

**TRADITIONAL GAMES: A PEDAGOGICAL PROPOSAL TO ENCOURAGE
INTERCULTURAL COMMUNICATIVE COMPETENCE**

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INGLÉS Y FRANCÉS

BOGOTÁ D.C. 2023

Abstract

This action research project presents a pedagogical proposal that aims to describe the impact that traditional games have on the development of Intercultural Communicative Competence (ICC) in the EFL classroom. The rationale for this study lies in the need to foster this competence in students due to its relevance amid an increasingly interconnected world. Likewise, the reason for this research lies in the essentiality of promoting an education that considers academic, ludic, and sociocultural aspects in the EFL class. In this order of ideas, this mixed research was carried out with a group of 5th grade students at the school CEDID Guillermo Cano Isaza IED, who, during seven weeks of intervention, progressed in terms of intercultural attitudes, knowledge, and skills by incorporating traditional games. Concisely, this study contributes to the understanding of these games to promote intercultural foreign language learning in the school setting.

Keywords: Traditional games, Intercultural Communicative Competence, use of games, EFL classroom, and primary.

Resumen

Este proyecto de investigación acción presenta una propuesta pedagógica que tiene como objetivo describir el impacto que tienen los juegos tradicionales en el desarrollo de la Competencia Comunicativa Intercultural (CCI) en el aula ILE. La justificación de este estudio radica en la necesidad de fomentar esta competencia en los estudiantes debido a su relevancia en medio de un mundo cada vez más interconectado. Asimismo, la razón de esta investigación reside en la esencialidad de promover una educación que considere lo académico, lo lúdico y lo sociocultural en la clase ILE. En este orden de ideas, esta investigación mixta se efectuó con un grupo de estudiantes de 5° grado en el colegio CEDID Guillermo Cano Isaza IED, quienes, durante siete semanas de intervención, progresaron en términos de actitudes, conocimientos y habilidades interculturales al incorporar juegos tradicionales. De forma concisa, el presente estudio contribuye a la comprensión de estos juegos para favorecer el aprendizaje intercultural de lenguas extranjeras en el ámbito escolar.

Palabras clave: Juegos tradicionales, Competencia Comunicativa Intercultural (CCI), uso de juegos, aula de inglés como lengua extranjera (ILE) y primaria.

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1. Contextualization and Problem Statement

This chapter describes the information about the context of the school CEDID Guillermo Cano Isaza IED in terms of the local community that surrounds the school setting. Besides, there is a general description of the *Proyecto Educativo Institucional* (P.E.I) along with the characterization of the participants. Finally, it includes the rationale, delimitation, and formulation of the problem, as well as the objectives that the teacher-researcher set out to achieve in the research project.

1.1. Contextualization

This research project was carried out at the school CEDID Guillermo Cano Isaza IED, a public institution for boys and girls that has educational services in preschool, primary, and secondary with technical modalities in the morning, afternoon, and evening. Likewise, the school is in the locality¹ of Ciudad Bolívar in Bogotá, Colombia. Following the report made by Alcaldía Mayor de Bogotá D.C. (2022), most of the people in the area belong to strata one and two, that is, a low socioeconomic level². Moreover, this locality is characterized for being one of the most extensive, diverse, and complex areas of the Colombian capital. This is due to its 13,000 hectares of extension full of landscapes, water springs, and paramos. Furthermore, its population is composed of peasants, afro-descendants, indigenes, and immigrants, who live in the midst of various difficulties and social problems, such as poverty and violence (Alcaldía Mayor de Bogotá D.C., 2022).

On the other side, focused on the institution, its *Proyecto Educativo Institucional* (P.E.I), named “*Comunidad Guillermita, Un Proyecto de Vida*”, presents, in the first place, the institutional mission that focuses on educating autonomous and socially responsible

¹ Locality is a territorial or administrative division of a specific population group. In this case, Bogotá has an administrative division of 20 localities, one of which is Ciudad Bolívar (Secretaría de Cultura, Recreación y Deporte, 2022).

² Colombia has a socioeconomic stratification, which classifies from 1 to 6 the residential properties that must receive public services. Stratum 1 is low-low, stratum 2 is low, stratum 3 is medium-low, stratum 4 is medium, stratum 5 is medium-high and stratum 6 is high (Ley 142, 1994).

students in consonance with a series of academic, technical and human skills that the institution promotes. In the second place, it can be found the institutional vision that aims for the school to be recognized for its quality and effectiveness in its educational processes and continuous improvement to prepare for life and society. To conclude, it is evidenced the pedagogical model, based on the constructivist model, which is consistent with the institutional mission and vision, since it is intended that the students build knowledge, considering the four pillars of education according to UNESCO: learning to know, learning to do, learning to live and learning to be (CEDID Guillermo Cano Isaza IED, 2016).

1.2. Participants

A survey (Annex No. 1) was designed to characterize the participants. This one was applied to parents and students to acquire information on sociodemographic, economic, familiar, and academic aspects. To initiate, the participants of the project are a group of 14 boys and 12 girls in 5th grade aged between 9 and 12 years old³. Two of these students are part of an inclusion process⁴. Likewise, there are students of Colombian and Venezuelan nationality. Indeed, the students from Venezuela (15%) are the least numerous in the class group compared to students from Colombia (85%). Similarly, most students live in the locality of Ciudad Bolívar (96%) and their socioeconomic stratum is one (38%) or two (62%). Their parents on average have a complete secondary education, and most of the families have basic services (water, electricity, and gas) and eat three meals a day.

Otherwise, taking into account familiar and academic aspects, it was possible to evidence that most of the students (96%) have a good relationship with their family circle and feel safe at home. Likewise, the majority of the learners live with their mothers and siblings. In turn with the school-related aspects, all the students revealed that they enjoy going to

³ The initial sample was 32 students; however, 6 parents did not fill out the authorization form for their children to participate in the project. Consequently, the final sample was reduced to 26 students.

⁴ It is an ongoing process that seeks to guarantee the right to education for children and youth with physical, cognitive or social disabilities/difficulties (Ministerio de Educación Nacional, 2018).

school, 77% get along well with their classmates, 96% like what is taught in classes, and 92% receive help from their teachers when they do not understand a topic in class. In the same vein, facing the pandemic, 42% of students consider that they were able to do their academic activities with ease, and 84% point out that they obtained aid from their families to do their school homework.

In short, the participants in this research belong to a 5th grade that is characterized by bringing together two different cultures. In the same manner, it is a population who live modestly in the locality of Ciudad Bolivar with their families. Certainly, the students' immediate families stand out for providing support, comfort, and security to the learners. Finally, it is highlighted that the students perceive the school as a pleasant place to study because they enjoy what they learn and receive timely help from their teachers with any difficulty. Clearly, teacher support was missed in the pandemic, since a small percentage of the students could easily do their school activities despite having parental help.

1.3. Diagnosis

A diagnostic process was carried out, in which the teacher-researcher used three different instruments to find and delimit the central problem of the study. These instruments were the field diary (Annex No. 2), the survey (Annex No. 1), and the diagnostic questionnaire (Annex No. 3 and Annex No. 4), which were chosen to collect information regarding the teaching-learning context together with the difficulties and strengths of the students in the EFL classroom. In the same way, the aim of this process was to assess the English Language level and the Intercultural Competence level⁵ of the 5th grade students. Having said that, throughout five follow-up sessions to the course, it was feasible to observe, implement a survey, and apply two diagnostic questionnaires in order to define the primary

⁵ It is important to note that it was decided to evaluate interculturality, because a cultural interaction between Colombians and Venezuelans was identified in the classroom. Moreover, there was an emerging interest on the part of the teacher-researcher around the subject from the school context.

problem of the research. With that being acknowledged, the results obtained are the following.

1.3.1. Diagnosis of English Level

Initially, considering the notes of the field diary in the observation stage, it was witnessed that the students in the class did not use the English language to communicate with the teacher, but rather their mother tongue. Likewise, the head teacher tried to speak in the target language of the class; however, she must make constant use of Spanish to clarify activities or specific vocabulary to the students. In this way, it was evident that the learners had difficulties in understanding and expressing themselves in the English language. In addition, it was observed that the class was based on the grammar-translation method, since the first two sessions were focused on copying and translating vocabulary related to clothing and adjectives. Indeed, the head teacher copied the vocabulary on the board and then distributed a dictionary to each student so that they could look up its translation in Spanish.

On the other hand, in relation to the survey that was applied to characterize the participants, an exclusive section was allocated for the students to self-assess their own knowledge and use of the foreign language. As a result, 54% of the students expressed that their English classes are difficult for them, 65% do not know how to answer personal questions (i.e. name, age, nationality, etc.), and 81% cannot have a simple conversation with their classmates. Nevertheless, 81% of the students affirmed that they like their English classes, 65% know how to greet their teacher and classmates, and 58% have recently learned some words, sentences, and expressions in English. These results show that the students are aware of their academic and communicative difficulties in relation to the English language, but even so they manifest certain interests in this class.

Lastly, there are the results that emerged from the diagnostic questionnaire, which was designed considering Madsen's (1983) testing techniques book, in order to know how it is

more appropriate to assess beginner-level students in all communicative skills. However, to make the students' English language knowledge visible and having in mind what was observed, the diagnostic focused only on their productive skills. In addition, another document was contemplated to design this questionnaire, which was the *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés* (Ministerio de Educación Nacional, 2006). Having mentioned that, the results obtained were as follows.

On one side, writing skills were tested by asking the students to write down five characteristics of their country of birth. Based on the results, it was found that 40% of the students wrote only in Spanish (ex. *su ciudad más bonita es Maracaibo*), 24% tried to write in English but with some grammar and spelling errors (ex. *the country the cofe*)⁶, 28% made a combination between English and Spanish when writing (ex. *my country is very grande*), and 8% wrote correctly in English with no errors. On the other hand, despite the difficulties in expressing themselves in written form, it can be observed that the students have knowledge of some English nouns, adjectives, and verbs, specifically the verb to be in the present simple tense.

Meanwhile, speaking skills were evaluated through a group activity with open-ended questions. This one was monitored by means of a checklist and field notes (Annex No. 3). Now, from this evaluative process, it can be affirmed that the students can greet properly and can introduce themselves with the sentence: "my name is...". Nonetheless, they have difficulty giving information concerning their age, nationality, and tastes. Also, for spelling, most students made use of the alphabet that they had in their notebook or dictionary to complete the activity. In fact, only two students knew the alphabet by heart. Finally, the learners were asked to make a brief description of their teacher to obtain more data about

⁶ Probably, the student wanted to say that Colombia is a coffee country.

their linguistic knowledge. Based on this, it was possible to show that they could not form complete sentences and only used English words related to colors and clothing.

In conclusion, from the observations, the students' perceptions, and the diagnostic questionnaire, it can be stated that the learners have difficulties in their productive language skills, since they do not show the level of English proposed by the Ministerio de Educación (2006), which is A2 (Basic I). Some of the reasons include not having the facility to make both written and oral descriptions. They do not know enough expressions to provide personal information and do not easily understand short sentences of the present simple tense. Notwithstanding, they possess a basic vocabulary that enables them to greet and participate in class. Further, despite their traditional classes with the grammar-translation method, they affirm that they like their English classes and feel motivated to learn more about the language.

1.3.2. Diagnosis of Intercultural Competence Level

This diagnostic questionnaire was created based on the master's thesis: *Assessment of the Intercultural Competence in Primary Education: A comparative view between CLIL and non-CLIL contexts* (Almodóvar-Antequera, 2018). In this study, the author proposes to evaluate intercultural competence in 5th grade⁷ based on three aspects: knowledge, skills, and attitudes. To clarify, knowledge refers to understanding diverse cultures; skills are the ability to interact effectively with people from different countries of origin; and attitudes focus on respecting, accepting, and valuing different cultures, beliefs, and histories. Considering this, the results obtained are presented below.

To commence, the students were assessed in terms of general knowledge about cultures. For this, it was sought to know if they could recognize and differentiate flags,

⁷ This master's degree study was valuable for the creation of the diagnostic questionnaire, since it works with a population similar to that of this research project. Although the study was done within the context of the Spanish Educational System, it should be noted that this one is similar to the organization of the Colombian Educational System, as the equivalent of 5th grade in Spain is the same in Colombia. Therefore, the ages of the participants in the two studies do not differ.

typical costumes, and traditional music of their own country and the other ones. As a result, 69% of the students were able to recognize all the flags of the countries. The rest of the learners confused the flag of India with that of Ireland, due to their similarity in colors. Also, some students confounded the flag of Australia with that of India. On the other part, 54% of the students correctly chose all the typical costumes, the remaining percentage had difficulty identifying the typical costumes of some countries, such as India, Japan, China, and South Africa. At last, 19% of the students identified all the audios of traditional music and 81% had some difficulties doing so. The audio that all the students could recognize was the one from Brazil. The rest of the traditional audios had more irregularities in the answers, since students were not able to identify them.

In the same manner, to continue evaluating knowledge, students were given the freedom to write about a country in the world that they would like to travel to and what they know about this one. First, 35% wrote that they would like to go to European countries like Spain, France, and Italy. Then, 27% expressed that they would like to travel to countries in North America, such as the United States and Canada. Finally, 23% of the students chose Latin American countries, namely Mexico, Colombia, and Venezuela and 15% chose an Asian country, which is South Korea. Towards these results, students shared very general knowledge about these countries, even non-specific, as some students only said that the food was delicious or the weather was interesting. Nevertheless, other students shared curious facts about the countries, these were related to national sports, language, economy, artists, legends, festivals, and music. In this way, some knowledge can be evidenced about the culture of the nation that one day they would like to travel.

On the other side, to assess skills and attitudes, the students must express how much they agree with a series of statements about relating to other cultures and people. Having that in mind, 96% of students affirmed that they like legends or tales from other parts of the

world; 88% find it interesting to learn words from different foreign languages; and 54% love songs from other countries. Additionally, 88% of students like to have friends from other cultures; 69% consider that it is important to treat immigrants well; 81% respect the opinion of other people independently of their origin and make an effort to interact with classmates from other cultures; and, at last, 84% feel lucky to have been born in their country of origin (Colombia or Venezuela).

To summarize, the students have some knowledge, skills, and attitudes on interculturality; however, there is room for improvement in these areas. That said, it was observed that the students differentiate some countries when identifying their flag of origin; nonetheless, they have some difficulties in recognizing key cultural elements, such as typical costumes and traditional music. In addition, regarding countries that they would like to know, most of the learners have a very general knowledge about them, but a minority share specific data about their culture of interest, as they share information regarding economy, music, language, among other aspects. On the other hand, regarding their attitudes and intercultural skills, it is noticeable that the students were open to learning about other cultures, whether through literature, music or the language itself. Also, they considered that it is relevant to respect people regardless of their place of origin and like to have friends from other cultures. Lastly, they value the fact of being born in Colombia or Venezuela.

1.4. Rationale

In recent decades, the National Ministry of Education in Colombia, through the National Bilingualism Program, has been interested in improving communicative skills in English as a foreign language at all educational levels in response to today's global, economic, and social needs (Ministerio de Educación Nacional, 2005). That said, the program proposes specific goals, considering the CEFR⁸, which aim for school students to master an

⁸ Common European Framework of Reference for Languages.

intermediate level (B1) and higher education students to master an upper intermediate level (B2+ C1). However, according to Enciso-Monsocua et al. (2021), currently, school students are at very low levels compared to the goals proposed by the Ministry of Education. This can be corroborated by the results obtained in the diagnosis of the level of English in this research study, which presented how the students had difficulties expressing themselves in the target language and how their level of English did not correspond to what was proposed in the foreign language standards by the Ministerio de Educación Nacional (2006).

Given the above, it is necessary to formulate new pedagogical proposals and consider the social-educational contexts to achieve these national bilingual objectives, particularly, since, as it was diagnosed, the students had traditional classes with the grammar-translation method without the use of English to communicate. Following López-Rocha (2016), teachers should not only focus on language teaching, but should also consider the context in which language communication occurs. This means that social and cultural aspects should be promoted in the foreign language classroom, as these give meaning to the message that is being communicated. Additionally, it is crucial to note that foreign language learners are mediators between cultures, since they are not only individuals with a sociocultural background, but they are also a connection to the culture of the foreign language that they are learning. They are intercultural mediators in constant development (Byram, 1997).

In this research, it is considered substantial to teach the English language hand in hand with the sociocultural aspects of different countries where the language is spoken. Besides, it is important to take into account the learners' milieu. Bearing this in mind, this research project presents a pedagogical proposal, that seeks to encourage Intercultural Communicative Competence (ICC) through traditional games, since, in the 5th grade English class, there are students from two different cultures (Colombian and Venezuelan) who struggle to communicate in the target language. In this way, with this proposal, it is planned

that students learn about the language together with cultural elements of their own culture, but also of others; thus, developing intercultural awareness. Likewise, students are expected to develop attitudes and skills that allow them to act and communicate effectively with people from other cultures.

Now, it is worth questioning why traditional games should be implemented in the EFL classrooms, mainly to promote ICC. First, traditional games guarantee one of the essential rights in childhood, which is "(...) the right to rest, relax, play and to take part in cultural and creative activities" (UNICEF, 1989, article 31). Second, traditional games are a means to develop interculturality in children, since they are a source of transmission of knowledge and sociocultural values that have passed from generation to generation (Lavega-Burgués and Olaso-Climent, 2003). Moreover, in education, traditional games are an essential tool to prepare students to participate in a multicultural and democratic society, as these ones learn to respect diversity (Janot and Mora-Verdeny, 2007). Third, learning based on playing allows learners to be involved in interactive and problem-solving situations, in which the development of critical thinking, communication skills, and meaningful learning are promoted (Juan-Rubio and García-Conesa, 2013; Castrillón-Díaz, 2017). To close, games help students stay attentive and participate in class, as learners without stress and seduced by the game will learn while having fun (Brougère, 1995, cited in Melek, 2013).

1.5. Delimitation and Formulation of the Problem

In this section, the research question is formulated together with the proposed objectives to effectively address the identified problem. For clarification purposes, these elements were defined after a process of observation and diagnosis, in which the need to implement a pedagogical proposal was recognized to replace the traditional classes, improve English productive skills, and consider cultural diversity by promoting ICC in the 5th grade classroom at the school CEDID Guillermo Cano Isaza IED.

1.5.1. Research Question

- What is the impact of using traditional games to encourage Intercultural Communicative Competence in 5th grade EFL class at CEDID Guillermo Cano Isaza IED?

1.5.2. Objectives

General Objective

- To describe the impact of using traditional games to encourage Intercultural Communicative Competence in 5th grade EFL class at CEDID Guillermo Cano Isaza IED.

Specific Objectives

- To identify the students' attitudes toward playing traditional games and learning about different cultures in the EFL classroom.
- To define the influence of traditional games in the process of knowing one's own culture and that of others using the English language.
- To analyze the intercultural skills promoted by the application of traditional games in the EFL classroom.

2. Conceptual Background

In this chapter, to begin with, different degree studies are considered at a national and international level to elaborate the state of the art. This intends to recognize and understand what has been studied in the field of EFL teaching, particularly, regarding the implementation of traditional games together with the development of ICC in the EFL classroom. On the other hand, some books, articles, and projects were examined as references to build the conceptual framework, centered on terms such as the Use of Games in EFL Classroom, Traditional Games, and Intercultural Communicative Competences (ICC).

2.1. State of the Art

To elaborate this section, a judicious and deep search was initiated in different electronic databases to find antecedents related to fostering ICC through traditional games in the EFL classroom. Some of the databases consulted were: *LA Referencia*, *Open Access Theses and Dissertations (OATD)*, *DART-Europe*, and *Google Scholar*. In these, it was possible to show that few investigations have been done concerning the subject of this study. Instead, it was found how at a national and international level, intercultural knowledge and attitudes are promoted through the implementation of board games. Also, linguistic games are used in EFL class to improve the different skills of the language, especially oral skills. Bearing this in mind, five international and national degree studies will be depicted below.

To begin with, there is the research project *Improving speaking skills through games in young learners from 5th and 6th Grade of Primary of Melvin Jones School* (Bautista-Guerrero de Fernández, 2019). This is a quasi-experimental study, conducted in Lima, Peru, whose objective is to define how games can improve speaking skills in terms of communication, fluency, grammar, and vocabulary in the learners. The population is a group of forty 5th and 6th graders from Melvin Jones Primary School (experimental group) and La Salle School (control group). These were tested before and after implementing the games in

class to obtain results on the process of improving speaking skills. Some games played were *the wrong story*, *memory game*, *chocolate cake*, *identify the song*, among others. These games were implemented by the researcher based on the needs and interests of the students.

From this study, it can be concluded that games influence language improvement. The reason is that the twenty students of the experimental group, in which the project was carried out, presented better results in oral production compared to the twenty students of the control group. Although the latter began the process with a better speaking performance, they did not have any improvement compared to the experimental one, which presented higher communicative results regarding fluency, vocabulary, and grammar by having playful classes. In the same way, the students of the experimental group improved their attitude towards the English classes, since the songs and rhymes implemented in the games changed the atmosphere of the class.

To continue with, the second study is *The Intercultural Mural: A Proposal for Raising Intercultural Awareness in an ESL Classroom* (Martínez-Parra, 2020). This one displays an educative innovation project, which has as general objective to motivate students to learn cultural information about different countries through an online board game about the most common nationalities in Saragossa, Spain⁹. Furthermore, this research uses a quantitative approach and its target population is a group of students, aged 10 to 14, from public schools in Saragossa. Interestingly, the study presents a deep description of the theoretical framework regarding migratory flows in Spain, cultural diversity, intercultural education, and gamification. Moreover, it is considered a survey that was applied to know how interculturality is being approached in the educational context of the chosen population and, having in mind the results, create an innovative proposal to be implemented in future EFL

⁹ Martínez-Parra (2020) clarifies that it is a city with a high rate of immigration. Therefore, different cultures, such as the Romanian, the Moroccan, the Colombian, the Nicaraguan, among others, can be evidenced.

classes by teachers seeking to facilitate intercultural awareness among Spanish students through play and cooperative work.

Having said that, the prospects of the project are that the students feel motivated to learn and, at the same time, improve their use of the English language in grammatical, functional, and lexical terms. In the same way, it is expected that, through cooperative work, students will be able to recognize language as a means to communicate and understand different cultures. The researcher proposes as a final work, after playing the board game, that the students create a cultural mural using English, in which elements about different countries are discussed such as art, food, geography, literature, etc. Finally, it is anticipated that, through gamification and intercultural training, students will adopt attitudes of tolerance and comprehension towards cultural diversity amid a context with a high migratory flow.

Now, the third project, *Desarrollo de la habilidad oral en inglés en los niños de cuarto grado mediante la lúdica como herramienta de aprendizaje* (Nieto-Pachón and Salazar-Cortés, 2019), develops action research with a qualitative approach, which had the objective of encouraging oral production in English classroom through playful resources. This research was done at the *Colegio Empresarial Los Andes* with 4th grade students, who played *Guess the Word*, a linguistic game that can help improve pronunciation and verbal fluency through cooperative work to guess and explain different words, considering that it was diagnosed that the students had difficulties to communicate in the foreign language because of lack of vocabulary and pronunciation problems. Besides, a focus group was held to find out the perception of the students regarding the traditional class methodology and the new one. These data were collected through the field diary and audio-recording.

The results obtained from this research were the following. At first, students expressed that they did not feel motivated by the traditional class of memorization and repetition; however, with the new methodological proposal, the students felt more

comfortable and stimulated to participate in class. Similarly, students commented that they liked group work, since they understood the activity better and had fun. At last, the researchers affirmed that implementing playful resources helped the students participate with greater satisfaction and freedom. Although improvements were obtained in oral production, at a linguistic, pragmatic, and sociolinguistic level, the students still had insufficient vocabulary and pronunciation difficulties. Nonetheless, the need to offer these kinds of game spaces in the EFL classroom is recommended, so that students acquire significant learning, in which they become protagonists.

On the other hand, the fourth study, *Be a hero: propuesta pedagógica mediante un juego de mesa para mejorar las habilidades de pronunciación y léxico en inglés con niños de siete a nueve años* (González-Cardozo, 2020), proposes a qualitative research approach, whose objective is to upgrade phonological and lexical skills in children from 7 to 9 years old, through a self-designed board game. This one is named: *Be a hero* and was developed based on the needs and knowledge of the students from Promise Kids, a teaching-learning space about the bible in English, which is offered by the United Church of Bogotá. The dynamic of this game is that students assume the role of heroes. They must work collaboratively and read aloud a series of cards with clues that will guide them to achieve some objectives and defeat the villain. Likewise, it seeks to promote interculturality, since there are characters that represent Colombian and American culture. In this way, students will recognize and contrast both cultures through the board game.

Unfortunately, this pedagogical proposal could not be implemented due to the global situation of COVID-19. Notwithstanding, this board game was evaluated by two experts. The first was a teacher with great experience in the design of materials for teaching and learning foreign languages. The second was an English phonics teacher, who has a wide trajectory teaching this language. From the evaluations obtained from both experts, it can be concluded

that this board game is appropriate to develop phonetic and lexical skills in students. In addition, the game is considered a pleasant and dynamic tool for learning English. Although the comments made were positive, some recommendations were also suggested regarding contextualizing the universe of the game and expanding the level of linguistic difficulty so that children can enrich their vocabulary.

Finally, the fifth project, *Los juegos tradicionales como estrategia para promover la interculturalidad en el aula de clase* by Acosta-Losada et al. (2019), is a research with a descriptive qualitative approach that uses action research as a method to transform the educational environment and practices. This study was developed with a group of 2nd grade students at the *Institución Educativa Unión Europea* of the Ciudad Bolívar locality in Bogotá, Colombia. In this class group, there were Colombian, Venezuelan, and Afro-descendant children, which means, it was a multicultural classroom¹⁰. The main objective of this research was to peruse the effect of traditional games on the intercultural processes that are developed in these children. For this, a series of traditional games from Colombia, Venezuela, and South Africa were implemented.

As a result, it was possible to display that children were positively influenced by traditional games, since they can identify and describe the characteristics of the culture to which the game belongs. Likewise, it was found that the implementation of games favors motor development, mental skills, inclusion, and coexistence in the school environment. These last two aspects are noteworthy, because, in the characterization of the population, it was mentioned that foreign children were sometimes subjected to bullying and verbal abuse. Lastly, it highlighted the need and relevance of implementing traditional games in class, since it strengthens cultural respect along with the identity and cultural empowerment of students.

¹⁰ To clarify, this project was not developed in the EFL class, but in classes other than this one, as it is not specified in which subject the research process was carried out.

In closing, considering the studies reviewed, each of these ones is relevant for the present research, since it supports how favorable the implementation of different games in the EFL classroom can be. These allow the improvement of the target language, transform the students' attitudes towards the English class, and promote collaborative work among learners. Even though only one research was found in the implementation of traditional games, it was also possible to observe that, through board games, students could acquire knowledge about other cultures, develop intercultural awareness, and adopt attitudes of both respect and tolerance. Indeed, similar elements were discovered in the findings of Acosta-Losada et al. (2019) thesis, showing the potential of traditional games (as a cultural product) to enhance ICC in students.

2.2. Conceptual Framework

This section establishes the theoretical foundation that helped the teacher-researcher to organize ideas, create relationships, and guide the research project. Therefore, in the following, the key concepts are defined and characterized based on the theoretical contribution of different authors around the Use of Games in the EFL Classroom, Traditional Games, and Intercultural Communicative Competence (ICC).

2.2.1. Use of Games in EFL Classroom

In the field of education, playing is an elementary component in the development of children, since it influences their physical, social, cognitive, emotional, and linguistic growth (Melek, 2013; Juan-Rubio and García-Conesa, 2013). In view of this, Hall (1976), an American anthropologist, points out that one of the biggest mistakes of modern teaching is not allowing students to play in the educational experience, as it is not understood how significant this activity is in the gratification and maturation of the human being. Moreover, according to the American psychologist and pedagogue, Jerome Bruner (1988, cited in Juan-Rubio and Garcia-Conesa, 2013), the game is a way to overcome traditional classes,

because learners acquire an active role in the teaching-learning process. These also transform their behavior toward learning, as they are in a relaxed, contextualized, and age-appropriate environment. In addition, games can improve social relationships between teachers, students, and classmates (Castrillón-Díaz, 2017).

On the other hand, games for learning foreign languages function as an authentic technique that stimulates the concentration and motivation of students in the classroom. Besides, playing permits to improve in the target language, encourage teamwork, increase self-confidence, and promote creativity along with communication in the EFL schoolroom (Juan-Rubio and García-Conesa, 2013). In accordance with Castrillón-Díaz (2017), with this didactic tool, teachers can address linguistic aspects of the language, including grammatical and sociocultural ones. In turn, Cuq and Gruca (2005, cited in Melek, 2013) propose four kinds of games for foreign language teaching, which are linguistic games (e.g. scrabble or hangman), creativity games (i.e. riddles, anagrams, or pictionary), cultural games (i.e. general cultural knowledge game), and theater-oriented games (e.g. role-playing or dramatization).

Nonetheless, to implement the games in the EFL classroom, it is important to consider that they must have a preparation and a purpose, since not just any game will work in the language class. In that case, Tyson (1998) suggests a series of tips on how to select proper language games. First, they should be fun and involve friendly competition. Second, they should engage and interest all students. Third, they should promote the use of the language according to the level of the students. Fourth, they should give the opportunity to learn, practice, or retake knowledge in relation to the language. Finally, as a reflection, games should also be implemented in a moderate way, since a balance must be found between game time and serious academic study (Juan-Rubio and García-Conesa, 2013).

2.2.2. Traditional Games

According to Trigueros-Cervantes et al. (2015), traditional games are a cultural element that allows preserving and transmitting the values, customs, habits, and traditions of a community. These games are not exclusive to a single territory, but can be present in various areas, eras, and cultures with different names, rules or socio-cultural meanings (Lavega-Burgués and Olaso-Climent, 2003). To give an example, *cauchito*¹¹ is a worldwide traditional game and pastime. In each country, it changes its name, its songs, and its jump sequences. In Germany, it is called *gummitwist*; in England, *elastics*; in the United States, *Chinese rope*; in Canada, *jumpsies*; and in Latin American countries is known as *liga*, *goma*, *resorte*, and *elástico* (Posada-Saldarriaga, 2016). Historically, it is believed that this game originated from China or Japan and, years later, it reached the United States and Great Britain (Rosen, 2016).

In light of the above, Ovalle (2011) proposes some of the main features of traditional games that permit specifying their nature in society. First, they are usually competitive and cooperative. Second, these games have as their principal task to entertain and please children. Third, they are folkloric manifestations, and their origin lies in past generations. Fourth, they do not need complex equipment, since accessible objects can be used, such as balls, handkerchiefs, ropes, among others. Fifth, they are generally organized by the children themselves, because they decide where, when, and how to play. Finally, their game rules are unwritten and easy to remember.

In the same manner, considering other features, Lavega-Burgués and Olaso-Climent (2003) highlight the fictitious value of traditional games, as playing takes people to a world completely different from their reality. It is a space to get out of the routine and enjoy.

Furthermore, these kinds of games are characterized by being a cultural reflection and an

¹¹ Game that consists of performing a series of jumps on an elastic band while singing a rhyme or song. This game is usually played with three people and its degree of difficulty lies in where the elastic is located, whether it is ankles, knees or thighs (Ovalle, 2011; Posada-Saldarriaga, 2016).

excellent means of communication that enables different generations, social classes or cultures to unite (Janot and Mora-Verdeny, 2007). These allow the development of the intercultural competence that helps to value and respect global diversity. However, these games in today's world are being forgotten, forasmuch as ICTs have transformed the ways children and adolescents play (Ovalle, 2011; Trigueros-Cervantes et al., 2015).

Now, in agreement with Musa et al. (2021), nowadays, “(...) there is an increasingly modern mindset so that children prefer to play online games and offline games than traditional games” (p. 1031). The reason why children have these preferences is because, with technological advances, everything can be done quickly, conveniently, and efficiently anywhere. In addition, modern games have more attractive features for children, as there are continuous updates, in which they can play and compete with their friends at any time without getting physically tired. Notwithstanding, these games also have negative impacts on children. For instance, parents pay less attention to their children's development and learning, children are increasingly lazy, and they do not interact face-to-face with peers and communities (Musa et al., 2021). Indeed, in earlier times, parents would go outside to play with their children, they would teach them traditional games, and, in the process, some neighborhood kids would join them.

2.2.3. Intercultural Communicative Competence (ICC)

Interculturality “(...) refers to the existence and equitable interaction of diverse cultures and the possibility of generating shared cultural expressions through dialogue and mutual respect “(UNESCO, 2005, p. 14). Nowadays, interculturality is relevant in the midst of the digital era, as people are constantly establishing relationships and bridges of communication between diverse communities around the world, thanks to ICTs. In the same way, due to the different waves of immigration, classrooms have become multicultural places, so different educators and educational policymakers have had to work and include

intercultural objectives within the curriculum (Sercu, 2005). Facing these situations, it is considered pertinent that EFL teachers promote interculturality in the classroom, since teaching a foreign language does not only imply knowing the linguistic aspects, but also connecting students with a diverse cultural world. Hence, it is crucial to plan and create EFL classes that motivate the development of ICC in contemporary learners.

That said, it should be noted that ICC is a model that goes beyond Communicative Competence, which mostly focuses on the ability to use the language properly according to structure, context, and purpose, without contemplating intercultural interchanges. Certainly, Byram (1997) proposes the ICC model to question the theoretical conception of Communicative Competence in foreign language education, especially considering the approaches of Hymes (1972), Canale and Swain (1980), and van Ek (1986), who regard native speaker competence as an ideal example for the foreign language learners. Indeed, this idealistic notion ignores “(...) the significance of the social identities and cultural competence of the learner in any intercultural interaction” (Byram, 1997, p. 8). Accordingly, in the ICC model, Byram (1997) develops and describes an intercultural speaker who uses the language appropriately, crosses cultural boundaries, and interacts with people from different social backgrounds.

From the above, it is essential to elucidate that ICC is “the ability to interact with ‘others’, to accept other perceptions of the world, to mediate between different perspectives, (and) to be conscious of their evaluations of difference” (Byram et al., p. 5, 2009, cited in Gómez-Rodríguez, 2013). To better understand this concept, Byram (1997) explains that the ICC model involves three main aspects, which are knowledge, skills, and attitudes. The first one is about the knowledge that a person brings to a conversation regarding the world and the country that the interlocutor belongs to. Moreover, in this situation, there is a cultural awareness about one’s own context; thus, creating an intercultural interaction in the

conversation. Now, the second aspect is about the skills to interpret, relate, discover, and interact, which allow understanding and maintaining an effective relationship between two or more cultural individuals. Lastly, the third aspect is about the attitudes related to curiosity, openness, and the willingness to prevent disbelief about other cultures along with one's own.

Along the same lines, these three aspects (knowledge, skills, and attitudes) work together to develop the ICC. In the perspective of Byram (1997), people obtain knowledge of their own culture and that of others through primary (friends and family) and secondary (educational systems) socialization. Likewise, people acquire knowledge by interacting with interlocutors from other cultures; thus, creating a perception of this person. This type of knowledge is linked to the skills of interpreting and relating, since, based on prior knowledge, the person can understand the actions or behaviors of the interlocutors and, at the same time, relate to these ones through comparable actions or behaviors of their own cultural group. Further, in communicative scenarios, people have predetermined ideas or stereotypes, which can affect mutual understanding. Therefore, in these situations, it is key to maintain attitudes of openness and curiosity to interact as well as to produce a respectful and effective interaction.

Having clarified how these three aspects work together, Byram (1997) suggests that knowledge, skills, and attitudes help to develop critical cultural awareness, the ability to critically assess the similarities and differences that exist in one's own and other countries' cultural perspectives, ideologies, practices, and products. In this sense, developing this ability allows the speaker of a foreign language to consider their own cultural experiences together with those of the other; thus, valuing and evaluating cultural diversity rationally and respectfully to motivate an effective communication process.

Table 1*ICC model*

1	Influence of primary and secondary means (Nuclear family, friends, education, and political education)		
2	Knowledge (Ability to know and understand one's own culture and that of the other)	Skills (Ability to culturally interact, relate, discover, and interpret)	Attitudes (Ability to respect and value self and other)
3	Critical cultural awareness (Ability to evaluate critically cultural diversity)		

Note: Own elaboration based on what was exposed in Byram (1997).

Next, regarding the encouragement of ICC in the EFL classroom, it should be highlighted that teachers play a key role as scaffolds for students to learn about cultures and develop ICC. For this purpose, the perspective of the American anthropologist, Edward T. Hall (1976), is decisive, since he portrays culture as a complex system of extensions that touches and alters various aspects of human life, either consciously or unconsciously. To illustrate, culture can be seen as an iceberg, which has a surface (consciousness) and depths (unconsciousness). For this reason, it is necessary to question what kind of culture is sought to be promoted in class. The visible part represents elements that are easy to perceive, i.e. language, arts, rituals, food, religion, institutions, among others. On the contrary, the hidden part depicts components that are more complex to notice such as beliefs, values, traditions, norms, roles, ideals, and concepts. Dealing with these elements, especially the hidden ones, makes it possible to avoid cultural misunderstandings that give rise to stereotypes and even prejudices (López-Rocha, 2016).

In the same vein, considering both visible and hidden cultural elements can make a difference in the EFL class, as “beneath the clearly perceived, highly explicit surface culture, there lies a whole other world, which when understood will ultimately radically change our view of human nature” (Hall, 1976, p. 15). Although it is recognized that it is difficult to

know and comprehend the cultural practices of others and even one's own, transcending a single cultural vision and embracing diversity is an act of wisdom as well as courage in human relations (Hall, 1976). In particular, familiarizing students with the historical, social, and cultural context of different countries, including the one in which one grew up, can help them understand the actions, behaviors, and ways of interacting with other individuals. Thus, the interrelation between cultures is fostered, and the cultural system that dominates the way students act, whether consciously or unconsciously, is overcome.

To conclude, ICC is a component that must be developed and cultivated, as it is warranted in the increasing pace of technological advances and internationalization processes in today's world. In agreement with Byram (1997), ICC should be integrated into the foreign language curriculum. For this reason, the role of teachers is to provide an intercultural approach to students and teach both culture and language, so that students become aware of their own cultural context but also that of the other. Besides, learners begin to engage in respectful dialogues that overcome the ethnocentric ideas in society (Hall, 1976). Finally, this competence can be obtained at school, but also outside of it, either through a trip abroad or through the student's autonomous learning, in which the knowledge, skills, and attitudes of this one take place.

3. Methodology

This chapter focuses on the methodological design of this research project, which determines how the information will be collected, organized, and analyzed to solve the research question. To begin with, it includes the research approach i.e. the mixed approach. Subsequently, it considers the type of research, which is action research. Last but not least, it describes the data collection instruments along with the ethical recommendations that are contemplated in this research study.

3.1. Research Approach

This project is framed within a mixed research approach, which is distinguished by integrating quantitative and qualitative elements in the systematic, empirical and critical process of collecting and analyzing data (Hernández-Sampieri et al., 2014). Likewise, this approach is ideal for identifying, capturing, understanding and interpreting in depth the complexity of a phenomena that is composed of two realities: a subjective and an objective one. Concretely, the research analysis and evidence commonly involves presenting data in numerical, verbal, textual, visual, and other different formats to obtain insights on the research problem (Creswell, 2013; Lieber and Weisner, 2010, cited in Hernández-Sampieri et al., 2014).

To extend the understanding of mixed research, it is crucial to discuss the rationale concerning this approach, particularly from the perspective of Doyle et al. (2009) and Hernández-Sampieri et al. (2014). To initiate, they recognize that, by combining qualitative and quantitative approaches, their weaknesses are offset and their strengths are maximized to improve the overall quality of analysis and inferences, leading to more robust and accurate conclusions. Moreover, this approach provides the research with a richer and more comprehensive context, while ensuring a generalizable and externally valid outcome.

Besides, it allows to collect and illustrate information through the utilization of various data collection instruments, encompassing both approaches in mixed research.

Furthermore, it is essential to underscore that this type of approach is formulated based on a pragmatic philosophy, since it implies the selection of methods that should rely on what is most appropriate in addressing the research problem (Johnson and Onwuegbuzie, 2004, cited in Doyle et al., 2009). Indeed, this creates a flexible and adaptable design by using a combination of inductive and deductive procedures. According to Johnson et al. (2006, cited in Hernández-Sampieri et al., 2014), the mixed research design can be influenced by the weight given to each approach. That is, it can focus more on one approach (i.e. qualitative or quantitative) or give equal emphasis to both. In the case of this research, the qualitative approach will be given precedence, but it will be complemented by the quantitative one to delve deeper into the understanding of the studied phenomenon. To elucidate, this decision was made because this study aims to comprehend and describe the context and perspectives of the students. It also seeks to examine the intricacies of human experiences, knowledge, attitudes, and behaviors within their natural setting. Hence, the focus will be on analyzing and interpreting this type of data without neglecting the logical basis and statistically verifying the emergent findings.

In closing, this research approach permits to identify a series of characteristics and conditions that are unique and relevant in the context studied. In this project, the teacher-researcher joins the educational community, in which a problem or issue has been identified through observation, to act and transform the real educational setting of the social group. In this case, it was considered necessary to change the traditional EFL teaching methodology and implement one that is more didactic and contextualized for the students. This new teaching approach is aimed at promoting the ICC because of global needs and cultural diversity in the classroom. Consequently, the incidence of implementing traditional

games in the EFL classroom will be explored in detail and then the results obtained will be analyzed from data based on the perspectives, emotions, sensations, knowledge, and experiences of the students towards the new class methodology.

3.2. Type of Research

Action research is a critical, introspective, and organized method, which allows the teacher to explore, reflect, understand, and ameliorate their teaching context and practice (Burns, 2010). Additionally, it is a method that is characterized by being participatory and collaborative, since it considers different participants from the educational community within the research process. It also seeks transformative change in a particular context, especially in the educational field, through the concurrent process of taking action and doing research, where the teacher is not only a researcher, but also a participant (Wallace, 1998). In other words, this process focuses on questioning and problematizing the teaching practice itself, to identify those educational gaps and, afterward, make an action plan that allows the implementation of new strategies or alternatives to achieve changes and improvements.

Considering the above, Kemmis and McTaggart (1988, cited in Bisquerra-Alzina, 2009 and Burns, 2010) suggest a series of steps in spiral cycles to do action research, which are the following: planning, action, observation, and reflection. The first step refers to the diagnosis stage, where the teacher identifies a problem of interest that can be transformed, considering "(...) i) what kind of investigation is possible within the realities and constraints of your teaching situation; and ii) what potential improvements you think are possible" (Burns, 2010, p. 8). The second step centers on critically informed intervention, in which the teacher has already known the context, delimited the problem and created a plan to be implemented. The third step focuses on observing and documenting the effects of the action plan that was implemented. The last step is concerned with reflecting on the effects of the

action plan for further improvement planning or reporting on the research process to other colleagues.

In view of the foregoing, this research project is proposed to change or, even better, improve existing practices in the EFL classroom through the implementation of a pedagogical proposal. For this reason, the teacher-researcher considered those needs detected in the classroom, especially those communicative, social, and cultural to attend to them and accomplish a change in the learning-teaching practices, contemplating that not only the processes of the students are essential, but also the performance of the teacher-researcher. Certainly, this becomes a systematic process, since it implies critical analysis of the situations in which the students and the teacher are immersed, having in mind the four stages of action research (plan, act, observe, and reflect) during the development of the pedagogical intervention.

3.3. Data Collection Instruments

To identify the impact of traditional games on the encouragement of ICC in 5th grade students at the school CEDID Guillermo Cano Isaza IED, five data collection instruments were selected: field diary, focus group, audio-recording, artifacts, and questionnaires. Likewise, it is relevant to mention that these instruments were chosen because they were suitable for mixed research to obtain constant information on the experiences, knowledge, and perceptions that students have regarding the pedagogical proposal.

3.3.1. Field Diary

It is an instrument that allows recording, in a narrative-descriptive way, facts that are likely to be interpreted throughout the research (Bisquerra-Alzina, 2009). Besides, the field diary permits the researcher to organize the information about the experiences and then analyze the results obtained (Sánchez-Brancho et al., 2021). In this research, the notes taken were personal, descriptive, and inferential. This means that accurate descriptions of attitudes,

experiences, perceptions, and impressions are made, accompanied by reflections and interpretations of the context. This instrument was used in each class to identify and analyze the impact of the pedagogical proposal on the attitudes, processes, and results of the students along with the performance of the teacher-researcher.

3.3.2. Focus Group

It is a semi-structured interview that is carried out with a small group of people to obtain relevant information on the research problem. The interviewer has the role of moderator, who raises the issues through open questions and supervises the development of the interview (Hernández-Sampieri et al., 2014). Pursuant to Sánchez-Brancho et al. (2021), the focus group intends to promote dialogue between the participants and generate a collective discourse regarding one or several specific topics. This helped the researcher discover how the participants perceive reality or, in the case of this research, how the students find the classroom methodology and how the ICC has been developed.

3.3.3. Audio-recording

It is a useful instrument that allows a deeper analysis of the studied context, since, by having the recording (e.g. an interview), it is possible to reproduce fragments and listen again to capture those data that were not previously perceived (Sánchez-Brancho et al., 2021). In this matter, this instrument enabled to detect in more detail the use and the development of speaking skills. Furthermore, it helped to collect evidence from the focus group which was made up of six students to discuss the methodology of the EFL class and situations about interculturality.

3.3.4. Artifacts

It is an instrument of documentary analysis, since they take into account the materials elaborated by the students, which have a great subjective value (Bisquerra-Alzina, 2009). These are done in school activities, whether they are group work, guides, drawings, writings,

among others. In this project, the students' artifacts were considered to demonstrate the knowledge acquired in relation to other cultures of the world. Likewise, the learners' writings were examined in order to identify their opinions about their own culture and that of others. Finally, the artifacts functioned as evidence of the development of writing skills in the target language.

3.3.5. Questionnaire

It is a highly structured and flexible instrument that makes it possible to collect information regarding the knowledge, opinions, feelings, and experiences of students or other actors in the educational community (Wallace, 1998). This is usually made up of a set of questions, such as closed-ended, open-ended, guided or structured (Burns, 2010). In this project, two questionnaires were implemented as a diagnosis before and after the pedagogical intervention. This was in order to recognize and record the process of the students in relation to their English level and their Intercultural Competence level when applying traditional games in the EFL classroom.

3.4. Ethical Recommendations

At the beginning of the research project, through a consent form (Annex No. 5), parents were informed about the activity that was going to be carried out in the EFL classroom and that the personal information obtained from this same process will be completely confidential and will be used only for academic purposes. This is in accordance with the regulatory framework of *Ley 1581 de 2012*, *Decreto 1377 de 2013* and *Manual de política interna y procedimientos para el tratamiento y protección de datos personales* (Universidad Pedagógica Nacional, 2018).

4. Pedagogical Proposal

This chapter presents the pedagogical intervention that was proposed in view of the problem statement formulated for this research project. In this matter, this part introduces the theoretical visions regarding curriculum, language, learning, and classroom, which defined the perspective of teaching that was used in the pedagogical intervention. To conclude, the description and development of the different activities is presented, bearing in mind the implementation plan.

4.1. Curricular Vision

The vision adopted for this project is that, in agreement with Mulenga (2019), “curriculum is all the selected, organized, integrative, innovative and evaluative educational experiences provided to learners” (p. 20). From these experiences, the purpose of the curriculum is to achieve a set of learning outcomes and behaviors to be utilized optimally in society (Mulenga, 2019). To rephrase, it is intended to develop human potential at a cognitive level, but also at a moral one for social relations. In the case of this research, the need to develop a pedagogical proposal that promotes ICC in students was identified, due to the cultural context of the learners, but also to the technological and global advances that are currently being experienced. Consequently, integrating and fostering interculturality in the curriculum is key, in order to develop students’ abilities to face a transposed world.

On the other hand, this project also contemplates that the curriculum is not a conceptual construct, but a cultural one (Grundy, 1987, cited in Agray, 2010). Videlicet, it is not an abstract decontextualized concept, but a way of structuring educational practices based on a specific cultural context with particular needs. In this way, beliefs, perceptions and experiences of those involved (students and teachers) in curriculum creation are considered. Moreover, from Grundy’s perspective¹², the cultural curriculum has an emancipatory interest,

¹² Grundy bases his perspective on Habermas's emancipatory interest (1984, cited in Agray, 2001).

which promotes the independence and autonomy of the human being that is reflected in the need to transcend, grow, develop, and know oneself through practices, such as reflection, freedom, and rationality. In such a manner, giving rise to individual emancipation, but also to collective emancipation with the responsibility of autonomy (Agray, 2019).

In view of the foregoing, the emancipatory interest encourages the transformation of the learners' consciousness about their existence and participation in the world as well as in the educational milieu (Agray, 2010). Therefore, this conception of the curriculum (cultural with an emancipatory approach) motivates a humanistic formation that seeks to change how students perceive and act in society in an autonomous and responsible way; thus, recognizing the self and the other. This is in accordance with what is proposed in this project, since it is committed to the development of ICC in the students: a competence for the present and future that allows to recognize the diversity and the cultural plurality in the world.

4.2. Vision of Language

In this project, language was mainly conceived as a system and a means to achieve specific goals, express oneself, and identify the cultural and ideological values of a community (Tudor, 2001). This implies the need for students to use the language to carry out the different activities proposed in the classroom and in their personal lives. In addition, it is a medium for students to explore their emotions, ideas, and interests regarding experiences and new knowledge about various topics, but in this instance, about some cultures in the world. Besides, language is a cultural reflection of the community to which the learner belongs; thus revealing beliefs, customs, and behaviors of the same.

These three visions are crucial, because, in this proposal, an attempt is made to develop intercultural awareness in the students, not only around the culture of the other, but also their own to guarantee effective and tolerant communication for both the present and the

future of learners. To achieve this, personal and interpersonal perspectives are shared in the learning space.

Anyone learning another language will have encountered this feeling of learning to see the world from a more or less different perspective. Indeed, learning to see the world through the eyes of a different culture may be one of the most broadly educational advantages of learning another language: it is a very practical means of exploring ‘otherness’ in the terms of ‘the other’. (Tudor, 2001, p. 70)

This having been said, visions of language (functional perspective and self-expression) connected with the concept of culture are part of the emancipatory process planned for the classroom. In accordance with Agray (2010), language is a medium of involvement in the educational environment and is a means of transforming self-understanding. Moreover, this system (i.e. language) allows understanding culture in a different way, since it is no longer considered solely as a set of predominant ideas of a specific social group to, instead, become an object of critical analysis that transforms socio-educational discourse and appreciates sociocultural diversity (Agray, 2010). Keeping this in mind, language and cultural knowledge can transform the classroom into a space for reflection and understanding of the self and the other. This is fundamental in the study, since students can identify and share differences and similarities that they find between cultures through traditional games and other cultural topics of interest to them.

4.3. Vision of Learning

The vision embraced is constructivist, a paradigm for teaching and learning, which postulates the need to deliver the necessary tools to students so that they can build their own knowledge, instead of taking a passive position in the educational process (Bada, 2015). Learners take a central position in the classroom, since their previous knowledge is also considered along with their experiences. From it, learners question, explore, and reflect to

acquire new knowledge along with meanings. In keeping with Tam (2000, cited in Bada, 2015), in the constructivist learning environment, students and teachers share insights and authority, as the teacher is no longer thought of as the only bearer of knowledge in the classroom, but rather a guide in the learning process, keeping in view that this one can also learn from students' mental constructs and backgrounds.

On the other side, constructivism enables students to learn through authentic activities that stimulate their curiosity about the world. In the same way, this paradigm promotes social and communication skills, which create an environment that focuses on collaboration and the exchange of ideas (Bada, 2015). Given the above, in this research, it is expected that students gain a deeper understanding of the language and cultures, engaging their previous knowledge and their real-world experiences through traditional games. Likewise, through collaborative work and conversation, develop a series of skills and attitudes to compare and relate to other cultures, considering that ICC not only involves interaction and understanding, but also the ability to become critical of differences (Byram, 1997).

4.4. Vision of Classroom

The classroom is a learning and communicative space, where students can exchange their experiences and knowledge to support their social, academic, and individual development. In line with Tudor (2001), the language classroom should be "(...) a place of communication which would allow students to practice the communicative skills that they would need to use outside the classroom in real interactive situations" (p. 113). Nevertheless, in order to create a space for authentic communication, it is essential to promote meaningful activities within the classroom, where students can identify similarities with their daily lives and future situations of language use. For example, some activities that are part of students' here-and-now are playing games and sharing their rules, but also talking about their feelings,

concerns or culture shock (in the case of immigrant students) with their classmates and even teachers. From these experiences, students are prepared for the hereafter.

Besides, both the schoolroom and the language depict a vision of the society to which the students belong (Tudor, 2001). Thereby, according to the same author, two processes of socialization (imposed and emergent) can take place. The first involves a series of social attitudes and values that the system seeks to inculcate in the classroom. The second centers on the creation of a social reality by the classroom participants (i.e. students and teacher). In view of the above, this project follows the guidelines delineated for EFL teaching by the Ministry of Education and the institutional curriculum. It also tries to resist ethnocentrism and show multiple cultural perspectives to students. Therefore, the EFL classroom of this study focuses not only on language teaching, but also on multiple cultural contexts that allow the student to develop ICC, an indispensable competence for personal but also academic development (Lopez-Rocha, 2016).

4.5. Instructional Design

This proposal seeks to explore, analyze, and describe the impact of using traditional games to promote ICC in the EFL classroom. For this, six traditional games from different countries of the world were sought and selected. These were chosen based on a series of criteria proposed by Tyson (1998) and Ovalle (2011). First of all, games should be fun, competitive, and cooperative. Second, they should be related to the interests of the students and their level of the language. Third, they must belong to the tradition and have been played by several generations. Fourth, they should have easy-to-get materials. Finally, (this was proposed by the teacher-researcher) they should be part of the culture of the students together with the cultures of countries that have English as their official language to guarantee interculturality in the schoolroom.

In light of the foregoing, the countries that were protagonists of the class process were Colombia, Venezuela, Ireland, the United Kingdom, South Africa, and India. In each class session, the teacher incorporated cultural and geographical information about the country studied. In turn, the students played the traditional game and learned the cultural-historical meaning behind each game. Along the same line, without neglecting the English language, students learned vocabulary and trained in speaking together with writing skills. This allowed to find a balance in the classes, because, according to what was exposed by Juan-Rubio, García-Conesa (2013), and López-Rocha (2016), in the EFL classroom, there is a place for play, academic seriousness, language teaching, and sociocultural learning.

Now, the intervention plan is presented and it includes the number of sessions, the general objectives, the linguistic and cultural topics covered along with the traditional games proposed for each class (see Table 2). It is important to mention that each lesson plan was elaborated based on the linguistic needs of the students along with the topics outlined in the school's class curriculum.

Table 2

Intervention plan

Session and date	General objective	Cultural and linguistic topics	Traditional game
Diagnosis (September 6th, 2022)	To complete the pre-questionnaire on the level of English and Intercultural Competence.	Does not apply	Does not apply
1 (September 13th, 2022)	To describe some characteristics of Colombian nature using familiar adjectives. To achieve this objective, students have to recall some familiar adjectives and use specific vocabulary about Colombian biodiversity.	Colombia is a multicultural country (use of familiar adjectives). Colombia is the second most biodiverse in the world (vocabulary of flora and fauna in danger of extinction).	Lobo, ¿estás? (Colombia) The dynamics of the game consist of designating one child as a wolf and the others as sheep that will form a circle around the wolf. The sheep will begin to turn and sing a round, when they ask "Lobo, ¿estás?", the wolf replies that he is dressing in some garment. In the end, when the wolf finishes dressing, he starts chasing and tries to catch the other children (Ovalle,

			2011).
2 (September 20th, 2022)	To produce short sentences about the culture and weather in Venezuela. To accomplish this objective, learners have to recognize the grammatical structure of the present simple with the verb to be, learn some adjectives to talk about the weather, and remember familiar adjectives to talk about Venezuelan culture.	Tradition and customs about Venezuela: festivals, dances, and gastronomy. Present simple and vocabulary about the weather in Venezuela (sunny, rainy, and dry).	El ángel bueno y el ángel malo (Venezuela) To begin with, the players must be organized, two of whom will be angels and the rest fruits. Then, the two angels must begin the following conversation: – Tun, tun. – ¿Quién es? (answers the teacher in charge). – El ángel bueno (o el ángel malo). – ¿Qué busca? – Una manzana (for example). If one of the players responds to this fruit, he/she goes with the angel. If not, it is the turn of the other angel. This is done until both angels create a team each one. In the end, the two angels hold hands and begin to pull each other with the help of their team behind them in lines. When one of the lines is broken, the side with the most players wins (Janot and Mora-Verdeny, 2007).
3 (September 27th, 2022)	To write short sentences about the culture and seasons in Ireland. To reach this objective, students have to recognize the grammatical structure of the present simple with the verb to have, learn the seasons of the year, and recall familiar adjectives about the weather.	Facts about Ireland: festivities, music, dance, gastronomy, and customs. Present simple and vocabulary about seasons in Ireland (spring, summer, autumn/fall, and winter).	Elastics (Ireland) This game must be played by at least three children. Two of them should hold the elastic at different heights (ankles, knees, thighs, or waist). The third must follow a sequence of jumps while he/she sings. It can increase the difficulty by raising the height of the elastic (Ovalle, 2011; Posada-Saldarriaga, 2016). Rhyme: Jingle, jangle, silver, bangle, inside, outside, inside ON!
4 (October 4th, 2022)	To elaborate short sentences about the seasons in the United Kingdom. To achieve this objective, learners have to remember the grammatical structure of the present simple with the verb to be and have, recall the seasons of the year, and remind some familiar adjectives about weather.	Facts about the United Kingdom: national sports, music, dance, gastronomy, and customs. Present simple and adjectives to describe seasons in the United Kingdom (dry, rainy, sunny, and snowy).	Skipping rope (The United Kingdom) This game must be played by three or more players. Two players must take one end of the rope. Then, they must start to move the rope, so that the rest of the players can enter and jump. Besides, this dynamic is accompanied by a series of movements and songs (Posada-Saldarriaga, 2016). Song: Teddy bear, teddy bear, turn around. Teddy bear, teddy bear, touch the ground. Teddy bear, teddy bear, show your shoes. Teddy bear,

			teddy bear, how old are you? 1, 2, 3, 4, 5.... (Continues counting until the player is entangled with the rope).
5 (October 18th, 2022)	To present orally some interesting facts about South Africa. To accomplish this objective, students have to use the grammatical structure of the present simple with the verb to be and have, recall some familiar vocabulary regarding animals, weather, and numbers, and utilize verbs and adjectives other than those I already know.	South Africa: weather, wildlife, multiculturalism, national sports, economic and sociopolitical expressions. Present simple and familiar vocabulary about animals, weather, and numbers.	Mamba (South Africa) One player will be chosen to be the mamba. Then the mamba will start to run and try to catch other players. When a player is caught, he/she becomes part of the snake's body by grabbing onto the mamba's shoulder, waist, or hand. The game will end when one player remains. This one will be the winner (Pembury-Tours, 2022).
6/7 (October 25th / November 1st, 2022)	To describe India and its culture. To reach this objective, students have to use the grammatical structure of the present simple with the verb to be, remember some familiar adjectives, and utilize at least two or three new adjectives.	Facts about India: Its location, weather, language, animals, monuments, food, games, and greetings. Present simple and adjectives to describe Indian culture (beautiful, big, sunny, dry, hot, charming, and unique).	Dragon's Tail (India) Players must line up and hold each other's shoulders. The first player represents the dragon's head and the last one represents its tail. The group walks slowly; however, at a certain signal, the head has to grab the tail. The rest of the players must protect the tail, because if the player representing this part is touched, he/she is eliminated from the game. Likewise, if the dragon's body disintegrates, the leading player takes the last position, while the second in line becomes the dragon's head. That is, the head becomes the tail and a part of the body becomes the head (Janot and Mora-Verdeny, 2007).
Diagnosis (November 8th, 2022)	To answer the post-questionnaire on the level of English and Intercultural Competence.	Does not apply	Does not apply

In the same vein, considering the traditional games that students played, the teacher shared with them some cultural, historical or social meanings after playing (see Table 3), with the aim of expanding and discussing the visions that students have about other cultures. In the same way, it should be remembered that these kinds of games are characterized by being folkloric manifestations full of significance and history (Lavega-Burgués and Olaso-Climent,

2003; Ovalle, 2011). In other words, sharing these meanings permits clarifying some contextual aspects of the practices, beliefs, and values of the countries to which these games belong.

Table 3

Cultural, historical or social meaning behind each traditional game

Country	Traditional game	Cultural, historical or social meaning
Colombia	Lobo, ¿estás?	<i>Social meaning:</i> its main teaching focuses on showing children never trust strangers, as it can be very dangerous.
Venezuela	El ángel bueno y el ángel malo	<i>Cultural meaning:</i> this game represents the fight between good and evil to win souls, which could show the strong religious inclinations that Venezuelan culture has.
Ireland	Elastics	<i>Historical meaning:</i> this game originated in China (7th century) and, years later, reached the United States. Likewise, the elastics began to be played in Great Britain and Ireland in the 1960s, since it had been brought from the USA (Rosen, 2016).
The United Kingdom	Skipping rope	<i>Historical meaning:</i> it is believed that this game originated in Egypt, among the craftsmen who jumped on the ropes that they made. Many people associate jumping as a girl's game, but, historically, it was originally a boy's game (Posada-Saldarriaga, 2016). European boys began jumping in the early 16th century. The activity was considered indecent for the girls; however, they began to jump in the 18th century (Robert-Shaw, 2022).
South Africa	Mamba	<i>Cultural meaning:</i> this game was named after a snake that is very poisonous and lives in various areas of Africa (Pembury-Tours, 2022).
India	Dragon's Tail	<i>Cultural meaning:</i> this game is originally from China; however, it is played by Hindu children (Janot and Mora-Verdeny, 2007). It is believed that this game refers to the dragon (a monster) from the mythology of Hinduism (Tharoor, 2022).

In view of the above, at the end of the class, a space for intercultural reflection was provided, in which the students talked with the teacher about the country studied in the class, the traditional games played together with the differences and similarities that exist between cultures. Finally, as homework, students were asked to draw the flag of the country to be studied in the next class along with five facts about this one. This is so that students have

some prior knowledge before the class and, in the same way, can practice writing in the English language.

5. Data Analysis and Findings

This chapter discusses the analysis of the data collected considering the research question and the objectives proposed at the beginning of the study. Consequently, the first section contains a description of the analysis method and the data analysis procedure regarded in this research to validate and triangulate the information collected. In addition, the following section presents the definition and interpretation of the categories of analysis that emerged from the data gathered; thus, representing the findings of this project.

5.1. Data Analysis Procedures

The method selected to analyze and categorize the data collected in the pedagogical intervention was grounded theory. In accordance with Corbin and Strauss (1990), it is a research method that focuses on discovering, explaining, describing, and grounding a theory to reality. This is feasible as it is an inductive method, in which the data gathered guides the analysis and the construction of a theory that is derived directly from the real-world setting. Indeed, "the procedures of grounded theory are designed to develop a well integrated set of concepts that provide a thorough theoretical explanation of social phenomena under study" (Corbin and Strauss, 1990, p. 5). That being said, the stages for data collection and analysis are presented below.

In the first stage, as part of grounded theory canons, data collection and analysis processes were carried out simultaneously (Corbin and Strauss, 1990). For this purpose, field diaries were used, since a narrative-descriptive record was made about what happened in the classroom. Subsequently, at the end of each intervention, an analytical reflection was written on what was observed and collected (either through artifacts, questionnaires or audio-recording transcripts), bearing in mind attitudinal, pedagogical, didactic, and intercultural aspects. Certainly, this helped to guide the next steps to be taken and recognize potentially relevant elements in the research.

In the second stage, an important analytical process was held, which was coding. In grounded theory, Corbin and Strauss (1990) differentiate three types of coding sequential procedures: open, axial, and selective. The first one focuses on providing the researcher with new knowledge about the phenomena by breaking analytically the data into small parts to create codes and give conceptual labels. Likewise, a constant comparative exercise is done to identify and group conceptual similarities that enable the formation of categories and subcategories; thus becoming the basis for theoretical sampling. The second type of coding is centered on finding the relationship between categories and subcategories when facing scrutiny of data. Ultimately, the third type of coding gives place to the unification of all categories in a core category, which depicts the research phenomenon; namely, the grounded theory.

In the final stage, the writing of theoretical memos was undertaken, since it is a system that allows the researcher to keep a register of the hypotheses, questions, properties, and categories that emerge in the analytical process (Corbin and Strauss, 1990). This part was significant, as it facilitated the formulation and continuous revision of the theory throughout the different sessions of triangulation, coding, and creation of the categories to ensure the accuracy and coherence of the study. Particularly, memo writing was complemented with the three types of coding along with matrix elaboration and color-coding to identify and explain key concepts that were, subsequently, transformed into categories and subcategories that represent the central findings in this research.

5.2. Categories of Analysis

In this part, the research findings are materialized in three categories of analysis, which can be seen in Table 4 in conjunction with the respective subcategories. As previously mentioned, these ones emerged from a judicious process of triangulation and coding with the objective of answering the research question, which concentrates on describing the impact of

implementing traditional games in the EFL class to encourage ICC in 5th graders. From this, it should be specified that the different aspects of ICC (attitudes, knowledge, and skills) are exposed separately in each category, but they are related throughout the analysis, as they work together to facilitate communication with people from other cultures.

Table 4

Categories and subcategories of the research analysis

Research question			
What is the impact of using traditional games to encourage Intercultural Communicative Competence in 5th grade EFL class at CEDID Guillermo Cano Isaza IED?			
General objective			
To describe the impact of using traditional games to encourage Intercultural Communicative Competence in 5th grade EFL class at CEDID Guillermo Cano Isaza IED.			
C-C	Specific objectives	Categories	Subcategories
	To identify the students' attitudes toward playing traditional games and learning about different cultures in the EFL classroom.	Traditional games as a cultural resource for social coexistence.	Openness and curiosity to learn about other cultures.
			Willingness to help and listen to others.
	To define the influence of traditional games in the process of knowing one's own culture and that of others using the English language.	Traditional games as a means to promote and share intercultural knowledge using L1 and EFL.	Expressing thoughts about cultures in L1 and EFL.
			Knowledge about explicit and implicit cultural elements.
	To analyze the intercultural skills promoted by the application of traditional games in the EFL classroom.	Traditional games as a device to foster students' intercultural skills to approach foreign cultures as well as one's own.	Interpretation of folkloric, social, and historical elements of other cultures based on previous knowledge.
			Discovery of new perspectives by comparing and contrasting foreign and native cultures.

5.2.1. Category 1: Traditional games as a cultural resource for social coexistence

This initial category contains the attitudes evidenced in the learners when playing traditional games and learning about different cultures. These attitudes were fundamental to the creation of an inclusive and respectful sociocultural environment, where the students

could communicate, embrace their differences, and work collaboratively. Equally, these were important for the development of ICC, since, in accordance with Byram (1997), the attitudes allow the learners to relativize one's own culture and value that of others through an open and curious view. Furthermore, the communicative act leads the students to a process in which they decentralize themselves in order to "(...) suspend disbelief about other cultures and belief about one's own" (Byram, 1997, p. 34). That being mentioned, the subsequent findings pertain to the evolution of the students' attitudes that can contribute to social coexistence, particularly in showing their interest in learning, helping, and listening to others.

5.2.1.1. Subcategory 1: Openness and curiosity to learn about other cultures

The foundation for the development of the ICC is in the attitudes that each individual has, since it is an interdependent aspect of the knowledge and skills needed for effective intercultural interaction (Byram, 1997). In other words, considering the educational context, if the students do not have certain attitudes, they will hardly be able to discover, interpret, and relate to new cultural elements that are key to interact with another person different from their own culture. In the case of this research, it was diagnosed in the pre-questionnaire that the students showed interest in meeting foreign people and having contact with elements of their cultures. Hence, the following presents the changes in the learners' attitudes towards the countries they learned through the traditional games that were played during the implementation phase.

To begin with, this study adopted an approach that enabled the students to both engage in play and gain knowledge about their own culture and that of others. Basically, traditional games were the core medium, which allowed to cover sociocultural, historical, and geographic topics in class, in order to provide a contextualized learning space, considering that these games are folkloric manifestations that represent values, customs, and traditions of different communities around the world (Lavega-Burgués and Olaso-Climent, 2003; Ovalle,

2011; Trigueros-Cervantes et al. 2015). Returning to the point, it is worth noting that this class dynamic was attractive to the learners, as they not only showed enthusiasm for playing other traditional games, but also for learning about the countries to which they belong. Therefore, displaying openness and curiosity to discover specific information about other cultures. To exemplify, in the last class sessions, some students approached the teacher-researcher to express that they would like to continue playing traditional games from the United States or learn about other countries, such as China, Mexico, Ukraine, and Russia (Field diary, lesson 6, October 25th, 2022 and Field diary, lesson 7, November 1st, 2022).

Correspondingly to the foregoing, some students, both within the focus group and during class discussions, conveyed that the pedagogical intervention had indeed influenced their desire to acquire intercultural knowledge. Nevertheless, they also expressed their interest in exploring other cultures, since, as part of their personal aspirations, they would like to travel to other countries and interact with foreigners (Audio transcription, focus group, November 8th, 2022). That being the case, some of them acknowledged the value of acquiring prior knowledge about certain cultural aspects before embarking on their travels, since the absence of such awareness could lead to misunderstandings. These types of annotations are significant in the development of the ICC, because they can impact the students' mindset towards cultural diversity, namely in recognizing and respecting different beliefs, meanings, and behaviors. Likewise, in seeking to understand other perspectives and prevent stereotypes or biases (Byram, 1997).

To further complement, the results obtained in the post-questionnaire also suggested noteworthy findings regarding the students' attitudes of openness and curiosity. In the pre-questionnaire, they demonstrated interest in learning some sociocultural elements such as literature, language, and music; however, for the post-questionnaire, it was considered pertinent to ask generally how appealing it is for them to continue learning about other

cultures and getting to know other traditional games. As a result, in Figures 1 and 2, it can be seen that most of the students reacted favorably to the proposed statements, which could potentially illustrate the incidence of this research in the promotion of attitudes in the learners for intercultural learning.

Figure 1

Results in skills and attitudes 2.2 (Post-questionnaire, November 8th, 2022)

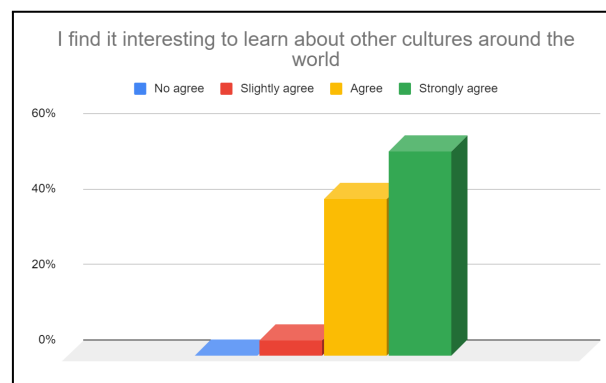
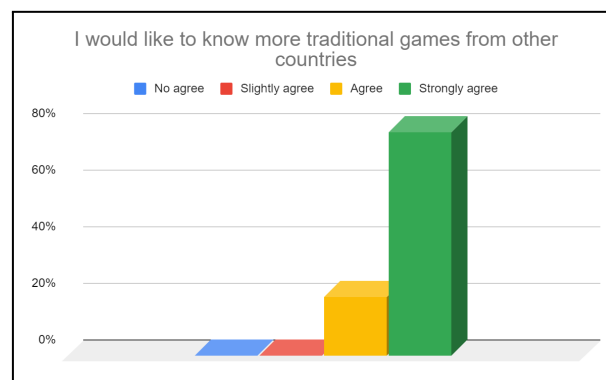


Figure 2

Results in skills and attitudes 2.1 (Post-questionnaire, November 8th, 2022)



Similarly, Figure 3 confirms the recognition that learners have regarding the value of each culture in the world. Notwithstanding, when contrasting the pre-questionnaire and post-questionnaire, there was a change in the opinion about having foreign friends (see Figure 4), since the majority remained interested in this kind of friendship, but a small percentage increased in the fact that they slightly agreed with having friends from abroad. Perhaps, this is due to the students having some disciplinary issues when participating in the traditional

games with their classmates (this aspect will be discussed later). Likewise, this may be related to personal preferences or even language barriers, considering that students struggled to express themselves in the target language.

Figure 3

Results in skills and attitudes 2.5 (Post-questionnaire, November 8th, 2022)

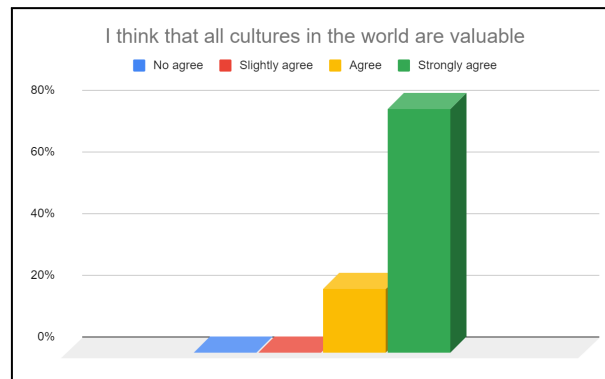
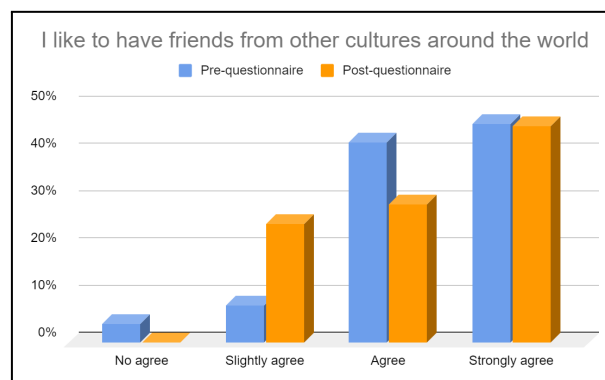


Figure 4

Results in the skills and attitudes 5.4 and 2.3 (Pre-questionnaire, August 30th, 2022 and Post-questionnaire, November 8th, 2022)



To finalize, based on the findings presented earlier, it can be inferred that most of the students possess attitudes of openness and curiosity, since they recognized the importance of learning about other cultures in today's world, mainly to avoid misunderstandings in intercultural conversations. This was a mindset that the learners already had, but, with the pedagogical proposal, it continued to be cultivated so that the students could keep learning and transforming their knowledge of their respective cultures and those of others. This is

essential, as these attitudes, in conjunction with intercultural knowledge and skills, enable respectful and understanding interactions in the future. These aspects will be evidenced and connected subsequently in the next categories.

5.2.1.2. Subcategory 2: Willingness to help and listen to others

It is widely known that, when it comes to playing, it is indispensable to help and listen to playmates, as this contributes to efficient play, fair competition, and an enjoyable experience for all participants (Juan-Rubio and Garcia-Conesa, 2013). Equally, it promotes inclusivity, maximizes learning opportunities, and fosters values (Lavega-Burgués and Olaso-Climent, 2003; Janot and Mora-Verdeny, 2007). For this proposal, traditional games were decisive in creating an environment in which each individual felt involved to ensure communication, understanding, and respect for one another. With that being said, the ensuing description outlines the group dynamics and attitudes observed during the application of traditional games throughout the pedagogical intervention, which can be significant in the development of the ICC.

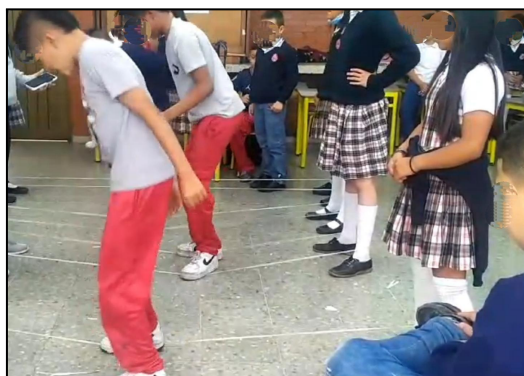
At the beginning of the pedagogical intervention, it was a challenge to carry out the traditional games satisfactorily, since organizing the students for playtime was complex. This happened due to the varying levels of engagement among students in the class; some were actively involved, while others were not. This was the case for the first class focused on Colombia, in which only one round of “*Lobo, ¿estás?*” could be played, as several students were unwilling to organize and participate in the game (Field diary, lesson 1, September 13th, 2022). In the same way, by giving the learners the freedom to play on the playground, they were not concentrated and sought to pursue their own interests, such as running around and participating in alternative games. Based on this, it could be said that some students were unresponsive to listening and cooperating. Consequently, the teacher-researcher identified the need to select traditional games that were more attractive and appropriate to the grade in

order to complete the next games without complications. Indeed, this decision was substantial, as it would transform the students' participation in the upcoming class sessions.

As the classes progressed, most of the students showed a greater commitment to actively help and participate in the traditional games. This could be observed through actions such as explaining how the game is played and joining the group dynamics. To be more specific, in the class dedicated to Venezuela, the Venezuelan students were so excited to play that they ended up explaining the rules of the game that the teacher-researcher had proposed, considering that they had already played it before. After listening to the instructions, all the students organized themselves and worked as a team, as they all had one main objective, which was to win (Field diary, lesson 2, September 20th, 2022). On another occasion, it was observed that the students were committed to playing and collaborating, even on rainy days when it was difficult to go out to the playground (see Figure 5). Keeping this in mind, these findings are in accordance with what Ovalle (2011), Juan-Rubio and García-Conesa (2013) affirmed, as they acknowledge how children assume control during playtime and how play fosters teamwork along with communication. For the purposes of ICC, this is remarkable, because it potentially helps the learners overcome cultural differences, build solid relationships, and collaborate effectively in diverse environments (Janot and Mora-Verdeny, 2007).

Figure 5

Students playing elastics (Field diary, lesson 3, September 27th, 2022)



Continuing in this line, playing traditional games also favored the inclusiveness and collaboration of other actors in the school. This was witnessed in two moments: first, the head teacher of the grade was always willing to play with the students (Field diary, lesson 3, September 27th, 2022 and Field diary, lesson 6, October 25th, 2022); and second, other actors, such as the physical education teacher, tried to collaborate occasionally so that traditional games could be performed optimally (Field diary, lesson 1, September 13th, 2022 and Field diary lesson 6, October 25th, 2022). These actions not only motivated the learners to continue playing, but, as stated by Castrillón-Díaz (2017), also contributed to strengthening social relationships in the educational community. Likewise, this created spaces where different generations and cultures could communicate (Janot and Mora-Verdeny, 2007), since, in this project, Colombian teachers and Colombian/Venezuelan students participated in the games.

Finally, it should be highlighted that each traditional game could be performed successfully and the students had fun in the process. Nonetheless, at the end of the pedagogical intervention, some students pointed out that playing the traditional games would have been more profitable if some of their classmates were not undisciplined, as they were not committed to listening and cooperating when it came to play (Audio transcription, focus group, November 8th, 2022). Despite this, some recognized the value of traditional games in different intercultural situations, as they would allow the students to relate to and try to understand other individuals, even if they did not speak the same language. In this way, considering traditional games as a universal activity to communicate through respect and understanding between cultures.

In conclusion, the traditional games fostered environments where students and educators were willing to help and listen to each other. Although it was noted that, on certain occasions, it was difficult to implement some of the traditional games and even to have the

commitment of some students to participate, this did not impede the emergence of positive attitudes that led to integration, communication, and collaboration during playtime. These findings highlight the value of this project, since it demonstrates the prospect of this one to develop learning environments where people from different cultures and generations can learn, understand, respect, and have fun with each other.

5.2.2. Category 2: Traditional games as a means to promote and share intercultural knowledge using L1 and EFL

This second category focuses on defining the influence of traditional games in the acquisition and exchange of knowledge in relation to one's own and the other's culture, making use not only of the foreign language, but also of the students' mother tongue. As mentioned in the preceding category, the approach selected to promote intercultural knowledge was the contextualization of traditional games, considering both their meanings and their origins. By doing this, the students were expected to take an active role in the teaching-learning process, as they could share their knowledge, opinions, and feelings about the cultures covered in class. In effect, this was evidenced in the intervention phase (as will be described below); however, the constant use of Spanish to share ideas was noticeable, as the learners were not confident enough to express themselves in the target language. This could be problematic for foreign language immersion, but this facilitated the students' understanding and active participation regarding some of the topics discussed in class.

Taking the above into consideration, this category captures one of the aspects of ICC, which is the knowledge of various linguistic and cultural aspects that enable learners to engage in respectful and effective communication across cultural boundaries (Byram, 1997). Therefore, the students' process of learning English is described along with the influence of the pedagogical intervention on the development of their productive skills to express themselves. Likewise, the intercultural knowledge covered and acquired by the students is

exposed, taking into account how complex a culture can be at the explicit and implicit level, in accordance with Hall's (1976) perspective and the cultural iceberg analogy.

5.2.2.1. Subcategory 1: Expressing thoughts about cultures in L1 and EFL

By learning a foreign language, the students inherently become intercultural mediators, who participate linguistically and culturally in various settings (Byram, 1997). For this study, it was essential that not only the students acquire certain intercultural knowledge and skills, but that they also improve their proficiency in the target language by contextualizing the traditional games together with their countries of origin. In this regard, the progress made by the students concerning the linguistic dimension in the ICC model is presented. For this purpose, the different activities that were carried out in class as well as the results obtained before and after the pedagogical intervention will be clarified in the following manner.

To start with, it is important to remember that in the pre-implementation diagnostic process, the students presented difficulties and self-doubt in expressing themselves in oral and written form in the English language. Likewise, it was observed that, in most of the classes, the students made constant use of their mother tongue to communicate, and the teaching method was grammar-translation. Indeed, in the first weeks of intervention, both the teacher-researcher and the students used Spanish most of the time, even at the time of playing traditional games, as the learners continued to voice how difficult it was for them to use and understand English (Field diary, lesson 1, September 13th, 2022). Nevertheless, as the classes continued, the teacher-researcher tried to find a balance between the use of English and Spanish in the classroom, in order to promote the use of the foreign language, but also to make clarifications in the mother tongue.

Although, as mentioned before, the use of the native language could not be completely eliminated from the EFL class, the learners carried out different activities to

convey their thoughts about cultures, which allowed them to practice in the foreign language at written and oral levels. In this vein, some of the actions done by the learners to express themselves in the foreign language were participation, homework, written exercises, and expositions. Because of these, the students became familiar with the present simple tense and learned new vocabulary that permitted them to make simple descriptions about climate¹³ and some cultural characteristics of the countries covered in class.

Firstly, one of the initial actions considered in class to encourage the use of English was the assignment and review of homework, which was helpful in reinforcing intercultural knowledge and productive skills in the target language. This is due to the fact that, at the opening of each class, the students orally shared what they had written about the selected country. In effect, this space for homework review enabled the opportunity to exchange interesting facts and perspectives on the countries studied, which is valuable for the development of ICC, as it offers the learners a variety of cultural horizons that could potentially impact their future intercultural interactions.

Furthermore, considering linguistic aspects, this space facilitated giving prompt feedback on the students' pronunciation, since they had difficulties in pronouncing some of the sentences that they had written. As will be seen later, when the post-questionnaire results are discussed, this exercise may have contributed to the development of learners' phonological awareness in the target language. On the other hand, outside the class, the teacher-researcher reviewed and commented on what the students had submitted as homework, in order to follow up on the learners' writing process. Nonetheless, the homework did not work to support writing skills, but rather to acquire certain intercultural knowledge, as previously mentioned, since it can be stated that some of the students received help at home to complete the homework and others did it with what they knew about the foreign language,

¹³ The topic of climate was developed in class, due to institutional requirements (curriculum) of the school period in relation to EFL teaching-learning. Moreover, learning about climate helps to understand some cultural practices of different communities in the world.

either with spelling or grammatical errors (see Figures 6 and 7). Considering the latter, the teacher-researcher identified the most frequent errors and discussed them in class to contribute to the improvement of writing skills.

Figure 6

Student's artifacts - Homework (Lesson 2, September 20th, 2022)

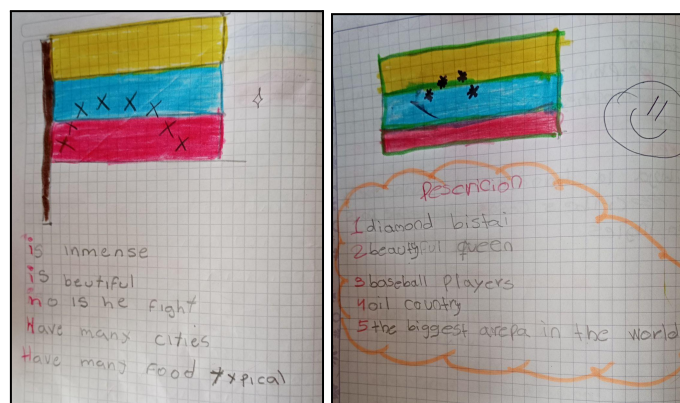
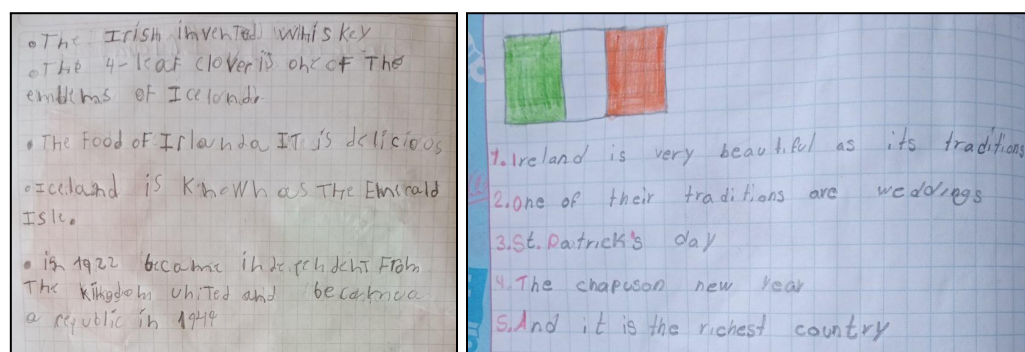


Figure 7

Student's artifacts - Homework (Lesson 3, September 27th, 2022)



Secondly, another of the actions to promote English in the classroom was written exercises, which allowed the learners to make short sentences about interesting facts, climate and their point of view on some of the countries covered in class. In Figures 8, 9, 10, and 11, the learners' writing development throughout the intervention is visible. From these ones, it can be observed how the students learned to elaborate sentences in the simple present tense and, on other occasions, few of them dared to use another verb tense, such as the simple past, to point out curious data about other cultures. This finding is significant, because it

demonstrates that some learners were open to moving beyond their linguistic comfort zone. The reason lies in their shift from solely using isolated words to forming simple grammatical structures. Besides, this can be attributed to the fact that they were not only trying to improve their foreign language skills, but also wanted to effectively express their knowledge and opinions about their own country and that of others.

Figure 8

Student's artifacts (Pre-questionnaire, September 6th, 2022)

Student A	Student B	Student C	Student D
Exit from 2 oceans	Beautiful	My country is bery	The food
My home is beutiful	City island	grande tiene muchos	The Stile
Live in Bogota	Small	paises y es muy	The accnat
The beach Provivencia	Capital is Bogotá	linda	The president
The Country the cofe	Is from turis		The animal

Note: As part of the diagnostic questionnaire, students had to write down five characteristics of their country of origin, either Colombia or Venezuela.

Figure 9

Student's artifacts (Lesson 2, September 20th, 2022)

Student A	Student B	Student C	Student D
Venezuela is lifne Venecia	Venezuela is sunny	The fwut is very rich	The Venezuela is beautifull
Venezuela is dry	Venezuela is delicios food	Venezuela es bery big	The food is Venezuela is good
Venezuela is beatntiful	Venezuela is beatibul	In the mornig is sunny	The animals is Venezuela is ugly
Venezuela is rainy	Venezuela is big city	In the adsterno is rainy	The Venezuela is big
Venezuela is good	Venezuela is rainy	Venezuela is bery big	The Venezuela is sunny

Note: Students were asked to write five sentences about the weather and their thoughts about Venezuela.

Figure 10

Student's artifacts (Lesson 4, October 4th, 2022)

Student A	Student B	Student C	Student D
Winter is rainy and swondy	Summer is sunny	Sumer is rainy	Sumer is sunny
Spring is rainy	Fall is dry	Winer is snowy	Winter is snowy
Fall is dry	Winter is snowy	Fall is dry	Spring is rainy
Summer is sunny	Spring is sunny	Spring is sunny	Fall is dry

Note: Students had to write four sentences about the seasons that are present in the United Kingdom.

Figure 11

Student's artifacts (Lesson 6, October 25th, 2022)

Student A	Student B	Student C	Student D
Cow is sacred	India is beautiful	In India, they are very friendly with the animals	India is ancient
Here 4 religions were born	India is hot	India tho idioms	India is big
It is not	India is big	India is very unique	India is pretty
Taj majln	India is unique	India is sunny	India is warm
Beautiful country	India is dry	India is very beatuful	India is unique

Note: Students were required to write five sentences on general information about India based on a video that was viewed in class.

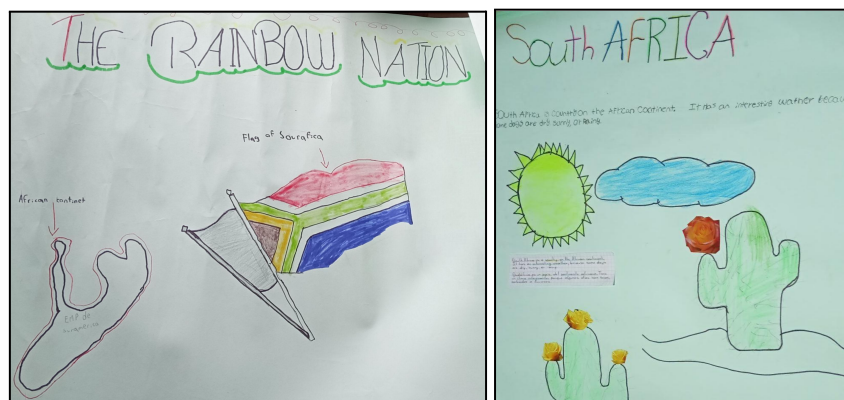
Moreover, continuing with the previous figures, the learners used some of the vocabulary that was addressed in class, be it through formal instruction or videos watched in the course. Although spelling errors were still present in the sentences, the learners improved slightly their written production from the first to the last class sessions (lesson 2 to lesson 6). Certainly, the structure of the students' sentences displayed some repetition; however, they demonstrated diversity by employing various adjectives and, sometimes, nouns to describe the seasons and countries studied in class. As beginners in learning English, it is understandable that they consistently rely on a single grammatical structure while attempting to expand their vocabulary. In view of this, as teachers, it is important to provide opportunities for the students to learn, experiment, and vary their grammatical structures as they progress in their learning. For this proposal, time was a constraint in achieving this, as the students had only two hours of English per week and rarely communicated in the target language outside the classroom. Despite this, it was positive to observe how the students utilized repetition as a technique to convey their thoughts.

Thirdly, one of the last actions undertaken to promote the use of English in the EFL classroom was the expositions, which contributed to the exercise of productive skills, since

the students not only had to make a poster, but also had to explain the information on it. As a result of this activity, the students showed commitment to preparing the presentation (see Figure 12); nevertheless, when it came time to expose, the students seemed a little nervous, as they spoke very quietly. Similarly, in some presentations, the students made use of Spanish, but their effort to express themselves in English was evident (Field diary, lesson 5, October 18th, 2022). Indeed, this is analogous to what was found in the pre-intervention diagnostic, since the students stated that they did not feel comfortable conveying themselves in English because of the little linguistic background they had in this language. Although, in this proposal, the ideal was for the students to reduce this affective filter, this was not possible, since, even in the focus group conducted at the end of the intervention, some students still affirmed how difficult it was for them to learn and use the target language (Audio transcription, focus group, November 8th, 2022).

Figure 12

Student's artifacts (Lesson 5, October 18th, 2022)



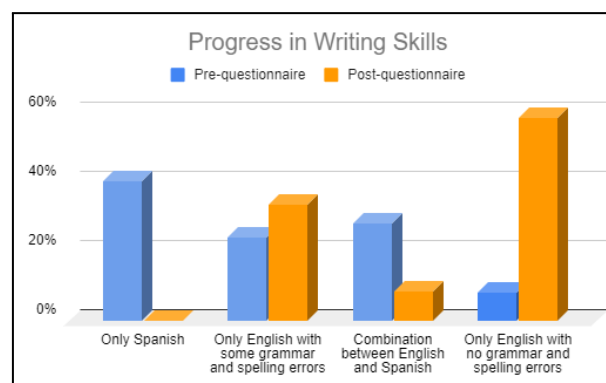
Lastly, having already discussed the different actions taken to foster the use of English in the classroom, the results obtained in the post-questionnaire should be addressed. In light of this, at the end of the pedagogical intervention, the teacher-researcher applied a post-questionnaire to evaluate the students' progress in their productive skills. For this, the learners were asked to write down five characteristics that they remembered about India.

Furthermore, they had to express orally which was their favorite country discussed in class and why. In the latter, due to time constraints, it was not possible to evaluate all students, but the data collected was valuable to know what progress some students made in speaking skills. The obtained results are described as follows.

On one side, for writing skills, the data showed that students improved in English writing, since, as can be observed in Figure 13, the students had a shift regarding the use of Spanish and English when expressing themselves in writing. According to the statistics, in the pre-questionnaire, 40% of the students wrote their thoughts exclusively in their mother tongue; however, in the post-questionnaire, none of them wrote only in Spanish, instead 8% used one or two Spanish words to complete their English sentences. In contrast, 58% of the learners produced simple sentences in the foreign language without any grammatical or spelling mistakes. Although 34% still had trouble writing correctly, this is not a failure for the project, but rather demonstrates the potential of this one to support the development and improvement of students' writing skills, as they stopped relying on their mother tongue to express their thoughts in the target language.

Figure 13

Results in writing skills (Pre-questionnaire, September 6th, 2022 and Post-questionnaire, November 8th, 2022)



On the other side, for speaking skills, the results suggested that the students had slight enhancement in their oral production, because, as can be inferred from Figure 14, the students were able to answer the proposed question with a complex sentence, which is an encouraging outcome. This is because, throughout the implementation, the priority was given to the oral expression of simple sentences in the present tense, because, as it was manifested in the pre-questionnaire diagnostic, the students did not communicate their ideas with sentences, but instead made use of words without providing full meaning. This could reiterate the students' inclination to take risks and make mistakes in order to improve their language skills in the foreign language.

Figure 14

Student's artifacts (Post-questionnaire, November 8th, 2022)

Student	Answer (Audio transcription)	Observations
A	My favorite country....ehh, the United Kingdom, because very interesting.	The sentence is understandable; however, the student did not use a verb to structure a complete sentence about the country of his choice. Mispronunciation of favorite, united, because, very and interesting.
B	My favorite country is Venezuela, because it is very big.	The student structured a complex sentence without any problems. Mispronunciation of favorite and very.
C	My favorite country is England, because (it) is beautiful.	The student structured a complex sentence, but with a small drawback in the dependent clause (absence of subject). Consonant mispronunciation of favorite.
D	My favorite country is India, is because the crey...the chess.	The student self-corrected at the end of the sentence to point out that he likes chess, which originated in India. Also, he had difficulties with the use of the subject and verb of the dependent clause. Vowel mispronunciation of because.

Connected to the above, it could be said that the learners had a great change in oral proficiency. Nonetheless, when responding to the post-questionnaire, it was observed that the students repeated what they listened to from their classmates to produce a sentence (ex. “my favorite country is...” or “because...”). This may call into question the learners' progress in oral production; however, this finding results interesting, since repeating each other's sentences would imply that they are aware of the effectiveness of such action to express their thoughts about the countries studied in class. Moreover, from the data obtained, it was possible to recognize that the learners completed their sentences with vocabulary that they already knew or learned in class; thus, denoting an increase in the students' lexical

knowledge. Furthermore, the presence of phonological awareness that the students had in English was evident, as already mentioned at the beginning of this section, since they were able to pronounce most of the words that were part of the sentence produced. Though they made some mistakes when pronouncing some words, this was expected, as these are details that can be improved along their EFL learning process.

To summarize, the aforementioned findings indicate that, through the initiative of contextualizing traditional games together with their countries of origin, the students had the opportunity to share their knowledge and ideas about other countries in English and Spanish by means of different activities. This promoted the growth of students' productive skills at the syntactic, lexical, and phonological levels, despite the constant use of their native language in the EFL classroom. Additionally, it was noted that the students used repetition strategies to express themselves effectively in oral and written form. In effect, these results are favorable; however, for future research, it is suggested to encourage authentic intercultural communicative spaces and work on the students' confidence to express themselves, since there was still a high affective filter in relation to the learning of the foreign language. This was detected not only in the class, but also in the focus group that was carried out at the end of the pedagogical intervention.

5.2.2.2. Subcategory 2: Knowledge about explicit and implicit cultural elements

For this study, promoting intercultural knowledge in the EFL classroom was crucial because, by fostering this pillar of the ICC, the students were expected to learn, interpret, and appreciate beliefs, values, behaviors along with customs of different cultures including their own. Furthermore, this was contemplated, given its importance in today's world, as it contributes to promote empathy, respect, and effective communication in diverse social interactions (Hall, 1976; Byram, 1997). In this sense, this subcategory presents the intercultural knowledge shared, identified, and acquired by the learners based on what was

discussed in class. As indicated earlier, this was determined under the approach of traditional games as a central means of learning and understanding, particularly on historical, geographical, and sociocultural aspects of Colombia, Venezuela, and some English-speaking countries.

To commence, it is imperative to clarify that, in this pedagogical proposal, Hall's (1976) approach regarding culture was deemed, since, as mentioned in Chapter 2, he defined it as a complex system of extensions that are easy or difficult to perceive. Hence, some visible and hidden cultural aspects were addressed in class to further develop the students' intercultural knowledge while providing them with different cultural horizons. To be specific, in the case of visible cultural elements, which, as their name indicates, are those that are easier to perceive, the teacher-researcher addressed elements such as geography, language, climate, arts, rituals, food, institutions, and religions. In the other case, for the hidden cultural elements, she covered elements that are difficult to notice such as traditions, concepts, beliefs, and norms. In view of this, the following is a description and comparison of the results obtained in the pre-questionnaire and post-questionnaire with reference to the evolution of knowledge about explicit and implicit cultural elements.

On the one hand, it should be remembered that, in the pre-questionnaire diagnosis, the teacher-researcher determined that the students possessed a general knowledge of some cultural aspects of other countries. Nevertheless, this became more evident when considering the analogy of the iceberg, which is directly related to Hall's (1976) statement on cultural consciousness and unconsciousness. Namely, culture is structured by several aspects in a coherent manner, either overtly or subtly. That being said, Figure 15 reveals how some students had a shallow knowledge regarding some cultures, specifically in the visible part of the cultural iceberg and hardly in the hidden part. The reason is that they referred more to elements that are readily noticeable, including music, cuisine, and language, than those that

are not that easily perceivable, since, among all the participants, just one student mentioned some hidden elements, i.e. ideals and concepts.

Figure 15

Cultural elements in the students' responses (Pre-questionnaire, September 6th, 2022)

Students	Answers	Visible cultural elements	Hidden cultural elements
B	Colombia: Su comida típica es la bandeja paisa. Su idioma es el español. Uno de sus festivales es el de blancos y negros. Los géneros musicales son el reguetón, la salsa y el merengue.	Common dishes, language, carnivals, and music.	Does not apply.
D	The United States: Su moneda es el dólar y vale mucho. Su lengua es el inglés. Su música es el rap y se basa en hablar de hechos reales o mitos. En el trabajo pagan muy bien.	Language, currency, and musical genre.	Ideals: The American dream. Concepts: Rap as a way of narrating reality.
E	South Korea: La comida es el kimchi, la lengua es el coreano, la vestimenta tradicional son los vestidos y el género musical es el kpop.	Common dishes, language, traditional clothing, and musical genre.	Does not apply.
F	Mexico: Las comidas típicas son los tacos, los chilaquiles, el limón, los tamales, el tajín y la salsa valentina. El idioma es el español y les gusta las rancheras. Algunos admiran a Canelo Álvarez.	Common dishes, language, musical genre, and national athletes.	Does not apply.

Note: Students had to answer which country they would like to travel to and what knowledge they had of it.

In this regard, considering that intercultural knowledge can have a significant influence on the behavior and interaction of people within a culture, the teacher-researcher found pertinent to address in the class, as mentioned before, the visible and the hidden elements of the countries that were part of the pedagogical proposal. Likewise, she emphasized the importance for participants to actively engage, dialogue, and continuously learn about their own and the other's culture. Consequently, the actions undertaken for this purpose were watching videos, reviewing homework, doing class activities, discussing, and playing traditional games. In the upcoming category, this will become evident along with the students' intercultural skills to interpret, compare, and contrast some of the cultural elements introduced in class.

On the other hand, in view of the above, the learners were re-evaluated at the end of the pedagogical intervention in order to identify what knowledge they had acquired, at the overt and covert levels, in relation to the countries that were studied in class. In this manner, in Figure 16, it can be noticed that students learned about explicit and implicit cultural elements. Nonetheless, the most prevalent elements were still the visible ones compared to the hidden ones. The latter had a significant increase, as the learners were able to name some elements of this type, including norms and traditions. Indeed, these outcomes are noteworthy, since the students recalled a concealed element (norms in Ireland) due to its direct connection to their sociocultural context. This observation stems from what was noticed during the class focused on Ireland, where it was interesting for some students to discover that the Irish, similar to Colombians, had a laid-back attitude toward time (Field diary, lesson 3, September 27th, 2022).

Figure 16

Cultural elements in the students' responses (Post-questionnaire, November 8th, 2022)

Students	Answers	Visible cultural elements	Hidden cultural elements
B	South Africa: Tienen buena economía. Hablan inglés. Es un país grande y tiene la mamba. The United Kingdom: La capital es Londres. El idioma hablado es el inglés. El rey es Carlos III. Ireland: Son amistosos. Tienen una festividad del día de San Patricio. El Big Ben. Venezuela: La capital es Caracas. Tienen un día llamado la tormenta eterna. Tiene muy bonitas playas.	Language, animals, capital, institutions, festivities, monuments, and climate.	Does not apply.
D	South Africa: Tiene 11 idiomas. Un idioma es el inglés. Tiene muchos animales. The United Kingdom: Vivía la Reina Isabel. El Big Ben. Tiene la hora del té. Ireland: Tienen el día de San Patricio. La mayoría son cristianos. No son puntuales. Venezuela: Tienen muchas cosas parecidas a las de Colombia. La tormenta eterna de 150 a 160 días. Es multicultural.	Language, institutions, monuments, rituals, festivities, religion, climate, and multicultural.	Norms: Irish are relaxed about time, so they tend to be unpunctual.
E	South Africa: Un país muy bello, muy encantador y muy lindo. The United Kingdom: Es uno de los países más grandes. Hay soldados. Vive la Reina Isabel. Ireland: Son impuntuales. Hablan dos idiomas. Tienen el día de San Patricio. Venezuela: Es un país multicultural. Tiene muchas cosas en común con Colombia. Es un país muy bello.	Institutions, language, festivities, and multicultural.	Norms: Irish are relaxed about time, so they tend to be unpunctual.
F	South Africa: Un animal adorado es la vaca. Es muy caliente. Es muy lindo este país. The United Kingdom: Es un país muy hermoso. Es muy limpio. Es caliente, frío y también tiene nieve. Ireland: Son impuntuales. Es lindo. Tienen un juego de saltar el lazo. Venezuela: Su comida es muy rica. Tiene un juego de frutas. Tiene lugares muy lindos.	Climate.	Norms: Irish are relaxed about time, so they tend to be unpunctual. Traditions: Two traditional games (Skipping rope and <i>Ángel bueno y ángel malo</i>).

Note: Students were asked to write down three elements that they remembered from South Africa, the United Kingdom, Ireland, and Venezuela.

Following up on the outcomes obtained in the post-questionnaire, from the visible cultural elements, the students showed understanding in relation to language, institutions, monuments, festivities, climate, among others. From the hidden ones, some of the students demonstrated knowledge regarding norms and traditions. However, due to the intricate nature of these covert cultural elements, some students were mistaken when mentioning them. For instance, student F highlighted a hidden cultural element in relation to beliefs, but had a confusion. She attributed an element belonging to India and not to South Africa, since she responded that one of the sacred animals for South Africans is the cow, but in reality, it is for Hindus, given its cultural and religious value. Certainly, this type of confusion was not only evident with this student, but also with others, specifically with India and Ireland. Perhaps, this can be attributed to the resemblance in the colors of their flags or in their names.

Ultimately, concerning the post-questionnaire results, it was observed that some answers were not related to the students' knowledge, but rather to their own opinions about the countries (ex. *Es un país muy bello*). These personal comments were not negative, but they allowed the teacher-researcher to question the way in which intercultural knowledge was approached in class, since there is a possibility that some learners did not write specific knowledge about the countries, due to the fact that the techniques and tools utilized did not provide them with meaningful learning experience. Similarly, this might be related to the observation that none of the students wrote and explored the meanings associated with each traditional game (refer to Table 3 on page 44), which is a discouraging finding because these meanings were regularly shared in class to broaden the learners' knowledge about the hidden element of certain cultures.

Although it was expected that the proposal would have a greater impact on the acquisition of this type of knowledge, it was also found that experiences outside the classroom were essential for this purpose, since some students possessed hidden cultural knowledge that was not shared in class. This can be illustrated in one of the contributions made by a learner in the focus group, as he shared a curious fact about eating norms in Japan: *“Algo que sí sé es que, en Japón, si vas a un restaurante y te comes todo, es una falta de respeto. Entonces, debes dejar una pizca para saber que te complació la comida”* (Audio transcription, focus group, November 8th, 2022). This comment made it possible to reflect on the fact that students can also gain intercultural knowledge both inside and outside of school, as long as they have an interest in a certain culture. In a similar vein, this aligns with Byram’s (1997) idea that knowledge can be acquired through two socialization processes, which encompass interactions with family, friends, and the educational system.

To conclude, it can be stated that both explicit and implicit cultural elements were addressed throughout the pedagogical intervention. As a result, the most memorable elements for the students were the ones that were easily observable and explicitly expressed. Although it was expected to find greater results in relation to knowledge of the subtle and implicit elements, this finding gives rise to reflection on the time and the form in which contents are provided to the students, since cultures encompass a wide range of elements that cannot be covered in a single class, but should be allocated more time. In addition, these elements should be approached in a way that is most meaningful to the learners in order to avoid confusion and know its complexities. Based on the above, this should not be considered as a failure, but as an opportunity to improve the pedagogical proposal in the future, because after all, the students did acquire certain knowledge in the cultures studied in class, having traditional games as a central means of learning.

5.2.3. Category 3: Traditional games as a device to foster students' intercultural skills to approach foreign cultures as well as one's own

This last category analyzes the intercultural skills that were evidenced in the 5th grade students by implementing traditional games in the EFL class. It should be noted that these skills (interpret, relate, discover, and interact) are essential for effective communication. These ones begin to operate on the basis of both conscious and unconscious knowledge to act adequately in specific situations of interaction with an individual from another culture (Byram, 1997). Furthermore, these skills allow the students to approach and comprehend different cultures, including their own, as they develop empathy, sensitivity, adaptability, and flexibility to communicate successfully in interactions across cultures. Consequently, the following demonstrates the way in which students generate interpretations and uncover new perspectives on the different cultures to facilitate future intercultural exchanges.

5.2.3.1. Subcategory 1: Interpretation of folkloric, social, and historical elements of other cultures based on previous knowledge

Under this subcategory, it is reported the interpretations that students made on the cultural elements discussed in the EFL class, which arise mainly from their prior knowledge and experiences. This aligns with Byram's (1997) proposal in the ICC model, as he states that the skills of interpreting and establishing relationships "(...) involve the ability to analyze data from one's own and from another country and the potential relationships between them" (p. 33). Keeping this in mind, the data showed that the most frequent interpretations made by the students were related to folkloric, social, and historical elements. Accordingly, these ones are presented below along with the attitudes manifested in making such interpretations.

In the first instance, it was found that the students interpreted folkloric and social elements, specifically related to traditional games, which embody the cultural heritage and the social bond of different communities around the world (Janot and Mora-Verdeny, 2007;

Ovalle, 2011; Trigueros-Cervantes et al. 2015). In this sense, the spaces for discussion and reflection made in class, which arose from pre-established questions, encouraged students to construe, define, and understand the nature of traditional games in society. For example, one of the most recurring questions focused on why some countries shared traditional games. As a result, the students concluded that this occurred, since they are multicultural manifestations that can be adapted to different linguistic and cultural contexts (Field note, lesson 4, October 4th, 2022 and Audio transcription, focus group, November 8th, 2022). Likewise, they considered that this was due to the colonization process and the travels undertaken by the people, as “(...) they mentioned that today’s cultures can be connected very easily” (Field diary, lesson 7, November 1st, 2022).

Given the preceding, the students’ interpretations of the traditional games were interesting findings, because they were not based on what was shared in class, but on the lived experiences of the students, both in and out of school. A significant part of the construction of these interpretations was due to the fact that the students were in constant contact with traditional games, as they had the opportunity to play, learn, and create meanings of these ones. In this scenario, the learners’ interpretations were consistent with the conceptual framework, in which authors such as Lavega-Burgués and Olaso-Climent (2003) state that traditional games are not restricted to a single geographical area, but can be found and adapted to different eras and communities around the world. Although in this case, the students’ interpretations were correct, it should be mentioned that this may not be the same in all circumstances; thus it is deemed relevant that teachers are well prepared to guide the learning process and provide knowledge that is true to reality.

In the second instance, the data revealed that the learners also made interpretations of historical elements, which were the result of socialization around inquiries and interesting facts that enabled to guarantee a contextualized learning experience pertaining to the

countries covered. Under this lens, some of the interpretations may have emerged from knowledge acquired in formal education or leisure activities. This can be portrayed in comments made by learners regarding the acts of independence, the generational religious practices, and the historical information of some monuments. Concerning this matter, these ones are specified as follows.

The first arose in the classes dedicated to Colombia and Venezuela, in which students were fascinated to know why these two countries had a number of cultural elements in common. A suggestive interpretation was centered on the existence of Gran Colombia, as one student brought to mind that these two nations along with Ecuador and Panama were once a single state (Field diary, lesson 2, September 20th, 2022). The second interpretation appeared when talking about the sacred value that animals have both culturally and religiously in India. A student found this fact surprising, but conflicting, as he had previously seen a video of how elephants were mistreated in India which could represent a hidden reality about tourism in that country (Field diary, lesson 7, November 1st, 2022). The latest one looked at the historical facts of the Taj Mahal, which, according to a group of students, they had seen in a movie and believed to be a religious temple. However, the teacher-researcher clarified that it was a funerary monument (Field diary, lesson 7, November 1st, 2022). From this clarification, it is of high importance to consider the way in which teachers approach historical elements, since not delving into their value can contribute to the creation of stereotypes.

The findings outlined above demonstrate that the students' previous knowledge and experiences are essential factors in formulating interpretations. Moreover, in reliance on Byram (1997), by analyzing and relating the information, the learners were able to discover points in common, connotations or even contradictions about the information shared in class, which is undeniably a valuable factor in the development of ICC, as it can contribute to

mutual understanding in real interaction. In the same vein, the students' attitudes were significant, since they approached their interpretations in a curious and respectful way, which is useful in the communicative act to clarify or avoid biased interpretations that could affect the interaction between individuals, considering that each one has a series of preconceived values (Byram, 1997).

Following the above, the actions and attitudes evidenced in class were consistent with the results obtained in the post-questionnaire (see Figures 17 and 18), as most of the students indicated that they make an effort to interact and respect the opinion of foreign people, which could imply an awareness of what should be communicated or, in the case of this section, what should be interpreted in order to interact effectively. Likewise, the results permitted to evaluate the influence that the proposal has on how the students could act in certain intercultural exchanges, due to the change of opinion that occurred in the pre-questionnaire and the post-questionnaire.

Figure 17

Results in the skills and attitudes 5.7 and 2.4 (Pre-questionnaire, August 30th, 2022 and Post-questionnaire, November 8th, 2022)

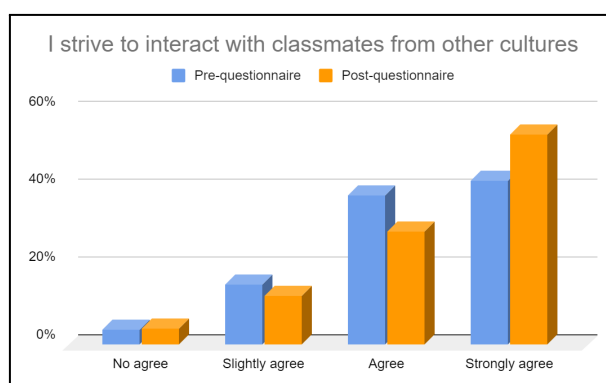
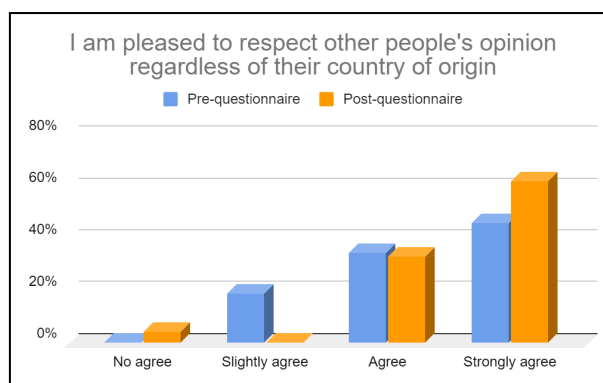


Figure 18

Results in the skills and attitudes 5.5 and 2.6 (Pre-questionnaire, August 30th, 2022 and Post-questionnaire, November 8th, 2022)



To conclude, the implementation of traditional games and the contextualization of their respective countries can potentially foster the students' ICC skills to interpret and relate, since the class became a meaningful learning time, in which students could share their previous knowledge and experiences to clarify and increase intercultural understanding. Likewise, it was possible to recognize the importance of treating information in a specific and careful way in order to carry out interactions free of misunderstandings. This may not always be the case, given that each person carries distinct sets of values. However, by fostering an atmosphere of respect and receptivity within the classroom, the learners might become more inclined to engage in significant exchanges and acquire knowledge from one another.

5.2.3.2. Subcategory 2: Discovery of new perspectives by comparing and contrasting foreign and native cultures

This subcategory sets forth the similarities and differences that the students identified between foreign and native cultures, allowing them to discover alternative intercultural perspectives. Certainly, in the ICC model, this fact is directly related to the skill of discovery, which Byram (1997) defines as "(...) the ability to recognise significant phenomena in a foreign environment and to elicit their meanings and connotations, and their relationship to other phenomena" (p. 38). From the above, the data revealed that the learners commented about intercultural phenomena that they found interesting by finding commonalities or distinctions in class, especially when these were related to the traditional games, the cuisines

of different countries, and other sociocultural elements that cannot be enclosed in a single group.

In the first place, the pedagogical intervention offered the students an age-appropriate setting, where they could engage in play and enjoyment, while learning about their own and each other's cultural background. Evidently, this enabled the learners to develop a curiosity for exploring various aspects of the traditional games from other countries, since they identified both similar and different characteristics with the ones they were already familiar with. In particular, some of them pointed out that between countries they shared traditional games, but had some variations in aspects such as language, rhymes, and dynamics (Audio transcription, focus group, November 8th, 2022). This is an accurate statement, because, following Lavega-Burgués and Olaso-Climent (2003), this type of game is adapted to different sociocultural contexts. For example, this was evident when students commented that the traditional game from South Africa, known as mamba, was similar to the one played in Colombia, identified as *basurita* or *cadenita*, along with the one in Venezuela, named *arañita* (Field diary, lesson 6, October 25th, 2022). In addition, the students noted that the song for skipping rope in the United Kingdom was Teddy Bear, which was analogous to the one in Colombia, known as *Osito, osito* (Field diary, lesson 4, October 4th, 2022).

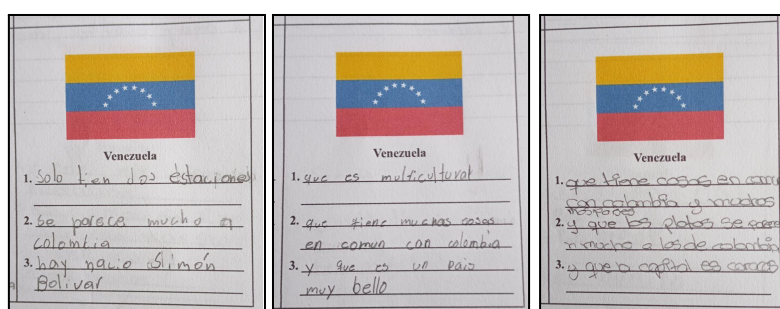
In the second place, as with the traditional games, the students were fascinated to discuss the gastronomy of some countries. Although they did not have the opportunity to taste foreign dishes in class, they became familiar with them through images. For this reason, they may have made an effort to acquaint themselves with the flavors and textures by comparing typical dishes from other regions around the world with those of their respective countries, be it Colombia or Venezuela. To give an example, in the class dedicated to Ireland, the students learned about some typical dishes of that country and made their observations. For a Venezuelan student, the Irish stew looked like “*el sudado que hace mi mamá con carne*

picadita” (Field diary, lesson 3, September 27th, 2022). Similarly, other students noted that the coddle seemed like *salchipapas* and the boxty resembled an *arepa* made with potatoes (Field diary, lesson 3, September 27th, 2022). On the other hand, these sorts of comparisons were different with India, because the students “(...) commented that it is a country that has typical foods that are very different from Colombian and Venezuelan ones” (Field diary, lesson 7, November 1st, 2022). However, they agreed that both cultures like spicy foods.

In the third place, students remarked on other sociocultural elements that are worth mentioning, since, by making use of their skill of discovery, the students found a new reality that helps them to increase and refine their knowledge about others and oneself to engage in efficient intercultural interactions (Byram, 1997). Furthermore, by comparing or contrasting some cultural elements of a community, the learners could form significant connections that enhance their intercultural learning and comprehension. In this way, some instances of the above were evidenced in how a group of students compared South African musical expressions with the practices of some Transmilenio rappers, since they consider that both address social and political criticism in their songs (Field diary, lesson 5, October 18th, 2022). Likewise, some students noted that Colombia and Venezuela have many aspects in common, such as the fact that they are both multicultural countries (Field diary, lesson 3, September 27th, 2022). Nevertheless, in the post-questionnaire, they were not specific about it, but only mentioned that they were similar countries in some ways (see Figure 19).

Figure 19

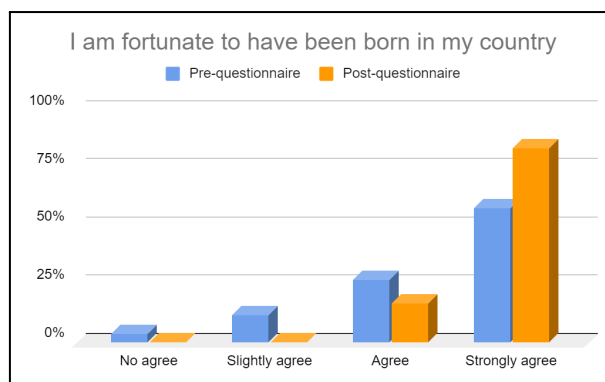
Comparisons in the students' responses (Post-questionnaire, November 8th, 2022)



Lastly, having examined the new perspectives that students found by comparing and contrasting foreign and native cultures, it is considered relevant to highlight how this exercise could impact the students' perception regarding their own culture as well as that of others. In accordance with the results obtained from the post-questionnaire, the learners' opinions on their country of origin improved, since most of them stated that they feel fortunate to have been born in Colombia or Venezuela (see Figure 20). In the same way, they also agreed that all countries in the world are valuable (refer to Figure 3 on page 52). These results are important in the development of the ICC, as the students' future interactions can be based on respect and fairness, as they will not only recognize the worth of their own culture, but also that of others.

Figure 20

Results in the skills and attitudes 5.8 and 2.7 (Pre-questionnaire, August 30th, 2022 and Post-questionnaire, November 8th, 2022)



To summarize, the findings presented above reveal the opportunities in which the students could discover a new vision of the world by discussing some sociocultural elements from various countries, as they found aspects that can unite them, but also differentiate them. From these exercises, it was possible to observe its potential for developing the skill to discover, which enables the students to have a richer understanding of cultural diversity in order to engage in meaningful and empathetic interactions. Likewise, this exercise enhances the learners' appreciation for both native and foreign cultures.

6. Conclusions and Implications

This last chapter reports the outcomes of the research project, which involves analyzing the previously discussed findings, as well as examining their implications for the institutions, the students, and the teacher-researcher. Correspondingly, this chapter addresses the limitations encountered during the execution of the project. Lastly, it offers some recommendations for further research in the language teaching field.

6.1. Conclusions

The main objective of this research project was to describe the impact of using traditional games to encourage Intercultural Competence in 5th grade EFL class at CEDID Guillermo Cano Isaza IED. For this purpose, three specific objectives were established: the first one was to identify the students' attitudes toward playing traditional games and learning about different cultures; the second one was to define the influence of traditional games in the process of knowing one's own culture and that of others using the English language; and the third one was to analyze the intercultural skills promoted by the application of traditional games in the EFL classroom. In this regard, the findings obtained in light of each of these objectives are discussed below.

To commence, taking into account the first objective, the findings demonstrated the significant impact of the project on shaping intercultural attitudes in the students, since, by playing traditional games and contextualizing the different countries covered in class, the learners not only showed interest in learning about other cultures and traditional games, but also recognized the value of each culture and the importance of understanding them individually. Furthermore, the chosen approach played an important role in nurturing attitudes that are essential for social coexistence. Although there were initial discipline issues among the students, as the intervention advanced, their commitment to participating in traditional games increased. This enhanced participation fostered teamwork, communication,

and collaboration among the learners, showing the positive impact of the intervention.

Additionally, it should be noted that the traditional games created spaces where different generations and cultures converged, as not only Colombian teachers, but also Colombian and Venezuelan students interacted respectfully and cooperatively in order to enjoy and have fun together.

On the other hand, considering the second objective, this project provided the learners with an alternative approach to learn English and immerse themselves in the knowledge of some cultures. In one respect, by contextualizing the traditional games together with their country of origin, the students carried out different activities that allowed them to express their knowledge and opinions about the cultures addressed in class. Even though their native language was constantly used during class time, they managed to improve their productive EFL skills, as they progressed at phonological, lexical, and syntactic levels. This was an encouraging result; however, an affective filter was still evident with respect to learning the target language.

In another respect, through the pedagogical proposal, the data revealed that the students were able to learn about new cultural horizons at visible and hidden levels, making use of L1 and EFL. Nevertheless, it was noted that the learners tended to have a better understanding of overt cultural aspects compared to covert ones. The reason lies in the fact that they occasionally mentioned the concealed elements and, when they did, some confusions emerged, considering how complex these ones can be. Although this may be discouraging, a comparison of the results before and after the intervention revealed a marked improvement in the students' knowledge of the visible and hidden elements. Particularly in the case of the latter, there was a significant boost, underscoring the impact of the study on the acquisition of intercultural knowledge.

Finally, bearing in mind the third objective, the results showed that, by playing and learning about traditional games, the students developed ICC skills in interpreting, relating, and discovering, which are essential for empathetic, sensitive, adaptive, and flexible interactions. Indeed, these skills not only allowed the students to have a better intercultural understanding, but also better attitudes towards both native and foreign cultures. Initially, it was observed that the students used their existing knowledge and experiences to interpret folkloric, social, and historical elements, aiming to uncover similarities, connotations, and contradictions as part of their intercultural understanding process. Further on, they displayed curiosity in delving into new cultural viewpoints by actively seeking to comprehend the commonalities and distinctions that exist between cultures. From there, the data pointed out the learners' interest in interacting and respecting people regardless of their native country, which aligns with their recognition of the value of different cultures, including their own.

To conclude, as mentioned throughout the document, these three aspects analyzed (attitudes, knowledge, and skills) are substantial for the development of the ICC, as they work together in a holistic manner for individuals to engage in intercultural interactions with sensitivity, understanding, and effectiveness. In view of this, at the beginning of the study, it was suggested that the students had a certain level of intercultural competence; however, this one could be improved through the pedagogical proposal. Definitely, the results of this study demonstrated the impact that traditional games can have in nurturing the learners' ICC, since it promoted a meaningful and age-appropriate environment that transformed their target language learning approach and their understanding of the native culture as well as the foreign ones.

6.2. Implications

From the outset, the worth of this project in the digital age was recognized, due to its interest in valorizing traditional games and promoting intercultural learning to enhance ICC

in the EFL classroom. Therefore, this project was expected to have an impact on the school community, i.e. the institution, the students, and the teacher-researcher. In this line of thought, the implications for each participant in the educational process are presented below, considering that this study, being an action research, sought to generate improvements in educational practices.

In the first instance, referring to the school, this proposal contributed to the process expected by the institution, which focuses on building knowledge considering UNESCO's four pillars: learning to know, learning to do, learning to live, and learning to be (see Chapter 1). This aligns with the attitudes, knowledge, and skills that the ICC equips the learners to participate actively and responsibly in society. In another vein, it should be emphasized that the dynamics of the EFL class were altered with this research, since, as initially diagnosed, these ones were based on the grammar-translation method. However, due to the pedagogical intervention, the dynamics were redirected towards a different focus, in which the students had an active role in the teaching-learning process by playing traditional games, learning the target language, and becoming familiar with some cultural perspectives. In this vein, the interdisciplinary nature of this project could be evidenced, since different areas of study were connected to EFL learning, including social sciences, natural sciences, and physical education. Clearly, this is an aspect that the institution should contemplate in order to guarantee meaningful learning not only in the target language teaching, but also in different areas of knowledge.

In the second instance, concerning the students, the pedagogical intervention enabled them to nurture the different aspects of the ICC (attitudes, knowledge, and skills) through playing traditional games and learning about other countries, making use of the foreign language, but also of their mother tongue. From this, particularly, it became clear that the project favored cultural exchange, understanding, social cohesion, cultural appreciation, and

language learning. These outcomes are significant for the present, as the learners continue to develop a competence that allows them to interact in an understandable, respectful, and cooperative manner in the midst of an interconnected world. Certainly, this will not only bring benefits for the students' academic life, but also for their social and professional ones.

In the third instance, regarding the teacher-researcher, this study was a fundamental part of her formative process, since it allowed her to acquire a series of knowledge and tools to be employed in the future as an official teacher. On the one hand, this project fostered the development of her research skills, specifically in analyzing and synthesizing information, which play a crucial role in understanding, evaluating, and intervening in educational practices. On the other hand, this research also supported the cultivation of her teaching abilities and strategies to create a suitable learning environment for future generations. Although there are aspects that still need to be improved, the most valuable lesson learned is that teaching practice is a journey of continuous refinement, which should be open to innovation and eclecticism according to the specific educational context without neglecting evidence-based education.

6.3. Limitations

As demonstrated in the preceding pages, the research project culminated successfully. However, it should be recognized that some challenges arose during the pedagogical intervention. These include the number of students per teacher, as it was difficult to maintain control of a group of 32 students¹⁴, especially when the teacher-researcher's voice was not loud enough for everyone to listen to game instructions or information about other countries. This may account for the disciplinary problems noted when playing traditional games. Likewise, spatial and climatic conditions posed a challenge, since several of the traditional games needed a large space to be played, so it was necessary to take the students to the

¹⁴ As mentioned at the beginning of the document, the initial sample was 32 students, but this sample changed to 26, because 6 parents did not sign the informed consent for their children to participate in the research.

playground. However, on some occasions, playing these games was almost impossible due to the rainy days, which made the ground slippery and unsafe for the learners to play. Finally, the activities programmed by the institution were also a constraint, since the class had to be canceled sometimes, which meant rethinking the timelines proposed for the pedagogical intervention. Indeed, one of the initial ideas for this project was to explore every continent, enabling the students to play a minimum of two traditional games from each continent along with exploring different cultural horizons around the world. Nevertheless, this idea could not be implemented in the end, because of the recreational activities done by the school.

6.4. Further research

The importance of ICC in the field of EFL education is widely recognized. Despite this recognition, the potential of traditional games as a useful tool for encouraging ICC has remained relatively unexplored in the field, which represents an interesting aspect for further research on this teaching approach. Taking this into account, the present research concluded that this one can create an alternative and meaningful learning environment for the students in both linguistic and intercultural aspects. Nevertheless, certain points require careful refinement and further exploration. Therefore, the following are some recommendations for future interventions based on this approach.

First and foremost, it is crucial to persist in exploring a wide range of traditional games within diverse cultural contexts that can contribute not only to enriching the learning experience, but also preserve cultural heritage. Moreover, it is considered appropriate to dedicate more time to each country covered in class (not only two hours) to diligently address different cultural elements that could provide valuable information at the visible and hidden levels. This is in order to transform ignorance, avoid stereotypes, and appreciate every cultural perspective that can be found inside or outside the classroom. This goes hand in hand with a more holistic and interdisciplinary learning. Lastly, it is important to deepen the

procedural application of ICC aspects (attitudes, knowledge, and skills) in real-time interactions in order to facilitate the development of critical cultural awareness, an ability that has the potential to transform EFL classes into a more culturally immersive and globally aware experience, since the learners will be able to critically evaluate both native and foreign cultural elements and perspectives.

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Annexes

Annex No. 1. Survey

Characterization survey

Annex No. 2. Field diary

Field diary format

Annex No. 3. Pre-questionnaire in English level

Pre-questionnaire in English level

Annex No. 4. Pre-questionnaire in Intercultural Competence Level

Pre-questionnaire in Intercultural Competence Level

Annex No. 5. Authorization for the processing of personal data (Consent form)

FORMATO	
AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD	
FOR009GSI	Fecha de Aprobación: 18-06-2018 Versión: 01 Página 1 de 2
DATOS DEL TITULAR Ciudad y fecha: _____ Yo, _____, identificado con C.C. ☐ C.E. ☐ No. _____ expedida en _____, declaro que he sido informado por LA UNIVERSIDAD PEDAGÓGICA NACIONAL (en adelante la UPN), identificada con NIT. 899.999.124-4, con domicilio en la ciudad de Bogotá y sede principal en la calle 72 No. 11 – 86 de Bogotá, que, de conformidad con los procedimientos establecidos en la Ley 1581 de 2012, Decreto Reglamentario 1377 de 2013 y el Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad disponible en la página web www.pedagogica.edu.co, actuará como Responsable del tratamiento de mis datos personales¹, necesarios para el cumplimiento de la misión de la UPN, obtenidos a través de canales y dependencias institucionales y que podrá recolectar, almacenar, usar, actualizar, transmitir, transferir y poner en circulación o suprimirlos, mediante el uso de las medidas necesarias para otorgar seguridad a los registros, evitando su adulteración, pérdida, consulta, uso o acceso no autorizado o fraudulento incluso por terceros. Que tratándose de datos sensibles² y de menores de edad no está obligado a autorizar su tratamiento, salvo las excepciones consagradas en la ley o que medie su consentimiento expreso. Que es de carácter facultativo responder a las preguntas que traten de datos sensibles o menores de edad. Mis derechos como titular del dato son los consagrados en la Constitución y la Ley, especialmente el derecho a conocer, actualizar, rectificar y suprimir mi información personal, así como el derecho a revocar el consentimiento otorgado para el tratamiento de datos personales en los casos en que sea procedente. Las inquietudes o solicitudes relacionadas con el tratamiento de mis datos personales, pueden ser tramitadas a través del e-mail: quejas@rectados@pedagogica.edu.co Teniendo en cuenta lo anterior, autorizo de manera voluntaria, previa, explícita, informada e inequívoca a la UPN para tratar mis datos personales de acuerdo con el Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad y para los fines relacionados con su Misión. Leído lo anterior, manifiesto que la información para el Tratamiento de mis datos personales la he suministrado de forma voluntaria y es veraz, completa, exacta, actualizada, comprobable y comprensible. FIRMA _____ Nombre: _____ Identificación: _____	
¹ La UPN garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de mis datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web. ² Son datos sensibles aquellos que afectan la intimidad del Titular o cuyo uso indebido puede generar su discriminación, tales como aquellos que revelen el origen racial o étnico, la orientación política, las convicciones religiosas o filosóficas, la pertenencia a sindicatos, organizaciones sociales, de derechos humanos o que promuevan intereses de cualquier partido político o que garanticen los derechos y garantías de partidos políticos de oposición, así como los datos relativos a la salud, a la vida sexual, y los datos biométricos (Art. 3º Ley 1581 de 2012, art. 3º Decreto 1377 de 2013). Documento Oficial, Universidad Pedagógica Nacional.	

FORMATO	
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DATOS DEL MENOR Ciudad y fecha: _____ Yo, _____, identificado con C.C. ☐ C.E. ☐ No. _____ expedida en _____, declaro que he sido informado por LA UNIVERSIDAD PEDAGÓGICA NACIONAL (en adelante la UPN), identificada con NIT. 899.999.124-4, con domicilio en la ciudad de Bogotá y sede principal en la calle 72 No. 11 – 86 de Bogotá, que, de conformidad con los procedimientos establecidos en la Ley 1581 de 2012, Decreto Reglamentario 1377 de 2013 y el Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad disponible en la página web www.pedagogica.edu.co, actuará como Responsable del tratamiento de mis datos personales¹, necesarios para el cumplimiento de la misión de la UPN, obtenidos a través de canales y dependencias institucionales y que podrá recolectar, almacenar, usar, actualizar, transmitir, transferir y poner en circulación o suprimirlos, mediante el uso de las medidas necesarias para otorgar seguridad a los registros, evitando su adulteración, pérdida, consulta, uso o acceso no autorizado o fraudulento incluso por terceros. Que tratándose de datos sensibles² y de menores de edad no está obligado a autorizar su tratamiento, salvo las excepciones consagradas en la ley o que medie su consentimiento expreso. Que es de carácter facultativo responder a las preguntas que traten de datos sensibles o menores de edad. Como representante legal del menor, debo velar por los derechos consagrados en la Constitución y la Ley sobre sus datos, especialmente el derecho a conocer, actualizar, rectificar y suprimir información personal, así como el derecho a revocar el consentimiento otorgado para el tratamiento de datos personales del menor, en los casos en que sea procedente. Las inquietudes o solicitudes relacionadas con el tratamiento dichos datos, pueden ser tramitadas a través del e-mail: quejas@rectados@pedagogica.edu.co La Universidad garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de los datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web. Teniendo en cuenta lo anterior, autorizo de manera voluntaria, previa, explícita, informada e inequívoca a la UPN para tratar los datos personales del menor que represento, de acuerdo con el Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad y para los fines relacionados con su Misión. Leído lo anterior, manifiesto que la información para el Tratamiento de los datos personales del menor de edad que represento, ha sido suministrada de forma voluntaria y es veraz, completa, exacta, actualizada, comprobable y comprensible. FIRMA _____ Nombre: _____ Identificación: _____	
¹ La UPN garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de mis datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web. ² Son datos sensibles aquellos que afectan la intimidad del Titular o cuyo uso indebido puede generar su discriminación, tales como aquellos que revelen el origen racial o étnico, la orientación política, las convicciones religiosas o filosóficas, la pertenencia a sindicatos, organizaciones sociales, de derechos humanos o que promuevan intereses de cualquier partido político o que garanticen los derechos y garantías de partidos políticos de oposición, así como los datos relativos a la salud, a la vida sexual, y los datos biométricos (Art. 3º Ley 1581 de 2012, art. 3º Decreto 1377 de 2013). Documento Oficial, Universidad Pedagógica Nacional.	

Annex No. 6. Implementation file

Implementation (2022-2)