other hand, according to the time of physical maturation, the moon is gaining strength, which implies a variability in activities and in spiritual maturation. Fact that translates into the diversity of personality and character of people according to their birth moon. An important factor to take into account in the educational field in order to understand the appropriate spaces and times for the learning process. Fasabi (2012) mentions that "many aspects

of human behavior are related to the moon; for example, health, growth of living beings, even has an influence on traditions and beliefs". (Vidal, 2021).

In consequence; the educational process isn't unconnected to this dynamic. For the indigenous communities Nasa; "Self-education is based on deep spirituality, where man is part of nature which indicates the function and reason to be of his existence in the planet earth: his mission to know, care for, respect, protect and defend the "Mother earth" (IE Natalà Community Educational Project, 2021). In this order of ideas, when walking in time is configured as the instrument that allows to connect the schooled processes with spiritual practice through the feeling, thinking and living according to the walking in time, the walks traveled by the sun and the moon.

Chapter III

The learning of a foreign language (English): A view from Multiple intelligences and the Community Educational Project – PEC

Multiple Intelligences

Learning is a process by which human beings acquire or modify behavior, abilities, skills, and knowledge through experience; a situation subject to social, biological and psychological conditions that have allowed it, throughout its history, to create conditions to adapt to the environment. Consequently is put on the table a range of resources in order to achieve certain learning, resources known as multiple intelligences. "According to the theory formulated by Howard Gardener in 1983, it characterizes human behavior in a multiplicity of intelligences that allow the someone to achieve knowledge in various ways (1995: 24) defines intelligence as:" the ability to solve problems or create products which can be combined in various ways" (Gardener, 1995: 24)." (Navarro, D. 2006).

For Torres, P.B. & Aguaded Ramírez, E.M. the use of multiple intelligences "is an extremely useful tool for teaching a foreign language. This due to its capacity for expansion, versatility and contribution to planning based on the needs of the students" (2018, p. 97).

Gardner suggested that intelligence address the ability to 1) to solve problems and 2) to create products in a rich in contexts and naturalistic environment. He therefore defined eight categories or intelligences:

• **Linguistic Intelligence:** Ability to use words effectively, either orally way (narrators, speakers or politicians) or writing way (poets, playwrights, editors, journalists). This intelligence includes the ability to handle the syntax or the language structure, the phonology or sounds of language, the semantics or meanings of words and the pragmatic dimensions or practical uses of the language. (Navaro, 2006).

It brings up the ability to handle some pragmatic dimensions of language such as: "rhetoric (use of language to convince others to carry out a certain action), mnemonics (use of language to remember information), explanation (use of language to inform) and metalanguage (use of language to talk about one's own language). (Armstrong, 2006, p. 18).

• **Logical - mathematical intelligence:** Ability to use numbers effectively (mathematicians, accountants, statistics) and to think well (scientists, computer programmers, specialists in logic). This intelligence includes sensitivity to logical patterns and relationships, statements and propositions (if ... then cause-effect), functions, and other related abstractions. The processes used in logical-mathematical intelligence include: categorization, classification, deduction, generalization, calculation, and hypothesis testing. (Navaro, 2006).

This makes it considered “the intelligence that scientists have. It corresponds to the way of thinking of the logical hemisphere and to what our culture has always considered to be the only intelligence”.(Suarez, p.4).

• **Spatial intelligence:** Ability to perceive the visual-spatial world accurately (for example, as a hunter, a bodyguard or a guide) and to carry out transformations based on these perceptions (interior designers, architects, artists, inventors). This intelligence implies sensitivity

to color, lines, shape, space, and the relationships between these elements. It includes the ability to visualize, to represent graphically visual or spatial ideas, and to orient oneself correctly in a spatial matrix. (Navarro, 2006)

“It is the ability to perceive, transform, modify and decrypt images, as much internal as external. It is manifested through images, paintings, illustrations. Who have this ability love design, draw, visualize, doodle”. (Bustamante, 2015, p. 27).

- **Kinetic-body intelligence:** Handle on own body to express ideas and feelings (actors, mimes, athletes or dancers), and ease with using hands in the creation or transformation of objects (artisans, sculptors, mechanics, and surgeons). This intelligence includes specific physical abilities, such as coordination, balance, dexterity, strength, flexibility and speed, as well as proprioceptive, tactile and haptic abilities. (Navarro, 2006).

This type of intelligence also allows the achievement of goals and objectives. It is mainly used when handling instruments and tools, as many simple as complex. The capacity for emotional expression through body movement is also integrated. (Castillero, 2018).

- **Musical intelligence:** Ability to perceive (as a music amateur), to discriminate (musical critics), to transform (composers) and to express (performers) musical forms. This intelligence includes sensitivity to the rhythm, tone, or melody, and to the timbre or musical piece's color. Music can be understood from a figural or “from top to bottom” (global, intuitive), formal or “bottom-up” (analytical, technical) perspective, or both. (Navarro, 2006).

It represents “the aptitudes necessary for the execution of musical tasks: composition, interpretation, ear and discernment. Some professions that develop this ability are “musicians, composers, singers, conductors and sound engineers”. (Lariveè, 2010, p.117).

- **Interpersonal intelligence:** Ability to perceive and distinguish the moods, intentions, motivations and feelings of other people. It can include sensitivity to facial expressions, voices, and gestures. The ability to distinguish between many types of interpersonal signals, and to respond effectively and pragmatically way to those signals (for example, by influencing a group of people to carry out a certain action). (Navarro, 2006).

“It allows you to work and interact effectively with others” (Garrido, 2017, p. 179).

- **Intrapersonal intelligence:** Self-knowledge and ability to act according to that knowledge. This intelligence includes an accurate image of oneself (strengths and weakness), awareness of moods, intentions, motivations, temperaments, and inner desires, and the capacity for self-discipline, self-understanding, and self-esteem. (Navarro, 2006).

“Thanks to this intelligence, the self-control is reinforced because the person can prioritize their feelings and desires, which translates as much the well-being personal as well social.” (González, Lauretti, Sandoval & González, 2013, p. 370)

- **Naturalistic intelligence:** Faculty to recognize and classify the numerous flora and fauna species in the environment. It also includes sensitivity to other natural phenomena (formation of clouds and mountains) In the case of people raised in an urban environment, the

ability to distinguish inanimate forms such as cars, sports shoes or covers of compact discs.
(Navarro, 2006).

People feel a connection with the natural world, they are attracted to plants and animals.
(Laorga, 2018).

Community Educational Project PEC Nuclei

The Community Educational Project - PEC was implemented in 1994 with the creation of the Association of Indigenous Cabildos of North of Cauca ACIN, considering it the heart of the Self Indigenous Educational System - SEIP. “It has been worked, built and experienced in and with the communities as the walk that articulates, develops and weaves the processes of Self-Education in every moment of the cultural life of the seeds, from the womb of the life-giving mother to the womb of mother earth. The PEC is a dynamic process of reflection, orientation and collective construction of Educational Autonomy, on which gets together responsibilities, as well as the actions of the spiritual and political authorities, elders, the community, young people, children, girls, and teachers; It is the walk of resistance and the political struggle in order to strengthen a self, community, bilingual and intercultural Education, which has allowed us to advance in the rupture of the Colombian school culture established for more than 200 years; with the recognition of ethnic and cultural diversity, pedagogical innovation, community research, community pedagogy, the vitalization of native languages, the walking time, the cultural calendars of each people, just like the production of knowledges”. (SEIP Final Document, 2019).

At the same time; the PEC must promote, direct the dreams and projections of the life plans or projects of the territories. In turn, it is "based on the ancestral rights of the communities, the territory, the cultural identity, the organization, the self-authorities, the autonomy and the unity" (Final SEIP Document). In this way and in order to achieve the projections of the life project of the territory; the PEC is structured under the following pedagogical work nuclei, according to the PEC 2015 document:

- Territory, Mother Earth and Food Autonomy: Its objective is to get children and young people to feel, think and live with their hearts in the Nasa territory, they learn to live with all the beings that inhabit it, as well as they learn to work and to make sure their own and community support in a solidarity way and with respect for the nature spirits. Finally; the appropriation of knowledge that allows the protection of the land, the environment, harmonious and sustainable agricultural development, as well as the industrialization and commercialization of products promoting a fair and community economy. Its axes are the tul, food sovereignty and security, and environmental preservation.

- Mathematical Thinking and Community Economics: The sense of the nucleus is to achieve that students have skills in the mathematical representation of reality in order to solve problems. That is the development of a better understanding of the productive, social, political environment and others. In short, it can be established relationships between the thinking and mathematics Nasa, in such a way that they strengthen their sense of belonging and worldview as Nasa people. The field of work is numerical, metric, spatial-geometric and random thoughts.

- Community and Intercultural Communication: The purpose of this nucleus is to encourage children and young people to develop communication based on respect, reciprocity, critical argumentation and listening to the other. Although orality is a lot relevant, written processes are too. It supports its component in the development of skills associated with reading, reading comprehension, oral and written production. To create pleasure and habits of reading, writing and other forms of communication, such as those that come from technology and information technology, for example. The production of knowledge through research is a strategy that can revitalize orality and the cultural practices associated with this aspect, such as the use of the Tulpa.

In broad strokes, the topics are framed in the structure and communicative dynamics of the narrative, expository, descriptive, informative, argumentative and historical texts.

- Family, Community and Participation: To train children and young people in the analysis of their personal, community and social happening, in a context of cultural change, in the understanding of territorial, political, cultural and family processes; and in the participation on track to look for the balance and harmony of a community, people and nation. Its methodology consists of understanding how it was before and what it is like now. To analyze the changes and the problems that generate them and learn from the alternatives of the community and the Life Plan programs.

- Nasa Art, Recreation and Sports: The purpose of this nucleus is to promote, revitalize and strengthen the culture of the Nasa people regarding the artistic subject (music, knittings, dances and others) whose objective has been strengthening cultural identity. Like the other

nucleus, it recognizes intercultural knowledge as an exchange of knowledge. Likewise, it promotes sports, recreation and healthy living practices. As well as, the revitalization of traditional Nasa games and practices to share with the family and in the community.

- Spirituality - Ethics and Values – Religion: This is a cross-sectional nucleus for all. Its relevance is the strengthening of Nasa spirituality, own cultural practices and values practices as fundamental pillars for the harmony and balance of the territory among all the beings that inhabit it. Likewise, promote the value of the Family and the importance of its role as a cell of the community, of society. The strengthening of the practice of the nasa yuwe language from the feeling.

Multiple Intelligences and the PEC Nucleus in learning a foreign language (English)

The mother tongue is considered to be that which is learned naturally, the first language that a person achieves to master, “the one that every child in normal conditions learns on the bosom of his or her family” (Martín, J. 2000); being in the indigenous communities Nasa, the mother tongue, the Nasa Yuwe.

About a second language “it can be considered that which is spoken in a community and which is different from the mother tongue, but which, due to its linguistic heritage, belongs to the same context where the community related itself” (Pitre, F. 2011). Spanish language is the second language for this community.

Meanwhile, a foreign language, defined as "those that are not typical of the level of coexistence and relationship within the context or community to which the speaker belongs" (Pitre, F. 2011). In this way, the English learning as a foreign language is more meaningful in school spaces with greater frequency and with greater incidence in the framework of the PEC; in secondary school because of in the family, in non-school processes and in primary school, the learning of their mother tongue prevails.

However; standing out that it is a relevant object of the Community Educational Project gets dreams and projections of the Life Plan of the territory, among others through feeling, thinking and living the different realities of the context and the ability to transform them; It is understood that it is implicit in this dynamic, the appropriation of a diversity of abilities, skills, gifts for this purpose. Finding therefore a relationship with the conception of the theory of multiple intelligences proposed by "Gardner (1995) indicates that each person has at least eight mental skills or intelligences which he defines as "a general ability found in different degrees, in all individuals. It is the key to success in problem solving [...] We believe that man's cognitive competence is best described in terms of a set of mental abilities, talents or capacities, which we will call multiple intelligences." (Gardner, 1995: 32). Furthermore, he argues that all human beings possess these talents but differ in strengths and combinations. (Navarro, D. 2006).

Now, from the Gardener's point of view on multiple intelligences as "a series of skills that allow solving problems or creating valuable products within the framework of a culture, as well as create products or create problems that are the basis for the construction of new knowledge"

(Guillermo, 2014, p.15). it is possible to find a relationship with the PEC`s nuclei, since also among their purposes, they seek the development of skills to identify and solve problems.

Moreover, learning a foreign language implies a multiplicity of alternatives for such a process in order to the students can explore their skills doing it through the implementation of activities within the framework of the integrality of the PEC learning nucleus. The following table shows a primary approach having in mind that all the nuclei allow the exploration of the different types of intelligence according to the pedagogical development proposed for each one without limiting its applicability in whatever.

Table 2*Relationship between the PEC's nuclei and the Multiples intelligences*

NUCLEUS	MULTIPLE INTELLIGENCES
Mother Earth, Territory and food sovereignty	Naturalist
Mathematical thinking and Community Economy	Logical/mathematics
Family and Community Participation	Intrapersonal, Interpersonal
Spirituality, religion and ethics and values	Intrapersonal, Interpersonal
Community and Intercultural Communication	Linguistics
Nasa art, recreation and sports	Spatial, musical, kinesics/corporal

Chapter IV

Methodology

The study that is carried out implies identifying and recognizing some cultural aspects specific of to the indigenous Nasa community of the Toribìo municipality, Cauca and that it is directly associated with the topic Walking in Time and its influence on pedagogical work. An exercise that also refers to an analysis of the relationship that may exist between multiple intelligences and the intentionality of the different Community Educational Project`s nucleus.

Therefore; the research type that directs the study is Ethnographic research. "According to Denis and Gutiérrez (2002)," ethnographic research is used to present an image of life, work, actions, and group culture in specific and contextualized settings "(p. 1). According to these authors, ethnography seeks to discover and describe the actions of the groups (object of study) within a contextualized social interaction, with the sense and meaning that the same group participants give to their actions "(Methods of the research process Scientific. Part III).

Understanding that it wants to describe and interpret a dynamic typical of the nasa indigenous people, such as walking in time, the ethnography is conceived as a useful instrument for this purpose. "Currently, ethnography is understood as a process of description/interpretation, by means of which an interpretation of what the subjects under observation think, say and act is elaborated, which is carried out through a systematic work aimed at a specific context". (Pèrez, 2012).

Consequently the study is allowed to know and reflect on the meaning that Walking in Time has in pedagogical actions, a cultural aspect that it doesn't only direct education but all areas of the Nasa as native peoples, since the Sun and the Moon are recognized as the guides of its dynamics.

The investigation therefore takes place in two stages:

The first moment consists of compiling the bibliographic information that allows for documenting the Walk in Time, the multiple intelligences and the Community Educational Project's nuclei. In turn, it establishes the relationship between these three aspects.

The second moment refers to the elaboration of a booklet suitable for children in the fourth grade (elementary school) of the Natalà educational institution, Natalà village, San Francisco Am Yu`kiwe ancestral territory, Toribio Cauca.

This material is designed to expose the relationship between Walking in time, multiple intelligences and the PEC. The selected topic is the Huerta Tul, due to the conceptual diversity that can be approached from it, thereby facilitating the comprehensiveness of knowledge and which also encourages the learning of the mother tongue Nasa Yuwe, which is why it has some vocabulary in Nasa Yuwe language.

The booklet has 8 work units, one for each moon. The activities described there are those that are oriented from the Walk in Time and which in turn allow execution of some of the units of knowledge of the nuclei of the PEC and the development of multiple intelligences.

It is worth mentioning that the booklet's level is beginner, where it predominates the use of activities to learn vocabulary taking into account that; the students of that institution and most of the territory only acquire the learning of the foreign language (English) when they study the sixth grade of high school. Therefore, it is a material that brings them closer to that initial exploration of English language.

The topic chosen for the booklet is Tul Garden. It's conceived by the nasa indigenous people as a sacred place where minor species, crops, and spirits coexist. Chocue & Ramos (2019) quote elder Baicue (2018) to express that "the tul garden is a big house because all the elders of great wisdom are there, there is the science of our ksxa'w".

Therefore, it is a space from which the relationship between teaching and learning emerges.

The following illustration shows the contents of the booklet:

Figure 3*Booklet`s teaching - learning units*

The following table describes the contents to be worked on, the PEC`s nuclei involved and the multiple intelligences that are exercised in the students:

Table 3*Description of the Booklet's teaching - learning units*

Topic: The Tul Garden					
Moon	Unit	Contents	Nucleus	Objectives	Multiple intelligences
Baby moon	Unit 1 A clean space for our planting	Grammar focus -Articles (a, an,) -It is Vocabulary -Personal information -Greetings -Recycle objects -Emotions -Self-assessment	-Community and Intercultural Communication -Mother Earth, Territory and food sovereignty -Spirituality, religion and ethics and values -Nasa art, recreation and sports	Feeling - To recognize the value to interact with people through greetings. - To appreciate the importance to recycle and have a garden tul in the family. Thinking - To use correctly the expression "It is" and the indefinite article in simple sentences. - To think about the importance to classify the garbage and have a tul garden in the family. Living - To recognize and adapt the space for the tul garden. - To experiment with the classification of the garbage in the school and the family. - To interact with people using the greetings.	-Linguistic -Naturalistic -Spatial -Intrapersonal
Girl moon	Unit 2 Touring my Territory	My Territory Grammar focus	-Community and Intercultural Communication	Feeling: -To identify our territory.	-Naturalistic -Linguistic -Spatial -Kinetic-body

		- That - This Vocabulary -Cardinal Points -My Territory`s elements - Colors -Self- assessment	-Mother Earth, Territory and food sovereignty -Nasa art, recreation and sports -Family and Community Participation -Spirituality, religion and ethics and values	Thinking -To analyze the territory`s elements. - To use correctly the demonstratives “that” and “this” and colors to refer to the territory`s elements. Living - To travel around the territory in order to recognize its elements. -To ubicate your house into the territory using the cardinal points.	-Intrapersonal
Young lady moon	Unit 3 My space to cultivate Good Living	Grammar focus -There is-There are Vocabulary - Fruits - Work tools - Numbers - Vegetables -Self- assessment	-Community and Intercultural Communication -Mother Earth, Territory and food sovereignty - Mathematical thinking and Community Economy -Nasa art, recreation and sports -Spirituality, religion and ethics and values	Feeling - To recognize the importance of cultivating in the tul garden the foods. Thinking -To establish comparisons between cultivating thefoods and buying them -To use correctly the expressions “there is” - “there are” and the vocabulary suggested in order to speak about your tul garden. Living - To practice the farming of some foods in the family tul garden. - To express the foods cultivated in the	-Naturalistic -Linguistic -Spatial -Logical - mathematical -Intrapersonal

family tul garden
using quantities.

Mother moon	Unit 4 Our teaches	Vocabulary - Numbers -Domestic Animals -Medicinal Plants -Geometric Figures -Self- assessment	-Mathematical thinking and Community Economy -Community and Intercultural Communication -Mother Earth, Territory and food sovereignty -Nasa art, recreation and sports -Family and Community Participation -Spirituality, religion and ethics and values	Feeling: -To identify the tul garden as a place where one lets to share teaching and learning. Thinking -To analyze the grammar focus and vocabulary studied to apply it in mathematical, cosmovision, artistic and communication situations. Living -To use the grammar focus and vocabulary studied to apply it in mathematical, cosmovision, artistic and communication situations.	-Naturalistic -Linguistic -Spatial -Logical - mathematical -Intrapersonal
Elderly, wise, advisor moon	Unit 5 Transforming and sharing the Garden Tul`s products	-Fractional Numbers -Mixture - InstructiveText: The Recipe -The Bartering Vocabulary -Food -Self- assessment	-Mother Earth, Territory and food sovereignty -Mathematical thinking and Community Economy -Community and Intercultural Communication	Feeling: -To enjoy using your tul garden`s food in different recipes. -To recognize the Bartering as a scene to share with the community. Thinking -To analyze the grammar focus and vocabulary studied to apply it to some fields	-Naturalistic -Linguistic -Spatial -Kinetic-body -Logical - mathematical -Intrapersonal -Interpersonal

			-Nasa art, recreation and sports	of knowledge of the different nuclei.		
				Living		
			-Family and Community Participation	-To use the grammar focus and vocabulary studied to apply it to some fields of knowledge of the different nuclei.		
			-Spirituality, religion and ethics and values			
Brave moon	Unit 6	-The most important seeds -Practice activities unit 5 -Ritual awakening from the seeds -Self-care -Self-assessment	Mother Earth, Territory and food sovereignty -Mathematical thinking and Community Economy -Community and Intercultural Communication -Nasa art, recreation and sports -Family and Community Participation -Spirituality, religion and ethics and values	Feeling -To identify the appropriate knowledge in the garden, family and school. Thinking -To interpret the appropriate knowledge in the garden, family and school. Living -To practice the appropriate knowledge in the garden, family and school.	-Naturalistic -Linguistic -Spatial -Logical - mathematical -Intrapersonal	
Tender moon	Unit 7	-The Tulpa Grammar focus -Verb TO BE Vocabulary -The Family	-Family and Community Participation -Community and Intercultural Communication	Feeling: -To identify stories that allow us to learn more about the wisdom of the tul garden and the family origin around the Tulpa.	-Linguistic -Spatial -Kinetic-body -Musical -Intrapersonal -Interpersonal	

-Self- assessment	-Nasa art, recreation and sports -Spirituality, religion and ethics and values	Thinking -To use the grammar and vocabulary studied to introduce the family members and the experience of the tul garden.	Living -To socialize the experience obtained in the garden and in the tulpa; in order to talk about stories about the family origin. As well as the sharing of the wisdom that emerges from these places.		
Silent moon, moon in house	Unit 8 Let's value learning around Tul Garden	Assessment about all learning units	Mother Earth, Territory and food sovereignty -Mathematical thinking and Community Economy -Community and Intercultural Communication -Nasa art, recreation and sports -Family and Community Participation -Spirituality, religion and ethics and values	Feeling -To value the learning and the experience gained during the development of all activities. Thinking -To determine the appropriation of theoretical and practical knowledge. Living -To recognize the strengths and weaknesses that were had during the development of each unit.. -To formulate strategies to	-Intrapersonal -Interpersonal

strengthen the gifts
identified in each
student, according to
the development of the
activities.

Chapter V

Results and Discussion

The results obtained in the development of the monograph are represented in two products:

A first product; is an essay in which a relationship between the theoretical components of the monograph is established: walking in Nasa time, multiple intelligences and PEC's nucleus within the framework of teaching the English foreign language. A second product; It is a booklet for the teaching the English language in children in the fourth grade of primary school, which has as references, walking in Nasa time and multiple intelligences.

Next; the development of the results is exposed:

Learning a foreign language (English): Relationship Walking in time Nasa, Multiple intelligences and PEC`s nuclei

Learning a foreign language in current times represents opening a door to the knowledge of a new culture and everything that is part of it. In addition, it is a bridge that allows a cultural exchange while enhancing not only linguistic skills, but also the awakening of others, according to the scenarios in which their learning takes place. Similarly, learning a foreign language requires the use of a multiplicity of strategies in such a way that students can explore and with it; they can assume two objectives: identify their talents and recognize diversity in how they learn. With the latter, education must assume the different ways of thinking and accessing knowledge; for which it must be open and willing to didactics according to the needs of the context, promote research, creativity and the being, knowledge and know-how of the students. At the same time, it leads to the elimination of homogenization of thought and pedagogical actions. Therefore, it is recognized then in the learning process various conditioning factors to learn a foreign language, some are exposed below, emphasizing the cultural factor in terms of English in an indigenous territory of northern Cauca.

In this way, the conditioning cultural factor in the learning process in Nasa indigenous territory is mediated by the Nasa Time Walk. A cultural commitment that, due to the pedagogical work exposed in each of its times, recalls a dynamic relationship with multiple intelligences and both; guide and strengthen the pedagogical exercise of the training Community Educational Project PEC`s nucleus. In order to establish the relationship of the Nasa Time Walk, the multiple intelligences and the PEC`s nuclei in the function of the learning of English as a foreign language; in the first instance, the concept of culture is addressed. A concept has a variety of connotations ranging from identity to man's relationship with the environment. Culture is how

the human being conceives or perceives the world and the environment in which it is found, this leads to generating in man the need to establish social ties or relationships, in which she/he must apply a series of values that allow it to be accepted in some way in the environment he/she is.

Thus the culture is appropriated as a human construction, which does not occur by nature and which results from the “set of experiential characteristics mediated by its material, intellectual and spiritual constructions, which could define a community, a social group or a society in a given space and time. When we say "experiential characteristics" we refer to ways of life, customs, idiosyncrasies, cognitive developments, axiological constructs, beliefs and traditions. In summary, this definition of culture is outlined in the way in which the human being expresses the way of understanding himself and his environment, as well as the explanations of various kinds that he gives to the world around him, which is reversed in the construction of a physical, moral and intellectual world” (Achury, T. 2006).

Consequently, this construction energizes knowledge, for the purposes of the indigenous self-education of indigenous people; according to the quote in the final document of the SEIP, "the meaning of Self-Education is born within the framework of community reflection on an Educational Project relevant to indigenous contexts and cultures" (Intercultural Bilingual Education Program, 2004). This way; for native people, walking in time outlines a spiritual and cultural reference in which mother earth is “walking around the sun, and that movement that the moon does, that the sun does in the cosmos, that is what we let talk about the time. Then, it is said to walk of time, because it comes from the walk of the moon, the walk of the earth around the sun, and that allows, as human beings, to create the management of time, our calendar, already located from our contexts of our territories ”-. (Viluche J, personal communication, 2019). Final SEIP document.

In fact, according to the final document SEIP; the applicability of walking in time as the guiding principle of all the dynamics of native peoples, in 2007 the moon path was recognized as a symbol of life within the framework of the Self Educational System SEP. At the XV Regional Congress held in Río Blanco Sotar in 2017; it is mandated: "The processes of authority, education, health, production among other components of life plans will be governed by the calendars of the native people." In 2018, the indigenous Authorities of the CRIC issued resolution No. 003 "By means of which the Authorities of the Indigenous Territories organized in the Regional Indigenous Council of Cauca - CRIC, define the walk of the times from the peoples indigenous' Origin Law to strengthen government structures, the formation processes of Self-Education and the tissues of the components of the Self-Indigenous Educational System- SEIP".

For this reason, the cultural sphere is recognized as a determining factor for the different peoples they can transmit their culture through educational training, directly influencing their pedagogical actions (teaching- learning). Hence it determines learning scenarios, times for the development of activities, context reading, development of cultural skills, political organization, community work, family relationships and their direct connection with the school, among others.

Not only the cultural sphere is important in the learning process of a foreign language. Biology, psychology and sociology have been theoretical references. Biology, among other aspects, refers to glandular work and the nervous structure. Regarding the first, associated with internal secretion, it determines growth, temperament, the rate of development, etc. Meanwhile, the nervous structure; Research has shown that every learning process presupposes the existence of a nervous system that allows the instrumentalization of the decoding of the surrounding

reality. In this way the brain can relate and fix what has been learned. Sociology reflects on the conditions in which learning occurs and psychology, its main aspects are related to the construction of thought and the education of memory, attention and imagination, and others.

(Escuela de Ciencias de la Educación ECEDU. Módulo Teorías del Aprendizaje)

As previously stated, there are many factors that regulate the learning process and for the purposes of the self-education of indigenous people; an education that makes it possible to make visible the context of the territory and the ability to respond to the disharmonies that affect the development of wët wët fxi`zenxi; It is an insoluble fact to develop a multiplicity of skills that allow a comprehensive look, skills that in relation to the Community Educational Project PEC's nuclei according to the objective of each one, skills that by their characteristics are related to the objective of multiple intelligences.

At the same time, walking time as a cultural dynamic of indigenous communities in the educational scenario implies considering a number of pedagogical strategies to face the pedagogical orientations of each epoch; strategies that, due to the characteristics of pedagogical work, fit into the different skills that are developed within the framework of the exercise of multiple intelligences. Meanwhile, in the framework of the dynamics of the PEC Community Educational Project, in which the pedagogical development is oriented through nuclei, which among other purposes seeks a holistic reading of the reality of the territory, capable of formulating actions that respond according to the dreams raised in the life plan. Therefore, the exploration and execution of different skills is ideal to respond to the comprehensiveness of the knowledge that is required for this purpose. The following table presents a relationship of pedagogical work in relation to nucleus and multiple intelligences according to the activities

described there for each moon epoch. The list of activities is a proposal from the Education team of the Nasa Project Life Plan.

		<p>art, weaving, dance, exploration of the territory, and observation of the environment. It is important to control and guide the activities, because the energy present contributes to dispersion. Sowing is also suitable on this moon.</p>	<p>-Spirituality, religion and ethics and values</p>	
Mother moon	A`te thê `jeçsa	<p>On this moon, the pedagogical work can begin on all universal knowledge, self and intercultural knowledge, in the different work nucleus, emphasizing the exploration of previous knowledge that students have, taking as a reference what is observed and experienced on the moon. young lady with environment scan. In addition, games and didactic strategies can</p>	<p>-Mother Earth, Territory and food sovereignty</p> <p>-Mathematical thinking and Community Economy</p> <p>-Family and Community Participation</p> <p>-Spirituality, religion and ethics and values</p> <p>-Community and Intercultural Communication</p> <p>-Nasa art, recreation and sports</p>	<p>-Naturalistic</p> <p>-Intrapersonal</p> <p>-Interpersonal</p> <p>-Musical</p> <p>-Kinetic-body</p> <p>-Spatial</p> <p>-Logical-</p> <p>-mathematical</p> <p>-Linguistic</p>

be developed, which are provided in the nuclei for the advancement of the learning process.

Elderly,
wise,
advisor
moon

A`te thê `sa

This moon allows intellectual and academic work. It's possible working on the elaboration and understanding of concepts of the themes of the different nuclei. This moon allows the appropriation of them, since the students will have more openness in their minds to understand them. It is conducive to the development of physical, intellectual and spiritual abilities for life. All kinds of plants can be planted, such as: corn, beans, broad beans, Mexican, cabbage and nacedero, in order to the

-Mother Earth, Territory and food sovereignty

-Mathematical thinking and Community Economy

-Family and Community Participation

-Spirituality, religion and ethics and values

-Community and Intercultural Communication

-Nasa art, recreation and sports

-Naturalistic
-Intrapersonal
-Interpersonal
-Musical
-Kinetic-body
-Spatial
-Logical-
-mathematical
-Linguistic

		harvest has a good yield.		
		On this moon, it is recommended to work in the autonomous production of different types of text, not only in Community and Intercultural Communication nucleus, if not in all others. Also problem solving in different types of mathematical thinking. In this time, doing is favored from the appropriation of concepts and knowledge.	-Community and Intercultural Communication -Mathematical thinking and Community Economy -Mother Earth, Territory and food sovereignty	-Linguistic -Logical- -mathematical -Naturalistic -Intrapersonal -Interpersonal
Brave moon	A`te thê `sa ki luuçiçsa			
		On this moon, the student can be approached to carry out exercises of listening to narration, advice, and experiences of the elderly and their families on different topics, which contribute to their own research	-Community and Intercultural Communication -Family and Community Participation -Spirituality, religion and ethics and values	-Linguistic -Intrapersonal -Interpersonal
Tender moon	A`te thakweh putxkhesa			

Silent moon, moon in house	A`te ĩkhna pa`jnxi	processes in the different nucleus. During this time, different assessment exercises can be carried out on the knowledge acquired. Cleaning and adaptation of the land for planting, It`s another activity.	-
		The proper time for the work teams, managers and teachers, to carry out assessment and planning of activities in the educational process.	

Now, concerning the articulation of these elements within the framework of learning a foreign language; It is a very practical methodology that allows learning from the diversity of vocabulary and simple expressions for the purposes of primary basic education through the formulation of didactic units with defined topics and in which the integrality of the nuclei is facilitated, depending on the own activities of each time of the Walk in the Time and that; they stimulate the development of all multiple intelligences. It is also allowed to reinforce the previous knowledge of each nucleus, make the learning of a language visible, making it more dynamic in a transversal way to pedagogical practice, creativity and innovation in the didactics

of each teacher, creation of supporting written material, playful and audiovisual characteristic of each intelligence, discover and / or enhance skills in students through observation and continuous monitoring of each of the activities developed, among others.

Finally, it is made visible that learning a foreign language in an indigenous territory is not a threat of a cultural nature, but a space to strengthen self-elements of the culture, which for the purposes of the proposed didactic unit, strengthens Tul as a characteristic aspect of the community and the mother language through the vocabulary proposed for learning English.

A module whose topic is ³Tul is presented as an annex; in which a didactic strategy is related to approaching the learning of the foreign language (English) with activities based on the different epochs of Walking in Time and that mainstream the nuclei and multiple intelligences according to the requirements of each proposed activity.

³ Tul: Tulpa de Mayores (2017) “Refers to all the crops that are housed within a field and it includes minor species: rabbits, curies, ducks, chickens and larger species: pigs, cattle, cattle, sheep”. (Tulpa de Mayores, Tacueyò 2017). (Equipo Investigador CECIDIC, 2016, P. 6)

Cometa (2017) “It is everything that is housed inside the tul, including plants and animals and the spirits who take care of the crops” (Equipo Investigador CECIDIC, 2016, P. 6).

Booklet

Moon`s wisdom for learning from the Garden Tul

This teaching material is divided into 8 units that each corresponds to the 8 epochs of the moon in time. Each epoch determines the activities to be carried out according to the orientations that each one demands. It will be elaborated taking as a general topic the Tul; a space that is also typical of indigenous culture, it is a pedagogical space that allows the connection of students with mother earth. The booklet is prepared for the fourth grade of primary education and also allows the learning of some words in Nasa Yuwe. Thereby also encouraging the appropriation of the mother tongue of the indigenous Nasa. It also contributes the elaboration of material for the two languages having as a reference the walk in nasa time, a material that in the case of the foreign language, it is deficient and in the mother tongue, despite being extensive, it doesn`t have the characteristics with which it is structured the material to present in this work.

The specificities of the primer are listed in chapter IV, methodology.

The level of difficulty of the booklet is basic, since in most of the schools of the indigenous territories, the teaching of the English language is not very common since, it is prioritized, the learning of the mother tongue. However, it is important that the teaching of English be considered so that they have solid foundations during their learning at the secondary level and as a communication strategy in contexts different from those of their territory where they demand to communicate in the English foreign language.

For the level of complexity, the basic learning rights and some guidelines for the

preparation of the curricular plans of each learning nucleus (nucleus of community and intercultural communication) were taken as references according to the pedagogical model of the PEC Plan de Vida Nasa Project. It is intended that students of this level of learning with the prepared material, can develop skills in communication skills in an everyday context, with a simple language that allows them to communicate in a foreign language (English).

Last of all and having in mind the last information, it's important to conclude this results and discussion section with some appraisals regarding the Relationship Walking in time Nasa, Multiple intelligences and PEC's nucleus and the booklet "Learning from Tul for Good Living:

Walking in Time Nasa is a benchmark for indigenous communities that it determines their actions in their daily lives. In pedagogical practice; for example, It is the compass that guides pedagogical proposals, schedules, activities and more. As well as it is the instrument that allows identifying both the behavior of the students, as well as the different gifts that each one them may have.

Otherwise the practice of Walking in time in pedagogical work allows deconstructing schemes imposed by traditional education and which fragment the teaching and learning process due to the to the dynamics raised by the learning nuclei.

The learning nuclei proposed by the PEC Community Educational Project promote comprehensive, participatory learning which encourages the investigation of their own and external or universal knowledge; in order to give a holistic look to the context and allow us to respond to the dreams outlined in the Territory's Life Plan. Taking into account the conclusion immediately above, it is possible to explore the practice of all multiple intelligences and thereby

to identify the gifts that each student possesses.

For this reason, the learning of a foreign language can't be considered as a threatening factor of a culture. Conversely; It is an opportunity to reinforce the contents of the nuclei, a baseline to formulate didactic strategies which allow strengthening the learning of the mother tongue (Nasa Yuwe) and the possibility to sharing their culture in other settings. Didactic strategies like the product presented here; an instrument for primary school children that allows the learning not only of English but also of the mother language Nasa Yuwe around a general topic called Tul.

It is pertinent therefore:

- Promote the learning of English in preschool and primary school through a didactic strategy that contemplates the learning of Nasa Yuwe language.

- The teaching material to be implemented should revolve around learning vocabulary and simple phrases according to the age of the children and the preschool and primary school years.

- It is important to determine a topic around which the themes for learning English and Nasa Yuwe language are formulated and in it. Just like the themes of the different nuclei are immersed in order to strengthen their comprehensive learning.

- The activities to be formulated must promote the exploration of the various multiple intelligences with the aim of progressively identifying the gifts that each student has.

-The assessment process must be continuous and comprehensive in order to establish weaknesses and be able to carry out the respective improvement plan or; the strengths with the purpose of enhancing them. The above in the framework of feeling, thinking and living with the heart according to as it proposed the pedagogical model of the life plan.

-The strategy outlined in this monograph contains didactic units based on what determines walking in time; which can be evaluated as a benchmark for learning English and Nasa Yuwe in secondary and middle education. At the same time, it is a proposal that enlightens the work by nuclei, breaking the traditional schemes of academic assignment and distribution of hours.

-It is recommended to implement the material developed in this monograph and to carry out the respective follow-up to identify the relevance of the same according to each of the moments of walking in time and the activities proposed in each one.

Chapter VI

Conclusions and Recommendations

-The theoretical exploration carried out it allowed to find that each one of the Walk in Nasa Time`s epochs has characteristics according to the strength that the moon presents, a strength determined by its state of maturation. Accordingly, she guides from her wisdom what activities to carry out, activities where the pedagogical aspect is not foreign. According to the above, the teaching- learning process allows feeling and experiencing diversity of actions where it is possible to explore all the multiple intelligences. A fact that indicates the relationship between these aspects and that is reflected in the praxis of the pedagogical activities of the PEC`s nuclei.

-The tul garden in addition to being a topic specific to the context, it is a pedagogical scenario which one allows to feel, think and experience learning. Its diversity invites to enter into a dialogue with mother earth, transform the food that is produced in it, barter and market. The foregoing made possible to formulate a booklet whose topic was the tul garden. A material that allows us to weave the relationship between all the PEC`s nuclei as a strategy to strengthen bilingualism: strengthen the Nasa Yuwe language and promote the learning of the English as a foreign language.

-The product presented allowed to establish and reflect a relationship or meeting point between Walking in Nasa Time and multiple intelligences. Each unit of the booklet corresponds to a epoch`s moon in which, depending on the activities to be carried out, it is possible throughout the development of the product, it puts multiple intelligences into practice. The tul garden as a topic allows a direct relationship between Walking in Nasa Time

and multiple intelligences.

-The learning of one or more languages can be worked in a transversal way. In such a way that it is meaningful learning which one allows interaction with the context and the day-to-day life of the students.

-It is complex to find in the territory of Toribò, experiences that one hundred percent are tracing their pedagogical development in function of walking in time. There are only approaches in the programming of some activities and that are mainly associated with work in the tul, tours of the territory, development of tulpas and harmonizations.

-In the northern area, but not in the territory of Toribò, the experience of the Educational Institution for Intercultural Development of the INEDIC Communities located in the indigenous territory of Las Delicias, Buenos Aires Cauca. It is characterized as a reference. Its pedagogical work is centered in the framework of the calendar of walking in time nasa; which implies working in a structure and methodology that completely breaks the parameters of traditional education.

-As an initial result, a proposal is presented, in which it is made visible how according to the times of the moon that marks its walk in time. Activities are proposed, the nuclei to be strengthened and the different multiple intelligences that result to work accordingly.

-There isn't evidence of didactic material in the territory built with specific activities to develop according to each of the periods of time. There is enough material built but without the specificity of each epoch.

-Based on the material built for the teaching of the English language, at least for preschool and primary school; It is scarce. The reason can be deduced is presented, because it is a language that little is oriented at these levels in the territory.

-In accordance with the previously mentioned points; the result of this monograph is a didactic material expressed through a primer, whose topic is the tul. It has eight units depending on each of the epochs of the moon according to its passage in time. This material is designed for children in the fourth grade of the elementary school.

-Each unit of the booklet is designed to address various issues that are within the framework of what tul is for the Nasa and the importance of experiencing it within families. It is a strategy that in addition to guiding in the English and Nasa Yuwe languages; It allows to reinforce the themes that are studied in the different nuclei of the PEC. In turn, they are activities that make it possible to practice multiple intelligences and power at the same time, to identify the gifts of each student.

-Learning some words in Nasa Yuwe through the vocabulary used, as well as experience in creating material for teaching English in an indigenous context.

-It gives light on a possible strategy for pedagogical work in function, one hundred percent of walking in time nasa.

-Knowing the context was an important strength for the development of the monograph.

Discussion remains open regarding the following aspects:

-Permanent teaching of the foreign language English at the preschool and primary levels in the schools of the territory; Through a strategy that allows time, the learning of Nasa Yuwe.

-The teaching of languages allows the approach of multiple intelligences to facilitate

learning in students.

-Methodologies to identify and enhance the gifts of students through the relationship

Walk in Time Nasa - PEC nucleus and multiple intelligences.

References

Armstrong, T. (2006). Inteligencias múltiples en el aula. P. 18.

https://www.planetadelibros.com/libros_contenido_extra/37/36195_INTELIGENCIAS_MULTIPLES_AULA.pdf

Bustamante, S. (2015). Desarrollo Lógico Matemático Aprendizajes Matemáticos Infantiles. P. 27.

https://d1wqtxts1xzle7.cloudfront.net/60433943/desarrollologicomatematico20190829-74561-170w4mf-with-cover-page-v2.pdf?Expires=1653667624&Signature=Dn8LfyXGJkYLPxMW4rdJULqFw9NpqrIfkjhsFKOvB~WNSmcA6EPgPoefws4K u4lS4xOoNq3EGdUQ ybr~g3Qb2dg6QxVukYLI19LNlnhW-a58UaVrn1RiF1PxIEZma9Vwx-eQ8x06Pqho6whhuw6L5nh6C6iTBdOFISy67Wc-R-6QrbnS7TpWyhsr9I~xLH8ArTWY-sHjcSTtMcpP11IA~iUelK-UrbRbX4JQeeMSN3q4ogo~0BDmrJKS0KbzVzD8MwzuVjKOAW5RZvXBm0YtB2vjeHPAOOKxPOR7h2pEjTaR7vTgM4gBC8QF3u3ruR-jgbpdOx~OM84xR79z90wpPg_&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA

Castillero, O. (2018). Inteligencia corporal kinestésica: qué es y cómo se expresa.

<https://psicologiaymente.com/inteligencia/inteligencia-corporal>

Chocue, A. & Ramos, A. (2019). Dialogando con los mayores espirituales, las palabras del Tul y con el sentir de la Abuela. P. 40.

<https://lamjol.info/index.php/RCI/article/view/8541/9432>

Chury, T. (2006). Concepto de Cultura. Mòdulo Curso Acadèmico de Pedagogia Cultura.

Univesidad Nacional Abierta y a Distancia UNAD. Pag. 6

Equipo Investigador CECIDIC. (2016). Uüs Yahtxna Tuisu Nasana` U`sthaw. Pensamiento y

Sabiduria desde el Tul Nasa. P. 6.

Final document SEIP (2019). Consejo Regional Indígena del Cauca. Programa de Educación

Bilingüe Intercultural.

Garrido, M. (2017). Desarrollo de la inteligencia interpersonal e intrapersonal en educación

primaria a partir del uso de tecnologías de información y comunicación: estudio de casos. P. 179.

<https://periodicos.uem.br/ojs/index.php/notandum/article/view/59988/751375152397>

González, L., Lauretti, P., Sandoval, A. & González, O. Estimación de la inteligencia

Interpersonal e Intrapersonal según el Género y la Ubicación Geográfica. P. 370.

<http://revistas.unisimon.edu.co/index.php/psicogente/article/view/1924/1840>

Guillermo, M. (2014). Enseñar Inglés desde las Inteligencias Múltiples: Una opción para

mejorar la Competencia Lingüística. Universidad Internacional de la Rioja, Facultad de Educación. P. 15.

<https://reunir.unir.net/bitstream/handle/123456789/3456/guillermo->

[ure%C3%B1a.pdf?sequence=1](https://reunir.unir.net/bitstream/handle/123456789/3456/guillermo-ure%C3%B1a.pdf?sequence=1)

Lariveè, S. (2010). Las Inteligencias Múltiples de Gardner. ¿Descubrimiento del Siglo o

Simple Rectitud Política?. P. 117.

<http://revistamexicanadeinvestigacionenpsicologia.com/index.php/RMIP/article/view/>

121/34

Martín, J. (2000). *La lengua materna en el aprendizaje de una segunda lengua*. Universidad de Sevilla. Pag. 15. Tomado de:

https://books.google.es/books?hl=es&lr=&id=T3WTKaB93FcC&oi=fnd&pg=PA6&dq=lengua+materna&ots=v_gO HPv5Wl&sig=NLKbTWjgeEW3iBc87LkdX2PvDN M#v=onepage&q&f=false.

Navarro, D. (2006). *La Teoría de las Inteligencias Múltiples y la Programación, Ejecución y Evaluación en la Enseñanza y Aprendizaje del Inglés*

<https://revistas.ucr.ac.cr/index.php/pensamiento-actual/article/view/6670/6359>

Parte III. Proceso Metodológico de Investigación Científica. Capítulo 6.

Pèrez, À. (2012). La etnografía como método integrativo.

http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S0034-74502012000200006

Pitre, F. (2011). Módulo Introducción a la Licenciatura en Inglés como Lengua Extranjera.

Universidad Nacional Abierta y a Distancia. Escuela Ciencias de la Educación. pag. 12-13

Propuesta del Hacer pedagógico basados en el Andar del Tiempo. Equipo Educación Plan de Vida Proyecto Nasa.

Proyecto Educativo Comunitario. (2021). Institución Educativa Técnica Agroindustrial Natalà.

Proyecto Educativo Comunitario PEC. (2015). Plan de Vida Proyecto Nasa.

Rodríguez, M. (2018). El Desarrollo de la Inteligencia Naturalista a través de la Lengua Inglesa en Educación Infantil.

<https://uvadoc.uva.es/bitstream/handle/10324/32629/TFG-L2174.pdf;sequence=1>

Suarez, N. La Teoría de las Inteligencias Múltiples. P. 4.

[https://d1wqtxts1xzle7.cloudfront.net/51558533/La_Teoria_de_las_Inteligencias_Mu
ltiples_cortad-with-cover-page-
v2.pdf?Expires=1653666349&Signature=QtMZO0SAdinQDI6GCod7bTuJGiWcZBv
Cj5eMegOvaMXFkFuewgYASQTujVrDfgEW6zeEH3vGRuP4rMCiZD-
Vs0L867wazmLX6HRgZlxji~GNuHYxPiuoPeW1XaVQ9sVVMP2Ip9kMASvONZt
nj5VGkf4~JCsRoCN6-udXGbh~IqxXuwT-TFlwu-
mD7Sy9q6hBIE3vUlkbWvYKC6NIPtdd1nJHR7yPqYGHvc7x-
ZpG7MIZ7p36XCPOjMry8v4UvNcnquj6r9Dtz1f87I3ahe-
KslILFErTZ2AiOiu3Wbn~SOPbaQFSv0GKIWgIISFDqP0IV5cp1RFzu~pVrPdNPN
eI6Q_&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA](https://d1wqtxts1xzle7.cloudfront.net/51558533/La_Teoria_de_las_Inteligencias_Mu
ltiples_cortad-with-cover-page-
v2.pdf?Expires=1653666349&Signature=QtMZO0SAdinQDI6GCod7bTuJGiWcZBv
Cj5eMegOvaMXFkFuewgYASQTujVrDfgEW6zeEH3vGRuP4rMCiZD-
Vs0L867wazmLX6HRgZlxji~GNuHYxPiuoPeW1XaVQ9sVVMP2Ip9kMASvONZt
nj5VGkf4~JCsRoCN6-udXGbh~IqxXuwT-TFlwu-
mD7Sy9q6hBIE3vUlkbWvYKC6NIPtdd1nJHR7yPqYGHvc7x-
ZpG7MIZ7p36XCPOjMry8v4UvNcnquj6r9Dtz1f87I3ahe-
KslILFErTZ2AiOiu3Wbn~SOPbaQFSv0GKIWgIISFDqP0IV5cp1RFzu~pVrPdNPN
eI6Q_&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA)

Torres, P.B. & Aguaded Ramírez, E.M. (2018). Aplicación e impacto de las Inteligencias Múltiples en la Enseñanza de Lenguas Extranjeras. Revista Electrónica Interuniversitaria de Formación del Profesorado, 21(1), 95-114. DOI:<http://dx.doi.org/10.6018/reifop.21.1.281841>

Universidad Nacional Abierta y a Distancia. (2010). Referentes Básicos de la Investigación en la Escuela Ciencias de la Educación de la Unad.

Vidal, J. (2021). Procesos de enseñanza y aprendizaje derivados de la concepción del Andar del Tiempo (fases lunares) que contribuya a la explicación de situaciones contextuales caso (huerta indígena).

https://repositorio.ucm.edu.co/bitstream/10839/3372/1/Procesos_ensenanza_aprendizaje_derivados_concepcion_andar_tiempo_fases_lunares_contribuya_explicacion_situaciones_contextuales_caso_Huerta_Indigena.pdf

Viluche, J. (2019). Nasawe'sx Kiwaka Fxi'zenxi Een UAIIN-CRIC.

Viluche, J. (2019). Nasawe'sx Een Dxi'j. Calendar of the Ancestral peoples Path of time.

UAIIN –CRIC