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SCHOOL OF EDUCATION AND LANGUAGES
BACHELOR'S DEGREE IN ENGLISH
“RECREATIONAL STRATEGIES TO ENHANCE THE
GRAMMAR OF THE ENGLISH LANGUAGE”

RESEARCH PROJECT

As a prerequisite to obtain a:

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ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title **“RECREATIONAL STRATEGIES TO ENHANCE THE GRAMMAR OF THE ENGLISH LANGUAGE”** prepared by **Santos González Ruth Estefanía**, undergraduate student of the Pedagogy of National and Foreign Languages Career, Faculty of Educational Science and Language at Peninsula of Santa Elena State University, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,



Leonardo A. Chávez Gonzabay
Advisor

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Ruth Estefanía Santos González

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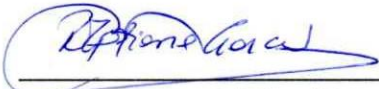
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DEDICATION

I want to dedicate this project to my mom who has been part of my student growth, to my family who are a fundamental pillar and my unconditional support, to my nephews because they are the ones who prevent me from limiting myself and teach me that if I can dream it I can achieve it, and finally to my teachers who thanks to their perseverance, perseverance and education have allowed me to have the competitive skills to face the working world as a professional of excellence.

With love

Ruth Estefanía Santos González

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DECLARATION

“The content of the following graduation works is my responsibility, the intellectual property belong to Universidad Estatal Peninsula de Santa Elena”

DECLARACIÓN

“El contenido del presente Trabajo de Titulación es de mi responsabilidad, el patrimonio intelectual le pertenece a la Universidad Estatal Península de Santa Elena”

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ABSTRACT

This research paper is about the use of recreational strategies for teaching English grammar. Recreational strategies are based on entertainment, play and the use of free time activities. Grammar teaching is a controversial topic since it is one of the important parts for correct communication within a language: However, throughout history there has been a debate about teaching English with or without grammar. The objective of this work is to analyze how the use of recreational strategies improves the teaching of English grammar and for this purpose, information has been collected on the use of digital recreational strategies applied to the teaching of English grammar through interactive elements, practice, immediate feedback, through the use of technological tools such as games, applications, simulators, interactives that have proven to be an effective way to improve the teaching of English grammar, since they capture attention and facilitate learning in a fun, dynamic and attractive way, managing to actively involve students..

KEY WORDS: Recreational strategies, grammar, learning, digital, technology, tools

RESUMEN

El presente trabajo de investigación, trata sobre el uso de estrategias recreativas para la enseñanza de gramática del idioma inglés. Las estrategias recreativas se basan en el entretenimiento, el juego y el uso de actividades en el tiempo libre. La enseñanza de la gramática es un tema polémico ya que es una de las partes importantes para la correcta comunicación dentro de un idioma: Sin embargo, a lo largo de la historia se ha debatido acerca de enseñar inglés con o sin gramática. El objetivo de este trabajo es analizar cómo el uso de estrategias recreativas mejoran la enseñanza de la gramática del idioma inglés y para ello se ha recopilado información sobre el uso de estrategias recreativas digitales aplicadas a la enseñanza de la gramática del idioma inglés por medio de elementos interactivos, práctica, retroalimentación inmediata, mediante el uso de herramientas tecnológicas como juegos, aplicaciones, simuladores, interactivos que han demostrado ser una forma eficaz para mejorar la enseñanza de la gramática del idioma inglés, ya que, captan la atención y facilitan el aprendizaje de manera divertida, dinámica y atractiva, logrando involucrar de manera activa a los estudiantes.

PALABRAS CLAVES: Estrategias recreacionales, gramática, aprendizaje, digital, tecnología, herramientas.

Introduction

This research refers to the use of recreational strategies to improve the teaching of English grammar. In this sense, the advances and changes in the field of education have been considered and require more dynamic tools, according to the learning needs of the new generations. Recreation, games and technology are presented as excellent forms of recreational strategies that facilitate teaching in general. In the case of teaching the English language and its different skills to be developed, there is grammar, which needs to be taught, practiced and put into context.

The objective of this research is to analyze how the use of recreational strategies enhance teaching grammar of the English language

This project is divided as follows:

Chapter I.- The problem statement, its importance, justification, general objective and specific objectives are presented.

Chapter II.- The theoretical, legal, philosophical and psychological framework is described. In addition to the hypothesis, and the study variables.

Chapter III.- It explains the methodology and techniques of the research, identifies the population and the sample.

Chapter IV.- The analysis of the results is presented by means of a survey to the teachers who teach the subject of English.

Chapter V.- The contrasting reflections between bibliographic support and data collection

Chapter I

The Problem

Research Topic

Recreational Strategies

Title

“The recreational strategies to enhance the grammar of the English language.”

Problem Statement

In Ecuador, English as a learning subject in educational institutions does not present a competitive level that can defend that the teaching and the method used exploits 100% of the potential and capacity of the students. Since language teaching focuses on the development of the learner's communicative competence, there has been a continuous reconsideration of the role that grammar should play in a language class.

There is a constant debate about the way grammar should be taught, because grammar is considered an important basis in learning a language and a fundamental part for the development of other skills such as: writing, reading, listening and speaking due to that contributes to the proper use of the language and because grammar is not learned naturally and it is necessary to instruct it and show its use, structure, rules so that the ideas have agreement. (D’cunha, 2021)

The importance of incorporating grammar in the teaching of the English language is to achieve clearer and more effective communication when speaking and writing, understanding its different components and elements to appropriately structure ideas. However, several aspects and challenges face both teachers and students as part of teaching and learning process, such as, the adequate training of certified teachers capable of guiding and supporting their students through the constant and updated search for tools, strategies, and activities that are of interest to students,

achieving a level of motivation and interest that allows them to incorporate more vocabulary in context, improving their pronunciation, listening, reading and writing with the help of explicit instructions on grammar structures. (World TESOL Academy, 2023)

It must be kept in mind that each institution presents different teaching methods that project the learning objectives set with the students into the future, that is, that the level of English is established and that the students present an improvement in the management of the English language as a foreign language, subject which is part of the Ecuadorian educational curriculum that governs at the national level.

The problem appears when the teachers who are the instrument of impulse towards the students do not choose to teach grammar in an active way, they simply use academic texts that are very mechanical, proving difficult to understand, boring y demotivating for learning. (Lakshmi, Teaching a Language with/without the Teaching of Grammar: Challengin the Myths, 2019). Active learning is various student-centered actions through the use of meaningful, attractive, interactive, cognitively entertaining activities with topics of interest for practical use to be used on a daily basis. In active learning, teachers must implement activities that increase motivation, interest and that are attractive to students through actions with features of games, recreation and linked to the use of technology.

The advances in the use of ICT in education have shown that they help effective learning and is a motivating tool with a variety of activities taking advantage of the fact that students are familiar with the use of electronic devices and are open to learning different forms of learning through the use of applications, websites, audio-video, computers, games, tablets, among others. (Erkulova, et al. 2020). Technology increases the level of learning by making it more attractive since it gives the student the option to use technology and digital platforms more flexibly in time

and space, which increases motivation by providing more comfortable environments, outside the traditional classroom space from the classrooms, to a recreation environment, with ludic characteristics and the dynamics and rules of digital games designed and available on interactive platforms that are easy to access and use.

Nowadays students are more familiar with the technological world and therefore improvements would be achieved in the development of their grammatical skills and although opting for strategies and dynamics implies greater dedication, it is the best option for students to understand that grammar it is not boring nor difficult and teaching English can be fun and interesting. There are multiple ways to learn the English language through recreational and gaming activities that integrate language learning in a fun way such as interactive games manage to capture the attention of students, has allowed the ease of teaching through educational applications and among them we can mention Plickers , Quizziz, Duolingo, Kahoot, Sacrabble that motivate students to want to learn and create more variations in the classroom, student motivating and therefore better conditions for learning the target language. (Awing & Nurfaradilla, 2023)

Problem Question

How can recreational strategies enhance teaching grammar of the English language?

Specific Questions

What are the characteristics of recreational strategies and their application in the teaching of English grammar?

What are the advantages of using technology as a recreational strategy in the process of teaching English grammar?

What technological tools are applied as recreational strategies to facilitate the teaching of English grammar?

General Objective

To analyze how the use of recreational strategies enhance teaching grammar of the English language

Specific Objectives

To determine the characteristics of technology as recreational strategies and how is applied in the teaching of English grammar.

To identify the advantages of using technology as recreational strategy for teaching English grammar.

To describe the technological tools that are applied as recreational strategies to facilitate the teaching of English grammar.

Justification

The teaching of grammar has had an evolutionary step that is maintained in a constant debate between teaching or not teaching grammar, since some consider it a set of boring and unnecessary rules. The use of grammar is complex but at the same time it is very necessary to find a balance between teaching with an approach dedicated almost entirely to the mastery of the rules of grammar and on the other hand the approach where the belief prevails that grammar is developed as a dialogue or conversation is practiced. In both cases, extremes do not guarantee effective communication, as one needs to build good foundations for expressing coherent ideas and at the same time practice orally stringing ideas together in real conversational time. (Lakshmi, Research Publish, 2019)

Therefore, it is imperative to look for strategies that fit the educational needs of the new generations that are very familiar and attached to the use of electronic devices and at the same time are very open to handling ICT because they feel identified with this contact with audiovisual material and having fun while learning. (Acuña & David, 2019)

For the above reasons, this research is conducted with the purpose of seeking what activities help improve grammar skills through technology tools as recreational strategies that include all students to engage directly with grammar. Recreational strategies are actions that allow the development of skills through activities that stimulate students' development. It is important to mention that grammar aims to allow the speaker to expand vocabulary and improve word structure.

Chapter II

Theoretical Framework

Background

English proficiency is not good in Ecuador and despite the various methods employed by educational institutions, the ability to handle several languages is not a priority for students. (EF EPI, 2023) For over a hundred years, English teaching methods and techniques were limited to the study of grammar, simultaneous translation, and repetition. This form of learning was based on behaviorist theory, which consisted of offering an external stimulus to wait for a response and where introspection was not involved. In the middle of the last century, language schools began to use audiovisual resources that made the process less tedious, as well as allowing teachers to employ other learning dynamics.

In the 1990s, with the advent of computers, a methodology based on the use of software and computer systems to learn languages became popular, which was known as call (Computer Assisted Language Learning). Although this technology offered some advantages, teaching methods were still based on grammar, translation, and repetition. It was not until the beginning of the 21st century that the rise of ICT and multimedia resources began to offer better results in shorter and shorter periods: digital tools evolved exponentially and soon applications designed specifically for learning other languages appeared.

Along with technological progress, English language teaching methods also evolved, focusing on a more humanistic pedagogy, focused on understanding the cognitive processes of students and their interests regarding the language.

There is not an infallible, unique, and universal method for learning English, since there are many factors that influence the teaching of the language. However, what is a fact is that there are methods that in most cases work much better than others. (EFLCafe.net, 2024)

Grammar is one of the fundamental parts of any language. However, throughout history it has generated a series of dilemmas and debates regarding its conception, use, utility and whether or not it should be taught and how it should be taught. Because the function of grammar is not only to provide the rules that govern an effective communication process but is an integral part of a learning process in any language, its importance and presence is vital. (Lobelle & Sierra, 2022)

That said, all efforts to couple the teaching and use of grammar within the teaching-learning process are valid and will vary depending on the contexts and the time in which they are developed. Today, students demand more creativity and dynamism from their teachers in order to capture attention and maintain interest throughout the process. For this reason, it is essential that teachers are constantly looking for something that is suited to the times in which their students are developing and to using all the benefits that technology and didactic strategies offer to reach learners in a more effective and meaningful way.

Pedagogical Basis

The constructivist theory is based on the fact that learning is a process of knowledge construction in which individuals actively participate, where the senses help to relate the mental processes that are developing between the internal processes of assimilation and accommodation with the external stimulation of experiences. Because of this, each individual builds his own meaning of what he learns and establishes a process of internalization.

With the appearance of technological tools and the digital age, students have options that help them explore and develop their skills to build their knowledge by putting into practice what has previously been presented in a planned and intentional way to encourage learning.

Technology, interactive systems facilitate cognitive learning processes through the visualization of the problem to be solved. Another contribution is that made by Vygostky, when he mentions the impact of the environment that surrounds the learner during his learning process. The social environment contributes with the interaction with other people in real or simulated contexts to apply their knowledge. (Giraldo, 2023)

Technology has interactive systems that facilitate cognitive learning processes through the visualization of the problem to be solved, in different contexts, with sounds, images or videos that accompany and complement the environment and allow contact between classmates and teacher, maintaining a continuous dialogue, enabling constant monitoring and receiving feedback from the teacher.

Legal Basis

Fifth Section

Education

Article 27, of the Constitution of the Republic of Ecuador, talks about the inalienable right that all people have to education throughout their lives and states that it is the duty of the Ecuadorian State to guarantee that individuals, families and society in general participate in the educational process. (Asamblea Nacional del Ecuador, 2008)

Article 29, this article basically talks about the fact that the Ecuadorian State will provide guarantees for academic freedom and they will be able to choose the education that they consider

most appropriate for their children according to their principles, own language and cultural environment. (LOTAIP, 2013).

Chapter VII

Regime of Good living

Article 344 of the Constitution of the Republic provides: The national education system will be made up of institutions with their educational programs, policies and actors that will be governed by a national-level authority who will issue, regulate and control all activities related to education. (LOTAIP, 2013).

The Ministry of Education, in 2021, announced the prioritized curriculum with emphasis on communication, mathematics, socio-emotional and digital skills, which promote the development and use of technology in an interdisciplinary manner.

As part of the objectives of the Digital Educational Agenda that governs from 2021 to 2025, there is: Define digital skills for all educational actors, managers, teachers, students and families in order to achieve Digital Literacy and develop training through the implementation of digital tools. (UNESCO, 2023)

Variables of the Study

Recreational definition

The word recreation has its roots in Latin (re: "again", creare: "to create"), it helps to create, revive, something new, different, in leisure time, outside of work contexts or those that have to do with fulfilling responsibilities. Through the process of recreation, people manage to make changes in perspectives where they feel comfortable and free to relax and have psychological connotation in the production process during free time.

Within the definitions of recreation, there is the search for pleasure and well-being that is developed voluntarily, either individually or collectively, and is oriented towards play, its dynamics and characteristics, allowing disconnection from daily activities. Additionally, recreation has a set of factors that invite people to show their attributes and demonstrate their abilities, whether physically, socially or mentally, with the intention of developing themselves in a better way to feel that they are part of a community. (Lozano & Espitia, 2018)

In conclusion, recreation can be considered as any activity that is carried out voluntarily in different fields including sports, art, nature, science, education, among others, and that manifests itself naturally contributing to the physical, intellectual, emotional and mental balance of people.

Recreational Education

Recreational education is designed to develop activities in non-school environments with the purpose of students developing and testing comprehensive skills that combine physical, social, mental and intellectual aspects, which in turn will adjust people's behavior in a balanced way to fit the dynamics of the proposed activities.

Educational recreation can be practiced in diverse environments such as field trips, outdoor activities, sports, games or recreational activities that include the use of technology for educational purposes to achieve educational objectives through doing, repeating and improving by creating meaningful, fun and interesting experiences that are necessary to refresh teaching-learning processes that require a lot of concentration, are complex and boring.

In the case of children, educational recreation activities are an effective support to achieve the learning objectives that are necessary to increase interest in learning through play and fun with a positive attitude, increasing self-confidence and their achievements. With the new

changes and advances in society and technology, traditional education is monotonous and boring and does not fit the educational needs of the new generations of students, and that is when educational recreation contributes to the use of free time in a productive way through activities that are of interest and understanding new ways for students to take advantage of their free time. (Mahri, 2020)

Recreational technology

Recreational technology is the combination of educational software where students must complete assigned tasks while recreational software has a focus on having fun. However, the combination of these two software has gained great acceptance among teachers and students, who see this tool as a good option for playing while learning. The cognitive processes that are required and involved when using these educational technology tools show that users must have visual mastery, information selection, inferences, attention, and problem-solving skills that are applied within the learning processes. (Adipat et al., 2021)

Recreational technology helps balance the theory and practice of learning through games, establishing a relationship between what happens in the game and the real world. The game design must ensure that the challenge is maintained during repetitions, and that feedback is obtained at the end, allowing the student to learn from his mistakes and gradually overcome the levels of difficulty that the game presents as he advances to the next level.

The use of computer games as a teaching tool has been used to motivate or entertain students. However, the software and options that are available help to enhance and facilitate the teaching processes, since the Internet, electronic devices, online resources and technological tools are increasingly available to more people.

Grammar

Nowadays, grammar is considered a sub-skill that is essential to master and better understand the language through rules that give meaning to the different changes that occur during the teaching-learning process. There are approaches where grammar has little participation since they focus on developing other skills, pretending that students deduce the patterns or rules by themselves. However, learning is not acquired naturally, it requires a guide or orientation, the students themselves express this need through questions about the changes that are perceived in a certain way. (Rossiter, 2021)

Grammar has always been a controversial topic that is constantly debated, with the main question being whether it is relevant to teach grammar or not. In fact, throughout history there have been times when grammar almost disappeared from the teaching system because it was considered discriminatory, only accessible to outstanding students who were able to keep up and understand the many rules of the language. On the other hand, there are theories of natural learning, through intuition, where the student will gradually understand its structures, rules, exceptions, among other details. (Irnawati, 2021)

As can be seen, over the years there have been changes in various aspects related to grammar, ranging from the importance of teaching grammar or not, what to teach, how to teach, when to teach, which has led to a constant readjustment at the educational level. Likewise, students' expectations of learning the English language have required new ways, methods, strategies, and tools to teach grammar.

Grammar with traditional approach

Grammar teaching has always been a difficult task, from defining its concept to its instruction, which is oriented towards the study of structures, rules and patterns that require skills and prior knowledge in the mother tongue that contribute to its understanding in learning a foreign language. The word traditional refers to a linguistic theory that has been present in the study of a language through rules and patterns to follow, and on the other hand there is traditional grammar, which focuses on phonetics, morphology and syntax, that is, on meaning.

In traditional grammar teaching, students are required to complete practice exercises focused on grammatical rules, which are developed in a systematic manner without linking or taking in account other elements that are part of the text or the accompanying context. This has led to communicative approaches that focus on other areas of the language and leave grammar teaching aside. (Barbosa & Vieira, 2022)

Nowadays, the incorporation of grammar as an important part of teaching a foreign language is being resumed, since many researchers and teachers agree with the need to include grammar knowledge in their teaching practice, and likewise, many students are interested in learning to distinguish the changes that language undergoes, obtaining answers that allow them to better understand how the rules and structures work in order to incorporate them into their learning and in the development of other skills such as writing and reading.

Grammar with Inductive and deductive approach

Once again, the controversy arises regarding the convenience of teaching grammar using inductive or deductive methods. On the one hand, the inductive method refers to presenting the content through examples, such as using a reading that reflects the target structure, pattern or

rule. Then, questions are asked with the intention that the students discuss and decipher the rules following the teacher's questions and then share them with the class and receive feedback from the group and the teacher who is guiding the activity. To make the activity more interesting, interactive online games can be used to help students put into practice the rule or pattern that is intended to be deciphered or used in more real examples.

On the other hand, there is the deductive method, also known as explicit, where the action is carried out in the opposite way, that is, the teacher deliberately and consciously shows the target structure through an explanatory and exemplified process where the student gradually observes the construction of the pattern or structure that is presented, this with the aim of facilitating the understanding and connection of the process in question.

To reinforce the teacher's explanation, there are practice moments where, through exercises, students test what they are learning and receive feedback and monitoring from their teacher. Once the structure is mastered, the teacher will look for daily activities to provide a real context where other skills linked to grammar are practiced to build structures that transmit meaningful, organized ideas. (Lobelle & Sierra, 2022)

In conclusion, both methods, inductive or deductive, can be used to complement learning. However, there are studies that show greater acceptance and precision in the inductive method, since it facilitates understanding and provides more support. There are several online software programs that are useful for practicing and receiving feedback in case of making mistakes, which helps students to remain in constant training even outside the classroom.

The use of ICT in the teaching of English as a foreign language

There are several factors that have contributed to the use of ICT as a tool for teaching in general growing day by day and consolidating its use in the field of education. Among the main factors is the need for teachers to adjust to finding new ways to reach their students in order to project the fundamental content for teaching the English language. On the other hand, there are the new generations that were born in the digital age and the use of the Internet, digital or smart devices is part of their daily lives and influences their way of relating to the world and also of learning. For this reason, the use of digital tools in the field of education constitutes a useful tool that needs to be explored and used by both teachers and students during the teaching-learning process.

Technology has been incorporated into people's lives in a natural way in all environments. Nowadays, ICT is an important tool for teaching in general, and in the case of teaching English as a foreign language, it helps and facilitates learning through computers, phones, tablets, smart TVs, smart boards, projectors, music players, educational video games, which increase the interest of students. The wide variety of options allows content to be projected in an attractive way, inside and outside the classroom, increasing the time for language practice and the student reinforces or receives additional information from another perspective or form that no longer focuses solely on the teacher's explanation.

Students feel free to practice over and over again from their devices. Among the advantages of using platforms or applications to practice different English language skills is the fact that they can freely make mistakes and try again and again the challenges presented by the activities available online. At the same time, they generate information that helps the teacher

evaluate, reinforce and give feedback based on the data provided by the platform or application and create audiovisual content with authentic material. (Poudel, 2022)

In conclusion, the use of technological tools facilitates learning, since materials can be adapted according to the content and at the same time allows to offer authentic, updated content linking real-life situations to the practice of the English language, combining skills and sub-skills in an integral way, as well as the teacher can focus on specific topics or skills to develop, providing feedback for teachers and students.

Grammar and ICT

Grammar teaching is based on mastering the rules and patterns of the structures that build ideas and effective communication. For this reason, practice is essential to master these structures fluently and therefore, teachers need to be in a constant search for new tools that help them keep their students motivated, interested and constantly practicing.

Over time, technology and its contribution to the field of education has been crucial since they have been investigating the cognitive development of students depending on their age to create software that can be used freely, from any electronic device and that can also be edited to adjust to the content that you want to practice.

There are some studies that conclude that the available technological tools allow students to apply their knowledge and focus on the patterns of the structures through applications, websites, where they can play online and apply collaborative work to complete and solve the activity during the online game that increases in difficulty and complexity as it is solved. Another study states that technological tools provide immediate support and feedback by giving information and clarifying doubts or errors that were made during the use of the application or platform. (Arisanti, 2020)

As can be seen, the use of technology and teaching grammar shows advantages for both teachers and students, because through the use of computers, audiovisual aids, smart devices, applications, platforms, among others, grammar can be reinforced and practiced in virtual contexts that adapt to new forms of learning and help teachers maintain the interest of their students, improving their performance.

Ludic activities in learning process

The term playful refers to interactive processes that relate the mechanics of play, behavior, recreation and everything that allows us to recreate knowledge in a more spontaneous way, not only in childhood but throughout life. In the educational field, this feeling of freedom and enjoyment frees the brain from formality, allowing active participation without focusing on the content, but on interacting with the activity and with those who are part of it. The formal content learned in the classroom is placed in gamified environments where a system of rewards, scores, medals, progress bars is added, creating challenges to solve, which can be modified by the teacher by increasing or decreasing their difficulty, or focusing on specific content, as well as on the visualization and retention of information in a more active way. (Becker, 2021)

Through attractive activities, students develop meaningful learning as they manage to capture attention through diverse activities that impress the senses in a kinesthetic, visual, and auditory way, covering various types of learning styles and multiple intelligences. In this way, the teacher ensures that they offer a range of options for all their students. Additionally, these activities can be carried out inside and outside the classroom, proposing other scenarios such as the digital world and the use of technological tools, which will require applying and developing previously learned skills such as social skills, where self-control, autonomy, communication, soft skills for problem solving, collaborative work, and decision-making are essential, enhancing

learning through gamified educational activities to achieve individual and collective goals.
(Lauricella & Edmunds, 2022)

Therefore, the characteristics of digital and non-digital games and recreation are ideal for offering engaging activities for students in environments free from the direct gaze of the teacher and where students can feel comfortable using these activities to test themselves, receive feedback and support in online games where they can share their learning experience, while they play they are testing, reaffirming learning they received in the classroom and at the same time expanding their social and cognitive skills.

Digital recreational strategies

Nowadays, the teaching and learning process has faced several changes that respond to factors such as the influence of technology and the relationship that exists with the new generations that have been born in a technological environment, in direct contact with the digital world. Because of this, teachers require training on the use of technological tools as available pedagogical methods that help them prepare content that captures the attention, interest and improves the performance of students. The teaching of English grammar has always been a subject that presents certain difficulties because it requires the management of rules, structures and patterns to communicate ideas effectively. (Tu Thi, 2022)

The use of technology in the teaching of English grammar has led to the design of educational software, mobile applications, visual and interactive learning platforms, narrative games, podcasts, websites, augmented reality and virtual environments, which reinforce, motivate and facilitate learning through meaningful experiences. Among the digital recreational strategies are the following:

Kahoot

It is a free platform that promotes the use of ICT either in a portable way or through a computer. It was created to facilitate teachers to create questionnaires, surveys and educational games that help to evaluate specific topics and knowledge through its application or in a web version. Among the characteristics of its design are constructive education that is based on learning through play, which encourages active and collaborative participation, with the intention of reinforcing previously learned knowledge. It has a reward system, challenges, time bar, score, progress that can be edited and the results provide data of interest to the teacher since they reflect the time that the student has interacted with the application, how many times he has practiced, which questions he has failed and how he has progressed, all these results are exportable to Excel or Google drive documents. (Sánchez, 2019)

Plickers

It is an augmented reality tool created to evaluate students in a playful environment, which is used from mobile applications, tablets available for Android, iPhone or iPad. Augmented reality is present when students give their answers by means of cards with codes associated with each student that are previously generated by the system itself and have been printed for each student to be scanned when the teacher points their mobile device with the application installed and thus the information is transferred immediately which becomes a graph, which can be projected to view and analyze the results, without the need for all students to have a device in class.

A bank of structured questions with images can be generated as the topics covered in class progress to be saved and used in a review at the end of a term. The data on the results are projected instantly reflecting percentages with graphics of each response, with the names of the

students who responded in that option and you can also select results by date ranges. (Novas, 2019)

Karaoke

Music is an element that is part of people's daily lives. Through songs, feelings and emotions are expressed that accompany the mood and even contribute to motivating an activity. This is the case of the use of music through karaoke as a recreational strategy that, through technological tools, encourages autonomy and active work in students. (Al-Horani, 2019)

Through karaoke, the teacher offers activities that combine previous knowledge, such as expressions, verb tenses, vocabulary, spelling, punctuation, grammatical structures, which allow linking learning and content with authentic material and music. Among the applications are: FluentU, Lingoclip, Smule, Lyrics Training and many more that are available with more resources such as worksheets to practice.

Flashcards

Flashcards are cards that are printed with images, words, phrases, expressions accompanied by images. They are visual aids that are used to show a certain content. Technology has modernized its use and there are applications where you can find digital flashcards, grouped by topics and ready to practice, but it also allows you to edit their content or create new ones depending on your needs.

Using interactive flashcards is an ideal tool for teaching and practicing grammar skills necessary for learning a language. Flashcards can be created with different approaches to the same content, such as grammar rules, structures, sentence order, completion exercises, improving the experience and making it more attractive as it features images, combined with artificial

intelligence that helps students practice and study anytime, anywhere. Available applications include: Quizlet, Magoosh, Brainscape. Socrative. (Astuti & Chandra, 2023)

Interactive digital worksheets

Interactive worksheets are digital material available on the web that allows users to create interactive worksheets with a specific theme so that they can exercise their previous knowledge. It is a recreational technological tool for learning in general and is very useful for teaching English for both teachers and students. On the one hand, teachers have available material that has been previously created and shared by colleagues in the English field and they also have the possibility of creating their own material by personalizing their content and learning objective. (Dewi1 et al., 2022)

At the same time, this material is available to be printed and converts PDFs, Word documents and slides into interactive worksheets, which saves time and creates audiovisual material to practice and evaluate the progress of students. Additionally, it shows results and scores that students can view immediately, and teachers also obtain information about the progress and scores obtained by their students.

Interactive worksheets are a recreational alternative that invites students to use their free time outside the classroom to continue practicing and testing their prior knowledge in an entertaining way and improving their performance with easy access to the application, free of charge, with no time limit or attempts allowed to start the activity. Among the interactive worksheets are Liveworksheets and Wordwall.

Chapter III

Methodological Framework

Methods

Research methods are specific procedures for collecting and analyzing data. In this sense, the first thing to do when planning a research method is to decide which technique to use.

Qualitative research involves collecting and analyzing non-numerical data to understand concepts, opinions, or experiences, as well as data on lived experiences, emotions or behaviors, with the meanings people attach to them. For this reason, the results are expressed in words.

This type of research is based on the judgment of the researchers, so careful thought must be given to their choices and assumptions. It is a technique commonly used in areas such as anthropology, sociology, education or history, among others, as it helps them to gain a better understanding of complex concepts, social interactions or cultural phenomena (Santander, 2021).

Type of Research

Phenomenological Qualitative Research

Phenomenology is a qualitative research that arises as an analysis of the phenomena or meaningful experience that is shown (phenomenon) to consciousness. It moves away from knowledge of the object in itself detached from an experience. For this approach, the primordial thing is to understand that the phenomenon is part of a significant whole and there is no possibility of analyzing it without a holistic approach in relation to the experience of which it is a part.

Descriptive Phenomenology is a methodology that allows thinking, describe and investigating essential fields of education and articulating it in the analysis of the complexity of human problems that every social science demand, because it makes existence and lived experience the core of its approaches; the world in which we are always immersed.

Phenomenology by its nature focuses on experiences and highlights the meaning that surrounds the everyday, the meaning of the human being, that is, the experience that we are.

Phenomenology is sensitive to the problematic unleashed around the world of life. The world of life represents the reality in which we live daily, which is investigated under a non-naïve gaze. This world without categories or explanations, coming from science, is the pre-scientific dimension of life, characterized by being extremely rich, a world of experiences. In it, objective sciences are examined as cultural facts. It is the sum of strips and horizons in which worldly facts are born and established and which must be regenerated by experience. This study corresponds to worldly phenomenology. (Guillen, 2019)

Data Collection Techniques:

Focus group

The focus group as a research technique is a semi-structured group interview modality, in which the members are asked to comment and develop, from their personal experience, a topic or fact that is the object of study or work. The starting point is a generative question, and the participants comment on it, creating a collective dialogue. The depth of the dialogue and discussion depends on the participants' knowledge of and interest in the topic and the moderator's ability to lead the group. The moderator's role is to organize, direct, ask questions and create the appropriate climate for the activity (Franco, 2018).

- Questionnaire

The questions are five open-ended questions that were asked personally with teachers specialized in English who agreed to answer the questions.

The interviews were conducted to know the performance and development within the classroom using recreational strategies and technological means to analyze the learning evaluation process from a selected period.

Data Collection Processing and Resources

Basic Questions and explanation

What is the purpose?

To improve grammar learning through recreational strategies.

When?

Academic Period 2023-2024

How?

Questionnaire, open-ended questions

Why did you collect information?

To learn about the mistakes made when teaching grammar and to look for new recreational strategies that can improve their learning.

Population

The target population of the survey are teachers of the Unidad Educativa John F. Kennedy

Sample

The sample corresponds to a small selected group of nine English teachers.

Chapter IV

Analysis of Findings

The objective of this survey is to identify the recreational strategies that are applied in the institutions directed to the area of English that are carried out inside or outside the classroom implementing the use of technology as an extra tool, the questionnaire were open questions directed to teachers in the Spanish language since that way they can be concrete and specific with their answers.

Interpretation of data from the interview or focus group.

Question 1: What recreational strategies do you employ in the classroom?

It is considered that recreational strategies provide a greater facility for students to grasp faster and develop the skill in a dynamic way and attracting the attention of each one, in the case of grammar we must look for various resources because when teaching it in a second language children tend to get tired or feel difficulty during their learning.

Some of the strategies that are used in the classroom are educational videos, and collective practices from platforms that can be used to teach grammar.

Question 2: What are the benefits of using recreational strategies?

There are different strategies that can be used in the classroom among them, one of the most important is the Internet resource, since our students could manage social networks (technology) as a learning resource without leaving aside the dynamic games that are commonly applied in the classroom.

Question 3: Do you believe that recreational strategies help improve students' motivation to learn English?

The teachers interviewed agree that recreational strategies develop positive attitudes in people and activate motivation in children so that they learn in an easier way.

Question 4: What are the most common recreational strategy English teacher use?

Many teachers opt for an already known tool such as the internet and technology as both facilitate the hard work of a teacher and at the same time students learn different subjects not only in English. To teach grammar there are exclusive platforms such as Quizizz or Liveworksheets.

Question 5: What other technique do you use in your English classes?

Teachers use a variety of techniques such as listening to music, classroom games, storytelling, and cooperative learning to make their classes interesting for the children.

Interpretation of bibliographic review

The results of the surveys conducted with English teachers were that students do receive the subject with methods outside the classroom such as, scrabbles, puzzles, word completion online games and interact inside the classroom in an active way, although in addition to learning inside the classroom they also learn through applications such as Duolingo, Quizizz, Liveworksheets, while teachers consider that it is important to use strategies that seek to be innovative in order to teach grammar.

Recreational strategies are intended to make it easier for students to learn in an easy, innovative, and active way.

Chapter V

Conclusions and Recommendations

Conclusions

In this work, an analysis was made of how the use of recreational strategies improve the teaching of the English language, which allowed to reach the conclusion that the dynamics of recreational strategies because they are based on play, fun, adequate management of free time and the use of technology are strong allies to improve the teaching of English grammar, since these strategies facilitate the learning of complex grammatical structures, patterns and concepts through striking, dynamic, interactive experiences, getting students involved and better retaining information by putting their knowledge into practice to finally result in meaningful learning.

Key features of the use of ICT in education, and in this case applied as recreational strategies for teaching English grammar, include interactive elements, detailed feedback with theoretical support of grammatical rules, personalization that adapts to content needs and focuses on the student, and the ability to maintain motivation and interest as they often incorporate rewards and audiovisual elements.

In summary, the advantages of using digital recreational strategies contribute to greater student participation and motivation, they are an effective tool to make the teaching of English grammar attractive, especially when working with young students who become positively familiar with playful and interactive environments.

There are various recreational strategies that use technology as a tool for teaching English grammar, including mobile applications, interactive games, simulators, interactive platforms and virtual environments that help reinforce grammatical structures through authentic material and question competitions where you can also interact with other participants.

Recommendations

It is recommended to use digital recreational strategies in the teaching-learning processes, selecting the tools that best fit the level and needs of the students and that achieve the learning objectives, reinforcing the practice of English grammar.

It is recommended that teachers receive ongoing training on the use of recreational technological tools, in order to take advantage of their benefits, be familiar with new applications and platforms, maximizing the effectiveness of the experience, guiding and monitoring the progress of their students.

For the reasons stated above, the use of digital recreational strategies through the use of technological tools is recommended because they are very effective, adjusting to the age and level of the students, they are editable which helps to focus the content and make it more specific, capturing their attention and interest, as well as facilitating learning in a fun and accessible way, offering immediate and detailed feedback and at the same time having valuable metrics to evaluate and monitor the progress of the students.

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Annexes



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