TRADITIONAL COLOMBIAN GAMES IN VIRTUAL AND IN-PERSON EDUCATION

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Abstract

The main object of this research study was to enhance the Communicative Competence of fifth graders through the use of traditional Colombian games in virtual and in-person settings in an EFL classroom. The participants of this research study were thirty-three (33) students from a public school in Tunja, Boyacá, Colombia. This study is framed as qualitative Action Research. The methodological procedure implemented to collect data was based on the application of seven (7) workshops based on traditional Colombian games where the students were able to strengthen their Communicative Competence and use language in authentic school contexts, virtually and in-person classes. Three different instruments were taken into account in order to collect data: Video recordings, semi-structured interviews and a field journal. The findings of this research study revealed that the use of traditional Colombian games developed the Communicative Competence of the students, giving them tools to communicate in an authentic school context and not only during the development of the workshops but from now on as well. Regarding the motivation, it was evident that being able to interact with their classmates and teachers during the implementation of the games, made the students feel more comfortable and willing to participate in the activities proposed. Finally, the versatility of the workshops is a useful tool that allows us to cover much more topics, levels of language and settings (virtual and in-person) than usual.

Keywords: Communicative Competence, traditional Colombian games, virtuality, in-person classes, authentic school context, and versatility.
Resumen

El objetivo principal de este estudio era el de mejorar la Competencia Comunicativa de estudiantes de grado quinto, a través del uso de juegos tradicionales colombianos en un contexto tanto virtual, como presencial, en la clase de inglés como lengua extranjera. Los participantes de este estudio fueron treinta y tres (33) estudiantes de un colegio público de la ciudad de Tunja, Boyacá, Colombia. Este estudio es considerado como investigación acción cualitativa. El procedimiento metodológico implementado para recolectar datos se basó en la aplicación de siete (7) talleres basados en juegos tradicionales colombianos, donde los estudiantes tuvieron la oportunidad de fortalecer su Competencia Comunicativa y usar el idioma en contextos escolares auténticos, tanto virtuales como presenciales. Los tres diferentes instrumentos tenidos en cuenta para recolectar los datos fueron: Los artefactos de los estudiantes, la entrevista semiestructurada y el diario de campo. Los resultados que arrojó esta investigación revelan que el uso de juegos tradicionales colombianos desarrolló la Competencia Comunicativa de los estudiantes, brindándoles herramientas para comunicarse en un contexto escolar auténtico y no solo durante el desarrollo de los talleres, sino también de ahora en adelante. Con respecto a la motivación, se evidenció que tener la posibilidad de interactuar con sus compañeros y profesores durante la implementación de los juegos, hizo que los estudiantes se sintieran más cómodos y dispuestos a participar de las actividades propuestas. Finalmente, la versatilidad de los talleres es una herramienta útil que nos permite abarcar muchos más temas, niveles de lengua y contextos (virtual y presencial) de lo habitual.

Palabras clave: Competencia Comunicativa, juegos tradicionales colombianos, virtualidad, presencialidad, contextos escolares auténticos y versatilidad.
Traditional Colombian games in virtual and in-person education

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Introduction

Education has faced changes and challenges throughout the time, and it was the case of the year 2020 when everyone had to adapt their lives to virtuality, including their academic formation. It has already been almost three years since everything changed and even though several things have come back to normal, education is one of the fields that adopted both settings, virtual and in-person. Since this change happened unexpectedly, most institutions, teachers and students were not fully ready to overcome the obstacles that it brought. According to Mahyoob (2020), “the issues that the learners faced were the lack of digital skills in using Blackboard platforms, the need for all online learning equipment, tools, systems, lack of real English language practice with the teachers and their classmates, etc.” (p. 360). and as it is in the case of EFL classes, mostly at public schools, some important aspects were set aside, being the Communicative Competence one of the most affected.

Based on Baradaran et. al. (2018) “traditional games are based on cultural values and beliefs and therefore, have significant roles in preparing children for life. A study showed that traditional games were slightly more effective than modern games in improving children’s Social Development. Traditional games can be easily played in a wide variety of environments and without the need for sophisticated or expensive instruments”. (para. 9). Therefore, this is a very useful tool in order to enhance the Communicative Competence of the students while they are having fun.

Keeping in mind the previous information, this study aims to find out how the implementation of seven (7) workshops based on traditional Colombian games contribute to enhance the Communicative Competence of thirty-three (33) fifth graders from a public school in Tunja, Boyacá, Colombia. Workshops designed by the pre-service teachers-researchers as a
strategy to motivate and provide the students with the opportunity to use the foreign language in authentic school contexts and foster their social interaction.

Taking into account the previous statements, it is important to highlight that these workshops arose from a Need Analysis applied at the beginning of this process. Based on class observations, the application of surveys and interviews, the researchers evidenced that the participants of this study did not have an appropriate development of their Communicative Competence, due to the way that virtuality was faced in most of public schools in Boyacá. The English class was limited to develop written workshops, mostly because of the lack of resources such as technological devices, internet connection, etc., from the students and even some teachers. According to this situation, the methodological procedure taken into account to carry out this study was based on the implementation of seven (7) workshops based on traditional Colombian games, which allow students to enhance their Communicative Competence by using the foreign language verbally and in authentic school contexts.

The pre-service teachers-researchers selected three different instruments to collect data provided by the development of each one of the workshops. The aforementioned instruments were video-recordings, semi-structured interviews and a field journal filled up by the researchers. These instruments were chosen because they allowed us to analyze and interpret the students’ progress, their level of motivation and the versatility of the workshops during the whole process. Moreover, these instruments were useful to acquire the needed information to evidence the results from the application of workshops based on traditional Colombian games.

In conclusion, the main goal of this study was to enhance the Communicative Competence of fifth graders by using traditional Colombian games, bearing in mind that the development of virtual classes set aside this competence in most public schools. Our role in order
to achieve the objective was the one of facilitator and to guide them towards the betterment of their Communicative Competence.

Along this research study we present the following sections: The problem description; topic; the research question; hypotheses; justification; the general and specific objectives; the theoretical framework which is divided by the literature review and the theoretical constructs related to this study; the research design which includes the type of research, research line, the setting, the population, the data collection instruments; the instructional design which includes the instructional design questions, the instructional design general and specific objectives, the roles involved in the research study, workshops’ implementation procedure; and the data analysis where we presented evidence of the main categories and subcategories emergent from the question of this study. Lately, we introduced conclusions, pedagogical implications, limitations, further research, references and appendices.
1. Problem Description

Between the last months of 2019 and early 2020, the world had to face one of the biggest challenges in years. The Covid-19 pandemic changed everyone’s lives and of course, schools were not the exception, which was actually, one of the most affected areas. Teachers had to adapt themselves and their techniques to a virtual field, and as the rest of the world, they were not ready for this variation, due to the lack of resources such as connectivity, the low access to devices like laptops, phones, tablets, etc., and the lack of knowledge about online tools like meet, zoom to do virtual meetings. Many of the comments from other teachers working with us that we heard and we as pre-service teachers perceived that this situation led to monotonous classes, where the students did not enjoy their learning process as they used to and their motivation has been affected as well, which has influenced their performances regarding their Communicative Competence.

During the practicum I in French, developed during the second semester of 2020, we as pre-service teachers had the opportunity to observe a couple of English as a foreign language classes developed through virtuality, and we found out that there is a lack of tools that allow teachers to use traditional games as a strategy to develop the classes online. After noticing this problem, we came up with the idea of exploring and analyzing this field, so we can contribute with some tools to ameliorate it and then, it was when we contacted our now director, professor Alberto Ramirez Avendaño. Therefore, we decided to apply a semi-structured interview to English teachers (See Appendix 1) and students (See Appendix 2) from different contexts (rural, urban, official, and private schools), and from different school levels (preschool to fifth grade), so as to get a more specific and supported idea of what we noticed before.
On the one hand, the interviewed teachers manifested the importance that they gave to the use of games in their foreign language classes. According to the responses collected from the interviews, using games in the EFL classes is very important because they encourage the students’ participation, they help to develop more fun and dynamic classes, they are an excellent tool to maintain the students’ attention, they arouse the interest of learners, and they provide very helpful material to improve and develop the four skills (listening, writing, reading and speaking), and especially the Communicative Competence.

Likewise, the educators expressed their concern about implementing games during virtual classes, especially elderly teachers. They stated that they are not familiarized with technology, some of them had not even used whatsapp before, so they felt very intimidated when it came to using virtual tools in order to develop their classes virtually. Besides the connectivity issues, they were aware of the importance of varying all the activities that were going to be applied in a class, this is in order to avoid students from getting bored easily, and they manifested how achieving that goal had been very challenging for them. These teachers expressed that they felt frustrated when they had to choose the activities for their classes and all this is because they did not know how to adapt what they already knew to the virtuality. They have had obstacles coming up with ideas, and movement games or group games seemed like impossible for them.

On the other hand, the students that responded to the interview expressed that they like to learn English. They consider that this is a very important opportunity that they have to take into account for their lives, in order to have a better future. Also, some of them saw it as an opportunity to travel, learn about different cultures and interact with foreigners, but since they had to start studying virtually, their English classes became less fun and monotonous. They expressed that their teachers stopped bringing games or fun activities to the classes and most of
them limited the class to writing single words with no context, to repeat and try to memorize new words from a picture in a PowerPoint Presentation, or to watch a YouTube video.

With the purpose of illustrating, we could cite a special case where a teacher reduced her EFL class to show the students a Youtube video in Spanglish and with an unclear act of speech, (Vamos a comer chicken), and after that, she made them repeat the structure “This is a…” from a word document; for instance: “This is a rice”. The class ended with the learner developing a crossword puzzle and that was all. These kinds of performances in the classes have a negative impact on the students' interest, motivation, in their learning process and of course, in their Communicative Competence.

Additionally, it is important to note that students' learning process was reduced to listening to a teacher through a screen, but the opportunity of socializing, getting help from their partners and making new friends was taken from them. Even though most of them, especially the little ones, were always accompanied by their parents or a relative, their role was passive. They limited themselves to sit down next to the learner and get mad at them if they were not paying attention.

In conclusion, in order to contribute to the betterment of the previously stated situation, we intended to provide tools that teachers can use in order to enrich their classes and help them to succeed in their teaching process. Also, to ameliorate the students’ learning process, motivating them, making their classes more enjoyable and contributing with the enhancement of their Communicative Competence, and finally, to provide an opportunity for parents and students to have a better and stronger relationship while they all learn when having classes at home, and with teachers and classmates when having in-person classes.
So, in this study, we attempted to find out to what extent the traditional Colombian games contribute to the achievement of these objectives. In the following section we presented the hypothesis, research question and research objectives (general and specific).

2. Hypothesis

The use of traditional games contributes substantially to the teaching process of English as a foreign language, and this helps to potentiate the Communicative Competence of the fifth graders in virtual and in-person settings at a public school in Tunja, Boyacá, Colombia.

3. Research Question

To what extent do traditional Colombian games contribute to the enhancement of the Communicative Competence in EFL fifth graders in virtual and in-person settings at a public school in Tunja, Boyacá, Colombia?

4. Objectives

4.1 General Objective:

To describe to what extent traditional Colombian games contributed to the enhancement of the Communicative Competence in EFL fifth graders in virtual and in-person settings at a public school in Tunja, Boyacá, Colombia.

4.2 Specific Objectives:

- To identify the challenges of implementing games during the teaching of EFL in the virtuality and in-person classes.
- To propose and apply a series of traditional Colombian games adapted to virtual and in-person classes in order to enhance the Communicative Competence.
- To analyze and describe the outcomes of traditional Colombian games in virtual and in-person classes of English as a foreign language.
Based on the answers of the interviews applied, we were able to evidence that most of the schools in the different contexts of Colombia have faced difficulties and challenges adapting the teaching process to virtuality. A forced change due to the covid-19 pandemic where everyone had to start working and / or studying through the screen of a laptop, tablet or cellphone, and with no social interaction at all. Among those difficulties, the educators expressed that connectivity issues have been a current situation, but they also were worried about the challenges that had to come with the variation of activities, because, according to the interviewed, even though they knew a lot of games and activities to dynamize their EFL classes and make them more fun for their students, they did not know how to adapt and implement them virtually.

Besides, the learners interviewed expressed their love for games and how they help them in their learning process. They said that games make them concentrate better, that they feel more comfortable when they are playing and that this helps them to learn more easily and in an effective way. Also, the students admitted that while they are learning, they are interacting with their classmates which is something that they truly enjoy. Additionally, regarding the last question of the interview: “Would you like to play more in your classes?” They declared that they wanted and they needed to play much more in their EFL sessions, so they could have a more fun and significant learning experience. Playing in the classes helps them to relax and de-stress from the monotonous virtuality, and it makes them feel happier, according to the students’ answers.

Taking into account the previously stated, we as researchers perceived that it is strongly necessary to adapt some of the most known traditional Colombian games, so they can be played
in virtuality and in-person classes, in order to facilitate and enhance the Communicative Competence of fifth graders in virtual education at a public school in Tunja, Boyacá, Colombia.

A hundred percent of the interviewed teachers agreed that this idea would exponentially increase the dynamism, motivation and the performance of their students in the EFL classes, and that they will undoubtedly use these tools in their classes.

Additionally, by adapting traditional Colombian games, we fostered the cultural identity of the students which was reflected in a better learning process for them. In agreement with it, Eleuterio (1997) and Hoelscher (1999) indicate that “when teachers and students share cultural identities, they build trust and foster better and stronger relationships. This leads students to be more engaged, more motivated and excited about learning together”. (p. 12)

Moreover, since students lost most of their social interaction having to be at home, when their classes were virtually, this research offered an opportunity to stimulate the relationship between them and their tutors at home (family members). Parents and other family members that are usually taking care of the students at home can be part of the classes, and it was possible because they were already familiarized with these games and its rules, taking into account that they are traditional. Language was not a barrier, parents, students and teachers can play together and everyone learned from it. Besides, when the students have in-person classes, they strengthen their social interaction with both their classmates and teacher, giving them the opportunity to develop the four components of the Communicative Competence which are: discourse, socio-linguistic, linguistic and strategic.

In addition, this pandemic has brought a lot of unpleasant surprises. We hear in the news that there is a new variant of the virus and unfortunately, there is no way to guarantee that it will be over. Most schools are already working in-person but we will never know when we will have
to go back to virtuality. Other schools have decided to keep working virtually, so we as researchers decided to design this project to work in both modalities (virtual and in person).

Additionally, this study contributes to the School of Languages at the UPTC, especially to the Foreign Languages program, with tools for the future teachers. It gives them instruments for carrying out not only their professional life, but also, their academic formation when having to perform the practicum I and II. This study serves as a guide for the pre-service teachers in order to develop their classes with more dynamism and implementing activities that will contribute to the enhancement of the Communicative Competence and also, with the motivation of their students, being adaptable to different contexts.

Considering all of this, the development of the study “traditional Colombian games: a strategy to enhance the Communicative Competence of English as a foreign language of fifth graders in virtual and in-person education at a public school in Tunja, Boyacá, Colombia.” was a need that brought very serviceable results, both for teachers and students, that as we already mentioned, were not fully ready for this huge life change, but that helped them to take advantage and make it a rewarding situation.
This coming section aims to present the literature review which displays studies related to ours, which is named: “Traditional Colombian games in virtual and in-person education”. We displayed two studies of a national level and two of international level. Additionally, the theoretical constructs that include: teaching and learning process, EFL in Colombia, traditional games, material development, communicative competence, didactics, motivation and virtual education.

### 6. Theoretical Framework

#### 6.1 Literature Review

In order to address the theme presented in this study: “Traditional colombian games: a strategy to enhance the Communicative Competence in virtual and in-person education at a public school in Tunja, Boyacá, Colombia.”, some research studies will be presented as follows, focusing on the main theme of our study in an international and national context.

#### 6.1.1 Digital Games In Education: The Design Of Games-Based Learning Environments

Gros (2007) wrote the article called “Digital Games in Education: The Design of Games-Based Learning Environments”, which was developed in Barcelona, Spain. The main objective of this paper is to show EFL teachers that we need to change our teaching methods, because the new generation is a digital one. Children and young people are using technology more and in a different way every day. We can see how interacting, motivating and engaging virtual games take place, so we have to use those benefits for educational purposes.

The author divided this article into 5 parts: The first one is an introduction of relevant research. The second part is about the evolution of video games. The third part focuses on research on the use of video games in education. After the exposition of video games in education, there is a brief discussion about approaches to introducing games into formal
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education. Finally, some problems and challenges around using virtual games in an educational context.

Gros (2004) was a pioneer in the Game-Based Learning Process in Spain. There were just a few references about virtual games and their use in education, but in her book called “Pantallas, juegos y alfabetización digital” she presented that the conception of virtual games into the teaching field was negative and it was playing an important role into the education domain. Also, in the past two decades there was an increase in the structural aspects of the game as an influence on learning styles and skills, the integration of video games in schools to improve learning.

On the other hand, Gros (2007) mentioned that the evolution of games by Egenfeldt Nielsen (2005) where “it was identified different generations of games based on the connection between educational computer games and the progression of learning theories” (see fig. 1) where Nielsen (2005) identified different generations of games based on the connection between educational computer games and the progression of learning theories.

Figure 1

Note. Different generations of games based on the connection between educational computer games and the progression of learning theories.

At last, Gros (2007) to conclude about this article, it is pertinent to state that we have to analyze the practices and the role of the game in a specific context, taking into account 4 fundamental aspects: How the game is contextualized, the type of exercises carried out, the type of interaction between participants and the qualities of the critical and reflective elements of the game itself.

The previous study exposed served as support for the development of our study “Traditional Colombian Games in virtual and in-person education”, due to it was based on the Game-Based Learning Process, which consists of enhancing the learning through the use of games and it can be accomplished with digital or non-digital games. Since the design of the workshops used to carry out our study were based on traditional Colombian games, we distinguished numerous similarities between Gros (2007) study and ours, which gave us tools and instruments in order to develop our study and achieve the objectives proposed.

6.1.2 Teaching English to young learners through traditional games

Rusiana & Nuraeningsih (2016) developed a project called “Teaching English to Young Learners through Traditional Games”. It was drawn up with the 4th grade students in Kabupaten Kudus Indonesia. The objective of this project is knowing how effective the traditional games for learning English are for the fourth graders of SDIT Lukman Al Hakim. the authors decided to use traditional games, that way students had plenty of opportunities to interact and socialize with their mates and maintain traditional cultures as well.

Due to the short English sessions in Kabupaten Kudus Indonesia primary schools, the authors saw the need to implement a tool that would help students learn English vocabulary more
effectively. For this reason, they developed 6 sessions of thirty five minutes by teaching them by using two traditional games named Gedrik and Betengan. Before starting the research study they applied a test, thus it was possible to show a significant difference in the vocabulary acquired by the students in the traditional classes and in the classes where the traditional games were used to teach English.

As a conclusion in the study, they found the use of traditional games in the English class as an effective tool for teaching the foreign language although, it should be considered the type of game, the number of students and the skills that will be working on the implementation of the game to get better results.

The study mentioned above provided us with useful information about how games are a convenient instrument in order to teach a foreign language, and more specifically, English. Taking into account that it refers to traditional games distinctively, we acquired helpful tools to design the workshops that we implemented when carrying out this study and it helped us to accomplish our objectives.

6.1.3 Board games to foster Colombian cultural awareness inside the EFL classroom.

At national level, Martinez Mendez Luis Carlos (2017) developed the project called “Board games to foster Colombian cultural awareness inside the EFL classroom”. It was implemented in a high school called Pio XII, with ninth graders in Guatavita, Cundinamarca. The author found out that Colombian culture was not a common element during the development of English classes, instead, several foreign cultures were present during these; so the main objective of his project was to analyze how board games could enhance this lack of cultural awareness about Colombian culture.
The author implemented six (6) board games (Pictionary, Domino, Snakes and Ladders, Cranium, Who I am, and Monopoly) that were adapted from their original in order to promote cultural aspects like, touristic places in Colombia, Celebrations in Colombia, Colombian myths and Legends, Colombian traditions, historical Colombian characters, and Colombian nature.

Martinez (2017) used a data analysis approach, where two categories arose. The first one was called “Using the game as a means to gather culture and English language”, here he expressed that “through the use of the game the researcher was joining both Colombian culture and English as a foreign language in the class”. And the second category, called “Joining fun with cultural content”, in which the author said that “The use of board games allowed them to enjoy the process and it gave them an opportunity to learn on their own, the board games provide them with a new environment and erase the obligation of learning a topic”.

In other words, Martinez (2017) proved how board games give students the experience of learning something new for fun, and not because they have to. He concluded that this tool of using adapted board games allows students to discover more about their own culture, to have fun and at the same time, to learn English.

The previous study supported one of the components of ours entitled “Traditional colombian games in virtual and in-person education” which is related to Colombian culture. It gave us valuable information and we based some ideas of our study bearing in mind what Martinez (2017) proposed. The previously stated contributed to foster the cultural identity of the students while having fun and learning at the same time.
6.1.4 Enhancing speaking through board games in an EFL classroom

Another contribution at national level was the project of Linares (2018) who was named “Enhancing speaking through board and table games in an EFL classroom”. It was developed with tenth graders in a public school located in Bosa Bogotá, Colombia.

The author noticed how English classes were committed mostly to textbooks, and how this was turning into an obstacle for students to enjoy their learning process. Also, students were very silent because they felt anxious when they had to speak English, and others would rather speak in their mother tongue but not participate in the oral activities. After analyzing some surveys, Linares realized that her students liked English but they did not feel comfortable speaking in the foreign language.

As a consequence of this, the author decided to search materials to enhance their students’ speaking, and this is how she came up with the creation and adaptation of board and table games. She concluded that this material supports the students’ learning process, motivates them to participate and interact with their classmates, and improves their speaking skill.

Taking into account that the author, Linares (2018) proposed the adaptation of board games in order to enhance the students’ speaking, this study provided us instruments and tools in order to better design and implement our workshops, so we can fulfill the objective of enhancing the Communicative Competence of the students by adapting traditional Colombian games.

6.1.5 Gamification in e-learning: game factors to strengthen specific English pronunciation features in undergraduate students at UPTC Sogamoso

At local level, Pérez (2022) developed the study entitled “Gamification in e-learning: game factors to strengthen specific English pronunciation features in undergraduate students at
Traditional Colombian games in virtual and in-person education

UPTC Sogamoso” which was addressed to thirty (30) students from different programs such as engineering, management, etc., of the UPTC in Sogamoso, Boyacá, Colombia.

The author aimed to analyze the gaming factors in English as a Foreign Language (EFL) mediation to strengthen the specific features of students’ pronunciation through the use of gamification which, according to Pérez (2022), is defined as “a relatively new term that often denotes the use of game components in situations unrelated to the game itself to create enjoyable, fun, and motivating learning experiences for students”. (p. 11)

Pérez (2022) concluded that using games is a good methodology to motivate and learn. It is effective as long as it encourages the students to progress through the learning content or to influence their behavior and actions. Each game impacted participants’ cognitive, emotional, and social areas because it helps to work mainly with the concepts of success and failure. Additionally, she stated that the appropriate use of technology is a great tool in language teaching because it plays an interesting role in the creativity of any teacher as a mediator of competencies and skills in students to incorporate their knowledge.

The previous study mentioned two fundamental aspects of ours which are technology and games. It helped us to develop our study and to design the workshops by implementing both components, and in this way, fulfill the goal of designing the workshops to implement them in a virtual and in-person context.

6.2 Theoretical Constructs

The following are the main theoretical constructs, which supported and gave value to the work to be developed. Considering that the principal objective of this study is to describe to what extent traditional Colombian games contributed to the enhancement of the Communicative Competence in EFL fifth graders in virtual and in-person settings at a public school in Tunja,
Boyacá, Colombia, in this regard the constructs were: teaching and learning process, traditional games, material development, communicative competence, didactics, motivation and virtual education of EFL.

6.2.1 Teaching and learning process

The English language has become a language of universal use that we should all know because in the different areas that we perform professionally, we will most certainly need English at some point. One of the main obstacles of learning and teaching English is the little interest shown by some students in learning a second language. Akbari (2015), in the scientific article "Current challenges in teaching / learning English for EFL learners: The case of junior high school and high school" shows how "The main obstacle for learning English is that there is no environment that makes them familiar with the original language. In other words, there is no active role for English outside the classroom. " (Zahra, 2015, p. 395).

Additionally, the way in which a teacher imparts knowledge to his students is the main part of the whole process since the student must be motivated to make it easier for him to learn a second language and thus be able to interact better with a second language.

Moreover, the problem with teachers is complex since English is usually taught in a way where the student is not motivated to continue learning because he only limits himself to teaching English to complete an exam but the grammatical rules that he should have are not taught in depth. According to Khaniya (1990, cited in Ghorbani, 2009), “A large number of teachers help students cope with examinations in order to preserve their reputation as good teachers” (p. 51).

The processes of teaching and learning the English language must have a relationship between teacher and student, in such a way that both parties feel satisfied with the work done,
feel a mutual trust that can help take the teaching-learning relationship to a next level. The previous idea shows an objective that is reachable when implementing traditional Colombian games in the EFL classes, as Baradaran et. al. (2018), affirm, “Play is a set of physical or mental activities, which can bring players happiness and enjoyment and strengthen their interpersonal relationships”. (p. 1)

6.2.2 EFL in Colombia

This construct provided valuable information in order to understand how the EFL in Colombia has been addressed throughout the last years.

Moncada (2007) shows the need to incorporate new proposals based on post-methodological concepts, evaluation of locally generated knowledge and collaborative work between legislators and national academics to develop development plans focused on the social context. It is argued that the Colombia Bilingual model does not meet the needs of teachers and it is necessary to develop new programs for teachers, since those established at that time do not meet the educational needs.

Pineda and Frodden (2008) exposed the experience of a beginning English teacher who participated in a participatory action research project for students in a bilingual school in Colombia that recently introduced a thematic approach. The purpose of the research is through action research to establish a collaborative dialogue with colleagues and researchers to understand and transform teaching methods and ultimately improve the quality of the teaching-learning process in an autonomous way.

Le Gal (2019), states that in 2006, the Colombian Ministry of Education, in collaboration with the British Council, instituted the “Basic Standards of Competence in Foreign Languages: English” (Estándares Básicos en Competencias en Lenguas Extranjeras: Inglés) and these new
linguistic standards determined that by 2019, teachers of primary and secondary education should possess a B2 English level while students should leave colegios with a B1 competence (p. 3).

López et. al. (2021), in their article “TEACHING AND LEARNING UNDER THE MINISTRY OF EDUCATION POLICIES IN COLOMBIA: VOICES FROM THE CLASSROOM” explain how the implementation of the program “Colombia bilingüe” has been carried out. They explain that three initiatives were implemented. The first one was the Program of Foreign Natives Educators (Programa de Formadores Nativos Extranjeros (FNE)) where English speaking natives were invited from different English speaking countries to the public institutions in order to interact with the students and co-teach with the Colombian teachers. Second, incentive programs in national and international immersions in La Tebaida (Colombia), The United States of America, India, and the United Kingdom. And finally, the third initiative was the professional development to provide the educators the abilities to implement the CSI whose acronym is in Spanish and means “Currículo Sugerido de Inglés” (Suggested curriculum of English) and the BLR “Basic Learning Rights” in their lesson plans, and additionally, the use of materials provided by the Ministry of Education. (p. 5-6).

The aforementioned information contributed to the better understanding of how EFL is addressed in Colombia, and in this way, we as pre-service teachers-researchers could develop our study making sure that we provide useful material that covers the necessities of the students and following what the Ministry of Education suggests in terms of content, such us vocabulary, acts of speech, grammar, socio-cultural content, etc.
6.2.3 Traditional games

The use of traditional and new games in teaching English is a powerful tool for student/teacher interaction, if you use the right games at the right time it can serve to catch the learner's attention, at that point the learning process becomes easier and more effective, and the transmitted knowledge will be a significant knowledge, as it will not only be for the development of the class, but will be applied in a real context where the student learns for life.

Ersöz (2000) explains in a research study "Internet TESL Journalin" how teaching and learning English can be frustrating, but knowing how to choose the right tools that can interact in an unimaginable way. Games can serve as a rest for the student and the teacher but at the same time learning and interacting with other classmates during the development of the English class.

According to Wright et. al. (1984) games encourage learners to direct their energy towards language learning by providing them with meaningful contexts. The use of games for teaching and learning English has been proven by the Turkish Education Ministry showing that children in grades 4, 5, and 6 because for them "should be a fundamental part of primary school education because they are motivating, contextualizing, and natural activities that make learning meaningful." (Sadıoğlu, 2009, p. 756).

Rusiana and Nuraeningsih (2016) exposed the purposes of using traditional games in an EFL classroom, which are: to get amusement, spending spare time, and to be sociable. Those characteristics provide an appropriate and safe environment for developing an amazing English class. (p. 195-196). According to the previous idea, it is evident that traditional games not only provide fun for the students, but also, they create an appropriate environment to learn and foster their social skills.
The traditional Colombian games that were developed in the present study through workshops were: Bingo Bailable/Dancing Bingo, Juguemos en el bosque/Let’s play in the forest, stop, Saltar lazo/jumping rope, Ritmo/Rhythm, Simón dice/Simon says.

To conclude, the use of traditional games in English class provides a versatility that allows teaching countless expressions and vocabulary that strengthens the oral expression in students also, the knowledge transmitted to students is a significant knowledge that learners can use in real school contexts and at the same time its linked to traditional topics which reinforces the cultural identity component while they play and learn. In the words of Baradaran et. al. (2018), traditional games are a part of students’ lives, and they provide them with learning opportunities. Playing promotes children’s sensory, motor, and verbal abilities and helps them to learn about their surroundings. Besides, playing allows children to gain experience in establishing interpersonal interactions and relationships.

6.2.4 Material development

Taking into consideration that we as pre-service teachers-researchers designed seven (7) workshops in order to enhance the Communicative Competence of fifth graders, it is pertinent to define what material development is and how it provided us with instruments to design the workshops.

Tomlinson (2012) states that, “materials development is both a field of study and a practical undertaking. As a field it studies the principles and procedures of the design, implementation and evaluation of language teaching materials”. (p. 2). Bearing in mind the previous idea, it is important to design workshops where the students are led to have language learning experiences.
Supporting the aforementioned, Tomlinson (2012) defines a practical undertaking as anything which is done by writers, teachers or learners to provide sources of language input, to exploit those sources in ways which maximize the likelihood of intake and to stimulate purposeful output: in other words the supplying of information about and/or experience of the language in ways designed to promote language learning. (p. 2).

Additionally, the importance of creating materials is exposed by Ramos and Aguirre (2014) where they state that materials devised by English teachers tend to stimulate students’ learning process because they introduce changes and new ideas, they invite students to take part in demanding learning activities, and they attract students’ attention. Second, teachers who develop materials improve their teaching insights, practices and procedures whilst they are being active agents of change. As a result, materials development can be considered a field of study that seems to be beneficial for both learners and teachers. (p. 136-137).

Considering what the authors mention above, materials development provides the opportunity for both students and educators to benefit from the creation of these materials. Besides the aforementioned advantages which are introducing new ideas, attracting students’ attention, etc. Ramos and Aguirre (2014) state that it also “contributes to the connection between innovation and research, the possibility to work towards a more inclusive environment for education and the opportunity to close the gap between home and school”. (p. 137)

Taking into account the information aforementioned, material development is a helpful tool that contributed to the creation of the workshops implemented in our study entitled: “Traditional Colombian games in virtual and in-person education”, bearing in mind that we attempted to cover both contexts, virtual and in-person, and to adapt these games to the needs of the population that we worked with, such as level of language, etc.
6.2.5 Communicative Competence

Since Communicative Competence is the main concept of this study, it is pertinent to define it. This lets us understand what it is, so we could provide tools in order to enhance it.

According to Armostis (2013), this is a term coined by Dell Hymes in 1996 in reaction to Noam Chomsky’s notion of “linguistic competence” in 1965. Nordquist (2019) defines Communicative Competence as a term that refers to the implicit knowledge of a language and the ability to use it effectively. The communicative competence is divided into four communicative areas: Linguistic, Strategic, Socio-linguistic and Discourse. The table below shows how each of these areas contributes to communicative competence.

**Figure 2**

*Contribution of communicative areas to communicative competence.*

<table>
<thead>
<tr>
<th>Linguistic</th>
<th>Strategic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding and using:</td>
<td>Using techniques to:</td>
</tr>
<tr>
<td>vocabulary</td>
<td>- overcome language gaps</td>
</tr>
<tr>
<td>language conventions (grammar, punctuation, and spelling)</td>
<td>- plan and assess the effectiveness of communication</td>
</tr>
<tr>
<td>syntax (e.g., sentence structure)</td>
<td>- achieve conversational fluency</td>
</tr>
<tr>
<td></td>
<td>- modify text for audience and purpose</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Socio-linguistic</th>
<th>Discourse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having awareness of:</td>
<td>Understanding how ideas are connected through:</td>
</tr>
<tr>
<td>social roles of language (e.g., formality, politeness, deixis)</td>
<td>- patterns of organization</td>
</tr>
<tr>
<td>nonverbal behaviors</td>
<td>- cohesive and transitional devices</td>
</tr>
<tr>
<td>cultural references (e.g., idioms, expressions, background knowledge)</td>
<td></td>
</tr>
</tbody>
</table>

**Note.** It represents the definition and the four components of communicative competence. Canale (1983)

Canale (1983) defined these four components as:
**Linguistic Competence:** It embodies the theoretical aspects of language, in other words, the knowledge of language coined by Chomsky in 1965. As can be remembered, the term grammatical competence was also premeditated with the ‘Language Acquisition Device’ (L.A.D.), a black box, an instinctive mental capacity which enables the infant to acquire and produce language in a rule-governed fashion, the linguistic competence. (p. 27).

The next component defined by Canale (1983) is the **Sociolinguistic Competence** which “is concerned with human interaction in natural contexts; the utterances, as they are produced and meant in various sociocultural contexts. Sociolinguistic competence is quite important since it is genuine for real communication.” (p. 27).

The next component described in Canale’s study is the **Discourse Competence** which “embodies the skills and capabilities to produce language at sentence and text level by meeting the standards of cohesion and coherence.” (p. 27).

Finally, Canale (1983) defines the fourth component which is the **Strategic Competence** that incorporates the strategies of non-verbal and verbal communication in order to avoid communication breakdowns. In other words, the strategic competence sustains communication through strategies to provide efficiency, effectiveness and fluency.” (p. 27).

Since the linguistic component involves the understanding and use of the vocabulary, grammar, spelling, etc., we as pre-service teachers-researchers designed the seven (7) workshops making sure that the content provided enables the students in order to acquire and produce language. In order to illustrate the previously mentioned, in the appendices 4 and 5 it can be found two of the workshops designed by the researchers. It evidences the vocabulary, grammar
and act of speech chosen which accomplishes with the incorporation of this first component of the Communicative Competence.

Taking into account that the sociolinguistic component is crucial when developing the Communicative Competence, the workshops designed by the pre-service teachers guarantee the use of the foreign language in natural and sociocultural contexts. We implemented games as a means for the students to put into practice the previously acquired knowledge of the target language. Additionally, the cultural references that these games have, facilitate the process of implementing the workshops and the success of it. It can be exemplified in the workshops #3 and #4 (appendices 4 and 5).

The discourse competence was essential for us in order to design the workshops. We guaranteed that the knowledge acquired by the participants of this study had cohesion and coherence so they could accurately use the language. In the case of the workshops in the appendices 4 and 5, the structure of the game allows the students to practice the act of speech proposed, the vocabulary and the grammar frequently without being monotonous, and providing them the opportunity to do it in a natural and authentic school context.

Taking into account the fourth component, which is the strategic, the workshops designed by the pre-service teachers-researchers based on traditional Colombian games provided the participants with tools to avoid language gaps. The versatility of these games allows us to adapt the topics to the age and level of language needed, which offers tools for the students in order to overcome the communication breakdowns. In the case of the workshop “Stop” (see appendix 5), it can be added more categories in the board, more complex vocabulary, different acts of speech, etc.
According to Salazar (2015), Communicative Competence is important because it enables students to acquire knowledge in different disciplines and to develop human beings into social, intellectual, and civic beings that benefit society. Through the adaptation of traditional Colombian games to teach EFL, these four components were developed, for instance; the **linguistic** element was included when choosing the topics to be taught (vocabulary, grammar, etc.); the **strategic** which was evidenced when adapting the games to the specific needs of the population chosen, the cultural references included in the **socio-linguistic** component are incorporated the moment when traditional Colombian games were implemented, as well, these games were usually played in groups, so the students had to manage the language in order to respect the social rules and the social rules of the language; and finally, the acts of speech proposed in every game satisfied with the component of the **discourse**. (para. 25).

### 6.2.6 Didactics

It is necessary that a foreign language teacher possess the didactic knowledge that allows him to exercise the teaching in a favorable way in the classroom, where didactics plays an important role because it can be art, technology, science, everything that helps the student and teacher to better understand the English language facilitating the learning process without neglecting enthusiasm, joy and effectiveness.

In the case of Finland (2007), the use of didactic materials is considered a starting point for teaching, it is a fundamental step to become a good one. Appropriate methods and strategies must be used according to the context that surrounds you in order to teach the English language interactively and that all students feel familiar with the language, innovate with new technologies. The same education contributes to the strategies in which the teacher's diary is
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carried out, there are many, but these vary depending on the pedagogical approach that the teacher wants to implement.

In line with Harjanne and Tella (2007), Didactics consists of teaching, studying and learning since it is the one science that is unified. It is expected in didactics to be more focused on the way that a teacher can teach and make the students learn, than how the students learn. To be more interested in the strategies used by the teachers to guarantee the students a meaningful learning of the foreign language, less than the neurological process of learning of the learners.

On the other hand, it is known that learning a foreign language can be learned directly through teaching, because as you teach you learn from your students it is a form of mutual learning/teaching process.

The use of didactic material in the classroom for the teaching of English can come from different areas, other subjects, practical methods can be adopted that serve as a connection between teacher and student. Since games have the characteristic of being very versatile, because they allow us to adapt them to choose almost any kind of vocabulary, grammar, acts of speech, to any kind of population, levels of language and settings (virtual and in-person), they result to be a convenient tool when the purpose is teaching English as a foreign language.

6.2.7 Motivation

Svinicki and Vogler (2012) in the article “Motivation and Learning: Modern Theories” define the term motivation as the process where the learner interacts with his environment, and it is marked by selection, initiation, increase, or persistence of goal-directed behavior. Here, motivation is also defined as the quality of an individual and the result of the interaction between the individual and the situation.
Himmelsbach (2018) by comparison, explains in her article “How to motivate students: Some different approaches” that students are motivated by two factors: intrinsic and extrinsic. Intrinsic motivation is when the students are genuinely motivated by themselves and feel the relevance of that learning for their lives, while extrinsic motivation is generated by external factors like parental expectations, grades and future earning potential.

The author explains the pros and cons of both factors as well. While intrinsically motivated learners are self-motivated, and this allows them to master the subject more easily, it is more difficult for teachers to foster and reach this level of motivation. This is due to the fact that teachers are required to do an individual study of each student, so they get to know what their motivations, likes and interests are, in order to adjust the curriculum and reflect that.

On the other hand, extrinsically motivated learners might not work for a long period of time. According to DeLong and Winter (2001), “Once the rewards or punishments are removed, students lose their motivation.” (p. 168). But it is easier for instructors to motivate extrinsic students, because learners’ interests might be related to getting into a field of study or keeping a scholarship.

As a conclusion, it is of vital relevance to bear in mind this theory due to it provided very interesting information that guided and supported this study. It is important to recognize and differentiate the kinds of motivation in order to accomplish the objectives proposed, because as stated before, the process of motivation is key to guarantee a good quality of the learners and the result of their interaction with the situation.

It is also important to highlight how the pre-service teachers-researchers designed the seven (7) workshops based on the answers of the interviews applied to the students and educators at the beginning of the study. Taking into consideration their responses, we intended to motivate the students extrinsically because they expressed their interest and love for games. We perceived
and evidenced that traditional games are a tool that help working with broader groups boosting their motivation.

6.2.8 Virtual education

Since the lockdown due to the Covid-19 pandemic started back in March, 2020, education was forced to become virtual. This is why virtual education literacy was one of the most important constructs for the development of this study. According to Racheva (2017), Virtual learning is a learning experience that is enhanced through utilizing computers and/or the internet both outside and inside the facilities of the educational organization. The instruction most commonly takes place in an online environment. The teaching activities are carried out online whereby the teacher and learners are physically separated (in terms of place, time, or both). (para. 2).

The sudden change from a classroom to a computer at home was not an easy task for many teachers and learners. Klawitter (2022) mentions five challenges that students face when learning online, these are: Distractions everywhere, Staying Motivated, Technical Issues, Students Being Left Behind, and Diminished Social Aspects. (para. 4-22). Best (2020) names five challenges as well but this time, faced by the teachers, they are: Isolation, Lack of motivation in online learners, Technical difficulties with online teaching tools, Time-consuming resources, and Setting and forgetting online learning activities. (para. 4-21).

Bearing in mind the aforementioned, it is not only important, but also necessary to search for alternatives that make students feel more motivated while they are learning virtually. It is crucial to take into account this construct in order to develop this proposal, because it not only clarifies what virtual education is about and how it works, but also, it gives us the main challenges of it, and we can perceive the needs that arise from this modality. Taking into account
the previously stated, we can contribute to the overcoming of those difficulties that virtual education brings with itself.

The theory that supported this study was presented above, in the coming chapter the reader will find the research design which includes: The type of research, research line, setting, population and data collection instruments used along this study.
7. Research Design

Concerning the description of this research study, this chapter introduces pertinent information about some aspects taken into account when applying this study, such as type of research, research line, instruments, population and setting.

7.1 Type of Research

Considering the intention of ameliorating a situation by enhancing the Communicative Competence of fifth graders at a public school in Tunja, this research study is based on action research, which according to Clark et al. (2020) refers to a “process for improving educational practice. Its methods involve action, evaluation, and reflection. It is a process to gather evidence to implement change in practices” (p.8).

Taking into account that this process allowed the pre-service teachers-researchers to be part of the context of the study, as well as the selected population to have a participatory role; which let both, researchers and population, to implement traditional Colombian games as a strategy that may enhance the Communicative Competence, by taking action on the implied context and observe results that the implementation of such strategy provokes.


This type of research is the process of thinking about a given problem, where the goal is to improve practice. The researcher completes a four-step study. First of all, we must define the problem to be dealt with, and second, we must determine an action plan, then initiate an assessment to verify and establish the effectiveness of the process. Finally, we reflect on the process. In addition, data analysis is performed, and then the data is communicated. Research action is a self-reflective scientific study that is carried out by professionals to improve practice. (p. 25).
We chose this kind of research because the objective of this study was to provide tools that contribute to the solution of a problem found in most public schools which was the lack of development of the Communicative Competence of the students. It aimed to strengthen the Communicative Competence in English as a foreign language at a public school in Tunja. And besides, this type of research provides the right steps to achieve the proposed goal, which are, according to Glanz (1999): Selecting a Focus, Collecting Data, Analyzing and Interpreting Data, and taking action.

Bearing in mind the previous information, this study selected a focus which was the analysis of fifth graders' level of language related to the Communicative Competence at a public school located in Tunja, Boyacá. To do so, the researchers first identified the problem, then wondered the questions regarding that problem and finally, aimed at searching for ways to contribute to the solution of the problem.

In the data collection step, the researchers used three instruments in order to collect data such as video-recordings, semi-structured interviews and a field journal. All the data was collected after implementing every workshop and once the researchers had all the information, it was selected and organized in some categories stated by the researchers.

During the taking action stage, the researchers applied a series of workshops based on traditional Colombian games where the students had the opportunity to enhance their Communicative Competence and they were able to use language effectively in an authentic school environment.

Finally, in the data analysis and interpretation stage, the information was analyzed based on the grounded theory. The researchers established common patterns in order to make the
analysis of the data and then, find common themes and then classify them in three categories in order to answer the research question.

Based on the previous information, we evidenced that this research study was really based on action research, because it followed all the four steps that this research has and aimed to generate changes with the target context by looking for strategies to solve the problem.

7.2 Research Line

The design and implementation of workshops was the means used in order to provide some knowledge to the research population, it was the strategy to achieve the objectives proposed and to answer the research question. The previously stated allow us to say that based on the three research lines of the Languages School of Universidad Pedagógica y Tecnológica de Colombia, this study belongs to the research line of Pedagogy and Didactics of Foreign Languages, besides, the role played by the students and the teacher in the classroom can characterize this study within the Pedagogy and Didactics research line.

7.3 Setting

The context where this study took place was a public school in Tunja, Boyacá where we can find students from different social strata. This setting was selected due to the results obtained from the interviews applied, where we evidenced that the development of the Communicative Competence was very low mainly in public schools. The consent letter is found in the appendices section 3.

7.4 Population

The population selected for this study is composed of 33 fifth graders from a public school in Tunja. This group was formed by eighteen (18) female and fifteen (15) male students, with an age average over between ten (10) and thirteen (13) years old. This population was
characterized because their Communicative Competence was not a priority, the pandemic influenced this and limited the verbal interaction of the students, so they were not using the language in an authentic school environment. The previous idea became the main motivation for us, the pre-service teachers-researchers, to develop this study, with the purpose of finding how the implementation of traditional Colombian games influenced the students’ Communicative Competence in virtual and in-person settings.

Therefore, three data collection instruments selected by the teacher-researchers in order to gather the information and the theory supporting the use of each one of them will be stated.

7.5 Data Collection Instruments

In order to gather the necessary data to answer the research question and validate the results of this study, three different instruments such as field journal, semi-structured interviews and video-recordings were used.

These instruments were chosen because they allowed the researchers to make an analysis and interpretation of the data collected based on the progress of the students regarding the development of their Communicative Competence, all this with the help of the games applied in the English class. Also, how the students reacted and how their motivation was influenced when applying these workshops. Following, the researchers discuss these data collection methods in depth.

7.5.1 Field journal

On the first place, the researchers chose the field journal as one of the data collection methods since this process allowed them to write down the most meaningful ideas and observations when implementing the workshops, in order to analyze the most relevant aspects
related to the enhancement of the Communicative Competence during the English class from the beginning until the end of the research process.

Notes taken by the pre-service teachers-researchers were based on their observation during the development of each of the workshops and a general conclusion was written at the end of the application, considering the most relevant aspects. In addition, the different scenarios where students used the foreign language in a real school context, and not only inside but also outside the classroom, were taken into account. According to Mack et al. (2011)

Observation data consists of field notes recorded in field notebooks. These data are records of what you experienced, what you learned through interaction with other people, and what you observed. Field notes should include an account of events, how people behaved and reacted, what was said in conversation, where people were positioned in relationship to one another, their comings and goings, physical gestures, your subjective responses to what you observed, and all other details and observations necessary to make the story of the participant observation experience complete. (p. 35).

In accordance with the above statement, the field journal was a key method in recording every detail of the application of the pedagogical procedure of this study. As the researchers implemented and guided the workshops, they took note of the most outstanding aspects they could perceive of this process; the comments of the students, their attitudes, their motivation and difficulties in the development of the workshops, using key concepts and short ideas, were recorded in a field diary. Then, keeping in mind that "data collectors need to expand their notes into rich descriptions of what they have observed. This involves transforming their raw notes into a narrative and elaborating on their initial observations, a task most conveniently
accomplished using a computer." (Mack et al, 2011, p. 24), they expanded their notes to organize and supplement the information they obtained while conducting the workshops.

Finally, the use of the field journal as a method of data collection allowed the researchers to gather important information about fifth graders' perspectives and ideas about improving Communicative Competence. In addition, they were able to become aware of the students' attitudes during the development of each workshop and the limitations they had when trying to express themselves in English. During this process, the researchers wrote 7 field notes based on each of the workshops and some other observations they made throughout this process even outside the classroom where it was evident how the students began to use the expressions learned in class during their free time.

7.5.2 Semi-structured interviews

The second instrument chosen by the researchers in order to collect data was Semi-structured interviews. This instrument was selected because it allowed us to know the opinion of the students based on their own experience when developing the workshops. Besides, it gave us authentic perceptions since they spoke and / or wrote using their own words. According to Harrell and Bradley (2009),

In semi-structured interviewing, a guide is used, with questions and topics that must be covered. The interviewer has some discretion about the order in which questions are asked, but the questions are standardized, and probes may be provided to ensure that the researcher covers the correct material. This kind of interview collects detailed information in a style that is somewhat conversational. Semi-structured interviews are
often used when the researcher wants to delve deeply into a topic and to thoroughly understand the answers provided. (p. 27).

According to the previous concept, at the end of the implementation of every workshop, the researchers applied a short semi-structured interview to five (5) students chosen randomly, who were the sample population of this study. This process provided us with recordings that served us towards the process of data analysis. Additionally, during this process, the questions of the semi-structured interview asked questions related to how they felt in the class, how much they enjoyed it, what was their favorite part of the class and if they had a significant learning experience, among others.

In the words of George (2022) “Semi-structured interviews are often considered “the best of both worlds.” Combining elements of structured and unstructured interviews gives semi-structured interviews the advantages of both: comparable, reliable data, and the flexibility to ask follow-up questions. (para. 8). The implementation of this semi-structured interview allowed the researchers to perceive new data that they did not notice before when applying the workshops. This information was related with students’ personal experience in relation to traditional Colombian games and how they influenced them.

The use of semi-structured interviews in order to collect data for this study was very enriching for analyzing the data, bearing in mind that this process collected information about how the students felt and if they had a significant learning process when playing traditional Colombian games in English. Finally, this method led the researchers to find an answer to the main research question of this research.
7.5.3 Video recordings

The last data collection instrument chosen by the researchers was video recordings. Since the main purpose of this study is to enhance the Communicative Competence of the students and to find out how traditional Colombian games contribute to this enhancement, this instrument gave us the opportunity to follow the progress of the students and also, to evaluate to what extent these games accomplish the objectives. Additionally, thanks to the digital era we live in, it is easy to have access to devices in order to record a video, which facilitated the process of acquiring data through this instrument. All the stages of the workshops were recorded and saved in our mobile phones, so we could watch them and analyze them anytime it was needed.

These instruments arose from the development of seven (7) workshops based on traditional Colombian games. Andrews and Haythornthwaite (2007) exposed that video recordings give us “denser linguistic information” as it captures the nuances of every spoken word (as it was quoted in Molina, 2019). According to the previous idea, video-recording is a very useful instrument because it allows us to analyze the information more than once and we as researchers have the opportunity to find significant details that we usually do not see at first sight or that we ignore when applying the workshops.

The aspects that we observed through the video-recordings are related to the use of the foreign language by the students, the progress and evolution that the students had corresponding to their level of language. Moreover, the video-recordings showed if they were understanding the dynamics of the games and evidenced the high level of motivation that they had when implementing the workshops, always taking into account the enhancement of their Communicative Competence. Additionally, they allow us to analyze if the implementation of the
workshops were successful, how satisfactory it was for the learners; as well the difficulties and challenges that we had to face.

Finally, video-recording as an instrument for collecting data was also a means for the participants to show their knowledge, skills and abilities based on their learning process and thanks to the digital era we live in and the easy access we have to devices with cameras, etc., this kind of data was much easier to collect.

The research design was previously presented. The following chapter intends to introduce the instructional design of this study that includes: the instructional design questions and objectives (general and specific), roles played by the participants of this study, and the workshops’ implementation procedure.
This chapter aims to illustrate the methodological components that were taken into account in order to develop this research. Bearing in mind that the strategy used to achieve the different objectives of this study was the implementation of seven (7) workshops based on traditional Colombian games, some aspects surrounding this tool must be discussed.

Moreover, in this chapter, readers will find the instructional design questions, objectives, roles and the pedagogical procedures.

8.1 Instructional Design Questions

How does the implementation of workshops based on traditional Colombian games enhance the Communicative Competence of the students of fifth grade at a public school in Tunja?

How do workshops based on traditional Colombian games motivate the students to use the foreign language in authentic school contexts?

8.2 Instructional Design Objectives

8.2.1 General objective

To promote an authentic school environment where the students develop their Communicative Competence through the implementation of workshops based on traditional Colombian games, in both, virtual and in-person settings.
8.2.2 Specific objectives

To design seven (7) workshops based on traditional Colombian games in order to determine how much they develop the Communicative Competence of fifth graders at a public school in Tunja.

To explore and elicit data from the application of seven (7) workshops to develop the Communicative Competence of fifth graders in a public school in Tunja.

8.3 Roles in the Instructional Design

8.3.1 Student's role

The role played by the students during the development of this study was to be active agents and participants in every workshop where they participated and interacted. Throughout the development of this research study, and the application of each of the traditional Colombian games in English, the students had to be attentive to the directions and follow the rules of each of these games. In addition, they were urged to use the foreign language in an authentic school environment, and express their perception about their experience being part of this study, every time one of the workshops was applied. Finally, they had the possibility to choose the next game that we would play.

8.3.2 Teachers’ role

Our role as pre-service teachers-researchers was mainly the one of guides and facilitators. The first job we had was the one of designing the seven (7) workshops in a way that we guarantee the students to have fun and learn at the same time, making sure that they are
developing their Communicative Competence by providing them the opportunity to use the language in authentic school contexts, without actually realizing about this process. Then, we did strengthen work in order to corroborate the knowledge of the students, so they could actively participate in the games and then, we applied those workshops to the students, making sure that they understood and followed the rules. Finally, we assessed the implementation of the workshops and the performance of the students based on a formative evaluation.

8.3.3 Parents’ role

The parents played a role when the workshops were applied in virtuality. They are usually sitting next to the students supervising their children's performance and making sure that they are paying attention to the teacher, but in this case, they were part of the class as well. Since we worked with traditional Colombian games, the parents were already familiarized with the rules and the mechanics of the games, so they helped their children to understand them and they were motivated to play them too. The previously mentioned idea contributed to the betterment of the relationship between parents and their children, ameliorating the lack of social contact that virtuality brings and also, it contributed to the learning of the foreign language by the parents.

8.3.4 The workshops’ role

It was the one to serve as a means for the students to use the language in real school contexts, also, to provide the pre-service teachers researchers with tools in order to foster their motivation in the English as a Foreign Language class and to enhance the students’ Communicative Competence. Each one of the workshops arose from traditional Colombian games that allow it to be versatile and adaptable to different topics, lexical contents, level of language, virtuality and in-person classes. Every workshop presented: The name of the game,
socio-cultural content, objectives, the game’s rules, the material. Also, the development process was divided into four categories (subject, act of speech, vocabulary and grammar) and finally the methodology that consists of the presentation, mechanization and assessment. See appendices 4 and 5.

8.4 Workshops Implementation Procedure

As previously stated, this research was based on the application of seven (7) workshops created by the researchers, as a strategy to identify some aspects regarding 5th graders’ Communicative Competence. Based on Richards and Farrell (2005) “a workshop is an intensive short-term activity that is designed to provide an opportunity to acquire specific knowledge and skills”. (p. 23). For this reason, the researchers adopted this strategy so they provide the students different activities/games that allow them to enhance their Communicative Competence and use the language in authentic school environments.

Bearing in mind that the design of the workshops was crucial for the well application of this study and in order to get favorable results, we carefully took into account several aspects that helped the researchers to create successful workshops. The aspects taken into account to propose these games were: The level of language of the students to choose the topic, then the vocabulary, the grammar and the acts of speech. Also, the researchers carefully chose the games so they were appropriate for teaching those thematics, taking into account the four components of the Communicative Competence which are: Linguistic, Strategic, Socio-linguistic and Discourse. Besides this, it was very important to select games that could be adapted to a virtual environment and in-person classes, so in this way, we are one step forward and we are ready for any situation similar to the one experienced with the pandemic.
Additionally, the structure of every workshop consists of a socio-cultural content, objectives, justification, the game rules, the material that was going to be used, the topic that was going to be taught, the act of speech, the vocabulary, the grammar and the methodology that was divided in three parts: presentation, mechanization and assessment. Moreover, we proceed to explain one of the workshops applied:

The workshop to be explained is the number 4 and the game’s name is “STOP”. The topic that the designers of the workshop chose was colors, fruits and vegetables; but it is important to highlight that the versatility of this design allows teachers to choose the vocabulary that they consider necessary for the classes. The objective of this workshop was: “To ask questions and answer them in simple present tense by using colors, fruits and vegetables vocabulary”. Then, rules were introduced as follows:

- **If the workshop is going to be applied virtually, the board will be emailed to the students so they can print it at home or draw it themselves following the example (appendix 5).**
- **If it is going to be applied in-person, it will be printed by the teacher and given to the students in the classroom.**
- **We will use the roulette wheel in order to choose a letter.**
- **The students will have two (2) minutes to complete the chart.**

  **Variation:** They can work in pairs if wanted or necessary.

- **Once the first student completes it, s/he will shout STOP and they all will have to stop writing, then pick up and show their boards to make sure everyone stopped filling up the blanks.**
- **We will start sharing what they wrote by using the act of speech proposed:** “What do you have in..? and I have…”
After sharing the results, we will start with another letter and so on.

After that, we presented the material needed in order to develop this workshop, in this case, the materials were: “Boards previously designed by the teacher, Roulette wheel, Pencils, and a Chronometer”. We continued presenting the vocabulary, which was already mentioned “colors, fruits and vegetables”, then the act of speech: “What do you have..? I have... E.g. What do you have in COLOR? I have BLUE.” and then, the grammar which in this case was: “Wh/question: “WHAT” and verb: “TO HAVE” in simple present tense. (Affirmative and interrogative questions”

The last part of the workshops was divided into three parts.

First, the presentation that the researchers proposed in this way: “The students will have a board with the categories included in the game (Letter, name, last name, city/country/continent, fruits/vegetables, and color). Every board will have an example included so this can facilitate the explanation of the rules. Once they understand how they have to fill up the blanks, the teacher will explain to them the rules of the game which are mentioned above.”

Second, the mechanization: “The teacher will use the roulette wheel to choose one letter and they will write as many words as they can in two minutes. Then, we will share them, always focusing on the use of the act of speech proposed.”

Last, an assessment; in this workshop, the assessment was formative, which in the words of Gattullo (2000), it is defined as “the process that includes the effective delivery of feedback by instructors as a response to students’ accomplishments on learning tasks” (p. 279). It was determined by the application of a mini-survey at the end where the students expressed if the workshop was satisfactory for them and why.
Additionally, in order to choose the order of application of every game, the researchers gave the opportunity to the students to select what game they wanted to play next.

Table 1

Overview of Workshops

<table>
<thead>
<tr>
<th>Game n°</th>
<th>Date</th>
<th>Name</th>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>October 7th, 2021</td>
<td>Jumping rope</td>
<td>To play jumping rope while singing a nursery rhyme where the students can distinguish a set of 10 opposite words.</td>
<td>The students used a rope in pairs and a third student had to jump while everyone sang a nursery rhyme. It can be played individually as well.</td>
</tr>
<tr>
<td>2</td>
<td>October 21st, 2021</td>
<td>Nursery rhyme “Let’s play in the forest”</td>
<td>To identify and express the basic steps of a daily routine and to strengthen Colombian identity in children through typical nursery rhymes.</td>
<td>The students will make a circle holding hands, then they will go round and round while singing the known nursery rhyme “let’s play in the forest”. There will be someone in the middle who is the wolf, s/he will say the steps of a daily routine. After mentioning all the steps, the wolf will run and try to catch who will be the next wolf and so on.</td>
</tr>
<tr>
<td>3</td>
<td>November 4th, 2021</td>
<td>Dancing Bingo</td>
<td>To put into practice the already acquired knowledge of the four basic operations in mathematics that are (+, -, *, /) and apply them in the English class in a fun way.</td>
<td>The students played the Colombian variation of a Bingo which is a Dancing Bingo. In this case we used a roulette for giving the students the numbers, but they had to do a math operation (+, -, *, /) for discovering the number, then cross out the correct number that was written in letters on the board. Every 5th math operation there was a musical intervention with a Traditional Colombian song</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Game</td>
<td>Description</td>
<td>Outcome</td>
</tr>
<tr>
<td>---</td>
<td>---------------</td>
<td>--------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4</td>
<td>November 18th, 2021</td>
<td>Stop</td>
<td>To ask questions and answer them in simple present tense by using colors, fruits and vegetables vocabulary.</td>
<td>The students used the classic stop board and they filled up the blanks with different vocabulary like: Vegetables, fruits, color, etc.</td>
</tr>
<tr>
<td>5</td>
<td>February 3rd, 2022</td>
<td>Hangman</td>
<td>To strengthen the alphabet and spelling skills by using vocabulary related to professions, animals, adjectives, places in the city, and basically any kind of vocabulary. To practice some wh/questions.</td>
<td>The teacher showed the students a virtual board where they had to guess the word by saying letters. They had to know the alphabet in English and the vocabulary in order to find the hidden word.</td>
</tr>
<tr>
<td>6</td>
<td>February 17th, 2022</td>
<td>Simon says</td>
<td>Describe school supplies and classroom objects using adjectives such as: small, big, long, etc. Evaluating oral production individually.</td>
<td>The traditional &quot;Simon Says&quot; game is used to give instructions to students. This time the instructions were aimed at describing classroom objects or school supplies using adjectives.</td>
</tr>
<tr>
<td>7</td>
<td>March 3rd, 2022</td>
<td>Rhythm</td>
<td>To review and assess all the topics studied during the implementation of the workshops.</td>
<td>The students sang a famous rhyme which is: \textbf{Rhythm (clap) If you please (clap), can tell me (clap), animals… numbers, fruits, vegetables, colors… for example (clap)...}</td>
</tr>
</tbody>
</table>

Note. It represents the name of the workshops, the date of application, objectives and a short description about them.
In the next lines, you will find the data analysis process emerged from the collected data.

9. Data Analysis

This chapter displays the process of analysis of the data collected and the findings that arose from it, in order to answer the main question of this research study, which is to what extent do traditional Colombian games contribute to the enhancement of the Communicative Competence in EFL fifth graders in virtual and in-person settings at a public school in Tunja, Boyacá, Colombia? Having into account the lack of development of the Communicative Competence in most of public schools, the pre-service teachers researchers based this study on an action-research process, since “rather than dealing with the theoretical, action research allows practitioners to address those concerns that are closest to them, ones over which they can exhibit some influence and make change” (Ferrance, 2000, p.1). Thus, the idea of implementing workshops based on traditional Colombian games and that allowed the researchers to take action and find the implications of enhancing the Communicative Competence of fifth graders emerged.

The data collected came from the three instruments used during this study: video-recordings that evidenced the students’ oral production and the process of ameliorating their Communicative Competence, semi-structured interviews where the learners expressed their experience after playing the games and the field journal which the researchers wrote on based on a direct observation since the beginning of the application of the first workshop, and so on, till the end of the seventh workshop.

Once the information was collected, the pre-service teachers-researchers proceeded to begin the analysis process. But in order to make an accurate and objective analysis, we used some principles from the Grounded Theory approach because it allows the researchers to generate new perspectives based on the data collected. Additionally, it allows the arrangement of
data by coding it, which implies the selection of common aspects of the information obtained and their organization in groups that are known as categories. These categories facilitated the analysis of the information, because according to Dörnyei (2007), it provides tools so an in-depth analysis of a phenomenon can be made. In this way, the data collected have to be analyzed and interpreted deeply so the research question is answered and strategies are provided in order to help the participants of this study to enhance their Communicative Competence.

In order to explain the data analysis process of this research, it is necessary to mention the way it emerged. Initially, the idea arose from the challenges and difficulties experienced during the covid-19 pandemic and the forced development of the classes virtually. First, we applied a survey to thirteen (13) students from different ages, grades and schools (see appendix 2), and then, we applied an interview to six (6) English teachers from public, private, rural and urban schools (see appendix 1). The previously stated was in order to find out how their English classes were being developed and if they were affected by the pandemic. Additionally, to know what was their perception of the use of games, specifically traditional Colombian games in order to teach and learn English.

We as pre-service teachers realized based on the answers of those interviews and surveys, how the classes were limited to written workshops and the development of the Communicative Competence was almost null. As it is known, the oral production and comprehension is fundamental when learning a foreign language, so we came up with the idea and the desire of providing a solution to this situation that was negatively affecting the learning process of the students, mostly at public schools, using traditional Colombian games, taking into account that they all expressed how they would strongly contribute to the amelioration of the teaching-learning process.
Eventually, the restrictions of the sanitary emergency started to be removed and the educational institutions started to have in-person classes again, in this case, it was highly evidenced how around two years of studying from home and not developing activities related to the Communicative Competence had a negative impact in the students’ learning process. So, due to the previously mentioned, we noticed that it was necessary to enhance this aspect in the students, and even though this study was mainly thought for virtuality, the versatility of it allowed us to implement it in both settings, virtual and in-person.

Since the results of the applications of the surveys and interviews showed that this problematic was more notorious in public schools, the researchers chose a public school in Tunja in order to develop this research study. Once we had the population chosen, which was fifth graders, we explained to them how the development and the mechanics of the workshops was going to be, and then we applied the first workshop proposed and designed by the pre-service teachers-researchers. During the application of the workshops, the researches were doing an active direct observation that served in order to write and fill up the field journal, also, at the end of the class, after implementing the workshop, we selected randomly five (5) students, and we applied a short semi-structured interview to know how was their experience and personal thoughts about the workshop. Due to the focus of this research study is the Communicative Competence, we collected video-recordings where we evidence how the students were using the language verbally in authentic school contexts.

As soon as the information was collected, we started reading and organizing it to identify the most relevant information that we obtained during the application of the workshops. Thus, regarding the semi-structured interviews, we listened to each one very carefully and wrote down the most important and significant information that we considered useful in order to answer the
research question. In terms of the field journal, we reread it and highlighted the most significant information and related to the video-recordings, we carefully watched the video-recordings and analyzed the most remarkable information. Once we identified the useful information, we proceeded to organize it in a chart (See Appendix 7) which allowed us to identify the common patterns among the information collected through each one of those instruments, always bearing in mind the intention of answering the research question.

The next step that we followed was the one of identifying all the common themes of the three instruments: Video-recordings, semi-structured interviews and field journal. We codified these commonalities by using different colors and finally, we constructed a matrix with common patterns and outliers which made possible the categories to emerge.

After doing the data analysis, three categories and subcategories arose. They helped the pre-service teachers-researchers to answer the research question that was set at the beginning of the study about how the traditional Colombian games enhance the Communicative Competence of fifth graders at a public school in virtual and in-person classes. Thus, this chart summarizes the research question, categories and sub-categories.

Table 2

Overview of the categories and subcategories

<table>
<thead>
<tr>
<th>Research question</th>
<th>Categories</th>
<th>Sub-categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent do traditional Colombian games contribute to the enhancement of the Communicative Competence in EFL fifth graders in virtual and in-person at a public school in Tunja, Boyacá,</td>
<td>Come out of your shell</td>
<td>It is your turn!</td>
</tr>
<tr>
<td></td>
<td>Go all out</td>
<td>Ready, set, go!</td>
</tr>
<tr>
<td></td>
<td>Go with the flow</td>
<td>Cover all the bases</td>
</tr>
</tbody>
</table>
The next paragraphs will describe how thirty-three fifth graders from a public school in Tunja enhanced their Communicative Competence through the implementation of workshops based on traditional Colombian games in virtual and in-person settings, and how that enhancement aimed at responding to the research question of this study. Additionally, we will show evidence of the three instruments that we used in order to demonstrate how each category and subcategory emerged. This evidence from the three instruments ensured validation and reliability in this study. In relation to this matter, Cohen et. al. (2000) point out that, triangulation is a method used to increase the credibility and validity of research findings, as cited in Noble and Heale (2019). Through the seven (7) workshops, the video-recordings, the semi-structured interviews, and the field journal, some important reflections arose about the enhancement of the Communicative Competence of fifth graders.

In the following pages, we will present the three categories and their respective subcategories that emerged from the data collected.

9.1 Come Out Of Your Shell

The name of this category arose from the idea of enhancing the Communicative Competence of the students and how it is necessary to take them out of their comfort zone. As it has been already mentioned, this population spent more than two years studying English at home, where they were behind a screen, most of them did not have a camera or they just decided not to turn it on. Another common situation evidenced during these years was that if they did not want to participate, they excused themselves on the lack of connectivity and the issues that it
had. So, it became really easy for them to avoid having to speak aloud, having to express themselves or even having to “speak in public” taking into account that they were virtual classes.

This category referred to how the students of fifth grade from a public school in Tunja started to *go out of their shell* and began to use the target language not only during the classes but also outside of the classroom and in authentic school contexts. Based on that, we the pre-service teachers-researchers consider that this category is directly related to the core of this study by responding in a high degree the research question which is: “To what extent do traditional Colombian games contribute to the enhancement of the Communicative Competence in EFL fifth graders in virtual and in-person education at a public school in Tunja, Boyacá, Colombia?”

With the purpose to demonstrate how this category answers this research question, the sub-categories emergent from the prior will be presented.

### 9.1.1 It’s your turn!

The name of this subcategory emerged from the main theme of the first category which is: *Go out of your shell*, and it is based on the idea of the students having their opportunity to develop their Communicative Competence in the English as foreing language class. As previously mentioned, their last two years of education was limited for them due to the Covid-19 pandemic, and because they had to receive their classes through a screen. The learners did not get the chance to speak or express themselves verbally. In the words of Tümen-Akyıldız (2021) “four language skills had better be integrated language teaching to make the learners communicatively competent. Although it is not easy to include all those four skills in a communicative way in traditional language classrooms, distance learning is more inconvenient”. (p. 391).
According to the aforementioned, the virtual setting where the classes were developed for around two years, limited the students and their learning and that is why us, the pre-service teachers-researchers, gave them the opportunity to do it and told them “it is your turn!”, and that is the reason why we decided to give this name to this subcategory.

Aiming to support the prior idea, we present some affirmations and evidence collected during the development of the workshops based on traditional Colombian games, by using the three different instruments:

*The students associated the meaning of the expressions only by looking at the body language. (Video recording, Workshop II. 21/10/2021)*

*Me gustó la clase porque hablamos en inglés.*

*(I liked the class because we spoke in English). (Esparcli Pinki. Semi-structured interview, Workshop II. 21/10/2021)*

*Lo que más me gustó es que aprendimos palabras en inglés.*

*(What I liked the most was that we learnt words in English). (Destroyer. Semi-structured interview. Workshop IV. 18/11/2021)*

*Mi parte favorita fue aprender las palabras en inglés.*

*(My favorite part was learning the words in English) (Moonnight. Semi-structured interview. Workshop V. 03/02/2022)*

*Lo que más me gustó fue cuando nos enseñaron la canción en inglés.*
What I liked the most was when they taught us the song in English. (Ana. Semi-structured interview, Workshop I. 07/10/2021)

The last examples mentioned illustrates how the participants of this study enjoyed being able to speak in a foreign language. Even though they did not memorize the entire song at first, they were happy to speak English that they made the effort to remember as much as they could, supporting themselves in the rhythm of the song. A clear instance of this situation can be noted with the next affirmation:

*Even though the students did not sing with the original order of the song, they were aware of using the “opposite words” and following the rhythm of the song.* (Pre-service teachers. Video recording, Workshop I. 07/10/2021)

The pre-service teachers-researchers taught the students a song where there were groups of opposite words. They memorized the rhythm and the lyrics but they did not follow the same order, some of them started singing “up and down”, another group started with “fast and slow” and so on. Although it was expected that the students follow the rules word by word, this was a small variation that did not affect the progress and still accomplished with the purpose of encouraging them to use the language orally.

Buitrago (2016) expressed that “students could use the grammatical structures and vocabulary learned previously in class to communicate meaning orally.” (para. 28). The previous idea affirms that the more the students learn new vocabulary, grammar, etc., the more tools they have in order to communicate effectively, which nourishes one of the four components of the Communicative Competence which is the **linguistic** component. Additionally, the students
themselves expressed their appreciation with the pre-service teachers-researches and the workshops because they were having significant learning. We display some of their comments based on the semi-structured interviews applied at the end of the workshops and the other two instruments to collect data which are video-recordings and field journal:

**Fue muy chévere y pues aprendí mucho. Disfrutamos mi amiga y yo de aprender.**
(It was very fun and I learned a lot. I enjoyed learning with my friend). (Decko. Semi-structured interview. Workshop I. 07/10/2021)

**Me pareció muy divertida y aprendí muchas cosas más.**
(I liked the class because I learnt a lot of new things). (Ana, semi-structured interview. Workshop I. 07/10/2021)

**Me encantó porque aprendimos muchas cosas nuevas.**
(I loved the class because we learnt a lot of new things). (Batman. semi-structured interview. Workshop II. 21/10/2021)

**La clase me pareció muy bien, muy chévere, muy divertida.**
(The class was good, cool and fun). (Dora la perreadora. Semi-structured interview. Workshop VI. 17/02/2022)

**La clase me pareció muy divertida porque pues, o sea, hicimos juegos, me gustaría tener más juegos así porque me parecieron muy divertidos.**
(The class was very fun because we played games, I would like to play more games like this one because it was very fun for me). (Conejita. Semi-structured interview. Workshop VI. 17/02/2022)

It is remarkable that having used traditional Colombian games facilitated not only the assimilation of the rules and dynamics of it, but also the process of learning new vocabulary and grammar of the students. Widiana et. al. (2017) mention that by using traditional games “the students understand the material given better and are able to apply it in their daily life”. (p. 266). The previous idea expresses that when the students acquire the knowledge given through the games, they interiorize it and give them tools in order to use the language in an authentic school context. Besides, being familiarized with the game in their mother language ameliorates the students’ activity in following the lesson. As an example of the previously stated, we show some of the collected data with the three instruments:

The first time that we played the song “Let’s play in the forest”, the students recognized it immediately but they started to sing it in Spanish. (Pre-service teachers. Field journal, Workshop II. 21/10/2021)

Fue interesante que la profesora nos haiga recordado el abecedario para que aprendamos y nos enseñó nuevas palabras.

(It was interesting that the teacher reminded us of the alphabet so we could learn new words). (Destroyer. Semi-structured interview. Workshop V. 03/02/2022)
It was definitely a class that was quite enjoyable and one that the students would like to repeat as they really enjoy making music with their clapping. (Pre-service teachers. Video recording. Workshop VII. 03/03/2022)

In this situation, we were teaching the basic steps of a daily routine, accompanying the vocabulary with body language. (Pre-service teachers. Video recording. Workshop II. 21/10/2021)

The last example stated exposes when the students were acquiring the vocabulary related to the daily routine.

Another important aspect to highlight from this example is the use of body language which was a convenient tool in order to communicate with the students without having to invoke the mother language. Even though this body language was the first sample of communication of the students and it was very evident during the implementation of the first workshops, it was decreasing as they acquired tools to communicate verbally. The aforementioned idea nourishes two of the four components of the Communicative Competence which is the socio-linguistic, that in order to better illustrate the idea, it includes nonverbal behavior and the strategic component which includes gestures in order to overcome the language gaps.

Bearing in mind this socio-linguistic component, we also evidenced that traditional Colombian games foment the social interaction of the students with their classmates and teachers when it is in a virtual environment, and with their relatives when they take classes at home. Prensky (2006; 2011) defined,

Educational games as interactive plays that teach us goals, rules, adaptation, problem
Traditional Colombian games in virtual and in-person education

solving, interaction, all represented as a story. They give us the fundamental needs of learning by providing - enjoyment, passionate involvement, structure, motivation, ego gratification, adrenaline, creativity, social interaction and emotion. (p.6 ).

According to the previous idea, it allows the students to strengthen their relationship with the people around them.

\textit{Es muy chévere compartir con los compañeros.}

(It is fun to share time with my classmates). (Carolina, Workshop I. 07/10/2021)

\textit{Me pareció muy chévere porque pudimos disfrutar con mis amigos.}

(It was very fun because I could enjoy it with my friends). (Elmo, Workshop I, 07/10/2021)

\textit{Me gustó la clase porque me gusta jugar con mis amigos.}

(I liked the class because I like playing with my friends). (Nadie, Workshop II. 21/10/2021).

Here we can see how the students went out to the playground to jump the rope in groups of three. (Pre-service teachers. Video Recording, workshop I. 07/10/2021)

\textit{La clase está muy chévere porque puedo jugar con mis compañeros, me hubiera gustado tener juegos así cuando estaba virtual porque me sentía sola en la casa.}

(The class was very fun because I can play with my friends. I would have liked to have
On the one hand, the previous examples mentioned are evidence that the students had a big chance to foster their social skills by interacting with their classmates, teachers (and parents sometimes) in most of the workshops applied. On the other hand, there were some workshops where they had to work by themselves but they would rather do it with their friends. It can be evidence based on comments like the following:

*In this workshop some of the students manifested that they wanted to play in groups as we did in some of the previous classes, but the objective of this class was to evaluate their oral expression individually.* (Pre-service teachers. Field journal. Workshop VI. 17/02/2022)

*La clase fue divertida pero me hubiera gustado poder jugar con mi amigo.*

*(The class was very fun but I would have liked to play with my friend).* (Raptor, Workshop III. 04/11/2021)

Nevertheless, this situation did not influence the purpose of enhancing the Communicative Competence, and even though he wanted to play with his friend, he still acquired new knowledge and was able to use it verbally.

Besides, being able to relate with people of different ages and social roles provides them the opportunity of differentiating the social rules of the language, within which we find
formality, politeness, directness, etc. After rereading the field journal, we found a comment that demonstrates it and now we present it:

*The students use expressions like: please, one moment, thank you, etc. when talking to the teachers, but we noticed that they do not refer in the same way when they are talking to their classmates. (Pre-service teachers. Field journal, Workshop VI. 18/11/2021)*

Taking into account the previous ideas, it is evident that the implementation of workshops based on traditional Colombian games enhanced the Communicative Competence of the students. It is important to recognize that due to the short and scarce time that we had with the students, they did not become excellent orators, but they strengthened the knowledge that they had and acquired tools that permitted them to develop their Communicative Competence, where their four components were taken into account, the linguistic, socio-linguistic, strategic and discourse. Finally, they were provided with opportunities to use the language in authentic school contexts.

### 9.2 Go All Out

The name of this category emerged from some of the common topics found during the data analysis process of this study. This topic talks about the level of motivation that the students from a public school in Tunja had during the implementation of the workshops based on traditional Colombian games. It was evident that the use of these games promoted a comfortable environment for the students which made them feel happy, and have fun, as they affirmed and their motivation increased thanks to the external stimulus applied by the pre-service teachers-researches which were workshops based on traditional Colombian games.
9.2.1 Ready, set, go!

This is the name that we gave to this subcategory which emerged from the second category that stood out during the analysis process. It represents the main three moments before starting to play a game which was the external stimulus used by the researchers in order to increase the levels of motivations of the participants of this study. In the next section, we will present theory, evidence and samples that support this subcategory.

It is known that children have always loved games, and to take them into account in order to teach English is a perfect combination. According to Prensky (2001), “the role of games is a form of fun which gives learners enjoyment and pleasure. Besides, games are a form of play and that gives intense and passionate involvement in the process”. (p. 30). This statement affirms that playing games provides the students with tools and feelings that contribute to the increase of their motivation, so they are more engaged with the process of playing the game, which is the class, and this provokes valuable results. According to some answers related to the semi-structured interviews applied at the end of the workshops, students expressed their joy and enjoyment with the games.

La clase fue muy chévere porque hicimos actividades que me gustan a mí.

(The class was very cool because we did activities that I like). (Carolina. Semi-structured interview, Workshop I. 07/10/2021)

La clase fue chévere y divertida. Lo que más me gustó fue saltar la cuerda y me gustaría seguir jugando más juegos en clase.
(The class was fun and cool. What I liked the most was jumping the rope and I would like to keep playing more games). (Anitta. Semi-structured interview, Workshop I. 07/10/2021)

Mi parte favorita fue cuando jugamos Simón dice.
(My favorite part was when we played, Simon says.) (Dora la perreadora. Semi-Structured interview. Workshop VI. 17/02/2022)

Lo que más me gustó son los juegos.
(What I liked the most was the games). (SJ. Semi-structured interview. Workshop IV. 18/11/2021)

Es muy divertido aprender jugando, y no diciendo como escribiendo y no haciendo nada.
(It is fun to learn while playing and not writing and doing nothing). (Rosita. Semi-structured interview. Workshop IV. 18/11/2021)

Based on this information, it can be said that the students had fun when playing these games. Besides this situation, this data analysis showed that the participants of this study were motivated not only in the class but also, they were motivated to continue playing and looking forward to the next class. We display different statements that back up the idea of the students being highly motivated and having fun during the implementation of the workshops, which were collected through the different instruments used during this process:
Me gustó la clase porque fue divertida y me siento feliz. (I liked this class because it was fun and I feel happy.) (Flores. Semi-structured interview, Workshop II. 21/10/2021)

Virtual: The students asked when we were going to have the next class and they suggested to do this kind of activities everyday. (Field journal. Workshop V. 03/02/2022 - morning)

At the end of the class, while we were going back to the classroom, we heard some of the students saying: ¡Qué chévere tener clases así! (How fun to have classes like this one.) (Pre-service teachers. Field journal, Workshop I, 07/10/2021)

We also evidenced how an external stimulus that enhances the motivation of the students can be counterproductive. We present some examples of what we just mentioned:

The students wanted to be “The wolf” and that motivated them to memorize the steps of the daily routine. (Pre-service teachers. Field journal, Workshop II. 21/10/2021)

At the end of the class, one girl came to us and hugged us while she said that she enjoyed the class a lot, but she would have liked to be “The wolf”. (Pre-service teachers. Field journal, Workshop II. 21/10/2021)

The last two ideas cited demonstrate how wanting to be “The Wolf” motivated the students to memorize the lyrics, the vocabulary and to use the act of speech that we proposed but
also, due to the shortness of time, when not all of them have the opportunity to play this role made us reflect that we have to think of alternatives to guarantee the participation of all the students in the other workshops, so they do not regret of not having their chance.

Furthermore, it was very remarkable how the use of traditional Colombian games fostered the motivation of the students, because the rhythm and the rules of the game were familiar and already known for them. Besides, the musicality of these games promotes an amusant and fun environment for the learners.

We as pre-service teachers-researchers decided to choose some traditional Colombian games that had repetitive structures and rhythm which were already known by the students, because according to Macedonia (2055) “Language games serve the function of redundant oral repetition of grammar structures and vocabulary in a playful way. Moreover they bring a sense of fun and positive attitude towards learning and facilitate the learning process”. (p. 139). Bearing in mind the previously stated, it helped the students to recognize the games and its rules causing an adequate and comfortable environment for the development of the workshops. We prove this notion by analyzing the data collected by using the instruments. In order to illustrate it, we present some examples:

*The students were very excited because the rhythm was very catchy and it encouraged them to dance (conga). (Pre-service teachers. Video-recording. Workshop I. 07/10/21)*

*The students manifested that they enjoyed the dancing breaks because they enjoyed having the opportunity to dance familiar songs. (Pre-service teachers. Field journal, Workshop III. 04/11/2021)*
The first time that we played the song “Let’s play in the forest” in the classroom, the students recognized it immediately but they started to sing it in Spanish. (Pre-service teachers. Field journal. Workshop II. 21/10/2021)

The rhythm accompanied by clapping with the hands facilitated the memorization of the lyrics in English. (Pre-service teachers. Field journal. Workshop VII. 03/03/2022)

Based on the evidence presented previously, the fact that there were songs, repetitive structures and musicality motivated the students to be part of the class, develop the activities and follow the rules while playing in an appropriate atmosphere for them. According to Pham et al. (2019) “when the teacher uses games in the speaking classrooms, the atmosphere is different. The students could learn how to talk confidently; they are excited and participate in the activity”. (p. 191).

As the workshops were developed, the students were showing that they felt more comfortable and that they were not aware of being in an EFL class. Some samples of the previous idea mentioned are.

Me gustó la clase porque las profes son muy amables.

(I liked it because the teachers are very kind). (Sara, Workshop II. 21/10/2021)

Pues me la pasé muy chévere compartiendo con ustedes y con los demás.
(I enjoyed sharing time with you both and with the others.). (Dora la perreadora. Semi-structured interview. Workshop VI. 17/02/2022)

The students were participating a lot in this activity. (Video recording. Workshop II. 21/10/2021)

The previous illustrations evidence that the students were feeling comfortable with the class environment and that allowed them to participate. Heyman and Sailors (2011) “describe classroom participation as a form of active learning in which students publicly discuss the course material”. According to the prior idea, it is noted that the more the students participate, the more they use the foreign language (English), and the more we as researchers can evidence their knowledge and their progress when studying EFL.

Additionally, it is known that social interaction motivates the students to learn. According to Alawamleh et al., 2020; Esani, 2010 “One of the significant factors in classes is interaction among teachers and learners because it has the opportunity to enhance the teaching and learning process and to develop a comfortable atmosphere”. (p. 391). So, taking into account the previous idea, the fact of being able to share with their friends and their classmates increased the motivation of the students and they showed their excitement not only for the class that was being developed, but for the upcoming classes. Some of the examples found during the analysis of data collected through the three instruments are.

Es muy chévere compartir con los compañeros.

It is so fun to share with my classmates. (Carolina. Workshop I. 07/10/2021)
Their classmates helped them with the correct words that they had to use. It motivated them to complete the activity. (Pre-service teachers. Video recording. Workshop V. 03/02/2022)

In order to conclude the analysis and description of this second category, it is important to highlight the previous comments bearing in mind that they illustrate the success of the workshops regarding motivation. The appropriate environment that emerged during the implementation of the workshops was attractive for the students; also, the fact that the students were able to speak English by memorizing new words, structures and grammar through a playful way, motivated them to participate in the activities and to develop their Communicative Competence indirectly. Besides, the opportunity of sharing with their classmates made them feel more comfortable and willing to participate, encouraging them to use the language in a real school environment.

9.3 Go With The Flow

The third and last category emerged from the collected data that showed and evidenced the versatility of each one of the workshops designed. The workshops were based on traditional Colombian games in order to enhance the Communicative Competence in fifth graders in virtual and in-person settings, in a public school in Tunja. The conditions provided by these games allowed us to adapt them to any kind of topic as it was necessary, as well as the level of language of the students and the most profitable part, they were adaptable to be applied in virtual and in-person environments. Based on that, we, the pre-service teachers-researchers, consider that this
category supports the idea proposed in this study named: “Traditional Colombian games in virtual and in-person education”.

In order to demonstrate the previously mentioned, it emerged two subcategories and we will present them in the following paragraphs.

**9.3.1 Cover all the bases**

The name of this subcategory arose from the idea of being able to cover as many needs as possible. *Cover all the bases* is an idiom that comes from baseball, where defensive positioning involves having players near all the bases, and it means that someone or something deals with everyone or everything involved in a situation. Based on that idea, we witnessed how these workshops can be designed and adapted in order to teach any kind of topics, vocabulary, grammar, pronunciation, spelling, “covering all the bases” for teaching. According to Sierra and Kaminski (1995), “Traditional games are composed of physical skill, strategy, chance, repetition of patterns, creativity and vertigo; they support learners’ versatile developments by promoting a healthy atmosphere in the learning environment”. (p. 29).

With the purpose of demonstrating the previously stated, we display some data collected during the implementation of the workshops related to this idea.

*They already knew some “opposite words” so we nourished the lyrics of the original song with the words that the students were proposing. (Video recordings. Workshop I. 07/10/2021)*

The students studied “opposite words” before applying this workshop so they already had some knowledge about it. The lyrics of the song that we, the pre-service teachers-researchers, proposed in order to carry out this game had four groups of opposite words: (Big and small, fast
and slow, up and down, quiet and loud), so we asked the students to tell us more groups of opposite words and they came up with groups like “tall and short”, “old and young” etc. With this information, we created our own version of the song and then, we proceeded to jump the rope while singing this new version. The previously stated can be illustrated with some evidence collected through the field journal.

Al principio de la clase, mientras estábamos enseñando la canción, los estudiantes nos dijeron que sabían un par más de “opposite words” así que decidimos usarlas para complementar la canción y hacer una nueva versión más larga y compleja para posteriormente usarla en el desarrollo del juego.

(At the beginning of the class, while we were teaching the song, the students told us that they knew more “opposite words” so we decided to use them to complement the song and make a new version longer and more challenging to use during the development of the game). (Field journal. Workshop I. 07/10/2021)

Another important aspect that is important to highlight regarding the versatility of these workshops is about the tools used, for instance, the online roulette, Make Your Own Hangman which can be found here: https://www.hangmanwords.com/create. In order to exemplify this statement, we present some examples found during the analysis of the data collected.

In order to teach different topics, it can be changed for numbers, pictures, colors, etc., according to the grade that is going to develop the workshop. (Video recording. Workshop III. 04/11/2021)
The previous example evidences the versatility of the tools used in order to apply the workshops. This was the case of the online roulette which was presented with mathematical operations but it provides us with the option of editing their content so it can be used with different topics and levels.

Additionally, during the development of the workshop named “Hangman” virtually, the students remembered that we are pre-service teachers of French as well, and they wondered if we could also play “Hangman” in order to learn French. As it is illustrated in the next example.

*When we applied the virtual version of “Hangman”, the students started to ask if we could play this game in a French class.* (Pre-service teachers. *Field journal. Workshop V. 03/02/2022 morning*)

We immediately evidenced what we had been exposing about the versatility of the tools used for these workshops. In the words of Liu et. al. (2021) “by creating diversity, teachers are reaching out to a broader group of students”. (p. 10).

Besides the previous statements, these workshops permitted to be designed with transversality as well, which is clearly evident in the development of the DANCING BINGO. (See appendix 4) The aforementioned idea provides more topics to explore and teach, more fields where the foreign language can be used and even to promote the enjoyment of the participants, as it can be evidenced in the following comment.

*Me gustó mucho la clase porque a mí me gustan las matemáticas.*

*I liked the class a lot because I like math.* (Estrellita. *Workshop III. 04/11/2021*)
Even though some students expressed positive comments regarding this transversality, some students also expressed how it increases the level of difficulty of the workshops. We display some instances that illustrate the aforementioned.

_During the development of this workshop, we frequently heard the students saying things like: “Qué difícil este bingo” (how difficult this bingo) or “Nunca había visto matemáticas en Inglés” (I have never seen mathematics in English). (Pre-service teachers. Field journal. Workshop III. 04/10/2021)._

The example just presented also evidenced how the adaptation with transverse projects increments the complexity of the workshops and gives the students extra challenges to develop them. Based on the previous idea, it is pertinent to clarify that “numbers” is usually an easy topic to teach, based on Robertson (2009) who states that having background knowledge makes math lessons more accessible to English Learners and increases the student language production. And implementing mathematical operations in a foreign language in order to enhance the Communicative Competence when teaching numbers, gives the process of teaching an extra value.

One more view regarding the versatility of this study is related to the novelty that it contains. Even though the words traditional and novelty sound contradictory, we presented these games using technological and virtual tools, so they are adequate to be applicable in virtual and in-person contexts. Calvo (2015) states that “it is not difficult to adapt common games to teaching as long as there is creativity, knowledge of English and students who are willing to have fun and learn English with new methods, in this case, games” (p. 9). The previously mentioned
was not perceived in the same way by some of the students, as they have almost never had fun classes online, they expressed thoughts as the one in the next example.

\textit{Me hubiera gustado tener juegos así pero no se podía porque era virtual y era más complicado.} (I would have liked to have games like this but it was not possible because it was online and it was more complicated). (Destroyer. Semi-structured interview. Workshop V. 03/02/2022)

Another aspect that we can highlight is the adaptation of the games that can be illustrated in the appendix 4 where you can see the Dancing Bingo. The use of a virtual roulette drew the attention of the students and excited them to play and to be part of the game. We present some evidence collected during the implementation of these workshops that support the previously mentioned.

\textit{Se ve muy chévere, ¿puedo girarla yo?} (It looks cool. May I spin it?). (Pre-service teachers. Video recording. Workshop III. 04/11/2021)

\textit{La clase fue divertida porque hicimos algo nuevo.} (The class was fun because we did something new). (Flor. Workshop III. 04/11/2021)

Additionally, the versatility of these games allowed the teachers to assess their students
individually or in groups, as they consider it more appropriate and necessary. We display specific situations lived during the developments of the workshops where the aforementioned is exemplified.

Algunos estudiantes manifestaban querer saltar solos.

Some students expressed they wanted to jump by themselves. (Pre-service teachers. Video recording. Workshop I. 07/10/2021)

This situation was experienced when implementing the workshop I which was “jumping rope”. The initial rules of the game suggested that they worked and played in groups of three, but some students did not feel comfortable making groups, so we as researchers allowed them to do it individually. This case did not have an influence on their learning and motivation, the objective of the workshop was still accomplished and we did not have to resort to forcing them to stick to the initially proposed rules. Besides, sometimes the quantity of participants did not lend to make groups of the same quantity of people. We had cases where there were two students left, so they were not able to participate in groups of three but they worked individually and it worked perfectly.

The most innovative aspect of this study, we consider, is the versatility of the workshops being adaptable to virtual and in-person contexts. This characteristic provides useful tools for teachers in order to teach the foreign language, maintain the motivation of the students, to teach in a fun way, and as Yücel and Gündoğdu (2012) affirm, “customs, values, beliefs of society are transferred from one generation to another through traditional games”. (p. 5) so they can foster Colombian culture as well. All the previously stated is possible in both settings, virtual and in-
person. In order to support what we just mentioned, we present some comments taken from the three instruments used to collect data.

**Me hubiera gustado tener actividades así para aprender más cuando estudiaba virtual.**

(I would have liked to have activities like this to learn more when I studied virtually).

(Reiven. Semi-structured interview. Workshop IV. 18/11/2021)

**Me hubiera gustado tener juegos así cuando tenía clases virtuales porque uno se divierte y pues juega y pues es chevere.**

(I would have liked to play games like this when I had virtual classes because it is fun and we play and that is cool). (Adriana. Semi-structured interview. Workshop IV. 18/11/2021)

To conclude, regarding the information displayed along this subcategory, it can be stated that these workshops contain a useful characteristic which is the versatility. An innovative factor that we as pre-service teachers-researchers implemented and added to the already known traditional Colombian games. Taking into account the illustrations previously mentioned, it was evident that they work not only to adapt the content that is going to be teach, like vocabulary, grammar, acts of speech, etc., but also, they can be designed according to the levels of language of the students that the teacher is going to work with. We did prepare the students to have classes through technological devices, like computers, etc., in case that it becomes a necessity again. Finally, it was evidenced that the versatility of these workshops guarantees all their advantages not only in-person classes but also in virtuality.
9.3.2 It’s child’s play

This is the name that we gave to the second subcategory that emerges from the third category named “cover all the bases”. It’s child’s play is an expression which denotes that something is very easy to do, and the reason why we chose it is because adapting traditional Colombian games to enhance the Communicative Competence of fifth graders in a public school in Tunja provided useful tools that facilitated this objective.

Some of these traditional Colombian games are usually composed with songs that become nursery rhymes known by everyone and from one generation to the next. The previously stated is a characteristic that facilitated the interiorization of the rules of the games applied and the content proposed. In order to illustrate what we just mentioned, we display some evidence collected from the three instruments.

The rhythm and the rules of the game are already known by the students. This facilitated exponentially the memorization of the song and the development of the activity. (Field journal. Workshop II. 21/10/2021)

It was a total success as it was only necessary to sing the song a couple of times for the students to learn it. (Pre-service teachers. Video recording. Workshop VII. 03/03/2022)

The mechanics of this workshop included clapping and this facilitated the memorization of the lyrics in English. (Pre-service teachers. Field journal. Workshop VII. 03/03/2022)
The aforementioned examples support the idea of how traditional Colombian games facilitate the process of learning English, and especially they enhance the Communicative Competence. Supporting this idea as well, Dolati and Mikaili (2011) affirm that “teaching a new language to the young learners of other languages can be considered as a challenging job while it can be facilitated by applying some instructional games”. (p. 1)

Another aspect that we can highlight is how the parents perceived the development of this study. Even though fifth graders are at an age where they usually work by themselves, some of the parents were accompanying their children while we virtually developed some of the workshops. At the end of the implementation of the game, they used to give us an appreciation about the class and they manifested their interest in the way we the pre-service teachers-researchers developed the classes.

In order to better illustrate the previously mentioned, we display some examples taken from the video recordings where the parents exposed their point of view regarding these workshops.

Me parecen interesantes estas clases porque en las clases que tenían antes les ponían una guía y era mucho trabajo escrito y solo repasaban los temas muy rápido. Aquí ustedes son muy creativas y usan juegos que a ellos les gusta y les llama la atención.

(I think these classes are interesting because the classes that they (the students) had before, they had to develop written workshops and it was a lot of work, they just reviewed the topics in a hurry. Here, you both are very creative and use games that they like and draw their attention. (Dara’s mom. Field journal. Workshop V. 03/02/2022 morning)
Las clases que tenían con la otra profesora no eran así, hubiera sido chévere que los chicos pudieran tener más encuentros así, se nota que les gusta mucho y este tipo de actividades hace que se les facilite más todo, además me parece muy bonito que se rescaten estos juegos que hasta nosotros disfrutábamos que son tan sanos y no tan violentos como lo que uno ve ahora.

(The classes that they had with the other teacher were not like this. It would have been good that the guys could have more encounters like this. It is notorious that they like it and these kinds of activities make everything easier for them. Besides, I think that it is very nice that you guys rescued these games that even us played and that are sane, not like the ones that we see nowadays). (Lumine’s mom. Field journal. Workshop V. 03/02/2022 morning)

Additionally, Breiki and Yahaya (2020) stated that “teachers should adopt using gamification while teaching online during the pandemic and after it because it enhances student engagement”. (p. 443). Bearing in mind the previous idea, we can state that adapting traditional Colombian games fosters the engagement of the students when learning English and this eases the development of their Communicative Competence.

The participants of this study manifested the previously stated when answering to the semi structured interview that was applied after the implementation of every workshop. We display some examples of the previously mentioned.

Me gustan más estas actividades porque uno aprende más fácil.

(I like this kind of activities more because we learn more easily) (Destroyer. Semi-structured interview. Workshop IV. 18/11/2021)
La clase me pareció muy divertida y me hizo aprender mejor inglés.
(The class was fun because it helped me to learn English better) (Moonnight. Semi Structured interview. Workshop V. 03/02/2022)

Me gustaría seguir teniendo juegos así porque me parece más divertido y además podemos aprender más que lo de una clase normal.
(I would like to keep having games like this one because it is more fun and also, we can learn more than what we do in a regular class). (Campanita. Semi structured interview. Workshop VI. 17/02/2022)

The aforementioned illustrations support the idea of games being a useful tool in order to facilitate the enhancement of the Communicative Competence. In the words of Stojković and Jerotijević (2011), “students by themselves practice to use language and it is easier to learn new vocabulary through games”. (p. 943)

Moreover, the use of traditional Colombian games facilitated their adaptation, because they do not require specific materials that could be expensive or difficult to find like in modern games. The games chosen by the pre-service teachers-researchers can be developed using what we have around us; for instance, a pencil and a piece of paper, a rope, a board and some markers, etc. Also, they can be played using our body parts, like our hands to clap, legs to jump and run, etc. In order to illustrate the previous idea, we mention the material needed with every game in the design of every workshop.

- Jumping rope
Traditional Colombian games in virtual and in-person education

**Virtual:** Internet connection; meet, zoom, etc.; a rope; audio for the song.

**In-person:** A rope and audio for the song.

- **Let's play in the forest**

  **Virtual:** Internet connection; meet, zoom, etc.; online roulette which has free access- ([https://app-sorteos.com/es/apps/la-ruleta-decide](https://app-sorteos.com/es/apps/la-ruleta-decide)); audio for the song.

  **In-person:** The body parts to run, audio for the song.

- **Bingo**

  **Virtual:** Internet connection; meet, zoom, etc.; online roulette which has free access- ([https://app-sorteos.com/es/apps/la-ruleta-decide](https://app-sorteos.com/es/apps/la-ruleta-decide)); audio for the musical interventions, boards emailed previously to the students and printed by them; pencils.

  **In-person:** Boards printed by the teacher, pencils; audio for the musical interventions; online roulette which has free access- ([https://app-sorteos.com/es/apps/la-ruleta-decide](https://app-sorteos.com/es/apps/la-ruleta-decide)).

- **Stop**

  **Virtual:** Internet connection; meet, zoom, etc.; boards emailed previously to the students and printed by them; pencils.

  **In-person:** Boards printed by the teacher and pencils.

- **Hangman**

  **Virtual:** Internet connection; meet, zoom, etc.; Make your own Hangman

  **In-person:** A white board, markers.

- **Simon says**
Traditional Colombian games in virtual and in-person education

**Virtual:** Things related to the topic that is going to be taught, for example, clothing, food, etc.; meet, zoom, etc.; internet connection.

**In-person:** Things related to the topic that is going to be taught, for example, clothing, food, etc.

- **Rhythm**

  **Virtual:** Internet connection; meet, zoom, etc.; hands to clap.

  **In-person:** Hands to clap.

The previous examples evidence how easy and low-priced it is to find the materials to apply these games in the EFL class, which facilitates the teachers and the students with the process of developing the workshops. It avoids having to acquire equipment like game consoles, bearing in mind that the population at public schools has usually low incomes. Additionally, it is not necessary to download or install specific software which can be challenging regarding the quality of the devices and/or internet connection that the students have in order to attend the virtual classes.

In order to conclude this last subcategory, it is important to highlight the previous illustrations bearing in mind that they evidence the versatility of the workshops and how it facilitates not only the process of enhancing the Communicative Competence of the students, but also the adaptation of the traditional Colombian games to ease the coverage of several topics, levels of language, population and contexts. All the previously mentioned by utilizing tools and resources easy to obtain, to manage and to use for the students, teachers and the parents if they want to be part of the class as well.
10. Conclusions

Considering that the main objective of this research study was to enhance the Communicative Competence of EFL in fifth graders through traditional Colombian games adapted to virtual and in-person environments in a public school in Tunja, Boyacá. We could say that the implementation of workshops based on these games contributed to the development and enhancement of the Communicative Competence of the students by increasing their motivation and besides this, the games allow the teachers to cover many topics, levels of language and contexts in an easier way.

During the development of the seven (7) workshops, it was evident that even though the students did not become excellent orators due to the scarce time that we had with them, they did strengthen the knowledge that they had and acquired tools that permitted them to develop the four components that constitute the Communicative Competence, the linguistic, socio-linguistic, strategic and discourse. Finally, they had opportunities along the development of this study to use the language in authentic school contexts, where their learning was meaningful and they got engaged with the topics.

As the workshops based on traditional Colombian games were implemented, it was evident that the appropriate environment which emerged thanks to the mechanics of the workshops was attractive for the students and constantly drew their attention. Also, the fact that the students were capable of speaking English by memorizing new words, structures and grammar through a playful and amusing way, encouraged them to participate in the activities and to develop their Communicative Competence indirectly. Besides, the opportunity of sharing with their classmates, classmates and to have social interaction made them feel more comfortable and willing to participate, inspiring them to use the language in a real school environment.
Another important result from the implementation of workshops based on traditional Colombian games is that these workshops contain a useful characteristic which is the versatility. We as pre-service teachers-researchers implemented and added to the already known traditional Colombian games an innovative factor, which is having the option to adapt the games to different necessities. We evidenced that they work not only to adapt the topics like vocabulary, grammar, acts of speech, etc., but also, they can be designed depending on the levels of language that the students have. Additionally, the versatility of these workshops provided all these advantages when teaching English as a foreign language not only in-person classes but also in virtuality.

Moreover, it was evident the versatility of the workshops and how it facilitates not only the process of enhancing the Communicative Competence of the students, but also the adaptation of the traditional Colombian games to ease the coverage of several topics, levels of language, population and contexts. All the previously mentioned by employing tools and resources accessibles for the participants, easy to manage and to use for the students, teachers and the parents if they want to be part of the class as well.

During the implementation of the workshops virtually, some of the students’ parents were attending the classes and it was notorious how they enjoyed the classes as well. They expressed that it was interesting for them how we developed the classes, that they considered appropriate the kind of games that we, the pre-service teachers-researchers, decided to use, and the fact that they knew these games too, made them feel slightly more comfortable and part of the class.

Previously, the main results from the implementation of this research study were stated. Now, the pedagogical implication emerging from the development of this research study will be presented.
11. Pedagogical Implications

Based on the development of this research study, we noticed some pedagogical implications in which students and school teachers are implied.

The results of this study must make the educational community aware of the importance of developing the Communicative Competence and not only grammatical aspects as is often the case in English classes. Nowadays, the English language is considered a worldwide language which became a necessity, instead of an option, so studying English has a deeper objective than just passing an exam. Therefore, the foreign language teachers must guarantee that their students have tools in order to interiorize the target language and make it part of their daily lives as much as possible since the lowest grades.

Another remarkable aspect is that, sadly, it is evident that in most schools, teachers limit their English classes to teach grammar, which could be necessary but it does not have to be the main focus of learning a foreign language. They usually forget that their students want to play in their classrooms and learn in a different way, where they can learn and use the language more informally and use expressions as they perceive them in music, movies, etc.

Based on the previous idea, the participants of this study, who were fifth grade students from a public school in Tunja, realized that they can have an EFL class in an environment where they feel more comfortable and they demonstrated it with their proactive attitude during the development of the workshops. This idea was possible thanks to the dynamics that traditional Colombian games provide and the way the teachers design, adapt and implement those workshops.

Another aspect to highlight is that it is necessary but possible to design fun and productive classes where the students have the opportunity to develop their Communicative
Competence and use the language in authentic school contexts, not only in-person settings but also virtually, where the gaps left during and after the pandemic are reduced and the virtual setting becomes an ally, instead of an obstacle.

In terms of identity, the use of traditional Colombian games in order to teach English enhanced not only the Communicative Competence and the use of language in real school contexts, but also, they fostered the Colombian identity and culture, which brought massive advantages when implementing the workshops.

To close, the implementation of this research study may have a great impact in terms of educational processes since it provides teachers with tools in order to facilitate the enhancement of the Communicative Competence of the students through a fun way, where their cultural identity is fostered and the versatility of the study permits to cover numerous topics, levels of language and settings (virtual and in-person).
12. Limitations

Although this research study was carried out satisfactorily, there were a couple of limitations that had to be considered as part of the development of this study.

On the first hand, the workshops could not be applied virtually with all the thirty-three students, due to the change of settings that happened the moment we started to apply this research. By that time, the schools started to alternate their classes, where some students went to in-person classes and the other ones stayed at home and received their lessons virtually. First, the parents did not want their children to have extra classes and they argued with the idea that if they had already started in-person classes, why would it be necessary to make them connect to another class?. So, we worked virtually with around ten (10) students whose parents agreed to let them participate. Additionally, the directives of the school where we applied this study were not as supportive as we would have needed in order to accomplish all we had initially proposed.

On the other hand, another limitation that we found was the numerous groups of students which had an influence in the development of this research study. Although games are usually appropriate for groups of several members and it provides useful tools for good classroom management, it was evident that it negatively influenced the discipline and the behavior of the children bearing in mind that it is challenging to focus on one student at a time.

Moreover, the lack of resources and access to digital devices such as laptops, tablets, cellphones, etc., to receive the classes, or even the limited access to internet connection limited the participation of the entire group when developing the workshops virtually.
13. Further Research

Despite the fact that this research study showed gratificant results regarding the implementation of traditional Colombian games as a tool to enhance the Communicative Competence in virtual and in-person settings, there were some other ideas regarding these constructs that would be interesting to explore.

On the first hand, we had the opportunity to prepare the students for virtual classes, in case that a lockdown happens again, or the virtuality becomes an option for them, by using technological and virtual tools provided by the institution; nevertheless, due to the shortness of time and some other situations already exposed in the limitations section, we did not have the opportunity to apply the workshops in a totally virtual environment.

Regarding the previously stated situation, we consider that it would be interesting to deepen the research by taking into consideration a population that works fully virtually. It might become a necessity bearing in mind what already happened during the lockdown for the Covid-19 pandemic. On the other hand, the role of the parents or relatives supervising the students taking classes in a virtual environment could be more present and it would throw very interesting results.
Traditional Colombian games in virtual and in-person education

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Analysis prior to diagnosis

It is important to make a triangulation with the data obtained in the application of interviews and workshops to confirm the hypothesis and confirm that there is a problem. The analysis of the data obtained is key, since this provides a real diagnosis and this allows us to establish the problem we are going to face. Moreover, through the diagnosis of the problem, strategies can be established to solve the problem presented.

For this reason, two interviews were applied, the first one aimed at teachers in the English area of different educational institutions in the department of Boyacá (see appendix 1) and the second to students from different educational institutions and different contexts from transition to fifth grade (see appendix 2).

Appendix 1 - Teacher interview format

Universidad Pedagógica y Tecnológica de Colombia
Facultad de Ciencias de la Educación
Escuela de Idiomas
Programa Lenguas Extranjeras

María Paula Rincón Silva

Johanna Milena Avella Gutiérrez

Esta entrevista está dirigida a docentes del área de inglés de diferentes instituciones educativas del departamento de Boyacá - Colombia. El objetivo de esta encuesta es determinar algunos aspectos claves del uso del juego durante el desarrollo de la clase de inglés y los retos que ha traído la virtualidad a las clases, a causa de la pandemia del Covid-19.
Agradecemos la objetividad y sinceridad en la respuesta de cada pregunta.

La identidad de cada uno de los participantes no será revelada ya que esta entrevista se realiza netamente con fines académicos e investigativos.

Fecha: ________________________________

Nombre o seudónimo: ________________________________

Institución Educativa: ________________________________

Tipo de institución: Pública ( ) Privada ( ) Rural ( ) Urbana ( ) Otro: ________

Grados: __________________________________________

Años ejerciendo la docencia: __________

Results of the diagnostic survey for English teachers

This interview was applied to 6 English teachers from different cities in the department of Boyacá. (see appendix 1). The responses obtained from the survey were:

1. ¿Considera el juego como un recurso importante en la enseñanza del Inglés como lengua extranjera? Sí  ____ No__ ¿Por qué?

All the interviewed teachers consider games as an important and helpful tool for English classes.
2. ¿Utiliza el juego como recurso didáctico para la enseñanza de la lengua extranjera? Sí __ No __ ¿Por qué?

A hundred percent of the teachers said that they use games to teach English as a foreign language.

3. ¿Ha sentido que recae en la monotonía durante el desarrollo en la clase de lengua extranjera? Sí __ No __ ¿Por qué cree que esto pasa?

Most of the teachers recognize that games allow a rich variation of activities during their classes.
4. ¿Qué experiencias ha tenido con el uso del juego para la enseñanza del idioma extranjero?

Fifty percent of the teachers expressed that games are an excellent tool to include all the students, so they can all participate and learn and at the same time, thirty percent said that games help learners to keep concentrated and twenty percent of the teachers said that games enhance the motivation of their students.

5. ¿Considera que a causa de la virtualidad, recae en la monotonía durante el desarrollo de sus clases? Sí __ No __

80% of the teachers interviewed said that there are tools for teaching English online, but it is difficult for them to adapt the ones that they already know and that are traditional in
Traditional Colombian games in virtual and in-person education

Colombia. Also, they manifested that they cannot apply games where children interact and where they can move.

6. ¿De qué manera interviene la virtualidad en el juego?

Seventy percent of the teachers expressed their concern about connectivity problems, they said that this limits the development of games during the classes, fifteen percent manifested that implementing games where the students can move or interact with the others is very difficult and once again, the other fifty percent said that games are important because they develop the creativity of the students.

7. ¿Ha encontrado dificultades para utilizar el juego como recurso didáctico durante la virtualidad? Sí __ No__ ¿Por qué?

---

**Diagram:**
- **Pregunta 6**
  - **Desarrolla la creatividad**
  - **Problemas de conexión**
  - **Dificultad para juegos en grupo y movimiento**

---

**Diagram:**
- **Pregunta 7**
  - **Sí**
  - **No**
Half of the teachers interviewed expressed that they have issues implementing games during the virtuality, the other half said that they do not have these problems as long as they are not traditional games.

8. ¿Cree que es importante usar juegos tradicionales (Bingo bailable, stop, saltar lazo, etc.) para reforzar la identidad Colombiana en la clase de inglés? Sí __ No__ ¿Por qué?

A hundred percent of the teachers agreed with the importance of implementing traditional Colombian games, in order to enhance the Colombian identity in the EFL classes.

Agradecemos el tiempo y sus respuestas.
Appendix 2 - Students interview format

Universidad Pedagógica y Tecnológica de Colombia
Facultad de Ciencias de la Educación
Escuela de Idiomas
Programa Lenguas Extranjeras

María Paula Rincón Silva

Johanna Milena Avella Gutiérrez

Esta entrevista está dirigida a estudiantes de básica primaria de diferentes instituciones educativas del departamento de Boyacá. El objetivo de esta encuesta es determinar algunos aspectos claves del uso del juego durante el desarrollo de la clase de inglés.

Agradecemos la objetividad y precisión en la respuesta de cada pregunta.

La identidad de cada uno de los participantes no será revelada ya que esta entrevista se realiza netamente con fines académicos e investigativos.

Fecha: ______________________________________________

Nombre o seudónimo: __________________________________________________________

Curso: ___________________________ Edad: ___________________________

Institución Educativa: _______________________________________________________

Results of the diagnostic survey for Students
This interview was applied to 13 students from preschool to 5th grade, from different schools in urban, rural, public and private schools. All of them from different cities in the department of Boyacá. (see appendix 2). The responses obtained from the survey were:

1. ¿Tienes clase de inglés en tu colegio? Sí __ No__

   All the students interviewed have English classes.

2. ¿Crees que es importante aprender inglés? Sí __ No__ ¿Por qué?

   All students think that it is important to learn English because, English is the universal language. It is important to be able to travel to English-speaking countries and to have better opportunities in the future.

3. ¿Tu clase de inglés es divertida? Sí __ No__ ¿Por qué?
Most of the students say that their English classes are fun because they watch videos and they learn English songs.

4. ¿Cuál crees que es el nivel de importancia del juego en tu proceso de aprendizaje? (En una escala de 1 a 5, siendo 1 el menos importante y 5 el más importante)

1  2  3  4  5

61.5% of students responded that the game is very important in the development of the English class, 7.6% of students think that it is important to use the game in the English class and 30.7% think it is moderately important to play to learn during English class.

5. ¿Crees que el juego facilita o contribuye en tu proceso de aprendizaje del idioma extranjero? Sí __ No__ ¿Por qué?
100% of students consider that the game facilitates the process of learning English because it makes the language learning process more fun, also students concentrate easily when they are playing, plus being a different activity helps to lessen the monotony in the English class.

6. ¿Tu profesor (a) de inglés usa juegos como: bingo, juegos de palabras, juegos de memoria, etc. durante el desarrollo de la clase de inglés? Sí __ No__

23% of students say that the teacher uses word and memory games in the development of the English class, 23% think that sometimes the teacher uses word games in the foreign language class and the remaining 54% field that the teacher does not use such games in the English class.
All students agree with the use of the game in the English class, as it is easier to learn while students have fun, students stress out and they can perform a different activity that lessens the monotony of virtual classes.

_Agradecemos sus respuestas_.
Tunja, 23 de septiembre de 2021

Señora:

Blanca Myriam Pinto García
Coordinadora Institución Educativa Antonio José Sandoval Gómez
Tunja-Boyacá

Asunto: Propuesta para el desarrollo del proyecto investigativo intitulado Traditional Colombian games in virtual and in-person education.

Cordial saludo.

Como requisito de graduación, las maestras en formación Johanna Milena Avella y María Paula Rincón, estudiantes de décimo semestre de la Licenciatura en Lenguas Extranjeras, de la Universidad Pedagógica y Tecnológica de Colombia, tenemos la intención de implementar una propuesta pedagógica llamada “Traditional Colombian games in virtual and in-person education”, la cual nos gustaría desarrollar en su institución.

El tiempo estimado para el desarrollo y aplicación de los talleres será de 4 meses, con una intervención de 2 horas cada dos semanas, y tiene como objetivo diseñar, crear e implementar una serie de talleres con juegos tradicionales Colombianos que serán usados en la clase de lengua extranjera, de manera virtual y/o presencial, para así contribuir a un mejor desarrollo de las mismas.

La población para aplicar los talleres se elegirá una vez podamos conocer los estudiantes y hacer un diagnóstico, y nos adaptaremos al horario que sugiera la institución. Por cuestiones éticas no se...
va a utilizar el nombre de ningún docente o estudiante, al igual que fotografías que revelen su identidad.

Agradecemos su colaboración y quedamos atentas a su respuesta.

Cordialmente;

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Alberto Ramírez Avendaño
Profesor Escuela de Idiomas - Uptc
Director de trabajo monográfico
alberto.ramirez@uptc.edu.co
Cel. 310-7556465
## Appendix 4: Workshop 3

<table>
<thead>
<tr>
<th>School: I.E Antonio José Sandoval Gómez</th>
<th>Level: 5th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: November 4th 2021</td>
<td>Duration: 60 min.</td>
</tr>
<tr>
<td>Teacher: Nathalia Salas</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Dancing Bingo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socio-cultural content</td>
<td>Mathematical operations</td>
</tr>
<tr>
<td></td>
<td>Traditional Colombian dances</td>
</tr>
</tbody>
</table>

| Objectives | ● Put into practice the already acquired knowledge of the four basic operations in mathematics that are (+,-,*,/) and apply them in the English class in a fun way.  |
|            | ● Strengthen knowledge of some traditional dances to foster national identity.  |

| Justification | ● According to the “Mallas de Aprendizaje de Inglés/English Learning Grids”, we have to do a review of the numbers from 1 to 100. This bingo is a practical way to accomplish this topic. |

<p>| Rules | ● The student cannot use a calculator or mobile phone to do the operations.  |
|       | ● Each participant may have a piece of paper, in case they want to use it to make the procedures to find the result. |</p>
<table>
<thead>
<tr>
<th>Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject:</strong></td>
</tr>
<tr>
<td><strong>Language</strong></td>
</tr>
<tr>
<td><strong>Act of speech:</strong></td>
</tr>
</tbody>
</table>
| **Vocabulary:** | ● Numbers from 1 to 100.  
 ● Math commands: **plus, minus, times, divided by, and equals.** |
| **Grammar:** | ● Verb “equal” in third person: equals |
| **Methodology** | |
| **Presentation:** | (The teacher will email the bingo boards, so the students can print them and bring it to the class. And they will have to have ready the piece of paper and the pen).  
The teachers will explain the game by giving examples and using the material as a support to make sure that the students understand the rules and the dynamic of the game. |
Mechanization: The “teachers” will show the cards with the math operations, and they will give turns to the students to read them aloud. For example: 12 + 5 = 17. Twelve plus five equals seventeen.

Assessment: Before shouting BINGO, every student will have to invent one math operation and read it aloud. After every student has participated, we will hear BINGO.

Bingo board

<table>
<thead>
<tr>
<th>BIN</th>
<th>G</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twenty-eight</td>
<td>Thirteen</td>
<td>Eight</td>
</tr>
<tr>
<td>Seventy-two</td>
<td>Twenty-four</td>
<td>Forty-two</td>
</tr>
<tr>
<td>Ninety-four</td>
<td>Sixty-nine</td>
<td>Fifty-three</td>
</tr>
<tr>
<td>Twelve</td>
<td>Seventy</td>
<td>Twenty-eight</td>
</tr>
</tbody>
</table>

Appendix 5: Workshop 4

UNIVERSIDAD PEDAGÓGICA Y TECNOLÓGICA DE COLOMBIA

FACULTAD DE CIENCIAS DE LA EDUCACIÓN

ESCUELA DE IDIOMAS

LICENCIATURA EN LENGUAS EXTRANJERAS

TRADITIONAL COLOMBIAN GAMES IN VIRTUAL AND IN-PERSON EDUCATION.

WORKSHOP 4

School: I.E. Antonio José Sandoval Gómez

Level: 5th grade

Date: November 18th 2021

Duration: 60 min.

Teacher: Natalia Salas
### Traditional Colombian games in virtual and in-person education

<table>
<thead>
<tr>
<th>Name</th>
<th>STOP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socio-cultural content</td>
<td>Traditional games</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td></td>
</tr>
<tr>
<td>● To identify vocabulary about colors, fruits, vegetables and clothes.</td>
<td></td>
</tr>
<tr>
<td>● To ask questions and answer them in simple present.</td>
<td></td>
</tr>
<tr>
<td>● To practice the alphabet.</td>
<td></td>
</tr>
<tr>
<td>● To foster Colombian culture through traditional games.</td>
<td></td>
</tr>
<tr>
<td><strong>Rules</strong></td>
<td></td>
</tr>
<tr>
<td>● If the workshop is going to be applied virtually, the board will be emailed to the students so they can print it at home or draw it themselves following the example.</td>
<td></td>
</tr>
<tr>
<td>● If it is going to be applied in-person, it will be printed by the teacher and given to the students in the classroom.</td>
<td></td>
</tr>
<tr>
<td>● We will use the roulette wheel in order to choose a letter.</td>
<td></td>
</tr>
<tr>
<td>● The students will have two (2) minutes to complete the chart.</td>
<td></td>
</tr>
<tr>
<td><strong>Variation:</strong> They can work in pairs if wanted or necessary.</td>
<td></td>
</tr>
<tr>
<td>● Once the first student completes it, s/he will shout STOP and they all will have to stop writing, then pick up and show their boards to make sure everyone stopped filling up the blanks.</td>
<td></td>
</tr>
<tr>
<td>● We will start sharing what they wrote by using the act of speech proposed: “What do you have in..? and I have…”</td>
<td></td>
</tr>
<tr>
<td>● After sharing the results, we will start with another letter and so on.</td>
<td></td>
</tr>
<tr>
<td><strong>Material</strong></td>
<td></td>
</tr>
<tr>
<td>● Boards previously designed by the teacher.</td>
<td></td>
</tr>
<tr>
<td>● Roulette wheel.</td>
<td></td>
</tr>
<tr>
<td>● Pencils.</td>
<td></td>
</tr>
<tr>
<td>● Chronometer.</td>
<td></td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Subject</strong></td>
<td>Fruits, Vegetables and Colors</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Act of speech:</strong></td>
<td>What do you have..?</td>
</tr>
<tr>
<td></td>
<td>I have…</td>
</tr>
</tbody>
</table>
**Ex:** What do you have in NAME?
I have SOPHIA.

<table>
<thead>
<tr>
<th>Vocabulary:</th>
<th>Colors, fruits, vegetables.</th>
</tr>
</thead>
</table>
| Grammar: | ● Wh/question: “WHAT”
● Verb: “TO HAVE” in simple present. (affirmative and interrogative questions” |

**Methodology**

**Presentation:**
The students will have a board with the categories included in the game (Letter, name, last name, city/country/continent, fruits/vegetables, and color). Every board will have an example included so this can facilitate the explanation of the rules. Once they understand how they have to fill up the blanks, the teacher will explain to them the rules of the game which are mentioned above.

**Mechanization:**
The teacher will use the roulette wheel to choose one letter and they will write as many words as they can in two minutes. Then, we will share them, always focusing on the use of the act of speech proposed.

**Assessment**
During the development of the activity, students' progress, vocabulary mastery and correct use of the speech acts proposed for this activity will be observed and determined.

Stop board
Traditional Colombian games in virtual and in-person education

Appendix 6: Photographic evidences

<table>
<thead>
<tr>
<th>Workshop name</th>
<th>Pic. 1</th>
<th>Pic. 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jumping Rope</td>
<td><img src="image1.png" alt="Image of children jumping rope" /></td>
<td><img src="image2.png" alt="Image of children jumping rope" /></td>
</tr>
<tr>
<td>Let’s play in the forest</td>
<td><img src="image3.png" alt="Image of children in classroom" /></td>
<td><img src="image4.png" alt="Image of children in playground" /></td>
</tr>
<tr>
<td>Traditional Colombian games in virtual and in-person education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dancing Bingo</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image1.png" alt="Dancing Bingo" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image2.png" alt="Dancing Bingo" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Stop</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image3.png" alt="Stop" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image4.png" alt="Stop" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Hangman</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image5.png" alt="Hangman" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image6.png" alt="Hangman" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Simon Says</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image7.png" alt="Simon Says" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image8.png" alt="Simon Says" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rhythm</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image9.png" alt="Rhythm" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image10.png" alt="Rhythm" /></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 7: Color coding

<table>
<thead>
<tr>
<th>RESEARCH QUESTION</th>
<th>GAME</th>
<th>VIDEO RECORDINGS</th>
<th>SEMI-STRUCTURED INTERVIEW</th>
<th>FIELD JOURNAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent do traditional Colombian games contribute to the enhancement of the Communicative Competence in EFL fifth graders in virtual and in-person settings at a public school in Tunja, Boyacá, Colombia?</td>
<td>Jumping Rope</td>
<td>This image shows when we gave them a space at the beginning of the class to learn the song and start memorizing it. They were very excited as the rhythm is quite catchy and incites the audience to move (conga), also, they already knew some groups of &quot;opposite words&quot; and we nurtured the lyrics of the original song, with the words that they were telling us.</td>
<td>Decko said: “Fue muy chévere y pues aprendí mucho. Disfrutamos mi amiga y yo de aprender y de jugar prácticamente”</td>
<td>Al final de la clase, mientras volvíamos al salón, escuchamos a algunos niños decir “qué chévere tener clases así”.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Los niños manifestaban que ellos jugaban a saltar el lazo con sus primos en casa, lo cual, al cantar esta canción en inglés, resulta en el uso del idioma extranjero en contextos auténticos.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Al principio de la clase, mientras estábamos enseñando la canción, los estudiantes nos dijeron que sabían un par más de “opposite words” así que decidimos usarlas para complementar la canción y hacer una nueva más larga y compleja para posteriormente usarla en el desarrollo del juego.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Los niños se dejaban llevar por su espíritu competitivo y esto ocasionaba que se olvidaran de cantar la canción mientras saltaban la cuerda, por lo que tuvimos que ser insistentes en este aspecto.</td>
</tr>
</tbody>
</table>

Jumping Rope

Here we see how the students went out to the playground and started jumping rope in groups of...
### Traditional Colombian games in virtual and in-person education

**Let’s play in the forest**

In this situation, we were teaching the basic steps of a daily routine, accompanying the vocabulary with body language. The students associated the meaning of the
did not sing in the order of the original song, they did pay attention to using “opposite words” and keeping the rhythm of the song.

Some students said they wanted to jump on their own, which demonstrates the versatility of the workshop and how it can be applied in groups or individually.

**Elmo said:**

“Me pareció muy chévere porque pudimos saltar cuerda y disfrutar con mis amigos”

**Batman said:**

“Me encantó porque aprendimos muchas cosas nuevas”

**Superman said:**

“Me gustó porque jugamos”

**Esparcli Pinki said:**

“Me gustó porque hablamos en inglés”

**Los niños ya estaban familiarizados con el tema de opposite words, por lo que fue más fácil que se aprendieran la canción que propusimos.**

**Los estudiantes se esforzaban en aprender las partes de la rutina diaria ya que ellos querían ser el lobo.**
expressions only by looking at the body language.

In this part of the class, we were teaching the song “Let’s play in the forest” and we included the vocabulary about daily routine.

Another thing that we can highlight is that the students were participating a lot and this demonstrated that they felt comfortable.

The students comments were like: “Ah, ya sé por qué estábamos repasando la rutina”

At the end of the class, we went outside the classroom to play the nursery rhyme Let’s play in the forest.

Sara said: “Porque las profes son amables”

Nadie said: “Me gustó la clase porque era divertida y me gusta jugar con mis amigos”

Flores said: “Me gustó esta clase porque fue divertida me siento feliz”

Al final de la clase una niña nos abrazó y dijo: “me gustó mucho la clase porque hablamos en inglés y jugamos y me divertí aunque yo quería ser el lobo”

At the end of the class, we went outside the classroom to play the nursery rhyme Let’s play in the forest.

La primera vez que se puso la canción, los niños la reconocieron inmediatamente y la empezaron a cantar en español.

Evidenciamos la comprensión de este vocabulario por la mímica que ellos hacían al momento de mencionar cada paso de la rutina.
On of the comments was: “Qué chevere salir a jugar en la clase de inglés”

Bingo

Here the students were doing the mathematical operations and filling out the Bingo cards. They were very focused and attentive because they wanted to win the game.

This is an example of the Bingo card used for the workshop. As the children saw the mathematical operation and solved it, they looked for the

Flor said: “La clase fue divertida porque hicimos algo nuevo”

Azulecilla said: “La clase me pareció bonita porque jugamos y me gusta jugar en las clases”

Aguamarina said: “Me pareció divertida porque hablamos en inglés”

Estrellita said: “Me gustó mucho la clase porque a mí me gustan las matemáticas”

Raptor said: “Fue divertida pero me hubiera gustado jugar con mi amigo”

ellos manifestaron que se habían divertido. En esta ocasión los niños disfrutaron mucho la parte musical, ya que disfrutaban tener pausas para bailar ritmos que les eran conocidos.

Durante el taller escuchábamos comentarios como “qué difícil este bingo” o “uy nunca había visto matemáticas en inglés” lo cual nos hace entender que fue un reto para los estudiantes, pero al final,

Como este juego tenía un nivel de dificultad más grande, que era hacer operaciones matemáticas en inglés, nos encargamos de hacer un par de ejercicios antes de aplicar el taller.

Cómo este juego tenia un nivel de dificultad más grande, que era hacer operaciones matemáticas en inglés, nos encargamos de hacer un par de ejercicios antes de aplicar el taller.
result on the card and marked it with a red pencil or a different color.

To teach different topics, words can be replaced by numbers, images or colors depending on the grade level of the workshop.

Virtual roulette used to choose mathematical operations.

The students asked why we didn't bring balls and were curious to see the roulette wheel.

A student said: “Se ve muy chévere, ¿puedo girarla yo?”. 
In this part of the class we were doing a review of Fruits and Vegetables to later apply the Stop game.

Students formed pairs to play stop, for each round 2 min. were counted, if a student finished completing the board before the two minutes were up, he/she could shout stop.

In the first two rounds the students were writing some words in Spanish so we had to encourage them to think and respond in English.

After several attempts, the students started to use the speech act proposed in this game.

Destroyer said: Me pareció genial, divertida y estupenda. Lo que más me gustó es que aprendimos palabras en inglés, me gustan más esas actividades porque uno aprende más fácil.

Reiven said: Me pareció muy bien porque me divierto mucho y aprendo más, me hubiera gustado tener actividades así para aprender más cuando estudiaba virtual.

SJ said: Me pareció muy chevere. Lo que más me gustó son los juegos, me hubiera gustado tener clases así cuando estudiaba de manera virtual porque uno pasa el tiempo y no se queda ahí aburrido.

Adriana said: La clase me pareció super bien, me encantó. Lo que más me gustó es que yo siempre...
juego esto con mis primos. Me hubiera gustado tener juegos así cuando tenía clases virtuales porque uno se divierte y pues juega y pues es chevere.

Vanessa said: La clase está muy chévere porque puedo jugar con mis compañeros. Me hubiera gustado tener juegos así cuando estaba virtual porque me sentía sola en la casa.

Rosita said: La clase me pareció muy bien, todo me gustó de la clase. Cuando tenía clases virtuales me hubiera gustado tener clases así porque es muy divertido aprender jugando y no diciendo como escribiendo y no haciendo nada.

King said: La clase me pareció bien. Lo que más me gustó fue el juego de stop.
Hangman

At the beginning of the class, the topics to be used were presented. Colors and clothing. To present this topic, the characters of the movie "Encanto" were used.

Then we started playing "Hangman". In this opportunity the students had to use the speech act to say the next letter or the word if they already knew it. An important aspect is that this game strengthens memory and concentration. Students had to participate individually, but at the beginning of the game, following the rules was challenging for them, so their classmates helped them with the correct words that they had to use. It motivates them to complete the activity.

Moonnight said:
La clase me pareció muy divertida, y me hizo aprender mejor inglés. Mi parte favorita fue aprender las palabras en inglés y jugar un rato. Me hubiera gustado tener clases así cuando estudiaba virtual porque mi profesora era muy brava.

Sol de luna said:
Muy bien, muy interesante y muy educativa. Lo que más me gustó fueron los juegos. Me hubiera gustado tener clases así durante la virtualidad porque en la cuarentena uno no hace nada. Allá encerrada en la casa y era aburrido.

Destroyer said:
La clase me pareció muy divertida e interesante, fue interesante que la profesora nos haya recordado el Abecedario para que aprendamos y nos enseñó nuevas palabras. Me

Para presentar el tema que era prendas de vestir y colores, se usaron los personajes de la película "encanto" para que los niños pudieran describir las prendas de vestir de los mismos.

Cuando íbamos a empezar a aplicar el juego los niños tuvieron que salir a presentar unas pruebas de estado así que tuvimos que desarrollar el taller con un número reducido de estudiantes.

Virtual: Los estudiantes preguntaban cuando íbamos a volver a tener la siguiente clase y sugerían que se hiciera este tipo de actividades todos los días.

When the virtual version of this taller was opened, the students were asking if it was possible to play it, which they were very interested in learning.

Moms’ interventions

Dara’s mom: Me parecen interesantes estas clases porque en las clases que tenían antes les ponían una guía y
It is also a game that allows all students to participate actively.

This is the online version of Hangman game.

Hubiera gustado tener juegos así pero no se podía porque era virtual y era más complicado.

Estrellita said: La clase me pareció muy divertida y aprendí mucho.

Me hubiera gustado tener juegos así en la virtualidad porque la verdad si me divertí.

Lumine's mom: Las clases que tenían con la otra profesora no eran así, hubiera sido chévere que los chicos pudieran tener más encuentros así, se nota que les gusta mucho y este tipo de actividades hace que se les facilite más todo, además me parece muy bonito que se rescaten estos juegos que hasta nosotros disfrutábamos que son tan sanos y no tan violentos como lo que uno ve ahora.

Simon says

For this class, adjectives and the classroom's school supplies were taught so that the students could later use these topics in the development of the game.

Dora la perreadora: La clase me pareció bien, muy chévere, muy divertida porque aprendí muchas cosas y pues me la pasé muy chévere, compartiendo con ustedes y con los demás. Mi parte favorita fue...
Students not only used the speech act correctly but immediately recognized the classroom object they were asked to describe.

**Campanita:** La clase me pareció muy bien, muy divertida porque me gustaron las actividades que hicimos para aprendermos todos los colores, la ropa, todo. Me gustaría seguir teniendo juegos así porque me parece más divertido y además podemos aprender más que lo de una clase normal.

**Conejita:** La clase me pareció muy divertida porque pues o sea hicimos juegos pero con los juegos también aprendimos mucho. Me gustaría tener más juegos así porque me parecieron muy divertidos.

**El hombre araña:** La clase me pareció divertida porque aprendí cosas nuevas y me gustaría jugar más ejercicio de *aplaude haciendo referencia a ritmo*.

**Rhythm** A final review of the topics covered in the previous classes was made and the students were taught the song "rhythm".

**Cuando jugamos Simón dice,**

En este taller algunos estudiantes manifestaron querer jugar en pareja como en ocasiones anteriores. Pero el objetivo de esta clase era evaluar la expresión oral individualmente.

**Cuando la profesora no decía “Simon says” algunos estudiantes decían: “ella no dijo Simon says así que no hay que hacer nada”**

Los estudiantes se veían muy motivados y felices haciendo el ritmo con sus manos.
This was the final game. On this occasion we had the opportunity to review all the topics seen previously. It was a total success as it was only necessary to sing the song a couple of times for the students to learn it. This was due to the transparent and simple language used for the lyrics. It was definitely a class that was quite enjoyable and one that the students would like to repeat as they really enjoy making music with their clapping.

**Monkey:** La clase me pareció muy chévere porque jugamos y pues aprendimos un poquito más de cosas de lo de inglés y me pareció muy chévere la clase. Me gustaría tener más clases así porque en mi anterior colegio no hacíamos clases así y pues nos enseñaban de otra forma y no era tan divertido.

**Baby dragon:** La clase me pareció chévere porque aprendimos más cosas, aprendimos cómo se llama la ropa en inglés y también aprendimos cómo decir nuevas palabras. Me gustaría tener más clases así porque es chévere aprender con alguien que tiene un tiempo exacto y que no están estresados y se relajan hacen que los estudiantes hablen como más.

El acompañamiento con las palmas facilitaba la memorización de la letra en inglés.
Tradational Colombian games in virtual and in-person education

Note. It contains the research question, the workshops’ names, and the data collected through the three instruments, classified by colors.