

ENHANCING SEVENTH GRADERS' WRITING SKILLS THROUGH ICONOGRAPHIC
MEME-SITUATED ACTIVITIES

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To David and my family.

Still looking for the words to love the former,

and the actions to appraise the latter.

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Abstract

This proposal started as a qualitative action research project focused on analyzing how writing skills on seventh graders might have been enhanced using iconographic meme activities as a situated practice at Prado Veraniego School. Nonetheless, this project changed into a didactic and pedagogical proposal as the original project could not be applied due to the COVID-19 pandemic situation. A diagnosis, held before the isolation phase of the pandemic, provided information about the deficiencies of students in terms of their English level, showing that they had writing problems due to the lack of lexicon to describe what they saw in their lives and tools to correctly express their real-life environment. Based on the data collected, a pedagogical proposal composed of a set of lesson plans was designed under the principles of literacy as a situated practice with the main objective to improve students' English writing skills with the use of a different tool for learning, as it is iconography.

Keywords: Situated writing, visual literacy, iconography, meme.

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Chapter 1: Introduction

Contextualization

This proposal started at Prado Veraniego School. This institution is located in Suba at Prado neighborhood. This location belongs mostly to middle-low social class inhabitants. Furthermore, there are three kinds of stores around the building. First, there are bakeries and street-commerce spots where different kind of fast food is sold. Second, there are workshops where maintenance is given to cars and motorcycles. Third, there are some buildings used for the inhabitants of the neighborhood.

The school is composed of two branches both located in Suba. Branch A which enrolls high school students, is located on Cr 46 # 130-65 and Branch B, which enrolls primary students at Cra 53 A # 128-51. The physical structure of the building includes classrooms for children from 6th up to 11th grade. Each room is equipped with a laptop and a projector, two multimedia classrooms, one library, a courtyard with one soccer field, and the teachers' rooms where teachers can talk to children's parents, when it is needed.

The motto of Prado Veraniego School is: "Hombres y mujeres de honor" (Manual de Convivencia, 2019, page 17). This means, the school has the aim to educate students who are able to act in a right or proper way in every situation. The mission of Prado Veraniego School is to enhance cognitive, social, and practical processes, so students can coexist. In addition, the vision of Prado Veraniego School is to educate students able to create a social change that leads to a harmonic coexistence to build a righteous and solidary country (Manual de Convivencia, 2019, p. 7).

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The Institutional Educational Project, Henceforth PEI, of this institution is: “La Comunicación con calidad, hacia el Desarrollo Humano”. The PEI proposed by Prado Veraniego School has the goal of educating students able to live in a community where social and ethical values are used to foster the development of society. It is important to mention that the school has changed in terms of the aim of students' education. They still work to help students be of society and foster community coexistence. However, they have come to an agreement with SENA institute to make students capable to work at tourism-related jobs once they graduate from school. Students have all their classes related in some way to tourism topics. This is seen in most of the English classes that the head teacher develops.

Participants

Regarding the description of the population, this proposal was designed based on the needs of students located in Branch A in the morning schedule. The population was composed of 45 seventh graders who belong to group 702. Based on the information collected in tests (See Appendix 1), an interview to the head teacher (See Appendix 2), a survey applied to students (See Appendix 3), and field notes (See Appendix 4), it can be stated that the ages of students ranged between 10 and 14 years old and they liked using technology, such as computers, tablets or cellphones; as well as social media. None of them had traveled abroad, except for one student. They were all part of 2 and 3 strata families, and none of them had mental or physical illnesses that may interfere with their learning process. In addition, it is important to mention that students did not have any experience with English before since the classes received in sixth grade. This was actually the second time they studied this language. This happened because students did not have an English teacher in primary school. This made them feel insecure in the English class, as

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most of them did not understand a complete conversation in English, but only chunks of sentences.

In general terms, students had a weak relationship among them as they stayed together when it was specifically demanded by their superiors. Besides, there were moments when children had argued due to lack of respect for the personal space of the others or taking objects that did not belong to them.

Diagnosis

To verify the current English level and identify the needs as well as possibilities of the population selected for this project, a diagnostic test (See Appendix 1), an interview to the head teacher (See Appendix 2), a survey applied to the participants (See Appendix 3), and field notes (See Appendix 4) were conducted so information about students could be collected. On this diagnosis, the results obtained from the analysis of the data collected through these instruments will be provided and a conclusion about some of the problems students faced in terms of their English proficiency will be drawn.

As a first resource of information, a test was created based on five skills that children should develop during 6th and 7th grades. This test was created by the researcher taking into account that by the end of 7th grade, students must achieve an A 2.2 level in relation to the Common European Framework of Reference based on the information obtained from the document published by the Ministerio de Educación Nacional, Henceforth MEN, of Colombia called the “Estándares básicos de Competencias en Lenguas Extranjeras”. The skills that should be developed throughout 6th and 7th grades are listening, reading, writing, and speaking; the latter divided into monologues and conversations.

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First thing said, a listening comprehension section was designed where two competences were evaluated: the comprehension of basic information related to the real environment of the student and the comprehension of details in a conversation. Regarding the first competence, it was found that students were able to understand what the recording was about based on the answers collected on the test. For instance, when it was asked what a girl in a recording was talking about, most of the answers were as the following one: “age, name, favorite color” (See Appendix 1).

However, in relation to the comprehension of details in a conversation, children had problems as some of them did not have the chance to understand the detailed information that the recording offered. In other words, students could understand the general topic of the recording, but had difficulties when they were asked to look for specific information. As it was quoted before, they offered general answers as they did not understand the specific information that was provided.

In regard to the reading skill, the competences tested were to be able to understand a short literary text with an easy vocabulary and identify general information about the actions developed in the story. On the one hand, children could understand what the text was about as well as most of the vocabulary used. On the other hand, students had problems when answering the questions that asked for specific actions or objects that the characters had in the story. On the answers, most of the children chose the incorrect option even though they had the chance to read the text as many times as it was needed before changing to the next item.

In relation to the writing skill, the communicative instructions evaluated were to describe people, objects, events, and places in short sentences or texts; and using the correct vocabulary to

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give the correct meaning to sentences or texts. The results showed that only a low number of students were able to do the activity correctly. Most of the kids did not use the correct words to refer to the actions that were performed in the images or decided not to answer this section. This happened as they did not have a word in English to refer to the action or to the person who appeared in the image. Besides, it is important to mention that in most of the cases, students understood the instruction given by the researcher, as well as the vocabulary of the test but were not able to write correctly when it was asked. As a matter of fact, most of the kids committed the error of writing the answers to the questions wrongly in terms of grammar, though they knew what to write: "are practice soccer" (See Appendix 1). This mistake of the students might have happened as they did not have enough vocabulary to express what they saw in the image. In fact, as they did not have words to express what they saw in the images, they tried to ask the researcher several times how to express something whose name they did not know.

Finally, the speaking section of the diagnosis had two communicative functions evaluated which were: to be able to express likes or dislikes depending on the personal interest of the student and to be able to answer and participate in conversations using short answers for easy questions. In this last part of the test, most of the students could answer the questions of the conversation in a very natural way, using daily life expressions that are used in a foreign country. Furthermore, they could express correctly what they would like to do after class using the correct vocabulary to describe it.

In regard to the development of the class, the head teacher structured the lessons in a way that students did not get distracted or bored. Therefore, she prepared classes with several activities, each one between ten to fifteen minutes approximately. Even though most of the times

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the board was used for the activities, sometimes the head teacher decided to use the projector and a laptop provided by the school to develop some exercises. This made children more interested in the information provided by the head teacher.

With the aim to make students memorize and remember the topics of the class, the head teacher repeated the exercises of old lessons so students would not forget what was taught on the previous days. Unfortunately, it seemed this procedure was not effective as students did not show any interest on those kinds of lessons as it was documented on the field notes: "Students are not interested on doing this activity today as they have practiced the song several times already." (See Appendix 4). Based on the information collected, it seemed that students felt discouraged when repeating an activity two or three times. Therefore, they did not remember anything from the last lessons as they lost interest the second time a class was repeated.

Nonetheless, when a new activity was done with images and technological devices, students seemed to pay attention and participate actively: "Eso es lo que definitivamente les gustan, las imágenes. Les gusta trabajar canciones, les gusta hacer karaoke. En cierta forma van aprendiendo porque van visualizando, las imágenes ayudan bastante y les gusta." (See Appendix 2) Based on the information provided by the head teacher, students felt motivated when there were activities developed using images.

Finally, a diagnosis of the personal characteristics of students was conducted based on information collected from the population through a survey (See Appendix 3). Students demonstrated a lack of interest in English even though they knew this subject is important for their lives. This problem seemed to be related to the fact that students never had contact with English before. In fact, most of the participants had never had a formal English class as it is a

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subject that is taught since 6th grade and ahead. Students had been exposed to English in short amounts since they entered the school. In primary school, this subject was not offered to the students unless a teacher came to do their practicum with those primary level grades.

Even though these infants studied new vocabulary and obtained an acceptable level of understanding when listening to conversations in English throughout the present year, they could not write concrete sentences or short descriptions about their daily life such as describing people, places, and/or objects of their environment. As a consequence, when the kids tried to write, the result was that they misspelled the words or did not write anything as they considered they did not have the capacity to express their thoughts, as it happened to most of the participants in the writing section where they wrote literally nothing.

To sum up, the findings shown in the diagnosis evidenced that most of the students had problems related to writing, as well as listening skills, as it can be seen in the different instruments collected. Students seemed to have problems understanding specific information from listened conversations, as well as from short stories they read. Additionally, students proved to have an issue to express what happened around them, as well as in their environment in English as they had neither the vocabulary nor the ability to communicate in English proficiently, at least for the information provided in the Standards in regards to writing competences.

Nonetheless, students demonstrated to have an acceptable level in conversational situations. This means, they knew how to communicate using chunks or pieces of information in English and some words to be used in the context but did not know how to transfer what they spoke or listened to on paper. Furthermore, based on the information collected from the

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interview and the survey, students had not had the appropriate approach to the target language as they never had a formal English class before. Finally, the field notes collected by the researcher showed students neither used the target language in the English classroom nor applied it in a real-life context. The Information collected in the field notes clarified that students did not have a meaningful connection with the target language and even some of them did not consider it useful for their lives.

Statement of the problem

Based on the diagnosis displayed previously, it was possible to determine that even though students evidenced difficulties in all the learning areas in terms of the target language, the biggest problem experienced was related to writing.

Seventh grade students should be able to describe places, people, and objects, as well as provide basic information about them using short written messages. Besides, they should be able to talk about their family, friends, and their environment with the use of short texts based on the MEN. Unfortunately, students had problems when creating concrete sentences. They preferred to leave a blank space when writing, as they did not know how to express their ideas or which words to use when writing in English. According to the “Estándares básicos de Competencias en Lenguas Extranjeras” students should acquire an English level A 2.2 by the end of 7th grade (MEN, p. 6). Nevertheless, this goal seemed to be difficult to be achieved as most students had never learned English before either in or out school before getting to 6th grade. The issues described above created a problem, as students were not close to the English proficiency level that they should be acquiring by the end of 7th grade.

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All in all, it seemed that students received enough vocabulary to improve their contact with English. Nonetheless, this language was not being learnt in a meaningful way as it was not related to their daily-life environment. This might be leading children to have problems when trying to remember vocabulary already seen in class, making them commit mistakes in spelling and not have enough knowledge to properly write descriptions of their environment in English properly.

General research questions

What is the role of iconography in the development of situated writing skills in students of seventh grade at Prado Veraniego School?

How do students respond to the use of a set of iconographic meme activities to develop situated writing skills?

Objectives

Main Objective

To identify the role of iconography in the development of situated writing skills in students of seventh grade at Prado Veraniego School.

To describe students' responses to the use of a set of iconographic meme activities to develop situated writing skills.

Specific Objectives

- To determine the impact of writing as a situated practice on the current English level of seventh graders at Prado Veraniego school.

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- To verify the influence that iconographic meme activities will have on the English writing skills of a group of 7th graders at Prado Veraniego School.
- To design a proposal aiming to enhance English writing skills on seventh graders with the use of iconographic situated-meme activities.

Rationale

English becomes more important as we are part now of a globalized world. To be able to communicate with people from other countries, it is necessary to acquire certain proficiency level in this language. This communication procedure includes written compositions created with a determined objective based on the context where a person generates a message. To support this idea, Hyland defined a vision of writing highly related to the social context where it is developed (2009, p.81). If students are not able to relate the foreign language to their current experiences, they will not have a meaningful learning process, which may lead students to memorize English but never be able to use it in a real context or experience. As participants are not immersed in a real written context where they can use the foreign language, they do not seem to find any importance on the functionality that written English has on their current environment. It is necessary to make students understand that English -as well as written English- is always a situated practice, so it needs to be used when the context requires it to be done.

Based on the information provided above, the present project aimed to design a pedagogical and didactic proposal to enhance English writing skills on seventh graders showing this skill as a situated practice. It is necessary that students learn English not just for a grade or an academic purpose, but to make them able to use this foreign language to express what they think about daily life actions performed by them or other people.

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Considering the arguments explained above, the objective of this research project is to enhance seventh graders' writing skills through the use of iconographic meme activities as a situated practice. Based on the interest of students in technology and social media, as well as their issues when expressing their ideas using the target language in a written way, iconographic meme activities were applied to guide students in this research and make them enhance their English proficiency in regards to their situated writing skills. This proposal would be conducted with the aim to make students improve their English writing skills in a determined context.

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Chapter 2: State of the Art and Theoretical Framework

This chapter of the document is divided into two sections. First, in the state of the art, five different research projects that have explored the main interests of this proposal will be reviewed. Second, the theoretical foundations that underpin this proposal will be defined and characterized. These key constructs are situated writing, visual literacy and iconography, and the meme as a pedagogical tool.

State of the Art

The first research project considered relevant is named *Approaching Writing Skills in Third Graders Through Graphic Organizers*. In this study, Arias (2016) developed a qualitative research to analyze the impact of graphic organizers as a tool to teach writing skills on students of third grade at Liceo Femenino Mercedes Nariño School in Bogotá. The data gathered before the implementation included questionnaires, artifacts, a teacher's interview, and a research journal. The findings of this research showed that graphic organizers were useful to give children a first contact with English, as well as to promote their structural skills.

This research shows a direct relationship that can be established between images and writing skills when it is applied on the students. However, it can be seen that this strategy is quite different from the one proposed in this research for two reasons. First, the age of the population is different, as the population chosen for this research oscillated between 10 and 14 years old. Second, even though a graphic organizer is a tool that uses images to foster writing in children in terms of their vocabulary, iconography may help students improve their description abilities of the world that surrounds them.

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The second relevant study developed by Orjuela (2014) and called *Unveiling the EFL teaching practices in pre-school at Gimnasio Campestre Los Arrayanes: A case of iconography*, shows a qualitative study characterized by understanding how iconography works as a way to teach English as a foreign language (henceforth EFL) in a pre-school classroom at Gimnasio Campestre los Arrayanes. This research helps to illustrate the impact of the use of symbols and icons on a pre-school group, as well as the perceptions of students, the teacher, and parents in relation to the use of these signs in the EFL classroom. For this project, data were collected from field notes, semi-structured interviews, questionnaires, and artifacts.

This research provides a concrete meaning of what iconography is. In fact, this research helped define what an icon, a symbol, and an image are and how they can be used to enhance English proficiency on young learners. The project explained above differs from the current one as the study held was exploratory. They had the objective to verify how iconography worked on a selected population. In contrast, this research targeted a different population and it was a proposal that was not completely applied to the participants.

Romero (2017) developed the action research study named *Children picture books to implement a first approach to writing*. It was conducted at Domingo Faustino Sarmiento School with second graders. The aim of this research was to use picture books in order to provide a first approach to writing in English. The final outcome was to make children create their own short texts. This was accomplished by giving them some tasks with a set of writing activities. In this research, data were collected using field notes, surveys, and artifacts made by students. In the conclusions it was asserted that children were not just able to get close to the writing process of a text, but improved their skills in terms of interrelated reading with guided writing. Here, the use

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of images accompanied by a text offered a comprehensible input that was later used as support for the writing process that they were experiencing. This research was a success when it was applied, as students also noticed and started using some important strategies in the writing process such as feedback, self-correction, among others. This research works as a support to the present investigation as it proves that English skills can be enhanced through the use of images with on students. Furthermore, this research shows that images provide a comprehensible input to the students. They could use this input in order to create something new.

The present proposal differs from this one as images -signs in this case- will be generated using a different procedure. On the one hand, picture books created by the students were also made with images they drew by themselves. On the other hand, iconography will work for seventh graders in the way that every single image that will be used will have a collective meaning conveyed by the whole community –that is, in this case, students and the researcher-.

Likewise, the comparative research project developed by Ezzo (2016) called *Using* typography to express emotion (or meaning) in motion graphics as a learning tool for ESL (English as a second language) in a multi-device platform, was applied to a group of students of graphic design in Ohio who were native speakers of Spanish, Thai, Japanese, and Chinese. The main objective of this research was to compare different types of videos, some of them with iconographic and typographic content included, and verify which one was more efficient in the English as a second language learning process. Five videos were showed to students and then it was analyzed if students were captivated by the videos and if they were able to retain more information on those videos with iconographic and typographic than on the others. Surveys and a multi-device platform were used as the instruments of data collection. The results showed that

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the pronunciation of students, as well as the use of the language in a daily-life environment increased in comparison to those who saw only the videos without any iconographic content. In fact, they were able to use some English expressions using the correct pronunciation and learnt about how to use what they saw in a real-life context.

The research described above helped giving this proposal an idea of how iconography can work in order to enhance English skills on participants who are not native speakers of the language that was taught. The research project just mentioned is different from the present proposal as the population is not the same one in location or age. Besides, the research developed by Ezzo is a comparative study where the population was exposed to different variables, while the current project was focused on the study of a single group and a possible way to enhance their writing skills based on previous observation processes. As it was seen in these studies, the use of images for creating an approach to writing has already been considered several times. Nevertheless, the present proposal will be focused on enhancing these writing skills through the use of iconography with the aim to make children communicate through messages generated using this strategy.

Finally, the proposal named EFL Argumentative essay writing as a Situated-Social Practice: review of concepts, developed by Chala and Chapetón (2012) opens a discussion of the different theoretical perspectives where writing has been used as a social situated practice. Besides, in this document it is explained that writing needs to be learnt socially and later it can be used individually if needed, also including a genre-based perspective as a tool to encourage essay writing and relate it with the current teaching and social practice. With this, the learner can express and communicate their views of the world in a written way and learn how to improve

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while sharing his/her thoughts. This research-based proposal helps provide evidence of the use of situated writing in the classroom and how it can be a tool for students to express their vision of the world while writing about the world that surrounds them.

On the one hand, the study held by Chala and Chapetón supported the idea of this proposal that English needs to be taught as a situated practice as language, written and spoken, is a situated practice that will be related to the context where it is developed. On the other hand, this study differs from the present proposal as it shows theoretical information and previous experiences where writing as a social situated practice has been used while none of them is actually applied on a specific population by the researchers. As a contrast, the current project aimed to create a possible way to teach English to a determined population focusing on making them express what they think about their current environment.

Theoretical Framework

Situated Writing

Literacy, which is composed of writing and reading, is highly related to the social environment where it is developed. In words of Barton, Hamilton and Ivanič: "Literacy is best understood as a set of social practices; these can be inferred from events which are mediated by written texts." (2000, p. 8). Based on this affirmation, literacy was understood as an ability that is not just acquired, but also improved based on the social context where the participant is immersed. The participant is immersed in a determined context that is connected to a set of specific social structures that he needs to follow in order to communicate something. This is the reason why writing as a situated practice becomes important for the participants of this study.

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According to Hyland (2009, p. 81) writing is highly related to what we know about the context and the experiences that we have lived. The writer gives a specific meaning to words depending on his intentions; these will change based on the time and the social aspects that surround the writer. Besides, the reader takes an important place in this process, as it is thanks to this one that the writer tries to change the way he communicates his thoughts. In this order of ideas, writing is more than just a mechanical skill present in human beings. In fact, to be competent in this skill, one must be able to express something depending on one's intentions and the context where these intentions are going to be communicated.

Likewise, writing, in words of Baynham (1995) and Lillis (2001, quoted by Chala and Chapetón, 2012): "...is situated because it takes place at a specific moment in history and at a specific place in the society; it makes part of the world and acquires meaning within the context where it occurs." (p. 26). From this point of view, writing is highly related to the context where it is used, so it can be learnt and enhanced based on a determined place and time. Hence, it is considered that writing is a social procedure that can be taught to students based on the context where they live and experiences that they obtain from it. Furthermore, as this procedure is highly related to their real environment, it becomes meaningful for them.

Visual literacy and iconography

Based on Burmark (2002) Visual literacy is considered as the ability of students to: "... "read" (consume/ interpret) images and "write" (produce/use) visually rich communications. They must be able to move gracefully between text and images, between literal and figurative words." (p. 5). In other words, students should learn to read and write using images as these convey a deeper meaning than a text by itself would do. Besides, students in a real-life context

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are continuously getting information through images which have a deeper meaning than the one that they provide to an image in the first place. In consequence, students must learn how to interpret images that they will receive from different resources such as TV, photos, videos, and others; and be able to produce images that can be used to communicate something in their current determined context.

The purpose of using visual literacy is to enable students to communicate feelings and thoughts of their current realities to others using images. This procedure of communication can be achieved using iconography. Based on the definition provided by Chapetón and Delgado (2015, p. 25), Iconography is a system of communication through the use of signs. These signs may be either icons or symbols. On the one hand, the icon will be considered as a sign that has a close relation to the object that it represents as it is similar in terms of the qualities it has. This relation is called by Pierce denotation, a word that refers to the direct meaning that the word may provide to the reader when he observes it (2015, p. 22). On the other hand, a sign may be as well a symbol when the image provided to the reader is arbitrary in relation to the meaning that this one may provide. This means, there is not a clear relation between the sign and the meaning that the person acquired about it. It is important to clarify that even if a sign is either an icon or a symbol, it is necessary to provide it with a meaning conveyed by the whole community –in this case the students and the teacher- so everyone understands the same meaning of an image when they see it.

Based on the definitions provided above, visual literacy can be used to make students “read” and “write” visual messages in hand with iconographic signs to express different emotions. Besides, these feelings can be expressed using signs that have either a direct meaning

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using icons, or an indirect meaning using symbols. Finally, signs created by the participants must have the purpose to be situated, creating a meaningful tool to teach English to the specific population.

The Meme as a Pedagogical Tool in the EFL Classroom

A meme in words of Richard Dawkins may be any: "...tunes, ideas, catch-phrases, clothes fashions, ways of making pots or of building arches." (2006, p. 306). Here, the author defines a meme as any conception that becomes important enough for a large amount of people so it is included in their cultural behaviors.

Richard Dawkins coined the term meme creating a mixture between the Greek word "mimetic" with the sound of the word gene: "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." (2006, p. 306). Dawkins explains that genes work as an analogy for what a meme is. This analogy can be done as memes in culture are transferred from one person to another in the same way as genes do in humans. It is important to clarify that memes will always change when they are transferred from one person to another. This happens because the person who transfers the meme will create a mutation of the original one for their own purposes (2006, p. 309). Furthermore, iconography, hand in hand with memes, work as a proper tool for teaching English as it may be used to communicate among the members of a community, which will be the classroom in this project.

Memes in social networking sites work in the same way as it is defined by Dawkins. They are images with a significant meaning for a group of people. Depending on the group members, the meaning and the purposes of the meme will change. Besides, every time someone

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in the group publishes a meme, this will have a different meaning depending on the personal experiences the group has lived together. Summing up, memes can be considered as a pedagogical tool, as they are a road to the expression of human being's ideas and thoughts. Memes are signs, and in this way, they may be used to communicate either literal -icons- or arbitrary -symbols- meanings as long as they are created based on the correct time and place where the writer wants to share something.

Figure number 1 is a visual representation of the way in which the theoretical constructs of this proposal namely, situated writing, visual literacy, Iconography, and memes are interrelated. As it is seen in the graphic below, social content -experiences- are usually consumed by the participants of the study. Nonetheless, they follow a procedure of interpreting and produce new content based on what they have lived. Next, students use that generated content to communicate something new; in this case using memes as a pedagogical tool.

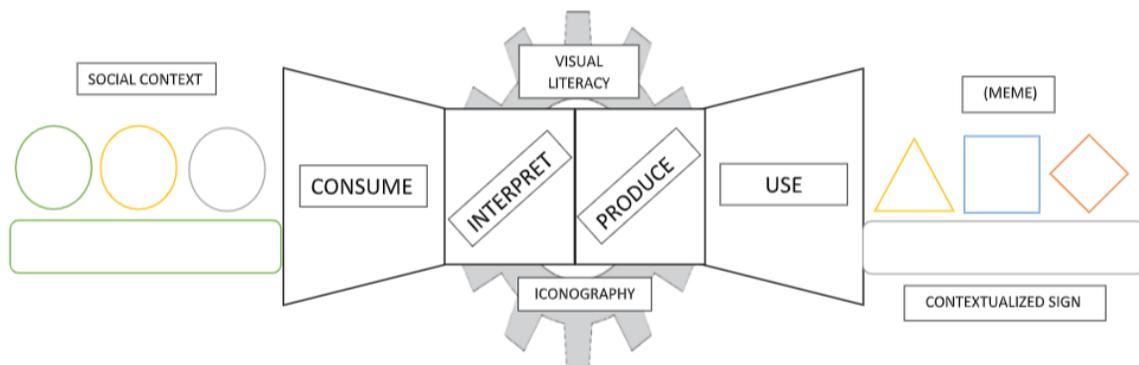


Figure 1. Theoretical representation of the constructs.

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Chapter 3: Research Methodology

This section of the project presents the methodological framework that guided the development of the proposal. Firstly, this work is situated in a research paradigm and the type of study that was attempted to be carried out was characterized. After that, the instruments that were used to collect data for the diagnosis stage are characterized. Finally, the data collection procedures that were followed and some ethical considerations are described. It is important to mention that the present study started as a project to be applied with a determined population. Nevertheless, due to the current global situation, this project was changed into a proposal that aims to create a pedagogical and didactic tool to enhance the English writing skills of a group of seventh graders with the use of iconographic meme-situated activities.

Research paradigm

The research paradigm used for this proposal was qualitative. In words of Hancock, Ockleford, and Windridge: “Qualitative research is concerned with developing explanations of social phenomena. That is to say, it aims to help us to understand the social world in which we live and why things are the way they are.” (2009, p. 6). Based on their description, qualitative research is focused on social aspects of the participants such as cultural behaviors, opinions, and attitudes. Qualitative research becomes practical in this project as it is concerned with social phenomena that cannot be easily expressed numerically. In fact, this proposal includes aspects of the real-life context of the participants that have certain difficulty to be measured statistically.

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Type of Study

Even though the methodological approach utilized in this project was Action research in the first place, it was modified into a pedagogical proposal focused on innovation. This change was done due to the COVID-19 pandemic that led the whole country to a phase of isolation. This situation prohibited any physical contact with other people. Therefore, both students and teachers were not allowed to be in the institution.

Action research, in words of Wallace (2003, p. 4) is defined as a way to collect data systematically about your daily life experiences as a teacher, for further analysis in order to modify your current practice in the future. By modeling their way of teaching "... teachers can solve professional problems and improve their practice through reflection-on-action" (Wallace 2003, 253). Taking this definition as the basis, the teacher of this project will be both teaching, as well as collecting data for future analysis to add to the research and make any changes if necessary.

In this order of ideas provided by Wallace, three out of the four steps should be followed: information about the current English level of the students should be collected at the beginning and throughout the process using different instruments. Afterwards, information should be used with the aim to create activities based on iconography and memes. Finally, the results obtained from the activities should be collected and analyzed to verify if there is any improvement on the students' English level. Nonetheless, it is important to clarify that the third step was considered a suggestion in this proposal as activities were created but not applied on the population due to the global pandemic. This situation turned this project into an innovative pedagogical and didactic proposal understood as an intentional and organized action on a specific field of learning and

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teaching that changes any of the next aspects: Institutional Environment, Purposes, Contents, Actions, Methods, resources, and Evaluation. (Chiroque, 2002, as quoted in FONDEP, 2011). In this case, methods and resources were changed for the present proposal in contrast to the ones proposed by the institution. On the one hand, methods had to be modified as students should learn through the use of situated practices and not through memorization. On the other hand, resources were adapted based on what the population liked the most, so their learning procedure is meaningful.

Data Collection Instruments for the Diagnosis Stage

Triangulation was used with the aim to manipulate and collect data from the instruments: “This usually means collecting more than one type of data (it doesn’t necessarily mean three types, although the term triangulation seems to suggest this). Then you can compare, contrast and cross-check to see whether what you are finding through one source is backed up by other evidence.” (Burns, 2010, p. 96). For this proposal, a plan of triangulation was designed based on the 4 instruments chosen to collect data from the participants of the study. The information gathered from the instruments is directly related to the objectives of the research project and they are represented graphically in the next way:

RESEARCH OBJECTIVES	DATA SOURCE #1	DATA SOURCE # 2	DATA SOURCE # 3	DATA SOURCE # 4
To identify the role of iconography in the	Diagnostic test	Head teacher’s interview	Surveys	Field notes

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development of situated writing skills in students of seventh grade at Prado Veraniego School.				
To describe students' responses to the use of a set of iconographic meme activities to develop situated writing skills.	Diagnostic test	Head teacher's interview	Surveys	Field notes

Figure 1. Proposal of triangulation

Diagnostic test. Based on Alderson (2007) a diagnostic test is intended to probe the strengths and weaknesses of learners, usually focused on isolated components of performance (p 28-29). These tests tend to be resolved individually and are created based on the proficiency level of the learner. With the objective to verify the strengths and weaknesses of students, a diagnostic test (See Appendix 1) was designed based on the information collected in the field notes (See Appendix 4). Besides, the test was created based on five skills that children should develop during 6th and 7th grades. This test was designed taking into account that by the end of 7th grade, the students must achieve an A 2.2 level in relation to the Common European Framework of Reference based on the information obtained from the document “Estándares básicos de Competencias en Lenguas Extranjeras”. The skills that should be developed throughout 6th and 7th grades are listening, reading, writing, and speaking; this last one divided into monologues and conversations.

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Interview. According to Ñaupas, Mejía, Novoa y Villagómez (2014, p. 219) an interview is a formal conversation between the researcher and the participant where some questions are formulated verbally with the aim to prove something in a research project. Due to the various types of interviews, it was decided to create and develop a semi-structured interview, as this one allows the researcher to introduce extra questions while the interview is being held so the information collected is clearer (Ñaupas, Mejía, Novoa and Villagómez 2014, p. 220). This interview (See Appendix 2) was designed and applied to the head teacher of the group some days after starting the observation phase with the participants. This instrument had the purpose of verifying the point of view of the head teacher about different aspects related to students such as the likes and dislikes, the previous experience with English, their motivations, and recommendations to make students find the class interesting.

Surveys. The information about the different aspects of the participants was obtained using a survey. The Pennsylvania State University (2006) defined a survey as: "... a research method to collect information from a selected group of people using standardized questions or interviews.". It was decided to use a survey instead of a questionnaire, as a survey is directed to a determined and selected population. The survey (See Appendix 3) was used at the beginning of the proposal to gather general information about the students such as: their likes and dislikes, previous experiences with English, experience with social networking sites, and general information about them (age, name, grades studied in the same school). This instrument was used at the beginning of the process in order to verify the possible activities students would like to develop during the process.

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Field notes. Field notes are used not only to register the information of the activities and behaviors done by the participants of the research project but to: "...understand fully what these activities mean to people, how they themselves perceive them and what their perspective is on them, it is necessary to see those people in action, to experience what it is they do, even to wade in and have a go yourself." (Wallace, 2003, p. 116). Field notes (See Appendix 4) were used in order to have a direct perspective of the participants and the researcher. This instrument was used during all the lessons during the observation and diagnosis period.

Data Collection Procedures

Before any data was collected from students, an informed consent (See Appendix 6) was signed by their parents. This one established that the information of students was not going to be spread and it was signed up by student's parents establishing different aspects that would be covered throughout the research project and the fact that they would not suffer any kind of danger during the whole process. Besides, the consent established that any data collected would be used only with pedagogical purposes and the name of students would not be mentioned at any moment. Once this consent was delivered, field notes were collected from all the lessons the head teacher prepared. In these field notes, information about students and their learning process was collected.

Two weeks after the field notes started being collected, an interview to the head teacher was created based on the needs and interests that students showed during the lessons. This interview helped the researcher understand the reason why the structure of the lessons was created in a way that each activity was short enough to keep students active. Furthermore, this

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interview worked as a tool to gather information about the teacher and the learning problems that students evidenced.

A week after the interview was applied, a survey was designed for the students. This survey was applied 2 days later to all students and it lasted 30 minutes. This survey had the objective to obtain information from students in terms of their previous experiences with English, Memes, and what they liked or disliked about English.

Finally, a diagnostic test was designed for students to verify the current level of English they had. The test was designed based on different aspects. First, the current English level of students observed from the field notes collected up to that moment. Second, the different skills that should be developed by the end of sixth and seventh grade based on the standards previously mentioned from MEN. Finally, suggestions from the teacher in terms of the topics that had been studied by then. This diagnostic test lasted one hour and students did not have the chance to talk among them or ask for help to the head teacher or the researcher.

Data analysis Approached Proposed

For the present study, grounded theory was suggested to analyze the different outcomes obtained. In words of Corbin and Strauss (2002, pp. 13-14) grounded theory is a procedure where data are collected in a systematic way and analyzed through a process of investigation. This kind of analysis is closely related to the way to collect data and the theory produced by the researcher when generating categories. In other words, this theory helps the researcher create new theory based on the data collected by himself, as well as the creativity shown to name each category when analyzing the results obtained. These categories would be generated based on the artifacts, interviews, field notes, and surveys collected by the researcher.

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Ethical Considerations

As a final clarification, it is important to mention that a consent form was provided and signed up by student's parents establishing different aspects that would be covered throughout the research project and the fact that they would not suffer any kind of danger during the whole procedure. This consent form informed parents that as a research project was going to be developed with their children, it was important to understand that information such as images written texts and the artifacts would be collected during the whole process, so it would be possible to verify any change on the English level of the students and the research aims.

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Chapter 4: Proposal of Pedagogical and Didactic Innovation

This section of the project considers three aspects to determine a pedagogical proposal. Firstly, a vision of learning is shown. Secondly, a vision of how language is seen in the classroom will be described. Next, a vision of the curriculum will be characterized. Finally, a vision of the classroom will be defined.

Vision of Learning

Learning in this study is understood as a situated practice in which the context plays an important role. Lave & Wenger (1991) assert that learning: "...is neither wholly subjective nor fully encompassed in social interaction, and it is not constituted separately from the social world (with its own structures and meanings) of which it is part." (p. 64). This suggests that learning is closely related to the real environment where the participants are involved.

Likewise, this learning procedure is strongly conditioned by the experiences lived inside the determined context mentioned above: "learning is recognized as a social phenomenon constituted in the experienced, lived-in world, through legitimate peripheral participation in ongoing social practice..." (p. 64). In other words, learning is seen as a social practice where students can become proficient in the target language if they relate what they learn with the context where they live in.

Thus, learning in this proposal will be considered as a situated practice, as students will always relate what they learn with the current context. Besides, the activities and lessons, created by the researcher, were actually inspired in different situations that students have experienced in

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their daily-life environment, so they can find a meaningful way to use the target language either in or outside the classroom.

Vision of the Language

The vision of the language in this proposal will be defined as a tool for expression and communication among the participants. Communication is a crucial part of this process as children: "...acquire knowledge of a set of ways in which sentences are used," they "...develop a general theory of the speaking appropriate in their community, which they employ, like other forms of tacit cultural knowledge (competence) in conducting and interpreting social life..." (Hymes 1972, p. 61). This concept of a communicative competence represents the way language will be seen in this project. This is, as a tool to communicate with a community in a specific way, depending on the context and the tacit rules that they have created.

To sum up, language as a way to communicate and express ideas was chosen in this study to make students write while using the target language in a determined context and as members of a specific community. This context includes current problems that they may live or see in daily life situations they go through. Students should be able to communicate and express their thoughts while using meme activities related to the social context that surrounds them.

Vision of Curriculum

The curriculum thought for this project was designed to be emancipatory for its participants. Even though the curriculum has the objective to educate students who behave as "ideal citizens," Grundy (1998), who quotes Freire, defines it as the process to take the experiences of both the teacher and students and find a way to face different problems that can be found in their real-life environment (p.145). In this way, the curriculum in this proposal will

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have the objective to educate citizens able to question and argue about different real-life problems and find solutions to these issues instead of ignoring them. These situations should be proposed by students themselves, as this will provide them with real life situations that can be used as tools for their learning process. Thus, making their learning process meaningful for them.

Vision of the Classroom

Defining the type of classroom becomes important in this project as it is where the interactions among participants will take place. Dixon and Green (2007) mention that: "...classroom interactions cannot be reduced to decontextualized codes..." it is important for both the teacher and students: "...to understand how learning and academic knowledge and practices are talked, written, and acted into being in and through the linguistic processes and practices of participants (e.g., teachers and students) over times and events." (p.6). In other words, in this proposal, the classroom is understood as a place where both students and teachers realize that interactions held between them are part of a real time and space where all the participants are involved. This vision of the classroom is highly related to the situated activities proposed for the students. In fact, the way they solve these activities should be associated to their daily-life experiences and the context where they live in.

Instructional Design

In order to enhance the written skills in English of participants, iconographic meme activities with a situated content were implemented. This means, activities were directly related to the real-life context of students, so it would be meaningful for them. The current pedagogical proposal was designed and organized in three cycles bearing in mind that at the beginning of the process it started as an action research. Each cycle has a situated component that helps students

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to relate their real-life experiences with the activity developed. Furthermore, each lesson plan designed has specific linguistic objectives, different vocabulary activities related to the content they should learn in that lesson, and a written product that will work as an instrument of data collection for further analysis.

CYCLE	LESSON PLAN	OBJECTIVE	LANGUAGE CONTENT	SITUATED WRITING ACTIVITY	VISUAL RESOURCES
CYCLE 1. CONTEXTUALIZATION WHO AM I?	LESSON PLAN 1: WHAT IS A MEME?	<ul style="list-style-type: none"> - Recognize the meme as a way of expression. - Recognize the power of images. 	Vocabulary related to social networks, internet, iconography Simple present	A three-word meme	MEME IMAGES BINGO CARDS
	LESSON PLAN 2: STRENGTHS AND WEAKNESSES	<ul style="list-style-type: none"> - Realize how words can describe what you see. - Find which are some of my strengths and weaknesses are. 	Adjectives Comparative and superlative	WHAT'S BETTER AND WHAT'S THE BEST?	WORD SEARCH MEME IMAGES
	LESSON PLAN 3: MYSELF	<ul style="list-style-type: none"> - Recognize the characteristics that I have. 	Comparatives and superlatives	HELLO EVERYBODY! I AM...	MATCHING PAIRS MEME IMAGES

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		<ul style="list-style-type: none"> - Identify the different ways that I am identified. 	Adjectives		
<p>CYCLE 2</p> <p>KNOWING MY ENVIRONMENT</p>	<p>LESSON PLAN 1: HOME SWEET HOME:</p>	<ul style="list-style-type: none"> - Find ways to name different objects located at home. - Describe actions that can be done at home. 	<p>This/That</p> <p>Third person verbs</p>	<p>Mix and tell (students will choose from 2 different boxes one object and one meme, create a meme that shows a behavior at home with the object chosen).</p>	<p>Different memes in one box and pictures of objects another box, meme images.</p>
	<p>LESSON PLAN 2: SCHOOL IS COOL:</p>	<ul style="list-style-type: none"> - Find ways to name different objects located at school. - Describe which actions can be done at school. 	<p>This/that</p> <p>Third person verbs</p>	<p>Meme-versation (Try to follow a conversation using only memes).</p>	<p>Printings of normal conversations that happen in Facebook, meme images.</p>
	<p>LESSON PLAN 3: MY OUTSIDE-DAILY-LIFE ENVIRONMENT</p>	<ul style="list-style-type: none"> - Recognize how every single person is different from me. - Realize that every single person has their own unique characteristics. 	<p>Do/Does in questions and answers</p>	<p>Guess who? Based on the artifacts of lesson plan 3, create a cartoon with different options so students can guess who</p>	<p>Different memes pasted on a board, meme images.</p>

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				their classmate is.	
CYCLE 3: MY SOCIAL CONTEXT	LESSON PLAN 1: ME AS A STUDENT BE LIKE:	<ul style="list-style-type: none"> - Learn some ways to behave inside or outside the classroom. - Understand the consequences that an action may lead to. 	Routines What time is it?	Ready for school! A decision-based adventure.	Ready for school, (power point presentation), meme images
	LESSON PLAN 2: ME AS A CITIZEN BE LIKE:	<p>Discriminate among correct and incorrect actions in the city.</p> <p>Make decisions based on basic events that may happen in the city.</p>	Personal pronouns	<p>Action! Reaction!</p> <p>Find the best meme to react based on the action you see that is done in an image.</p>	Presentation on Power point (Slides), meme images
	LESSON PLAN 3: ME AS A HUMAN BEING BE LIKE	<ul style="list-style-type: none"> - Describe the environment that surrounds me. - Criticize a behavior they consider incorrect in the human being. - Express events that happen in my real-life using English. 	<p>Simple present</p> <p>Personal pronouns</p>	Create a meme that shows your reality. The students can use drawings to express what they need, to show something they have experienced in their daily life.	Paper, color pencils, meme images

Figure 2. Cycles of intervention

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Cycle 1: Who am I?

The Main objective of this cycle and the three lesson plans included, is to make students aware of the meaning of a meme, as well as find opportunities to describe themselves physically. The first lesson plan is titled *What is a meme?* And it will be the first guide for students to recognize the meme as a way of expression. A bingo with different memes will be provided to the students, so they can relate the meaning of the meme with some concepts that will be used during the next lesson plans. Subsequently, in the activity *A three-word meme*, students need to complete a meme that expresses something they like or dislike and write a sentence related to the feeling that arises when they talk about something they like or not. This will work as an introduction for the next lesson plan. The second lesson plan is called *Strengths and weaknesses* and it has the objective to make students realize that there are several words to describe themselves physically and psychologically. The situated writing activity for this lesson plan is called *What's better and what's the best?*. Students need to choose the best option provided that fits based on the things they like and dislike about different topics and they will explain why they choose any of the options. Finally, the third lesson plan called *Myself*, has the objective to make students find a way to describe themselves. The activity developed in this lesson plan is called *Hello everybody! I am...* and it consists of a set of memes without dialogues that the participants can choose to fill in writing something that describes them in the best way.

Cycle 2: Knowing my Environment

This cycle and the three lesson plans included have the objective to make students aware of the environment where they are usually involved and to be able to describe normal situations or events where they are supposed to be included. The first lesson plan of this cycle is called

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Home sweet home and its objective is to give students a better understanding of the place where they live so they can describe it in the target language. The activity for this lesson plan is called *Mix and tell*, an activity where students create a meme with a written message where it is shown a behavior they usually have, using an object that can be found at home as a reference. Next, the second lesson plan called *School is cool*, is focused on finding different ways to describe objects and events that can be found at school. The activity to be developed has the name of *meme-versation*, and students will try to follow some written conversations using different memes that will be provided by the head teacher and then write something on the meme that works as an answer for the dialogue. These memes will have different answers usually written when the meme is used on social networking sites. The final lesson plan thought for this cycle is called *My outside-daily-life environment* where the participants will identify differences on their daily life experiences and the different kind of people that can be found on the way. *Guess who?* Is the name of the activity of this lesson plan and it needs to be done in pairs. The participants will choose a meme based on a list of memes provided by the teacher. Then, students will ask questions until they are able to find the meme that the other one chooses. Once students have found the meme their friend chose, they need to describe it in the best way possible on a piece of paper.

Cycle 3: My Social Context

The three lesson plans created for this cycle are focused on locating students in three different contexts and make them decide how to behave or act depending on the situation. In fact, this is the cycle where students may enhance their critical thinking and social awareness the most. The first lesson plan has the name *Me as a student be like*. Here, students may improve

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their critical thinking by understanding the consequences of their acts in their behaviors inside and outside the classroom. The activity created for this section is *Ready for school! A decision-based adventure*. Students would identify themselves with the hero of a story created by the researcher and will help him getting on time for school. Each decision they make for the activity will decrease the minutes the hero has to get to school on time. Secondly, a lesson plan called *Me as a citizen be like* will be performed. This time students would participate in an activity called *Action! Reaction!*. The purpose of the activity is to show a set of actions that people can do in the city and make students judge if the action is correct or incorrect based on two memes provided by the researcher. The answers they provide must be in English and using what they learnt up to this moment. Finally, the third lesson plan will allow students to describe the real environment and criticize some of the actions carried out by human beings. The name of the lesson plan is *Me as a human being*. The name given to this activity is *Why is it wrong???* Students have the chance to create their own meme based on a behavior where they consider human beings are committing a mistake or not. Then they need to explain their answers on the same worksheet provided by the teacher.

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LESSON PLAN #3: (First cycle)

Time: 75 minutes

Grade: 702

Institution: Prado Veraniego

Language Contents: comparatives and superlatives

Vocabulary: Tall, Short, Thin, Chubby, Smart, Fit, Blond, Brunette, Bald

Objectives: Recognize the characteristics that I have. Identify the different ways that I am identified

PROCEDURES	TIME
7. The posts of the last session will be checked. Students will compare some of them using comparatives and superlatives.	15 minutes
8. Remember students the ways we can describe other people. Now tell them that is their turn to describe themselves. On a piece of paper, they will think on characteristics that describe them (physical and psychological).	10 minutes
9. A slide with several cards placed upside down will be shown to the students. They need to find those pairs that match. Next, they need to tell how they would name the image they see in English. (Annex 1, Power point presentation, MATCH PAIRS!)	20 minutes
10. Students will socialize about the answers given. They will verify which of the words learnt can be used to describe themselves.	10 minutes
11. A list of meme templates will be given to students, they will choose one and will use it to describe them (any number of adjectives may be used) (Annex 2)	20 Minutes
12. Students will socialize why they chose that meme and how that meme represents a part of them	10 Minutes

Please follow the next link for more information (control + click)

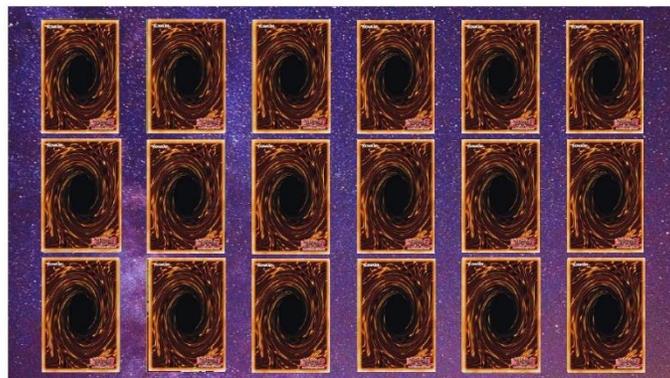
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MATCHING PAIRS!

HOW TO PLAY:

- CHOOSE TWO DIFFERENT CARDS.
- IF YOU CALL WRONG, ANOTHER STUDENT CAN PARTICIPATE
- IF YOU CALL RIGHT, YOU NEED TO GIVE A NAME TO THAT PAIR YOU MATCHED!



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MEME-SITUATED ACTIVITIES

ENHANCING SEVENTH GRADERS' WRITING SKILLS THROUGH
ICONOGRAPHIC MEME-SITUATED ACTIVITIES

Annex 2

HELLO EVERYBODY! I AM...

Name: _____ Date: _____ Group: _____

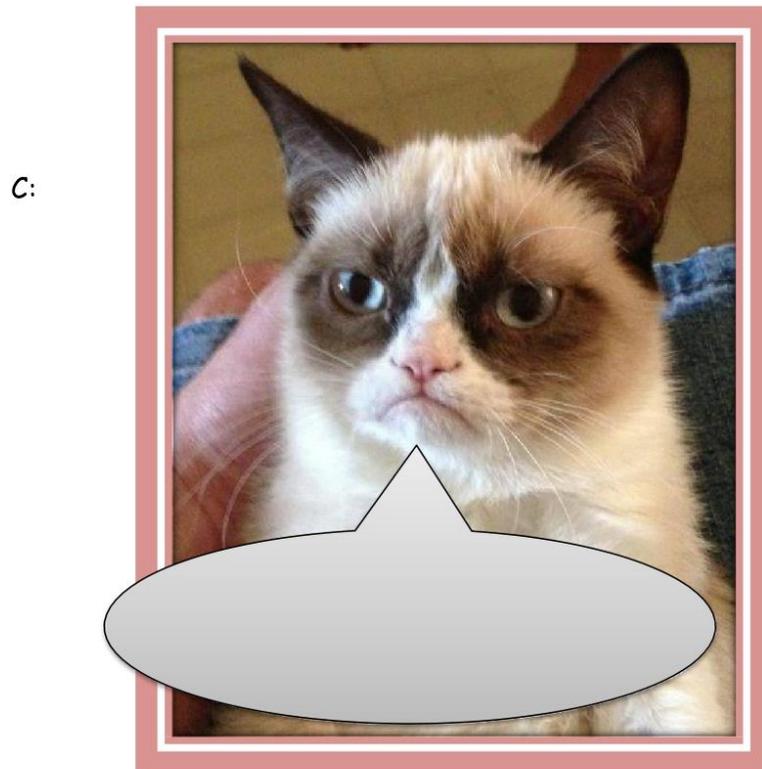
Choose one of the next memes and complete it. Then, explain your meme to your classmates and why it represents you.

A:



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D:



E:



ENHANCING SEVENTH GRADERS' WRITING SKILLS THROUGH ICONOGRAPHIC

MEME-SITUATED ACTIVITIES

LESSON PLAN #1: (Second cycle)

Time: 75 minutes

Grade: 702

Institution: Prado Veraniego

Language Contents: This/That, Third person verbs

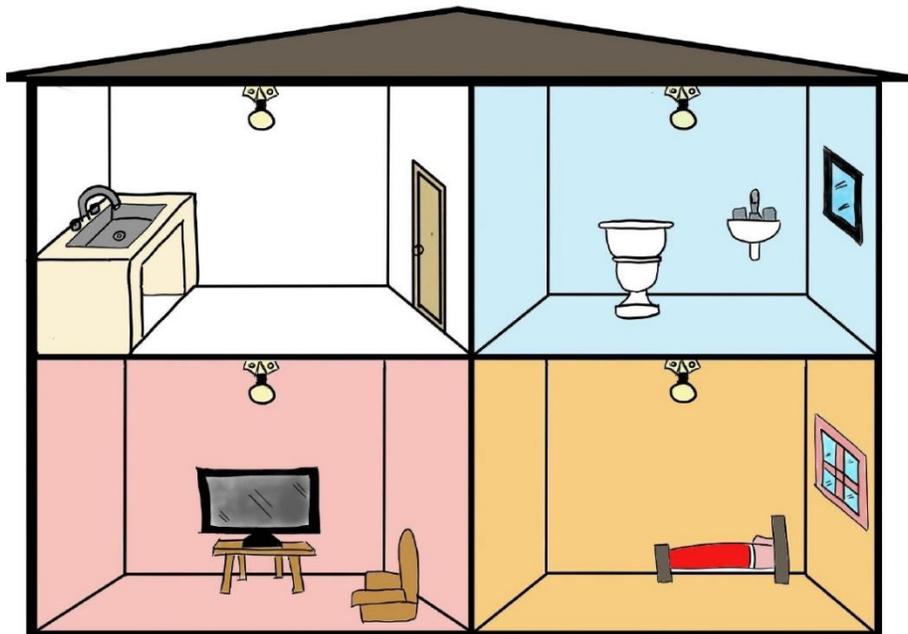
Vocabulary: Meme, like, dislike, iconography, sign, icon, image, share, write, play, post, Facebook,

Objectives: Find ways to name different objects located at home. Describe actions that can be done at home

PROCEDURES	TIME
1. Ask students if they remember the parts of the house where they live. What is the name of this parts? What function do they have? Do they use these parts of the house occasionally?	5 minutes
2. Introduce the topic "Home sweet home" by giving each student a piece of paper with a name of a part of the house. Next, each student needs to draw an object they remember it is found on that part of the house.	20 minutes
3. The pieces of paper will be collected by the teacher. Students need to take one of those drawings randomly and locate it on the place where it belongs based on 4 different posters the teacher will place on the board. (annex 1)	15 minutes
4. Students will socialize about the answers given. With the teacher they will try to give a name to each object the students drawn.	15 minutes
5. Students will choose 1 image from 2 boxes (1 image per box). One of the images has an object found in home and the other one will be a meme chosen by the teacher. Students will create a meme that shows a behavior in home with the object and the meme chosen. (Annex 2)	15 minutes
6. Students will post their meme on the post wall and they will explain what situation the meme describes.	5 Minutes

Annex 1

This poster can be placed on the wall of the classroom, students will randomly choose an object drawn by themselves and place it on the correct place where it belongs into the house



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(Annex 2) Mix and tell

Name: _____ Date: _____ Group: _____

These are the memes that will be given to students as well as the possible objects they may find in the box

THIS IS MY FATHER WHEN MY MOTHER COOKS
HIS FAVOURITE FOOD



DELICIOUS!!!

ENHANCING SEVENTH GRADERS' WRITING SKILLS THROUGH ICONOGRAPHIC
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ENHANCING SEVENTH GRADERS' WRITING SKILLS THROUGH
ICONOGRAPHIC MEME-SITUATED ACTIVITIES



ENHANCING SEVENTH GRADERS' WRITING SKILLS THROUGH ICONOGRAPHIC MEME-SITUATED ACTIVITIES

ENHANCING SEVENTH GRADERS' WRITING SKILLS THROUGH ICONOGRAPHIC MEME-SITUATED ACTIVITIES

Possible images students can find:



ENHANCING SEVENTH GRADERS' WRITING SKILLS THROUGH ICONOGRAPHIC

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LESSON PLAN #2: (Second cycle)

Time: 75 minutes

Grade: 702

Institution: Prado Veraniego

Language Contents: Verb to be, This, that, those, these.

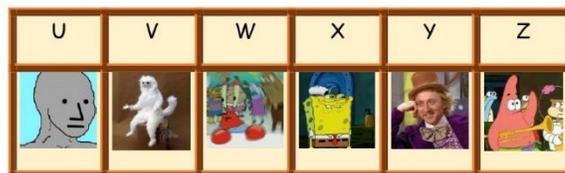
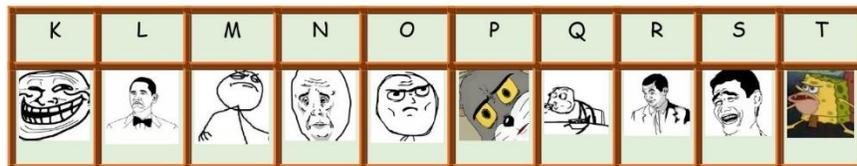
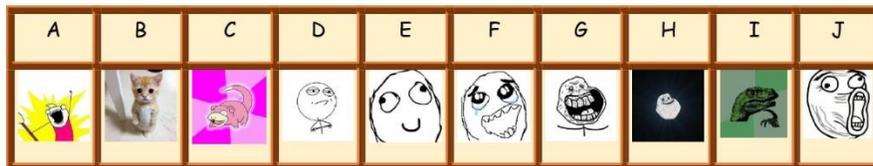
Vocabulary: Classmate, talk, buddy, forget, goalkeeper, wait, project.

Objectives: Realize how words can describe what you see. Find which are some of my strengths and weaknesses.

PROCEDURES	TIME
1. Some of the memes of the last activity will be chosen from the post wall and will be showed to students so they can tell the group what do they understand about the meme and how it is related to the house environment.	10 minutes
2. Ask students different questions about the school: Do they like being at school? What can you do to have fun at school? What does a teacher do in the school? What does a student do in the school?	5 minutes
3. Students will solve a pictogram with different words that will be used on this lesson plan. Students need to find the hidden words based on the letter that each meme will represent on the worksheet (Annex 1)	20 minutes
4. Based on the last activity, students will share their answers with the teacher and then discuss what is the possible meaning of the word they have found and how can it be related to the school environment.	10 minutes
5. Based on the vocabulary acquired on the last activities, students will now need to understand a list of conversations that may happen at school and react to each one using one of the memes provided plus a description of how the student would feel in that moment (Annex 2)	25 minutes
6. Students will share their answers with the rest of the group, the teacher will interpret some of the reactions of students based on what they wrote.	5 Minutes

Annex 1: CRYPTOGRAM

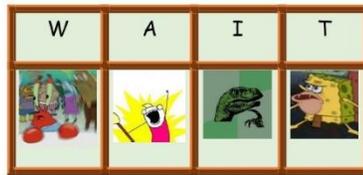
Name: _____ Date: _____ Group: _____



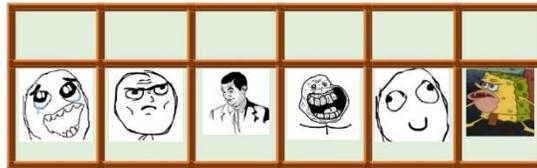
ENHANCING SEVENTH GRADERS' WRITING SKILLS THROUGH ICONOGRAPHIC

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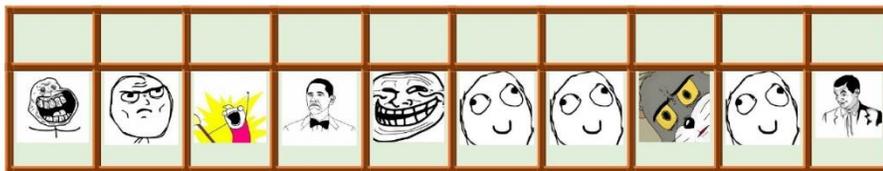
Find the hidden words below using the memes that you find above as it is showed on the example on the example. Then discuss with your friends the possible meaning of those words.



A:



B:



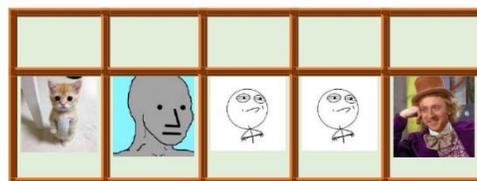
C:



D:



E:



ENHANCING SEVENTH GRADERS' WRITING SKILLS THROUGH ICONOGRAPHIC MEME-SITUATED ACTIVITIES

ENHANCING SEVENTH GRADERS' WRITING SKILLS THROUGH ICONOGRAPHIC MEME-SITUATED ACTIVITIES

(Annex 2) Meme-versation

Name: _____ Date: _____ Group: _____

React to the conversations using a meme from the options provided and describing how would you feel in that case as it is shown in the example below:

1.

Student: Hello teacher! How are you today?

Teacher: Fine! Please remember your classmates to give me their final homework today...

Student: Wait, that homework was not for today

Teacher: Well... Now it is! 😊



My answer: I am really surprised!!

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2.

Me: Hello buddy!

My friend: Hi! Do you want to play soccer?

Me: Yes!! Thank you!

My friend: Cool! You will be the goalkeeper.

A:



My answer:

B:



My answer:

C:



My answer:

ENHANCING SEVENTH GRADERS' WRITING SKILLS THROUGH ICONOGRAPHIC
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ENHANCING SEVENTH GRADERS' WRITING SKILLS THROUGH
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3.

Classmate: Hi!

Me: Hello! How can I help you?

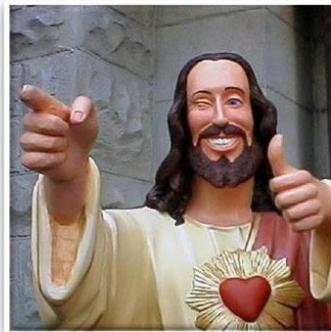
Classmate: Sorry mate, can I borrow your homework for a moment? I always forget to do mine...

A:



My answer

B:



My answer

C:



My answer

ENHANCING SEVENTH GRADERS' WRITING SKILLS THROUGH ICONOGRAPHIC MEME-SITUATED ACTIVITIES

ENHANCING SEVENTH GRADERS' WRITING SKILLS THROUGH ICONOGRAPHIC MEME-SITUATED ACTIVITIES

4. Students: Hello teacher!

Teacher: Hello students, I need to talk to you

Students: What do you want to talk about

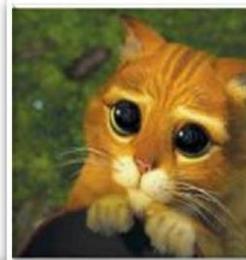
Teacher: It seems we will not have the chance to have a final project this year. Do you want me to cancel the final project?

A:



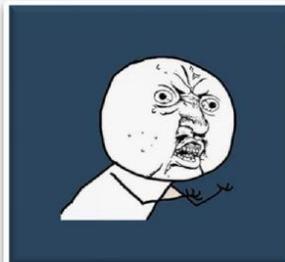
My answer:

B:



My answer:

C:



My answer:

ENHANCING SEVENTH GRADERS' WRITING SKILLS THROUGH ICONOGRAPHIC MEME-SITUATED ACTIVITIES

LESSON PLAN #3: (Second cycle)

Time: 75 minutes

Grade: 702

Institution: Prado Veraniego

Language Contents: Do/Does, yes/no questions

Vocabulary: Hat, sad, beard, Has/has, Do/does, blond, confused

Objectives: Recognize how every single person is different from me, realize that every single person has their own, unique characteristics.

PROCEDURES	TIME
7. Some of the memes of the last activity will be chosen from the post wall and will be showed to students. Students will think about another meme they can use to express their feelings on the cases presented on those memes.	10 minutes
8. Ask students the next questions related to their current people in the environment: Do you consider you are different from your friends and family? Are you different from your friends and other people? Why are you different? How can we be different from another person (physically, psychologically, any other way)?	10 minutes
9. Students will organize the letters of a list of words that are scrambled based on the images that is in front of the letters (Annex 1)	20 minutes
10. Students will play Guess who?? One cardboard will be given to each student. All cardboards have different images of different people with several characteristics. Students will choose one of the images on the cardboard and one other classmate to play with. The objective of this activity is to guess which character your friend has chosen from his/her cardboard. Students need to ask	25 minutes

questions using do or does or using the correct structure, such as: Does it have a red hat? Are you happy on the image? (Annex 2, power point presentation "Guess Who??")	
11. Students will share their answers with the rest of the group, the teacher will conclude the class talking to students to help them getting to the conclusion that everybody is different on its own way. Everybody has their own problems and happy moments, and we need to try to understand and respect that.	10 Minutes

ENHANCING SEVENTH GRADERS' WRITING SKILLS THROUGH ICONOGRAPHIC
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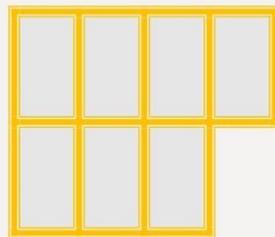
Scrambled letters

Annex 1:

Name: _____ Date: _____ Group: _____

Organize the letters on the left to make them math with the name of the image in front. You can follow the next example:

1. AHT

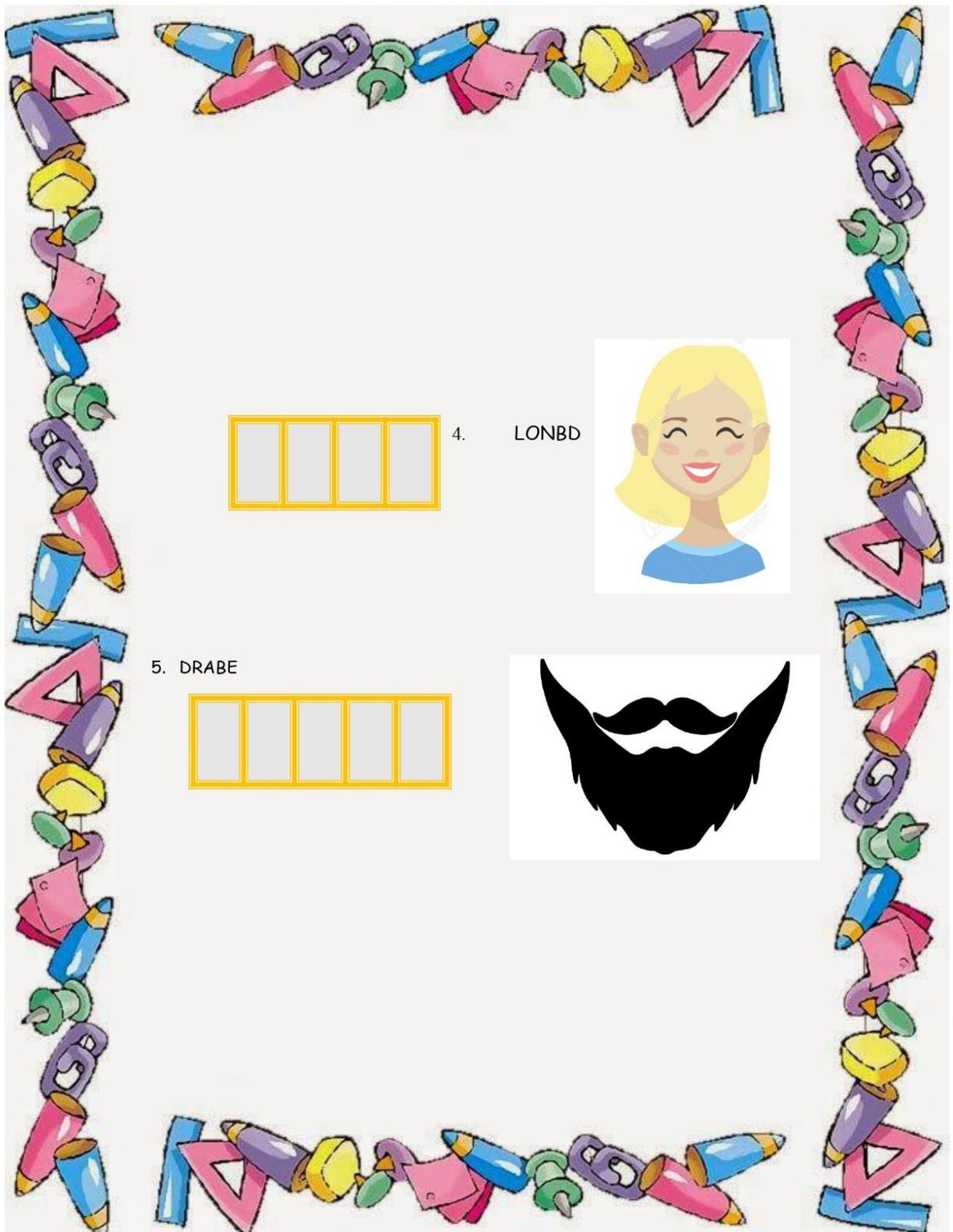


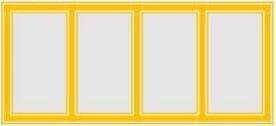
2. VAHE

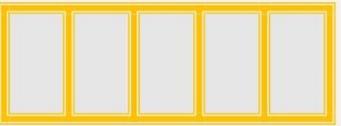
3. ASH



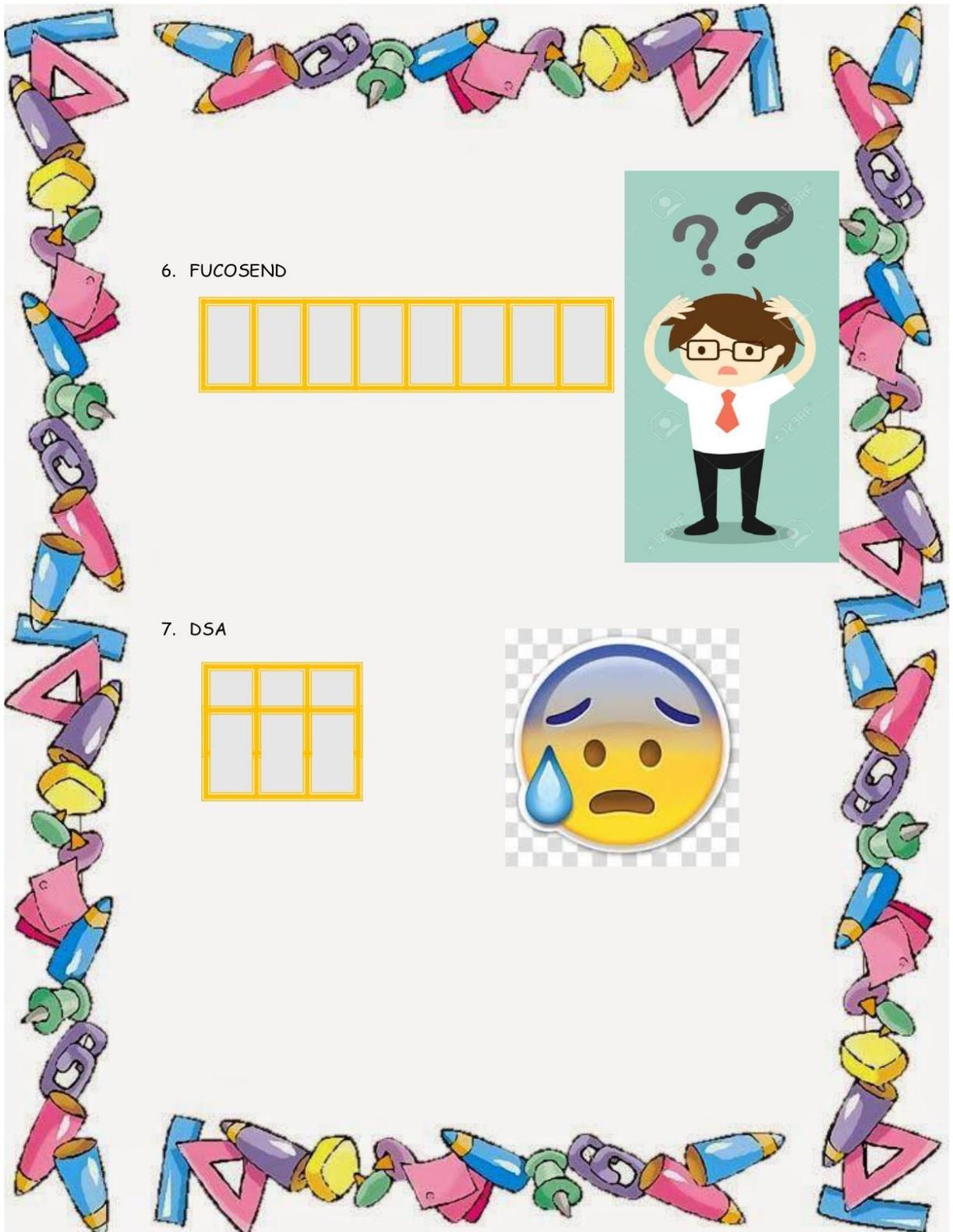
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4.  LONBD 

5. DRABE  

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MEME-SITUATED ACTIVITIES



6. FUCOSEND

--	--	--	--	--	--	--	--	--	--



7. DSA



ENHANCING SEVENTH GRADERS' WRITING SKILLS THROUGH ICONOGRAPHIC
MEME-SITUATED ACTIVITIES

Annex2

Guess Who??

How to play!

One cardboard will be given to each student.

All cardboards have different images of different people with several characteristics.

Students will choose one of the images on the cardboard and one other classmate to play with.

The objective of this activity is to guess what is the character your friend has chosen from his/her cardboard.

You can only ask questions that can be answered with yes or no



ENHANCING SEVENTH GRADERS' WRITING SKILLS THROUGH ICONOGRAPHIC
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Guess Who??

How to play!

- You can ask at least 5 questions
- You cannot ask for the name of the character
- Only yes/no questions are allowed
- Ask for the feelings of the characters at least once
- Once the teacher asks you please answer which character do you think your friend chose



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Guess Who??

1	2	3	4
			
5	6	7	8
			
9	10	11	12
			

Describe the character your friend chose
and told us his/her number!

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ENHANCING SEVENTH GRADERS' WRITING SKILLS THROUGH ICONOGRAPHIC MEME-SITUATED ACTIVITIES

LESSON PLAN #1: (Third cycle)

Time: 75 minutes

Grade: 702

Institution: Prado Veraniego

Language Contents: Routines, what time is it?

Vocabulary: O'clock, Wake up, Bus card, Box, Sign, People, Breakfast, Time, Half, Quarter

Objectives: Learn some ways to behave inside or outside the classroom. Understand the consequences that an action may lead to.

PROCEDURES	TIME
12. Ask students the next questions related to their role as students in the school, in their lives, and the world: What do you do in the school? How can a student behave out of the classroom? What do you think a student should not do?	10 minutes
13. Students will play hang man with the teacher. Students need to find different words before the teacher is able to draw the hang man on the board. Then, students will organize the words they found with some images that will be provided to them on a worksheet (see annex 1)	25 minutes
14. Students will play the game "Ready for School. A decision-based adventure" where students need to follow the story of a student and help him to arrive early to school. Students will make different decisions to help the hero of the story to arrive on time. Between each decision, students can answer a question on a piece of paper and they will give their hero more time to get early to school. (power point presentation) They can also follow the next link: https://view.genial.ly/5f90643b1f05e20d680cd221/presentation-ready-for-school	25 minutes
15. Students will talk to the teacher about the different things that can be done by a student outside the classroom. Then, it will be discussed how a student should behave inside and outside the classroom based on the answers given by them	15 Minutes

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MEME-SITUATED ACTIVITIES

ENHANCING SEVENTH GRADERS' WRITING SKILLS THROUGH
ICONOGRAPHIC MEME-SITUATED ACTIVITIES

(Annex 1) Name: _____ Date: _____ Group: _____

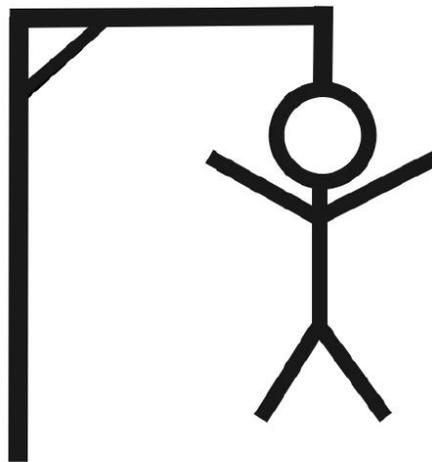
Hang man

Find the hidden words based on the spaces that will be shown by the teacher on the screen.

Raise your hand to guess a letter of the word. All the group can try up to 6 times to guess the word and the letters.

If the hang man is complete you will need to start over again.

After all the words have been found, join the words with the respective image as it will be shown on the example



ENHANCING SEVENTH GRADERS' WRITING SKILLS THROUGH ICONOGRAPHIC MEME-SITUATED ACTIVITIES

ENHANCING SEVENTH GRADERS' WRITING SKILLS THROUGH
ICONOGRAPHIC MEME-SITUATED ACTIVITIES

Blank meme frames for student use:

- 1 row of 6 boxes
- 1 row of 4 boxes and 1 row of 2 boxes
- 1 row of 3 boxes and 1 row of 4 boxes
- 1 row of 3 boxes
- 1 row of 4 boxes
- 1 row of 6 boxes
- 1 row of 8 boxes

Image options for the meme:

- Titicaca logo
- Breakfast scene (pancakes, coffee, eggs)
- Alarm clock
- Left arrow sign
- Group of friends
- Open cardboard box
- Person waking up with the word "awake" below

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ENHANCING SEVENTH GRADERS' WRITING SKILLS THROUGH

Annex2: You can follow the next link to find the presentation:
<https://drive.google.com/drive/folders/117VdDBqTdY-YaCYnso-TErX13SqwcZ4G> , or you can follow
the next link for the Genially version:
<https://view.genial.ly/5f90643b1f05e20d680cd221/presentation-ready-for-school>

A story will be told using slides. Based on the paths that children follow, the ending of the story will change. They may choose "this" or "that" way to continue with the story. Then, in some parts of the story, it will be asked to the students a question based on the scene they are looking at# 2. If they answer correctly, they will give more time to the hero of the story.

The objective of the adventure is to make our hero arrive at 7 o'clock to school

On a sunny day our hero wakes up to get ready to go to school at 6 am.

He has breakfast, takes a shower, and prepares for his day!

He is outside now... After walking for some minutes, he remembers something... He forgot his bus card!! It's 6.15 am, what can he do? (options bicycle and bus card - students decide -).

If bicycle was selected: Our hero decides to go for his bicycle. He goes back home for his bicycle and leaves. You lose 10 minutes

If Bus card was selected: Our hero goes back home for his bus card, but he cannot find it. He decides to go school running. You lose 20 minutes

After some minutes on the way our hero finds a new problem... There is a blockage on the street! What can he do now to get to school? (options crowd and "turn to the right" sign)

If crowd was selected: Our hero decides to kindly ask to the people in front if he can pass through. They are really nice people and decide to give him enough space to continue! You lose 20 minutes

If "turn to the right" sign was selected: Our hero turns to the right to avoid the blockage. After some minutes he finds a group of people marching to

ENHANCING SEVENTH GRADERS' WRITING SKILLS THROUGH ICONOGRAPHIC MEME-SITUATED ACTIVITIES

ENHANCING SEVENTH GRADERS' WRITING SKILLS THROUGH ICONOGRAPHIC MEME-SITUATED ACTIVITIES

LESSON PLAN #3: (Carlos Andrés Hernández Herrera)

Time: 75 minutes

Grade: 702

Institution: Prado Veraniego

Language Contents: Examination

Objectives: Describe the environment that surrounds me. Criticize a behavior I consider incorrect as a human being. Express events that happen in my real-life using English

PROCEDURES	TIME
<p>21. Students will start the class thinking about things that we as human beings do wrong (pollution, murdering, killing animals, cutting trees, etc.).</p> <p>Then, students will name different things human beings do that benefit the world and themselves (plant trees, help others, take care of orphan animals). This will work to introduce the topic “me as a human being be like”.</p>	10 minutes
<p>22. The teacher will give students a workshop called do's and don'ts. Students will see some images and decide that those images should or should not be done by humans. (Annex 1)</p>	15 minutes
<p>23. Students will discuss with the teacher about the answer give. Why some of these actions are correct or not. Which implications do they have on earth, or on the way we all live.</p>	10 minutes
<p>24. Students will create a meme using their imagination. They can use colors and pencils to create a meme that expresses something they like or dislike about human beings' behaviors. Then they will write a description about the meme and why that is something they like or dislike. (Annex 2)</p>	25 minutes
<p>25. Students will share their answers to the teacher and will try to explain why they chose that specific meme and situation.</p>	10 Minutes

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ENHANCING SEVENTH GRADERS' WRITING SKILLS THROUGH
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(Annex 1) Do's and don'ts
Decide if each of the next images is something a human should do or not. Cross out the
decision you have selected next to each image. Next, give a name or a title to the image.

PAPER PLASTIC GLASS ORGANIC

DO's

DONT's

TITLE

DO's

DONT's

TITLE

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DO's

DONT's

TITLE

DO's

DONT's

TITLE

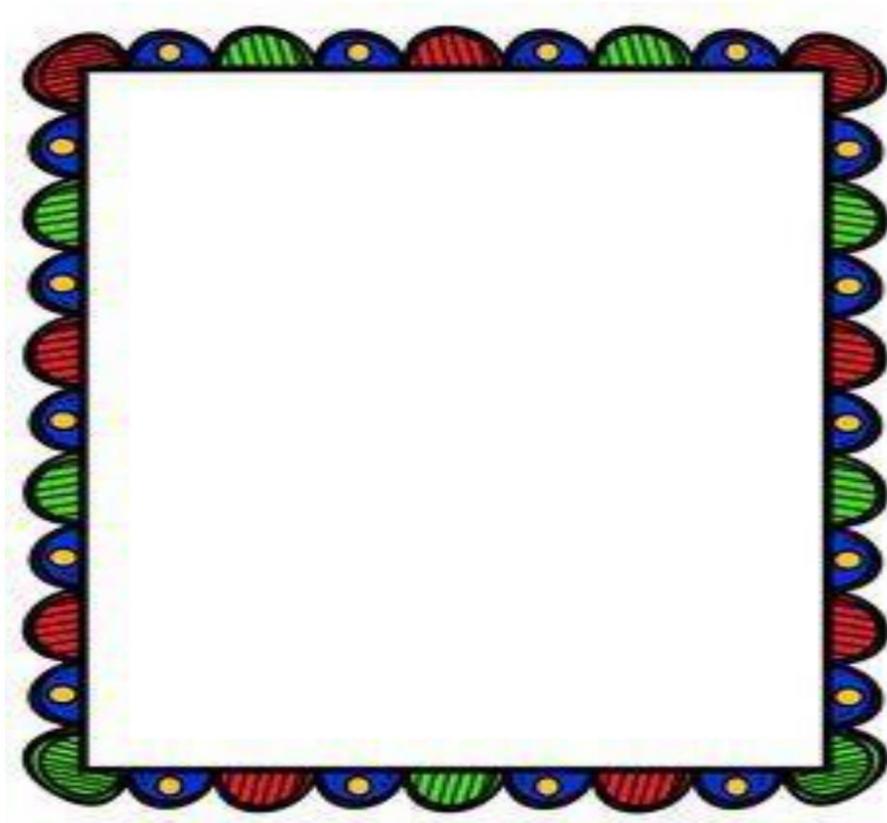
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ENHANCING SEVENTH GRADERS' WRITING SKILLS THROUGH
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(Annex 2) Your turn!

Create a meme that expresses something you like or dislike about the actions of a human being. Remember that your meme must have a visual part that you can draw and a written part that expresses the mem



Describe what does this meme mean to you!



ENHANCING SEVENTH GRADERS' WRITING SKILLS THROUGH ICONOGRAPHIC MEME-SITUATED ACTIVITIES

Chapter 5: Conclusions and Implications

To apply this proposal as well as to obtain optimal results, it is necessary to keep in mind the implications considered. First, for the education field in terms of the stiffness of the curriculum offered by the school. Second, for the teachers and their willingness to consider different teaching practices from the modern ones. Third, for the community and the institution in the way that the school administrators and students' parents need to assist the participants. Fourthly, for the participants in regard to their proficiency level in the foreign language. Finally, for the researcher in terms of the preparation and knowledge level needed to take part in this study.

First, the implications of this project in regard to the education field are highly related to the stiffness of the curriculum of the institution. In this case, the curriculum of Prado Veraniego School is flexible when it is applied to English. As a matter of fact, teachers in the school have the chance to teach in the way they decide to and using the tools they consider that will fit in the classes they design. The only condition placed by the school is to make sure that students will acquire a certain number of topics throughout the year. This flexibility in the curriculum supports this project as the researcher had the possibility to create content for the class almost without any kind of prohibition from the institution. Nonetheless, it is considered to have a different perspective in terms of the final income expected from students. In fact, students under the instruction of this curriculum will be able to learn different topics without finding any relation between them and their real-life environment. Therefore, it is suggested to generate a curriculum that teaches students not only facts about the different subjects, but also ways to apply the

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knowledge acquired to their real life. This will lead students to argue about these situations and turn their learning process into a meaningful experience.

The second implication of this project was thought considering the teachers that were involved in the process. It was basically their willingness to consider different ways to teach a foreign language. Teaching methods used decades ago are still alive at schools. This might make students feel bored, as teaching does not have anything to do with their real-life context. In this order of ideas, teachers involved in the project need to understand that some teaching practices are futile for the new generations and need to change in order to provide students with content related to their situated experiences.

The third implication is related to the community and the administrators of the institution, as they are the ones in charge of providing support to teachers and students actively involved; they are considered as important actors in every part of the teaching process. On the one hand, the community is composed of parents and any other person who works as a support for every single student in the project. They will have to work to help students with any problem related to the teaching process of the language and will notify the researcher about them. On the other hand, the administrators are composed of the directors and head teachers that have the chance to enhance their knowledge in terms of teaching. They must provide the tools and opportunities to the teachers to improve the way they teach. In fact, teachers can receive a correct training on the use of technological tools so they can use items such as a laptop or a projector in an innovative way.

A fourth implication that needs to be taken into account to develop this proposal successfully is related to the proficiency level in English of the participants. It is necessary to

ENHANCING SEVENTH GRADERS' WRITING SKILLS THROUGH ICONOGRAPHIC MEME-SITUATED ACTIVITIES

understand that the population does not have an average English level, as most of them did not have any contact with the foreign language before sixth grade. Therefore, the researcher had to create activities according to the current level they had. However, the activities developed were supposed to be challenging for them, so there would have been a chance to make them improve. It is important to mention that the material designed in this proposal can be adapted depending on the population or the needs of the participants and the teacher who decides to implement it.

The final implication is related to the preparation of the researcher. As a matter of fact, the researcher had to gather information from different sources and prepare every lesson before, so there would not be any further problems in case the proposal was applied. Furthermore, it was necessary for the researcher to have a previous knowledge in terms of English, so each class could be prepared to be taught and handled in English all the time.

Limitations

Firstly, the observation phase of this proposal was designed and applied before the quarantine. Therefore, its implementation taking into account the present situation of the country, would be difficult, not just in terms of data collection, but also in terms of the presentation of results. In this order of ideas, one limitation would be the fact that the present pandemic was not considered as a variable.

Another limitation of the present proposal is that it cannot be applied to people who have not had experience with memes or social media before. In fact, this proposal could not be applied to students under a certain age or that have not had access to computers or social networking sites. Usually, parents decide to keep kids away from these sites, as they might promote procrastination.

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The proposal would be limited also if there were students with any visual disability. Iconography as well as memes were thought to be the main tool for students to learn and develop the different activities. If students are not able to visualize the activities created by the researcher, they will have problems participating in class.

Expected Results of the Proposal

The main result expected from this proposal is to make students aware that English is a tool to communicate what you feel and be able to use it in a real context. The participants of this project are supposed to improve their written English and be able to use it to describe their world using short sentences, as all activities had a relation with something that they liked or real-life experiences. Besides, it is thought to make that students increase their current vocabulary so they have more words to refer to things that exist in the real world. This would make it easier for them to express their ideas using English.

As another expected outcome, it would be expected that students are able to recognize that images by themselves have a deeper meaning than the one shown at first sight. Furthermore, by the end of this proposal, students should be able to understand that the meaning of images can be enriched with written messages. For instance, students should be able to draw conclusions from different pieces of advertisement on TV or provide a meaning to different images based on the context where they are located, such as graffiti, pictures on a book, etc.

Finally, in case this proposal is implemented, it is expected that students achieve the level of English proposed by MEN. Students should acquire a set of words and organize them in order to express what they think or see. Besides, they should be able to provide descriptions not only about an experience, but about a person, a friend, an event, or a scenario. These skills should be

ENHANCING SEVENTH GRADERS' WRITING SKILLS THROUGH ICONOGRAPHIC
MEME-SITUATED ACTIVITIES

reflected when students write short compositions, as they should be able to understand what they are describing as well as have enough vocabulary to explain it.

ENHANCING SEVENTH GRADERS' WRITING SKILLS THROUGH ICONOGRAPHIC MEME-SITUATED ACTIVITIES

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MEME-SITUATED ACTIVITIES

Appendixes

English Test (Appendix 1)

Name: Jordan Adiana Torres
Age: 13

Listen to the conversation. Then, answer the next questions:

1. What is the name of the girl?
Dora
2. How old is the girl?
15 years
3. What is the girl talking about?
she is going to take her friend to the sports center
4. What is her favorite color?
Red

Read the next story and answer questions 5, 6 and 7:

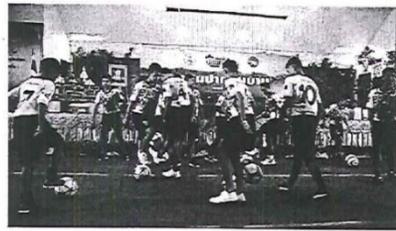
It was snack time. Ted has a bag of chips for his snack. Todd has an apple for his snack. Julia has a granola bar for her snack. Lauren has grapes for her snack. Todd doesn't really like his snack. He would rather have chips or a granola bar or grapes. He asks Ted, Julia, and Lauren if they are willing to **trade**. They say no. The teacher hears this. She says it's not very nice to say no. She tells them to share. Ted grabs a handful of chips. Julia tears off a piece of her granola bar. Lauren breaks off a branch of grapes. Todd takes the food. He thanks his friends.

5. On the text, the word "**trade**" means:
 - a. Change
 - b. Steal
 - c. Cry
6. Who has an apple for a snack?
 - a. Ted
 - b. Julia
 - c. Todd
7. What does Lauren have for her snack?
 - a. An apple
 - b. Chips

- c. Grapes
- d. A granola bar

8. Describe in sentences what the children are doing:

Soccer



9. Describe in sentences the place you see in the image.

Stadium

10. Follow the next conversation:

- Hello! How are you?
Good and you
- How is your family? Are they fine?
My family is fine
- How many brothers do you have?
Two
- And what do you want to do after class?
to play

Ref 1

ENHANCING SEVENTH GRADERS' WRITING SKILLS THROUGH ICONOGRAPHIC MEME-SITUATED ACTIVITIES

Interview Transcription (appendix 2)

Interview made by the researcher to the head teacher of the students of Prado Veraniego School

Researcher: ¿Cuál es tu nombre completo?

Teacher: Mi nombre es María Abella Linares

Researcher: ¿Te gusta enseñar la materia de inglés?

Teacher: Claro, por supuesto

Researcher: ¿Qué habilidad consideras que desarrollas en los estudiantes en tu clase de inglés (Speaking, writing, Reading u otra)?

Teacher: PUES yo pienso que en general yo trato de desarrollar las cuatro habilidades, pero diría que la más importante es la de speaking. Es un poco difícil porque con estudiantes en cada grupo de cuarenta, treinta y ocho, treinta y cinco pues se hace difícil trabajar la parte de habla. Conversación no podría decir, por la intensidad horaria porque es muy difícil pero al máximo se trata en los grupos once... décimo y once que por lo menos traten de trabajar una conversación pequeña y básica... Igual se trata de que hagan exposiciones que de alguna manera eso les ayuda a desarrollar esa parte del speaking

Researcher: ¿Tus estudiantes se sienten interesados en la clase de inglés?

Teacher: los pequeños... Es muy difícil empezar a trabajar con estudiantes de sexto grado el inglés porque en la primaria no es muy constante el trabajo en inglés porque no hay una maestra en inglés. Tienen los practicantes de inglés pero no todos los cursos tienen ese proceso seguido de tener un maestro de inglés todos los años entonces ese proceso se va fragmentando entonces tienen algo de vocabulario pero es difícil. Les gusta el inglés pero sigue siendo difícil en estudiantes de sexto.

Researcher: ¿En algún momento has mencionado a tus estudiantes que el inglés será útil en sus vidas? ¿De qué formas?

Teacher: Si, ellos lo saben y nosotros hablamos, sobre todo en el diario vivir. En lo que vemos con deportistas, con personas importantes que de pronto les llamen la atención y que ellos saben idiomas. Que ellos saben que en un futuro eso les va a servir para salir adelante. Pero los niños a su edad como que no son muy conscientes de que el inglés es importante. Es complicado, además porque uno tiene... porque no es constante en su medio; las familias son tal vez de estratos dos y tres... Entonces no es muy constante ese hecho de que esté ahí el inglés cercano

Researcher: ¿tiene alguno de sus estudiantes estudios en inglés obtenidos por fuera de la institución?

Teacher: ¿Chicos de sexto? De sexto no. Pero de pronto algunos deben tener un poquito más... Debe ser por el gusto que le tienen al inglés, entonces le ponen esas ganas para entender y para hacer sus cosas en inglés, y les va un poco mejor

Researcher: Según sus conversaciones con otros profesores ¿Los estudiantes se comportan de manera distinta (mejor o peor) en otras clases?

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Teacher: No, son iguales en todas las clases, estos chicos son especiales... Pero si hay un grupo de estudiantes que se les puede ver por encima que les gusta, que trabajan sus tareas, sus trabajos de clase los hacen rápido toda actividad que se les presente. Ellos son muy pilos y les gusta trabajar. Del grupo de cuarenta yo diría que por ahí unos diez o doce estudiantes trabajan muy bien

Researcher: ¿Encuentra usted que sus estudiantes de entretienen realizando actividades cuando se hace uso del computador/proyector?

Teacher: si les gusta. Eso es lo que definitivamente les gustan, las imágenes- Les gusta trabajar canciones, les gusta hacer karaoke. En cierta forma van aprendiendo porque van visualizando, las imágenes ayudan bastante y les gusta

Researcher: ¿Consideras tu que los estudiantes aprenden mejor con el uso de elementos tecnológicos como el televisor, celular, proyector o computador?

Teacher: si, totalmente

Researcher: ¿Considera que los estudiantes aprenden con el uso de imágenes?

Teacher: claro, están en la edad en donde debemos trabajar mucho vocabulario para que ellos vayan soltando, y la imagen es muy importante para que ese objetivo se pueda dar.

Researcher: tu cuando estabas antes dando clase en este colegio y ahora con el computador y el Proyector ¿se ha notado una diferencia?

Teacher: Claro, además que ahorita en sexto no se ha podido hacer el trabajo que generalmente tratamos de hacer que pues es trabajar por proyectos van entrando a una actividad para que al final del periodo académico estén hablando. Y los más grandes pues ya pueden trabajar con aparatos tecnológicos, entonces hacen sus presentaciones en Power Point, en varios programas que ellos también aprenden aquí en sus clases de informática.

Researcher: Muchas gracias.

Teacher: Igualmente.

Students' Survey (Appendix 3)



UNIVERSIDAD PEDAGÓGICA NACIONAL
CARLOS ANDRÉS HERNÁNDEZ HERRERA
ENCUESTA PADRES DE FAMILIA
PROYECTO DE GRADO

ENCUESTA

Buenas tardes querido padre de estudiante. La siguiente encuesta es realizada con el objetivo de recolectar información general de ti para la consolidación de un proyecto de grado para el área de la Licenciatura en español e inglés. Las respuestas que me des no serán divulgadas de ninguna forma que no sea parte de la Práctica de Enseñanza por parte de la universidad. De antemano, gracias por tu tiempo para la resolución de esta encuesta:

1. ¿Cuál es tu nombre?

— [REDACTED]

ENHANCING SEVENTH GRADERS' WRITING SKILLS THROUGH ICONOGRAPHIC
MEME-SITUATED ACTIVITIES

Field Notes sample (Appendix 4)

UNIVERSIDAD PEDAGOGICA NACIONAL

FIELD NOTES PUPULATION #1

09-02-2019

ENHANCING SEVENTH GRADERS' WRITING SKILLS THROUGH ICONOGRAPHIC
MEME-SITUATED ACTIVITIES

GUIDING QUESTION	DESCRIPTIVE LEVEL	INTERPRETATIVE-REFLEXIVE LEVEL
Meaningful learning	<p>The teacher organizes the students and first asks them to be quiet so she can start giving the class.</p> <p>The students try to do not make any noise so they can be organized in the classroom as they come from another class in another place</p>	<p>Students decide to remain quiet as there will be a punishment from the teacher if they continue speaking</p> <p>Students do not seem to be interested in the class as some of them do not find any importance to English</p>
Use of technology and social media to get the attention of children	<p>The teacher asks children to sing a song with the lyrics. She turns down the volume every single time they repeat the song so the students have to sing louder every time.</p> <p>Not too many students participate in the activity proposed by the teacher. They seem to be focused on something else different from the activity</p>	<p>Students are not interested on doing the activity today as maybe they have practiced the song several times already.</p> <p>Though these kinds of activities are something this population likes, children are discouraged as the activity has been repeated several times.</p>
Use of memes and iconography as a tool to enhance the proficiency level	<p>The next activity of the teacher consists of teaching the prepositions of place. She gives examples using realia with the prepositions</p> <p>The students try to pay attention to this topic and remain silent.</p>	<p>Students showed interest for the teacher explanation as this seemed to be a new topic for them and the teacher tried to develop the class in a different way.</p> <p>As the teacher is using the projector and website resources, students feel motivated.</p>
<p>Comments: It is noticed that the teacher changes from one activity to the other to keep the attention of the students. She said that it was important to change from one activity to another frequently so the students do not get distracted. These distractions happen because the children do not understand what is being told as this is the first time that most of them have English as a subject (Based on the information provided by the teacher after class).</p>		

Diagnostic Test Results (Appendix 5)

ENHANCING SEVENTH GRADERS' WRITING SKILLS THROUGH ICONOGRAPHIC

MEME-SITUATED ACTIVITIES

STUDENT	SKILL	CONVERSATIONAL				LISTENING	READING	WRITING	CONVERSATIONAL	
		LISTENING	READING	WRITING	CONVERSATIONAL				LISTENING	READING
SEBASTIAN TORRES SUAREZ		2	3	2	3	50	100,00	50	75	
SARA VILLAREAL		1	1	1	1	25	33,33	25	25	
CAROLINA PARRA SUAREZ		1	2	0	3	25	66,67	0	75	
LAURA XIMENA REALPE DAZA		1	1	1	0	25	33,33	25	0	
MARIA FERNANDA GARCIA		1	2	1	1	25	66,67	25	25	
JUAN DAVID APOINTE		2	2	1	2	50	66,67	25	50	
SEBASTIAN RUIZ		1	3	0	0	25	100,00	0	0	
ALAN DAVID MORA VARGAS		2	3	1	3	50	100,00	25	75	
MICHAEL YEPES		2	1	0	2	50	33,33	0	50	
CAROL ANDREA DUITAMA		1	1	0	2	25	33,33	0	50	
JORDAISIN ADRIANA TORRES		2	3	0	1	50	100,00	0	25	
DIEGO ALEXANDER TRIAMA SISSA		1	3	2	1	25	100,00	50	25	
MARID FERNANDEZ VILLANUEVA		2	2	0	2	50	66,67	0	50	
ANDERSON EDUARDO OIEDA		2	2	0	4	50	66,67	0	100	
VALENTINA CORNEJO		2	2	0	3	50	66,67	0	75	
DANNA SHARITH VASQUEZ DONADO		1	2	0	4	25	66,67	0	100	
DARLY GARZON		2	3	3	2	50	100,00	75	50	
CRISTIAN CAMILO		2	0	0	1	50	0,00	0	25	
JUAN CAMILO PEÑATE GOMEZ		2	2	0	0	50	66,67	0	0	
LAURA TATIANA MIÑOZ PINZON		3	2	0	1	75	66,67	0	25	
JOSE LEONARDO SANIBUAN DUARTE		1	1	0	2	25	33,33	0	50	
ALEANDRA SALINAS		1	2	1	2	25	66,67	25	50	
SAMUEL VERGARA ACUÑA		2	2	1	2	50	66,67	25	50	
MICHEL ABAUNZA		3	1	0	0	75	33,33	0	0	
DARWIN STIVEN GUERRERO MERCHAN		2	1	0	0	50	33,33	0	0	
DANNA SOFIA HENAO CANCELADO		3	1	2	4	75	33,33	0	100	
SANTIAGO LOPEZ ACERO		1	3	2	4	25	100,00	50	100	
SAMUEL VERGARA CASTRO		2	2	0	3	50	66,67	0	75	
ANNY ARRIETA		2	3	0	3	50	100,00	0	75	
DORIAN PORTILLO		3	3	3	2	75	100,00	75	50	
ARLETH BARRIOS PORTILLO		3	3	0	4	75	100,00	0	100	
LEIDY GUILLEN		2	2	1	3	50	66,67	25	75	
SANTIAGO ANDRES CABALLERO		4	3	1	4	100	100,00	25	100	

Consent Form (Appendix 6)

ENHANCING SEVENTH GRADERS' WRITING SKILLS THROUGH ICONOGRAPHIC

MEME-SITUATED ACTIVITIES

UNIVERSIDAD PEDAGÓGICA NACIONAL
CONSENTIMIENTO PARTICIPACIÓN TRABAJO DE GRADO

Queridos padres de familia:

El presente documento tiene como objetivo confirmar la aprobación de los padres de familia o acudientes para la participación de los estudiantes en el proyecto de grado de aprendizaje de la lengua inglesa realizado por Carlos Andrés Hernández Herrera, estudiante de la Universidad Pedagógica Nacional. La aprobación de este documento tiene como objetivo obtener el permiso para recolectar escritos, imágenes, observaciones y otros documentos realizados por/para los estudiantes a lo largo del año y verificar mejoras en su nivel de inglés.

Como parte del trabajo de grado se entrega este consentimiento a los estudiantes para ser firmado por sus padres de familia o acudientes:

Firma del padre de familia o acudiente.

UNIVERSIDAD PEDAGÓGICA NACIONAL
CONSENTIMIENTO PARTICIPACIÓN TRABAJO DE GRADO

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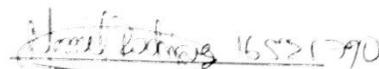
Firma del padre de familia o acudiente.

UNIVERSIDAD PEDAGÓGICA NACIONAL
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