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Topic

Implementing Memes as a Tool to Boost Writing Skills with the 7 Graders at

Villarreal High School.

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Abstract

The present action research was elaborated to bring support to the needs of the students in the area of writing in the English language. The lack of good writing in English language can reduce the possibilities to the student to reach better opportunities in a world of competences.

The population of students in this action research has several characteristics. The ages of students are around fifteen years old and fourteen years old. Also, the sex of students we have more females than males and the ethnical group that they belong is properly of the Guanacaste province.

In this research, there were found that the students have been exposed to English language but they have not received, specifically, classes of writing. Also, students learn writing better with the appropriate techniques. And finally, students show interest about learning writing to improve their skills in English language.

In this research there were found that implementing Memes as a tool to boost writing skill, is effective for students in order to improve their writing. The technique works and the results in the improvement of the writing skill, due to the confidence of the students if they know how to write well.

As a recommendation for teachers implementing Memes as a tool to boost writing skill at the beginning of the class can show better results, because it prepares students to understand better how they write.

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Dedicatory

This project is dedicated to all people that have been supporting me through the journey of my career.

To my family, they have been a light in my life that guide me and give me advices that I have taken into account to be better day by day.

To my teachers, they have given me tools and knowledge to face the world outside and they have taught me to give my best in the profession. I will never forget them.

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Chapter 1

Introduction

1.1 INTRODUCTION.

The teaching of the English language has a long history in U.S. education; the practice of teaching a native language can be traced to antiquity. In the Greek and Roman worlds, literacy was encouraged both to foster citizen participation in a democracy as advocated by Plato, Quintilian, and Cicero; much later it was fostered by the emergence of print and print cultures in Western Europe. According to Jack C Richards, 2006:2 teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that facilitate learning and the roles of teachers and learners.

Due to the importance of English Nowadays, it is our concern, as a teacher, to look for different ways to teach this language. The different methods to teach English are vast, but not everybody is conscious of the great importance and utility of this language, and one of the reasons why this happens might be because we have not been using new ways in which our students can clearly see that by learning this language they can access a world of opportunities.

The following investigation is about the implementation memes as a tool to boost writing skills at Villarreal High School in the classroom with seventh graders students. Nowadays, it is easy to find a lot of situations in the classroom that disturb the students` learning, and makes the act of learning difficult. This happens because of the diversity of students in the class, and the different learning styles and multiple intelligences, different emotions or feelings, a wrong development in this field limits the student and their schooling commitments. The use of the writing skills permits the increase of the students` abilities, they are absolutely central to their learning: without them, you cannot make sense

communicate your understanding of a subject. According to Neil Andersen president of the Association of Media Literacy, memes are very popular with students, making them a very relatable writing skill. And since memes are fun, students may not even realize they are learning. Students use both creative and critical-thinking skills while creating memes. Memes can also spark complex conversations since they often deal with current events or social issues. Plus, students gain technology skills in the process.

As it is well known, writing and reading both link together to improve the grammar for a better understanding by producing and receiving information of a context, teachers want students to be able to use the language as correctly as possible and with a purpose. Students often value writing more than the other skills of reading, speaking and listening so motivation is not always as big of an issue, but what often happens is students feel more anxiety related to their writing production.

Educational researchers have found that there is a strong correlation between writing and academic success. A student who is a good writer is more likely to do well in school and pass exams than a student who does not like to write. Writers can comprehend ideas, follow arguments and detect implication. Good writers can extract from books what is important, because they know where message is or something for the particular task they are employed in and they can do it quickly educational researchers have also found a strong correlation between writing and vocabulary knowledge. Students who have a large vocabulary are usually good writers. This is very surprising. Since the best way to acquire large vocabulary is to write and also if you read you are likely to be or become a good writer.

The situation here in Costa Rica, is that students do not like to spent time in writing and I understand that is because is tradition as Ticos or Costa Rican that we do not like writing as part of our life but all this situation have negatives effects in our process of education, because to pass the English National exam from MEP the students have to write a lot, is much better when they are young that can learn this ability and then in the English National exam they can get ideas and put them together to write them in the big sheet, so that is ay I am honestly worry as a future English teacher to my student cannot develop the national exam.

This Action Research is organized into 7 chapters, which content is following described. Chapter I (Introduction) describes in general mode the topic of the Action Research, its importance and the need for study as well as the details that will step the development of this work. Chapter II (Literature Review) presents teaching English in Costa Rica, writing skill, meaning about Meme and ideas about the Social Medias nowadays, also describes theories and concepts related to this field and how this Action Research aims to enrich the learning process of students of the seventh in this institution. Chapter III (Design and Method) introduces the main ideas, concepts and tools and the diagnostic data analysis of this Action Research methodology; in addition, it explains the reasons for implementing it to carry out this research plus the population and the context of interest. Chapter IV (Findings) in this chapter, not only data collection is presented by means of graphs, but also a brief interpretation is made for each of them and the information found. Similarly, the relationship between the questions that led the investigation and the answers found after it was established. Chapter V (Reflections) this section presents in a subjective way the reflections and experiences lived and faced during the development of this research.

Similarly, a plan for further actions or suggested changes will be presented if there is an opportunity to apply this research once again. Chapter VI (Conclusions) we will find a summary of the questions stated on Chapter 1, the major issues involved in this Action Research, everything regarding to implications, strengths and limitations about it. Finally, Chapter VII (Recommendations) it is a section for recommendations and suggestions given by the researcher to be carried out by students, institutions and other teachers. Also, references and annexes are presented here.

1.2 Rationale

The main purpose of this research is about the correct development of the writing skill in high school students, there are factors that promote the learning easily but they result difficult to acquire because of the lack of correct teaching strategies.

At high schools, students commonly have a few lessons of English language per week, as teachers there are aims to complete and develop by the national program but for that short period of time, results difficult the conclusion of it and for that reason the skills of the student are compromise.

Why do people write? Some people write for specific purposes, some others write just for pleasure or escape but the reasons for writing are unlimited, for instance, those people who write tend to have a more varied range of words to express their feelings, thoughts, ideas, it increases concentration, imagination, memory and something important it reduces stress.

Since English is spoken in so many different countries there are thousands of schools and universities around the world that offer programs in English. If you speak English, there are lots of opportunities for you to find an appropriate jobs and can help your needs. As a result of it, this investigation aims to relapse in the good development of the English skill in the town, there are factors that promote the learning easily, but they result difficult to acquire because of the lack of correct teaching strategies. Nowadays the English is a little bite hard to learn we try to find different ways or strategies that the learners can get an easier way to improve their English base on Pre-Practice, Practice and Post-Practice, in the introduction an approach or method, that I can engage the students to feel more interested to learn a second language.

According to Sharon Hanson, (1990), writing is a description of the different features of any individual's life. When a person is exposed to good writing works, he/she is provided with the excellent educational opportunities. In contrast, when a person has the lack of exposure to writing is derived from an opportunity to grow as an individual. It is through writing, understanding, and analyzing ideas that one comprehends and appreciates life from different perspectives. Through writing people take a closer look at the diverse aspects of life.

In this type of studies, the researcher must be able to define, or at least visualize, what will be measured (what concepts, variables, components) and on what or who will collect the data: people, groups, communities, objects, animals, facts). In this way, if variables are to be measured in educational institutions, it is necessary to indicate whether they are public, or private, to offer a reliable picture of the actual situation being analyzed.

1.3 Purpose

By knowing the purpose of what the writers write, the teacher can throw the unwanted distraction or information. By doing this, the students know what information they want to know in writing the texts. (Brown, 2000:306) This research paper intends to develop writing skill proficiency through the implementations of Memes strategy in the English classroom with 7th grade students at Villarreal High School as well as identify the benefits of using different group work activities in the ESL and determine the effectiveness of Memes strategy carry out to develop a better writing skill in the English classroom besides analyze the students' perception regarding group work activities to gain a grammar skills

The abilities from teachers and students are also points to discuss in this research, normally the way teachers develop their classes become overwhelming and boring for the learner, and students have to motivate themselves by working hard and searching for external elements in order to improve their yield.

1.3.1 General Objective:

- To implement memes as a tool to boost writing skills with the 7 graders at Villarreal High School.

1.2.1 Specific Objectives:

- ✓ To determine the level of writing proficiency in 7 graders used by the teacher in the implementation of writing skill
- ✓ To apply memes as a tool for improving writing proficiency

- ✓ To assess the students' writing skills progress through the application of memes activities in class.

1.4 Research questions

Any research that is done becomes convenient for several reasons: It may help solve a social problem, build a new theory or generate research questions. What some consider relevant research may not be for others? However, it is possible to establish a set of criteria for assessing the usefulness of a proposed study, which, of course, are flexible and are by no means exhaustive.

The authors explain that it is useless to have a good method and much enthusiasm if you do not know what to investigate. The specific problem needs to be formulated in concrete and explicit terms, so that it can be investigated with scientific procedures. Delimitation is the essence of quantitative approaches.

1. How can teachers use memes to improve writing proficiency with 7th students?
2. How can teachers get students more involved in writing activities?
3. What are the benefits of using memes in the ESL classroom?
4. What are some techniques to improve student's written performance?

1.5 Hypothesis

According to noted philosopher of science Carl Gustav Hempel "An adequate empirical interpretation turns a theoretical system into a testable theory: The hypothesis whose constituent terms have been interpreted become capable of test by reference to observable phenomena. Frequently the interpreted hypothesis will be derivative hypotheses of the theory; but their confirmation or disconfirmation by empirical data will then immediately strengthen or weaken also the primitive hypotheses from which they were derived."

A hypothesis is a concept or idea that is tested through research and experiments. In other words, it is a tentative prediction about the outcome of a study that can be tested by research. It is developed before the data is collected based on the existing body of knowledge in a particular area of study. Data is then collected, analyzed, and used to support or negate the hypothesis, arriving at a definite conclusion at the end of the research. The use of memes strategies in the target language for EFL as evidence that students can improve writing comprehension. At the same time, students can strengthen writing skills through a meaningful learning process by considering memes-based tasks as an important tool for teaching the comprehension of writing. In fact, to illustrate the comments (Brown, *Teaching by Principles*, 2007), "the teaching and learning of communicative language has shown that the use of meme can accelerate students' understanding of the actual use of language" (p. 20). Therefore, it means that meme practices are efficient in improving the understanding of writing.

CHAPTER 2

LITERATURE REVIEW

2.1 Literature Review

This investigation will be carried out at Villarreal High School, a public High School located in Villarreal Downtown, in Santa Cruz of Guanacaste. The seven graders will be the sample who are going to be investigated. They are writing skill, media for teaching writing and effective media for teaching writing.

2.1.1 English as a Foreign Language

“Learning EFL, that is, English in one’s native culture with a few immediate opportunities to use the language within the environment of that culture (for example, a Japanese learning English in Japan).” (Brown, Principles of Language Learning and Teaching Fifth Edition, 2007, p. 205)

2.1.2 Teaching English in Costa Rica

Today the English became the official language of many countries in the world by increasing the number of people using this language to communicate. English is the dominant language in business and has become a necessity to speak and management of this language. More than two billion people all over the world speak English and that number increases every day. “English is conceived of as a linguistic and cultural tool for communication, which allows the learner to complement his/her whole education”.

English contributes to the social, economic and technological development. It also allows the learner to apply techniques to understand and produce appropriate oral and written messages. In the end, the learner will apply his/her knowledge of English to accept and adapt him/herself to constant changes confidently.” (Programa Nacional de Educación, 2005, p. 22)

2.1.3 Teaching writing in the national system

A balance must be kept between the perspective of teaching writing as a process and as a product. Initiate first with 48 “Educating for a New Citizenship” phonemic awareness development. Spend a lot of time in prewriting work and provide a lot of modeling, drilling, writing exercises and then guided writing activities. Make sure that the writing activities emerge naturally from previous reading, listening or oral work. Praise learners for their writing products. Display the writing productions of students and keep them in a writing portfolio. Create rubrics for self-assessment, peer assessment and teacher’s assessment of students’ writing. The CEFR descriptors will be used to assess students’ writing abilities and provide follow-up to their progress.

2.1.4 Teaching writing in our system

Strategies for Teaching the Linguistic Competence Writing:

Writing is the skill that emphasizes through graphic symbols the formal expression of thought. Students need to know how to write different types of texts. When asking learners to write, it is important to consider their age, interests, and proficiency level. It is important to get students to write a wide variety of texts. Writing as a process includes the following steps:

Brainstorming

Organization of information through graphic organizers and outlines

Drafting and revision

Editing and final copy

To get students to become proficient writers, provide first a model to follow. Dictation is one example. It could be a word, a phrase, or a sentence. This is known as copying. After copying, learners will do writing exercises to refine grammar and mechanics. Then they move into guided-writing where they follow a given pattern for expressing personal thoughts and ideas.

Next, learners are ready to do free writing. At this stage, learners have already acquired the necessary skills to write their own sentences, paragraphs, stories, biographies or essays.

2.1.5 Steps for teaching writing according the new syllabus

With mind mapping you apply guidelines for devising content in a holistic way. This is a technique that can be used in an individual working situation, in a group work, or by the teacher as a means of demonstrating something.

- **Brainstorming:** is a group centered interaction method. The brainstorming technique describes a way of collecting ideas or information in a creative and uninhibited way (Castillo Mejilla, Benedith Calero , & Alvarez Salgado, 2014)
- **Lecturing:** a classroom lecture has always been the top choice among teachers worldwide. Although technology has made possible numerous alternatives to teaching students, a personal interaction with the students in a classroom setting still holds an important aspect in student learning. Several types of visual aids that the teacher *uses to convey information effectively often accompany a typical lecture. (Castillo Mejilla, Benedith Calero , & Alvarez Salgado, 2014)
- **Demonstrating:** Demonstrations in the classroom can raise students ‘curiosity while reinforcing memory retention. Students remember their lessons better when a demonstration has been done in class or outdoors. By proving that a concept can be applied in the real world, students will appreciate it better. (Castillo Mejilla, Benedith Calero , & Alvarez Salgado, 2014)
- **Collaborating:** Collaborating with fellow students is a great way to interact with one another and learn things while discussing them. Many student collaborations, such as group assignments and team-building activities have resulted in better understanding of the topic as well as improving student participation in class. (Castillo Mejilla, Benedith Calero , & Alvarez Salgado, 2014)
- **Oral Reporting:** Oral reporting has been an age-old teaching method that has become even more popular due to it-s effectiveness in teaching students several

necessary skills for them to succeed in the real world. Standing in front of the class and assuming the role of the teacher allows students to take charge of the class and teach their fellow students a certain subject. Not only will they study and master the topic, but they will also practice their oral communication skills. (Castillo Mejilla, Benedith Calero , & Alvarez Salgado, 2014)

- **Assignments:** teachers often assign certain tasks to students to take home or accomplish in between periods. Assignments are effective ways to teach students how to conduct self-study as well become independent from the teacher in acquiring information. (Castillo Mejilla, Benedith Calero , & Alvarez Salgado, 2014).

2.1.6 Teaching Writing Characteristics

Clarity: easily understood by intended audience

Conciseness: clear without excess verbiage

Specific Audience: targeted to particular readers

Specific Purpose: written for a specific purpose

Accuracy: is factual, correct and free from bias

Correctness: follows grammatical and technical conventions

Comprehensiveness: contains all necessary information

Accessibility: includes Table of Content, headings, subheadings, indexes.

2.2.1 Writing Skill

Writing skill is one of the productive skills that should be mastered in using a language. It is because writing skill has significances in improving a communicative competence of learning the language. Students learn and acquire language through both written and spoken ways so that they can improve their communicative competence. In the

process of communication, ideally students know the rules on how to communicate to others, how to get information, and how to communicate about the language itself. When the students understand the knowledge of the language, it means that they have a language competence. In line with this, Brown (2000, p. 31) states the definition of a language competence as “one’s underlying knowledge of system of a language – its rules of grammar, its vocabulary, and all the pieces of language and how those pieces fit together”. Brown, (2001, p. 336) also claimed that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. In addition, Elbow (1973) in Brown (2001, p.336) also says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language.

Young learners learn the steps of writing, and as they build new skills upon old, writing evolves from the first simple sentences to elaborate stories and essays. Spelling, vocabulary, grammar, and organization come together and grow together to help the student demonstrate more advanced writing skills each year”. (Jana Aupperlee, Nora Geraghty, and My Lien. Doctoral Students, School Psychology Program, Michigan State University)

Every teacher know that writing skill is quite of important to the communication of the students, it is crucial for a learner to show output becoming from the listening and speaking input.

Also, writing skill determine the students’ communicative competence in English. According to Badan Standar Nasional Pendidikan, BSNP (2006, p. 24), communicative competences are having discourse abilities; they are comprehending oral and written texts and producing oral and written texts. Those abilities are carried out into four language skills,

listening, speaking, reading and writing. The teaching of writing skill has some objectives and indicators. It is stated in BSNP 2006 that the teaching and learning of writing skill in Junior High School is targeted to achieve a functional level. On the functional level, students are able to communicate adequately both in the spoken and written form to complete daily activities. Moreover, students are able to create some monologue short functional texts and essays in the form of procedure, descriptive, recount, narrative, and report. The other target on the functional level is students can develop their linguistic competence (using grammar and vocabularies).

Feez, (2002, p. 4) states that creating texts requires making choices about the words that are used and how it can be put together. She also states that there are various kinds of texts called text type. According to Feez (2002, p. 85-86), the families of text type are:

1- Exchanges

- A- Simple exchanges is relating to information and goods and services.
- B- Complex or problematic exchanges
- C- Casual conversation

2- Forms

- A- Simple formatted texts
- B- Complex formatted texts

3- Procedures

- A- Instruction
- B- Procedures

C- Protocols

4- Information Texts

A- Descriptions

B- Explanations

C- Reports

D- Directives

5- Story Texts

A- Narratives

B- Recounts

6- Persuasive Texts

A- Opinion texts

B- Exposition

C- Discussion

2.2.2 Principles for teaching writing skill.

According to Brown (2001, p 346) out all these characteristics of written world, along with micro skills and research issues, a number of specific principles designing writing techniques emerge.

1. Incorporate practice of good “writers”.

This first guideline is sweeping. But as you contemplate devising a technique that has a writing goal in it, consider various things that efficient writers do, and see if your techniques includes some of these practices. For example, good writers:

- Focus on a goal or main idea in writing.
- Perceptively gauge their audience.
- Spend some time (but not too much) planning to write
- Easily let their first ideas flow onto the paper.
- Follow a general organizational plan as they write.
- Solicit and utilize feedback on their writing.
- Revise their work willingly and efficiently.

2. Balance process and product.

According to Brown (2001, p 347), because writing is a composing and usually requires multiple drafts before an effective product is created, make sure that students are carefully led through appropriate stages in the process of composing. This includes careful attention to your own role as a guide and as a responder (see#8). At the same time, do not get so caught up in the stages leading up to the final product that you lose sight of ultimate attainment: a clear, articulate, well-organized, effective piece of writing. Make students see that everything leading up to this final creation was worth the effort.

3. Account for cultural/literacy backgrounds.

According to Brown (2001, p.347) Make sure that you techniques do not assume that your students know English rhetorical conventions. If there are some apparent contrast between students' native traditions and those that you are trying to teach, try to help students to understand what it is exactly that they are accustomed to and then, by degrees, bring them to the use of acceptable English rhetorical.

4. Connect reading and writing.

Clearly, students learn to write in part by carefully observing what is already written. That is, they learn by observing, or reading, the written word. By reading and studying a variety of relevant types of texts students can gain important insights both about how they should write and about subject matter that may become the topic of their writing.

5. Provide as much authentic writing as possible.

Whether writing is real writing or for display, it can still be authentic in that the purposes for writing are clear to the students, the audience is specified overtly, and there is at least some intent to convey meaning. Sharing writing with other students in the class is a way to add authenticity. Publishing a class newsletter, writing letter to people outside of class, writing a script for a skit or dramatic presentation, writing a resume, writing advertisements all these can be seen as authentic writing.

2.2.3 Types of classroom performance implemented to teach Writing

According to Brown (2001, p. 343) while various genres of written texts abound, classroom writing performance is, by comparison, limited. Consider the following five major categories of classroom writing performance:

1. Imitative, or writing down

At the beginning level of learning to write, students will simply “write down” English letters, words, and possibly sentences in order to learn the conventions of the orthographic code. Some forms of dictation fall into this category, although dictations can serve to teach and test higher-order processing as well.

Dictations typically involve the following steps:

- A.** Teacher reads a short paragraph once or twice at normal speed.
- B.** Teacher reads the paragraph in short phrase units of three or four words each, and each unit is followed by a pause.
- C.** During the pause, students write exactly what they hear.
- D.** Teacher then reads the whole paragraph once more at normal speed so students can check their writing.
- E.** Scoring of students’ written work can utilize a number of rubrics for assigning points. Usually spelling and punctuation errors are not considered as severe as grammatical errors.

2. Intensive, or controlled

According to Brown (2001, p.344) writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts. This intensive writing typically appears in controlled, written grammar exercises. This type of writing does not allow much, if any, creativity on the part of the writer. A common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout. So, for example, they may be asked to change all present tense verbs to past tense; in such a case, students may need to alter other time references in the paragraph.

3. Self-writing

According to Brown (2001, p344) A significant proportion of classroom writing may be devoted to self-writing, or writing with only the self in mind as an audience. The most salient instance of this category in classrooms is note-taking, where students take notes during a lecture for the purpose of later recall. Other note-taking may be done in the margins of books and on odd scraps of paper.

Diary or journal writing also falls into this category. However, in many circumstances a dialogue journal, in which a student records thoughts, feelings, and reactions and which an instructor reads and responds to, while ostensibly written for oneself, has two audiences.

4. Display writing

It was noted earlier that writing within the school curricular context is a way of life. For all language students, short answer exercises, essay examinations, and even research

reports will involve an element of display. For academically bound ESL students, one of the academic skills that they need to master is a whole array of display writing techniques.

5. Real writing

According to Brown (2001, p 346) While virtually every classroom writing task will have an element of display writing in it, some classroom writing aims at the genuine communication of messages to an audience in need of those messages. The two categories of real and display writing are actually two ends of a continuum, and in between the two extremes lies some combination of display and real writing.

Three subcategories illustrate how reality can be injected:

- A. Academic.** The Language Experience Approach gives groups of students' opportunities to convey genuine information to each other. Content-based instruction encourages the exchange of useful information, and some of this learning uses the written word. Group problem-solving tasks, especially those that relate to current issues and other personally relevant topics, may have a writing component in which information is genuinely sought and conveyed. Peer-editing work adds to what would otherwise be an audience of one (the instructor) and provides real writing opportunity.
- B. Vocational/technical.** Quite a variety of real writing can take place in classes of students studying English for advancement in their occupation. Real letters can be written; genuine directions for some operation or assembly might be given; and actual forms can be filled out. These possibilities are even greater in what has come to be called "English in the Workplace," where ESL is offered within companies and corporations.

C. Personal. In virtually any ESL class, diaries, letters, post cards, notes, personal messages, and other informal writing can take place, especially within the context of an interactive classroom. While certain tasks may be somewhat contrived, nevertheless the genuine exchange of information can happen.

2.3.1 Ae Teacher's corner

When we discuss literacy, we typically consider students developing reading, writing, listening and speaking skills in terms of traditional print texts and face-to-face experiences. A more contemporary definition of literacy asserts that true learning comes from comprehension and the ability to apply knowledge, make meaning, or solve problems. Furthermore, the notion of modal literacies suggests that each mode or genre of communication (short stories, poetry, drama, memoir, etc.) is a unique literacy to those particular contexts. (This concept is not entirely dissimilar to the broader ideas of financial literacy, information literacy, and visual literacy.)

2.3.2 Instant Messaging

According to Dan Ryder from The American English E-Teacher Program, instant messaging consists of short bursts of information and uses abbreviated words and idiomatic expressions and colloquialisms. Visuals often play a larger role than words or text. One of the earliest forms of instant messaging, texting, was popularized with the first pocket-sized cellular phones and is still the dominant form of interpersonal communication among youth populations worldwide despite new apps and technologies that have come along since. Other

messaging apps such as WhatsApp, Facebook Messenger, and Twitter have the ability to use memes (still images with added text) and GIFs (brief animations or moving images), which add further ways to communicate information and ideas. Learning to navigate instant messaging has grown more and more important to English language learners, as these spaces are full of irony, sarcasm, and hyperbole, all forms of figurative language that present difficulties for learners.

2.3.3 Comics

By creating comics, students have the opportunity to demonstrate their English language skills in context without having to rely on the written word to communicate their ideas. When students create comics, teachers can use the visuals to help decode what may be incoherent English and uncover the writer's intent. The visuals present another tool when having a writing conference with students to discuss their composition skills. The visuals to help guide the student and the teacher to better understanding and communication.

2.3.4 Podcast

Podcasting has grown from a niche format for news, commentary, and entertainment into an increasingly popular and powerful way to reach a global audience through audio broadcasting. However, rather than relying on radio equipment or even live-streaming audio, podcasts are recorded and then posted online for listening or downloading when it is convenient for the listener. A search for available podcasts on services such as [Stitcher](#), [Spotify](#) or [Apple Podcasts](#) reveals thousands of shows on a tremendous variety of topics

ranging from sports and science to international exchanges and K-Pop music. Anyone can record a podcast and publish it online, giving opportunities for teachers and students to be part of a global community of storytellers, idea-sharers, and information providers.

2.3.5 Short-form video

According to Dan Ryder from The American English E-Teacher Program, express peoples' opinions, ideas, and talents as well as build global networks of apps such as Instagram and TikTok have popularized the use of short video clips to shared experiences. These videos are typically one to three minutes in length, and often shorter; this short length helps distinguish them from longer video blogs, or "vlogs." (Vlogs also tend to be highly edited which requires greater skill with digital tools.) Unlike traditional filmmakers or broadcasters, short-form video creators' goals go beyond desires to entertain, inform or provoke. They want audiences to interact with their videos, gain inspiration, create responses, and produce videos of their own.

2.4.1 Memes definition

It is an idea, behavior, or style that spreads by means of imitation from person to person within a culture and often carries symbolic meaning representing a particular phenomenon or theme. A meme acts as a unit for carrying cultural ideas, symbols, or practices that can be transmitted from one mind to another through writing, speech, gestures, rituals, or other imitable phenomena with a mimicked theme.

2.4.2 Memes purposes in the educational field

Memes call our attention in different ways and fields, in the education field we can adapt the memes in something fun or nice that the students could feel more comfortable with the topic that we are going to see in the class, we need to look for different ways to teach English, that the students can understand much better the English language and can be more creative in the classroom or outside, besides they can work individual or peers and discuss the kind of meme that they could create to learn more the language.

2.4.3 What is a meme?

The original “meme” was a term coined by Richard Dawkins to describe how cultural information spreads. However, unless you’re wandering through the halls of the nearby sociology school, when someone mentions the word “meme,” they’re probably referring to a funny image or a video being shared on social media. The common use of the word “meme,” usually refers to the “internet meme,” a subset of the general meme concept.

In the early 21st century, internet memes or memes that emerge within the culture of the Internet, gained popularity, bringing renewed interest to the meme concept. Internet memes spread from person to person through imitation, typically by e-mail, social media, and various types of Web sites. They often take the form of pictures, videos, or other media containing cultural information that, rather than mutating randomly, have been deliberately altered by individuals. Their deliberate alteration, however, violates Dawkins’s original conception of memes, and, for that reason, despite their fundamental similarity to other types of memes,

Internet memes are considered by Dawkins and certain other scholars to be a different representation of the meme concept.

Understand meme humor. Most often, memes make fun of the way people react to a popular trend or current event. The humor is usually based in sarcasm. Sometimes meme humor can be absurd or patently nonsensical. The entertainment comes from pointing out the ridiculousness of a situation, or just being ridiculous.

2.4.4 How did the memes start?

“We need a name for the new replicator, a noun that conveys the idea of a unit of cultural transmission, or a unit of imitation. 'Mimeme' comes from a suitable Greek root, but I want a monosyllable that sounds a bit like 'gene'. I hope my classicist friends will forgive me if I abbreviate mimeme to meme. If it is any consolation, it could alternatively be thought of as being related to 'memory,' or to the French word *même*. It should be pronounced to rhyme with 'cream'”. (Biologist Richard Dawkins' 1976 book *The Selfish Gene*)

Examples of memes are tunes, ideas, catch-phrases, clothes fashions, and ways of making pots or of building arches. Just as genes propagate themselves in the gene pool by leaping from body to body via sperms or eggs, so memes propagate themselves in the meme pool by leaping from brain to brain via a process which, in the broad sense, can be called imitation.

2.4.5 What is the purpose of memes?

The main purpose, of course, is entertainment. The internet is a place of laughter and memes have become a source of those laughs. According to Hailey Love '21 is convinced that "it is purely for entertainment purposes and it really is an art form." But there are those that believe that they have a deep meaning. Those people believe that memes "serve as a coping mechanism because a lot of times memes are relatable.... And helps people be more optimistic about about certain things," Christine Johnson '19. Supporting the theme of a deeper message embedded in meme culture, Ariel Chumerly '20 believes it is "how we record our history through our lens" which is a different perspective.

Memes are a worldwide social phenomenon, and an increasingly important aspect of viral marketing and social engagement. Memes often relate to existing cultures or subcultures. Often, memes spread rapidly through social media, email, and forum boards.

2.4.6 What are memes used for?

The practice of using memes to market products or services is known as memetic marketing. Internet memes are seen as cost-effective, and because they are a (sometimes self-conscious) fad, they are therefore used as a way to create an image of awareness or trendiness.

2.4.7 The Benefits of Memes for Brands

Though memes are popular in the consumer world, they're also powerful for companies too. Companies use memes to:

Share information in a fun and memorable format.

Humanize your brand through a demonstration of personality.

Showcase complicated concepts like company culture uniquely.

Obtain higher engagement with their audience.

2.4.8 How to use memes in the writing process

We all know what a distraction the internet can be for a writer. In the space of a split-second, serious research can devolve into a sideshow that steals your focus and energy.

However, sometimes the internet can be a source of inspiration, motivation, and even a little bit of fun. In that spirit, this month's blog is a light-hearted look at the writing process represented by memes.

According to Kell McKinney from the University of Oklahoma and an M.S. in documentary studies from the University of North Texas.

Step One: Idea

Maybe you've had friends tell you "You should write a kids' book." Or maybe you've had a story take residence in your head. Either way, this step is the launching pad.

Step One A: Research

Your story idea may be the most amazing idea in the history of ideas, but if you don't *actually* know your topic (setting, characters, time period) inside and out, it's time to research.

Step Two: The First Draft

Finish your celebratory ice cream and cozy up to the keyboard because Step Two is where things get real.

Step Three: Beta Readers and Critique Groups

Congratulations on finishing your first draft! Now sit back, relax, and let trusted partners read it and offer you feedback! This stage can be challenging, but with the right readers (and the right attitude), critiques can help your writing grow in ways you never imagined.

Step Four: Revision

Your critique partners have gently and constructively informed you that your precious manuscript baby isn't perfect. Now what? It's time to dig deep and edit.

Step Five: Repeat Steps Three and Four

You've heard the expression "best foot forward?" This is the work that produces your best foot – I mean, manuscript.

Step Six: Submit

Step six is about preparing your proposal and query letter. It's not quite as ominous as it sounds, especially when there are so many great resources to help guide you through the process. Do your research, and follow each agent's submission guidelines to the letter. Don't

be like the guy in the meme below – give your proposal the same level of proofreading as your manuscript so you don't wind up sending a query letter full of typos and bad grammar.

2.4.9 Memes activities

Class Rules, Expectations, and/or Procedures: Instead of your traditional class rules poster, use memes to deliver your message with humor. Better yet, have students create what they think proper rules and regulations should be.

Ice-breaker or "Get-to-Know-You" Activity: Memes are perfect for getting to know your students better. Break the ice with a "What I Do" meme or funny Card

Promote (and reinforce) Your Curriculum: Generate excitement with memes or use them to spark discussions. Posted around your room, they are sure to catch your students' attention.

Creative Activity: Students will practice both creative and critical-thinking skills while creating a meme related to the unit you are studying. It seems very simple, but coming up with appropriate wording to convey the right tone is definitely a higher-order skill. Then students have to make sure they use the right meme correctly. Without even realizing it, they will be making connections with the material while having fun.

To build vocabulary: Let your students have a crack at illustrating words on their vocabulary list with memes. It allows for much more creative thinking. Students will have to understand the word fully before they can match it to an image. Also, memes are much less boring than your standard vocabulary worksheet.

To introduce concepts and units with humor: Engage your students in a topic before you even begin by creating and displaying an intriguing meme to catch their attention as they walk into the classroom.

2.4.9.1 Advantages

A. They are attention grabbing, when we find a meme we can see a text or an image, they are a great way to catch any reader's attention.

B. They are very easy to make and share. To create a simple, all you do is find a picture and a put a text box over it and type what you want to put in it.

C. Trend-setting. They are trendsetting because once one person does it, then everyone does it.

2.4.9.2 Disadvantages

A. They are require a lot of research. We have do decide how to market them and what the appropriate age groups are.

B. They can become irrelevant quickly. Some memes have a short lifespan so you might have to check the lifespan of your meme because it might be coming to an end.

C. Unwanted negativity. As we need a meme sometime is no good for a group of people. Some people find memes funny while others find them offensive.

2.5.1.1 How to use personal emotions on the writing process

Write about experiencing the feeling in third person.

Write about your memories.

Give the emotion to a character.

Write about your feelings regularly.

Write about your emotion like you're writing a children's book.

2.5.1.2 Different kinds of memes

Memes have different perspective and different point of view for certain people is irony or sarcasm for that reason some people say that a meme is something cruel and they do not feel comfortable. On the other hand for others is humor or something fun. In English language learners, we can use this method to improve the writing skill.

2.5.1.3 Memes with the new syllabus

According Ministry Public Education (MEP) the syllabus in seven grade there are different topics that we can work or develop with memes and can be easier to explain to the students for example the topic **“Hello, Hi there, Hey, Bye”**. We can give to the students some pics to create a greeting. For example when we say hello people, we can do in a formal way or informal, another example that we can do with this topic is the kind of greeting that people from others countries use to say hello friends or relatives.

Other topic that we can develop with memes is **“Things I like to do”** for example we can show to the students videos about different fast food brands and later they can create a short video about why they like Burger king or Mc Donald and show to their partner the videos that they did or we can tell to the students that create a sticker with a car brand and send by WhatsApp to their partner.

CHAPTER 3

DESIGN AND METHOD

3.1 Methodological Framework

In the methodological framework of the present investigation where it is proposed to determine the incidence of the task approach in the development of learning strategies of writing in English of the students of Villarreal High School, aspects such as the population studied, the type of study will be presented, determined according to the established objectives and the design of techniques and instruments that were used in the collection of data for further analysis.

Our program serves to help us plan and direct the education of our students in specific subjects of importance. In this program, we will establish the goals we intend (competences and objectives); the knowledge, procedures and behaviors that we will work (content); the strategies, the methods, the activities, the instruments and the means that allow us to work on them (methodology); and finally, the way in which we will demonstrate that the process we have designed serves to achieve what we have planned (evaluation) in the development of this program, we will consider previous knowledge of the students, background, interests and needs.

3.2 Type of approach

The quantitative research puts positivist global conception, hypothetical - deductive, objective, particularistic and oriented in results. It develops more directly in the task of verifying and checking theories by means of representative master studies.

This approach establishes measurable and observable variables through standardized instruments, also, the researcher is an external element to the process, who does not influence with the criterion on the analysis of the results.

3.3 Type of research

It is important to emphasize that the methodological framework should guide the type of research that will be carried out and for this the authors Hernández, Fernández and Baptista (2006 p.51)

Any research that is done becomes convenient for several reasons: It may help solve a social problem, build a new theory or generate research questions. What some consider relevant research may not be for others. However, it is possible to establish a set of criteria for assessing the usefulness of a proposed study, which, of course, are flexible and are by no means exhaustive.

The authors explain that it is useless to have a good method and much enthusiasm if you do not know what to investigate. The specific problem needs to be formulated in concrete and explicit terms, so that it can be investigated with scientific procedures. Delimitation is the essence of quantitative approaches.

This research pretends to implement memes as a tool to boost writing skills with the 7 graders at Villarreal High School.

It seeks to specify properties, characteristics and profiles of people, groups, communities and processes, among others, which will be subjected to analysis.

This study demands the application of information to facilitate the follow-up of the procedure and the necessary steps to be able to analyze the results with the intention of giving a possible option of improvement to the methodological strategies used in the educational centers, hence it will be able to achieve more meaningful learning of the English language.

3.4 Context

Located in Villarreal, Santa Cruz canton, Guanacaste, the Villarreal High School with technological orientation, is a complex institution, since it offers lessons of III and IV cycle with specialization in conversational English, computing, Tourism, technological option among others subjects, opened its doors to the student community in 1998. In addition to the III and IV special education cycle. It is a school that by its enrollment is qualified as Directorate-2 with a student population of 800 students and with a teaching and administrative staff of 38 people and a support body of 16 people in permanent collaboration that function as Administrative Board and Association of Parents.

3.4.1 Description of the chosen setting

This School has a totally new physical plant, it is the main school, located near the coastal zone, providing a quality education in satisfaction of the educational and labor demand. Currently, the Liceo de Villarreal with Technological orientation, offers its students the following Technical Specialties:

- Tourism in Hospitality and Special Events.
- Conversational English.
- Computing.
- Technological specialties.

In addition, among the benefits and contributions offered by the Educational Center, the following stand out:

- ONG

-Transportation service.

- Student dining room.

- IMAS Scholarships.

-Library.

-Wireless network.

3.4.2 Population (Participants)

Hurtado and Toro (1998), define that: "population is the total of the individuals or elements to which the investigation refers, that is, all the elements that we are going to study, for this reason it is also called the universe. (p.79) ".

The action research is aimed at first-years students of Secondary Education with an average age of 13 and 14 years. This degree is the first level of the Third Secondary Education cycle and is a crucial period during which students are beginning to develop their own personality.

The following procedure is to explain the teachers' population based on the instruments applied during the development of this chapter. Gathering the general data according to the survey and the questionnaire answered by the English teachers can be explained as follows. Only four professors from Villarreal have answered the Diagnostic instruments; to be more meticulous are 1 female and 3 males. They have more than ten years of experience, only 4 teachers have a Temporal Profession Status. Constructively, 1 professor has a Tenure profession status in this public institution. According to the results of the questionnaire about their professional category, 3 teachers have MT5 category. Meanwhile,

only 1 teacher has an MT6 level. In this present action research paper, we explore the possibility of having a virtual interview with the Santa Cruz Regional Advisor. Complementing this exceptional fact, she has more than 25 years of experience as an Excellent English teacher. Currently, she is working at Universidad Latina as an English professor. The main aim of the Virtual Interview is to know her perception about the To Implement Memes as a Tool to Boost Writing Skills.

To be more accurate about the population of students in the year 2020 is approximately of 800 which are distributed in this way:

7° grade		8° grade		9° grade		10° grade		11° grade	
Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
125	135	106	103	110	105	90	110	70	90

Source: FODA Institutional of Villarreal High School.

The technical perspectives show that Villarreal High School assumes the responsibility of educating young people, in the technical and academic area, promoting ethical, civic, moral, cultural and spiritual values that our young learners capable of inserting themselves into the labor and university fields. Subsequently, Villarreal High School intends that the Educational Policy be conducted efficiently seeks to be a model at the regional level, training full-fledged students capable of inserting themselves competitively into the labor and university world with technological resources.

3.4 Description of the instruments.

3.4.1 Procedures of initial research.

The investigators started by exploring the importance of identifying and understanding the scientific process before collecting essential data for this Mixed Research Approach. The outcomes obtained by Blankenship (2010), Scientific research involves a systematic process that focuses on being objective and gathering a multitude of information for analysis so that the researcher can come to a conclusion. This process is used in all research and evaluation projects, regardless of the research method (scientific method of inquiry, evaluation research, or action research). On the top of everything, to carry out this pedagogical project, the researchers have systematically compiled specific procedures of initial research in a systematic way:

Step 1: Identify the problem.

The first step in the process is identifying a problem or develop a research question. In this case, the problem is identified in the classrooms, it can be observed why the students do not have a good writing performance, and here the lack of listening skills in the students can be identified. Clearly, the lack of good techniques or methods to catch their attention in the teaching process have caused that students do not want to pay attention, the reason the unadventurous class developed by the teacher in charge of the English class. Concluding with the first procedure, the importance of finding the skill that students in the region need to improve for educational purposes. Now we can proceed analogously, it is necessary to find a good strategy to enhance the students' writing skill in the classroom; to solve the identified problem of the chosen participants from the Villarreal High school.

Step 2: Review of the Literature.

Describing this statement more academically, now that the problem has been identified, the researcher must learn more about the topic under investigation. To do this, the researcher must review the literature related to the research problem. This step provides foundational knowledge about the problem area. The review of literature also educates the researcher about what studies have been conducted in the past, how these studies were conducted, and the conclusions in the problem area. Putting into action the information described beforehand, having identified the problem, the next step is to find out all the information the researchers can use to support the enquiry, such as reading books, doing research on internet related to the topic, looking up specific magazines, blogs, and watching videos on You Tube; to clarify the process of obtaining more specific information according pedagogical approach under exploration.

Step 3: Focus on the population.

The research problem and the purpose of the study help the researcher to identify the group that will participate in this study. In research terms, the group to involve in the study is always called the population (participants). It should focus on which type of group or population is to be identified for the research project, in this case, it is done with eighth grade students from the Villarreal High school, the exploration is about the institution, gender and age. By choosing the right population, it helps the researcher to implement the academic technique and identify the final results that are required for this mixed research.

Step 4: Identify and Develop Instrumentation Plan.

The plan for the study is referred to as the instrumentation plan. The instrumentation plan serves as the road map for the entire study, specifying who will participate in the study; how, when, and where data will be collected; and the content of the program. This plan is composed of numerous decisions and considerations that are addressed in this mixed research. To carry out the instructive study, the researcher must think about what type of instruments are useful to collect data that could help. It will be a valuable guide for the researchers to obtain the information that is needed for the research.

Step 5: Collect and Analyze the Data.

Once the instrumentation plan is completed, the actual study begins with the collection of data. The collection of data is a critical step in providing the information needed to answer the research question. The collection of data is by applying diagnostic test, questionnaire and survey. These data collection instruments described above are essential to be applied for the diagnosis and evaluation necessary to culminate the theoretical examination. The researcher now analyzes the data according to the plan. The results of this analysis are then reviewed and summarized in a manner directly related to the research questions. To sum up, when the researcher has chosen the different instruments, he / she must apply them and start collecting the data that is needed to analyze, study and develop the questions that the investigator uses to detect the research problem under investigation.

3.4.3 Instruments

3.4.2.1 Diagnostic Test

According to "Diagnostic Teaching & Testing" Research StarterseNotes.com, Inc. eNotes.com 26 Apr, 2019, A Diagnostic tests are designed to closely follow what will be

asked on a summative assessment and can be used to predict how well students will perform on high-stakes tests used to meet No Child Left Behind guidelines and state standards.

It is known as diagnostic evaluation, within the types of assessment, which is carried out at the beginning of the teaching-learning process, using any of the assessment instruments, or combining them, in order to obtain information about the previous ideas of the students. , so that the new knowledge produces in them an anchoring, in the modern conception of meaningful learning. These prior knowledge should be the starting point, and should not be assumed taking into account the age and / or level of students. Through a paragraph, a test or a small diagnostic test, which will not be qualified, but will only be used for information for the teacher, we will know if we can make progress in the content or we should assign one or more classes to review what is already supposedly learned, but that perhaps was fixed by the scarce significance attributed to short-term memory, and has already been forgotten.

3.4.2.2 Questionnaire

This instrument is very important in this process and according to Blanco Marcelo (1979, p. 50) defines the questionnaire as: "An instrument consisting of a set of articulated questions that are formulated to one or several respondents. For this purpose printed forms are used to record the responses ".

From here we can say that the questionnaire is a method to obtain information in a clear and precise, where there is a standardized format of questions and where the informant reports their answers. In such case, the questionnaire will be delivered to the informant so that the latter, in writing, will provide the answers himself.

The preparation of the questionnaire requires a prior knowledge of the phenomenon to be investigated. In the same way, the researcher's experience is essential for the construction of questionnaires, which must be adapted.

3.4.2.3 Survey

The survey is defined by Prof. García Ferrado as “an investigation carried out on a sample of subjects representative of a wider group, using standardized interrogation procedures with the intention of obtaining measurements quantitative data of a great variety of objective and subjective characteristics of the population “Through the survey, data of sociological interest are obtained by questioning the members of a group or a population.

Examples:

1. The survey is not a direct observation of the facts but through what the interested parties say.
2. It is a method prepared for investigation.
3. It allows a massive application that through a sampling system can be extended to an entire nation.
4. It enables social research to reach the subjective aspects of the members of society.

Diagnostic Data Analysis

“Data analysis in mixed methods research relates to the type of research strategy chosen for the procedures. Thus, in a proposal, the actions need to be identified within the design” (Creswell, 2009, p. 218). This method is a strategy to achieve the collection and

interpretation of the data obtained by the researcher during the development of the diagnostic instruments used for the action research. It also helps the investigator to solve ideas about the research project according to students' English level based on their writing skill production during the teaching process. In this section, the researcher presents the results found in the diagnosis to tabulate the information obtained. For the data analysis about the applied test, with the aim to know the students' perception about Implementing Memes as a Tool to Boost Writing Skills with the 7 Graders at Villarreal High School and present the results found by using this instrument described formerly; all the students answered positively to the eleven questions. Getting a comfortable perspective for us to appreciate the 20 students have shown a good behavior according to the test. To complement this section, the students did not know what Meme was, but they agreed to use this technique in class to improve their grammar performance. In this part, all teens often practice speaking activities during the learning process, making it an amazing opportunity to apply memes activities in the classroom to improve their writing production. By collecting and evaluating the students' writing performance in the classroom applying the interview, only 12 students have shown an excellent writing level according to the Test. Meanwhile, 8 students have shown a Very good level based on the indicators of the test. Concluding with the final results found in the diagnosis, all the learners have a good writing production during the development of this instrument; identifying the strengths and weaknesses of the seventh-grade students (7-3).

Therefore, for the classroom test is amazing tool to diagnose the students' writing performance during the teaching process. Immediately, the researchers could appreciate that teenagers participate proactively during the teaching process, their collaboration to the

teacher was phenomenal to observe this good behavior according to theme. Nonetheless, the learners identified the English language sound and they were able to describe some interest to communicate efficiently their ideas to the professor. Afterward, the researchers will explain and analyze the information about classroom test report and the final results; according to data analysis that we have obtained by applying this diagnostic instrument.

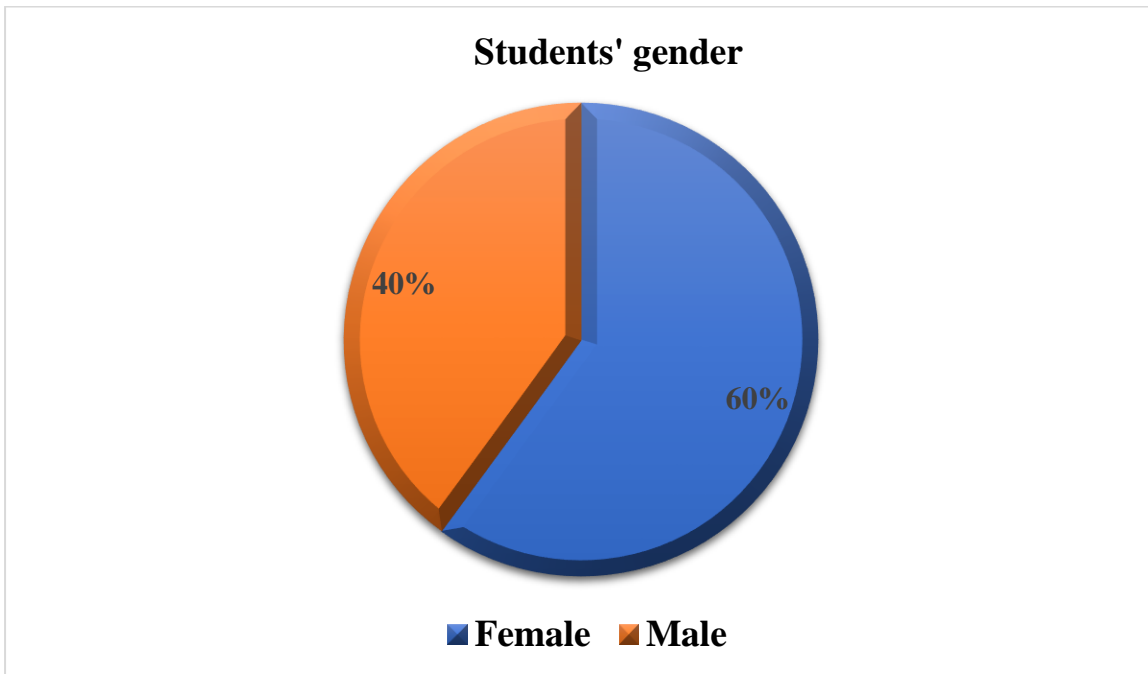
Table N°1

Students' gender

	Female		Male		Total	
	AF	RF	AF	RF	AF	RF
1. What is your Gender?	12	60%	8	40%	20	100%

Source: Structured Test applied at Villarreal High School, 2020

Graph N°1



Source: Table N°2

According to question number 2, 12 students that represent 60% of the population are Female and the rest 8 students which represent 40% of the population are Male.

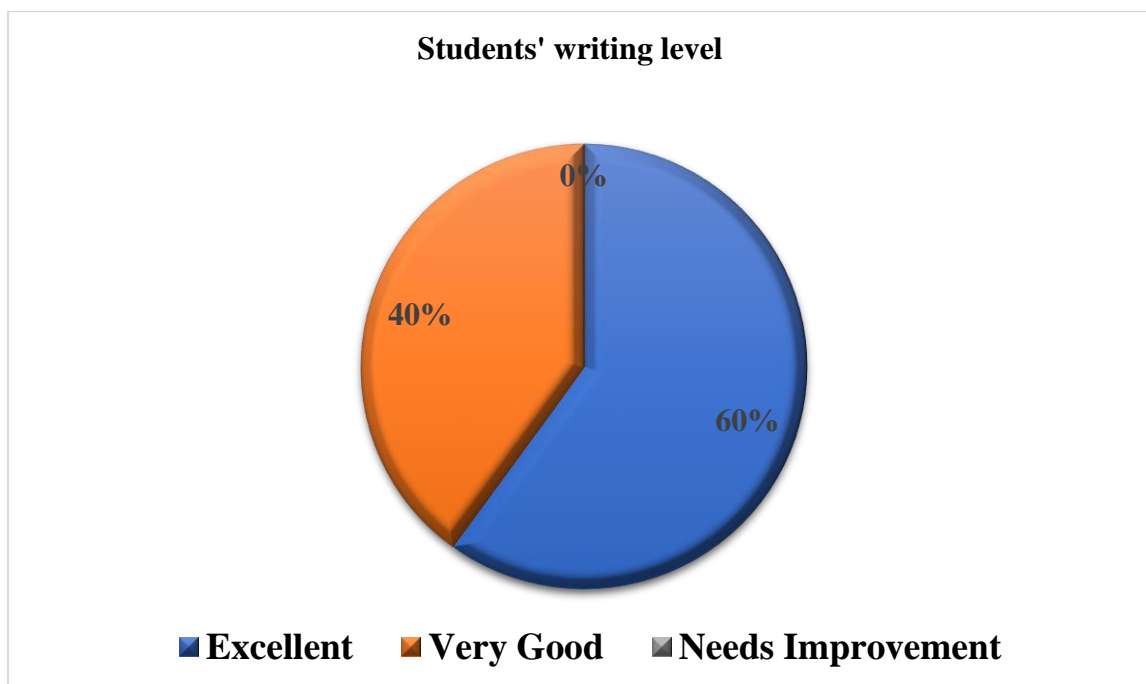
Table N°2

Students' writing level

	Excellent		Very Good		Needs Improvement		Total	
	AF	RF	AF	RF	AF	RF	AF	RF
2. Diagnostic Writing Production	12	60%	8	40%	0	0%	20	100%

Source: Structured test applied at Villarreal High School 2020.

Graph N°2



Source: Table N°2

Exploring the results obtained to diagnose the students' writing production according to the Test: 12 students that represent 60% of the population have an excellent writing performance. Meanwhile, 8 students representing 40% have shown a very good level based on the indicators of the structured test.

3.4.4 Validation

Before applying the instruments to the population to which we are going, it is necessary the revision and validation made by two experts, to optimize the adequate level and a correct execution of the instruments. We went to professionals at the end of the career and had a relationship with the chosen population, so that we evaluate the instruments developed and thus have a broader vision and correct any errors that may arise in time. The following professionals who made our validation are the following; Willy Rivas Alvarez and Alexandra Angulo Hernández

3.5 Action Plan Proposal

According to Creswell (2009), "Having an action plan is essential for accomplishing goals successfully and scientifically. It gives us a clear direction on what we need to do in order to accomplish certain purposes" (p.112). Nevertheless, Action Plan provides a specific direction when the researcher feels confused or overwhelmed about the implementation of the education project; giving an extraordinary result based on the procedures and development strategies for this technique under exploration. By using the new planning designed by the MEP, commonly called "Action Oriented Approach", it is necessary for the

researchers to appreciate the goals and the specific aims to implement the teaching method for this study.

Adapting the Mediation Activities according to Memes, taking into account the topics the students have already learned with the teacher in the classroom, it is necessary to apply an action plan; getting different options to implement the activities and procedures according Memes. Developing an action plan proposal, it helps to track progress as it is easier to identify what tasks have been completed, giving a sense of achievement and progress. When carrying out the action plan for the project, students perform different reading activities according to the teaching procedure. The first step is that students watch and listen different audios, videos, pictures, GIF, flash cards, which are tools and materials that students like to use. In the second step, the teacher guides them and explain the activities that will be done in classes, it will be a cooperative class. In the teaching process, the students will not be sitting their chairs, they always will be participating proactively with the whole class. The third step is for the young learners to listen, read and speak carefully to carry out the activities assigned to them. There are 7 sessions that we are going to develop but the first week we have only 1 lesson for the diagnostic test and 3 lessons per week, 120 minutes every week, in the first week we have a diagnostic exam, second week we are going to see the grocery store, prices, shopping mall and others places that you go to buy different things, third week we are going to identify products at a grocery and clothing stores, fourth we see expressions to describe basic information about shopping preferences and prices (e.g. favorite clothing, favorite shops) and identifies vocabulary related to the topic and uses it to understand very simple sentences if there are pictures, fifth Show different denominations of money and ask learners to write on a piece of paper how to make change for the money. For example, a 10,000

colones bill could be a 5,000 and 2-2,000 and a 1,000. Explain that making change is also called “breaking a bill.” Ls would then complete the sentence: I am breaking a ___(name of bill) with a ____ and _____. T can note the use of the –ing suffix, Using the pictures given, T introduces some information about some holidays, celebrations and festivals. For example: There are bullfights in Zapote. People eat tamales on Christmas. On Independence Day, we have parades, seventh give copies about celebration and holiday, using the information gathered in the warm up activity, Ls will brainstorm a list of ways Costa Ricans celebrate holidays.

Write the following words on the board and first (without saying aloud) ask what the words have in common in the way they are pronounced. If no one can pronounce all the words, T can pronounce and then ask the question again. The answer is the diphthong vowel sound: decorate – celebrate – table – taste – nation – nature – play – day – pray

3.5.1 Description of deliberate intervention applied

Explaining the importance to carry out this educational project through the development of Memes Activities, as an interactive teaching technique is based on the improvement of writing skill performance in teenagers; focusing on specific activities according to the action plan. Activities are applied according to the writing and listening procedures, creating a description of deliberate strategies applied during the development of the Action Plan Proposal. It was used by adapting the new planning “Action Oriented Approach” by taking into consideration what were the strengths and weaknesses of the young learners.

Reading and Speaking activities:

Before carrying out the Writing and Listening activities, students receive the vocabulary about the theme, using technology as smartphones, computers, tablets and PowerPoint presentation as well as pictures, games related to the topics that we are going to see. According to this perspective from another point of view, in the mediation activities we have designed interactive and cooperative stories according to their English Level about the Unit 4 and 5 of seventh grade, in this manner, we have divided the writing activities in 3 parts.

In the first section, we have used a pre- writing by watching pictures, copies, memes, GIF, creating a special perspective to prepare the students about the different events and actions according the selected image or copies. In the second section, we start introducing the specific vocabulary by using a recorded audio that learners must listen following the narrative text, after that they must respond some questions based on the writing. In the third section, the teacher gives, pics, memes or photos, and asks some students to volunteer for writing a short conversation or story about the topic. Finally, Learners at the end of class to put into practice their knowledge, they will be able to develop the tasks for the production part; improving their writing performance by developing the teaching technique in the action plan propose.

3.5.2 ACTION PLAN PROPOSAL #1

Level: 7th		Unit: 4	
Domain: Socio-Interpersonal	Scenario: Checking things off a shopping list!	Theme: Diagnostic session	
<p>Enduring Understanding: Effective shopping is wiser when planned according to budget. Essential Question: How can we shop more wisely?</p>			
New Citizenship:			
Dimensions			
1. Ways of thinking (✓)			
2. Ways of living in the world (✓)			
3. Ways of relating with others (✓)			
4. Tools for integrating with the world (✓)			
Learn to Know	Learn to Do	Learn to Be and Live in Community	

<p style="text-align: center;">Grammar & Sentence Frames</p> <p>Simple present tense</p> <ul style="list-style-type: none"> <input type="checkbox"/> I need to buy ____, Do you have any __? <input type="checkbox"/> I'm looking for a bank. <p>Countable and Uncountable Nouns – She has eight oranges in her fridge.</p> <p>– How much money do you have?</p> <p style="text-align: center;">Vocabulary</p> <p style="text-align: center;">Phonology</p> <p>Inflectional endings (-s, -ed, ing) and identifying their functions; tense, plurality, comparison and part of speech. (clothes, vegetables, decided, shopping, etc.)</p>	<p style="text-align: center;">Function</p> <ul style="list-style-type: none"> - Listing products needed at home <p style="text-align: center;">Discourse Markers</p> <ul style="list-style-type: none"> - Connecting words: and, but, because 	<p style="text-align: center;">Psycho-social</p> <p>Making informed decisions</p> <p style="text-align: center;">Idioms</p> <p>A penny saved is a penny earned. Saving for a rainy day.</p>
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	<ul style="list-style-type: none">- Warm-Up Sit with a partner. Introduce yourself and free-talk! Any topic is ok, just speaking in English! Warm-Up!	5 minutes
	<ul style="list-style-type: none">- Writing a short paragraph about what they think about it	30 minutes
	<ul style="list-style-type: none">- In this link they will find the meme https://www.huevadas.net/	

DIDACTIC MATERIALS	ASSESSMENTS INSTRUMENTS	TECNOLOGICAL EQUIPMENTS
Pen, pencil, cardboard, glue, masking tape, flashcards, sheets of paper.	In this section, teacher applies a Diagnostic exam as a formative assessment instrument only for the Action planning Proposal week #1.	Computer, smartphones, overhead projector.

3.5.2 ACTION PLAN PROPOSAL # 2

Level: 7th		Unit: 4	
Domain: Socio-Interpersonal	Scenario: Checking things off a shopping list!	Theme: My family's grocery list	
<p align="center">Enduring Understanding: Effective shopping is wiser when planned according to budget. Essential Question: How can we shop more wisely?</p>			
New Citizenship:			
Dimensions			
1. Ways of thinking (✓)			
2. Ways of living in the world (✓)			
3. Ways of relating with others (✓)			
4. Tools for integrating with the world (✓)			
Learn to Know	Learn to Do	Learn to Be and Live in Community	


Grammar & Sentence Frames	Function	Psycho-social
<p>Simple present tense</p> <ul style="list-style-type: none"><input type="checkbox"/> I need to buy _____, Do you have any ___?<input type="checkbox"/> I'm looking for a bank. <p>Countable and Uncountable Nouns – She has eight oranges in her fridge. – How much money do you have?</p> <p style="text-align: center;">Vocabulary</p> <p>My Family's Grocery List Fruit, meat, fish, milk, oil, rice, beans, dog food, vegetables</p> <p style="text-align: center;">Phonology</p> <p>Inflectional endings (-s, -ed, ing) and identifying their functions; tense, plurality, comparison and part of speech. (clothes, vegetables, decided, shopping, etc.)</p>	<ul style="list-style-type: none">- Listing products needed at home <p style="text-align: center;">Discourse Markers</p> <p>Connecting words: and, but, because</p>	<p>Making informed decisions</p> <p style="text-align: center;">Idioms</p> <p>A penny saved is a penny earned. Saving for a rainy day.</p>

NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY	MEDIATION STRATEGIES	DURATION/ TIME: 120 minutes/

	(objectives)		3 lessons
<ul style="list-style-type: none"> - Play a game called “Hands Up” 	<p>Understand simple instructions, words and phrases according to the topic.</p>	<p>Routine: Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do’s, and class agenda, etc.</p> <p>Warm up: The Ss will play a game called “Hands Up” by using their smartphones, so they have to download the App in the (Apple store or Android) select the topic that they want and start playing by describing what words is in the smartphone</p> <ul style="list-style-type: none"> - Teacher uses a brainstorming to write the students’ ideas on the board. 	<p>5 minutes</p> <p>5 minutes</p>

Introducing grocery list that we can find in different places.	Use expressions to describe grocery store, shopping mall and others places.	<p style="text-align: center;">Introducing</p> <p>✓ Set up a “Produce Market” and perform a skit with a pre-selected learner using the conversation below. The dialogue can be written on the board for everyone to see OR challenge learners’ listening skills by having them take notes of what they hear in the conversation. Perform it twice then ask what items are on the grocery list. (Use realia if possible.)</p>	15 minutes
Listening short story conversation about groceries!	Identify places, budget, prices, and recreational activities in class	<p>At the Store:</p> <p>A: Good afternoon! B: Hello! How are you? A: I’m great, thanks. I need to check some things off my grocery list. B: How can I help you? A: Do you have some lettuce? B: Yes, here is a head of lettuce. Anything else? A: Do you have any avocados? B: No, I don’t have any avocados. Anything else? A: I need to buy some oranges. B: We have oranges here. How many do you need? A: 5! One for each member of my family. B: Anything else? A: No, thank you! B: Okay, the total cost is three dollars and fifty cents. A: Here is three dollars and fifty cents. B: Thank you! Have a good afternoon! A: See you later!</p>	20 minutes
		<p style="text-align: center;">Pre-writing</p> <p>Learners complete the following fill-in-the-blank activity:</p> <ul style="list-style-type: none"> ▪ My favorite dish is _____ and it has _____, _____, and _____ in it. (<i>rice and beans, rice, beans and spices</i>) ▪ I want to go to the supermarket _____ I do not have money. (<i>but</i>) 	10 minutes 25 minutes

<p>Making a story or a Meme in a big circle</p>	<p>Elaborate simple sentences about grocery store, prices, shopping mall and others places that you go to buy different things.</p>	<ul style="list-style-type: none"> ▪ I need rice and chicken _____ I am making arroz con pollo for dinner. (<i>because</i>) ▪ I like to shop _____ save money at the same time. (<i>and</i>) ▪ I watched the video with the recipe on Facebook. We need _____, _____ and _____ to make the dish. (<i>vegetables and meat</i>) <p style="text-align: center;">Writing for the first time:</p> <p>Project or post on the board the description accompanying the commercial. For example, in the commercial featuring The Coopers the following explanation is provided:</p> <p>Meet the Coopers, a retired military family from San Antonio, Texas. H-E-B's low prices have been a huge help for their huge family, with their 3 boys, 3 girls (triplets), and 2 dogs.</p> <p style="text-align: center;">Pair/Group feedback:</p> <p>Students in pairs take some minutes to watch the commercial again to appreciate and remember the most essential literal events. Teacher asks to the students what they have understood of the commercial, what are the prices, what the liked the most about the commercial and what are the things in the commercial?</p> <p style="text-align: center;">Writing for the second time:</p> <p>- The teacher gives different products to the student's example cheese, milk, rice, fish, beef, beans, and others and asks some students to volunteer to create prices and write the name of the products in the image. T corrects the spelling mistake of each student if the learner makes a mistake in the writing structure.</p> <p>-</p> <p style="text-align: center;">Post-Writing</p> <p>Teachers divides the students in three groups and shows some specific pictures and flashcards for each group based on the Commercial previously. The groups have to create a short story or a Meme</p>	<p style="text-align: right;">30 minutes</p> <p style="text-align: right;">20 minutes</p> <p style="text-align: right;">20 minutes</p>
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		<p>about what are their favorite place to shop in a big circle with their partners. After, the 3 groups have to present their short stories or the Memes to the rest of the class.</p> 	
<p>DIDACTIC MATERIALS</p>	<p>ASSESSMENTS INSTRUMENTS</p>		<p>TECNOLOGICAL EQUIPMENTS</p>
<p>Pen, pencil, cardboard, glue, masking tape, flashcards, sheets of paper.</p>	<p>In this section, teacher applies a Classroom Observation as a formative assessment instrument only for the Action planning Proposal week #2.</p>		<p>Computer, smartphones, overhead projector.</p>

3.5.3 ACTION PLAN PROPOSAL # 3

Level: 7th		Unit: 4	
Domain: Socio-Interpersonal		Scenario: Checking things off a shopping list!	Theme: Going shopping
Enduring Understanding: Effective shopping is wiser when planned according to budget.			
Essential Question: How can we shop more wisely?			
New Citizenship:			
Dimensions			
1. Ways of thinking (√)			
2. Ways of living in the world (√)			
3. Ways of relating with others (√)			
4. Tools for integrating with the world (√)			
Learn to Know		Learn to Do	Learn to Be and Live in Community

<p>Grammar & Sentence Frames</p> <p>WH and other questions</p> <ul style="list-style-type: none"> - Where can I buy the vegetables? <p>Modals</p> <ul style="list-style-type: none"> - Can you do a price check for me? - Countable and Uncountable Nouns - She has eight oranges in her fridge. - How much money do you have? 	<p>Function</p> <ul style="list-style-type: none"> - Identifying products at a grocery and clothing stores <p>Discourse Markers</p> <ul style="list-style-type: none"> - Connecting words: and, but, because 	<p>Psychosocial</p> <ul style="list-style-type: none"> - Being flexible and open to changes. <p>Proverbs / Quotes</p> <ul style="list-style-type: none"> - Running errands - Shop around - Shoplifting
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Vocabulary

- Going Shopping
- Grocery store sectors: bakery, pet supplies, fresh food, frozen food, canned goods, cosmetics, household goods, cashier, express lane

Phonology

- Inflectional endings (-s, -ed, ing) and identifying their functions; tense, plurality, comparison and part of speech. (clothes, vegetables, decided, shopping, etc.)

NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (Objectives)	MEDIATION STRATEGIES	DURATION/ TIME Total: 120 min (3 lessons)
Showing an amazing presentation poster about shopping	Distinguishes information on posters, adverts, catalogues and everyday signs and short texts.	<p>Routine: Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p style="text-align: center;">Warm -up</p> <p><i>Hot Seat</i></p> <p>1- Ss will play a game called jump in jump out. 2- Ss will form a circle, holding hands, facing in to center, then the teacher will explain some things that the Ss need to do it, such as jump in, jump out, jump right and jump left. 3- Continue with a series of "jump" commands like, say what I say and do what I say, say the opposite of what I say and I do what I say. Example: https://www.youtube.com/watch?v=k6bHltjIYzE</p> <p style="text-align: center;">Introducing</p> <ul style="list-style-type: none"> - Use the game Clothes from MEP Educ@tico to introduce vocabulary. http://www.mep.go.cr/educatico/recurso-interactivo/clothes - Use the game Colors and Shapes from MEP Educ@tico to introduce vocabulary. http://www.mep.go.cr/educatico/recurso-interactivo/colors-and-shapes - Use clothes flashcards. http://esl-kids.com/flashcards/clothes.html 	<p>5 minutes</p> <p>5 minutes</p>

<p>Introducing key vocabulary about what is being said about shopping for groceries and clothing.</p>	<p>Understand what is being said about shopping for groceries and clothing.</p>	<p style="text-align: center;">Writing for the first time:</p> <p>T delivers some copies with different images, Students watch the pics individually along with the audio. Then, Ls create a sticker in group of three. After, students mention different kind foods, vegetables and fruit that caught their attention according to the images. Finally, T writes their ideas on the whiteboard.</p> <p style="text-align: center;">Pair/Group feedback:</p> <p>Students in pair the will identity some unfamiliar words and write, then the T will check all the words that the students have a write on the board.</p>	<p style="text-align: center;">20 minutes</p>
<p>Writing a short paragraph about shopping</p>	<p>Recognize previously encountered parts of words, prefixes, and suffixes.</p>		<p style="text-align: center;">20 minutes</p>

Creating their own story

Develop simple sentence about shopping prices, size and where to get things.



15 minutes

Writing for the second time:

The teacher divides the class into 2 groups. Each group must form a big circle. The teacher divides the images about fruit, vegetables and others things. Then, T sends the pics of the shopping through the WhatsApp messages to each group. Later, the teacher asks some students of each group to volunteer for writing a short part paragraph about the pics at random. T corrects

25 minutes

		<p>and improves the spelling mistakes and grammar of each student if the learner makes a mistake in the spelling of a specific word, phrase or common error according to the pics.</p> <p style="text-align: center;"><u>Post- writing</u></p> <p>Learners participate in a walk and talk. They move about the room as T says <i>Shop, Shop, Shop 'til You Drop!</i> When T says <i>Drop</i>, students drop to the floor and share their shopping tip with the person nearest to them.</p> <ul style="list-style-type: none"> ✓ Check the List -- Pairs of learners are given a shopping list and a set time limit. Realia of the items are placed throughout the room with a different price tag on each item. Pairs must find the items and write down the price. Work is checked by noting if prices are correct. Pairs must tell other pairs what they found (saying vocabulary aloud). ✓ Gap Fill – Pairs practice and then must use as an exit ticket with the T. <ul style="list-style-type: none"> ▪ I want a _____ like yours. Where did you buy it? ▪ I bought my _____ at the _____ store. I like your _____. Where did you buy it? ▪ I bought my _____ at the _____ store. 	25 minutes
DIDACTIC MATERIALS		ASSESSMENTS INSTRUMENTS	TECNOLOGICAL EQUIPMENTS
Pen, pencil, cardboard, glue, masking tape, flashcards, sheets of paper and scissors.	In this section, teacher applies to each student an Interview as a formative assessment instrument only for the Action Planning Proposal week #3.	Computer, smartphones, overhead projector.	

ACTION PLAN PROPOSAL WEEK # 4

Level: 7th		Unit: 4	
Domain: Socio-Interpersonal		Scenario: Checking things off a shopping list!	
Theme: Does this fit me?			
Enduring Understanding: Effective shopping is wiser when planned according to budget.			
Essential Question: How can we shop more wisely?			
New Citizenship:			
Dimensions			
1. Ways of thinking (✓)			
2. Ways of living in the world (✓)			
3. Ways of relating with others (✓)			
4. Tools for integrating with the world (✓)			
Learn to Know		Learn to Do	
Grammar & Sentence Frames		Function	
WH and other questions – Where can I buy the vegetables? Countable and Uncountable Nouns – She has eight oranges in her fridge. – How much money do you have? Vocabulary Does This Fit Me? Clothes: shirt, blouse, pants, skirt, dress, shorts, sweater, overall, uniform, jacket, blazer, suit, tuxedo, evening gown, pajamas, ring, earrings, necklace, chain, pin, watch, tie, belt.		<ul style="list-style-type: none"> Describing products needed Discourse Markers <ul style="list-style-type: none"> Connecting words: and, but, because 	
		Learn to Be and Live in Community	
		Proverbs / Quotes	
		– Every shop has its trick. -- Italian proverb Sociocultural – Asking for bargains to save money	

<p>Sizes: extra small, small, medium, large and extralarge. Colors: blue, green, orange, red, pink, purple, brown, black, white. Materials: leather, silk, cotton. Adjectives: good, bad, expensive, cheap, big, small, beautiful, reasonable. Phonology Inflectional endings (-s, -ed, ing) and identifying their functions; tense, plurality, comparison and part of speech. (clothes, vegetables, decided, shopping, etc.)</p>		
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NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (objectives)	MEDIATION STRATEGIES	DURATION/TIME: 120 minutes/ 3 lessons
Gives basic information about shopping preferences and prices.	Identify simple instructions and grammatical structure of	<p>Routine: Checking attendance, checking in with learners, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p>Warm up: As Do Now activities, Learners use one or more of the following and form a Wh question such as Where can I buy red shoes?</p> <ul style="list-style-type: none"> The game Clothes from MEP Educ@tico to introduce vocabulary. http://www.mep.go.cr/educatico/recurso-interactivo/clothes 	<p>5 minutes</p> <p>5 minutes</p>

the topic.

- The game Colors and Shapes from MEP Educ@tico to introduce vocabulary.
<http://www.mep.go.cr/educatico/recurso-interactivo/colors-andshapes>
- Clothes flashcards. <http://esl-kids.com/flashcards/clothes.html>
- Colors flashcards. <http://esl-kids.com/flashcards/colors.html>

Option: Show video (printed words only with no spoken text) 7 Steps to Becoming a Wise Shopper and ask learners to say or guess what each of the tips are based on what they know of the text and the illustrations. Explain the idiom “stick to your guns.”
<https://www.youtube.com/watch?v=YQkMoW1SEj0>.

<p>Teaching pics of jewelry and clothes</p> <p>Writing the meme or sticker that you create</p>	<p>Use expressions to describe basic information about shopping preferences and prices (e.g. favorite clothing, favorite shops).</p> <p>identifies vocabulary related to the topic and uses it to understand very simple sentences if there are pictures.</p>	<p style="text-align: center;">Introducing</p> <ul style="list-style-type: none"> ✓ Learners visit a popular fashion website like Nike and identify colors, sizes, types of clothes. Can also identify wise shopping actions (like looking at the clearance page!) https://www.nike.com/ ✓ Teacher distributes copies of some of the tips from the slideshow of 50 Best Fashion Tips (using those focused on clothes, colors, sizes, etc.) ✓ T writes word bank on board of new words included in tips. As T goes through list, the learner(s) who have that word in their tip write the tip on board and show to their classmates. http://www.huffingtonpost.ca/2012/12/27/best-fashion-tips_n_2369356.html <p style="text-align: center;">Writing for the first time:</p> <ul style="list-style-type: none"> - The teacher delivers some copies to the students, then the Learners begin to create a meme or a sticker with graphic organizers one for clothes/jewelry and one for words related to descriptions such as colors, sizes. <p style="text-align: center;">Pair/Group feedback:</p> <p style="text-align: center;">The students in pair will create a Meme and sticker and compare with a partner.</p> <p style="text-align: center;">Writing for the second time:</p> <ul style="list-style-type: none"> - The teacher gives images about clothes and jewelry also colors and sizes and the students will write the colors or material to the articles that they saw and a volunteer goes in front to the class and writes on board <p style="text-align: center;">Post-writing</p> <p>Learners show to the class the memes or stickers that they created clothes/jewelry</p>	<p>15 minutes</p> <p>20 minutes</p> <p>5 minutes</p> <p>25 minutes</p>
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<p>Elaborating their own meme or sticker with their partners</p>	<p>Elaborate simple sentences about what your partners are wearing</p>	<p>(from the images or pics that the teacher gave them) that they have. And they write a short sentence on board. Example: I like the leather boots Raquel is wearing.</p>	<p>25 minutes</p>
<p>DIDACTIC MATERIALS</p>	<p>ASSESSMENTS INSTRUMENTS</p>		<p>TECNOLOGICAL EQUIPMENTS</p>
<p>Pen, pencil, cardboard, glue, masking tape, flashcards, sheets of paper.</p>	<p>In this section, teacher applies to each student a Holistic Rubric as a formative assessment instrument only for the Action planning Proposal week #4.</p>		<p>Computer, smartphones, overhead projector.</p>




Didactic Planning Week # 5

Level: 7th	Unit: 4	
Domain: Socio-Interpersonal	Scenario: Checking things off a shopping list!	Theme: How much does it cost?
Enduring Understanding: Effective shopping is wiser when planned according to budget		
Essential Question: How can we shop more wisely?		
New Citizenship:		
Dimensions		
1. Ways of thinking (√)		
2. Ways of living in the world (√)		
3. Ways of relating with others (√)		
4. Tools for integrating with the world (√)		
Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frames Past tense – After the meal, we went to a club. – It was very expensive. – Where did you buy this watch? Countable and Uncountable Nouns – She has eight oranges in her fridge. – How much money do you have?	Function Buying groceries/ clothing wisely Discourse Markers Connecting words: and, but, because	Proverbs / Quotes - Every shop has its trick. -- Italian proverb Sociocultural - Asking for bargains to save money

<p>How Much Does It Cost? "I'm sorry, I don't have any small change." "Do you have change for this?" "May I have the receipt, please?" "Can I pay by credit card / in cash?" "Is this on sale?" Budget: income, debts, utility bill (electricity, phone, cable), savings</p> <p style="text-align: center;">Phonology</p> <p>Review</p>		
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NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (objectives)	MEDIATION STRATEGIES	DURATION/ TIME: 120 minutes/ 3 lessons
Let's go to play use a ball to mention staff that you can buy in a store	Understand simple instructions, words and phrases according to the topic.	<p style="text-align: center;">Pre-teaching</p> <p>Routine: Checking attendance, checking in with learners, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p>Warm – up: A game with a ball. The student that catches the ball has to mention something that they could buy in a store.</p>	<p>5 minutes</p> <p>5 minutes</p>

<p>Introducing some buys things in shops by pointing or other gestures to support what he/she says.</p>	<p>Use uses simple numbers in everyday conversations. (e.g. prices)</p>	<p style="text-align: center;">Introducing</p> <p>Show different denominations of money and ask learners to write on a piece of paper how to make change for the money. For example, a 10,000 colones bill could be a 5,000 and 2-2,000 and a 1,000. Explain that making change is also called “breaking a bill.” Ls would then complete the sentence: <i>I am breaking a ___(name of bill) with a ___ and ___.</i> T can note the use of the <i>-ing suffix</i></p> <p style="text-align: center;">Writing for the first time:</p> <p>- T shows pics about places that people usually buy different thing and tell to Ss to use of past tense.</p> <p>For example shopping mall, grocery store, shoes store.</p> <p>The Ss will write a short dialogue in past tense about what the found in the different stores</p>	<p>10 minutes</p>
<p>Writing a short shorty about the Meme or GIF that the Teacher gave</p>	<p>Understand information related to groceries and clothing in posters, ads, catalogues</p>	<p style="text-align: center;">Pair/Group feedback:</p> <p>✓ Create a mock store in the classroom with realia of clothes and/or grocery items. (If class is large, make multiple stores so that Ls can interact simultaneously.) Print the following scenarios on strips of paper and explain that they must buy an item in the mock store. Learners must determine appropriate questions (How much ...? etc.) and/or actions to make the purchase. Scenarios:</p> <ul style="list-style-type: none"> ● When you only have a large bill ● When the cost is less than the bill you have ● When you did not receive a receipt ● When you have no cash but can pay another way ● When you have lots of cash <p>When you want the item but don’t have enough money</p> <p style="text-align: center;">Writing for the second time:</p> <p>The teacher divides the class into 4 groups. Then, each group has to create a big circle. The teacher gives a Meme or a GIF for each group. Students individually have to write what they</p>	<p>20 minutes</p>
	<p>Elaborate simple sentence, grammar structure based on</p>		<p>15 minutes</p>
			<p>20minutes</p>

<p>Write a short, story about shopping at grocery stores, clothing stores and supermarkets</p>	<p>the material given in the class</p>	<p>think about the Meme or GIF according to the pauses set by the teacher for each student for each group. T corrects and improves the pronunciation of each student if the learner makes an error in the pronunciation of a</p> <p style="text-align: center;">Post-writing</p> <p>T divides the class in four groups. Then, T delivers some sheet of papers, cardboards, markers, and some pictures and flashcards with specific words according to the grammar structure and the vocabulary used about what you think about Memes or GIF previously to make your story. After, the learners with the materials given by the teacher beforehand, they have to create a story about shopping by using all the resources necessary to make their personalized story. At the end of the activity, each group presents their own story to the rest of the class.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="709 818 1087 841" style="text-align: center;"> <p>2019 grocery stores 2020 grocery stores</p>  </div> <div data-bbox="1129 792 1436 1040" style="text-align: center;">  </div> <div data-bbox="1499 781 1896 1040" style="text-align: center;">  </div> </div>	<p>25 minutes</p>
<p>DIDACTIC MATERIALS</p>	<p>ASSESSMENTS INSTRUMENTS</p>	<p>TECNOLOGICAL EQUIPMENTS</p>	
<p>Pen, pencil, cardboard, glue, masking tape, flashcards, sheets of paper.</p>	<p>In this section, teacher applies a Classroom Observation as a formative assessment instrument only for the Action planning Proposal week # 5.</p>	<p>Computer, smartphones, overhead projector.</p>	

ACTION PLAN PROPOSAL WEEK # 6

Level: 7th		Unit: 5	
Domain: Socio-Interpersonal	Scenario: Something to celebrate	Theme: Holidays with My Family	
Enduring Understanding: Celebrations, festivals and traditions reflect people’s cultural identity. Essential Question: Why is it important to celebrate special dates?			
New Citizenship:			
Dimensions			
1. Ways of thinking (√)			
2. Ways of living in the world (√)			
3. Ways of relating with others (√)			
4. Tools for integrating with the world (√)			
Learn to Know	Learn to Do	Learn to Be and Live in Community	

<p>Grammar & Sentence Frames <u>Simple Present</u> Information-Yes/no questions</p> <ul style="list-style-type: none"> - People gather to celebrate. - Do you like Easter week? <p>- How do people celebrate Christmas?</p> <p><u>Simple Past (was-were)</u></p> <ul style="list-style-type: none"> - Who was at the festival? - Were you at the festival? <ul style="list-style-type: none"> - Yes, I was 	<p>Function Describing different sports, their rules, indoor and outdoor activities.</p> <p>Discourse Markers <u>Linkers: Sequential past time</u></p> <p>Yesterday we celebrated Independence Day. First, we attended a school ceremony and sang the national anthem. Then, we went to see the parades. After that, we went back home. Finally, we went to bed.</p>	<p>Psychosocial</p> <ul style="list-style-type: none"> - Valuing own local cultural identities. <p>Proverbs/Quotes <u>Social Language Samples</u></p> <ul style="list-style-type: none"> - get-together <p><u>Idioms</u></p> <ul style="list-style-type: none"> - social butterfly
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Vocabulary

Let's Celebrate:

Holiday with my family




Bullfights, live music, folk dancing, carnival with rides, games, parade, concerts, fireworks, ox-cart parade and procession, hand carved masks, traditional costumes rodeo, street fairs, traditional food, beauty contest, live music and sporting events.

Phonology

Practicing digraphs (th, sh, ph)

NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (objectives)	MEDIATION STRATEGIES	DURATION/ TIME: 120 minutes/ 3 lessons
<p>Let's go to play with a ball and talk about your favorite holiday or celebration.</p>	<p>Recognize the main information in short, straightforward audio.</p>	<p>Routine: Checking attendance, checking in with learners, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p>Participating</p> <p>Warm up: T says "My name is Andres and I like _____ (celebration)", then, she tosses the ball and Ls toss the ball using the same phrase with different celebration.</p> <p>Engaging</p> <p>Activation of prior knowledge: T divides the board in three columns (holidays, celebrations, and festivals). T explains what a holiday is, what a celebration is, and what a festival is. T elicits which Costa Rican holidays, celebrations, and festivals are being shown in the pictures (flashcards).</p>	<p>5 minutes</p> <p>5 minutes</p>

<p>Presenting the vocabulary seen in class in the proactive way</p>	<p>Recognize simple vocabulary and grammar structured according to the topic</p>	<p style="text-align: center;">Introducing</p> <p>Using the pictures given, T introduces some information about some holidays, celebrations and festivals. For example: There are bullfights in Zapote. People eat tamales on Christmas. On Independence Day, we have parades.</p>	<p>15 minutes</p>								
<p>Let's go guys to create a short conversation with the Memes</p>	<p>Use expressions to describe Holidays, celebrations and festivals.</p>	<p style="text-align: center;">Pre-writing</p> <p>Ls are given a chart as follows.</p> <table border="1" data-bbox="590 435 1310 591"> <thead> <tr> <th>Student's name</th> <th>Birthday</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table> <p>T writes on board: What's your name? /When is your birthday? T encourages learners to walk around asking and answering the questions until the chart is complete.</p>	Student's name	Birthday							<p>5 minutes</p>
Student's name	Birthday										
		<p style="text-align: center;">Writing for the first time:</p> <p>- Ls listen to the audio once http://www.esl-lab.com/birthday/birthdayrd1.htm; after that, T gives the multiple-choice worksheet.</p>	<p>15 minutes</p>								
		<p style="text-align: center;">Pair/Group feedback:</p> <p>Students take some minutes to listen the audio again in pairs. Teacher gives a feedback and asks to the students what they understood of the audio, Ls report the answers as a whole class activity.</p>	<p>10 minutes</p>								
		<p style="text-align: center;">Writing for the second time.</p> <p>T writes the following statements on the board.</p> <p>_____ cut the cake _____ play freeze tag _____ light the candles _____ blow the candles</p>	<p>20 minutes</p>								

<p>Creating their own conversation in a big circle by using poster presentation.</p>	<p>Develop simple sentences about Holidays or celebration with your family.</p>	<p>Ls listen to the audio and number the correct sequence.</p> <p style="text-align: center;">Post-reading</p> <p>T divides the class in 4 groups in the big circle. Then, T delivers some sheet of papers, pictures or Memes with specific words based to the grammar that we saw previously about Holidays or celebrations. After, the learners with the materials given by the teacher beforehand, they have to create a conversation using all the resources necessary to make their conversation. At the end of the activity, each group presents their own conversation made in the poster presentation to the rest of the class.</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>	<p style="text-align: center;">25 minutes</p>
DIDACTIC MATERIALS		ASSESSMENTS INSTRUMENTS	TECNOLOGICAL EQUIPMENTS
<p>Pen, pencil, cardboard, glue, masking tape, flashcards, sheets of paper.</p>	<p>In this section, teacher applies a Class Observation as a formative assessment instrument only for the Action planning Proposal week # 6.</p>	<p>Computer, smartphones, overhead projector. Poster presentation, markers...</p>	

ACTION PLAN PROPOSAL WEEK # 7

Level: 7th		Unit: 5					
Domain: Socio-Interpersonal	Scenario: Let´s celebrate Costa Rican Culture!	Theme: How my community celebrates “Tico” culture					
<p>Enduring Understanding: Costa Rican holidays include specific celebrations which are representative of the sense of belonging and cultural identity of the country.</p> <p>Essential Question: How do we, as Costa Ricans, celebrate holidays as part of Tico cultural identity?</p> <p>New Citizenship:</p>							
<table border="1"> <tr><td>Dimensions</td></tr> <tr><td>1. Ways of thinking (√)</td></tr> <tr><td>2. Ways of living in the world (√)</td></tr> <tr><td>3. Ways of relating with others (√)</td></tr> <tr><td>4. Tools for integrating with the world (√)</td></tr> </table>			Dimensions	1. Ways of thinking (√)	2. Ways of living in the world (√)	3. Ways of relating with others (√)	4. Tools for integrating with the world (√)
Dimensions							
1. Ways of thinking (√)							
2. Ways of living in the world (√)							
3. Ways of relating with others (√)							
4. Tools for integrating with the world (√)							
Learn to Know	Learn to Do	Learn to Be and Live in Community					
<p align="center">Grammar & Sentence Frames</p> <p><u>Gerunds</u></p> <p><u>WH questions</u></p> <ul style="list-style-type: none"> - When do you celebrate _____? - What do you do on Mothers’ Day? - What do you celebrate in your community? <p align="center">Vocabulary</p> <p><u>Community celebrations</u></p> <ul style="list-style-type: none"> - Community Day Community traditions, Patron Saint Day <p align="center">Phonology</p> <ul style="list-style-type: none"> - Decoding regularly spelled multisyllabic words and 	<p align="center">Function</p> <ul style="list-style-type: none"> - Asking and giving information about family gatherings <p align="center">•</p> <p align="center">Discourse Markers</p> <p><u>Linkers: Sequential past time</u></p> <p>First, then, after that, finally</p>	<p align="center">Psychosocial</p> <ul style="list-style-type: none"> - Strengthen the value of belonging to my family /community. 					

<p>compound words, including the sounds represented by consonant blends, consonant/ vowel digraphs (e.g., th, sh, ck) and diphthongs (e.g., ea, ie, ee) and controlled vowels.</p> <p>- Week, queen, parties, shower, year, etc.</p>		
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NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (objectives)	MEDIATION STRATEGIES	DURATION/ TIME: 120 minutes/ 3 lessons												
Write some phrases	Understand simple instructions, words and phrases according to the topic.	<p>Routine: Checking attendance, checking in with learners, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p>Warm up: Write the phrase <i>Eat, drink and be merry</i> on the board, making each section of the phrase its own column like below:</p> <table border="1" data-bbox="772 716 1873 873"> <thead> <tr> <th data-bbox="772 716 1144 756">Eat</th> <th data-bbox="1144 716 1518 756">Drink</th> <th data-bbox="1518 716 1873 756">Be Merry</th> </tr> </thead> <tbody> <tr> <td data-bbox="772 756 1144 792"></td> <td data-bbox="1144 756 1518 792"></td> <td data-bbox="1518 756 1873 792"></td> </tr> <tr> <td data-bbox="772 792 1144 828"></td> <td data-bbox="1144 792 1518 828"></td> <td data-bbox="1518 792 1873 828"></td> </tr> <tr> <td data-bbox="772 828 1144 873"></td> <td data-bbox="1144 828 1518 873"></td> <td data-bbox="1518 828 1873 873"></td> </tr> </tbody> </table> <p>Divide the Ls into teams and give each team its own color marker. Explain that when you say go, the first person on each team must rush to the board and write either items you eat during celebrations, items you drink or things you do to have fun (play soccer, decorate a tree, etc.). Each person will have 10 seconds and then must go back to their team and hand off the marker. The winner will be the one with the most items listed in their color. However, all items must be correct. If something is written that is not a merry-making activity that item will be removed from scoring.</p>	Eat	Drink	Be Merry										<p>5 minutes</p> <p>5 minutes</p>
Eat	Drink	Be Merry													

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<p>Introducing the ways Costa Ricans celebrate holidays.</p>	<p>Identify the celebrations and holidays</p>	<p style="text-align: center;">Introducing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Give copies about celebration and holiday <input type="checkbox"/> Using the information gathered in the warm up activity, Ls will brainstorm a list of ways Costa Ricans celebrate holidays. <input type="checkbox"/> Write the following words on the board and first (without saying aloud) ask what the words have in common in the way they are pronounced. If no one can pronounce all the words, T can pronounce and then ask the question again. The answer is the diphthong vowel sound: <p style="text-align: center;"><i>decor<u>a</u>te – celebr<u>a</u>te – <u>t</u>able – <u>t</u>aste – <u>n</u>ation – <u>n</u>ature – <u>p</u>lay – <u>d</u>ay – <u>p</u>ray</i></p> <p style="text-align: center;">Pre-writing</p> <p>Teacher writes different celebrations or holidays on the board. Then the T picks 2 volunteer to write a short conversation about the celebration or holiday.</p> <p style="text-align: center;">Writing for the first time:</p> <p>Two students who have previously rehearsed will present the following dialogue. Ls will be told to listen for exactly what happens at the festival.</p>	<p>20 minutes</p>
<p>Writing the different diphthong vowel sound.</p>	<p>Identify some simple vocabulary according to the video</p>	<p style="text-align: center;">Rodrigo: What’s going on this weekend?</p> <p>Paola: Don’t you know? The town festival starts on Friday!</p> <p>Rodrigo: Really? Where is it?</p> <p>Paola: It’s in the plaza in front of the church.</p> <p>Rodrigo: What happens during the festival?</p> <p>Paola: There’s dancing, bull riding, and on the last night there’s a concert.</p> <p>Rodrigo: Wow! Who is playing in the concert this year?</p> <p>Paola: Los Ajenos! You have to come!</p>	<p>15 minutes</p> <p>15 minutes</p>

Designing a personalized story in a big circle with my partners	Elaborate simple sentences about celebration and holiday.	Pair/Group feedback:	10 minutes
		-T asks to the students what they understood about the dialogue, what is the main idea of the dialogue and what do you think about the celebration and holiday?	
		writing for the second time;	15 minutes
		T divides the class into 3 sections or groups. The students have to create a big circle according to their respective groups. Then, the teacher shows a short video https://www.youtube.com/watch?v=ZW36DXV1ByY about celebration and holiday, and asks some students to volunteer randomly about the video. T corrects the pronunciation of each student if the learner makes an error in the pronunciation of a specific word, phrases and expressions according to the video.	
		Post-writing	15 minutes
		Teachers divides the students in three groups and shows some specific pictures or some GIF on board for each group. The groups have to create a short story in the big circle with their partners about how celebrate a holiday with your family. After, the 3 groups have to present their short stories to the rest of the class.	
DIDACTIC MATERIALS		ASSESSMENTS INSTRUMENTS	TECNOLOGICAL EQUIPMENTS
Pen, pencil, cardboard, glue, masking tape, flashcards, sheets of paper.		In this section, teacher applies a Classroom Observation as a formative assessment instrument only for the Action planning Proposal week #7.	Computer, smartphones, overhead projector.

CHAPTER 4

FINDINGS

4.1 Data analysis

Based on the idea presented by Neil Andersen president of the Association of Media Literacy, memes are very popular with students, making them a very relatable writing skill. And since memes are fun, students may not even realize they are learning. Students use both creative and critical-thinking skills while creating memes. Memes can also spark complex conversations since they often deal with current events or social issues. Plus, students gain technology skills in the process.

We all know what a distraction the internet can be for a writer. In the space of a split-second, serious research can devolve into a sideshow that steals your focus and energy. However, sometimes the internet can be a source of inspiration, motivation, and even a little bit of fun. In that spirit, this month's blog is a light-hearted look at the writing process represented by memes. According to Kell McKinney from the University of Oklahoma and an M.S. in documentary studies from the University of North Texas

Based on Sharon Hanson, (1990), writing is a description of the different features of any individual's life. When a person is exposed to good writing works, he/she is provided with the excellent educational opportunities. In contrast, when a person has the lack of exposure to writing is derived from an opportunity to grow as an individual. It is through writing, understanding, and analyzing ideas that one comprehends and appreciates life from different perspectives. Through writing people take a closer look at the diverse aspects of life. Applying this statement from another perception, in English classes the students must develop different strategies, procedures and techniques, writing is the best option to take into account in the learning process, but first the learners must improve their reading, listening and speaking skills. Complementing this utterance in a deeper analysis, the questionnaire

answered by the teachers from the Villarreal High school, they think that writing skill has an important role in our academic system in Costa Rica, but students must be prepared for any real task in their professional lives; resulting a good divergence that speaking ability has an important position, contrasting the importance of improving other essential skills for learners in acquisition to learn English as a second language.

As it is well known, writing and reading both link together to improve the grammar for a better understanding by producing and receiving information of a context, teachers want students to be able to use the language as correctly as possible and with a purpose. Students sometimes focus on writing more than the other skills of reading, speaking and listening so motivation is not always as big of an issue, but what often happens is students feel more anxiety related to their writing production. Creating a sophisticated contrast in this statement, based on the questionnaire answered by the teachers from Villarreal, they contemplate by using Memes technique has multiple pedagogical advantages to increase the student's grammar and vocabulary, providing a good environment in the learning process and the learners can feel more motivated to understand better English. From another perspective, using Memes has some disadvantages according to the professors' answers, it can very difficult to implement this academic strategy, and it will take too much time and is not interesting for all students, because some students do not understand a meme. Explaining this aspect, meme technique is a good tool never before implemented in English classes, each professor must look for different procedures to improve the students' writing production applying different pedagogical techniques, not just creating memes.

The most interesting approach to this data analysis has been proposed by Hailey Love '21 is convinced that "it is purely for entertainment purposes and it really is an art form." But

there are those that believe that they have a deep meaning. Those people believe that memes “serve as a coping mechanism because a lot of times memes are relatable.... And helps people be more optimistic about certain things,” Christine Johnson ‘19. Supporting the theme of a deeper message embedded in meme culture, Ariel Chumerly ‘20 believes it is “how we record our history through our lens” which is a different perspective.

Memes are a worldwide social phenomenon, and an increasingly important aspect of viral marketing and social engagement. Memes often relate to existing cultures or subcultures. Often, memes spread rapidly through social media, email, and forum boards.

We explore the possibility of using memes by modifying this procedure based on the new planning Action Oriented Approach. Adapting all the mediations activities according to each lesson plan, we discover a new performance to take into account by implementing memes activities in different tasks. Complementing this exceptional detail, the results obtain according to the questionnaire with the Santa Cruz English Advisor, she answered that there are countless procedures of using memes to improve the student’s writing performance, but it depends on the academic program to adapt memes mediations activities with the new planning. Keeping the sense of this standpoint, Memes is a wonderful tool to enhance student’s imagination and creativity. If students are engaged in the activity, they will produce more in the target language.

4.2 Questionnaire Findings

The following questionnaire was applied to 4 English professors from the Villarreal High School, circuit 3, Santa Cruz Regional office, 2020. Explicitly, the main purpose of this questionnaire is to know the teachers’ perception about “Implementing Memes as a

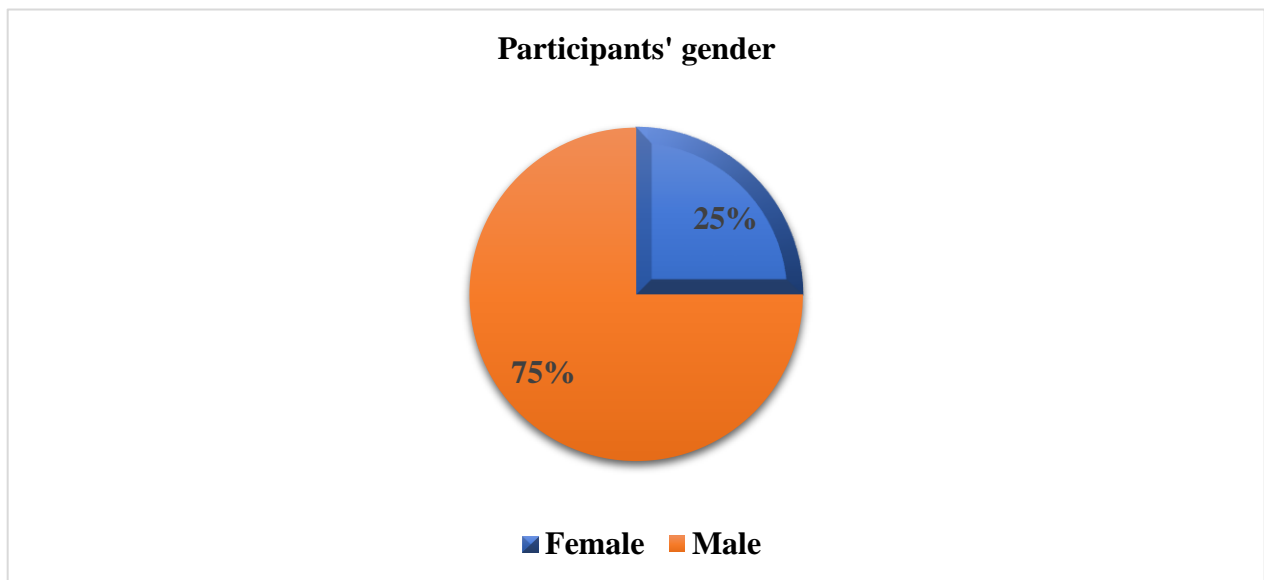
Tool to Boost Writing Skills with the 7 Graders at Villarreal High School”. The information collected in this investigation will be preserved confidentially.

Participants’ gender

	Female		Male		Total	
	AF	RF	AF	RF	AF	RF
3. What is your Gender?	1	25%	3	75%	4	100%

Source: Questionnaire applied to English Teachers at Villarreal High School, 2020.

Graph N°3



Source: Table N°3

The results of the question number 1 are explained below: 4 teachers representing 75% of the population are male. Complementing this exceptional result, 1 professor that represent 25% of the population is a female.

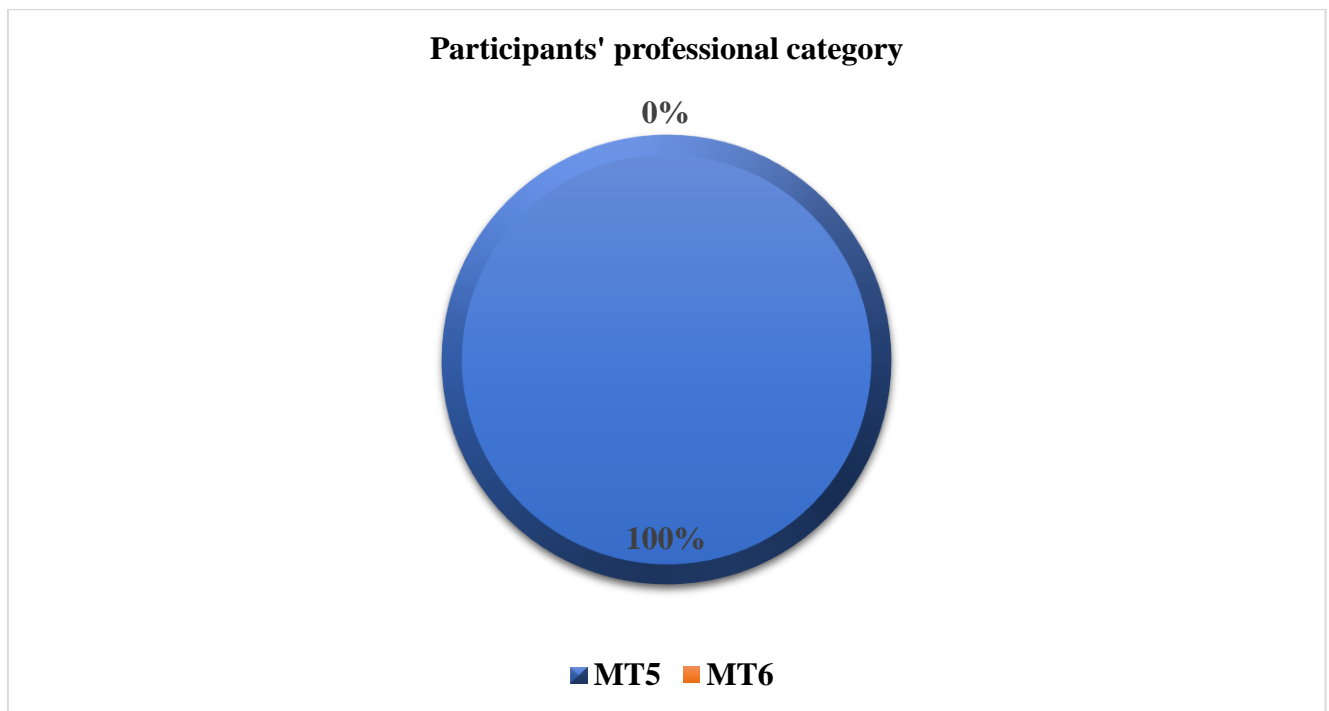
Table N°4

Participants' professional category

	MT5		MT6		Total	
	AF	RF	AF	RF	AF	RF
4. What is your Professional Category?	3	100%	0	0%	4	100%

Source: Questionnaire applied to English Teachers at Villarreal High School, 2020.

Graph N°4



Source: Table N°4

According to the results of the questionnaire about their professional category, 4 teachers have a MT5 category. Meanwhile, no one with MT6 level. This section shows the professors from the Villarreal High School have an excellent Professional Category.

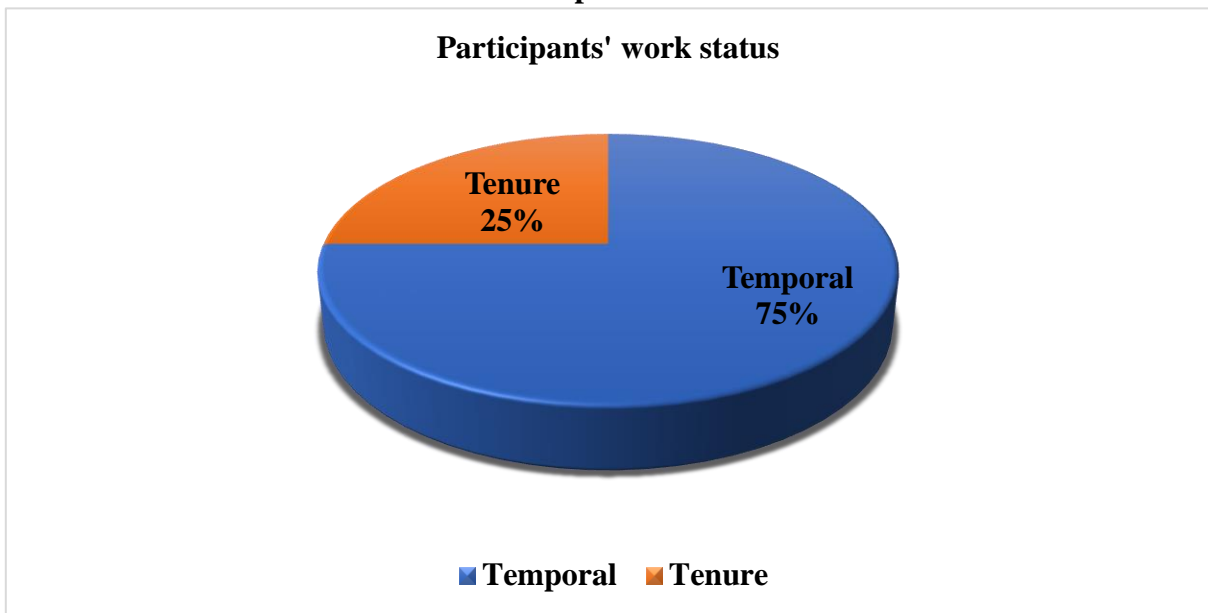
Table N°5

Participants 'work status

	Tenure		Temporal		Total	
	AF	RF	AF	RF	AF	RF
5. What is your Profession Status?	1	75%	3	25%	4	100%

Source: Questionnaire applied to English Teachers at Villarreal High School, 2020.

Graph N°5



Source: Table N°5

Explaining the results of the graph N°5, only 3 teachers from Villarreal High School have a Temporal Profession Status. Constructively, 1 professor has a Tenure profession status in this public institution.

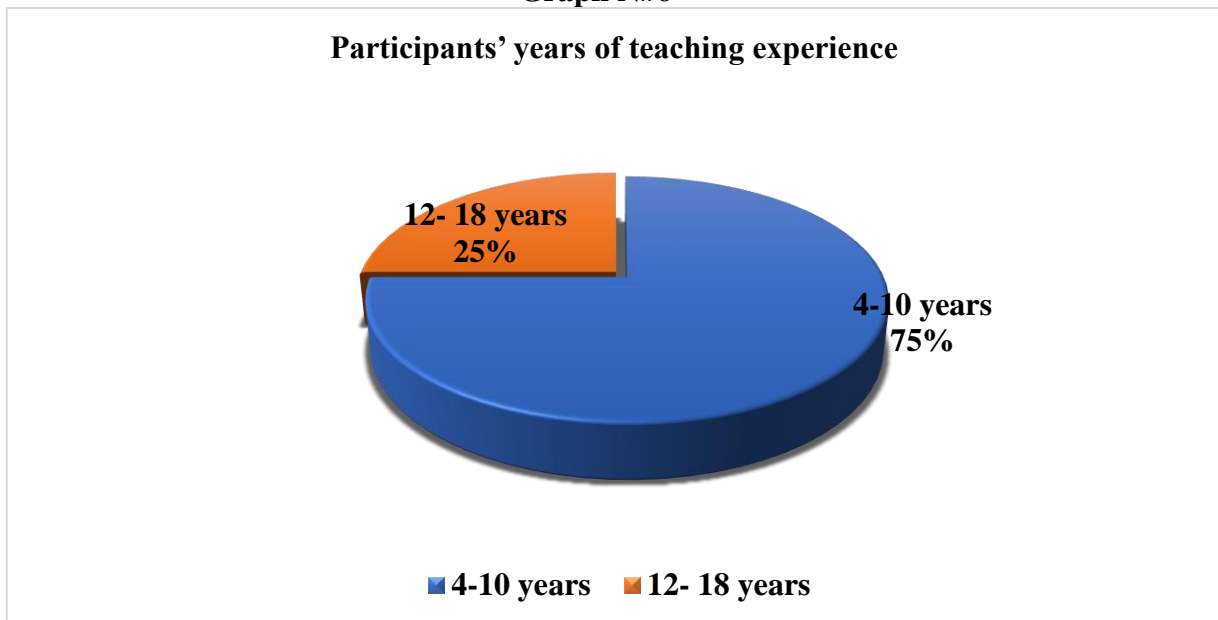
Table # 6

Participants' years of teaching experience

RF	4-10 years		12-18 years		Total	
	AF	RF	AF	RF	AF	
6. How many years of experience do you have as an English teacher?	3	75%	1	25%	4	100%

Source: Questionnaire applied to English Teachers at Villarreal High School 2020.

Graph N#6



Source: Table N°8

By exploring the data analysis of the graph N°6, specifically 3 teachers from the Villarreal High School have around 4 to 10 years of experience working as a certificate English teacher. The previous results show that 1 professors have precisely between 12 to 18 years of experience working as excellent English professors.

Table #7

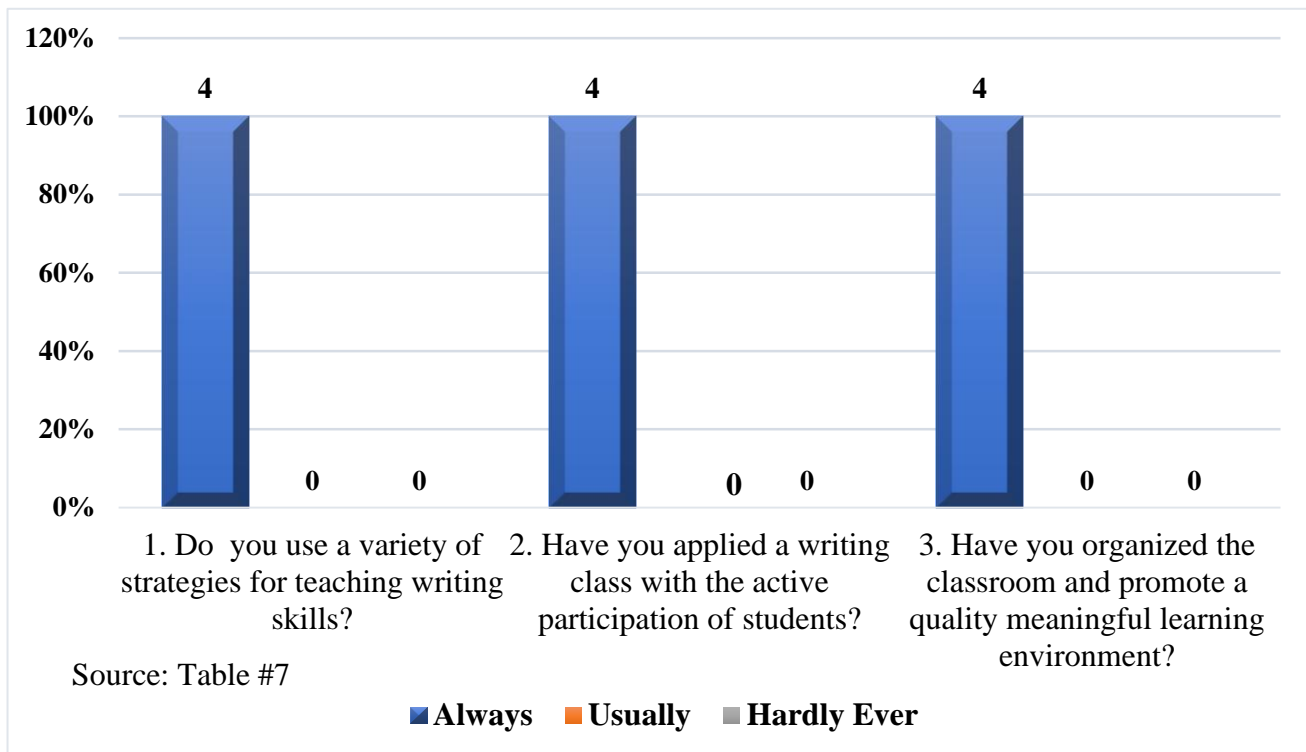
Teachers’ opinion about “Implementing Memes as a Tool to Boost Writing Skills with the 7 Graders at Villarreal High School”.

	Always		Usually		Hardly Ever		Total	
	AF	RF	AF	RF	AF	RF	AF	RF
1. Do you use variety of strategies for teaching writing skills?	4	100%	0	0%	0	0%	4	100%
2. Have you applied a writing class with the active participation of students?	4	85%	0	25%	0	0%	4	100%
3. Have you organized the classroom and promote a quality meaningful learning environment?	4	100%	0	0%	0	0%	4	100%

Source: Questionnaire applied to English Teachers at Villarreal High School, 2020.

Graph N#7

Teachers’ opinion about “Implementing Memes as a Tool to Boost Writing Skills with the 7 Graders at Villarreal High School”.



Analysis and Interpretation

Discovering the results obtained from the question about use a variety of strategies for teaching writing skills?? The four teachers that represents the 100 % of the population from the Villarreal High School, they agree that the implementation of meme is powerful tool to enhance meaningfully the students' skills, and other areas necessary for them to be prepared for any task in the target language.

In this action research paper, we explore the outcomes from the question # 2 about if you applied a writing class with the active participation of students; teachers think that participation is vital to improve the students' confidence in the class. Concluding the importance of using this procedure in English class, the students can feel more comfortable to participate in a cooperative environment. Gathering the previous results, the four teachers that represent the 100% of the population, they agree according to storytelling benefits.

Examining the upshots from the question # 3 about if they organize the classroom and promote a quality meaningful learning environment to improve your writing level; the teachers' answers always, it means that 100% of the population agrees that a classroom with a good environment is an amazing tool to enhance their writing level. According to the previous results, a good environment can be great for teachers to enjoy the class and can enhance their English level and update themselves by knowing different words, phrases and more important tasks to increase their writing level.

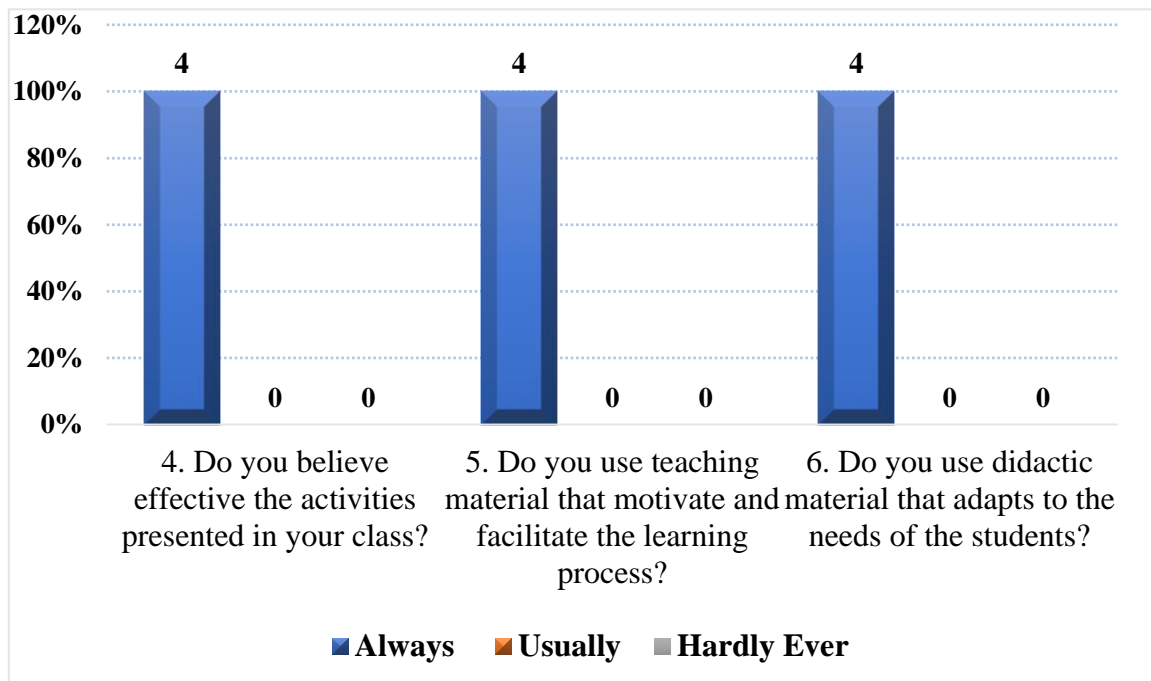
Table N°8

Teacher’s opinions about “Implementing Memes as a Tool to Boost Writing Skills with the 7 Graders at Villarreal High School”.

	Always		Usually		Hardly Ever		Total	
	AF	RF	AF	RF	AF	RF	AF	RF
4. Do you believe effective the activities presented in your class?	4	100%	0	0%	0	0%	4	100%?
5. Do you use teaching materials that motivate and facilitate the learning process?	4	100%	0	0%	0	0%	4	100%
6. Do you use didactic material that adapts to the needs of the students?	4	100%	0	0%	0	0%	4	100%

Source: Questionnaire applied to English Teachers at Villarreal High School, 2020.

Teacher’s opinions about “Implementing Memes as a Tool to Boost Writing Skills with the 7 Graders at Villarreal High School”.



Source: Table # 8

Graph N°8

Analysis and Interpretation

Gathering the outcomes obtained from the question # 4 about if they believe effective the activities presented in your class? The 4 teachers from the Villarreal High School that represent the 100% of the population according to the applied questionnaire, they agree that effective activities are powerful and useful approach to increase the students' motivation with new activities in the classroom. Explaining this perception based on the teachers' answers, by using meme strategy has multiple advantages to take into consideration in English classes; improving the student's attitude during the teaching process. Complementing this result from another outlook, storytelling is advantageous to create a good environment and motivate the students to learn variety of words in the new procedure never implemented before in English classes.

We can now proceed analyzing the previous results from the question # 5 about if they use teaching materials that motivate and facilitate the learning process can help teacher to enhance written skills; the four teachers that represent the 100% of the population, they agree that use great materials in class is good and enriching to enhance their written skills in the classroom. Emphasizing the importance of memes to improve the teachers' writing skills. Concluding with the aforementioned data analysis, meme is beneficial for students and teachers to increase their grammar cohesion.

Emphasizing the findings based on the data analysis from the question # 6 about you use didactic material that adapts to the needs of the students? The 4 teachers from the Villarreal High School representing the 100 % of the population, they consider that it is necessary to implement adapt different activities in English classroom. Now, the research can derive pictures, GIF or videos are a proactive activities to increase the student's attitude; creating

specific pedagogical material according to the teacher’s goals. Using the previous results, the professors would obtain multiple benefits implementing this technique required for learners in the acquisition to learn a new language.

4.3 Survey Findings

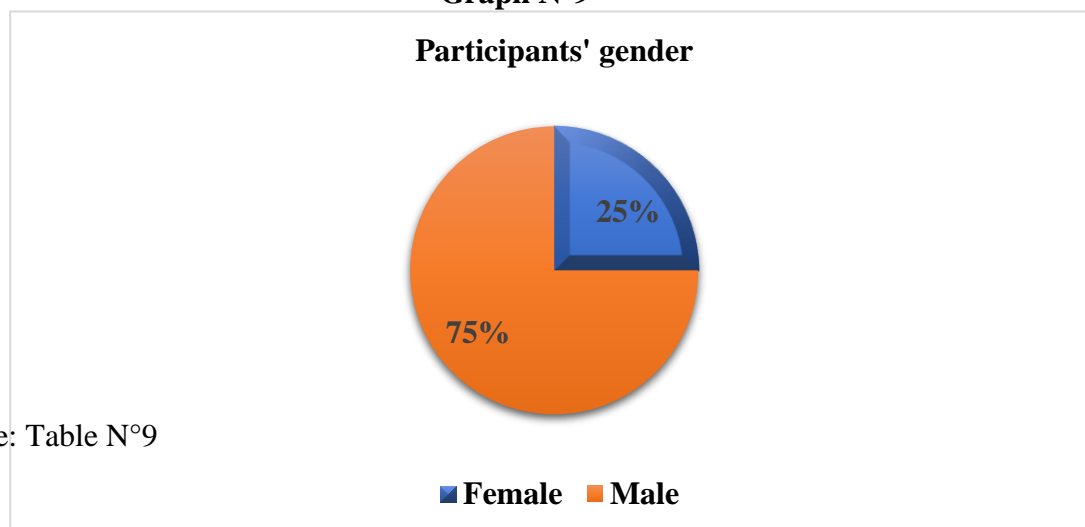
The following survey was applied to 4 English professors from Villarreal High School, circuit 3, Santa Cruz Regional office, 2020. Explicitly, the main purpose of this survey is to know about “Implementing Memes as a Tool to Boost Writing Skills with the 7 Graders at Villarreal High School”. The information collected in this investigation will be preserved confidentially.

Participants’ gender

	Female		Male		Total	
	AF	RF	AF	RF	AF	RF
1. What is your Gender?	1	25%	3	75%	4	100%

Source: Survey applied to English Teachers at Villarreal High School, 2020.

Graph N°9



Source: Table N°9

The results of the question number 1 are explained below: 4 teachers representing 75% of the population are male. Complementing this exceptional result, 1 professor that represent 25% of the population is a female.

Table #10

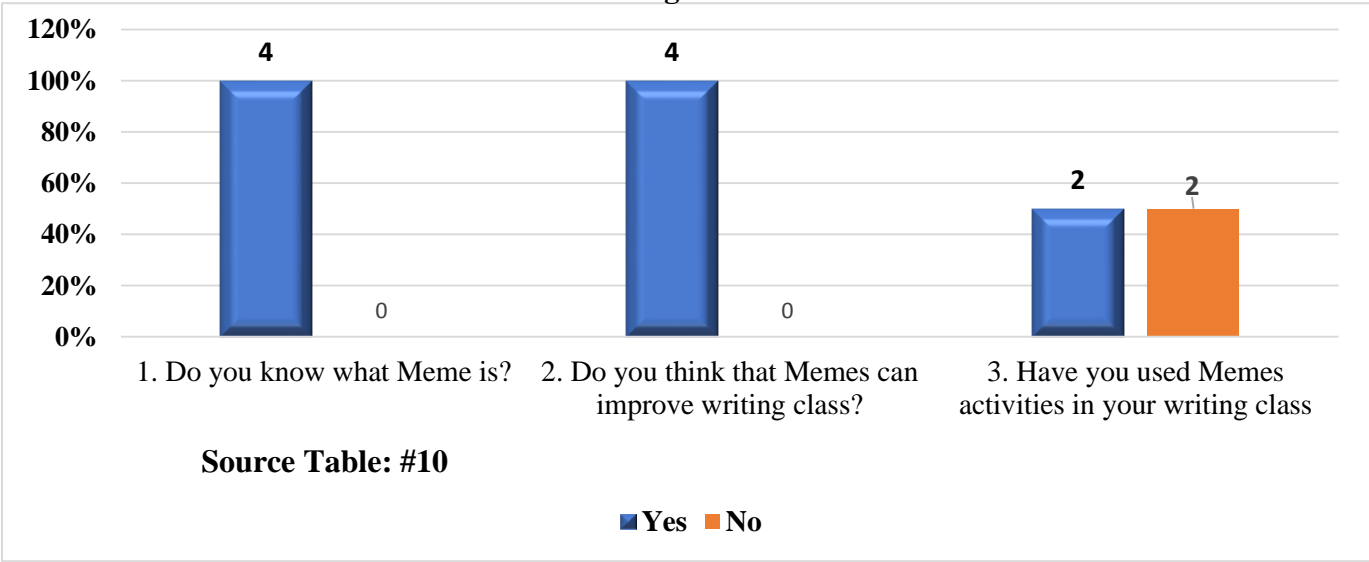
Teacher’s opinion about “Implementing Memes as a Tool to Boost Writing Skills with the 7 Graders at Villarreal High School”.

Total	Yes				No	
	AF	RF	AF	RF	AF	RF
1. Do you know what a Meme is?	4	100%	0	0%	4	100%
2. Do you think that Memes can improve writing class?	4	100%	0	0%	4	100%
3. Have you used Memes activities in your writing lesson?	4	50%	0	0%	4	50%

Source: Survey applied to English Teachers at Villarreal High School, 2020.

Graph N#10

Teacher’s opinion about “Implementing Memes as a Tool to Boost Writing Skills with the 7 Graders at Villarreal High School”.



Source Table: #10

■ Yes ■ No

Analysis and Interpretation

By explaining the results from the question # 1 about what meme is? The 4 teachers from the Villarreal High School that represent the 100% of the population recognizes the memes definition, and how to implement this technique in the classroom. Complementing these important results, we conclude that the teachers from this High School have already used this strategy to improve the student's written production in English classes.

In this action research paper, we explore the outcomes from the question # 2 about if you think that Memes can improve writing class; teachers think that meme is vital to improve the students' confidence in the class. Concluding the importance of using this procedure in English class, the students can feel more comfortable to participate in a cooperative environment. Gathering the previous results, the five teachers that represent the 100% of the population, they agree according to memes benefits.

The findings for the data analysis from the question # 3 about if you used Memes activities in your writing lesson; Explaining this outcome in a simple way, the 2 teachers that represent the 50% of the population, they describe that teaching writing is easy to create a good atmosphere in English classes, necessary to enhance the student's reading skills. Despite the fact, 2 teachers representing the 50% based on the graph # 10, they do not agree that teaching written skill is easy. The explanation according to their answers, they think that to teach writing represents a huge challenge in the English classes.

Table #11

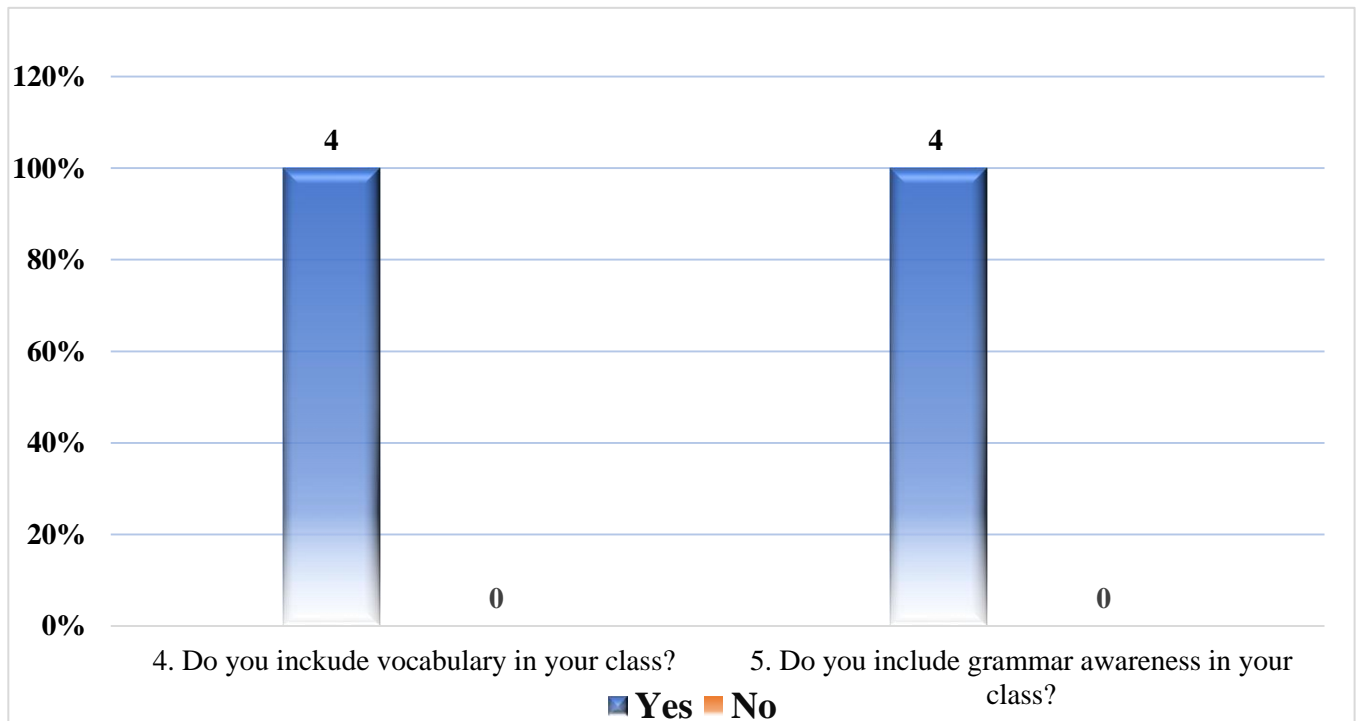
Teacher’s opinion about “Implementing Memes as a Tool to Boost Writing Skills with the 7 Graders at Villarreal High School”.

Total	Yes				No			
	AF	RF	AF	RF	AF	RF	AF	RF
4. Do you include vocabulary in your class?	4	100%	0	0%	4	100%		
5. Do you include grammar awareness in your class?	4	100%	0	0%	4	100%		

Source: Survey applied to English Teachers at Villarreal High School, 2020.

Graph N#11

Teacher’s opinion about “Implementing Memes as a Tool to Boost Writing Skills with the 7 Graders at Villarreal High School”.



Source: Table#11

Analysis and Interpretation

Based on the question # 4 about include vocabulary in your class. All the teachers from Villarreal that represent the 100 % of the population answered that each professor should include vocabulary more frequently in the classroom. According to this result explained above, meme is an advantageous strategy to improve the students' skills that the teachers should use more than once in English classes according to the professors' answers from the previous question.

Now, the researcher can proceed analyzing the data analysis from the question # 5 about if include grammar awareness in your class. Explaining this question from another academic perception, according to the four teachers' responses that represent the 100 % of the population based on the applied survey, they contemplate as an English teacher by using grammar awareness can improve their students' writing skill performance during the teaching process. Updating their vocabulary, pronunciation, and how to express different words applying perfect intonation, capturing the student's attention and deliberating a good scenario in the English class.

Written questionnaire responses

An important implication of these findings based precisely on the written questionnaire responses applied to English teachers from the Villarreal High School, this are the responses obtained and which are transcribed as they were answered based on the following written questions:

a. Write some advantages of using memes in the classroom:

Increase vocabulary and grammar.

- Students can understand better English.
- Provide a good environment in the classroom.
- Increase the student's motivation creating a good atmosphere.

b. Write some disadvantages of using memes in the classroom:

- It will take too much time.
- Using this technique can be very difficult in English classes.
- It is not interesting for all the students.
- Not just showing pics, GIF and videos the students can increase their knowledge.

Explaining the teachers' answer according to the storytelling disadvantages in English classes, they contemplate that this strategy can be so difficult to implement it in the classroom. Giving an extraordinary highlight according to this technique, Meme is an innovative procedure to develop in the perfect method, the time is required to create pedagogical material for this strategy. Capturing the students' attention by showing flashcards can be very hard for the teachers, because not all the students could show a special interest applying memes in class. The most important data the researchers found based on the teachers' reactions about the disadvantages of using memes, the technique is not perfect, but the educators can take advantage to develop it in a cooperative environment, because all pedagogical systems in education are necessary to improve the student's skills to produce

more target language, showing that each strategy that exist in education matters to enhance the leaners' written cohesion as a part of the learning process.

Understanding the meme advantages based on the teacher's responses, this strategy can be so heartening, interactive and powerful procedure to enhance the student's skills in the classroom, keeping the main sense according to this method, it can a great promotion for teachers from the Villarreal High School. Explaining this utterance academically, showing pics, GIF, videos are useful to increase the student's motivation providing a good environment in the improvement about the classroom management and it is easy to implement with the whole class. In conclusion, meme is a perfect technique to apply with the learners in the teaching process, not everything that glitters is gold, but the teachers must implement more cooperative pedagogical methods; changing the old fashion classes by using a wonderful technique and the best way to get this achievement is pictures in English classes.

4.4 Interview Findings

The following virtual interview was applied to Santa Cruz Regional English Advisor, MEP. The main purpose of this interview is to know her perception about Implementing Memes as a Tool to Boost Writing Skills with the 7 Graders at Villarreal High School. District 03, Santa Cruz Regional Office. 2020. The information collected in this investigation will be preserved confidentially.

- 1- What do you think about the use of Memes as a tool to provide a great writing to students?

I consider them as a very innovative sources to motivate students in their Writing process. Memes can permit them to establish a connection and it will be more meaningful for them.

Emphasizing her wonderful words according to the first question, it is very important to recognize that now using Memes is very advantageous to improve the students' writing skill, besides help more with the target language. Obviously, there are different opportunities for learners to improve English, and this technique is not exception, and I think the teachers can use this method in the future lessons. In this way, the students can acquire new knowledge to learn English.

2- What other kinds of activities do you consider to be viable to improve and provide a great writing in our students?

When Writing is very important that the students feel comfortable and engage. That is why teachers need to be creative and look for the way, students like to read. Pre Writing are so important to establish confidence: teach them pre Writing techniques such as: outline, listing, clustering, brainstorming, treeing. Use pictures, flashcards, and attractive materials.

According with her answer I think if teachers use those tools in English classes, they must know how to apply it, putting into practice the criteria for selecting a specific material according learners' proficiency level.

3- Do your teachers use Memes in English lesson? Why? Why not?

I think they do not. It takes me and many teachers do not practice enough Writing.

According to this perception, there are many teachers do not use this strategy because they need time to see how the students feel using this technique deeper and sometimes the students do not understand the meme and they do not how to describe it or the meaning, for that reason teachers must explain in a better way in order students understand the meme.

4- What do you consider are the advantages and disadvantages of using Memes in English classes?

Advantages: they are very attractive, up dated and the topics are very popular. Memes are part of current events. Easy to find it takes time to plan activities.

Disadvantages: vocabulary can be Rude and high for students.

Concluding with her previous analysis, meme is a great technique that has different advantages and disadvantages. This academic strategy is not perfect, but it has multiple applications in the English classes, becoming a powerful and interactive procedure to develop in the classroom; to increase the student's confidence and improving their four skills in a proactive way.

CHAPTER 5

REFLECTIONS

5.1 Reflections

Teaching writing is one of the most important aspects that teachers have to take into account in the process of learning of the students. In this work of investigation there was found that sometimes students cannot write English correctly, because of the lack of the implementation about the techniques which help students to do it correctly.

The experience helps to the students to have more interaction with their partners in the class and it allowed the researchers to help them with the problems regarding writing. There was learning common learning process, learners had the opportunity to learn from the researchers and vice versa. At the beginning of the project, it was planned to carry it out in the institution considering that this is a field work; however, due to the pandemic (COVID 19) that at that time was beginning to threaten the country causing the closure of educational institutions, it was necessary to look for alternatives for the development of the research. This is how, what was originally planned to be applied in the classroom, became the proposal of the Action Research presented today.

In the project, students used the cellphone as a tool and then students observed pictures pasted in the board, to make the stage more interesting; pictures will be sent to students in their cellphones and they created different kind of Memes. The advantage is that they would keep the pictures in their cellphones and if they needed the pictures to practice; they would have them available in their devices.

During the process of investigation, some weaknesses were identified and turned into strengths. Some aspects related to writing issues, such as: grammar, misspelling, MEMES can help to the teachers to have a new technique that they can use with the students in the field of writing.

It is also a way to reinforce students' knowledge, but it all depends on the motivation of the teacher and the students in the classroom. In this project, four English teachers from Villarreal High School provided us with some answers related to benefits to use MEMES as a tool to improve writing in the students, they said that some students found this technique fun and entertaining, for others students boring or that they did not understand the technique.

Finally the results from the virtual interview applied to Santa Cruz Regional English Advisor, taking advantage of her answers, about Memes she said, they are very attractive, up dated and the topics are very popular. Memes are part of current events. Easy to find it takes time to plan activities.

CHAPTER 6

CONCLUSIONS

6.1 Outcomes of research question

In this research project, the following was found; the results of my investigation in Villarreal High School, it is possible to conclude that implementing Memes as a tool to boost writing skills to the students can improve their writing skill. Also research questions as a main guide to contemplate the contribution of useful information in main aspects, and details that the research has found throughout the development of this analysis.

The first research question refers how teachers can use memes, improve writing proficiency with 7th students. The investigation shows us different aspects, the first one is so important; the teachers could see how the students felt when they got a new technique to learn writing and they felt so comfortable and active with this technique, because they could interact with their partners in a different way and show how their writing improved base on this method. Another point is the context of the community of Villarreal where the institution is located and where the students live, and one of the expected achievements is to manage the English language and the first step is writing; in order to get a better job, interacting with foreign people in the touristic area; for that reason, students must develop different skills and writing is essential. Concluding this finding, it can be affirmed that cooperative approach is one of the elements in this technique.

The second research question inquires is about how can teachers get students more involved writing activities. In this question, it has been demonstrated that the teachers use many tools for activities that involve students to feel interest in this method like images, pictures such as flashcards, postcards, GIF, videos or any other material that will interest or capture the attention of students in their English classes. Teacher provides students the material and guide them to examine vocabulary, grammar and main idea for students to

understand the topic; that is part of the final achievement to enhance the whole class into interest for learning. Concluding that Memes technique have many advantages to take into account in English classes, because the students feel more interesting to learn the topic that they go to see and with the action plan proposal developed different strategies to improve writing skill.

The third is about what are the benefits of using memes in the ESL classroom, the information that teachers told me is essential, they are adopt as many as possible technology products to promote students' engagement in classroom activity in this time memes. Utilizing technology products may help teachers to decrease students' boredom inside classroom since it proposes a new kind of activity. The main purpose is to create an enjoyable teaching and learning environment as well as to trigger students to think outside the box and be creative. The teachers say that they give students the opportunity to show their knowledge in a fun and creative way can give to the classroom that extra sparkle, also they can enhance their writing skill. Memes are pretty popular and can lead to interesting discussions. Allowing the students to create a content rich meme can stimulate these same creative thoughts. Students also love to make memes and that the students can find online.

Question four what some techniques to improve students' writing performance are. According to the results there are a bound of strategies that teachers can use to improve the writing skill, for example; ask students to analyze each other's work during class, or ask them to critique their work in small groups. Students will learn that they are writing in order to think more clearly, not to obtain a grade. Keep in mind, you can collect students' papers

and skim their work. Pool ideas about ways in which writing can help students learn more about the subject matter. The teachers need to see if the students feel interesting about the topic that they are going to see and with a meme they can have a new tool to learn the subject and interact with their partners. Finally students need to talk about papers in progress so that they can formulate their thoughts, generate ideas, and focus their topics. Teachers say if they take five or ten minutes of class time for students to read their writing to each other in small groups or pairs. It's important for students to hear what their peers have written.

6.2 General Conclusion

- Students enjoyed the implementation of Memes
- The majority of the students agreed that the technique applied by the researchers facilitated their learning acquisition process of writing.
- The whole group of students think that the teacher has to implement Memes technique in class
- The majority of the student think that the implementation of Memes improve their writing.
- Didactic material like images, pictures such as flashcards, postcards and videos are an important element for pursuing the attention of students in the classroom, motivating to them for participating and interacting in the learning activities.
- The investigation showed that the students improve grammar and vocabulary, they will be able to create and write sentences with a better grammar.
- The teacher always develop a safe and respectful environment in class.

- Students like more working in groups than individually. They told that in any skill activity they got more knowledge working in groups. In fact, some students said that they were self/confident when they had to apply a writing assessment in group. Throughout the class work did in class, it is seen that students writing was improved and the learners were much focused because they were working in pairs or with more classmates as group jobs
- Most of the students said that through writing they acquire English. Also, they said they did not use a lot of writing because maybe teacher did not have time to look for good writing activities. Actually, they agreed that forty minutes is not enough, but it is what they had had. Most of the students felt bored. In fact, most of the students were not conscious the importance to learn English in nowadays. Thanks to the methodology that the teacher applied in the lesson.

6.3 Strengths

The strengths are tasks or actions you can do well. These include knowledge, proficiencies, skills, and talents. People use their traits and abilities to complete work as well as all those opportunities that I saw and took advantage of throughout the development of my investigation. Based on that;

- Students participated actively in the process of learning.
- Students understood and they learned of the technique.
- Students enjoyed the technique.
- This project gave a clearer view about teaching English and teaching writing.
- Students could write the sentences correctly at the end of the process

- Students felt comfortable with the implementation of the technique

6.4 Limitations

Each study has its own unique set of limitations, in this research I passed by a few situations in the process of acquiring the information. Some of them are the following:

- Lack of participation from the students.
- The situation of the COVID-19 limited me to have contact with the students and the teachers that supported the investigation.
- Lack of the access to the technological devices such as smartphones, Wi-Fi and special English Lab with all the technological devices so that's means that they can improve their English skills so those are some limitations that can affect our investigation or process of course during every process of our life we always find some obstacles but those that can be affected in this investigation.

CHAPTER 7

Recommendations

7.1. Recommendations for students

- In order to improve the writing in students, they have to practice every day the writing aspects that it has been taught in the high school.
- The students can use the technology. On their own cellphones and computers, students can find apps and web pages which they can access to practice their writing.
- Ask every time you do not understand the information seek in class.
- Keep up a good relationship with your partners in classes.
- Ask the teacher for dynamic ways to learn.

7.2. Recommendations for teachers.

- Teachers have to take into account the multiple intelligences of the students to create attractive material to catch their attention. The use of the board the majority of the class is bored for students, they have to participate actively in the process of learning and materials have to be meaningful for them making the experience of learning funny.
- Stay permanently updated.
- Incorporate technological advances in your daily work.
- Encourage students to learn to learn.

- Make your educational work, something more to transmit knowledge.

7.3. Recommendations for principal and advisor

- It is necessary to evaluate the study plans and the methodological procedures used in the classrooms.
- Ensure the relevance of the educational response that is being offered to the student population.
- Support the concerns of the students and teachers
- Provide to the teacher a classroom with an adequate access to internet in order to facilitate.
- Provide technological resources to the English classroom(s), in order to make the students' learning process more interactive and meaningful.

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