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ENGLISH TEACHING CAREER.

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“RECREATIONAL STRATEGIES TO IMPROVE THE SYNTAX OF THE ENGLISH LANGUAGE AMONG STUDENTS OF FIFTH BASIC GRADE AT UNIDAD EDUCATIVA SALINAS INNOVA, SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2016 – 2017.”

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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 IMPROVE THE SYNTAX OF THE ENGLISH LANGUAGE AMONG STUDENTS OF FIFTH BASIC GRADE AT UNIDAD EDUCATIVA SALINAS INNOVA, SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2016 – 2017.”**, prepared by Geovanny Fernando Perero Vera, undergraduate student of the English teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena University, I declare that after having 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 board of examiners.

Sincerely.

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STATEMENT OF AUTORSHIP.

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DEDICATION

I dedicate this work to my family, specially my Grandmother who inspires me every day to struggle to achieve my personal goals.

To my parents who guided me in all my educational process with their patience and support.

To my siblings who were always willing to help me when it was needed.

To my dear friends and Mother's Family who encouraged me to continue studying despite the exhausting days of work and studies.

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To my coworkers at "Unidad Educativa Salinas Innova" who contributed in all this long process to finish my college education in order to getting my degree.

Geovanny Perero.

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TABLE OF CONTENTS

	Pags.
ADVISOR'S APPROVAL	III
STATEMENT OF AUTORSHIP.	IV
BOARD OF EXAMINERS	V
DEDICATION.....	VI
ACKNOWLEDGMENT.....	VII
TABLE OF CONT	VIII
ENTS	VIII
TABLES WITH PAGE REFERENCES.....	XII
FIGURES WITH PAGE REFERENCES.....	XIII
ANNEXED WITH PAGE REFERENCES.....	XIV
PICTURES WITH PAGE REFERENCES	XV
POS COVER OR TITLE	XVI
INTRODUCTION.....	1
CHAPTER I.....	3
1.1 TITLE.....	3
1.2 Problem Statement.....	3
1.2.1 Context of the problem	5
1.3. Research question.....	6
1.5. Research Objective	7
1.7. Scientific Tasks	8
CHAPTER II	9
THEORETICAL BASIS.....	9

2.1. Definition of key terms	9
2.1.1. Recreational strategies.....	9
2.1.2. Types of recreational strategies	10
2.1.3. What is syntax?	11
2.2. Previous Research	12
2.2.1. Recreational strategies in education.....	13
2.2.2. English language learning	14
2.2.3. The role of syntax in English Learning	15
2.2.4. The role of Grammar in English Learning	16
2.2.5. Communicative Activities inside the classroom	16
2.2.6. Communicative tasks	17
2.2.7. Classification of communicative tasks according to their cognitive function.	17
2.2.8. Classification of communicative tasks according to their language function.	18
2.2.9. Social Interactive tasks	19
2.3. Philosophical basis	19
2.4. Educational basis	20
2.4.1 Blended learning.	21
2.5. Legal Basis	21
CHAPTER III.....	23
3.1. RESEARCH DESIGN	23
3.1.1. Quantitative Method.....	23
3.1.2. Qualitative Method.....	23
3.1.3. Inductive-deductive Method	24

3.1.4. Scientific Method	24
3.1.5. Observation Method	24
3.2 Population and Sample	25
3.2.1 Population.....	25
3.3 Data Collection.....	27
3.3.2 Instruments	27
3.3.1 Techniques	27
3.3.3 Data Collection Plan.....	28
3.3.4 DATA PROCESSING PLAN.....	30
3.4 Data Analysis of Principal.....	31
3.4.1 Interview directed to the principal of Salinas Innova Lcda. Janeth Guamantica.	31
3.4.2 Interview to specialist Lcdo. Leopoldo Montero MSc. From Centro Ecuatoriano Norteamericano of Guayaquil.....	33
3.4.3 Survey directed to students	34
3.4.4. Analysis of results - students.....	41
3.5 CONCLUSIONS AND RECOMMENDATIONS	42
3.5.1 Conclusions	42
3.5.2 Recommendations	42
CHAPTER IV.....	43
4.1 Name of the proposal	43
4.2 Description of the Proposal.....	43
4.2.1 Information and location	44
4.2.2 Design and development of proposal.....	44
4.3 Achievement and expected results	50

4.4 Conclusions and recommendations	53
4.4.1 Conclusions	53
4.4.2 Recommendations	53
4.5 Time table.....	55
4.6 Resources	56
4.6.1 Materials	56
4.6.2 Technological resources	57
4.6.3 General budget	57
STRATEGY N° 1.....	59
STRATEGY N° 2.....	60
STRATEGY N° 3.....	61
STRATEGY N° 4.....	62
STRATEGY N° 5.....	63
STRATEGY N° 6.....	64
STRATEGY N° 7.....	65
STRATEGY N° 8.....	66
STRATEGY N° 9.....	67
STRATEGY N° 10.....	68
4.7 Reference.....	69
ANNEXED	73

TABLES WITH PAGE REFERENCES

TABLE 1#: Population	26
TABLE 2#: Sections and number of students	26
TABLE 3#: Data collection plan	28
TABLE 4#: Data Processing plan	30
TABLE 5#: Results of question1	34
TABLE 6#: Results of question 2	35
TABLE 7#: Results of question 3	36
TABLE 8#: Results of question 4	37
TABLE 9#: Results of question 5	38
TABLE 10#: Results of question 6	39
TABLE 11#: Results of question 7	40
TABLE 12#: Methodology, Action plan	46
TABLE 13#: Achievement and expected results	50
TABLE 14#: Time table	55
TABLE 15#: Resources	56
TABLE 16#: Materials	56
TABLE 17#: Technological resources	57
TABLE 18#: General budget	57
TABLE 19#: Strategy 1	59
TABLE 20#: Strategy 2	60
TABLE 21#: Strategy 3	61
TABLE 22#: Strategy 4	62
TABLE 23#: Strategy 5	63
TABLE 24#: Strategy 6	64
TABLE 25#: Strategy 7	65
TABLE 26#: Strategy 8	66
TABLE 27#: Strategy 9	67
TABLE 28#: Strategy 10	68

FIGURES WITH PAGE REFERENCES

	Pgs.
FIGURE 1#: Context of problema.....	6
FIGURE 2#: Results of question 1.....	34
FIGURE 3#: Results of question 2.....	35
FIGURE 4#: Results of question 3.....	36
FIGURE 5#: Results of question 4.....	37
FIGURE 6#: Results of question 5.....	38
FIGURE 7#: Results of question 6.....	39
FIGURE 8#: Results of question 7.....	40
FIGURE 9#: Proposal workflow.....	45
FIGURE 10#: Real Fun Grammar.....	48
FIGURE 11#: Practice the syntax.....	49
FIGURE 12#: Syntax competence development	50
FIGURE 13#: Levels of motivation	51
FIGURE 14#: Use of Real Fun Grammar website	52
FIGURE 15#: Didactic guide	58

ANNEXED WITH PAGE REFERENCES

ANNEXED 1#: Antiplagiarism report73
ANNEXED 2#: Institution’s consent letter75
ANNEXED 3#: Institution’s certificate of completion of research.....76
ANNEXED 4#: Interview Directed to the principal of Salinas Innova.77
ANNEXED 5#: Interview to specialist.78
ANNEXED 6#: Student’s survey79
ANNEXED 7#: List of students.....81

PICTURES WITH PAGE REFERENCES

	Pgs.
PICTURE 1#: Group of Fifth Grade students.	82
PICTURE 2#: An interview with a Specialist at C.E.N	82
PICTURE 3#: An interview with the Principal Lcda. Janeth Guamantica at Unidad Educativa Salinas Innova.	83
PICTURE 4#: An interview with the English Coordinator at Unidad Educativa Salinas Innova	83
PICTURE 5#: Students work with the strategy 5 about animals’ abilities by using visual aids.	84
PICTURE 6#: Animals’ abilities by using visual aids	84
PICTURE 7#: A student working with the strategy for teaching how to use have verb.	85
PICTURE 8#: Students work in “Real fun Grammar 1” Web site.....	85

POS COVER OR TITLE

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ABSTRACT

English is considered the global language; it is widely spoken around the world not only in the education field but also in the business field. Learning a second language requires determination, motivation and time, it is essential to develop both fluency and accuracy to achieve language domain. Learning grammar is as important as learning vocabulary, it is essential to know how to connect words in order to convey a clear message; however during years students have considered the study of syntax the hardest task of language learning. The process of learning grammar results tedious and even boring for students which means a big challenge for teachers whose role is to find the most effective way to engage learners in classroom and get the most of them. This research is aimed to elaborate a set of attractive and fun strategies to motivate students to learn syntax without stress through entertaining activities. Furthermore, the proposal contains a website in which learners can have further practice of grammar by downloading grammar lesson slides or practicing on line.

Key words: strategies, sentence structure, syntax, entertainment, motivation.

INTRODUCTION

A globalized world demands the domain of a second language to get the best opportunities in both the educational and the business fields; The Ministry of Education in Ecuador taking into account these factors is fostering the teaching of English as second language. Teachers play a vital role in this process that is being carried out in Ecuador, they have a big task from now and on. They are the responsible of giving students all the tools they need to achieve their language competence. As it is known to become independent users of second language students must produce it with accuracy and fluency, The knowledge of a broad range on words is as necessary as knowing how to connect these words in a sentence to express ideas

Grammar competence is maybe the most difficult part of English for teachers to teach, and for learners to learn. Teaching syntax is challenging because learners tend to get bored and also frustrated while leaning it, some students are even reluctant to learn grammar in lessons. That is why teachers have to find new strategies to teach syntax by establishing communicative purpose activities which imply the use of English in real situations. Grammar activities whose only purpose is make mechanical drillings should be replaced with more meaningful activities, in order students fell it has a real purpose.

It has been noticed that Salinas Innova students have a poor development of their grammar competence; they hardly organize sentences to convey a clear message. Despite knowing a lot of words they are not able to structure sentences correctly and identify parts of speech. For this reason this project proposes a set of strategies to teach grammar in a more entertaining lesson.

The proposal is split in four chapters

The first chapter, contains the problem statement and its significance, objectives, context of problem and the rationale of it.

The second chapter, includes the theoretical and philosophical frames and the legal base as well. It compiles all the information taken from books and authors to support the statement of this project.

The third chapter, contains the analysis and interpretation of statistic charts coming from the surveys that were applied previously to give avoidance to the proposal. It detailed all the research methodology that were employed to carry out the research.

The fourth chapter, explains the proposal with its objectives and it shows a chart with the final budget of the project. It contains a didactic guide with a set of strategies to teach syntax through fun and engaging activities.

CHAPTER I

THE PROBLEM

1.1 TITLE

“RECREATIONAL STRATEGIES TO IMPROVE THE SYNTAX OF THE ENGLISH LANGUAGE AMONG STUDENTS OF FIFTH BASIC GRADE AT UNIDAD EDUCATIVA SALINAS INNOVA, SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2016 – 2017.”

1.2 Problem Statement

English is considered as the most influencing language around the world, not only because it is widely spoken but also because it represents communication in many fields such as business or research. (Crystal, 2003) It allows us to communicate with people and we can share our opinion and culture. In education, English Grammar has an important role in the Teaching process because the syntax is the structural establishment of our aptitude to express ourselves. It is necessary to know English Grammar because it is still a requisite for the language production. Although grammar is thought to be the hardest part of English as a foreign language, there are recreational activities which can allow students and English teachers have fun while working them.(Ellis, 2005).

In Ecuador there are many problems about grammar instruction: the principal problem is that Grammar is considered as a meaningful context and it serves as a means of communication and accurate fluency; the grammar is focused on communication skills (Cummings, 1986).

At Unidad Educativa Salinas Innova, there are many problems with the English grammar in students: one of them is the lack of structure in most of the statements used to refer to specific topics; another important aspect is the tenses applied to talk about different situations. Most of the students have this problem, even though all grammatical tenses are explained in the textbooks. As a result of these factors, poor communication has been detected and it seems to be the biggest problem in the institution. To use incorrect syntax when speaking or writing causes problems of communication; students have deficiency of grammar because they do not have the methodology to attain the goal.

Causes:

- Grammar is taught as an instructional process of learning in traditional ways.
- Teachers are focused more in grammar instruction than language use in real context.
- Grammar instruction includes lots of drillings as well, instead of creating situation which implies the use of language in context.

Effects:

- Instructional grammar provokes students get bored during the learning process.
- Students do not acquire grammar in a natural and effective way, so they have a poor development of accuracy and fluency as well.
- Students become mechanical learners instead of independent users of language in real communication.

According to Farrel (2005), Grammar is the essence of a language but it has to be complemented by recreational strategies that allow syntax to enhance the structure

of a sentence with the rest of its components such as punctuation, spelling, vocabulary, and agreement.

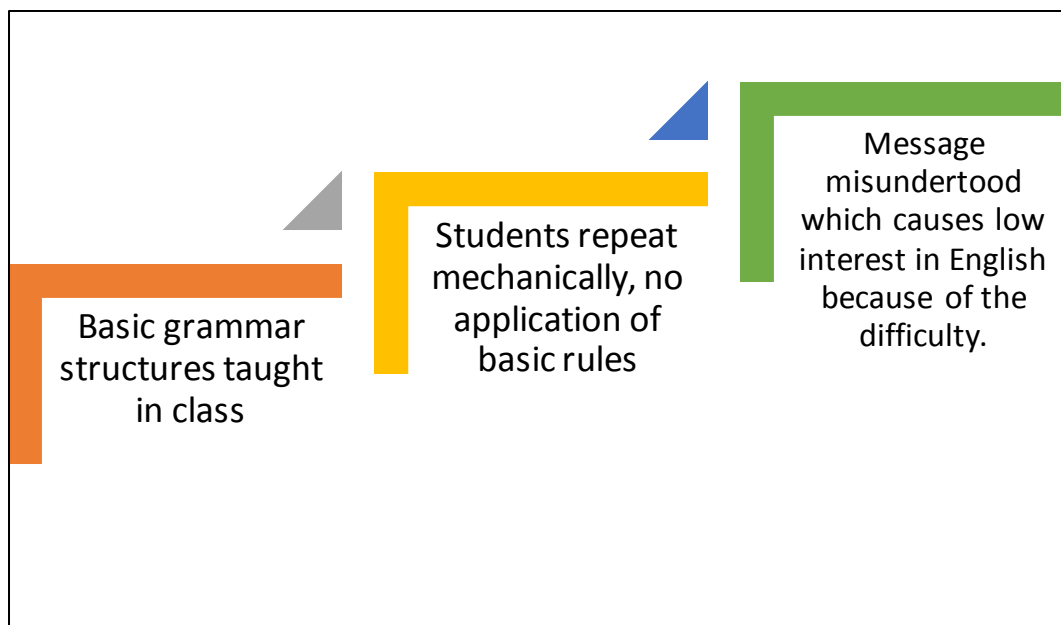
There are many advantages to learn a new language, especially in children, because the language takes an important role in many sectors such as education and children learn through social interaction. One of the factors of the acquisition of a foreign language according to Krashen (1983) is motivation, which is called as the key factor to success in learning rules of a new language. It is really important to maintain the student's attention in order to have a meaningful process of teaching and one of the best ways to reach this goal is by interacting with pupils.

1.2.1 Context of the problem

The use of recreational strategies to improve syntax is important because in a text, the students have to express their ideas correctly. In the case of children, the class has to be fun and interesting. The grammar in the English language acquisition is considered as one of the most important aspects since the students have to be able to communicate with others in English.

At Unidad Educativa Salinas Innova, the students in the elementary school tend to repeat the sentences they have already heard but in most cases basic grammar structures are not applied correctly. Students do not transmit the messages using the structures taught, and sometimes the listeners misunderstand what they are trying to say.

FIGURE 1#: Context of problema



Source: Salinas Innova

Author: Geovanny Perero

1.3. Research question

1. What are the principal problems of syntax found in students?
2. What kind of recreational activities can be used to improve syntax in students of Fifth Basic grade at Unidad Educativa Salinas Innova?
3. How to improve the deficiency of syntax in students of Fifth Basic grade at Unidad Educativa Salinas Innova?

1.4. Rationale.

The objective of this research is to provide recreational strategies to stimulate communicative efficiency through the syntax of the English Language because the syntax is connected with all skills as speaking, reading, writing and listening. One of the benefits of teaching recreational strategies to improve the syntax is

recognizing that the grammar instructions help students catch the language more competently. (Brown, 2006).

The purpose of this investigation is to improve the syntax at the Language English in the students of fifth basic year at Unidad Educativa Salinas Innova incorporating strategies to grammar teaching and learning a context of teaching students to use the language. It is important to motivate through fun activities for the application of the syntax to increase the student's communicative abilities.

Doughty, C., & Williams, J. (1998). (Williams, 1998), focuses on form in second language acquisition (pp. 197–261). Cambridge: Cambridge University Press.

The goal of syntax instruction is to allow students to carry out their communication purposes. (Williams, 1998) Students need to connect syntax with larger communication context, so students do not need to dominate each aspect of each grammar syntax.

The researcher will apply recreational strategies to improve the syntax at the language English in the class. The researcher focuses in the communicative competence model. The purpose of learning syntax is to learn the language differently; teachers teach grammar forms and structures in relation to meaning and use them for specific communication.

1.5. Research Objective

To improve the acquisition of basic grammatical rules by implementing recreational activities in order to apply correct syntax of the English Language in fifth basic year students at Unidad Educativa Salinas Innova, 2016-2017.

1.6. Idea to defend

The implementation of an educational tool and pedagogical resource which provides the English teacher with recreational activities will improve the application of basic grammatical rules and syntax among students of fifth basic year at Unidad Educativa Salinas Innova, 2016-2017.

1.7. Scientific Tasks

- 1 To establish the theoretical framework to improve syntax at the English Language in the students.
- 2 To identify the current methodological process focused on the syntax in the students of fifth basic year through recreational strategies at Unidad Educativa Salinas Innova, 2016-2017.
- 3 To propose the use of a compact disc in classes in order to improve the use of basic grammatical rules and syntax in the students of fifth basic year at Unidad Educativa Salinas Innova.

CHAPTER II

THEORETICAL BASIS

2.1. Definition of key terms

Syntax: Syntax is the part of grammar that governs the structure and elements of a sentence.(Wei, 2011)

Recreational Strategies: a useful tool when students are learning a new language. (Vogt, 2008)

Activities: A particular purpose (Bardonero, 2010)

Interactive Games: Variety of recreational activities for children.(Martinez, 2013)

Skills: an ability.(Arkansas Department, 2013)

2.1.1. Recreational strategies

Recreational strategies are a useful tool when students are learning a new language; they allow students to receive the information in a more active way. There are different activities which can be implemented inside the class. In (Bardonero, 2010) the author evaluates the application of the recreational reading in Canadian students. In this research the author finds evidence that Canadian students do not practice recreational reading to improve English language acquisition. They just use the internet but in most of the cases not for an educational objective. For this reason the activities proposed must be according to the objective of each topic.

A practical system of applying recreational strategies is the use of short reading texts. The use of recreational reading to learn a new language is widely used in education. Teachers send homework about specific reading where they make questions to evaluate the level of comprehension of the students about the history of the text. Also it is a way to learn new vocabulary.

Pedagogical and interactive games are also another variety of recreational activities for children and adults. Especially in this technological era, the application of pedagogical and interactive games to improve the learning process of students is fundamental to complement the information presented in class in different subjects. In games, students have to follow specific rules and accomplish an objective. Nowadays games help to improve the learning process in students, they feel motivated in class and they are playing while they are learning.(Martinez, 2013)

In (Zimyeba, 2013)the author proposes different alternatives of reading exercises to develop the four skills in English language. Students can interpret information and practice the reading and comprehension of English texts. Learners will process the reading and know the context of the reading; they learn new vocabulary in English.

2.1.2. Types of recreational strategies

According to (Buzzle, 2012) there are a lot of recreational strategies. These strategies are classified in two types: outdoor activities and indoor activities. The outdoor activities are related to sports and physical exercises, and the indoor strategies are activities like: music, dancing, watching movies, games, writing, reading and others.

In (Barlett, 2014) recreational activities are involved with the spare time of people. They practice sports to relax but nowadays it is used in the educational area because

the application of recreational activities motivates students and captures the attention of students. They enjoy the class and learn different subjects.

According to (Vogt, 2008) there are active recreational strategies that have relation with sport and physical exercises and the passive recreational strategies like reading, writing , playing games, listen to music, watch TV and others, and how these strategies have influence in people's behavior.

2.1.3. What is syntax?

According to (Wei, 2011) the syntax is an elemental part of the grammar because it determinates the order of the sentences in their grammatical structure. The elements of the sentences depend on the kind of sentences that we want to use.

Syntax is the part of grammar that governs the structure and elements of a sentence. You may say that it is made up of all the rules in grammar that apply to the formation of a sentence and the positioning of its elements.

The use of correct syntax and grammatical structure is fundamental to understand the messages of the speaker or in writing expressions the syntax is applied in all the aspects of the English languages.

In (Daume, 2010) the author indicates the relation between the syntax and the text comprehension system in the students, and how the syntax influences in the level of grammar in the students, and how the students improve their language expressions and speak correctly.

In order to improve the level of reading comprehension, it is necessary for students to have clear objectives according to the difficulty in each part of the process English language acquisition is planned. Students have to learn enough grammar

about the times of verbs and when they have to use grammatical structure in English.

In the book “An Introduction to English Syntax” the author describes the grammatical structures, the construction and the elements of the sentences, clauses and grammatical function. With this information the students improve the syntax in their writing expressions or in the oral expressions. (Miller, 2004)

2.2. Previous Research

According to the Website “Recreational Sports and activities” (Arkansas Department, 2013) the application of recreational strategies helps to develop different skills in students like: imagination, participation in class, confidence and captures the attention of the students. With the recreational strategies students participate in class and enjoy the English class.

In (Bamford & Day, 2004) recreational activities help to improve the learning process in students. Students who participate in class feel involved in the topics and learn new information through musical activities, watching a movie, playing a game, reading a book in class.

According to (Williams, 2011) recreational strategies contribute with the English learning process in students because recreational strategies make the class more active and students participate in class. They enjoy learning English with recreational strategies.

The syntax is an element of the grammar rules, and students have to learn these rules or order of the different times of the verb, subject, objective or pronoun to be able to speak correctly or write correctly.

To get English language acquisition, the students have to empathize in the learning process of the syntax because with these rules the students can develop the four skills: speaking, writing, reading and listening.

In (Greenlee, 2012) the author expresses the importance of the syntax to understand texts or books according to the level of the students or the subjects. If students do not learn enough syntax, they do not have the elements to express and interpret the messages or information.

In (Seals, 2007) this research, the author expresses the importance of the English syntax because this part of the grammar is used in speaking, oral and writing comprehension. If the students do not know syntax, the idea or messages that they want to express is going to be misunderstood.

The syntax is fundamental to be able to express the sentences according to the time of the verb and the idea that the speaker wants to say without mistakes. That is the reason why the grammar is an elemental part of the learning process of the English language.

2.2.1. Recreational strategies in education

In (Vogt, 2008) this research, the author refers to different strategies that teachers should apply to develop English learning process in students. Teachers can use technological resources like a TV, a DVD or a computer to practice reading, writing or listening to music and learn English improving their speaking, reading, writing and listening skills in English language.

In this research the author evidences the application of recreational activities for therapeutically purpose in people, in this case, how the recreational activities help to develop the cognitive process in students. In this investigation it was indicated

how important is to include recreational activities in education and how many universities do not realize the importance of this kind of activities in students.

In (CAHPERD, s.f.) there is an explanation of different recreation strategies to use in class that are offered to children to have fun learning a new language, where students can find recreational activities for children from six to sixteen years old. This guide provides all the instructions to implement all these games in the classroom.

2.2.2. English language learning

The English language is also called the Anglican language, it is the native language of the United States, Australia, England and other countries around the world and it is the most spoken language in all the countries as a foreign language. In Ecuador there are some institutions of formal education which provide a relevant English learning process in students of all ages.

In (Krashen, 2002) the author states that the monitor theory involves the acquisition center being monitored by the learning system. For this reason, the acquisition center would produce language and what the student is or has been learning will allow the student to monitor output. Adults start a learning process when they set goals and realize the objectives of learning a new language. English learning acquisition becomes effective at the moment it is applied in everyday activities. In this case, students develop the theoretical part in a formal way and the practice in an informal way.

According to (Saville-Troike, 2005) there are different kinds of languages. A second language that is required for education, business or other aspects, a foreign language that is applied for a special travel or situation. Academic language or English for specific purposes refers to technical terms about specific subjects. The

English learning process is focused depending on the objective of the future use of this language.

In (Barlett J. a., s.f.) The author refers that nowadays there are some teachers who use the traditional methods. In order to have an interactive class, it is necessary that the teacher encourages students to produce ideas in English, and the only way to achieve this goal is by interaction. There are some new technological resources incorporated to classrooms, these are: DVDs, TV, projectors or computers which allow the teacher to include complementary resources to expand explanations in a more practical way.

In (Carol, 2010), it is explained the kind of purposes there are in English language acquisition: the social language and the academic language. In social language, the expressions, visuals aids and body language help to understand the speaker; grammar and syntax is not included in some phrases. The academic language is used to produce scientific results; it is applied in different fields and has specific set of rules. In both types of communication, different cognitive processes are developed.

2.2.3. The role of syntax in English Learning

In the English learning process syntax helps to understand the correct sense of a structure in a sentence. In the case of syntax, it focuses in the word order and it depends on the languages and the hierarchies of the words in a sentence.

Students must learn syntax when they learn grammar to avoid some mistakes or misunderstanding in the language. Because sometimes the order of the words is incorrect, the sense of the sentences changes.

2.2.4. The role of Grammar in English Learning

Grammar is the study of words and the way words work together; an invisible force that guides us as we put words together into sentences. Any person who communicates using a language, consciously or unconsciously becomes aware of the grammar of that language. Therefore, to speak in a clearer and more effective manner it is necessary to study grammar. For the person who has unconscious knowledge of grammar, it may be sufficient for simple language use. But the people who wish to communicate in the artistic manner with well-defined structures must go for the greater depth of understanding and proficiency that the study of grammar offers.

2.2.5. Communicative Activities inside the classroom

Communicative activities include any activities that encourage and require a learner to speak with and listen to other learners, as well as with people in the program and community.

Communicative activities have real purposes: to find information, break down barriers, talk about oneself, and learn about the culture. Even when a lesson is focused on developing reading or writing skills, communicative activities should be integrated into the lesson.

Furthermore, research on second language acquisition (SLA) suggests that more learning takes place when students are engaged in relevant tasks within a dynamic learning environment rather than in traditional teacher-led classes (Moss & Ross-Feldman, 2003).

2.2.6. Communicative tasks

Previous research in the assignment of task, evidence the use of different exercises in class or activities to improve the oral performance in students.

- Pair/ Group tasks: According to (Kaplan, 2002) pair tasks are activities when two students practice with the other. Group tasks involves students
- Closed/ open tasks: This activity has an open topic to discuss in class and demonstrate the point of view.
- Information gap tasks: It is a kind of activity that provides information to other people or students that they do not know. (Legutke & Thomas, 1993: 85 and Ellis, 2003).
- Opinion gap/ reasoning gap tasks: This task focuses in the interaction of students in a group of people, or in some cases with the information of a book, essay to get the main ideas and prove the level of understanding. (Ellis, 2000: 199 & Liao, 2001: 41).
- Information processing tasks: In this type of tasks, all the participants have access to the same information and teacher measures the level of understanding.

2.2.7. Classification of communicative tasks according to their cognitive function.

- There is some cognitive function where students can develop the emotions and sense because they can compare, analyze, order or infer the result.
- Students order specific information to get sense of the sentences with the explanation of preview information to relate with other.
- Brainstorming is a technique in the didactic and education because students give some words to explain a specific definition.

- Fact finding in which learners find things out by asking each other; the outcome would be the completed list.
- In the case of ordering a task, students must learn to categorize and classify according specific items.
- When students compare things, they see characteristics, forms, kinds of material of them and compare with another one.
- Ranking refers to get and order of information depending on the level or hierarchies of a thing or a person.

2.2.8. Classification of communicative tasks according to their language function.

Use the language functions to communicate preferences, choices, wants or need, the ranking tasks enable students to practice agreeing, comparing, opinions, disagreeing, and giving reasons. The procedures of using ranking tasks, according to Klippel (1984: 59) are as follows:

Students are familiar with the task through an oral presentation by the teacher or by reading some handouts. Each student works individually and writes their own solutions.

When the student has finished their list, the students sit down together in small groups and try to agree on a common listing, which has to be presented, discussed and defended at the end of the presentation. (Bamford & Day, 2004)

- Problem solving Tasks: The problem tasks are considered the most authentic tasks, the problem solving tasks cannot be considered information gap tasks because all learners have the same information. However, it is a reasoning task, because some students will have different opinions on how to complete a task or solve the problem (Klippel, 1984: 102-103 & Martin, 1997: 131).

Actually, some of the task problems require just one correct solution and provide a good opportunity to have a real communication and motivation between students, however, most of the tasks under this category lead to a discussion of several ways of solving the problem because it is important that learners have multiple opportunities to evaluate their own problem task and the solution generate that learners acquire knowledge in real life activities. (Cantwell, 2010)

2.2.9. Social Interactive tasks

The social interactive tasks are the exercises where students participate in an active way; there can be drama, interviews, role plays and different interactive activities. The role play is a technique of groups dynamics can be structured by dialogues, it is also known as a technique of dramatization and discussion or including in a play when students express their ideas in one case the point of view and in other cases students can play a character or specific role which promotes an interaction in the classroom.

Interview task is an exercise like a job interview; students explain the level of education, personal information, hobbies, abilities and goals in their life. In these exercises one student make the questions and the other one answers the questions.

2.3. Philosophical basis

According to (Duffy, 2014) the constructivism is a theory of knowledge that emphasizes the acquisition of new information depending on the experience of the person. Students obtain representative learning process doing the specific activity and generate new knowledge.

The constructivism indicates that the student is active in the class and practices the activity. They practice exercises or similar situations to stimulate the learning process or any subject.

According to (Carol, 2010) refers that in Cummins research there are four quadrants in the learning process in people. The cognitive development depends on the context embedded, context reduced and cognitively demanding. Language acquisition can be transferred by establishing connections and interactions with the people who are connected in the same process of learning.

The behaviorism is a theory of knowledge which refers to the influence of the incentives. Sometimes it depends on the subject students must memorize information. In the English language both theories are applied to develop the four skills correctly. In addition linking both theories to the amount of input there are different factors such as good classroom environment and motivation to form confident learners ready for starting produce the target of English language. Recreational Strategies are very useful to create a positive classroom environment and engage learners to the class.

2.4. Educational basis

The funds of the history of syntax focus in the Chomsky theory about the development of the mainstream generative grammar. It refers to the acquisition of grammar rules in the real expressions of languages. The approach of this investigation is purposeful and a critical paradigm. It is critical because the research determines an educational situation related to English Language Teaching at Unidad Educativa Salinas Innova which implies the Blended Learning to the development of the language. It is purposeful because this is aimed to propose different solutions in benefit of young learners who are studying English.

According to (Clause, 2012) the theory of Noam Chomsky about the English languages acquisition, the acquisition of a language and the syntax begins in the evolution of the human species. Language serves many critical functions within the human experience, from keeping us safe to social engagement.

2.4.1 Blended learning.

The blended learning is a development system that integrates methodologies and virtual classroom, this process allows students to control the pace and content of their instructions, it is a formal education program in which a student learns, at least in part, through online delivery of instructions and content with some elements of students control over time.

2.5. Legal Basis

The Art 26. Of the Constitution of the Republic of Ecuador in the part of Rights of the good life specifies the education is a right of every human being and education contributes in the development of different abilities of people.

The Art 27. Describes the effect of the education on the people's lives because it's a way to get a better level of life and how education helps to a holistic development of everybody.

The project: "Recreational strategies to improve the syntax of the English language among students of fifth basic grade at Unidad Educativa Salinas Innova, Salinas, province of Santa Elena, school year 2016 – 2017" is protected by the Political Constitution of Ecuador approved in Montecristi on July 23rd and 24rd of 2008.

According to the Ministry of Education of Ecuador the English Language standards (pag8) manifest "The English Language Learning Standards (ELLS) are parameters of the level of understanding and proficiency that the students must have to develop in an English environment.

It means that students will show "what students must know and be able to do as they move toward syntax or grammar in English". The ELLS are based on the

common European framework of reference for languages: Learning, Teaching and Assessments.

CHAPTER III

METHODOLOGY

3.1. RESEARCH DESIGN

The design of this research includes both methods, quantitative approach and qualitative approach; these methods allowed obtaining specific results and effects about the improvement of the independent study of Recreational Strategies to improve the Syntax of the English Language among Students of Fifth Basic Grade at Unidad Educativa Salinas Innova, Salinas, Province of Santa Elena, School year 2016 – 2017.

3.1.1. Quantitative Method

This method was used for this research in order to collect data related to the use of Recreational Strategies to improve the Syntax of the English Language among Students of Fifth Basic Year at Unidad Educativa Salinas Innova.

3.1.2. Qualitative Method

The qualitative method was applied in order to categorize data into patterns as the primary basis for organizing and reporting results, other techniques as notes, journals, interviews, camera to collect valuable audio and video were used as well, especially in the interview with several professionals and specialists: the principal, directors, teachers and students of fifth basic grade at Unidad Educativa Salinas Innova.

3.1.3. Inductive-deductive Method

This research used both approaches: inductive and deductive. For the deductive method first, all the needed information about Recreational Strategies was studied, contrasted between different authors, and finally, simplified for the research. In contrast, for the inductive method the researcher started with small observations to make assumptions related to the problem about the independent study of Recreational Strategies to improve the Syntax of the English Language among students of fifth basic grade at Unidad Educativa Salinas Innova, Salinas, Province of Santa Elena, School year 2016 – 2017.

3.1.4. Scientific Method

The scientific Method was used in the field of academic research, and it basically means the techniques applied during the development of a research paper or thesis work. This method focuses in analyzing scientific information about Recreational Strategies to improve the Syntax of the English Language among Students of fifth basic grade at Unidad Educativa Salinas Innova.

With this method, information about strategies and activities has been collected to develop a handbook of activities to improve speaking skills in teenagers, the recommendation according to methodological theories and the writing exercises to help students to be able to communicate with other people.

3.1.5. Observation Method

This method helped to find out detailed information about causes and effects of the low level of speaking and how the use of a handbook will reinforce the speaking skill in the process of learning English of Fifth Basic grade at Unidad Educativa Salinas Innova”.

This method helped to find out detailed information about causes and effects of the problem related to the use of Recreational Strategies to improve the Syntax of the English Language among Students of Fifth Basic grade at Unidad Educativa Salinas Innova, Salinas, Province of Santa Elena, School year 2016 – 2017.

3.1.6 Level or type of research.

Field Research. - It was important to get information about reports and grades of the students to demonstrate the low interest in English language and to obtain evidence of the actual methodology and strategies implemented by teachers in the institution.

Bibliographic Research. – it was bibliographic due to the fact that the purpose of this research was to analyze different theories and teaching approaches, compare them to emit opinions and find possible solutions to the research problem

Applied Research. - This research was used to apply surveys and interviews to students, teachers, specialists and principal of the institution in order to verify the importance of Syntax in English language. The information provided by specialists allowed to propose activities that help students in the learning process as well as to improve their speaking skills. This type of research allowed Recreational Strategies to improve the Syntax of the English Language among Students of Fifth Basic grade at Unidad Educativa Salinas Innova, Salinas, Province of Santa Elena, School year 2016 – 2017.

3.2 Population and Sample

3.2.1 Population

The population of this research is composed by all the 15 students from the Fifth Basic grade at Unidad Educativa Salinas Innova”.

TABLE 1#: Population

N°	Descripción	Quantity	%
01	Principal	1	0.83
02			
03			
04	Experts	1	2.5
05	English Teacher	3	11.66
	Fifth Grade students from the English Class	15	84.16
TOTAL		20	100 %

Source: Salinas Innova

Author: Geovanny Perero

3.2.2 Sample

No sample was taken because the population is less than 100 students.

The sample is 15 students

TABLE 2#: Sections and number of students

CLASSROOMS	NUMBER OF STUDENTS
Fifth Grade	15students
TOTAL	15students

Source: Salinas Innova

Author: Geovanny Perero

3.3 Data Collection

3.3.2 Instruments

3.3.2.1 Camera, video – camera

This instrument was used to capture photos and videos in order to reproduce them later and have evidence of the use of recreational strategies to improve syntax.

3.3.2.2 Notebook

This instrument was used to take notes of the different activities developed in this research.

3.3.2.3 Questionnaire

A questionnaire was applied to discover the level and the perception of the students about the writing skill and application of the platform to improve it.

3.3.1 Techniques

The techniques used are: Survey, interview and observation to have evidence of Recreational Strategies to improve the Syntax of the English Language among students of fifth Basic grade at Unidad Educativa Salinas Innova, Salinas, Province of Santa Elena, School year 2016 – 2017.

3.3.1.1 Observation

It was applied to students of fifth year from Unidad educativa Salinas Innova, this observation technique will allow to observe thoroughly the methodologies and strategies applied to improve syntax.

3.3.1.2 Survey

It was applied to school and applied to collect information about the variables of the research and determine de relationship between them through direct questions regarding the problem and the proposed solution; it will allow getting results about the importance of developing syntax through the use of recreational strategies.

3.3.1.3 Interview

It was used for getting information about teaching experiences of the principal and the English area of Salinas Innova to obtain direct information, and the personal opinion of an expert from Centro Ecuatoriano Norteamericano of Guayaquil, with the first interviewed one it will be possible to know the use of recreational activities to improve syntax.

3.3.3 Data Collection Plan.

The process of collecting data involved the application of surveys and interviews, the data collected was transformed into numerical information and statistical data was analyzed to draw conclusions about the research problem.

TABLE 3#: Data collection plan

BASIC QUESTIONS	EXPLANATION
1. What for?	To improve syntax
2. From which people or objects?	Students of fifth basic grade at Unidad Educativa Salinas Innova, Salinas, Province of Santa Elena, School year 2016 – 2017.

3. About what aspects?	Recreational Strategies to improve the Syntax of the English Language among students of fifth basic grade at Unidad Educativa Salinas Innova, Salinas, province of Santa Elena, school year 2016 – 2017.
4. Who?	Fifth Basic grade at Unidad Educativa Salinas Innova, Salinas, Province of Santa Elena,
5. To Whom?	Students, teachers and experts.
6. When?	School year 2016 – 2017.
7. Where?	Unidad Educativa Salinas Innova, Salinas
8. How many times?	Once a year during the academic year 2016 - 2017.
9. How?	Individually and by group
10. What data collection techniques?	Observation, interviews, and surveys
11. With what?	Lists, questionnaires and cameras.

Source: Salinas Innova

Author: Geovanny Perero

3.3.4 DATA PROCESSING PLAN

TABLE 4#: Data Processing plan

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
<p>The low autonomous work and low use of syntax was determined through surveys directed to students, teachers and English expert.</p>	<p>After the identification of the problem the researcher began looking for information in the internet, online books, text books, articles and others.</p> <p>The author applied a survey and interview to have evidence.</p>	<p>Once the problem was ratified in students of fifth grade, surveys and interviews were made (survey to students and interview to the principal), this information provided an idea of the situations of the syntax in the students</p>	<p>Using all the collected data about the difficulty in the writing, the researcher proposed additional exercises in English to develop syntax.</p>	<p>Application of recreational strategies to improve the syntax in Students of Fifth basic grade at Unidad Educativa Salinas Innova.</p>

Source: Salinas Innova

Author: Geovanny Perero

3.4 Data Analysis of Principal.

3.4.1 Interview directed to the principal of Salinas Innova Lcda. Janeth Guamantica.

Question 1: Do you consider English language is important today?

Interpretation: The principal expressed that English is the international language in the world. It is used in many aspects in life. Students have to know how to speak in English.

Question 2: Do you know what Syntax is?

Interpretation: The principal indicated that syntax is a part of grammar. It is fundamental to express correctly.

Question 3: Do you believe it is necessary that students in your institution improve the writing skills?

Interpretation: Yes, it is necessary to develop English language proficiency to improve writing.

Question 4: What kind of activities does the teacher do in class to improve syntax?

Interpretation: Teachers do composition and grammar exercises in class.

Question 5: Why is it important to improve syntax in the English language?

Interpretation: The syntax provides coherence in the sentences. It is necessary to write correctly.

Question 6: Do you know what recreational activities are?

Interpretation: Recreational activities are: reading, watching tv, games and listening to music.

Question 7: Do you know about the use of recreational activities in the education?

Interpretation: In students, the use of recreational activities is more used for children in sports or in spare time.

Question 8: Have you worked with recreational activities in English class?

Interpretation: Yes, I have worked with recreational activities in the English class, but just a few reading activities.

Question 9: What are the benefits of the use of recreational activities in the English class?

Interpretation: Students enjoy the English learning process and they are active in class.

Question 10: Do you consider that the use of recreational activities will improve Syntax?

Interpretation: Yes, the use of recreational activities will improve syntax in students.

3.4.2 Interview to specialist Lcdo. Leopoldo Montero MSc. From Centro Ecuatoriano Norteamericano of Guayaquil.

Question 1: What are the advantages of using recreational strategies?

Interpretation: The specialist agreed that the use of recreational strategies are a great way to improve the syntax.

Question 2: Do you consider recreational strategies are interesting and innovative?

Interpretation: The specialist agreed that the application of recreational strategies are really interesting and innovative in English education.

Question 3: What kind of recreational strategies do you know in order to improve syntax?

Interpretation: The specialist agreed the most used recreational strategies are: reading, writing, games, puzzles and crossword.

Question 4: Do you agree that interactive games will help students improve their syntax?

Interpretation: The specialist agreed that the use of recreational strategies will improve the syntax in students.

Question 6: What are the benefits of using recreational strategies to improve syntax?

Interpretation: He agreed that the benefits are: the class will be interactive, the recreational activities will capture the attention of students and they will enjoy the class.

3.4.3 Survey directed to students

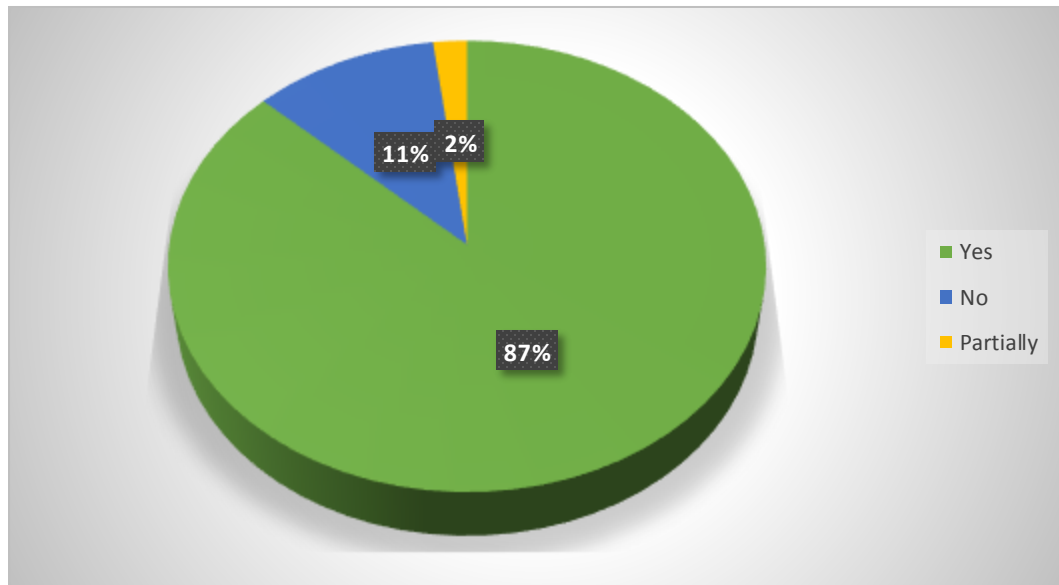
Question 1: Do you like English language?

Objective: To determine the opinion of English language

TABLE 5#: Results of question1

ALTERNATIVES	QUANTITY	PERCENTAGE
Yes	10	87%
No	3	11%
Partially	2	2%
Total	15	100%

FIGURE 2#: Results of question 1



Source: Salinas Innova
Author: Geovanny Perero

Interpretation: Most of the students like English language and a few students do not like English language.

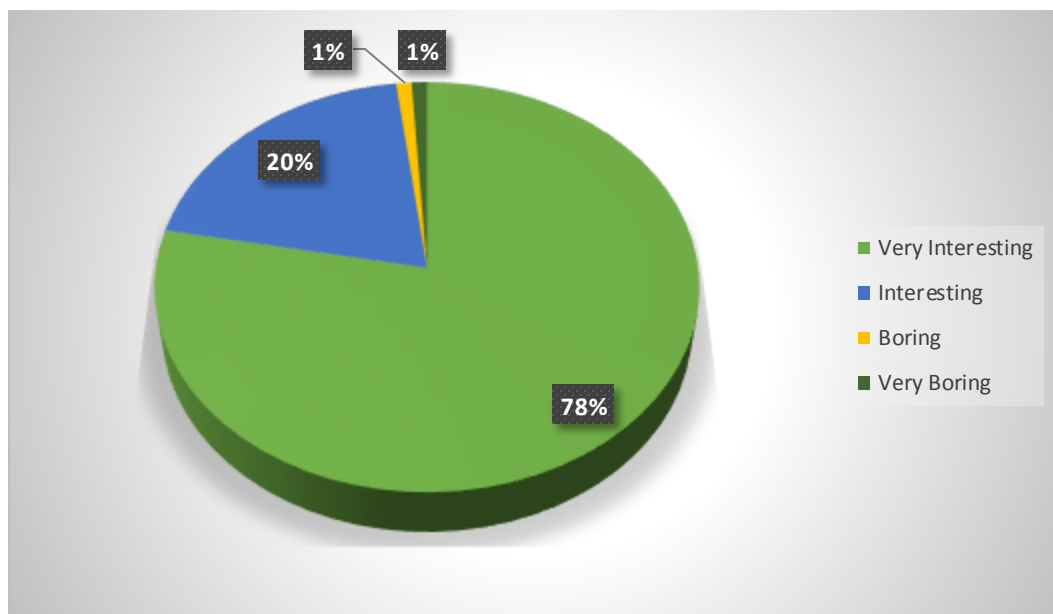
Question 2: Do you think English classes are....?

Objective: To determine how the English classes are in students.

TABLE 6#: Results of question 2

ALTERNATIVES	QUANTITY	PERCENTAGE
VeryInteresting	10	78%
Interesting	3	20%
Boring	1	1%
VeryBoring	1	1%
Total	15	100%

FIGURE 3#: Results of question 2



Source: Salinas Innova

Author: Geovanny Perero

Interpretation: Most of the students agreed English classes are interesting and some of students said that English classes are not interesting.

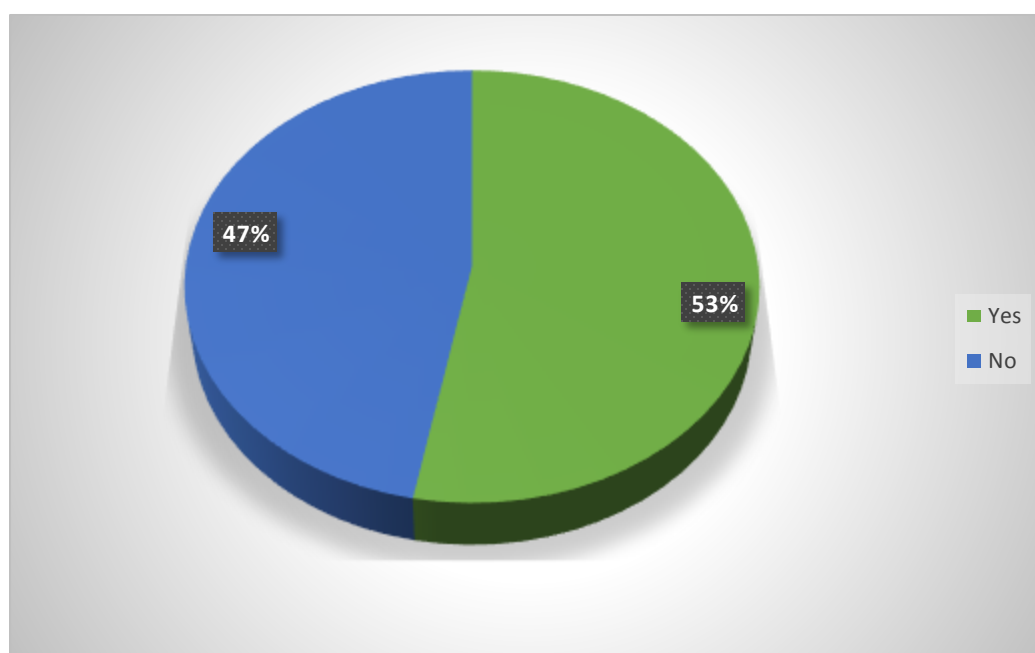
Question 3: Do you think it is important to learn English?

Objective: To determine the importance of learning English language.

TABLE 7#: Results of question 3

ALTERNATIVES	QUANTITY	PERCENTAGE
Yes	8	53%
No	7	47%
Total	15	100%

FIGURE 4#: Results of question 3



Source: Salinas Innova

Author: Geovanny Perero

Interpretation: 53% of the respondents claim that learning English is very important. The incorrect use of recreational strategies, the low levels of motivation and the use of unattractive activities in lessons make this 47% of students do not consider how important learning English is.

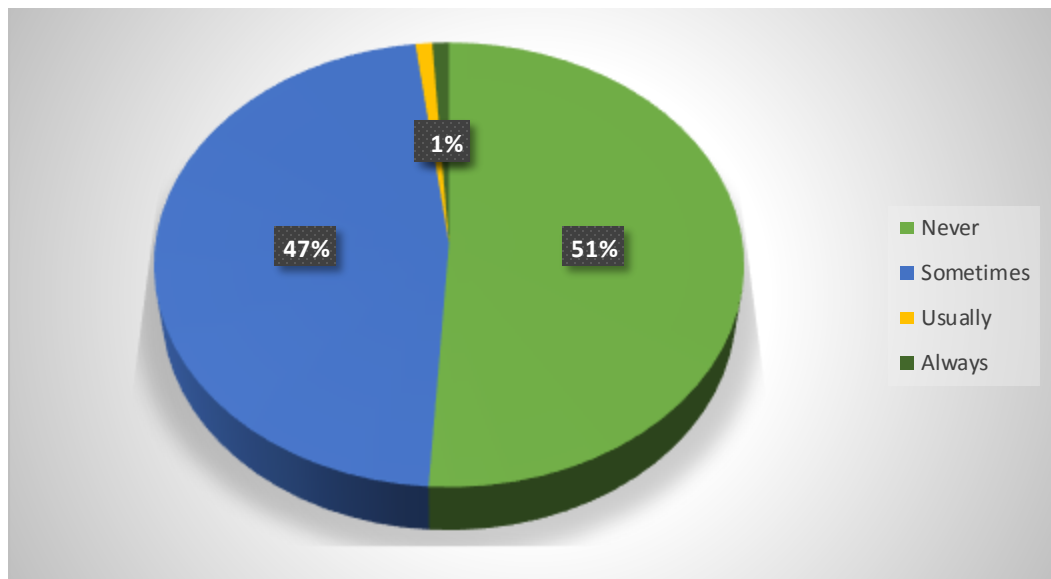
Question 4: Does your teacher employ games or recreational strategies in the classroom?

Objective: To determine the importance of using games or recreational strategies

TABLE 8#: Results of question 4

ALTERNATIVES	QUANTITY	PERCENTAGE
Never	6	51%
Sometimes	7	47%
Usually	1	1%
Always	1	1%
Total	15	100%

FIGURE 5#: Results of question 4



Source: Salinas Innova

Author: Geovanny Perero

Interpretation: Teachers are not giving importance to games which are very engaging activities, their use in ESL lessons is essential to motivate students to learn.

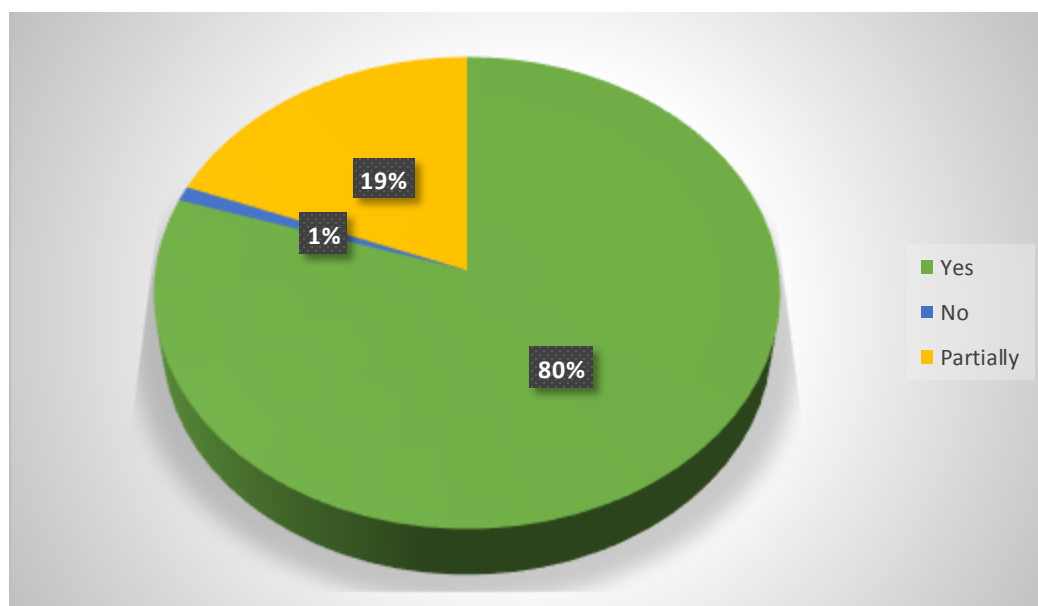
Question 5: Would you like your teacher include in your lessons recreational strategies to improve the syntax?

Objective: To determine if the teacher uses English activities in class

TABLE 9#: Results of question 5

ALTERNATIVES	QUANTITY	PERCENTAGE
Yes	12	80%
No	1	1%
Partially	2	19%
Total	15	100%

FIGURE 6#: Results of question 5



Source: Salinas Innova

Author: Geovanny Perero

Interpretation: Students in the majority, demand their teacher include fun activities in their lessons in order to develop syntax, and a few students said that teachers did just some activities in class.

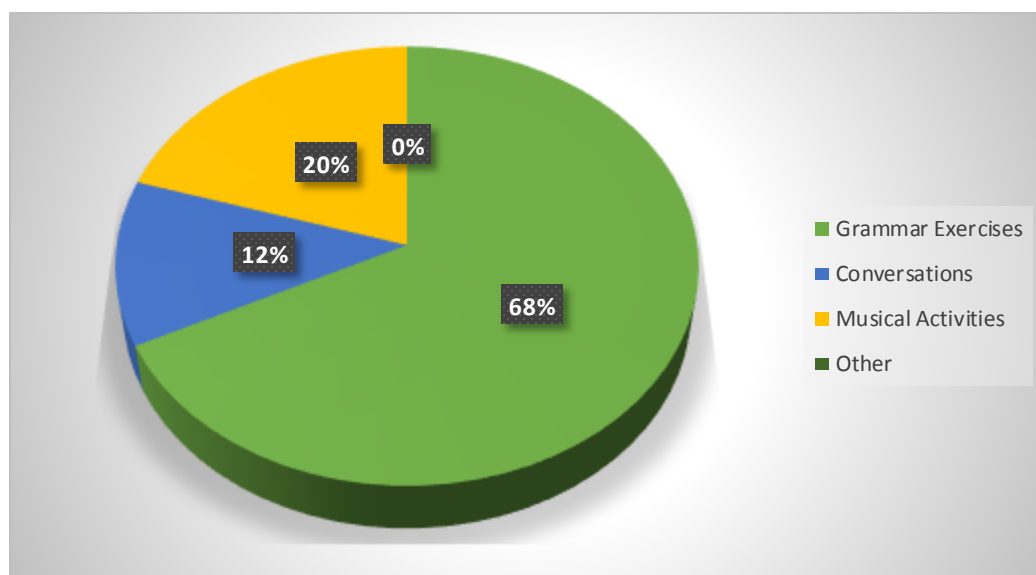
Question 6: What kind of activities does your teacher use to develop syntax in class?

Objective: To determine the kind of activities the teacher uses to develop syntax in class.

TABLE 10#: Results of question 6

ALTERNATIVES	QUANTITY	PERCENTAGE
Grammar exercises	10	67%
Conversations	2	13%
Musical activities	3	20%
Others	0	0%
Total	15	100%

FIGURE 7#: Results of question 6



Source: Salinas Innova

Author: Geovanny Perero

Interpretation: Most of the students said the activity that their teacher used to develop syntax in class was grammar. 13% of students said that the activities that their teacher used to develop syntax in class were conversations and 20% said they used musical activities.

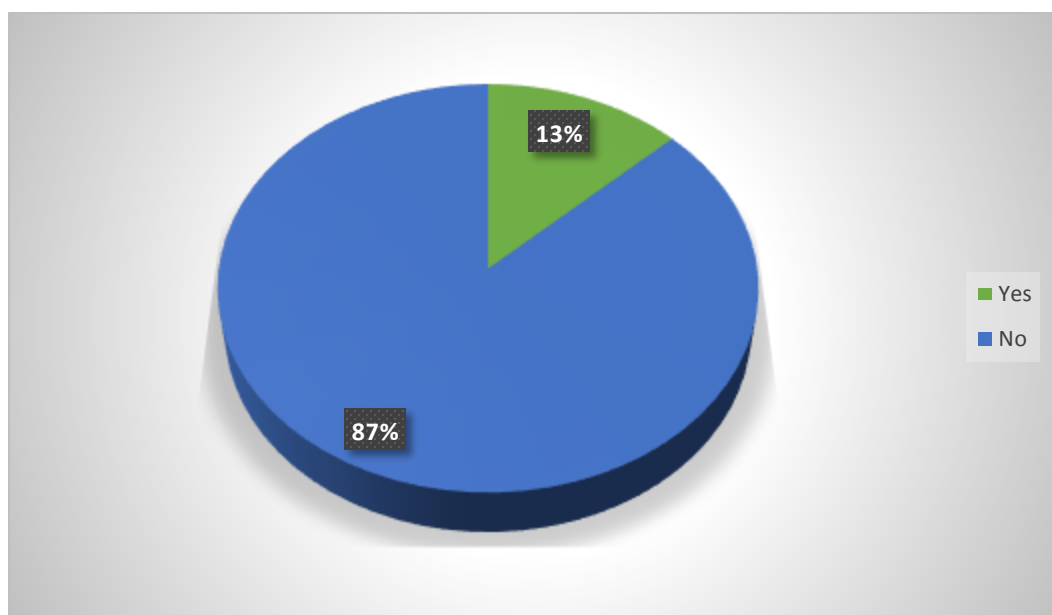
Question 7: Does your teacher use recreational activities in class to improve syntax?

Objective: To determine the use of recreational activities in class to improve syntax.

TABLE 11#: Results of question 7

ALTERNATIVES	QUANTITY	PERCENTAGE
Yes	2	13%
No	13	87%
Total	15	100%

FIGURE 8#: Results of question 7



Source: Salinas Innova

Author: Geovanny Perero

Interpretation: Teachers do not provide students recreational activities to improve the syntax in class.

3.4.4. Analysis of results - students

Most of the students said that the use of recreational activities will improve the syntax in English language because recreational activities capture the attention of students in class.

A few students agreed that the teacher used recreational activities to improve syntax in English and this new strategy will help learn activities from the English class in students of elementary school.

Grammar exercises are the activities that are more used in English class to improve syntax in English language.

Most of students said that English class is not interesting, in most cases. Students do not realize the importance of English language in life

3.5 CONCLUSIONS AND RECOMMENDATIONS

3.5.1 Conclusions

- Students will enjoy English class with the use of recreational activities.
- The implementation of recreational activities will improve the syntax and it can be used in other subjects at Innova School.
- The Principal said that the use of recreational activities is a good strategy to improve syntax but some teachers do not know how to use recreational activities in class.

3.5.2 Recommendations

- It is recommended to implement strategies to improve syntax with new strategies in English classes.
- It is recommended to capacitate teachers in the use of recreational activities.
- Teachers should use recreational activities in different subjects.

CHAPTER IV

PROPOSAL

4.1 Name of the proposal

Recreational strategies to improve the syntax at the English language among students of fifth basic grade at Unidad Educativa Salinas Innova, Salinas, province of Santa Elena, school year 2016 – 2017.

4.2 Description of the Proposal

This proposal is aimed to provide a guide of recreational strategies for young learners in order to improve grammar learning. The main goal is to get students be able to apply grammar rules correctly in communicative situations, and contribute in the development of fluency and accuracy of English language skills as well. The strategies will facilitate pupils learning on grammar, in which students connect declarative and procedural knowledge in a fun and appropriate classroom environment. The strategies combine use of meaning, form and use of grammar in real communication.

The strategies include communicative drills and grammar games, based on the communicative approach, that allow learners to connect grammar with communication contexts.

Furthermore, based on the principle of meaningful learning, the proposal provides learners with language input and vocabulary they need to develop their grammar competence through a website that contains plentiful of entertaining and engaging slides for both expanding vocabulary and grammar practice.

4.2.1 Information and location

Institution: “Salinas Innova”

Beneficiaries: 15 Students of fifth basic grade

Location: Salinas – Province of Santa Elena

Author: Geovanny Perero Vera.

Advisor: MSc. Tatiana Garcia Villao

4.2.2 Design and development of proposal

This proposal contains a set of enjoyable and high motivational strategies such as information gap activities, grammar contest, and communicative drills aimed to be used in the classroom as a resource to improve grammar competence and language skills as a whole.

The most relevant element is the use of authentic material, so that pupils carry out grammar rules in communicative contexts.

The proposal offers also a website in which students can check and have further practice of grammar contents developed in the didactic guide. The activities are designed on power point slides, so students can download them and practice at home with no need of internet access. The web site is fully interactive and contains fun and engaging activities that appeal to learners.

4.2.2.1 General Objective

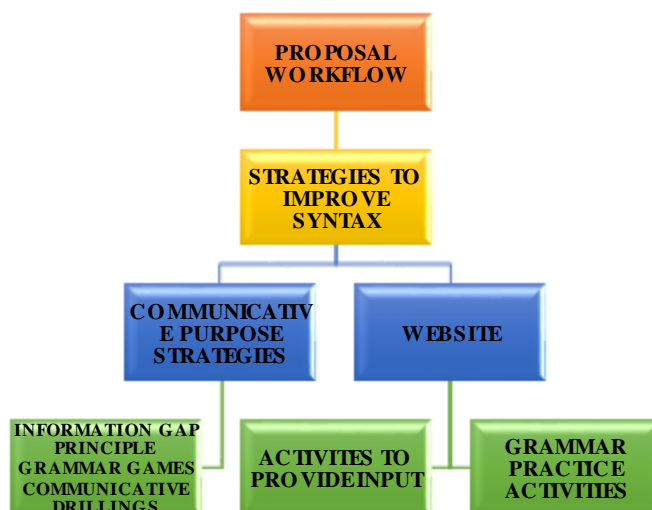
To improve the grammar competence in students of fifth basic grade through the use of recreational strategies with a communicative purpose at Salinas Innova, Salinas – Province of Santa Elena, school year 2016-2017.

4.2.2.2 Specific Objectives

- ✓ To evaluate students' grammar competence before, during and after applying the proposal.
- ✓ To create a didactic guide with different strategies to facilitate grammar learning.
- ✓ To provide learners with a website in which they can have further work of all the grammar contents that have been considered in the proposal.
- ✓ To promote the use of authentic material for the best understanding of grammar rules.
- ✓ To apply the strategies with and experimental group for rating their progress.

4.2.2.3 Proposal workflow

FIGURE 9#: Proposal workflow



Author: Geovanny Perero

4.2.2.4 Methodology, Action plan

TABLE 12#: Methodology, Action plan

STATEMENTS	INDICATORS	MEANS FOR VERIFICATION	ASSUMPTIONS
<p>Aim</p> <p>To improve grammar competence and accuracy of students of fifth basic year at Innova school.</p>	<p>To get the 85% of the beneficiaries achieve an acceptable level of their grammar competence and accuracy.</p>	<p>Observation of learners' progress.</p>	<p>Students might feel grammar learning is both, boring and most of the time without communicative purpose.</p>
<p>Purpose</p> <p>To design a didactic guide with a set of strategies to engage students in grammar learning procedures through games and use of authentic material</p>	<p>To carry out the 100% of the activities in a period of time to catch students' attention while learning grammar rules.</p>	<p>A didactic guide with strategies for promoting meaningful grammar activities with communicative purpose.</p>	<p>It is needed to reinforce prior knowledge in order to continue with the activities programmed in the proposal.</p>
<p>Components</p> <p>Didactic guide: A set of strategies for teaching grammar</p> <p>Real fun grammar: A website designed for learners in which learners can check</p>	<p>To get the 75% do further work at home through games and interactive activities designed on slides.</p>	<p>The website can be supervised in https://sites.google.com/site/realfungrammar1/</p>	<p>Students do not make use of the website.</p>

grammar contents and rules explanations.			
<p>Activities</p> <p>Searching for authentic material to develop the strategies.</p> <p>Application of strategies in grammar lessons.</p> <p>Design the slides for the website.</p>	<p>To execute the 100% of the activities presented in the didactic guide.</p>	<p>Didactic resources and slides with games contained in the website.</p>	<p>Not enough time to develop all the activities.</p>

Author: Geovanny Perero

4.2.2.5 Proposal's first action

A didactic guide to illustrate different strategies to improve grammar competence with communicative purpose.

It contains some strategies for grammar instruction, followed by an activity to propitiate the best understanding of it. The activities are based on the communicative approach and they are focused in a communicative context. After the grammar instruction, students have to carry out a grammar activity with a communicative purpose.

Authentic material: The use of articles, poems, literacy works and songs allow students to learn grammar rules better by analyzing how language works. Learners read narratives, interchange information, explore grammar and ask questions about it which means the grammar instruction becomes more productive because of both,

children infer themselves grammar rules and it has a communicative purpose with real audience.

Games: They promote cooperative learning as well as giving students fun and entertainments while learning. Games are engaging and high motivational even for those students who are reluctant to participate in a traditional grammar lesson.

Communicative approach: The goal in every activity is to achieve the communicative purpose; they are aimed to reproduce target structures of grammar in a real context.

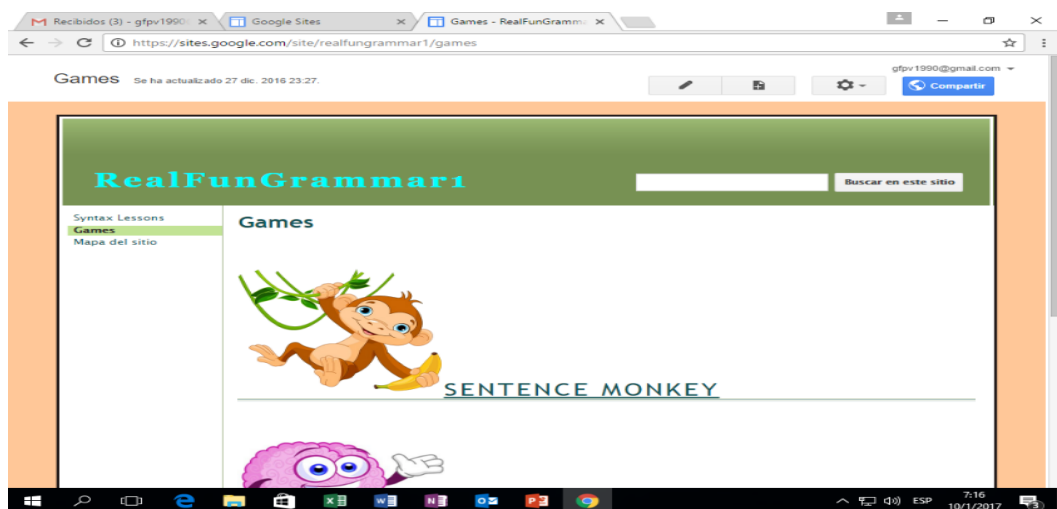
4.2.2.6 Proposal's second action: Real Fun Grammar.

Real Fun Grammar is a website to provide learners with attractive activities to have further practice at home.

The activities are designed in power point slides with interactive games and the explanations of grammar instructions. Slides are uploaded to the website, so that students can download them and have a detailed review of grammar lessons.

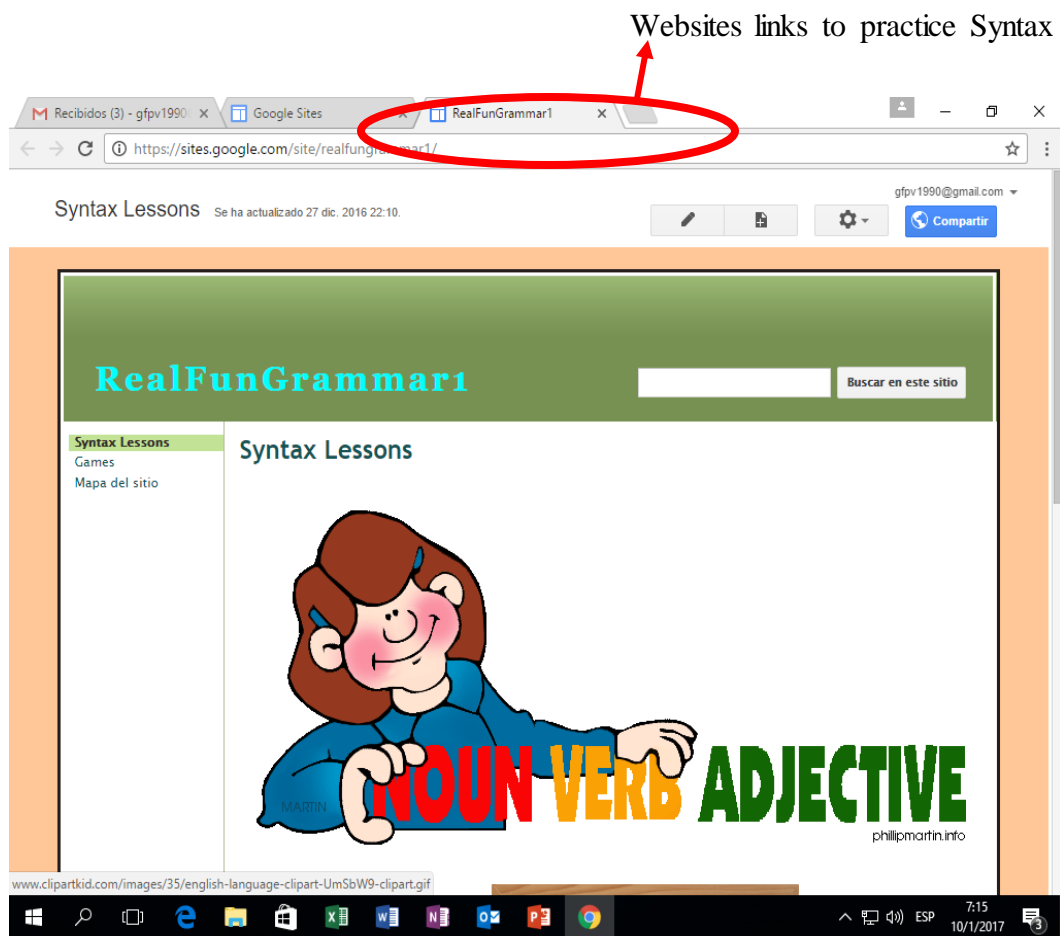
To access to this website the users must type this link in the navigator

FIGURE 10#: Real Fun Grammar



Recreational strategies to improve the syntax of the English language among students of fifth basic grade at Unidad Educativa Salinas Innova, Salinas, Province of Santa Elena, school year 2016 – 2017.

FIGURE 11#: Practice the syntax



In **Games** section learners can link to a series of websites, very useful to practice sentence structure.

In **Syntax Lessons** section learners can access to a list of lessons alphabetically organized, in which students can download slides to have deeper explanations of grammar rules and have extra practice.

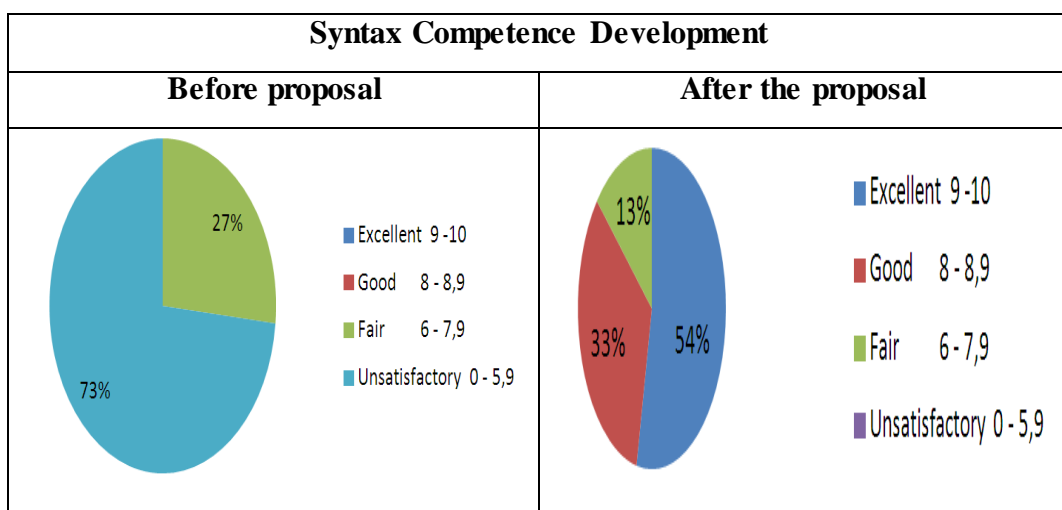
4.3 Achievement and expected results

TABLE 13#: Achievement and expected results

Nombres	Diagnostic test	Test 1	Test 2	Test 3	Test 4	Test 5	Final Test
Alvrez Gastn	7	8	8	8,5	9,5	10	10
Betancourt Luis	3	3,5	5	6	7	7,5	8,5
Cabrera Ayleen	3,5	4,5	5	5	6	7	7
Cedeno Marcelo	4	5	5	6	6	7	8,5
Chiquito Milenka	3	5	6	6	7	7,5	8,5
De La Cruz Ashley	2	4	5	6	6	7,5	9,5
Escalante Allam	2,5	5	6	7,5	7,5	8	8
Fernndez Felix	3	4,5	5	6	7	7	8,5
Mata Christopher	6	6	7	7,5	8	8	9,5
Morales Juan	2,5	4,5	5	5	6	7	7
Preciado Marcos	5	7	7	8	8	9	9
Sabando Oscar	5	7	7,5	7	8	8,5	9,5
Tigrero Andy	6	6,5	7,5	7	8	9	9
Vilche Jordy	4	6	7	7,5	8	8	9
Yagual Brithanny	7	9	9	8,5	9	9,5	10

Source: Salinas Innova
 Author: Geovanny Perero

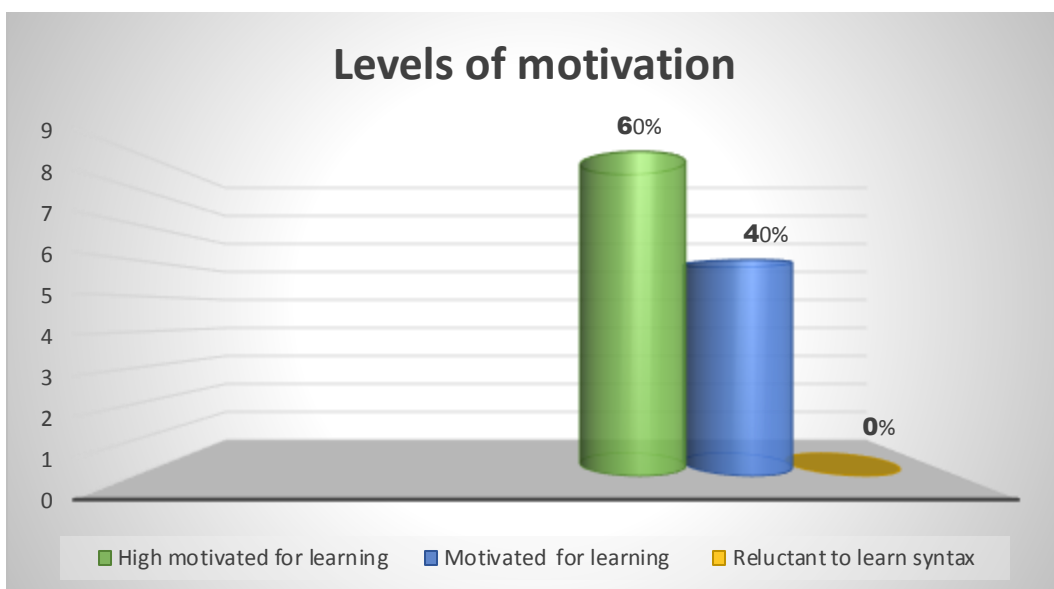
FIGURE 12#: Syntax competence development



Source: Salinas Innova
 Auhtor: Geovanny Perero

Before applying the proposal children had a very low level of grammar competence, despite they know enough vocabulary they weren't able to construct sentences and use parts of speech correctly. The 27% of students had a fair development of grammar competence and the other 73% was unsatisfactory. After executing the strategies to improve syntax, 54% of students find grammar more meaningful and they have achieved an excellent development of their grammar competence, 33% find syntax easier to understand and they have achieved a good grammar competence while the rest 13% has a fair development of it, however they have improved considerably.

FIGURE 13#: Levels of motivation



Source: Salinas Innova
Author: Geovanny Perero

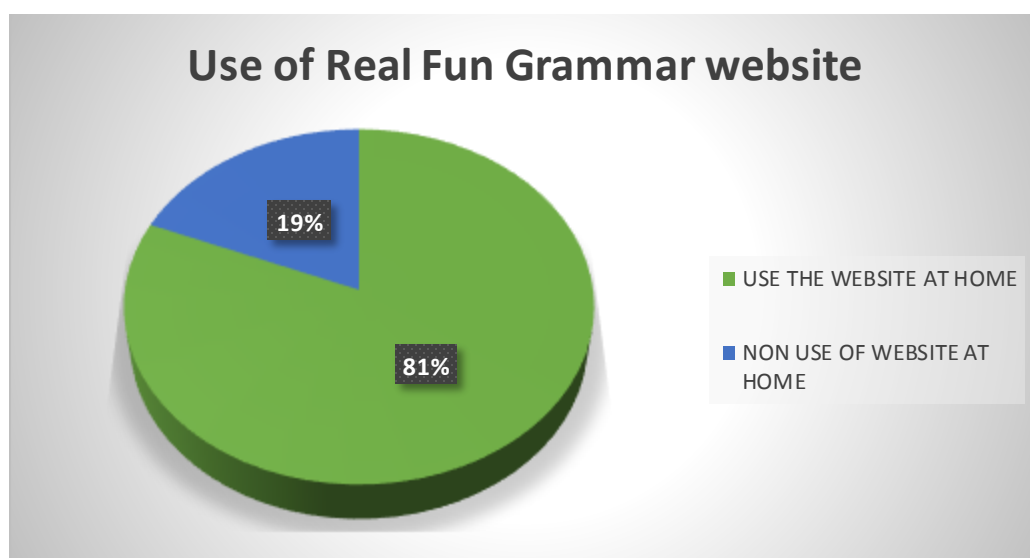
Once students understand, learning syntax can be fun and entertaining. They express their motivation and confidence on learning grammar have increased.

The 60% of learners feel high motivated because they can learn grammar more deeply through the use of a wide variety of strategies for learning syntax, while the

other 40% are motivated enough because the strategies drew upmost their attention, so syntax is less hard to learn than before.

Strategies end up being an effective tool to motivate students and also they help to increase their confidence and interests towards the language.

FIGURE 14#: Use of Real Fun Grammar website



Source: Salinas Innova
Author: Geovanny Perero

81 % of pupils make use of the Real Fun Grammar to fulfill their understandings on grammar rules and have further practice at home. The other 19% claim they do not make use of the website only because they don't have computers at home. However they strongly consider Real Grammar Fun is a very useful website to reinforce their knowledge on syntax.

All the strategies detailed in the guide were employed with the students in grammar lessons. The website is used twice a week in the classroom to check learner's understanding on syntax and have a short relax by playing as well. The use of strategies to teach syntax not also contributes to the improvement of grammar

competence, but also to the development of accuracy while writing and speaking tasks.

4.4 Conclusions and recommendations

4.4.1 Conclusions

- ✓ Teachers do not plan grammar lessons with a communicative purpose that implies a task based on a real context of communication.
- ✓ Teachers do not apply learning strategies to engage their learners in grammar lessons; as a consequence, students feel bored and even reluctant to learn it.
- ✓ Grammar instruction is taught as an isolated process by drilling without making a connection with real life situation involving real communication tasks.
- ✓ Students demand the use of fun activities to learn grammar instruction.

4.4.2 Recommendations

- ✓ Teachers should include more effective tasks in their grammar lessons, all of them focused in the use of grammar structures previously acquired in a communicative purpose context.
- ✓ Teacher should encourage their pupils to use authentic material at home in order they can infer grammar rules taking into account the language as a whole in real contexts.

- ✓ Grammar instruction should be taught as a whole with other language skills for the development of accuracy and grammar competence.

- ✓ Teacher should include high motivational and entertainment activities such as games to promote meaningful learning on grammar.

4.5 Time table

TABLE 14#: Time table

		2016																																							
Month		March				April				May				June				July				August				September				October				November				December			
Weeks		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
N	ACTIVITY																																								
1	Presentation of proposal			X																																					
2	Academic council resolutions				X																																				
3	Aproval of the topic					X																																			
4	Advisor’s appointment						X																																		
5	Meeting with advisor and general instructions								X																																
6	Development of chapter I									X																															
7	Development of chapter II										X																														
8	Development of chapter III														X																										
9	Development of chapter IV																		X																						
10	Development of chapter V																						X																		
11	Delivery of the draft reports (ringed)																										X														
12	Reception and corrections of draft reports																														X										
13	Submission of final report																															X									
14	Delivery of plaid report																																						X		
15	Defense of graduation research work authorship																																								

Source Salinas Innova
 Author: Geovanny Perero

4.6 Resources

TABLE 15#: Resources

RESOURCES	Institutional
	Innova elementary school.
	Human
	School's principal, teachers, students, and school parents.
	Material
	Office material, copies, pens, packages of paper, ringed books, plaid books, CDs.

4.6.1 Materials

TABLE 16#: Materials

DESCRIPTION	QUANTITY	UNIT	
		PRICE	TOTAL
Packages of paper	5	4.00	20.00
Copies	100	0.05	5.00
Ringed books	6	2.50	15.00
Plaid books	2	10.00	20.00
Internet	---	50.00	50.00
Ink bottles	4	6.00	24.00
Other materials	---	15.00	15.00
MATERIALS			\$139.00

4.6.2 Technological resources

TABLE 17#: Technological resources

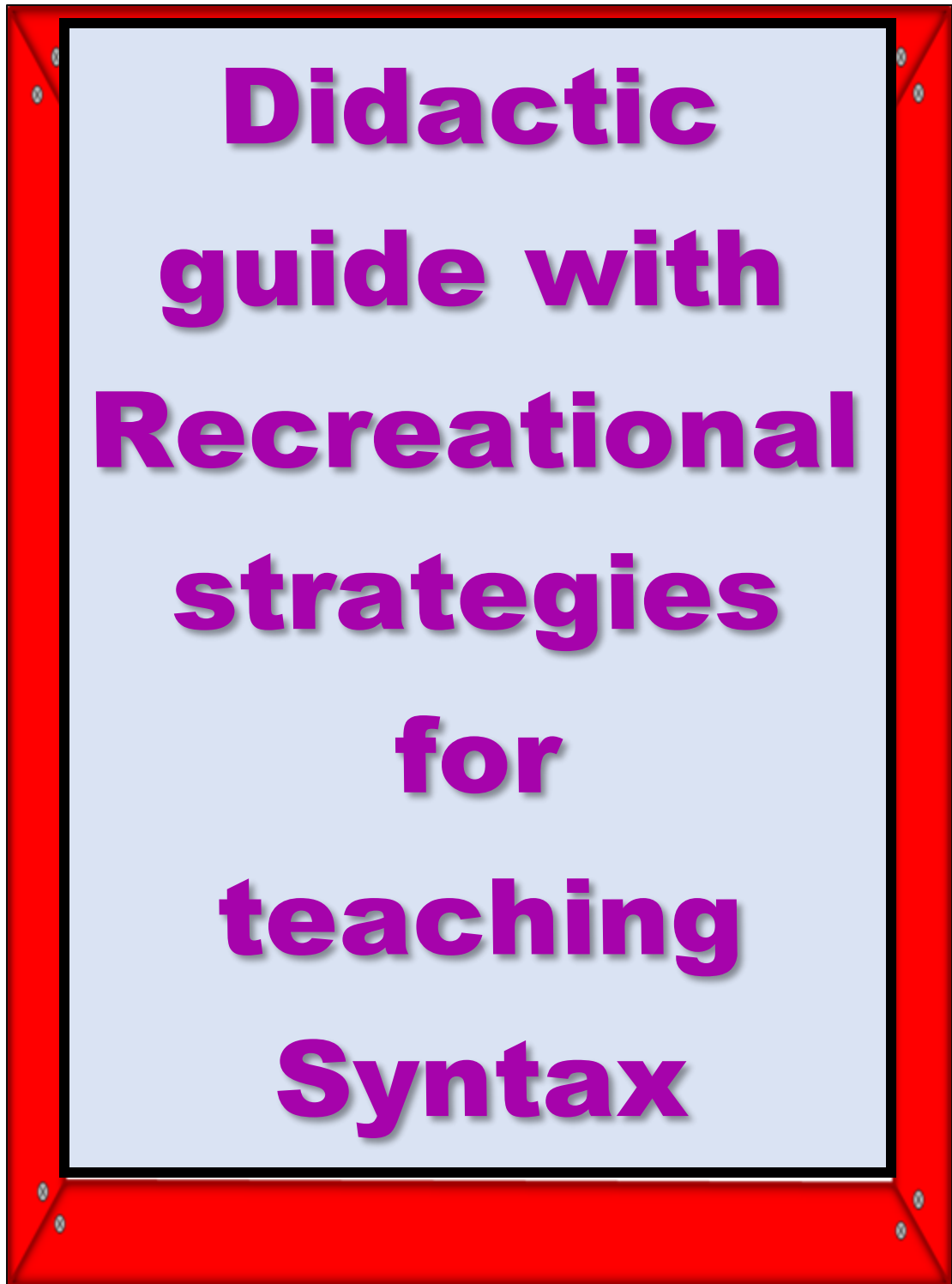
DESCRIPTION	QUANTITY	UNIT	
		PRICE	TOTAL
Laptop	01	450.00	450.00
Printer	01	180.00	180.00
Pen drive	01	12.00	12.00
TECHNOLOGICAL RESOURCES			\$642.00

4.6.3 General budget

TABLE 18#: General budget


DESCRIPTION	TOTAL
Running total of materials' expenses	139.00
Running total of technological resources' expenses	642.00
Running total of researcher's expenses	120.00
GENERAL BUDGET OF RESOURCES	\$901.00

FIGURE 15#: Didactic guide



STRATEGY N° 1

TABLE 19#: Strategy 1

TOPIC:PAST SIMPLE WITH REGULAR VERBS	
Objective: Identify regular verbs and their past forms for the production of oral texts to describe past experiences.	
Materials: Fables(at least four different stories with regular verbs) A box	Title: Words collectors
Description: Students are asked to read a passage. Then, the teacher asks students questions about main characters, the plot, the moral and the set. Next, the learners are asked to collect as many verbs as possible in a box by writing them in a piece of paper, and finding what is common on them. Once they realize it, the grammar rule (ed sound, rules for adding) is presented in the lesson. After explaining the rule. Students are given some fables and are asked to find regular verbs and classify them according to the rule of adding ed. Oral production: The final task is to apply some of those verbs in a short story that students must make up. This strategy can be useful for teaching word formation (plural nouns, comparatives with one syllable adjectives, prefixes), instead of fables you can use tales as well.	
Strategy N° 1: Resources	
	
Source: www.moralstories.org/the--shepherd-that-cried-wolf	



STRATEGY N° 2

TABLE 20#: Strategy 2

TOPIC: COMPARATIVE ADJECTIVES WITH ONE SYLLABLE ADJECTIVE	
Objective: To identify adjectives for making comparisons.	
Materials: Celebrities, cartoons , superheroes pics	Title: Words Search
<p>Description: Give students a soup of letter and ask them to find the name of famous people, cartoons, superheroes and adjectives.</p> <p>Interact with students about their likes and dislikes on these found in the letter soup, then encourage students to make a list of adjectives and ask to give one for some students in the class.</p> <p>Make some comparison about student’s opinions (e.g. I think Superman is stronger than Ironman), to get students infer the sentence structure for comparatives. After that explain the rule of adding ER.</p> <p>Finally show students the pictures and encourage them to say their own examples. This strategy is also useful to identify parts of speech (eg. Classifying nouns and adjectives)</p>	
Strategy N° 2: Resources	
Source: www. edudemic.com .	

STRATEGY N° 3

TABLE 21#: Strategy 3

TOPIC: PRESENT SIMPLE (AFFIRMATIVE STATEMENTS)	
Objective: Talk about habits and routines.	
Materials: Video about Routines Word cards Small pieces of paper	Title: Someone Who
<p>Description: This strategy is easily adaptable for teaching sentence structure in any grammar tense.</p> <p>Show students a video about routines</p> <p>Write down some pieces of paper with routines and leave the rest of them in blank, and paste them on the back of every student in class.</p> <p>Explain the class you need to find for eight students in the class who do the routines they saw in the video,</p> <p>Once, the video has finished, say “I LOOK FOR SOMEONE WHO... CLEAN THE ROOM”. The whole class read everyone’s back and say the name of the person who has it. This student mime the action and say the sentence I CLEAN MY ROOM EVERY DAY.</p> <p>When the activity is over, ask students to identify the parts of speech and analyze the sentence structure.</p> <p>For extra practice write some sentences on the board about students’ routines, and ask them to separate each word in the sentence using colored cards.</p>	
Strategy N° 3: Resources	
	
Source: http://youtu.be/BYZ0PCVd6wk	

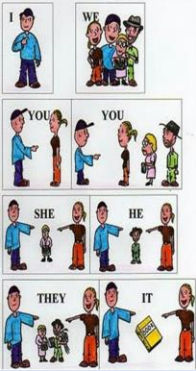


STRATEGY N° 4

TABLE 22#: Strategy 4

TOPIC: PAST SIMPLE (AFFIRMATIVE STATEMENTS)	
Objective: Identify sentences structure in past simple sentences to narrate a new with past events.	
Materials: Newspaper article, Small pieces of cardboard (use bright colors)	Title: Color Grammar
<p>Description: This strategy has been created for students to get used to identify sentence structure by analyzing parts of speech. It focused on using bright colored cards for each part of a sentence or part of speech (Depending on what you are teaching, sentence structure or parts of speech)</p> <p>Split the newspaper article in four parts. Make 4 groups and assign one part for them to read. Then ask students to underline all the sentences they can find, and write the most interesting ones on the board (two for each group). Analyze them by identifying the sentence structure and parts of speech. Erase all the sentences that are not written in past tense. Explain the sentence structure for past simple tense sentences and ask pupils to label each part of the sentences with the cards. The final task is to change the whole story into past tense.</p>	
Strategy N° 3: Resources	
Source: www.theinertia.com/news/thousands-of-toys-washed-up-on-a-german-beach	

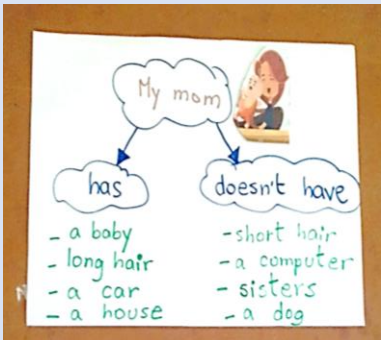
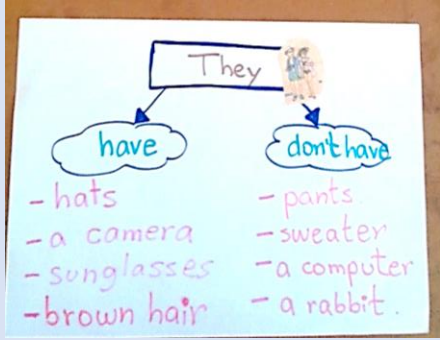
STRATEGY N° 5

TABLE 23#: Strategy 5

TOPIC: CAN / CAN'T		
Objective: To talk about animals' abilities by using visual aids.		
Materials: Flashcards (Actions and animals flashcards, pronoun flashcards)	Title: Pics Gram	
<p>Description: This strategy is useful for teaching any grammar tense. It helps students to understand how words are connected in sentences by using visual aids.</p> <p>It consists on forming sentences by using flashcards.</p> <p>In this case we need animals flashcards to be used as subject of the sentence, a card with a cross to represent “can’t”, and a card with a check to represent “can”, and flashcards with actions to represent abilities.</p> <p>Teacher makes the first sentences, so as students infer the use of can and can’t, and later they make their own examples. Use animals’ flashcards first, and then move on pronouns flashcards, and finally to make the activity more meaningful and carry out a communicative use cards with students’ names and talk about their abilities.</p>		
Strategy N° 5: Resources		
<p style="text-align: center;">Pronouns Flashcards</p> 	<p style="text-align: center;">Animals Flashcards</p> 	<p style="text-align: center;">Activity</p> 
<p>Source: www.fluetu.com</p>		

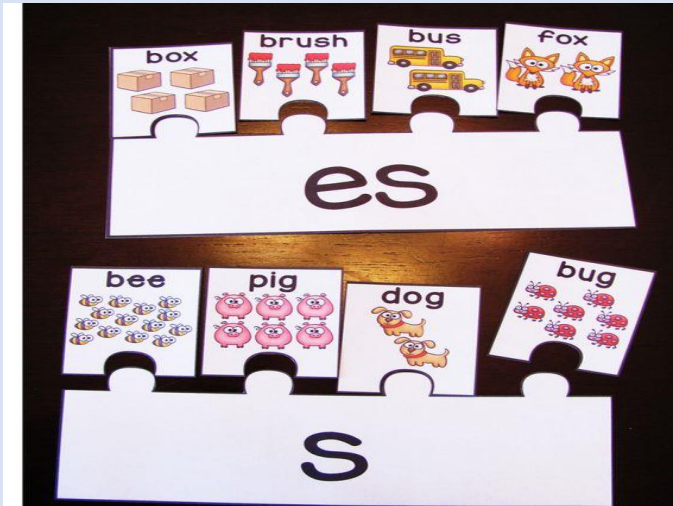
STRATEGY N° 6

TABLE 24#: Strategy 6

TOPIC: HAVE / HAS	
Objective: To talk about possessions by diagraming sentences.	
Materials: Bond paper Old books or Magazines	Title: Syntax Diagram
<p>Description: This strategy is very useful to teach learners how to use verb forms or auxiliary verbs in sentences.</p> <p>This is a lesson for teaching how to use have verb. Students look for pictures in magazines or old books, cut them out and paste them on bond page. The pics will represent the subject of sentences. Starting from that image they write their own sentences. This strategy allows students to learn by using visual aids which makes learning more meaningful.</p> <p>To move on a communicative purpose activity, ask students to look for items they possess and diagram them. If you want to make an extra task, ask students to interview partners about their possessions and diagram them.</p>	
Strategy N° 6: Resources	
 <p>The diagram for 'My mom' features a central cloud with the name 'My mom' and a small illustration of a woman. Two arrows point down to two clouds: 'has' and 'doesn't have'. Below 'has' are the items: - a baby, - long hair, - a car, - a house. Below 'doesn't have' are the items: - short hair, - a computer, - sisters, - a dog.</p>	 <p>The diagram for 'They' features a central box with the word 'They' and a small illustration of a group of people. Two arrows point down to two clouds: 'have' and 'don't have'. Below 'have' are the items: - hats, - a camera, - sunglasses, - brown hair. Below 'don't have' are the items: - pants, - sweater, - a computer, - a rabbit.</p>
Source: www.grammarmindmaps.com	


STRATEGY N° 7

TABLE 25#: Strategy 7

TOPIC: PLURAL NOUNS	
Objective: To write plural form of regular nouns.	
Materials: Cardboard Images	Title: Words Puzzle
<p>Description: This strategy has been designed to teach students word formation, (prefixes, suffixes, past form of regular verbs).</p> <p>The material must be pre-elaborated.</p> <p>Give a fast explanation about plural nouns formation. Then, elicit some examples on the board for best understanding. Finally, to consolidate students' knowledge, give each student a part of a puzzles and choose other four to assign the word cards with the suffixes (es, ies, es, ves). These students will be responsible of looking for all the students in class to complete their puzzles.</p>	
Strategy N° 7: Resources	
	
Source: https://www.pinterest.com/pin/271693789998107743/	

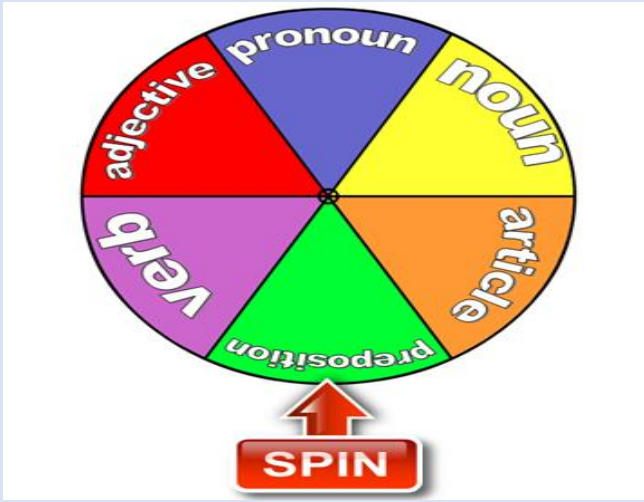
STRATEGY N° 8

TABLE 26#: Strategy 8

TOPIC: PRESENT CONTINUOUS	
Objective: Describe actions that are happening in the moment.	
Materials: Pieces of Lego, tape and paper	Title: Lego scramble
<p>Description: This strategy can be used to teach sentence structure for any grammar tense.</p> <p>It consists on pasting parts of speech on Lego pieces to construct sentences in present continuous tense. Assign each student a Lego piece and ask them to find for partners around the classroom to make the whole sentence. At the end of the activity show all the class the sentences and allow students to correct the mistakes themselves.</p> <p>To end up in a communicative purpose activity invite some learners to go to the board and perform an action in order. The rest of the classroom say what they are doing.</p>	
Strategy N° 8: Resources	
	
Source: www.fluentu.com	


STRATEGY N° 9

TABLE 27#: Strategy 9

TOPIC: REVIEW OF PARTS OF SPEECH	
Objective: To connect parts of speech in sentences coherently.	
Materials: Digital wheel (It can be downloaded from Grammar Fun)	Title: Spin a word
<p>Description: This is a digital game that can be used at the last stages of the school year to feedback all the grammar structures that have been studied along the academic year.</p> <p>The game consists on spinning a wheel twice and choose a word from the belonging category.</p> <p>For example: a learner spins the wheel and he gets a preposition word (on) and a verb (run), so he construct a sentence with these words (the dog runs on the sidewalk). If students construct a sentence in a wrong way, allow all the class to analyze it and correct the mistakes.</p>	
Strategy N° 9: Resources	
	
Source: www.pinterest.com	

STRATEGY N° 10

TABLE 28#: Strategy 10

TOPIC: PARTS OF SPEECH	
Objective: To design a booklet in which students can collect their own words for the best understanding of parts of speech	
Materials: Cardboard	Title: Flip books
Description: This is a strategy proposed specially for students. The main goal is to encourage students to become word collector. This flip book can be used twice a week with reading comprehension activities. It is very important to include authentic material (magazine articles, tales, fables...) in your lessons. Once you have read something in your lesson motivate your learners to underline a word for each one of the flip book's categories and write it down in the flip book.	
Strategy N° 10: Resources	
	
Source: www.layers-of-learnig.com	

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APPENDIXES

ANNEXED

ANNEXED 1#: Antiplagiarism report

UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA



La Libertad, 25 de Enero del 2017

CERTIFICADO ANTIPLAGIO

005-TUTOR RTGV-2017

En calidad de tutor del trabajo de titulación denominado “RECREATIONAL STRATEGIES TO IMPROVE THE SYNTAX OF THE ENGLISH LANGUAGE AMONG STUDENTS OF FIFTH BASIC GRADE AT UNIDAD EDUCATIVA SALINAS INNOVA, SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2016 – 2017.”, elaborado por el estudiante GEOVANNY FERNANDO PERERO VERA, egresado de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas, Escuela de Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Inglés, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 1,5% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

A handwritten signature in blue ink, appearing to read 'Tatiana García Villao', is written over a horizontal line.

ING. TATIANA GARCÍA VILLAO
C.I.: 0913241279
DOCENTE TUTOR

REPORTE URKUND

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De esta opción, 2 páginas de documentos largos se componen de texto presente en 8 fuentes.

Chap7E11: THE PROBLEM 1.1 The International strategies to improve the English language among students of fifth basic year at United Educative Salinaschools school, Salinas, province of Santa Elena, school year 2016-2017. Abstract Statement, English considered as the most influencing language around the world, education treatment is a 96% spoken but not because it represents communication in many fields such as business or

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URKUND

Documento [Chap7E11: Unidad: Desarrollo Formativo \(03322922\)](#)
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Mensaje Chap7E11: [Ver texto del mensaje completo](#)
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Chap7E11: The design of this research includes both methods, quantitative approach and qualitative approach, these methods allowed obtaining specific results and effects about the improvement of the independent study of Recreational Strategies to improve the Syntax of the English Language among Students of Fifth Basic Year at United Educative Salinaschools School, Salinas, Province of Santa Elena, School year 2016-2017.
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Chap7E11

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ANNEXED 2

ANNEXED 2#: Institution's consent letter



UNIDAD EDUCATIVA SALINAS INNOVA

Salinas – Ecuador

Asunto: AUTORIZACIÓN PARA QUE EL ESTUDIANTE REALICE INVESTIGACIÓN.

Lcda. Glenda Pinoargote Parra. MSc.

Directora de la Carrera Licenciatura en Inglés.

UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA.

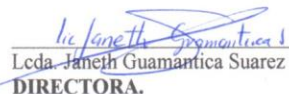
En su despacho.-

De mi consideración:

En respuesta a la solicitud del estudiante Geovanny Fernando Perero Vera, egresado de la carrera Licenciatura en Inglés, en el cual se requiere se brinden las facilidades necesarias, para que realice las investigaciones respectivas relacionadas al tema de trabajo de titulación, al respecto expongo lo siguiente:

Conociendo que estas actividades se realizan en beneficio de la comunidad educativa; este despacho autoriza al estudiante antes mencionado a realizar las investigaciones necesarias para el desarrollo del tema de trabajo de titulación denominado: : **"Recreational Strategies to improve the syntax of the english language among students of fifth basic grade at Unidad Educativa Salinas Innova, Salinas, Province of Santa Elena. School year 2016 – 2017"**

Atentamente:


Lcda. Janeth Guamantica Suarez
DIRECTORA.



ANNEXED 3

ANNEXED 3#: Institution's certificate of completion of research


UNIDAD EDUCATIVA SALINAS INNOVA
Salinas – Ecuador

Salinas, 30 de Noviembre del 2016.

CERTIFICADO

Yo, JANETH GUAMANTICA SUAREZ, certifico que el Sr. GEOVANNY FERNANDO PERERO VERA, con Cédula de Identidad 092646130-2, egresado de la Universidad Estatal Península de Santa Elena, Facultad de Ciencias de la Educación e Idiomas, Carrera Licenciatura en Inglés, ha desarrollado e implementado el tema de Investigación desde el **5 de Septiembre del 2016** hasta el presente, en esta Institución Educativa con el tema: ***“Recreational Strategies to improve the syntax of the english language among students of fifth basic grade at Unidad Educativa Salinas Innova, Salinas, Province of Santa Elena. School year 2016 – 2017”***

Se expide la presente solicitud, para los fines que crea conveniente.

Atentamente:


Lic. Janeth Guamantica Suarez
DIRECTORA.



ANNEXED 4

ANNEXED 4#: Interview Directed to the principal of Salinas Innova.



**Peninsula of Santa Elena State University
Faculty of Education and Languages
English Teaching Career.**

Interview Directed to the principal of Salinas Innova.

Question 1: Do you consider English language is important today?
.....

Question 2: Do you know what Syntax is?
.....

Question 3: Do you believe it is necessary that students in your institution improve the writing skills?
.....

Question 4: What kind of activities does the teacher do in class to improve syntax?
.....

Question 5: Why is it important to improve syntax in the English language?
.....

Question 6: Do you know what recreational activities are?
.....

Question 7: Do you know about the use of recreational activities in the education?
.....

Question 8: Have you worked with recreational activities in English class?
.....

Question 9: What are the benefits of the use of recreational activities in the English class?
.....

Question 10: Do you consider that the use of recreational activities will improve Syntax?
.....

ANNEXED 5

ANNEXED 5#: Interview to specialist.



**Peninsula of Santa Elena State University
Faculty of Education and Languages
English Teaching Career.**

Interview to specialist.

Question 1: What are the advantages of using recreational strategies?

.....

Question 2: Do you consider recreational strategies are interesting and innovative?

.....

Question 3: What kind of recreational strategies do you know in order to improve syntax?

.....

Question 4: Do you agree that interactive games will help students improve their syntax?

.....

Question 6: What are the benefits of using recreational strategies to improve syntax?

.....

ANNEXED 6

ANNEXED 6#: Student's survey



Student's survey

Dear student, this survey will help to obtain important input for a research paper, *“Recreational strategies to improve the syntax at the English language among students of fifth basic year at “Unidad Educativa Salinas Innova”, Salinas, province of Santa Elena, school year 2016 – 2017.”* Please take 5 minutes to fill it out honestly; all the answers will be used exclusively for this work. Thanks in advance.

1.-Do you like English language?

- 1.1 Yes
- 1.2 No
- 1.3 Partially

2.-Do you think English classes are....?

- 2.1 VeryInteresting
- 2.2 Interesting
- 2.3 Boring
- 2.4 Veryboring

3. Do you think it is important to learn English?

- 3.1 Yes
- 3.2 No

4. Does your teacher employ games or recreational strategies in the classroom?

- 4.1 Never
- 4.2 Sometimes
- 4.3 Usually
- 4.4 Always

5. Would you like your teacher include in your lessons recreational strategies to improve the syntax?

- 5.1. Yes
- 5.2. No
- 5.3. Partially

6.- What kind of activities does your teacher use to develop syntax in class?

- 6.1 Grammar exercises
- 6.2 Conversations
- 6.3 Musical activities
- 6.4 Others

7.- Does your teacher use recreational activities in class to improve syntax?

- 7.1 Yes
- 7.2 No

ANNEXED 7

ANNEXED 7#: LIST OF STUDENTS



**“UNIDAD EDUCATIVA SALINAS INNOVA”
LIST OF STUDENTS
5TH GRADE**

1. Álvarez Gastón	
2. Betancourt Luis	
3. Cabrera Ayleen	
4. Cedeño Marcelo	
5. Chiquito Milenka	
6. De La Cruz Ashley	
7. Escalante Allam	
8. Fernández Felix	
9. Mata Cristopher	
10. Morales Juan	
11. Preciado Marcos	
12. Sabando Oscar	
13. Tigreiro Andy	
14. Vilche Jordy	
15. Yagual Brithanny	

ANNEXED 8

PICTURE 1#: Group of Fifth Grade students.



Author: Geovanny Perero Vera.

PICTURE 2#: An interview with a Specialist at C.E.N



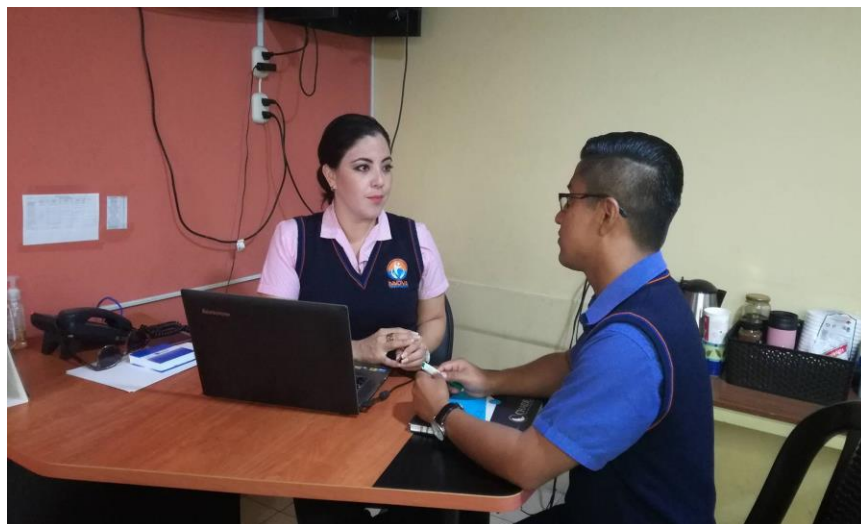
Author: Geovanny Perero Vera.

PICTURE 3#: An interview with the Principal Lcda. Janeth Guamantica at Unidad Educativa Salinas Innova.



Author: Geovanny Perero Vera.

PICTURE 4#: An interview with the English Coordinator at Unidad Educativa Salinas Innova



Author: Geovanny Perero Vera.

PICTURE 5#: Students work with the strategy 5 about animals' abilities by using visual aids.



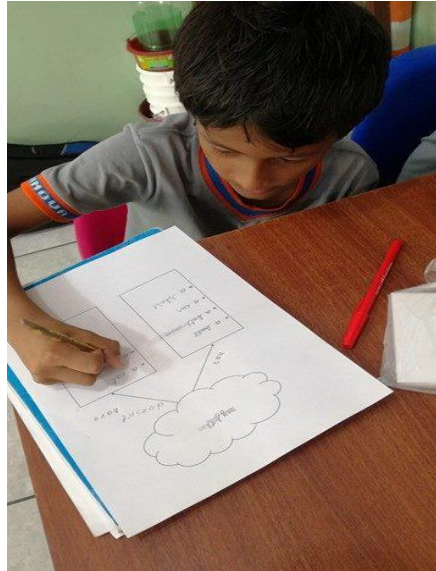
Author: Geovanny Perero Vera.

PICTURE 6#: Animals' abilities by using visual aids



Author: Geovanny Perero Vera.

PICTURE 7#: A student working with the strategy for teaching how to use have verb.



Author: Geovanny Perero Vera

PICTURE 8#: Students work in “Real fun Grammar 1” Web site



Author: Geovanny Perero Vera.