

Traditional Colombian Games in Virtual and in-Person Education*

Juegos tradicionales colombianos en Educación virtual y presencial

* Original Research Article

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Reception: February 08, 2022


Approval: March 21, 2022


 <https://doi.org/10.19053/2011835X.15033>

How to cite this article:

Ramírez, A., Avella, J.M. & Rincón, M.P. (2022). Traditional Colombian Games in Virtual and In-person Education. *ENLETAWA Journal*, 15(1), 1-24.

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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-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 vídeos, 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 claves: Competencia Comunicativa, juegos tradicionales colombianos, virtualidad, presencialidad, contextos escolares auténticos y versatilidad.

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 due to the pandemic COVID-19, including their academic formation. Once the pandemic was overcome, life started to go back to normal, but 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 enhancing 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.

Since this is a Qualitative research study, the pre-service teachers-researchers selected three different instruments to collect data provided by the development of each one of the workshops. The instruments were video-recordings, semi-structured interviews and field journals.

Researchers were able to conclude that traditional games contributed significantly to the development and enhancement of the Communicative Competence.

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?

Objectives

General Objective:

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 (Colombia).

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.

Theoretical Constructs

EFL in Colombia

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

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 as vocabulary, acts of speech, grammar, socio-cultural content, etc.

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 significant, and 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.

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.

Communicative Competence.

Since Communicative Competence is the main concept of this study, it is pertinent to include its definition. 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 competence, in which we can make sure that the content provided enables the

students to learn and produce language on their own; Strategic competence, which provides the participants with tools to avoid language gaps; Socio-linguistic competence, which guarantees the use of the foreign language in natural and sociocultural contexts; and Discourse competence, in which the knowledge of the language and its use in given contexts take place.

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 an 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).

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. Taking into account the previously stated, we can contribute to the overcoming of those difficulties that virtual education brings with itself.

Research Design

Type of Research

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 and the selected population to be part of the context of the study, and let both 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.

Population and setting

The population selected for this study is composed of 33 fifth graders from a public school in Tunja (Boyacá - Colombia). 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.

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.

Field journal

This instrument consisted of notes taken and observations made by the pre-service teachers-researchers during their classes and 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. The field journal was a key method in recording every detail of the application of the pedagogical procedure of this study.

Semi-structured interviews

At the end of the implementation of every workshop, the researchers applied a short semi-structured interview to five (5) students chosen randomly; 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.

Video recordings

This instrument gave us the opportunity to follow the progress of the students and also, to evaluate to what extent these games enhance their Communicative Competence. 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.

Instructional Design

This chapter illustrates the methodological components that were taken into account in order to develop this research. In order to achieve the objectives proposed and to solve the research question seven (7) workshops based on traditional Colombian games were applied.

Workshops Implementation Procedure

As a first step, it was necessary to select the traditional games and to design the workshops. The aspects taken into account to propose these games were: The level of language, the vocabulary, the grammar and the acts of speech. Also, the

researchers carefully chose the games so they developed the four components of the Communicative Competence. 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 needed, the topic, the act of speech, the vocabulary, the grammar and the methodology that was divided in three parts: presentation, mechanization and assessment. The next chart summarizes the workshops implemented in this study:

Table 1 Overview of Workshops

Game n°	Date	Name	Objective	Description
1	October 7th, 2021	Jumping rope	To play jumping rope while singing a nursery rhyme (opposite words)	Jump while everyone sang a nursery rhyme. It can be played individually as well.
2	October 21st, 2021	Nursery rhyme “Let’s play in the forest”	To identify and express the basic steps of a daily routine and to strengthen Colombian identity.	Make a circle while holding hands, then go round and round while singing and act the known nursery rhyme “let’s play in the forest”. (Wolf will do his job after telling players its daily routine)
3	November 4th, 2021	Dancing Bingo	To put into practice the already acquired knowledge of the four basic operations in mathematics and apply them in the English class in a fun way.	To play a Dancing Bingo (Colombian version). Students will do math operations in order to find the numbers. Every 5th math operation there was a musical intervention with a Traditional Colombian song.

4	November 18th, 2021	Stop	To ask questions and answer them in simple present tense by using colors, fruits and vegetables vocabulary.	The students used the classic stop board and they filled up the blanks with different vocabulary like: Vegetables, fruits, color, etc.
5	February 3rd, 2022	Hangman	To strengthen the alphabet and spelling skills by using different vocabulary. To practice some wh/questions.	A virtual board is shown where they had to guess the word by saying letters. The alphabet in English and the vocabulary in order to find the hidden word is needed.
6	February 17th, 2022	Simon says	Describe school supplies and classroom objects using adjectives such as: small, big, long, etc. Evaluating oral production individually.	The traditional "Simon Says" game is used to give instructions to students. (Describing classroom objects or school supplies using adjectives).
7	March 3rd, 2022	Rhythm	To review and assess all the topics studied during the implementation of the workshops.	The students sang a famous rhyme which is: Rhythm (clap) If you please (clap), can tell me (clap), animals... numbers, fruits, vegetables, colors... for example (clap)... Teachers can use any vocabulary for applying this game.

Data Analysis

Once the information was collected, the pre-service teachers-researchers proceeded to begin the analysis process. In order to make an accurate and objective analysis, some principles from the Grounded Theory approach were used 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 or categories which are explained in the following chart:

Table 2. Overview of the categories and subcategories

Research question	Categories	Sub-categories
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, Colombia?	Come out of your shell	It is your turn!
	Go all out	Ready, set, go!
	Go with the flow	Cover all the bases
		It's child's play

Category 1: Come Out Of Your Shell

The name of this category arose from the idea of how it is necessary to take them out of their comfort zone. This population spent more than two years studying English at home, where they excused themselves on the lack of connectivity to avoid participating, having to express themselves or even having to “speak in public”.

Subcategory 1.1: It's your turn!

The name of this subcategory is based on the idea of the students having their opportunity to develop their Communicative Competence in the EFL class. According to the aforementioned, the virtual setting where the classes were

developed limited the students and their learning, that is why us, the pre-service teachers-researchers, gave them the opportunity to do it and told them “It is your turn!”

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).

Aiming to support the prior idea, we present some affirmations collected during the development of the workshops by using the three different instruments, where we evidenced how the four components of the Communicative Competence were developed (Linguistic, socio-linguistic, strategic and discourse).

The class was very fun because I can play with my friends. I would have liked to have games like this when I was studying virtually because I used to feel lonely. (Vanessa. Workshop IV. 18/11/2021)

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)

Through these samples, it is evident that having used traditional Colombian games facilitated the assimilation of the dynamics of them, and the process of learning new vocabulary and grammar of the students. Another important aspect to highlight 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.

In order to conclude this category, it is relevant to recognize that due to the short time that we had, the students 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. Finally, they were provided with opportunities to use the language in authentic school contexts.

Category 2: Go All Out

This category describes the level of motivation that the students had and how 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.

Subcategory 2.1: Ready, set, go!

This 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.

It is known that children have always loved games and that is why we decided to combine them with the learning of English. 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 that contribute to increase their motivation, so they are more engaged with the process and this provokes valuable results. The students expressed their joy related to these games.

(It is fun to learn while playing and not writing and doing nothing). (Rosita. Semi-structured interview. Workshop IV. 18/11/2021)

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

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)

The games for this research study needed to have repetitive structures and rhythm which were already known by the students, because according to Macedonia (2005) “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).

In order to conclude this second category, it is relevant to highlight the success of the workshops regarding motivation and how 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.

Category 3: Go With The Flow

The third and last category evidenced the versatility of each one of the workshops designed and how the conditions provided by these games allowed us to adapt them to any kind of topic, any level of language and to virtual and in-person environments.

Subcategory 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 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 content. 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).

(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)

Additionally, during the implementation 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).

These workshops allowed researchers to design them with transversality as well, which is clearly evident in the development of the DANCING BINGO. 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.

I liked the class a lot because I like math. (Estrellita. Workshop III. 04/11/2021)

One more view regarding the versatility of this study is the novelty that it contains. We presented these games using technological 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).

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. As an example:

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

We are able to conclude that these workshops provided an extra element to our students: versatility, which is an innovative factor that we as pre-service teachers-researchers implemented and added to the already known traditional Colombian games.

Subcategory 3.2: It's child's play!

This 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 provided useful tools that facilitated this objective.

Some of these games are usually composed with songs that become nursery rhymes known by everyone and this facilitated the comprehension of the rules of the games applied and the content proposed. We display some comments to illustrate what we just mentioned.

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)

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 how 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 that accompanied their children perceived the development of this study, 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 developed the classes.

In order to better illustrate the previously mentioned, we display some examples taken from the video recordings.

(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).

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). 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. We display some examples of the participants manifesting the previously stated.

(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 StojkoviĀ and JerotijeviĀ (2011), “students by themselves practice to use language and it is easier to learn new vocabulary through games”. (p. 943)

We conclude the description of this category by stating that the versatility of the workshops facilitates not only the process of enhancing the Communicative Competence of the students, but also the adaptation of the traditional Colombian games to facilitate the coverage of several topics, levels of language, population and contexts.

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, the implementation of workshops based on traditional games contributed significantly to the development of the four components that constitute the Communicative Competence. Finally, they had opportunities along the development of this study to use the language in authentic school contexts.

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 entertaining 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 they contain a useful characteristic which is versatility. It has to do with the adaptation of the games to specific necessities. We evidenced that the teacher-researchers made necessary adaptations, for example vocabulary, grammar, acts of speech, etc. They were also able to design those workshops based on the levels of language, new topics, population, and new contexts. In order to accomplish the objectives, researchers had also to incorporate easy-to-use tools and resources accessible to the participants, and in some cases to parents, because they also got immersed in the class when the workshops were developed virtually.

During the implementation of the virtual workshops, some of the students' parents were attending the classes and it was notorious how they also got involved in the

classes. They expressed that it was interesting for them how we developed the classes. They considered appropriate and motivating the kind of games that we, the pre-service teachers-researchers, designed. The fact that they also knew these games made them feel more comfortable which involved them more to participate in the classes.

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