

Developing Vocabulary through Memes as a Didactic Tool in the English language among the
students of 11th grade from the Braulio Gonzalez Educational Institution

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Chapter 1: General presentation of the project

The teaching practice of the Bachelor's Degree in Foreign Languages at the University of Pamplona incorporates 3 components that are necessary for its proper development: the teaching and research component, the community component and the component of intra-institutional activities, which was developed in a public institution in Colombia.

Thus, in this document the reader will find a detailed subproject in each component, the first refers to education and research; it presents the Braulio Gonzalez Educational Institution. This chapter summarizes the guidelines requested by the Ministerio de Educación Nacional (MEN): Proyecto Educativo Institucional (PEI), as well as the Coexistence rules where the norms, objectives, principles, and the pedagogical model are established, in addition to guiding the work of the educational center.

The second chapter describes the proposal to be implemented in the field of pedagogical interaction, on which it is based, according to a problem or need to detect during the week of making contact, in this case, based on the difficulties that students present in learning English vocabulary.

The third chapter refers to an awareness work which is oriented to the attention and training needs in English, of the child population of primary school in Colombia, in this case, to fifth grade students through the use of gamification for vocabulary development.

Finally, in the intra-institutional component, everything related to the curricular and extracurricular activities of the educational institution is presented, which is important and necessary for the practitioner to understand their role as a teacher in an educational context.

Introduction

In the Bachelor of Foreign Languages at the University of Pamplona, teaching practices are conceived as a process in which students have the opportunity to have a more direct relationship with the teaching work, this is how, in this project, it immerses itself in the investigation of educational processes in the classroom, also in the awareness work of practitioners which is oriented towards meeting the needs of training in English in primary schools in Colombia, and finally, it enters an administrative reality allowing the practitioner to participate in various institutional activities.

In this way, the importance of executing each one of the aspects already mentioned in the teaching practice arises, since it is necessary not only to be a participant in a teaching environment, but also to know everything that the teaching role encompasses.

Regarding the phenomenon to be addressed, in the educational institution Braulio Gonzalez it was possible to identify difficulties presented in the learning of vocabulary in the English language, in which the need to use didactic tools that are not only creative but also according to the interests of the students is reflected, that is why this project sought to develop this ability through memes as teaching material, in which it can help the student to implement it in the classroom.

Justification

Nowadays, we can observe the influence of English in the country has been of great importance not only educationally, but it has also gained great strength in the workplace, in this way the teaching of the language has become a priority in the educational system.

In fact, education has sought to have a significant advance in teaching and learning the language, however, despite this, there are still many difficulties in its formation. This is how in the Braulio Gonzalez Educational Institution the difficulties that students present for the development of vocabulary learning were identified. Therefore, it is essential to implement tools that favor the learning of words. On the other hand, it reflects the importance of the practitioner being directly involved in the educational environment and that, through her social work and educational and research projects, she can contribute to building a quality education.

According to the different components that guide this teaching experience, the teacher in training supports the educational institution Braulio Gonzalez, which will do its work of raising awareness with fifth grade students through the implementation of gamification for teaching vocabulary in English and likewise, with the incorporation of memes as a tool to develop of vocabulary learning in English in eleventh grade students.

Objectives

General Objective

To develop the teaching practices at the Braulio Gonzalez Educational Institute

Specific Objectives

- To encourage vocabulary learning through memes in grades 11th.
- To develop vocabulary through gamification in students of 5th grade.
- To participate in institutional events offered by the Braulio Gonzalez Educational Institution throughout the teaching practice.

Conclusions

This project, developed during the comprehensive practice at the Braulio Gonzalez educational institution, managed to integrate different components that allowed the integration of the teacher in training in the educational reality and that also brought benefits to the student community and the educational institution. With regard to the pedagogical and investigative component, an interesting project related to the use of memes was implemented as a didactic tool for the development of vocabulary of the English language in eleventh grade students of a school in Colombia, using Pedagogical Action Research. After carrying out three implementations, the trainee teacher confirmed that the implementation of these activities brought benefits to the linguistic, motivational, and finally, the student's own benefits focused on self-confidence.

For the community outreach component, the pre-service teacher designed a pedagogical proposal focused on the use of gamification to teach English vocabulary to fifth grade children. . After three implementations, it was possible to confirm that gamification is an educational tool that makes vocabulary teaching dynamic and engaging for students. Mainly, because it is based on a variety of games that allow the student to stay active and receptive through the competition.

Regarding the component of intra-institutional activities, the pre-service teacher immersed herself in the educational reality, participating in extracurricular activities that allowed her to know and get closer to her role as a teacher, to the philosophy of school and student life of the institution. In addition, thanks to this component, the pre-service teacher was able to participate and lead cultural, educational or English-speaking activities, thus promoting their responsibility and leadership.

Chapter 2: Institutional Observation and Diagnosis Report

Topographic location

The Braulio González Educational Institute is a public school that is located in the municipality of Yopal in the department of Casanare; which has a territorial extension of 2595 square kilometers, and is located 335 kilometers from the capital district of Bogotá. This institution has three locations, thus the location where the Teaching Practice will take place is the “Sede Central”, which according to the nomenclature is located at Street 13 No. 23-60 Barrio Bello Horizonte.



Figure No° 1

Topographic Location

Proyecto Educativo Institucional “PEI”

This document is formed in the written reference of what the Institution is and what it wants to be in the medium and long term, which constitutes the dynamic axis of the human, academic, sports, social, cultural and community projection development, thus, the Institutional Educational Project (Proyecto Educativo Institucional) "PEI" specifies related aspects such as the mission, vision, objectives, principles and foundations, the pedagogical model, in the same way, it presents the way in which the school will achieve the educational objectives defined by law without neglecting the economic and cultural conditions of the environment according to the needs of the students and the community in general.

Mission

The Braulio González Educational Institution is an official entity with a social function that offers formal education services for children, youth and adults at the preschool, basic, middle school and technical levels with a specialization in electricity, electronics, systems, communication and school journalism and communicative English as well as special inclusion programs for the population with disabilities, in a situation of displacement, vulnerable population and in the process of resocialization. The Institution focuses its function on the formation of the being from the recognition of diversity, with a humanistic-style study plan assisted with specific projects that seek to strengthen the three dimensions of being, knowing and doing in context, seeking to lead its students to become academic, sports, technological, environmental, social and cultural leaders.

Vision

The Braulio González Educational Institution will consolidate itself as the first in the department of Casanare with national projection, for this it will integrate the participatory and

democratic administration of the school government bodies based on the strengthening of the curriculum, incorporating the new pedagogical trends focused on development of the citizen competences, general and specific and promoting the use of new technologies that allow facing the challenges of society, science, and technology.

Institutional Objectives

- To develop school management based on a permanent review of institutional improvement plans to focus on the development of quality policies, where all members of the Braulistas educational community have the participation, within the framework of a horizontal management style and team leadership .
- To train harmoniously developed people capable of building their personal life project with a high capacity for success, internalizing knowledge, principles and values that allow them to be useful to themselves, its family, the community and actively integrate into the social and economic development of the country.
- To guide the pedagogical work towards the formation and consolidation of values, in the different spheres of axiology: ethical, religious, intellectual and social values, which are expressed in socially relevant behaviors.
- To value nature and the environment, as well as the encouragement of good health and a healthy life in all the personnel that establishes the Braulista human talent.
- To promote an education focused on the dimensions of the person, with the student becoming the protagonist of the educational task and of their own learning and aimed at developing general, social and specific skills.

- To involve the educational community, and society in general, in a joint training action, having as principles community participation, programmed management, school autonomy, democracy and equality of conditions and opportunities.
- To engage parents as the first and main educators of their sons and daughters, understanding that the school plays a supporting role in the comprehensive training processes.

Pedagogical model

The educational institution Braulio Gonzalez adopts as a pedagogical model the constructivist method to teach to learn, where the teacher is expected to recreate his own curricular model and strengthen his pedagogical-didactic mediation as a result of the pedagogical theories oriented from the constructivist approach, decanted in the daily mediation in the classroom from the precepts of meaningful learning, assuming its pedagogical work as a source of knowledge and research. It has been emphasized that the fundamental point of meaningful learning is that what is learned is the result of new information or situations interpreted in interaction with what is already known. In order to assure this interaction, it is important to take into account the pedagogical work, based on the needs, interests and knowledge of the Braulist students, as well as their attitudes towards learning. If it is about topics that are not in the immediate environment of the students, motivate them and link them with their needs, interests and knowledge. If unfavorable attitudes towards learning are discovered, try to modify them together, in the action itself and through reflection.

Organization chart

The organization chart of the Braulio Gonzalez Educational Institute arises within the PEI and includes the bodies that can be seen in the figure 2.

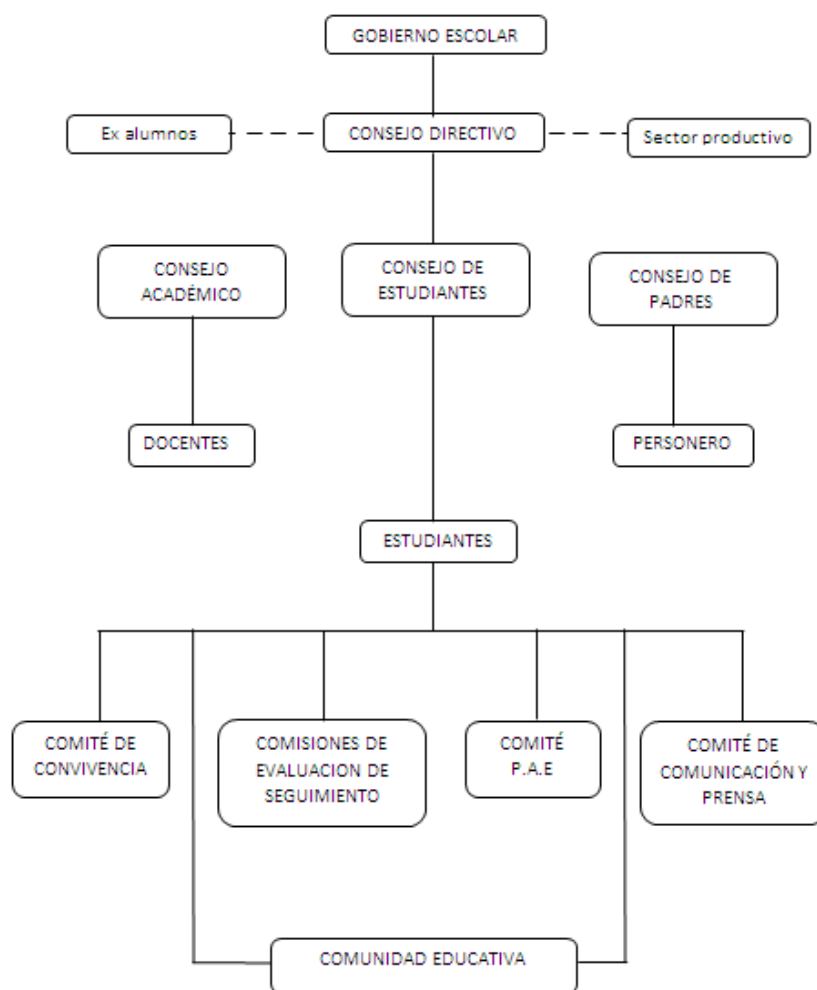


Figure No° 2

Organization chart.

“Manual de Convivencia”

The “Manual de Convivencia” school coexistence rules is an essential component of the PEI that promotes the development of skills and abilities through principles, norms, agreements, rights and duties, and other aspects of all members of the educational institution. Its objective is to establish norms and behaviors that must be fulfilled by its members to guarantee the protection of their rights and school duties.

The Braulio González Educational Institute has a series of guidelines that constitute the Coexistence Manual which aim to guarantee the harmonious action and integral development of the members of the community and especially in the students, being the center of the educational action. The manual for coexistence is a learning instrument because it is designed under the parameter of enabling basic learning for healthy coexistence.

Within the School Coexistence Manual are the rights and duties of students. The most notable ones are described below:

Student’s Rights

The conception of the right to duty, enshrined in the law and clarified in the coexistence manual, is definitive in the face of any situation of denouncing the violation or transgression of human rights since it is evident that every right requires respect with a duty, therefore, when someone affirms "their rights", they must check how they proceeded in the fulfillment of their duties. The notions of right and duty are correlative since there are no rights without duties or duties without rights. Among the most notable high school entitlements are:

- To receive a quality education in accordance with the Educational Project of the Braulio González Educational Institution.
- To receive dignified and fair treatment, timely attention from the entire community and the estates that make up the Braulista family
- To have the support and accompaniment of the family and advisors for their comprehensive education. (art. 23 Code of childhood and adolescence)
- To be guided in their disciplinary and academic actions in accordance with due process as established by law, the current rules that regulate it and the Coexistence Agreement.
- To assure educational attention to students with disabilities, focused on the elimination of existing obstacles to their development, learning and participation; the support teacher must facilitate the adjustments and support they require and guarantee the right to an inclusive education.
- To elect and be elected in the student bodies of school government, and in the various committees of the institution, after fulfilling the requirements for each position.
- To be assisted in a timely manner if required.
- To be informed of scheduled activities.
- To freely express their concerns and raise the problems they have of order, academic, administrative or coexistence.

Student's duties

- To comply with the rules of school coexistence established in the laws, the “Pacto de Convivencia” and the rules that regulate it.
- To know and comply with this “Pacto de Convivencia”.

- To punctually comply with the schedule established by the I.E.B.G. both for entry and for the end of the school day. In case of repeatedly arriving after the time of entry, the parents or advisors will be notified.
- To coexist in harmony under the principles of solidarity, respect, freedom, responsibility, sense of identity and institutional belonging, self-esteem and autonomy.
- To ensure the care and preservation of the environment and the physical goods of the Institution, through their rational use.
- To represent the institution with dignity in all academic, cultural and sports events when required.
- To punctually attend all the academic and pedagogical activities of the institution, in the established schedule.
- To provide courteous and respectful treatment to all members of the institution.

School day

According to the coexistence manual, the schedule of the school day is as follows:

JORNADA	INGRESO	SALIDA
PREESCOLAR (JU)	6:45 am	12:00 m
BÁSICA PRIMARIA (JU)	6:15 am	12:30 m
BÁSICA SECUNDARIA	6:30 am	12:30 m
MEDIA TÉCNICA (JU)	6:15 am	3:00 pm
SABATINA	6:20 am	5:30 pm
NOCTURNA	6:15 pm	10:00 pm

Table No° 1

School day

Timetable and institutional programming

In the Braulio Gonzalez educational institution there is no institutional schedule and programming of activities, as mentioned by managers such as the rector and the academic coordinator, the schedule is carried out as the academic period progresses, in this way the only established activity is the following:

School birthday "Semana Braulista" on September 21, 22 and 23.

Pedagogical level

The pedagogical level allows analyzing the pedagogical situation of the educational institution according to the teaching-learning of English as a foreign language. In this way, the elements to be taken into account in this section are focused on the planning of the language area, the pedagogical and physical resources available to the school and the educational intervention program.

The planning of the language area

The planning of the English courses at the Braulio Gonzalez Educational Institute is in charge of the teachers who guide this subject according to the course they are responsible for. This planning is done at the beginning of the year to add or modify the aspects that are required. In this way, the teacher of the English area in charge of grades tenth and eleventh, organizes different themes according to the learning needs of the students, which are carried out through an online workbook that students can print or manage from their devices, this workbook contains the units that will be worked on during the academic year with their respective activities to be developed.

Knowledge of the pedagogical resources available

The Braulio Gonzalez Educational Institution has the following educational resources available for use by students:

- Library: it is a spacious, comfortable and illuminated room, air-conditioned, equipped with texts, books and reference works.
- Workbook: Book that contains the themes with multiple activities respectively organized according to each academic period, this book is prepared by the teacher in charge.

Syllabus

The syllabus allows the planning of the contents of the English area, classifying it into objectives, skills, content, and others. Thus, the teacher in charge executes a syllabus that is organized by periods, in this syllabus the following components of the language are presented: oral production, written production, reading comprehension and listening, where each component has its respective axis from the “Derechos Básicos de Aprendizaje” (DBA). In addition to this, it has contents, activities and didactic evaluation strategies. This syllabus also takes into account the performance indicators that are divided into: Superior, High, Basic and Low.

Teaching methodology in the language class

The teaching of the foreign language in class is based on the assertive orientation carried out by the teacher through the use of pedagogical tools which allow the student to explore and develop their language skills, carrying out a pleasant learning process. In this way, the implemented methodology presents stages of student development that favor the construction of

knowledge from interaction with the environment, society and the world, allowing the development of their potential through interactive and fun processes that allow students to strengthen autonomy and group work.

Modalities of accompaniment to learning

As an accompaniment modality, the English teacher presents complementary reinforcement and/or improvement activities, these activities are focused on those students who have learning difficulties and have not been able to overcome the performance indicators of the subject during an academic period.

These complementary reinforcement activities are carried out at the end of each school period in which the student must develop once they have not managed to exceed at least the basic level of the skills established in the study plans. The activities to be carried out can be workshops, written works or activities that the student has not presented during the period. If the student does not pass the complementary activities or does not present them according to what was planned by the teacher for each period, they will fail this academic period.

Design of guides and materials

For the design of the guides and work material in class, the teacher of the English area is based on the contents agreed in the study plan, taking into account the objectives that it has, hence, it proceeds to the preparation of the workbook for the school year, which in addition to the explanation of the topics, contains workshops, readings, open and closed question quizzes, filling-in activities and exercises as practice for the ICFES exam

“Derechos Básicos de Aprendizaje (DBA)”

The outline of the English course of the Braulio Gonzalez Institute presents the topics that are related from the basic rights of learning, which allow students to achieve the objectives in a more attractive and real context.

On the other hand, for the implementation of the DBA in the English language, the DBA shown in the scheme is established which are distributed for the 4 academic periods, in which each period is divided into 5 different parts. The first deal with the Thematic Contents, focused on the vocabulary and grammatical structures that will be learned during the academic periods. Then, the following parts are divided into language skills (Oral production, written production, listening comprehension, written comprehension).

11th Grade Basic Learning Rights	
1	Identifies the purpose of medium-length oral and written texts related to topics of general interest and their academic environment and shares it with others.
2	Explains both orally and in writing the causes and effects, as well as the problem and the solution of a situation.
3	Writes argumentative texts with a clear and simple structure on academic topics

4	Expresses orally and in writing their position on a known topic, taking into account that the text is addressed to.
5	Orally expresses their point of view about a previously studied controversial topic.

Table No° 2

Derechos Básicos de Aprendizaje (DBA)

Courses and schedule

The teaching practice includes intensity at the level of 12 hours of teaching in secondary and 4 hours in primary. The following table shows the weekly schedule.

Hours	Monday	Tuesday	Wednesday	Thursday	Friday		
6:30 a.m a 8:10 a.m			11 A		10 F		
8:10 a.m a 8:30 a.m	BREAK						
8:30 a.m a 10:10 a.m			10 F	5A	11 C	5 C	
10:10 a.m a 10:30 a.m	BREAK						
10:30 a.m a 12:20 a.m			11 E	11 C	11 A	11 E	5D
1:00 p.m a 2:40 p.m							

Table No°3

Academic Schedule

Technological level of the institution

This level refers to the technological resources that the educational establishment has for its operation and for the pedagogical approaches when required.

Connectivity

The Braulio Gonzalez Educational Institute does not have internet access for students as a teaching and learning tool. However, for the administrative area, secretary and rectory, there is a cable connection for the development of the different tasks. Likewise, taking into account that students are allowed to use cell phones for educational purposes, Internet connection is allowed if they have the possibility of accessing it.

Access and use of platforms

According to the use of the platforms, the Braulio Gonzalez Educational Institution does not have platforms for contact with its students or as a learning tool.

Description of the digital resources used

The institution has 3 air-conditioned computer rooms with 25 computers and Internet access. Likewise, there is a video projector for teachers who need it.

Population Level and Subject Information

The population included for this project is divided into two school years that represent the highest level of the educational system in Colombia, which are: 10 F, 11 A, 11 C y 11 E, being a total of 118 students, among them 60 women and 50 men who average between 15 and 20 years old, with an intermediate A2 level for those in grade 10 F, and for grade 11 an advanced A2 level. In this way, it should be noted that the selected participants are the students of 11 C.

Grade	Feminine	Male	Total	Age	Language level
10 F	17	14	31	15 - 18	A2 intermediate
11 A	21	10	31	16 – 20	A2
11 C	10	13	23	16 - 20	A2
11 E	20	13	33	16 - 17	A2

Table No° 4*Population, level and subject information***English Staff**

The Braulio González Educational Institution has four teachers in charge of properly guiding the foreign language subject: English; which all are titled in the area.

TEACHER	GRADES AND GROUPS IN CHARGE
TEACHER 1	- Sixth: 3 groups - Seventh: 3 groups
TEACHER 2	- Eighth: 2 groups - Ninth: 1 grupo
TEACHER YOLANDA MAHECHA	- Tenth: 2 groups - Eleventh: 7 groups
COMMUNICATIVE ENGLISH MODALITY TEACHER	- Eleventh D : 7 hours per week - Tenth E: 7 hours per week

Table No° 5*English Staff*

Administrative Staff

Regarding the administrative staff, the Braulio González Educational Institute has:

MANAGEMENT TEAM
1 Rector
2 Academic coordinator
1 Psychocounselor
1 Secretary
3 Administrative Technical Assistants

Table No° 6

Administrative Staff

Parents Community

The community of parents is made up of a minimum of one and a maximum of 2 parents for each of the grades offered by the educational establishment, the election of the parents' representatives for each school year will be held in a meeting by grades and by majority.

Chapter 3: Pedagogical and Investigative Component

Title

Developing Vocabulary through Memes as a Didactic Tool in the English language among the students of 11th grade from the Braulio Gonzalez Educational Institution

Introduction

Over time, the incorporation of new didactic strategies for the acquisition of vocabulary has been seen, which is why the use of memes is considered an innovative and creative tool to carry out the learning process both in children, young people and adults (Acuña, 2017). Memes allow the user to come up with new and creative ideas to get their message across. Thus, the Oxford Dictionary (n.d) establishes that memes are images, videos or text fragments, generally of a humorous nature, which often spreads rapidly among Internet users. In this way, memes have evolved significantly in society, so much so that they have been incorporated into education, in this case in learning the English language.

In recent years, teachers have chosen to innovate in the teaching materials to be implemented for English classes, for example, the use of the meme to improve communication skills, as expressed by Flores (2020), “regarding the teaching of English, the meme can also be an attractive and very useful tool due to its communicative function and that it can provide learning based on real and contextualized language”. In such wise, this tool manages to capture the attention of many students, facilitating the learning process and even more so as it is a humorous tool. According to class observations carried out at the Braulio Gonzalez Educational Institution, 11th grade students present deficiencies in the moment of speech since they lack

spaces that allow them to have a pleasant learning process, in addition, the students show a lack of interest in this area due to the management of the classes and the absence of creative and innovative teaching materials provided by the teacher.

This project seeks to facilitate and improve the learning of vocabulary through the use of memes as a didactic tool in the 11th grade students of the Braulio Gonzalez Educational Institute.

Statement of the problem

Learning vocabulary in a foreign language has become a tedious process for students to follow, due to some factors, such as the lack of spaces, since despite the fact that the institution has an audiovisual classroom, students do not have access to it, limiting language learning, in addition to this, the absence of innovation in terms of the teaching material used by teachers is very common in the development of English classes, preventing the exploration of knowledge through different forms of teaching. This is why English classes have been carried out in a traditional way, such as through repetition, the use of guides with extensive exercises that tire and demotivate the student or with activities where there is no creativity or dynamism. Thus, the students do not feel interest when doing the activities because of the monotony, making it difficult to learn the language due to the lack of enthusiasm, which generates certain distaste for the subject.

In fact, when making classes observations to the 11th grade students of the Braulio Gonzalez Educational Institution, it was possible to identify those shortcomings in the language, which the aspect to highlight is the lack of vocabulary being a difficulty when interacting with the language becoming a limitation for the development of other communicative skills where the

student's level does not meet the expected expectations according to the “Estándares” and “Derechos Básicos de Aprendizaje” (DBA).

Hence, the need arises to use memes as an innovative and creative tool that allows carrying out an enriching learning process, being a new alternative as didactic material that teachers can implement during their classes and students can not only learn but that also enjoy through humor from an educational and cultural perspective.

Justification

The objective of this project was born according to the lack of creative didactic tools implemented in English classes aimed at 11th grade students of the Braulio González Educational Institution, since difficulties are evident when expressing themselves in the language, especially due to the absence of vocabulary that is presented in them, therefore, this project is relevant because the use of memes as a didactic tool offers the opportunity to learn vocabulary and expressions in English in context, additionally, they offer information about English culture thanks to the images of famous and well-known personalities, from politicians to athletes, likewise, it facilitates not only the learning but also the teaching of the language, as Turhan (2012) mentions, “Internet memes are an excellent way to teach the English language” and indeed, its implementation favors having a pleasant and memorable class environment thanks to the fact that this tool is based on humor, therefore it helps the student to remain receptive to what is being taught.

That is why this project aims to help 11th grade students to expand their vocabulary through the creative use of memes because they have a low level in this ability in the English language.

Objectives

General Objective

To develop vocabulary through memes as a didactic tool in the English language among the students of 11th grade from the Braulio Gonzalez Educational Institution

Specific Objectives

- To foster the motivation of students in the implementation of memes for vocabulary learning
- To describe the benefits of using memes in vocabulary learning in students

Research questions

General question

What are the benefits of using memes as a didactic tool for the development of vocabulary in 11th grade students of the Braulio González Educational Institution?

Sub questions

- In what way is the motivation of students promoted through the application of memes for vocabulary learning?
- What are the benefits of using memes in learning vocabulary for students?

Theoretical framework

In this part, the main concepts and theoretical foundations will be defined, with the aim of contextualizing and understanding the essential notions that inspired this educational project.

Vocabulary learning

Learning vocabulary in a foreign language is an essential aspect since it complements other skills that allow the development of speech expression. Pérez (2010) points out that the acquisition of vocabulary is an aid for the rest of the linguistic activities in learning a new language, such as writing, pronunciation, reading, etc. Likewise, the vocabulary notably favors the reading comprehension of the students, hence the need to know the meaning of words, expressions of the culture and/or context directly influencing not only reading comprehension but also other skills, for Nation (2001: 34), the learner of a language must have some knowledge of the use of words, in any of the two stages of language production, either the receptive or the productive.

Thus, to carry out a significant vocabulary learning process, Mona (2013) emphasizes that vocabulary learning should be personalized in terms of the needs of the students where their motivations must be known and the vocabulary of the unit must be related, as far as possible, with these general interests and with activities that are on the corresponding level, in the same way, it points out the importance of working on vocabulary learning in a striking way that allows students to enjoy and enrich themselves during the language learning process, in addition, Jiménez (2010), mentions that for the development of vocabulary you can count on innumerable games, activities or situations that will help us favor it.

Memes in learning

Oxford Dictionary (n.d), emphasizes that memes are images, videos or text fragments, usually of a humorous nature, that often spread rapidly among Internet users, likewise, Dawkins (1976) defines the word memes as units of cultural transmission where he expresses the notion of

culture in the teaching and learning of foreign languages through an emphasis on Schumann's acculturation perspective and the importance of culture in Vygotsky's EFL classes, this is how memes have a great role in the teaching and learning of a language thanks to the humor that it generates and transmits through various cultures since it has evolved over the years in society.

Hence, memes have managed to emerge significantly in learning since it has been seen from different positive perspectives such as education where teachers have chosen to integrate them for the teaching and learning process of students, as mentioned by Shifman (2014), who points out that “memes were selected for their ability to create multiple opportunities to develop visual and critical skills in the language classroom, as they are virally transmitted cultural artifacts with socially shared norms and values”. As well, it has been seen as an enriching way of learning where the authors Bell and Pomerantz (2016) emphasize that, “the ultimate goal of humor education is not to produce funny students but rather to familiarize students with a variety of conventional practices around humorous interaction, so that they can better participate in it” which promotes student learning.

Students motivation

In the teaching and learning process there is an important factor that allows the student to build knowledge, it is about motivation, Woolfolk (1999) states that “motivation is the engine of learning; it is that spark that allows you to ignite it and encourages the development of the process”, that is, motivation is defined as something that stimulates and directs behavior, likewise, Maehr and Meyer (1997) emphasize that motivation interacts with learning and performance in a variety of ways, “a subject motivated in a task increases his energy level and his activity level and the opposite also happens”.

Authors such as Pintrich and De Groot (1990), mention that in order to obtain optimal learning results, students need to have both a will and an ability which clearly reflects the degree of interrelation between the motivational and the cognitive within school learning, similarly, Conde (2010) points out that “there are other important aspects that have to be taken into account in the motivation of students which are the acceptance that is received by the people that the student considers superior to him, that is, the teachers and the motivation that points to the achievement of rewards that are received when the expected results have been achieved” emphasizing that motivation allows students to set goals until they can achieve them which helps them remain receptive at the time of the learning process.

Literature reviews

This part will present previous studies carried out on an international scale that have been taken as sources of support in order to support the use of memes for vocabulary development in English language learning.

Memes in English class

According to “Internet Memes as Cultural Education Tools in L2 Teaching (2020)” shows that memes in the English classroom provide us with the opportunity to see different aspects of social reality, where a variety of content can be implemented in which teachers must direct and guide classes towards the various problems of the content presented in the memes and thus provide students with the opportunity to self-reflect, that is to say that the teacher has a great role in terms of managing the meme in the classes since it influences the critical postures of the students.

The same way, “Memes in English classes: exploring multiliteracy practices (2020)” points out that the teaching of English must be connected with social problems from a general perspective, since when it comes to learning from another culture, teaching practices should not move away from what happens in the world.

In addition to this, “On the Optimization of Sentence Imitation in Primary School English Teaching from the Perspective of Strong Memes (2017)” described that teaching a language through the principle of meme transmission is feasible because the rules of imitation and assimilation may overlap in English learners. Karadeniz (2021) “memes are cultural compounds (ideas, symbols and practices) that spread in multiple ways through imitation and appropriation”. It also mentions that if the teacher can make good use of memes will be able to consciously guide students to discover, summarize, improving students' writing ability as well as observation ability and inductive ability.

Memes in vocabulary acquisition

“Implementing Humor Instruction into English Language Teaching (2021)”, describes that memes provide the opportunity for students to learn vocabulary and expressions in English in context that contribute significantly to their learning process in managing the language, likewise, it points out that teachers are in charge of selecting the appropriate activity that guarantees that students grasp and understand all the necessary vocabulary, that is to say that memes can be used in various ways for the acquisition of vocabulary.

In addition, “Using Memes in the Language Classroom (2021)” establishes that the use of memes positively favors remembering vocabulary in students; there they refer to vocabulary

review activities through memes since it promotes the level of competition, likewise, it points out that the creation of memes promotes their learning by being effective and fun for students.

The meme as an innovative didactic tool in learning

In consonance with “Internet Memes as Cultural Education Tools in L2 Teaching (2020)”, shows that the meme is considered, as a fact of the environment mediated by the Internet with its participatory culture in which, taking into account its evolution, it has managed to become an attractive material for the classroom environment, favoring its application to education.

The same way, “Implementing Humor Instruction into English Language Teaching (2021)”, describe that humor through memes is an enriching tool which makes the teaching and learning process more attractive, innovative, interesting and memorable for the student that can be integrated to complement any of the four traditional language skills.

Pedagogical Methodology

For the construction of the methodology of this project, the Cognitive Learning approach was taken into account, as expressed by Shuell (1986), “the cognitive approach focuses on the mental activities of the student that leads to a response and recognizes the processes of mental planning, goal formulation and organization of strategies” where the student can acquire knowledge through a learning process based on the training of understanding the application of rules and memorization. In addition to this, taking into account the experience and practice in the learning process, Ertmer and Newby (1993), emphasize that cognitivism studies the environment, the reaction to the environment and how it interprets itself, which allows assessing

the learner's thinking and behavior, as well as mental processes such as interpretation, processing, and storage.

To carry out this project, a questionnaire was presented in order to know the interests of the students, this questionnaire proposed various topics where students must select those that are of the greatest interest to them, the topics or situations with the highest vote were those that were used throughout the activities, these proposed memes were based on educational situations; everyday situations within the classroom or the subject, likewise, situations that arise between the teacher and the student, or between classmates. Also, memes related to family, courtship, technology and even society itself. According to Dawkins (1976), “the meme is a unit of cultural transmission that passes from one brain to another through speech, writing, gesture, behavior and, in general, any other phenomenon that can be imitated”. Besides, it was proposed to create a group in the social network "Whatsapp" so these students can send memes of interest that they want to use during class, this with the purpose of motivating them and encouraging them to learn. The idea of these memes is that students feel identified and can better grasp the vocabulary used in each of them. It is worth mentioning that the topics established in the workbook will be taken into account, such as the conditionals, the gerund, the “used to” and the idioms to reinforce not only the vocabulary but also the topics proposed for the class.

In this way, the memes were executed as a didactic tool to develop the vocabulary in the eleventh grade students of the Braulio González Educational Institution, in which the methodology to be implemented during the class is based on three stages. The first stage is based on the visualization of the meme, here it is sought that the student has the first impression, image or opinion of what he can perceive of the relationship between image and text. The second stage was focused on explaining the cultural and linguistic content that it expresses, that is; it was

based on the definition of the presented vocabulary, taking into account the cultural context, with the aim that students can understand the meaning that the meme proposes. And finally, the last stage is based on the creation of the meme which is intended for students to practice using the vocabulary learned and check that they have understood it correctly, in addition, this stage has contributed to the written production competence because they had to create sentences and structure them. It is worth mentioning that, as we progress with the creation of memes, students must have a record of each one of them, this as final product, to do this, they must create an album where they included the memes made by each student during this creation process.

Compliance with the pedagogical methodology

During the implementation of this project, 3 activities focused on vocabulary have been carried out. According to the objectives, these activities were essentially based on memes, in which the topics addressed were taken into account for their selection such as the educational, romantic context and informal vocabulary of social networks, this is how the memes for each theme were chosen with certain aspects to take into account, for example, that their vocabulary was not obscene or disrespectful, as well as that it was understandable for the students, using a vocabulary and grammar according to the level in which they are. It is worth mentioning that these memes were taken from various pages on the internet, most of them from Pinterest and Facebook.

In this way the first activity was carried out, here, the researcher used a diversity of memes to enter into context with the vocabulary to be implemented, these memes were focused on an academic environment where the daily reality of the student-teacher relationship was reflected, here the students had to identify the vocabulary used and try to decipher the meme, the objective of this stage was for them to understand not only the linguistic context but also the

cultural context of each one of them. Following this, the grammar used in the previous class was taken into account as a way of not losing the sequence and reinforcing the topic, which was about conditionals, for this stage, different memes were shown where they used it. Students had to identify which conditional they were dealing with and try to understand what the meme meant. Finally, the last stage was based on the elaboration of the meme, the idea of this activity was to create a meme taking into account the vocabulary in an academic environment and context and use conditionals if possible. For this, the researcher provided random images so that the students could be inspired and show their creativity (Annex B). It is worth mentioning that this activity was based on the class plan designed by the researcher, which helped it to be carried out correctly (Annex A).

As a second activity, according to the planning (Annex C), the researcher used memes related to the vocabulary of couple relationships, courtship and romance, because that was one of the topics of greatest interest indicated in the survey carried out at the beginning of the project. In addition to this, a brief feedback and reminders of the theme that has been worked on which is the Neither, Either, So and Too, was made, this with an end to the activity of the memes. In the creation of the meme, the researcher provided each student with a word from the vocabulary seen at random and with this they had to create a meme where they included that word and at the same time the feedback theme (Annex D). Most of the students responded very well to this activity, since they followed the instructions properly. Those who did not could only do half of the instruction since the meme that was provided influenced them to use only the word that the practitioner had given them. However, this did not affect the activity because of the idea was to know how to use the vocabulary in context. On the other hand, taking into account the environment in the classroom, it was carried out in a pleasant way in which the students

remained active and willing to carry out the activity and more when it comes to using creativity with certain parameters to follow.

Finally, the third activity was a little different from the others, the topic addressed was about the informal vocabulary that is used in social networks in the English culture and that sometimes we Spanish-speakers also use in memes. In this activity, the explanation of 9 expressions written on the board was given which were socialized through memes in a group way, becoming something interesting since when dealing with abbreviations, the students were attentive and participatory when interpreting the meme, followed by this, each one was given an expression which they had to use for the creation of the meme (Annex E). At the end of this stage, the students had to work in groups of two and rate their partner's meme, in which they had to leave a comment and an appreciative note (Annex F).

As an extra activity, the students were proposed to create an album which they decided to do as a group (Figure No°4). In this album the students added 2 memes for each one, with the aim of sharing the best memes that they had made during the sessions. This activity had an appreciative note for creativity and participation.



Figure No° 3

Group album

It is important to mention that it was not possible to carry out all the proposed interventions due to lack of time and events of extracurricular activities and those of the course that occurred during the period, such as the delivery of symbols and the prom of grade 11 students. That is to say, initially the proposed activities were 6 and only 5 could be implemented.

Research Methodology

In this part we deal with the main issues regarding the focus of our research, the design, the place, the population, the sample, the instruments and the schedule of activities for data collection.

The type of investigation

Taking into account the purpose of this study, a type of qualitative research is chosen. Creswell (2012), points out that qualitative research “explores the problem by developing a

detailed understanding of a central phenomenon, taking into account the experiences of the participants”. In this way, it was decided to use this approach since it allowed us to understand the development of vocabulary learning through the use of memes.

Design

According to the design, it was adopted an action research. Creswell (2012) states that this type of design is used when there is a problem to be solved. Similarly, it points out that the field of action research allows teachers or educators in schools to improve their pedagogical strategies by participating in research, which means that educators aim to improve the practice of education through the various situations they face.

Population

The study included the participation of 23 students between the ages of 16 and 20 in the eleventh grade of the Braulio Gonzalez Educational Institute in the city of Yopal. Students had a weekly intensity of 3 hours, which according to the schedule established by the institution corresponds to Thursdays. In this way, 8 students were selected as the sample of this research project which helped in the contributions of relevant information in this study, this selection was carried out by means of the random sampling technique in which all students had the same probability of being chosen.

Data collection techniques

According to the data collection techniques, the researcher has chosen instruments that are consistent with the qualitative perspective in education, such as non-participant observation, the questionnaire and an open interview.

Participatory observation

Creswell (2012) mentions that observation is the process of collecting information by observing people, their context, and their behavior at a research site. In this way, to make an observation in a study, it is of vital importance to follow certain parameters that have been proposed by this author. Creswell (2012) mentions that as a first step, the researcher must choose a site and make brief observations to better understand the central phenomenon. Subsequently, it must be determined who or what is going to be observed, when and for how long. On the other hand, it is necessary for the researcher to choose his role as observer and thus be able to make multiple observations to obtain the best understanding of the phenomenon (Annex I).

Questionnaire

In this project, the survey was applied, which was directed to the participants of the investigation, Tamayo (2002), expresses that “the survey allows answering problems in descriptive terms such as the relationship of variables, after having collected information according to a previously designed design that ensures the accuracy of the information obtained”. In other words, this instrument consists of implementing a series of questions that are related to the research problem that is desired to know, to a defined number of individuals; responses are normally recorded by the person consulted in writing.

Interview

Morgan and Cogger (1989), establish that “an interview is a conversation with purpose. It is an interactive process that involves many aspects of communication than simply speaking or listening, such as gestures, posture, facial expressions, and other communicative behaviors”. In

this research, the open interview was used where the researcher held conversations with the participants for the purpose of collecting data on the research study.

Compliance with the investigative methodology

For the construction of this research, a survey was carried out on 11C grade students, implemented in week 4 of September as stated in the activities' schedule. This survey is made up of 5 open questions, which focused on knowing the frequency in which students see memes and to know their interests in a way that could facilitate their selection. It is worth mentioning that this activity was carried out satisfactorily in which its development was not a problem for the students (Annex G).

Likewise, a participatory observation was implemented in the second week of November, specifically on the 10th which was based on observing and recording relevant information that was happening in the environment, in this case, the students and their behavior and development of the activity, to be specific, this participatory observation focused on the attitude of the students, the participation, the ease or difficulty at the moment of understanding a meme and creating it, as well as the motivation and interest in the activity (Annex H).

Finally, an interview was carried out in the third week of November, for this, an informed consent was sent to the parents for the authorization of the same and thus be able to carry it out. This is how this interview focused on knowing the experiences of the students regarding the use of memes as a didactic tool in learning English in which 10 open questions were addressed, lasting approximately 6 minutes. It is worth mentioning that this interview was satisfactorily implemented since the students were participatory and attentive when carrying it out (Annex I).

Timeline

The schedule is presented below in order to establish the activities that will be carried out throughout the next 3 months. These activities include the application of all the instruments for data collection: diagnostic test, questionnaire and interview, as well as the application of workshops.

ACTIVITIES	September				October				November			
	S1	S2	S3	S4	S1	S2	S3	S4	S1	S2	S3	S4
1				X								
2					X							
3							X					
4									X			
5										X		
6											X	

ACTIVITIES	DESCRIPTION OF THE ACTIVITY
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Activity #1	Presentation of the project, application of the questionnaire
Activity #2	Application activity 2
Activity #3	Application activity 3
Activity #4	-Application activity 4 - Application of participatory observation
Activity #5	Application activity 5
Activity #6	Application of the diagnostic interview after the execution of the project.

Table No° 7

Schedule of Activities

Data analysis and interpretation

The present study followed typological data analysis to interpret the collected data. According to Hatch (2002), “Data analysis begins by dividing the general data set into categories or groups based on predetermined typologies. Typologies are generated from theory, common

sense, and/or research objectives, and initial data processing takes place within these typological groups. Given the research questions and the instruments used for data collection, typological analysis is suitable for our study because it is generally applied to the analysis of interviews and observation data. In addition, its effectiveness lies in the fact that it starts from predetermined typologies that allow researchers to classify them into categories and then the patterns emerge from the data (Escotilla, 2002).

The analysis process was developed through the nine steps proposed by Hatch (2002). First, the typologies to be analyzed were identified. Knowing that this pedagogical project intended to develop vocabulary through memes as a didactic tool, three main typologies were established: 1. Motivation in students when using memes, 2. Benefits of using memes in English class, and 3. Understanding vocabulary. After an exhaustive reading, the entries related to these typologies were determined. The process was carried out manually using a color system with which the following step could be carried out: the search for patterns, relationships and themes within the typologies (Annex I).

In the figure No° 5 you can clearly see the typologies with their respective codes.

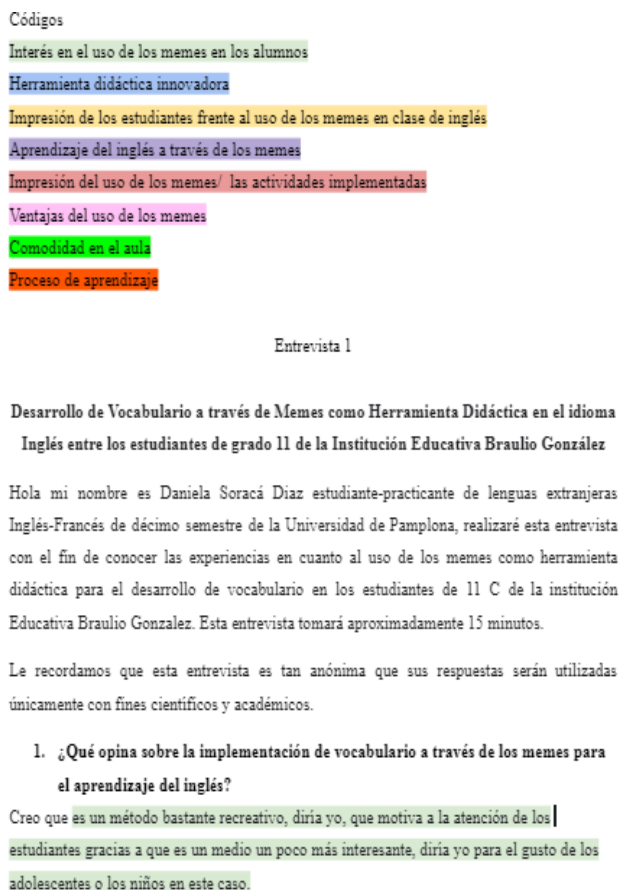


Figure No° 4

Interview color system

The next step was to search for data that could support the models. This process required a deep exploration of the data and information collected. Then, a search for relationships between the identified models was performed. These patterns were written as generalized sentences. After this step, the typologies and models found in each research question could be

categorized, taking into account the information provided by each of them. These modifications were taken into account according to each instrument such as the initial survey, participatory observation and the interview. In the table No° 8 you can clearly see the typologies with their respective codes.

Table No° 8

Typologies and codification of each one

	Motivation in students when using memes	Benefits of using memes in English class	Vocabulary comprehension
Codes	Interest in the use of memes in students	Learning English through memes	Learning process in the implementation of activities
	Innovative teaching tool	Advantages of using memes	Learning English through memes
	Students' impression of the use of memes in English class	Classroom comfort	

Results

The use of memes in class favors the interest and motivation of students

According to Bell and Pomerantz (2016), they emphasize that the ultimate goal of teaching humor is not to produce "amusing students", but rather "to familiarize students with a variety of conventional practices around humorous interaction, so that they can better participate

in it”, this is how in the data analyzed in the interview, the participatory observation and the initial questionnaire, it is evident that this type of tool when used in a learning environment arouses interest and motivation in students to learn because it is an innovative tool, as mentioned in the initial survey conducted to find out the interests of students in terms of memes, for example, in the questionnaire one of the participants mentioned that, “sería divertido, entretenido y la mayoría de las personas les gusta la diversión, pues sería más grato aprender y reír a la vez”, referring to the fact that learning vocabulary through memes could be a good alternative to implement in English classes. Likewise, according to the data analysis, the interviews were the ones that provided the most relevant information in which participant 1 expressed, “es un método bastante recreativo, diría yo, que motiva a la atención de los estudiantes gracias a que es un medio un poco más interesante, para el gusto de los adolescentes o los jóvenes en este caso”, pointing out that the use of memes is a didactic and striking way, suitable for use in young people. Furthermore, this opinion is supported by another interview by participant 8, who mentioned that, “al ver imágenes o cosas que a uno le recuerda un meme y poder utilizarlas en otro idioma, genera un interés grande por saber cómo utilizarlas y más en otro contexto como es en inglés”, emphasizing the interest that arises from using the meme in another language and in different contexts. The above is confirmed with the information collected in the participatory observation in which the students showed to be excited by the memes in English class, as recorded in the field notes, “los estudiantes estaban emocionados por ver cual imagen les iba a corresponder a cada uno para así hacer el meme”, highlighting the interest they had in the activity to be carried out. From this, it is possible to say that during this learning process, memes helped students to be attracted to learn the language which a high interest and motivation was

witnessed in them as it is not only a creative tool but also when they see that what is fun for them is being involved with learning English.

The use of memes in class benefits the dynamism in the classroom and the self-confidence of the students

In the development of the use of memes, it was evident that the activities that were carried out provided benefits to the dynamism in the classroom and to self-confidence. To the dynamism in the sense that the students remained happy because of the laughter generated by the memes and also for the contributions that some colleagues made when socializing them, this is confirmed in the participatory observation of class, which says, “al momento de leer los memes que les había preparado podían entenderlos de una mejor manera lo cual aportaba positivamente a las risas entre ellos”, expressing that the way in which the memes were used, when being socialized in a group, contributed to laughter which favored the dynamism between them, in the same way, the pre-service teacher observed a calm environment, indicating it as follows, “los estudiantes se sentían muy cómodos y tranquilos antes, durante y después de la actividad”, likewise, in the interview participant 8 expressed, “Me gustó ver la conexión que había entre los estudiantes con los memes porque son memes muy reconocidos, entonces ver eso es algo chévere, algo didáctico”, and the participant 7 mentioned that, “Me gustó ver la participación de todos mis compañeros y ver cómo todos podían sacar un poquito de su tiempo para prestar atención y dar lo mejor de ellos en sus memes”, indeed, the participants highlight that the classmates' comfort was reflected in the classroom, which allowed them to maintain an active, collaborative and dynamic participation during the sessions.

On the other hand, the memes benefited the self-confidence of the students with the language, as stated by participants 3, 6 and 8, “Me sentí seguro, la verdad pues, no soy muy bueno para el inglés pero considero que ver algo del común me hace sentir como seguro de lo que estoy haciendo”, “Estuvo bien y pues me sentí más seguro, un poquito cómodo pues me sentí familiarizado con los memes porque ya los había visto y pues cree mi propio meme.”, “Me sentí bien porque tenía también que tener creatividad para hacer un meme que al menos diera algo de risa”, undoubtedly, the implementation of the memes helped the students to develop self-confidence since they felt familiar and identified with them and this contributed to their being able to comprehend and understand not only the memes but also the language in general, influencing a dynamic and meaningful learning process. From this it can be reflected that the use of memes brings both group and individual benefits to students since it gives them comfort and tranquility when they are constantly exposed to laughter, jokes from colleagues and so on, in a few words they feel free to express what they think about memes (in a respectful way), which created dynamism among them. Finally, it benefits the student to have more self-confidence since by feeling identified with the memes, they can better understand the topics addressed.

Linguistic benefits of using memes

During the activity development process, it was possible to identify two aspects that benefited the student through the implementation of memes, the first is about vocabulary comprehension and the second is related to vocabulary learning.

Vocabulary Comprehension

In this regard, it was identified that the students managed to better understand the vocabulary in question, as mentioned by participant 3 of the interview, “Fue un buen método ya que con este podemos mirar una figura y con ello podemos identificar mucho mejor lo que significaba el meme”, expressing that thanks to the implementation of the meme it was possible to understand what the meme wanted to convey through the image with the text. This opinion is also supported by the interview of participant 1, who mentions that, “es un modo más recreativo y dinámico de aprenderlo por lo tanto creería yo que le puse muchísima más atención y las entendí muchísimo mejor que en las otras clases” which means that being a striking and new tool for them in an academic environment helped them pay more attention to the class and this allowed them to understand the subject significantly. It is worth mentioning that this also covers the understanding of vocabulary that they already knew but did not know how to use it in context, as expressed by participant 4 of the interview, “sabemos más o menos el tema que estamos tratando dependiendo de los contextos y sabemos cada palabra para cada contexto”, pointing out they have prior knowledge of the vocabulary and the subject which by using the memes they manage to understand and address it, better in the context in which it is requested. The foregoing, according to the participatory observation, the practitioner mentioned, “a muchos de los estudiantes se les facilitaba utilizarla, implementarla, y al mismo tiempo transmitir el mensaje en un meme” which means that the students had managed to understand those words in a better way which made it easier for them to carry out the activity and adequately express what they wanted to convey.

Vocabulary learning

Indeed, memes as a didactic tool for vocabulary learning was significant, here, the participants emphasize that the activities carried out helped them to expand their vocabulary, as

indicated by the participant in the interview 3, “Aprendimos una variedad de vocabulario, interesantes y un poco complejo ya que se me dificulta un poco el inglés pero se me facilitó con los memes” which, despite having problems with the language, the use of memes was a way that helped to better develop vocabulary. On the other hand, participant 5 of the interview expresses, “Se me facilitó aprender porque no estamos haciendo siempre lo mismo y cambiamos la forma de ver las cosas, no simplemente copiando en el cuaderno sino haciendo otras actividades como en este caso los memes”, highlighting that thanks to the fact that different activities were carried out and the traditional methodology was changed to a more modern and interesting one for young people, it was possible for vocabulary learning to be carried out correctly. It is worth mentioning that this learning is evidenced in the creation of the memes since at the time they had to do it they had to incorporate the vocabulary seen in the session taking into account the context, this is supported by participatory class observation in which, the pre-service teacher highlights, “En esta oportunidad pude observar la capacidad y creatividad de poner en contexto aquellas palabras que son utilizadas informalmente en redes sociales, la cual fue muy buena ya que a muchos de los estudiantes se les facilitaba utilizarla, implementarla, y al mismo tiempo transmitir el mensaje en un meme”, emphasizing that the students effectively complied with the parameters established for the creation of the meme which did not present a major difficulty, but on the contrary, it was easier for the students to carry it out. To support the above, it is necessary to mention the opinions of some of the participants in which they specified the vocabulary they had managed to learn, for instance participant 1 mentioned, “aprendimos vocabulario en el contexto escolar, contexto amoroso también, algunas palabras y apodos incluso que se utilizan y también expresiones que utilizan en el inglés actualmente que son abreviaciones de palabras” similarly, participant 2 says that, “aprendimos las abreviaciones y lo que son las palabras del

amor”, and finally participant 4 points out, “Aprendí más que todo el vocabulario que se maneja en internet, pues hay muchas palabras que en inglés común no existen sino que se crearon como para el internet” which in a summarized way, it is established that what the students learned the most was the vocabulary based on the context of couple relationships couple, and the words that are currently used in social networks. In this way, it is reflected that the use of memes beneficially influences the linguistic part of the students, helping them to better understand the previous vocabulary since thanks to the activities assigned through memes, students can identify those words they already know and at the same time reinforce them since they should try to understand the context of the meme, so that it helps them to better handle the vocabulary already learned, in the same way, this is the case to acquire and further expand the vocabulary seeing as they must understand the words to use and know how to implement them in context at the time of the creation of the meme.

Conclusions

In this way, the conclusions of this research will be shown so that they can have a little more direct proximity to what the use of memes can contribute to learning the English language. This is how this research is based on the development of vocabulary through memes as a didactic tool in the English language among the students of 11th grade from the Braulio Gonzalez Educational Institution. Taking into account the objectives which allowed maintaining a specific approach, main conclusions are obtained. These conclusions suggest that the implementation of memes favors students to develop and better understand vocabulary, the theorists Rucynski and Prichard (2021), mention that, “memes generally offer short messages, giving students the opportunity to learn English vocabulary and expressions in context” emphasizing that memes can be a useful tool in the language. In this way, from the activities carried out and the data analysis

of the instruments executed in the participants, it is concluded that it is easier for students to learn, retain and better understand the vocabulary worked on thanks to the fact that the use of memes allowed them to become familiar with and identify with the context of the meme from the daily situations that were presented in it.

In addition, the use of memes brings benefits to the dynamism and atmosphere in the classroom since it is a humorous tool, students are kept in an optimal state of mind that also helps to carry out the activities established in the session as a group, in other words, students tend to feel more comfortable in the classroom which helps them feel free and willing when contributing ideas, participating, or even creating a meme regardless of the complexity of the activity. In the same way, the use of memes favors the self-confidence of the student, in the sense that they manage to feel more secure when having direct contact with the language which is a very important aspect since a more significant learning process can be carried out.

Finally, It is necessary to mention that implementing this tool in the classroom positively influences the interest and motivation of students since it is an innovative and current material, young people tend to feel attracted because it is something they use on a day-to-day basis, as well as being able to put their creativity to work in a productive way in a learning environment which promotes learning and benefits students and teachers.

Recommendations

Regarding the use of memes for vocabulary development, it would be important that they be applied for a longer time in the English class. Although during the three implementations of these activities there were benefits in their understanding and learning, these would have been

larger and more evident if the activities had been implemented for a longer period of time. On the other hand, it is not necessary to limit yourself to the use of the activities analyzed in this project; there is a wide variety of activities with memes that can be used in the classroom, for instance, not based simply on creating a meme, but activities can be done to fill in, to identify words or even activities where other skills are implemented, that is, it can be based on reading comprehension, and writing in which students can put them to the test through memes.

It is also important to highlight the need to take into account the tastes and interests of the students when choosing the topics to be discussed in each of these activities since the choice of a subject that does not attract the attention of the students can affect their motivation and their participation during the classes. Finally, it is important to integrate memes into English lessons and not just focus on one of the four language skills.

Chapter 4: Community Outreach Component

Reinforcing vocabulary in the English language through gamification in 5th grade students of the Braulio González Educational Institution.

Introduction

The bachelor's degree in foreign languages aims to train reflective teachers, with the ability to address those problems or needs required in the educational field, in other words, it seeks to contribute to the training of foreign languages in Primary Education centers. In this way, the Community Extent Component appears as an awareness service for Primary Education students about English where it is evident that the teaching and learning process of this language is not significant because the teachers in charge are teachers who are not professionals in the subject.

Therefore, this component focuses on meeting the educational needs of students, in this case, through the teaching of English where it is sought to make a relationship between motivation, interest and play together with learning, this is how gamification will be implemented for vocabulary development, Perrotta and other authors (2013), point out that the fact of learning through enjoyment and fun can be a means of introducing students to a state of flow. In this order of ideas, this project will be carried out in the fifth grade students of the Braulio Gonzalez Educational Institute.

Justification

The importance of this project lies in the opportunity to guide students towards a learning process that favors the use of games, being a didactic resource that tends to be striking, thus, Werbach (2013) expresses that the use of gamification can get students involved, motivated, concentrated and make an effort to participate in activities that could previously be classified as boring which can become creative and innovative, allowing the acquisition of vocabulary in English, since being children positively favors the interest of their learning, taking into account their level of schooling and language.

Bearing in mind that the University of Pamplona, specifically the Bachelor of Foreign Languages, is interested in strengthening and supporting those public schools in the country through the comprehensive practices of their future teachers, this pedagogical proposal sought to satisfy the educational needs of the fifth-year students of the Braulio Gonzalez Educational Institute, through the implementation of gamification as a creative technique for teaching and reinforcing vocabulary in English.

Objectives

General Objective

To reinforce vocabulary through gamification in the English language among students of 5th grade from the Braulio Gonzalez Educational Institution

Specific Objectives

- To attend courses in activities that are related to the subject of language learning.
- To be involved as a support member of the teaching staff.

- To enrich students' English vocabulary through gamification

Methodology

For the methodology of this awareness project, activities related to the themes established in the academic period such as family, professions and action verbs will be carried out. These activities will be developed through gamification as a didactic technique for teaching vocabulary.

Therefore, the interventions were developed in 4 stages: in the first stage, the words to be learned will be explained in a general way, so that the student relates to them. The second stage will be based on implementing an activity in which students can better understand the vocabulary learned, this activity can be through Wordsearch, Anagram, Crosswords, Scramble It, among others. In the third stage, feedback was given on the previous activity in order to verify if the students have correctly learned the vocabulary provided. Finally, for the fourth stage, games such as Hot Potato, Run and Spell, the Broken Phone, among others, were played, where students must use the learned vocabulary in a dynamic and creative way.

Description of activities

For the elaboration of the first activity, a class planner was designed taking into account the objectives of this project, which is based on gamification and vocabulary learning. This is how the first activity aimed to teach family vocabulary in a dynamic way through a Wordsearch, in addition to this, a game called "The Broken Phone" was played. To start the activity, the teacher introduced the family's vocabulary on the board, in which the students had to mention the words they knew. The pedagogical approach consisted of the following steps: the teacher pronounced each word and the students repeated it to practice pronunciation. Then, the pre-

service teacher asked them what the meaning of each one in Spanish was. After this explanation, the teacher implemented the Wordsearch in which they had to find all the words seen about the family. For the second part of the class, the game "The Broken Phone" was played in order to relax the students and motivate them to have a meaningful learning in English. For the development of this activity, the students had to make 2 rows (standing) where the last student was sitting, following this, the teacher placed some cards with the family's vocabulary on the board as a form of guidance and help. The dynamics of this game consisted of passing the word from the first to the last in the row, who had to run to the board and select the correct word.

For the second activity, a class planner was designed in order to have in specific the process that was going to be carried out this is how the second activity was implemented; the vocabulary of the professions was explained, and then a worksheet was carried out in which the student had to complete the words and relate them to the image. Following this, the "Hot Potato" game was played, here the teacher wrote the family vocabulary on the board to complete. The idea of the game was to pass the hot potato and whoever dropped it had to go to the board to complete the word, this was done by rows in which each row earned a point if it was filled correctly.

Finally, for the third activity, vocabulary of clothing items was implemented in which, to start, the words were written on the board and the student who knew the word could say it and its meaning was written in Spanish, likewise, the pronunciation of each of them was practiced, following this, a worksheet referring to the theme was distributed where the students had to write the words corresponding to each image and find them in a Wordsearch. To finish the activity, a game called "Hangman" was played, which consisted of guessing the word, otherwise the hangman was completed. (Annex K)

Timeline

Vocabulary worked in students of the fifth year of primary school	Learning weeks									
	1	2	3	4	5	6	7	8	9	10
Family										
Professions										
Clothes										

Table No° 9

Schedule of activities in fifth grade

Progression towards achieving goals

Taking into account the implemented activities, it has been possible to show that by using gamification as a teaching-learning method, the development of vocabulary in primary school children is enriching since by mixing learning with play, children tend to be motivated and more interested in learning and this has been reflected in the results of games where children being with the feeling of competing, force themselves to memorize and reinforce each word. In the same way, these games have allowed working on listening, writing and speaking, which has been

beneficial for the students. In addition to this, the use of gamification in the classroom has allowed children to explore another way of learning in a more dynamic and creative way, going beyond the traditional methodology.

Conclusions

The use of gamification for teaching vocabulary to fifth graders has led to the following conclusions: gamification is a didactic, effective and simple way of teaching vocabulary because students find this method attractive. This is mainly because students stay active and responsive in both play and learning, knowing that it is a game puts them in a competitive role which promotes the student to better memorize the vocabulary knowing that there is a winner.

In addition, gamification facilitates the learning of other skills such as reading, listening and even pronunciation. During the implementation of this pedagogical project, it was observed that the students were able to transfer the acquired vocabulary to activities that involve other linguistic skills, such as oral production. This was due to the fact that in some of the activities the students had the example of the word on the board which gave them the opportunity to practice in order to participate and have the option of winning the game.

Finally, it is necessary to mention that for teachers, the use of gamification in teaching vocabulary in English turns out to be a fun, dynamic and creative strategy which allows adapting to any population and level of English. In the case of children, it turns out to be a method that catches their attention; however, it is important to involve other methodological strategies so that it does not become a monotonous or repetitive activity.

Chapter 5: Intra-institutional Activities Component.

Introduction

The teaching role includes a diversity of aspects to manage, not only focuses on imparting knowledge and guiding the student in exclusively academic activities, but must also be attentive to what is happening in their environment.

This is why as a practitioner, there is a need to have an approach regarding the context in which the institution is located where it is important be a participant in the different activities established both curricular and extracurricular, the best way to learn is not only the classroom, but all the participation spaces; flag raising, cultural events, parent meetings, parades, attendance at local events, acts and more.

Justification

Educational institutions have a variety of scenarios that allow the development of curricular and extracurricular educational activities of the student community. This is why the teacher, by belonging to this community, reflects the need to integrate and participate in it to have a direct approach to the environment and thus be able to know everything that it encompasses, as is its organization, its pedagogical project, methodologies, values, and others.

It is essential that the teacher can adapt to the institution to understand and respond to their needs. In this way, the intra-institutional component provides objectives that are linked to the institution, in this case the Braulio Gonzalez Educational Institute since it aims to involve practitioners in the educational reality of which they will be a part. Thus, practitioners will be

able to implement proposals focused on the needs of students and the educational and social context.

Objectives

General Objective

Participate in intra-institutional activities offered by the Braulio Gonzalez Educational Institution throughout the teaching internship.

Specific Objective

- To support intra-institutional activities organized by the institution.
- To socialize with the educational community of the Braulio Gonzalez Educational Institute
- To know the social and cultural context of the Braulio Gonzalez Educational Institute

Methodology

For the development of this component, it is necessary for the practitioner to have knowledge of the institution in order to be close to the educational and social reality that it presents. Thus, the practitioner will actively participate in all the curricular and extracurricular activities that will be carried out by the institution.

Schedule of activities

According to the institution, there is no established schedule of activities, that is, the Braulio Gonzalez Educational Institution plans the respective activities as the academic period progresses, for this reason, the following table will show the only scheduled activity:

Fecha	Actividad	Tipo de actividad
20 al 23 de septiembre	Semana Braulista	Actividad extracurricular
21 de septiembre	Concurso regional de la canción en inglés	Actividad extracurricular
30 de septiembre	Sesión informativa para estudiantes	Actividad de comunicación de la información.
05 de octubre	Entrega de boletines	Actividad de comunicación de la información.
7 de octubre	Reunión de padres	Actividad de comunicación de la información.
26 de octubre	Sesión informativa para estudiantes	Actividad de comunicación de la información.

27 de octubre	Izada de bandera	Actividad extracurricular
10 de noviembre	Reunion de padres de familia para renovación matricula	Actividad de comunicación de la información.
12 de noviembre	Feria de Ciencias	Actividad extracurricular
22 de noviembre	Entrega de símbolos grado 11	Actividad extracurricular

Table No° 10*Schedule Intra-institutional activities***Description of activities**

Participation in different types of activities allows the pre-service teacher to be actively integrated into school life, since the work of a teacher goes beyond the transmission of knowledge to students. That is to say that the pre-service teacher must also participate in the activities organized by the institution and that served both to integrate the students as well as their parents and teachers in order to promote the values of coexistence in society. During this stage of the teaching internship, different activities have been carried out at the Braulio Gonzalez Educational Institution, including information communication activities and extracurricular activities (Annex K).

Information communication activities

Information communication activities are conducted for the purpose of conveying messages that are considered important to and by the school community. These activities can be divided into two: activities to inform students and activities to inform parents.

On the one hand, the activities of communication of information to the students are carried out sporadically when required with the aim of informing the students of points in academic and disciplinary matters. To do this, the students must organize themselves into groups (courses) and the coordinator makes the announcements.

Besides that, informative communication activities for parents are carried out at the end of each academic period. In this activity, the meeting with the parents is organized to prepare the academic report of their children where the teachers report grades to the parents and for those students with low performance; they have to make an agreement to overcome these difficulties in order to pass to the next course.

Participating in this type of activity allowed me to have the first contact with the parents, introduce myself to the students and even to the parents; and knowing in advance different types of activities that were going to be carried out in the institution.

Extracurricular activities

As extracurricular activities I participated in the Braulista week, which consisted of celebrating school birthdays, during this week various cultural activities were carried out in which the entire student community was integrated, this celebration was divided into 4 days, specifically on Tuesday 20, Wednesday 21, Thursday 22 and Friday 23 September, from 6:30 a.m. to 12:30 p.m. Within the activities developed by the institution were different contests such

as the “Rally de Matemáticas”, “Exposición de Ciencias”, the “Concurso de Talentos”, “Concurso de exposición de pintura y dibujo” and “Concurso de video tutoriales”, in addition to this, an athletic day and gastronomic samples were held. Likewise, I was able to collaborate with the logistics of the “Concurso Municipal de la canción en Inglés” where all the schools of the municipality were invited, regardless of whether they were private or public, this contest provided prizes to the first 10 places, the prizes were scholarships to study in recognized academies of the municipality which was interesting because in most events the prizes are trophies or cash.

On the other hand, I was able to participate in an “Izada de bandera”, where those students with the best performance and those who had good behavior during the academic period were highlighted, in the same way; in this “Izada de bandera” information was given to the students regarding discipline and behavior as a society within the institution.

Another activity to highlight that was carried out was the science fair, in which tenth and eleventh grade students participated, in order to show those projects that they were working on throughout the school year, these projects had to be based on electronics and the environment, that is, that through electronics they could help to conserve nature.

In addition, the institution organized a ceremony focused on tenth and eleventh grade students in order to deliver those symbols that the school represents, such as the shield, a ball (symbol of the sport), the school anthem, and the uniform, among others. In this ceremony, the eleventh grade students handed over the symbols to the tenth graders, making them commit to carrying those symbols aloft, in the name of the institution as a sense of belonging. In figure No° 6 you can see the activity



Figure No° 5

Handing over of symbols of students from grade 11th to grade 10th

Conclusions

The implementation of this component of intra-institutional activities was very enriching, because it allowed me to learn more about the functioning of an educational establishment, school life and my role as a teacher. Indeed, I had the opportunity to participate in different spaces outside the classroom and, in this way; I had the opportunity to interact with my classmates, students, and parents. By being part of this context, I was able to better understand and comprehend the institution's methodology and work style. In addition, I was able to benefit from the experience of the teachers, discover new methodologies for teaching a foreign language.

By participating in this educational experience I was able to put into practice values such as responsibility, commitment, leadership, respect and my vocation as a teacher. I consider that this component has been fundamental in allowing me to directly approach this real context in which it was possible to apply the knowledge acquired during my teaching process in the degree of foreign languages.

Chapter 6: Reflective Approach to Comprehensive Practice

According to the reflective nature of this pedagogical project, the reflections were essential to nurture the experience of the teaching internship. It is necessary to emphasize that the teaching work must be accompanied by a deep reflection on the events, triumphs, challenges and problems that may arise along the way. In this way, through writing, teachers can freely express everything they feel, that bothers them, that they fear, that affects them, among many other things, helping them to release those emotions that arise in various situations. In addition, knowing that being a teacher is a commitment to society and the continuous improvement of processes, reflection allows us to evaluate actions, pedagogies, strategies and approaches related to teaching.

This is how during this internship, it has been possible to reflect on the experiences that have had the most impact, expressing in words the feelings, thoughts and emotions that may have arisen in the process which has allowed the pre-service teacher to see the situations from a different point of view since by reading what she wrote she could see with greater objectivity what bothered her, and in this way to be able to assume a professional position, aiming at the respect and understanding of others.

In this way, writing becomes a fundamental mean to understand everyday situations in schools because it offers teachers the possibility of expressing what they live and feel, both as human beings and as professionals, which will allow them to see beyond what happens on a day-to-day basis.

Conclusions

During the implementation of the different components that make up this educational project, I was able to transpose my knowledge and learning obtained throughout my training in foreign languages. Regarding institutional observation, I was able to observe and understand the educational context through observation and documentary analysis. In this way, I had the opportunity to understand the needs of the institution and the students and, from there, design a series of projects to improve English learning.

Regarding the second pedagogical and investigative component, this allowed me to carry out an intervention in class with 11th grade students, who had difficulties when expressing their ideas because they did not have a large vocabulary in their dialect. In this way, thanks to the project designed and implemented, I had the opportunity to put my knowledge of research and pedagogy into practice. In addition, the project solved some of the problems related to understanding vocabulary in context and allowed students to learn in a more dynamic and different way that they were used to.

As for the English language awareness project in elementary school, it was of great value and interest to me. Its implementation gave me the opportunity to get closer to fifth grade children and have the experience of teaching children. This experience was significant for me as I was able to have a better understanding of teaching English vocabulary through gamification.

In relation to the component of intra-institutional activities, I was able to leave the classroom and experience different scenarios that make up school life. I participated in extracurricular activities that allowed me to learn about the philosophy of the school, its values, its students and its day-to-day life. Thanks to this experience I was able to delve into the reality of teaching and learn from it, its different perspectives and assume new responsibilities.

Finally, regarding the reflective component, I found it interesting since it allowed me to talk about my experiences and be able to freely express what I felt in this practice process. It was a very useful tool that helped to have a better self-knowledge and self-evaluation of processes, not only as a teacher but also as a human being.

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Annexes

Annex A :

Planning about memes

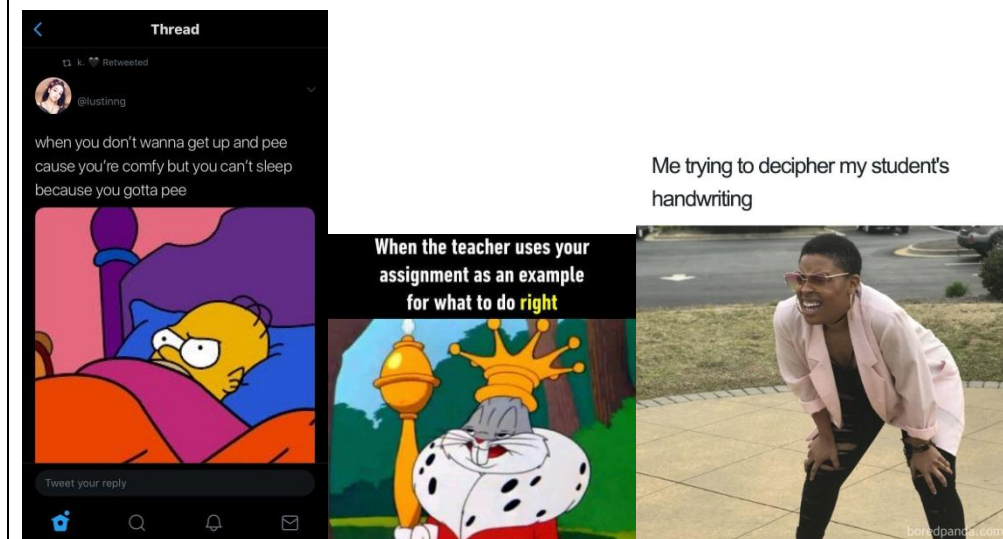
Title	First activity about memes- Conditionals	
Course	Students	Time
11 C	23	1 hour
Institution	Pre- service teacher	Classroom
Institución Educativa Braulio Gonzalez	Daniela Soracá Díaz	
Activities		
Step 1: Visualization. For this first stage, memes will be used to enter context (Annexes step 1), these memes will be sent via whatsapp according to the cell phone numbers that the students put in the survey, followed by this, there will be a socialization of each of them, where students are expected to try to decipher what each meme means, the idea is that the student tries to understand the context of the meme. Step 2: Then, memes related to the subject of conditionals will be shown (Annexes step 2), where their context will be taken into account, that is, the image, if it is related to what it says or not and the cultural context in which it is presented. Here, students must identify which conditional it is and why (referring to its grammatical structure), for this, vocabulary used in an academic environment will be taken into account.		

Final Activity

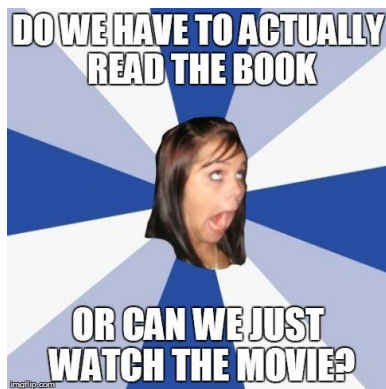
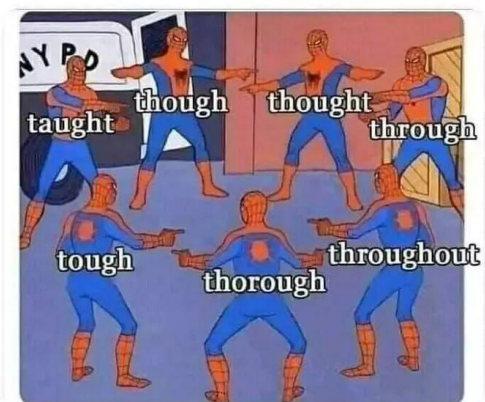
Step 3: The creation of a meme will be carried out, where they must use a conditional. To do this, the pre-service teacher will provide an image (Annex step 3) in which they must complete the writing of the meme, using vocabulary related to the educational environment.

ANNEXES:

Annex step 1:



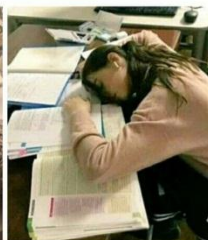
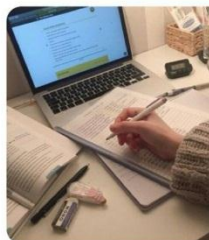
"English is the easiest language to learn!"



Abdirisak Gowfe
@AbdirisakGowfe

how it started

how it's going



me restarting the song cause someone talked to me



Like

Share

👍👍👍 Madison Fleming and 204 others

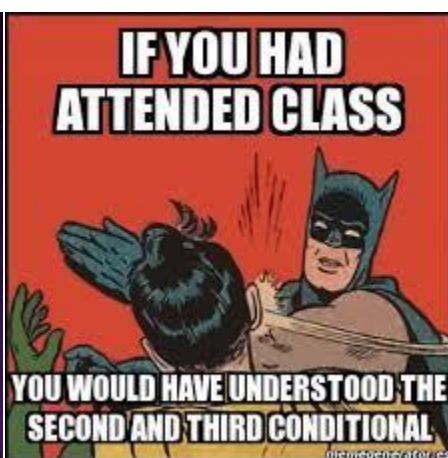
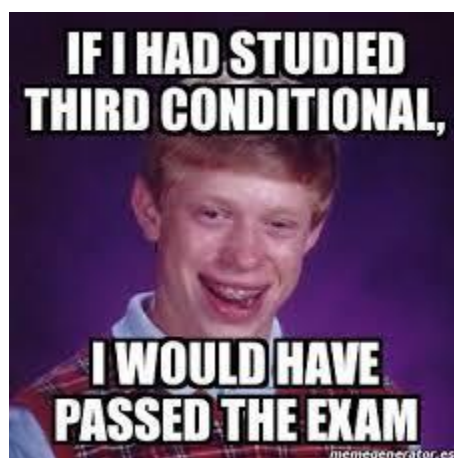
3,161 shares

When you just finished explaining the instructions a 3rd time and one of your students asks: "What are we doing?"

BORED TEACHERS



Annex step 2: Conditionals





WHEN THE TEACHER EXPLAINS TO YOU
HOW TO USE CONDITIONALS



AND YOU DON'T KNOW IF MAKE YOU SEE THAT
YOU HAVE UNDERSTOOD OR CRY

If I had been Messi,



- A I won a lot of cups.
- B I win a lot of cups.
- C I would have won a lot of cups.

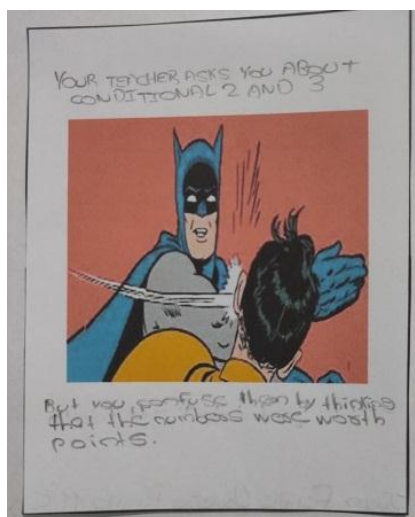
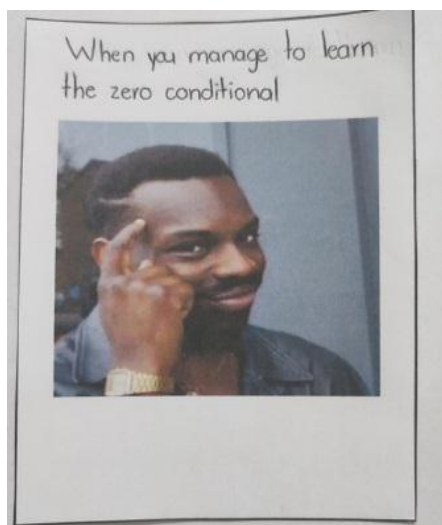
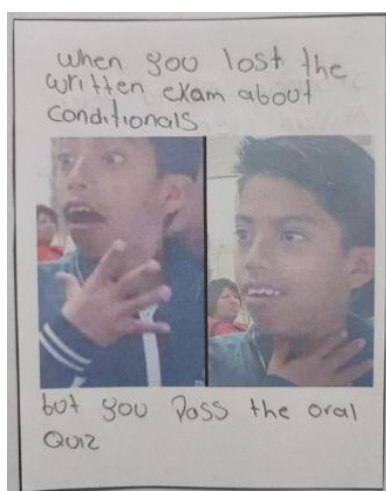


Annex step 3:

<https://docs.google.com/document/d/1ztwDvGfdq2CmvOAbE6LLR4M8cvDhMWAT/edit?usp=sharing&oid=114516916206920170564&rtpof=true&sd=true>

Annex B :

Evidence of implementation of the first meme activity



Annex C

Second planning about memes

Title	Primera actividad sobre los memes- Neither, Either, So, Too.	
Course	Students	Time
11 C	23 students	1 hour
Institution	Pre- service teacher	Classroom
Institución Educativa Braulio Gonzalez	Daniela Soracá Diaz	
Activities		
<p>Step 1: Visualization.</p> <p>For this first step, the pre service teacher will write on the board vocabulary focused on relationships and courtship (<i>Annex step 1</i>) without its meaning, followed by this, memes will be used to enter context (<i>Annex step 1.2</i>) where each of them will be socialized, with the objective that students manage to decipher the message and the context of each meme. During this process, the students will go to the board to write the meaning of each proposed word.</p> <p>Step 2: Afterwards, there will be a feedback on the theme Either-Neither and So-Too, which is the theme implemented in the previous class. Here the students must create a sentence using a word from the proposed vocabulary, which they must read aloud and the students must translate its meaning into Spanish.</p>		
Final Activity		

Step 3: The creation of a meme will be carried out, where they must use the socialized vocabulary and the theme Neither-Either and So-Too. To do this, the pre service teacher will provide an image (Annex step 3) to facilitate its preparation.

ANNEXES:

Annex step 1:

Vocabulary

- Love
- Heart
- Boyfriend
- Girlfriend
- Partner
- Relationship
- Couples
- Break up
- Hurt
- In love
- Married
- Caress
- Flirt

- Friendship
- Miss
- Tenderness
- Loyalty
- Hug
- Soulmate
- Together

Affectionate ways to call someone:

- Babe
- Darling
- Gorgeous
- Honey
- My love
- My everything
- Sweetheart
- Sweetie
- Baby
- Beauty
- Hun
- Bae

Annex step 1.2:

How to end things properly

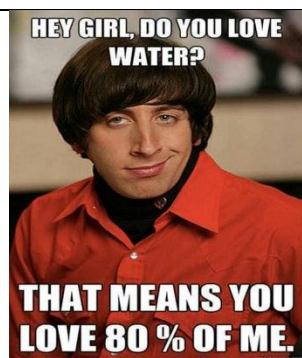


When you're crazy af but
someone has touched
your heart



When you give someone advice but
you gotta finish with "but idk tho" in
case it ruins their life

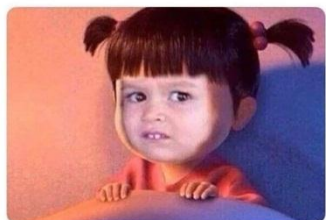




Me giving relationship advice 😊



When you wake up and have no
texts from bae but then you
remember you don't have a bae





Erma G
@erma_geddon

in 7th grade a boy asked me to be his girlfriend and I wasn't sure I heard him correctly so I panicked and just said yes and then he high fived me and we never spoke again. Jamal, if you're out there, happy 11 year anniversary

High school relationships be like:



How you see him at the beginning of a relationship vs at the end



when you finally get hurt by the person everyone told you was going to hurt you



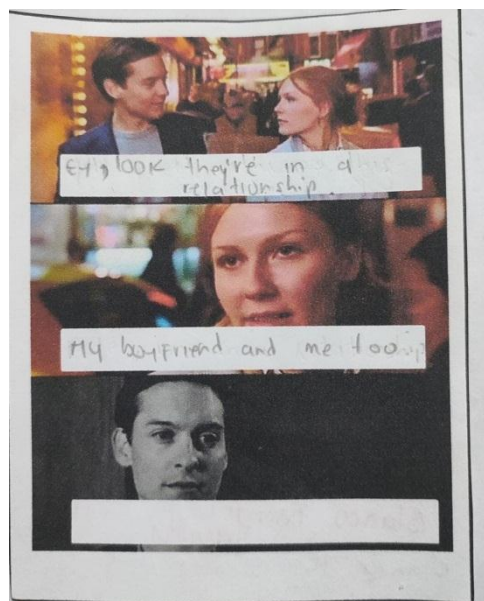
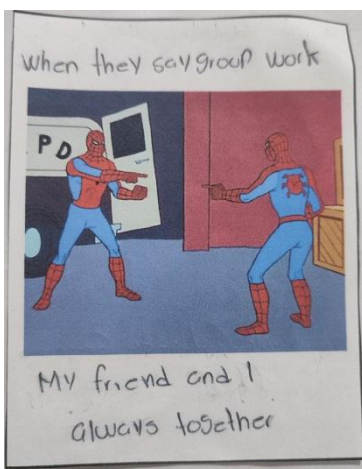


Annex step 3:

<https://docs.google.com/document/d/19DD0n2ETCSV09IbxCxVSQfvOMESGf44r/edit?usp=sharing&ouid=114516916206920170564&rtpof=true&sd=true>

Annex D :

Evidence of implementation of the second meme activity





Annex E :

Third planning about memes

Title		Tercera actividad sobre los memes	
Course		Students	Time
11 C		23 students	1 hour
Institution		Pre- service teacher	Classroom
Institución Educativa Braulio Gonzalez		Daniela Soracá Diaz	
Activities			
<p>Step 1: Visualization.</p> <p>For this first step, the pre-service teacher will write on the board an informal vocabulary about the language of social networks in English (<i>Annex step 1</i>) without its meaning, followed by this, there will be a socialization of the same where the students must interpret or guess what each word means, during this process, students will go to the board to write the meaning of each one of them. In this way, memes will be used to improve the understanding of the vocabulary (<i>Annex step 1.2</i>) where each of them will be</p>			

socialized in groups with the objective that the students can understand the vocabulary provided and can also understand the context of the meme.

Step 2:

The creation of a meme will be carried out, in this case it will be a free theme in terms of topics.

The only requirement is that they use the vocabulary of the session. For this, the pre service teacher will provide an image (*Annex step 3*) to facilitate its preparation.

Final Activity

Step 3: In this step, the students will exchange the memes with a partner, who must qualify and give a score from 0 to 100. In addition to this, they must verify if it is well written and if the vocabulary is being used correctly for the proposed context. .

Rules:

1. Write the meme with a pen.
2. Show the practitioner when it is finished so that you can have the go-ahead and exchange it with your partner.
3. Leave a comment expressing what you think or think about the meme you are rating.

ANNEXES:

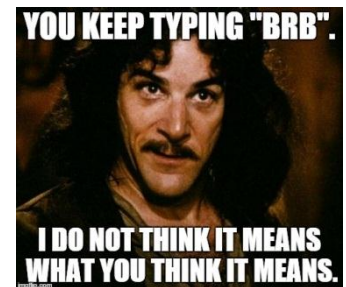
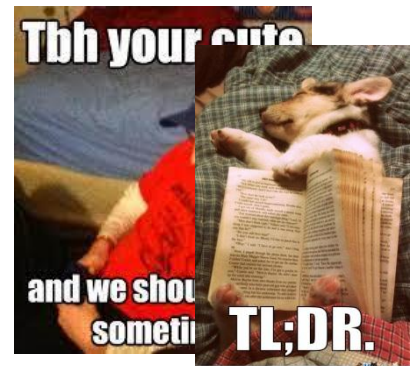
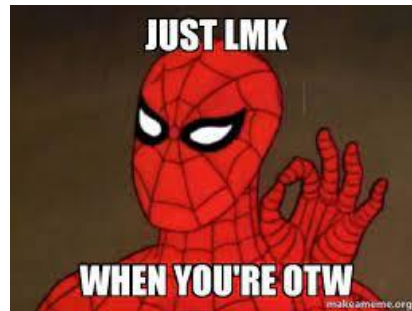
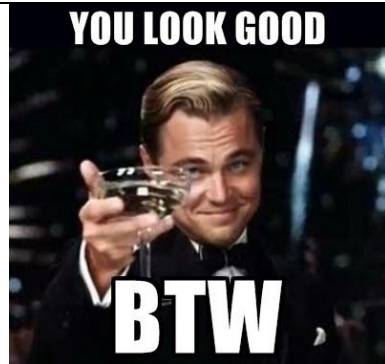
Annex step 1:

Vocabulary

- Lol – laughing out loud. Se utiliza para indicar que algo te hace gracia.
- OMG – Oh my God! Expresión utilizada para expresar sorpresa.
- BTW – by the way. Esta expresión significa, a propósito.
- Lmk – let me know. Se traduce a, házmelo saber.
- Brb – Be right back. Se traduce por vuelvo enseguida.
- G2G – Got to go. Se utiliza para decir, te dejo, me tengo que ir.
- TBH – To be honest. Significa, para ser honesto...
- IMHO – In my humble opinion. Esta abreviatura se utiliza para decir en mi opinión, literalmente en mi honesta opinión.
- TL;DR – Too long; didn't read. Demasiado largo no lo leí.

Annex step 1.2:





Annex step 3:

<https://docs.google.com/document/d/19DD0n2ETCSV09IbxCxVSQfvOMESGf44r/edit?usp=sharing&ouid=114516916206920170564&rtpof=true&sd=true>

Annex G :

Questionnaire



Encuesta

Lea atentamente cada pregunta y responda según su criterio. La información presentada en este documento será utilizada para fines educativos, los cuales ayudarán a desarrollar el proceso de enseñanza y aprendizaje de una manera más amena y significativa.

1. ¿Te gustan los memes?
Sí ____ No ____

Si respondió sí afirmativamente a la primera pregunta

2. Aproximadamente ¿cuánto tiempo pasa usted en redes sociales viendo memes?

3. ¿Cree usted que se puede aprender inglés por medio de los memes?
Sí ____ No ____
¿Por qué?

4. Marca con una X las temáticas que más le gustan al tratarse de memes:
- a. Contexto educativo, ej: situaciones entre compañeros de clase, con alguna materia en específico, etc.
 - b. Política
 - c. Temas amorosos
 - d. Temas familiares
 - e. Problemas sociales
 - f. Tecnológicos

5. ¿Qué otro tipo de memes le gustan?



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Questionnaire answers:

<https://drive.google.com/file/d/11qWCE4udubitTQNjSrAdvAQRgrPj446x/view?usp=sharing>

Annex H:

Participatory observation

Observación de clase participativa		
Fecha:	10 de noviembre	
Población:	Undécimo año (23 alumnos)	
Objetivo:	Utilizar el vocabulario informal utilizado en redes sociales en la creación de un meme	
Materiales de enseñanza:	Tablero, memes en forma digital, memes físicos para creación.	
Materiales tecnológicos:	Celular	
Registro de resultados		
<p>El 10 de noviembre de 2022 se llevó a cabo la implementación de la tercera y última actividad relacionada al vocabulario informal de redes sociales a través de los memes. La cual se basó en 3 etapas: (1) Visualización, (2) Comprensión del meme y vocabulario de la sesión, (3) creación del meme con el vocabulario socializado.</p> <p>Hay varios aspectos importantes que observé. La primera es que los estudiantes se sentían muy cómodos y tranquilos antes, durante y después de la actividad, vi que la temática les llamó mucho la atención ya que habían entendido algunas siglas de vocabulario que aparecen en ocasiones en los memes o en chistes cibernéticos. Así mismo, gracias a que les puse en el tablero la definición de cada palabra, al momento de leer los memes que les había preparado podían entenderlos de una mejor manera lo cual aportaba positivamente a las risas entre ellos. También, pude observar que al momento de la creación del meme, los estudiantes estaban emocionados por ver cual imagen les iba a corresponder a cada uno para así hacer el meme, adicionalmente, vi que fue un reto para ellos el hecho de tener que crearlo con una palabra del vocabulario que les había proporcionado al azar.</p> <p>Por otro lado, vi que a algunos de ellos (aproximadamente 4 estudiantes) se les dificultaba poner la palabra en un contexto coherente, lo cual necesitaban de ayuda al momento de la creación, sin embargo, al explicárselo correctamente pudieron llevarlo a cabo.</p> <p>En cuanto a los aspectos gramaticales, hubo algunos pequeños errores pero esto no afectó la comprensión del mensaje en general.</p>		
Impacto de la experiencia		
<p>En esta oportunidad pude observar la capacidad y creatividad de poner en contexto aquellas palabras que son utilizadas informalmente en redes sociales, la cual fue muy buena ya que a muchos de los estudiantes se les facilitaba utilizarla, implementarla, y al mismo tiempo transmitir el mensaje en un meme.</p>		
Cuadrícula de observación		
aspectos :	Sí	No
1. Los estudiantes participaron activamente en la actividad propuesta:	X	
2. Los estudiantes intentaron utilizar la lengua extranjera:	X	
3. Los estudiantes utilizaron el traductor para crear el meme:	X	
4. Los estudiantes usaron materiales de apoyo como notas para la creación del meme:	X	
5. Los estudiantes intentaron hablar entre ellos en el idioma extranjero durante la		X

actividad:		
6. Los alumnos utilizaron el vocabulario y la gramática enseñados en clase.	X	
7. En la creación del meme, hubo errores gramaticales y de redacción:		X

Annex I :

Interview and data analysis process

Desarrollo de Vocabulario a través de Memes como Herramienta Didáctica en el idioma Inglés entre los estudiantes de grado 11 de la Institución Educativa Braulio González

Hola mi nombre es Daniela Soracá Díaz estudiante-practicante de lenguas extranjeras Inglés-Francés de décimo semestre de la Universidad de Pamplona, realizaré esta entrevista con el fin de conocer las experiencias en cuanto al uso de los memes como herramienta didáctica para el desarrollo de vocabulario en los estudiantes de 11 C de la institución Educativa Braulio Gonzalez. Esta entrevista tomará aproximadamente 15 minutos.

Le recordamos que esta entrevista es tan anónima que sus respuestas serán utilizadas únicamente con fines científicos y académicos.

1. ¿Qué opina sobre la implementación de vocabulario a través de los memes para el aprendizaje del inglés?

2. ¿Cuál fue la apreciación/impresión que tuvo al utilizar los memes como herramienta didáctica para aprender vocabulario?
3. ¿Cree usted que el uso de los memes en clase generó interés y motivación en los estudiantes para el aprendizaje del idioma inglés? ¿Cuál cree que es la razón?
4. ¿Podría describir cómo se sintió durante las clases al momento de utilizar los memes?
5. ¿De qué manera el uso de los memes le ayudó en el aprendizaje del inglés?
6. De las actividades implementadas en clase, ¿considera usted que fueron las adecuadas para el aprendizaje de vocabulario? ¿Por qué?
7. ¿Considera usted que dividir las actividades de clase por temáticas, en este caso, temáticas desde un contexto educativo, romántico y vocabulario informal de redes sociales, le facilitó a aprender o retener mejor el vocabulario? ¿Por qué?
8. ¿Qué vocabulario aprendieron ?

Authorization parents:

<https://drive.google.com/file/d/16dh7oSdqHT5AGtDbKyUhRD9OMhwlorsS/view?usp=sharing>

Transcription:

<https://docs.google.com/document/d/1i-->

[Mx3Hn3h0UX3jVivH19ufTNN7TpWQVgK274j8Z_OA/edit?usp=sharing](https://docs.google.com/document/d/1i--Mx3Hn3h0UX3jVivH19ufTNN7TpWQVgK274j8Z_OA/edit?usp=sharing)

Data analysis process:

<https://docs.google.com/spreadsheets/d/1cFg47MsVENHdA2-O-Nc8EmLMnKzCw-BjVxmZl1KWWXw/edit?usp=sharing>

Annex J:

Planners of the 3 activities implemented with their respective evidences

1. First planning using gamification to develop vocabulary: Family Members

Title	Vocabulary About Family Members	
Cours	Students	Time
5	30 students	1 hour
Institution	Pre-service teacher	Classroom
Institución Educativa Braulio Gonzalez	Daniela Soracá Diaz	
Steps		
<p>Step 1. For the beginning of this activity, a welcome will be given and the activity to be developed will be explained, the first of which is the "Wordsearch" which has as its theme vocabulary regarding the family (<i>as shown in the annex: Activity 1</i>). This activity is done with the aim that students reinforce the vocabulary learned. For the development of this activity, students will have an estimated time of 20 min.</p> <p>Step 2: After reviewing the vocabulary through the Wordsearch activity, we continue with the main activity called, “The Broken Phone” in order to relax students and motivate them to have a</p>		

meaningful learning of English.

In this game, the students must make 2 rows (standing) where the last student will be seated, followed by this, the pre-service teacher will put on the board some cards with the vocabulary of the family from the first activity as a guide and help in the game, said this, the dynamics is as follows:

The pre-service teacher will pass the word to the first two in the row and they must rotate it voice to voice to the one behind until they reach the last one, thus, the last one in the row must run to the board and choose the piece they said, They only have one chance, and only one of the students will be able to take the token, that is, the fastest student. In total there will be 9 points. The group with the most points wins.

Step 3: At this stage, the activity will close where we will ask the children what they thought of the dynamic, and what they have learned.

ANNEX:

- **Activity 1**

2. Second planning using gamification to develop vocabulary : Professions

Title	Vocabulary About Professions	
Course	Students	Time
5	30 students	1 hour
Institución	Pre-service teacher	Classroom
Institución Educativa Braulio Gonzalez	Daniela Soracá Diaz	
Steps		
<p>Step 1: For the beginning of this activity, a welcome will be given and the activity to be developed will be explained, the first of which is about completing the words and relating them to the image, which has as its theme vocabulary regarding professions (<i>as shown in the annex: Activity 1</i>). This activity is done with the aim that students reinforce the vocabulary learned. For the development of this activity, students will have an estimated time of 30 min.</p> <p>Step 2: After having reviewed the vocabulary through the previous activity, we continue with the main activity called, “Hot Potato” in order to relax students and motivate them to have a meaningful learning of English.</p> <p>This game consists of passing an object (either a marker) where the pre service teacher without seeing her students will say "Hot Potato" repeatedly, and “stop” when it is time to stop. The student who has the "Hot Potato" must go to the board and write the profession that the pre-service teacher says, which must be written in English.</p> <p>Step 3: At this stage, the activity will close where we will ask the children what they thought of the dynamic, and what they have learned.</p>		

3. Second planning using gamification to develop vocabulary : Clothes

Title	Vocabulary About Clothes	
Cours	Students	Estimated time
5	30 students	1 hour
Institution	Practitioner	Classroom
Braulio Gonzalez Educational Institution	Daniela Soracá Diaz	
Steps		
<p>Step 1: For the beginning of this activity, a welcome will be given and the vocabulary to be worked on will be explained, which will be about clothing, for this, the words in English will be written on the board where the pronunciation of each one will be practiced, then, its meaning will be written in Spanish with the help of the students, this to maintain a constant interaction and allow students to identify the words.</p> <p>Step 2: After having entered into context with the vocabulary, students must develop an activity divided into 2 parts (<i>Annex 1</i>), The first part consists of filling in the words of each garment while the second part focuses on making a word search with the words that the students had to fill in. For the development of this activity, students will have an estimated time of 30 min.</p> <p>Step 3: After having reviewed the vocabulary through the previous activity, we continue with the activity called “Hangman” which allows the student to be more receptive to learning. This game consists of guessing the correct word. For this, the practitioner will write the number of lines of the word on the board and the students must say letter by letter, if the students fail, the hanged man will be formed.</p> <p>ANNEXES:</p>		

- Activity 1

ACTIVITY

> Find, Write and Circle Clothes. -

A	B	B	Q	O	A	C	S	Z	S	D	I
J	H	E	J	T	R	O	U	S	E	R	S
U	Y	M	G	R	D	A	N	W	H	E	X
S	H	O	E	S	R	T	U	B	U	S	E
K	S	W	H	C	O	M	S	A	R	S	T
I	K	T	I	A	U	H	I	J	L	G	C
R	O	S	D	V	K	J	A	C	K	E	T
T	H	H	A	T	Y	U	P	R	I	K	F
T	E	I	E	U	H	M	T	B	N	B	E
I	X	R	B	Z	I	P	D	M	K	O	V
A	C	T	H	O	J	E	A	N	S	L	U
H	J	S	A	U	E	R	O	J	O	T	A



