

UNIVERSIDAD TÉCNICA DE AMBATO



FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES
Y EXTRANJEROS MENCIÓN INGLÉS**

Tema: “INTERNET MEMES AND THE IMPROVEMENT OF WRITING
SKILLS”

Trabajo de titulación previo a la obtención del grado académico de Magister en
pedagogía de los idiomas nacionales y extranjeros mención Inglés

Modalidad de titulación: Proyecto de desarrollo

Autor: Licenciado Vicente Javier Manjarrés Vásquez

Director: Licenciado Edgar Guadia Encalada Trujillo, Magister

Ambato – Ecuador

2021

APROBACIÓN DEL TRABAJO DE TITULACIÓN

A la Unidad Académica de Titulación de la Facultad de Ciencias Humanas y de la Educación.

El Tribunal receptor de la Defensa del Trabajo de Titulación presidido por el Doctor Segundo Víctor Hernández del Salto Magister, e integrado por las señoras: Doctora Verónica Elizabeth Chicaiza Redin Ph.D., Doctora Elsa Mayorie Chimbo Cáceres Magister, designados por la Unidad Académica de Titulación de la Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato, para receptor el Trabajo de Titulación con el tema: “**INTERNET MEMES AND THE IMPROVEMENT OF WRITING SKILLS**”, elaborado y presentado por el señor, Licenciado Vicente Javier Manjarrés Vásquez, para optar por el Grado Académico de Magister en Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés; una vez escuchada la defensa oral del Trabajo de Titulación el Tribunal aprueba y remite el trabajo para uso y custodia en las bibliotecas de la Universidad Técnica de Ambato.

Dr. Segundo Víctor Hernández del Salto, Mg.
Presidente y Miembro del Tribunal de Defensa

Dra. Verónica Elizabeth Chicaiza Redin Ph.D
Miembro del Tribunal de Defensa

Dra. Elsa Mayorie Chimbo Cáceres, Mg.
Miembro del Tribunal de Defensa

AUTORÍA DEL TRABAJO DE TITULACIÓN

La responsabilidad de las opiniones, comentarios y críticas emitidas en el Trabajo de Titulación presentado con el tema: “**INTERNET MEMES AND THE IMPROVEMENT OF WRITING SKILLS**”, le corresponde exclusivamente a: Licenciado Vicente Javier Manjarrés Vásquez, Autor bajo la Dirección del Licenciado Edgar Guadia Encalada Trujillo, Magister, Director del Trabajo de Investigación; y el patrimonio intelectual a la Universidad Técnica de Ambato.



Lic. Vicente Javier Manjarrés Vásquez

AUTOR

Lic. Edgar Guadia Encalada Trujillo, Mg.

DIRECTOR

DERECHOS DE AUTOR

Autorizo a la Universidad Técnica de Ambato, para que el Trabajo de Titulación, sirva como un documento disponible para su lectura, consulta y procesos de investigación, según las normas de la Institución.

Cedo los Derechos de mi Trabajo de Titulación, con fines de difusión pública, además apruebo la reproducción de este, dentro de las regulaciones de la Universidad Técnica de Ambato.



Lic. Vicente Javier Manjarrés Vásquez
c.c. 1803284718

GENERAL INDEX

CONTENT

| | |
|---|------|
| TITLE PAGE..... | i |
| APROBACIÓN DEL TRABAJO DE TITULACIÓN | ii |
| AUTORÍA DEL TRABAJO DE TITULACIÓN | iii |
| DERECHOS DE AUTOR..... | iv |
| GENERAL INDEX..... | v |
| TABLE INDEX | vii |
| GRAPHIC INDEX..... | viii |
| AKNOWLEDGEMENT | x |
| DEDICATORY | xi |
| RESUMEN EJECUTIVO | xii |
| ABSTRACT | xiv |
| CHAPTER I THE RESEARCH PROBLEM | 1 |
| 1.1 Introduction..... | 1 |
| 1.2 Justification | 2 |
| 1.3 Objectives | 3 |
| 1.3.1 General | 3 |
| 1.3.2 Specific..... | 3 |
| CHAPTER II RESEARCH BACKGROUND | 4 |
| 2.1 Internet memes..... | 4 |
| 2.1.1 Origins and perception..... | 4 |
| 2.1.2 Functions and uses | 6 |
| 2.1.3 Value as reinterpetative tools and viral nature | 9 |
| 2.1.4 Related resources | 10 |
| 2.1.5 Classroom applications | 11 |
| 2.2 Writing skills..... | 13 |
| 2.2.1 The skill of writing | 13 |
| 2.2.2 The role of writing in education | 15 |
| 2.2.3 Writing skills and cognitivism..... | 17 |
| 2.2.4 Writing skills on the Internet..... | 20 |

| | |
|---|----|
| CHAPTER III RESEARCH METHODOLOGY | 23 |
| 3.1 Location | 23 |
| 3.2 Materials and equipment | 23 |
| 3.3 Research method | 25 |
| 3.4 Hypothesis | 25 |
| 3.4.1 Research question | 25 |
| 3.5 Population or sample | 26 |
| 3.6 Data collection | 26 |
| 3.7 Data processing and analysis | 26 |
| 3.8 Response variables or results | 27 |
| CHAPTER IV RESULTS AND DISCUSSION | 31 |
| 4.1 Checklist | 31 |
| 4.2 Pre-test results | 32 |
| 4.3 Trials | 33 |
| 4.4 Post-test results | 35 |
| 4.5 Pre-test and post-test score comparison | 36 |
| 4.6 Student's-T test | 38 |
| CHAPTER V CONCLUSIONS AND RECOMMENDATIONS | 40 |
| 5.1 Conclusions | 40 |
| 5.2 Recommendations | 41 |
| 5.3 References | 42 |
| 5.4 Annexes | 47 |

TABLE INDEX

| | |
|--|----|
| Table 1. Xia and Zhu methodology..... | 12 |
| Table 2. Cognitivist writing skills according to Bates | 17 |
| Table 3. Internet meme set..... | 24 |
| Table 4. Variables | 27 |
| Table 5. Instruction plan..... | 29 |
| Table 6. Checklist results..... | 31 |
| Table 7. Pre-test analysis | 32 |
| Table 8. Trials' results..... | 34 |
| Table 9. Post-test analysis..... | 35 |
| Table 10. Pre-test and post-test comparison | 37 |
| Table 11. Student's-t test for paired samples..... | 38 |

GRAPHIC INDEX

| | |
|--|----|
| Graphic 1. Checklist – Item 1 | 31 |
| Graphic 2. Checklist – Item 2 | 31 |
| Graphic 3. Checklist – Item 3 | 31 |
| Graphic 4. Checklist – Item 4 | 31 |
| Graphic 5. Checklist – Item 5 | 32 |
| Graphic 6. Pre-Test score | 32 |
| Graphic 7. Pre-Test Knowledge Writing Skill..... | 33 |
| Graphic 8. Pre-Test Comprehension Writing Skill | 33 |
| Graphic 9. Pre-Test Analysis Writing Skill..... | 33 |
| Graphic 10. Pre-Test Synthesis Writing Skill..... | 33 |
| Graphic 11. Trial 1 | 34 |
| Graphic 12. Trial 2 | 34 |
| Graphic 13. Trial 3 | 35 |
| Graphic 14. Post-Test Score | 35 |
| Graphic 15. Post-Test Knowledge Writing Skill | 36 |
| Graphic 16. Post-Test Comprehension Writing Skill..... | 36 |
| Graphic 17. Post-Test Analysis Writing Skill | 36 |

| | |
|--|----|
| Graphic 18. Post-Test Synthesis Writing Skill | 36 |
| Graphic 19. Pre-Test and Post-Test Comparison..... | 37 |
| Graphic 20. Knowledge Writing Skill Comparison..... | 37 |
| Graphic 21. Comprehension Writing Skill Comparison | 37 |
| Graphic 22. Analysis Writing Skill Comparison | 37 |
| Graphic 23. Synthesis Writing Skill Comparison..... | 37 |

ACKNOWLEDGEMENT

The author acknowledges the help of friends, family and others who collaborated by providing emotional, intellectual and logistical support. Likewise, the author thanks every member of IST “Manuel Lezaeta A.” for making this research project possible through their time, space and self-improvement desire. Special thanks are given to Lic. Edgar Encalada, Mg. for his guide all over the research process. Finally, the researcher wants to thank every individual who took part at the master’s program in any capacity.

Javier

DEDICATORY

This research Work is dedicated all my family and Friends, as well as every colleague who practice the most noble profession.

Javier

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS MENCIÓN INGLÉS

TEMA:

“INTERNET MEMES AND THE IMPROVEMENT OF WRITING SKILLS”

AUTOR: Licenciado Vicente Javier Manjarrés Vásquez

DIRECTOR: Licenciado Edgar Guadia Encalada Trujillo, Magister

LÍNEA DE INVESTIGACIÓN:

- Proceso de Enseñanza Aprendizaje

FECHA: 4 de Enero del 2021

RESUMEN EJECUTIVO

Este estudio se centró en el tema de los memes de Internet. Estos se constituyen en una combinación de imágenes y texto que permiten transmitir ideas escritas que trascienden la suma de sus partes. Los memes de Internet se aplicaron para lograr mejoría en la destreza de escritura basándose en el modelo cognitivista de adquisición de conocimiento. Tal modelo, engloba habilidades de escritura tales como conocimiento (la habilidad de utilizar conocimientos adquiridos en clase), comprensión (la habilidad de utilizar correctamente la gramática y el deletreo), análisis (la habilidad de usar esquemas propios de los memes de Internet de modo apropiado) y síntesis (efectividad al combinar imágenes y texto para transmitir mensajes que trascienden dichos elementos por separado.) La población del estudio estuvo integrada por 32 estudiantes (25 mujeres y 7 hombres) quienes conforman la totalidad de estudiantes de la escuela

de Inglés del IST “Manuel Lezaeta A.” Los estudiantes fueron evaluados con un pre-test en las habilidades antes mencionadas. Posteriormente, fueron instruidos en la creación de memes usando el generador de memes de la página web imgflip.com, así como en las particularidades y potencialidades de memes de Internet específicos empleando el método ideado por Xia y Zhu. A medida que avanzaba la instrucción, los estudiantes generaron memes de Internet con el fin de monitorear su avance. Finalmente, los estudiantes se sometieron a un post-test con el objetivo de medir su progreso. Los datos obtenidos se procesaron utilizando el software estadístico SPSS y evidenciaron ser positivos ya que este logró demostrar mejoría estadísticamente relevante en las habilidades de escritura de los estudiantes. Tras terminar el proceso y en base a la información recabada, este estudio no-experimental concluye que los memes de Internet ejercen influencia positiva en el mejoramiento de las habilidades de escritura del grupo elegido reflejado en habilidades cognitivas escritas.

Descriptor: Análisis, comprensión, conocimiento, escritura, Internet, memes, métodos, modelo cognitivista, no-experimental, síntesis.

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS MENCIÓN INGLÉS

THEME:

“INTERNET MEMES AND THE IMPROVEMENT OF WRITING SKILLS”

AUTHOR: Licenciado Vicente Javier Manjarrés Vásquez

DIRECTED BY: Licenciado Edgar Guadia Encalada Trujillo, Magister

LINE OF RESEARCH:

- Learning teaching process

DATE: January 4th, 2021

ABSTRACT

This study focused on the topic of Internet memes. These digital items are formed by a combination of images of all kinds, especially pictures featuring people in different situations, and usually humorous text that permit to communicate written ideas that surpass the sum of their parts. Internet memes were applied in order to achieve the improvement of the writing skills based on the cognitivist model of knowledge acquisition. Such model, contains a diverse amount of writing skills such as knowledge (the ability to use knowledge covered in class), comprehension (the ability to use grammar and spelling correctly), analysis (the ability to use Internet meme templates appropriately) and synthesis (to effectively combine text and images to convey ideas beyond those separated elements.) The population of the study was formed by 32 students (25 female and 7 male) who constituted the totality of students from the English school of IST “Manuel Lezaeta A.”, private technological institute located in

the city of Ambato, Tungurahua province, Ecuador. To begin the study, the students were evaluated through a pre-test based on the previously mentioned skills. Afterwards, the complete group was instructed on the creation of memes using webpage imgflip.com's meme generator, as well as on the particularities and potential applications of specific Internet memes using the Xia and Zhu method. As instruction unfolded, students were asked to generate Internet memes based on templates with the aim of monitoring their progress. Finally, students took a post-test with the goal of measuring improvement. The data collected were processed using statistical software SPSS and evidenced positive results since the program displayed statistically relevant improvement on the students' writing skills. After the process was finished based on information gathered, this non-experimental study concludes that Internet memes influence positively on the improvement of writing skills of the chosen study group.

Keywords: Analysis, cognitivist model, comprehension, methods, Internet, knowledge, memes, non-experimental, synthesis, time, writing skills.

CHAPTER I

THE RESEARCH PROBLEM

1.1 Introduction

One of the aspects of language education an EFL teacher most commonly saw was the lack of improvement on writing skills on the students. This produced uneasy feelings in instructors. Teachers knew their students' potential and witnessed confusion in them regarding lack of improvement on skills to convey ideas in writing. In summary, students struggled when faced with written tasks. In order to remedy the situation, teachers had to look for alternative ways to endow students with the ability to display their skills. Such aim could be achieved by the use of Internet related content that exuded creativity and allowed appropriation and reinterpretation of pre-existing materials: Internet memes. If they could be successfully applied during written tasks, students would be able to demonstrate improvement on their writing skills in a practical way.

“Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments.” (Michigan State University, 2020). There was a vast number of writing skills students could display over a period of time if properly instructed. In order to choose a path through which guide students to effective writing, a framework had to be chosen. Accordingly, this research was framed under the principles of cognitivism (Bates, 2019). Emphasizing writing skills such as knowledge (displaying acquired knowledge), comprehension (stating knowledge using own words), analysis (proper use of Internet meme templates) and synthesis (combining images and text to convey deeper meaning.)

After stating the writing skills to be covered, a tool through which work on their improvement had to be selected, Internet memes. “An Internet meme is a piece of culture, typically a joke, which gains influence through online transmission.” (De la Rosa-Carrillo, 2015) The same author affirmed that the most defining features of Internet memes are their graphic nature and the speed with which they spread among the population of the XXI century which made them an ideal tool through which achieve the goals of the research work.

1.2 Justification

The group chosen as object of the study belonged to the English School of IST “Manuel Lezaeta A.” The students received 3 hours of English classes per week over a period of 14 weeks (42 class hours + 6 hour for evaluations) per level (**annex 1**). On the other hand, according to Cambridge Assessment English (2020) a student needed approximately 100 hours of guided instruction to advance a level of the CEFR. That fact alone, the lack of time to be devoted to the task of improving writing skills, justified the search for more expedite ways for teachers to execute instruction. In consequence, it became justifiable and of prime importance to look for activities that would allow students to learn better and permit them to display the improvement of their skills in an agile way.

According to a study by Smith (2015), 93% of people between the ages of 18 and 29 go online constantly. Such sheer percentage implied that any endeavor directed to make use of ICT's and specifically the Internet is very well justified in modern education. In such a manner, a research project based on the idea of improving writing skills through the use of Internet memes could influence the learning process of EFL students helping in the act of forging them into better humans through the improvement of their language writing skills.

Beyond any tangential goal, the most important objective of this research project was to ascertain its usefulness to society; to improve the life of every person that, in any way, took part in it. In conclusion, to contribute to elevate adult students writing skills taking part in the study to the next level.

1.3 Objectives

1.3.1 General

To determine the influence of Internet memes on the improvement of writing skills on adult EFL students.

1.3.2 Specific

- To analyze the main characteristic elements of Internet memes.
- To define writing skills on EFL students.
- To use Internet memes to improve writing skills on EFL students.

CHAPTER II

RESEARCH BACKGROUND

2.1 Internet memes

2.1.1 Origins and perception

According to the Cambridge Dictionary Online (2020), a meme is a “cultural feature or type of behavior that is passed from one generation to another, without the influence of genes.” Furthermore, the same source affirmed that Internet memes could be defined as “**an idea, image, video, etc. that is spread very quickly on the internet.**” (Cambridge Dictionary Online, 2020). A more extensive definition of what an Internet meme was, could be found in the work of Nooney and Portwood-Stacer (2014). The authors defined the term as **digital items** used to riff on any number of different subjects. The same writers stated that a meme could be manifested in any auditory, textual or visual format and, in consequence, was susceptible of **appropriation and re-codification**. Usually, after such processes, memes were sent back into the Internet for further use.

When analyzing the perception people had of Internet memes, it could be said that since their inception, memes had always been perceived as vehicles for irreverence. Such feature could be counterproductive to students, nevertheless, even from the most unexpected places, something useful may come. For instance, Shifman (2013) oriented his work “Memes in a digital world: Reconciling with a conceptual troublemaker” to the task of addressing the issue of how to rightly define a meme.

The author's methodology was implemented through a deep bibliographic study which parameters the author used to perform a critical analysis of several well-known memes and, based on his findings, stated a series of factors through which a meme could be valued. Shifman listed three main **factors in the composition of a meme: content** (related to the very content of a text in specific, referencing ideas and ideologies conveyed), **form** (the physical manifestation of the message, what we perceive with our senses and the medium the author chooses to transmit the message such as animation, lip-synch, etc.) and **stance** (information about communication conveyed by the meme itself).

The researcher ended his study by concluding that memes constituted an especially useful tool with which explore digital culture. In his opinion, memes were circulated at a micro level but held the potential to shape society at a macro level and were susceptible to many different forms of imitation. Which opened the question of how to perceive and use a meme.

At this point, it could be useful to describe the parts that constitute an Internet meme. According to Kearney (2019), who wanted to present a practical way in which to understand memes and appreciate the way they had become part of the cultural landscape in his investigation "Meme Frameworks". It was his application of the bibliographical research approach that allowed him to suggest that in order to be **communicatively relevant**, an Internet meme must be based on **a combination of text and images** which should possess a **picture/video/audio, or any other form of digital representation**, sometimes **accompanied by a piece of text**.

Such combination was called an Internet meme template. The author affirmed that through such combination, **both elements enhance each other in order to convey more complex ideas** than separately. In conclusion, after conducting the proper bibliographical study, the author stated that Internet memes based on a combination of images and well-

constructed text could enable opportunities for creative writers to explore and exploit such a novel medium.

2.1.2 Functions and uses

What could be said about the “practical” use of memes? Shin and Park (2019), went beyond the “traditional” assumption of an Internet meme’s function (combination of image and text that conveys a specific message and elicits a desired reaction) in their work “Evolutionary Dynamics of Cultural Memes and Application to Massive Movie Data” by analyzing the way memes worked as “tags” for movie online databases. The research team conducted a quantitative methodology study by collecting data from the webpage MovieLens, a movie recommendation service which employed memes as tags to help categorize content and aid users in their searches. After tabulating the raw data, it was stated that it held a vast amount of user-created content. 465,000 tags on 27,000 movies provided by 138,000 users over the course of 10 years.

According to the study, **users used memes as a form of metadata (data about other type of data)** to describe the theme and associated concepts of a movie reducing them to a single word or phrase thanks to the summarizing nature of a meme (dates, genres, etc.). The method employed by the authors of the study to gather pertinent data was to track the numerical codes associated to the tags in order to gather relevant information from the meme tags. The data was collected through a machine learning algorithm that processed the content produced by users of the webpage (reviews, ratings, etc.).

Among other facts, the study reflected that every meme associated to a movie endowed it with a bit of information eventually constituting a unique combination larger than the sum of its parts. As a conclusion, the researchers expressed that a meme could be

considered a tag generated by human beings that supplied a varying range of relevance to a diverse amount of cultural products.

But, how to apply the previously mentioned features of Internet memes to a productive endeavor? Patel (2013), undertook the quest of answering such question in his research “First World Problems: A Fair Use Analysis of Internet Memes”. The methodology applied to his work was of bibliographical nature. The author examined memes from a legal perspective and, in consequence, proposed a “fair use” paradigm to the issue of memes. According to the author, **memes transcend the intention of the creators of the original material** they used as base and, accordingly, were appropriated by other creative minds to be employed as **medium of self-expression**. Patel’s work analyzed memes bounding them to three factors: character and purpose, nature of the original work and time sustainability.

By the end of the researcher’s work concerning Internet memes, the author issued his concept of the function of a meme by stating that **Internet memes played a unique role in providing “clear expression of thought and purpose.”** (Patel, 2013) for inventive people looking for an outlet through which exercise creativity. After the disclosure of such findings to the public, it was left to the hands of capable teachers to find a way to guide such expression and turn it in a medium for teaching.

The process of exploring the utility of memes was not a trend that started just recently. Reime (2015) decided to explore publications related to memes in his investigation “Memes as Visual Tools for Precise Message Conveying: A Potential in the Future of Online Communication Development”, to analyze their uses and functions in modern society and, in turn, **uncover the potential of Internet memes to enhance written communication over the Internet.**

The author centered the study in employing visual tools specialized in memes to support even more precise message conveying. His study methodology was based on bibliographical research in order to support his views, the author cites a study conducted which revealed relevant data based on the answers of a group of 53 people (29 male, 24 female) who shared information regarding the use of emoticons and memes during instant message interchange. The subjects stated that the main reasons for such use was to enrich understanding of a message (35%), to generate a more beneficial conversational atmosphere (22.5%), to save time since this form of communication was faster than writing (18.8%), to have fun (15%), to be popular (6.2%) and others (2.5%).

The author stated that the nature of memes was boundless and vague; nevertheless, each and every individual Internet meme could be used to elicit a potent and specific emotional reaction. Over the course of his investigation the researcher found **numerous examples of memes projecting information with a high level of precision, yet memes always were able to be reformed and repurposed.** According to the study, memes' written content combined with visuals in a way that potentiated both elements making the message tailor-made for its receiver

What about the role and value of memes as linguistic tools? How could it be reflected? Nissenbaum and Shifman (2018) undertook the task of examining forms, social identities and emotions integral to the templates of memes in their research "Meme templates as expressive repertoires in a globalizing world: A cross-linguistic study". The mixed methodology approach exercised by the research team allowed them to comparably analyze meme templates in four different languages: Chinese, English, Spanish and German. According to the authors, those languages were chosen because of their online presence, implied cultural diversity and their link to both individualistic (United States of America and Germany) and collectivistic (Mexico and China) societal points of view.

The analysis was produced by collecting 400 meme templates (100 per language), chosen among those ranked as most popular by prominent meme generator websites from every country participant. The researchers found 10 examples from each template and translated them into English to begin the comparative study. Among the most relevant of such comparisons can be mentioned that **memes allowed a vast majority of meme creators to portray “a wide range of positions, expressions, and roles across all languages”** (Nissenbaum and Shifman, 2018).

The research team ended their study by affirming that Internet culture does not necessarily imply a divided landscape, even taking into account diverse nationalities and cultures, but a singular and richly complex system which through the aid of communicative interaction (Internet memes) can reach meaningful understanding.

2.1.3 Value as reinterpretative tools and viral nature

Memes could be viewed as an almost infinite source of reinterpretation and creativity as stated by Salazar et al. (2014). In their work “El meme en internet. Usos sociales, reinterpretación y significados, a partir de Harlem Shake”, the researchers proposed the idea that memes contained a considerable level of meaningfulness as a creative outlet.

The methodology exercised by the authors was a field study regarding the concept previously mentioned. The investigation was conducted taking into consideration 2 data sources: a group discussion session which was formed by students from “Universidad Autónoma de Coahuila” (3 female and 2 male participants with ages ranging from 19 to 21 years old) and an online survey designed based on the data collected in the previous step that was applied in the form of a closed question questionnaire to 40 volunteers (24 female, 16 male) members of the university community (35 students, 4 faculty members, and 1 member of the administrative staff) through SurveyMonkey a specialized webpage.

After tabulating results through relevant statistical methods, the authors stated that 52% of the people who completed the survey expressed positive feelings towards memes referring to them with terms like: fashionable, musical and fun. The final conclusion of the research work mentioned that **memes contained a high level of reinterpretation, potentially reaching millions of different permutations.**

A study conducted by Zanette et al. (2019) titled “Intertextual virality and vernacular repertoires: Internet memes as objects connecting different online worlds” pretended to track the viral nature of memes. The quantitative methodology employed by the authors consisted in an analysis of google searches regarding a series of memes based on the Brazilian comic “Turma de Monica”. The investigators utilized the Google Trends tool and discovered that every time a new meme in the series was created, the reaction was a spike in google searches related to the specific character appearing in the meme. The rising popularity of an original meme, instigated a reaction which consisted in interested people appropriating and reinterpreting the meme, inadvertently helping spread it to their immediate circle.

As relevant conclusions go, the authors ended their work by communicating that specific memes were originated inside a “local environment” (Facebook group, discussion forum or community of specific interest). In other words, online communities contained subcultural traits, and accordingly, **elements like shared experiences, conduct norms and even vocabularies were developed in digital “locality” and propagated around the web ensuring the virality of meme related content.**

2.1.4 Related resources

Lonnberg et al. (2020) in their research “The growth, spread, and mutation of internet phenomena: A study of memes” focused their efforts in the task of bringing to light

aspects such as Internet memes' longevity, lasting power and dissemination. The main feature covered by their work was the relationship between the peaks of a meme's popularity compared to its periodic popularity. In order to put their quantitative methodology in action, the team collected data from **the online webpage knowyourmeme.com**, and tabulated the data employing an epidemiologic statistical method since the main point of the research was to investigate memes' viral characteristics.

They concentrated their efforts on a group of 66 memes which, according to meme-centered webpage knowyourmeme.com, constituted the most popular at the moment of the study. Data was gathered through the use of the Internet tool Google Trends using metadata provided by knowyourmeme.com.

By the end of the study, the authors expressed that, the expectation of Internet memes behaving like viruses is not entirely accurate. In order for such concept to be true, too many assumptions needed to be made. For example, a specific meme usage did not sustain over time due to population numbers continuously changing, social networks evolving, entire groups not being exposed to the Internet memes and lack of public willingness to help spread them. **Another key aspect to be included is the lack of instruction on Internet meme generation through free online meme generators such as imgflip.com among others.**

2.1.5 Classroom applications

A driving question that had guided numerous investigations in modern times was how to apply memes to teaching. Xia and Zhu (2013) in their research "Presumption of Prefabricated Memes and Controllable Exploration of Meme Variations in the ESL Writing Teaching", found an answer to such question in an experimental method based

on the **principles of cognitivism (mental processes related to learning)** that allowed instructors to impart knowledge by considering **Internet memes as a “prefabricated” tools to develop writing skills** on ESL students. After developing a thorough bibliographical study, the authors recommended to employ the following steps when working using Internet memes for writing instruction:

Table 1. Xia and Zhu methodology

| XIA AND ZHU METHODOLOGY | |
|--------------------------------|--|
| Stage | Procedure |
| Stage 1: Input | Teachers presented examples and real life uses of a determined Internet meme template combining image and text to convey information and reactions. |
| Step 2: Infection | The whole meme (or at least a part of its intrinsic characteristics) were understood by the learners. |
| Step 3: Ingestion | An internal balance was reached between the target language grammar rules and vocabulary and the students’ original cognitive patterns. |
| Step 4: Integration | Through practice, the knowledge was stored in the learners’ memory who should be able to apply its principles recoding the Internet meme template according to their communicative needs and objectives. |
| Step 5: Output | Students demonstrated an ability for creative writing in the form of Internet meme adaptation and modification. |

Source: Xia and Zhu (2013)

Elaborated By: The researcher

As a conclusion, the researchers stated that the benefits of the use of Internet memes during the execution of writing tasks not only became evident through the **increased efficiency of language information processing but by an improvement in the quality and accurateness of the written output produced.**

When facing actual applications for the methodology described, it was important to look for examples on how other professional educators employed Internet memes as pedagogical tools. Arango (2014) in his article: “Experiencias en el uso de los memes como estrategia didáctica en el aula” provided the aforementioned example.

The author worked with a group formed by 16 students (all female) from a private university in Mexico City, Mexico. The first step of the activity was to **instruct students on the use of meme generation tools and templates through a presentation (1st session).** After the instruction, the activity consisted on letting students **generate a meme on a free topic to be shared via social media (2nd session).** Finally, after analyzing all of the Internet memes generated during the previous session, **students wrote short paragraphs containing reflections on the task, including abilities used, concepts learnt, and general opinions (3rd session).** Arango, reached the conclusion that the value of Internet memes used in the classroom originated from their ability to display creativity.

2.2 Writing skills

2.2.1 The skill of writing

According to the Cambridge Dictionary Online (2020), writing could be defined as “**the activity of creating pieces of written work**”. In a more concrete statement, Judge (2013),

expressed that **writing skills are among the most important a professional can possess.** The same author affirmed that the **use of writing skills could convey more complex and well-structured ideas than any other language skill.** In addition, he recommended that, when aiming **to develop writing skills,** a person must write constantly and without interruptions, **show creativity** by turning any writing assignment into a story-telling exercise and, since the path to effective writing can be long, to enjoy the experience and have fun along the way.

As an important communicative skill, writing should be taught properly. Such goal was reflected in a study titled “Changing How Writing Is Taught.” by Graham (2019). Through his use of bibliographical methodology, the author expressed the opinion that **it must be a teacher’s goal to help students master writing** due to its versatility as an effective and flexible tool. In the researcher’s opinion, the instruction process must be well-planned in order to be as effective with regular students as well as with students with diverse backgrounds, genders, social classes, ethnicities and disabilities. Teachers must face the challenge of developing students’ writing skills by meeting their needs, designing lessons specifically aiming towards that objective.

The investigator suggested a few techniques as well. He specially recommended giving students feedback about their writing pieces, monitor their progress in a given task and implement cooperative learning techniques. As a consequence of employing such ideas, the researcher implied that both teachers and students would be able to take writing to the next level as a collective. Finally the instructor encouraged his peers by stating that **any positive change in the improvement of writing skills constitutes a step in the right direction.**

2.2.2 The role of writing in education

Writing could be used as a path to develop other skills along the way. Senel and Bagceci (2019), focused their research titled “Development of Creative Thinking Skills of Students Through Journal Writing.” in **the use of writing skills with the objective of developing creative abilities**. They put in action a qualitative methodology based on the use of journals to practice writing while simultaneously working on creative thinking development.

Data collection took place through interviews including open ended questions containing issues related to creativity, writing skills and journaling to be applied by the team to a group of 23 students (14 male, 9 female) from 4th year of a private primary school in Turkey. After taking the surveys, **the students were instructed on creative thinking. Later, the students were given a topic to develop on a writing piece** for 5 to 10 minutes daily in a specially designed notebook. The collected data was later analyzed through the use of NVIVO, a qualitative data analysis software application used in qualitative and mixed-method research.

The findings were positive. Study participants stated that the practice of creative writing through journals had **impact over the increase of other skills besides writing itself, such as imagination, language fluency and work originality among others**. Beyond academic accomplishment, students affirmed that creative writing activities had increased the level of enjoyment and entertainment students experienced while learning.

Writing skills were not only important at EFL or ESL classrooms where teachers instructed in the teaching of the skill can be easily found. In some cases, there were areas of education not fortunate enough to employ professionally trained educators as instructors. Charon et al. (2016), conducted a study named “Close Reading and Creative

Writing in Clinical Education” about creative writing in clinical education at college level.

The hope of the research team was **not only to show how writing skills have developed over time in the study subjects, but to display how it has boosted their levels of intrapersonal intelligence** and exposed future medical professionals to the reflective aspects of medicine. The methodology employed by the authors of the research was a comparative bibliographical approach to investigation. **The paper portrayed the importance creative writing has gained over time** in the College of Physicians and Surgeons of Columbia University, USA.

The articles showcased the dramatic increase in the use of creative writing as part of the curriculum, starting as elective classes and raising in importance to the point of becoming a portfolio-type activity kept for a period of four years by the students. The conclusion that closed the investigation was that creative writing not only benefited medical students at Columbia, but possessed a vast effect which benefits would be felt by instructors and future patients in equal measure.

As the previous example showed, the teaching of writing skills was a medium not only to bring instruction to young children, but to enhance education on adults as well. Wischgoll (2017), **researched ways to improve writing skills in adult students** (average age 24.5 years) part of the German higher educational system (university undergraduates as well as post-graduates) and published them in her work titled “Improving Undergraduates’ and Postgraduates’ Academic Writing Skills with Strategy Training and Feedback”.

The experimental methodology applied consisted in a combination of the pre-test, training, post-test model on writing strategies (structure, application, summarization

and use of language) accompanied by instructor feedback (tutoring). 212 German-speaking students (184 females, 28 males) including undergraduate students (179 people) and doctoral students (33 people) took part in the study. The assessment method was done by evaluating a series of writing pieces and applying a scale previously designed for the task. Finally, a covariance analysis (ANCOVA) showed that the strategies put into action had a positive effect in academic writing. A fact that resulted especially relevant is that, according to the study, feedback applied to the writing process helped in the production of higher level text in both undergraduates and postgraduates at varying degrees.

2.2.3 Writing skills and cognitivism

From an educational point of view, the aim of this research work was to link writing skills to cognitive processes. Accordingly, Bates (2019) in his book “Teaching in a digital age” proposed the following as skills linked to cognitivism and, by extension, to writing:

Table 2. Cognitivist writing skills according to Bates

| COGNITIVIST WRITING SKILLS ACCORDING TO BATES | |
|--|---|
| Writing Skill | Description |
| Knowledge | Recalling data, facts and concepts. Use of elements covered in class |
| Comprehension | Understanding meaning that can be explained using own words. Sentence structure and spelling. |
| Analysis | Breaking text into parts to question and compare. Correct use of templates. |
| Synthesis | Combine elements into own structures of meanings and patterns. Combination of image and text to convey deeper meaning |

Source: Bates (2019)

Elaborated By: The researcher

In addition, Hermansson and Lindgren (2019) explored writing from the point of view of cognition in their article “Writing as a cognitive process” and stated that when planning activities related to writing in an ESL/EFL classroom, focus must be placed on meaning. The same **authors suggested combining text with images in order to enhance meaning.**

After divulging the importance of cognitivism in writing skills, a proper way to instruct using the concept must be employed. In their study “Effective Strategies for Improving Writing Skills of Elementary English Language Learners”, Cole and Feng (2015), recommend **the use of strategies linked to concepts like technology**, journaling and scaffolding in order to enrich writing skills in language learning students.

The methodology exhibited in this research work was a mixed method research approach. The team divided students in a control group (formed by 6 ESOL elementary level students) and an experimental group (formed by 5 ESOL elementary level students). The authors collected data from grades achieved by both groups during the previous instruction level **to stablish a pre-instruction baseline. The researchers gathered students’ writing samples graded through the use of rubrics.**

Simultaneously, personal data was collected employing a survey regarding personal opinions about the students own writings (perception, efficacy and lacks as writers). At the end of the process, the **data obtained was tabulated through the Student’s t-test using the statistical procedure to show the level of improvement in writing** which, in this particular case showed to be “not considered statistically significant” (Cole and Fang, 2015).

Nevertheless, the data collected as a questionnaire applied showed the level of self-confidence of students related to writing skills increased. The study’s findings showed

that thanks to the use of technology-oriented strategies focused on writing, teachers' influence and implementation of diverse literacy exercises; the objective of endowing students with better writing skills was achievable.

Creativity could be the raw material of writing which, when applied the right way, could impulse students' good learning disposition. Tok and Kandemir (2015) decided to conduct a study titled "Effects of Creative Writing Activities on Students' Achievement in Writing, Writing Dispositions and Attitude to English".

The study was related to the connection between creative writing and students' disposition, attitude and achievements in the development of the skill. The methodology employed consisted in conducting a series of creative writing exercises and activities over a period of several weeks aimed at a group formed by 7th year elementary school students (17 females, 14 males) studying English in Turkey. A pre and post-test model was applied in order to measure the effectivity of the techniques. After taking a series of surveys designed to calculate students' levels of attitude and writing disposition, **students were exposed to creative writing activities where they were encourage to express themselves through writing.** The pre and post-test data was collected and tabulated using a Student's t-test statistical method for paired samples.

The final results showed that the techniques employed influenced students' attitude and disposition, even if the effect decayed overtime. Nevertheless, the researchers urged teachers to employ such strategies since they believe the results of their study suffered due to external factors.

2.2.4 Writing skills on the Internet

A defining characteristic of the Internet was the help it could provide when trying to compose text in an expedite manner. Mostly, such pieces of text lacked in length, nevertheless, when encountering the debate of quantity over quality, the later would always be prioritized. Rosário et al. (2019), expressed in their work “The impact of three types of writing intervention on students’ writing quality” their belief that **writing should be viewed more than just as an academic skill and more like a high-quality, real-life communicative skill.**

Their study was in part focused in the possibilities of writing as a story-telling device. The methodology was a longitudinal cluster-randomized control design applied to a large number (187 males, 183 females) on 4th year basic education from Portugal. Before applying the methodology, participant teachers (17 females, 3 males) were instructed during a two-week period on how to teach writing as a story-telling device as well as other related strategies and techniques.

The study took place over a period of 12 weeks in which students were divided into two groups, control (who were instructed applying writing as a story-telling tool) and experimental (who were not.) The writings created by students were assessed by the application of the principles of the Educational Progress Test, a standardized test taken by elementary level students in Portuguese schools. The collected data was analyzed through relevant statistical methods.

After inspecting the results, the authors come to the conclusion that **students engaged in story-telling related activities showed relatively better results in writing quality than those who were instructed using more traditional writing education.** Finally, the team encouraged the research of creativity-related writing studies recognizing that, in their

case, the improvement was not very significant, nevertheless the research team praised creative writing itself.

One of the aims of an EFL teacher is to help students reach a functional writing level, endowing them with the ability of using their communicative skills in real-life situations through the use of exercises based on **everyday activities in familiar environments**. Dumitrescu et al. (2015), worked on a research project of such nature called “Improving Functional Texts Writing Skills in English as a Foreign Language”.

The experimental methodology devised by the researchers was applied to a group of 19 seventh grade EFL students (10 female students, 9 male students). At the start of the study, subjects answered a questionnaire aiming at eliciting information related to their free time activities (favorite games, TV shows, sports, etc.). Based on the results, the authors designed a Facebook page containing a series of writing tasks based on the students’ interests to be evaluated through a rubric. By the end of their experiment, **the team reached the conclusion that among the students’ chief concerns was the use of the internet as a means of communication (58% of them showed interest in the subject). In consequence, the strategies implemented achieved development in the areas of writing cohesion, style and vocabulary.**

Regarding the perception of students about learning activities conducted through the Internet, they expressed that the web constituted a means to socialize and share opinions and ideas with like-minded individuals as well as gathering information. In consequence, a type of instruction aimed at increasing their writing skills level associated to Internet content was very well received.

Modernity implies modern approaches to writing education. Kumar and Syed (2020) decided to explore the capabilities of a social network (Facebook) as an English writing

teaching device for ESL students in their research “Facebook as a Language Learning Environment: A Descriptive Study on ESL Learners’ Perceptions”.

The current state of technology in the researchers’ nation (Pakistan) was what urged them to investigate the phenomenon. The methodology employed was a descriptive quantitative design used to research the issue. The study participant were teenagers (54 male, 46 female) from higher secondary classes (XI and XII year) who took English as a subject and possessed Facebook accounts. Data was collected through the use of questionnaires applied to the sample and analyzed through the use of Statistical Package Social Science (SPSS) software.

The results of the study revealed that 44% of students perceived the **Internet as a valid tool for written communication and interaction**. The research team expressed that such attitude could be used to implement activities aiming at enhancing writing skills in a student-centered supportive and positive environment.

CHAPTER III

RESEARCH METHODOLOGY




3.1 Location

The research was conducted at IST “Manuel Lezaeta A.” (**annex 2**) a 3rd level private educational institute in the city of Ambato, province of Tungurahua. The institute was located on Pareja Diezcanseco and Remigio Crespo Toral streets. The institute educated adults (18-years old onward) of every gender in their cosmetology and gastronomy programs. Additionally, the institute offered their students EFL instruction at a rate of 3 weekly hours per 14-week semester (+6 hours dedicated to midterm assessment) divided in 4 levels (Inglés 1, Inglés 2, Inglés 3, and Inglés 4).

3.2 Materials and equipment

- A checklist aiming at determining participants’ conditions relevant to the study. (**annex 3**)
- A pre-test designed to establish a baseline regarding writing skills level (**annex 4**)
- A post-test designed to determine to what extent the use of Internet memes influenced the improvement of writing skills. (**annex 5**)
- An Internet enabled device and Internet connection.
- A free online meme generator (imgflip.com) as the meme generator tool.
- A set of 3 Internet memes:

Table 3. Internet meme set

| INTERNET MEME SET | |
|--|--|
| Meme Template | Image |
| <p style="text-align: center;"><i>“Roll safe”</i></p> <p>An Internet meme template used to convey the use of critical thinking. The upper part must contain a question or statement, The lower part must contain a humorous clever answer or sentence that complements the upper part (Don, 2020).</p> |  <p style="text-align: center;">Retrieved from: https://knowyourmeme.com/memes/roll-safe</p> |
| <p style="text-align: center;"><i>“One does not simply walk into Mordor”</i></p> <p>An Internet meme template used to convey the difficulty of a task. The upper part must always contain the phrase <i>One does not simply</i>. The lower part must be used to express the difficult task to undertake, usually with humorous undertones (Blubber, 2020).</p> |  <p style="text-align: center;">Retrieved from: https://knowyourmeme.com/memes/one-does-not-simply-walk-into-mordor</p> |
| <p style="text-align: center;"><i>“Drake hotline bling”</i></p> <p>An Internet meme template used to convey the rejection for a concept and acceptance of its opposite. The upper right part must contain a phrase rejected by the author. The lower right part must contrast the previous with a phrase that shows acceptance with humorous undertones. (Roy, 2020)</p> |  <p style="text-align: center;">Retrieved from: https://knowyourmeme.com/memes/hotline-bling</p> |

Source: knowyourmeme.com

Elaborated By: The researcher

3.3 Research method

The research work was a non-experimental design framed under the quantitative investigation approach. Such modality, according to Jhangiani et al. (2015), is a type of research applied when the researcher lacks the chance to manipulate the independent variable or is for some reason unable to assign participants randomly. In consequence, non-experimental design was chosen due to the impossibility of dividing the students in an experimental and control group as well as choosing participants randomly as a result of the structure of English classes at the educational institution.

3.4 Hypothesis

H0= The use of Internet memes does not improve writing skills among adult students from the English program, levels 1, 2, 3 and 4 at IST “Manuel Lezaeta A.”, from Ambato-Tungurahua, semester September 2020-January 2021.

H1= The use of Internet memes improves writing skills among adult students from the English program, levels 1, 2, 3 and 4 at IST “Manuel Lezaeta A.”, from Ambato-Tungurahua, semester September 2020-January 2021.

3.4.1 Research question

To what extent does the use of Internet memes improve writing skills among adult students from the English program, levels 1, 2, 3, and 4 at IST “Manuel Lezaeta A.”, from Ambato-Tungurahua, semester September 2020-January 2021?

3.5 Population or sample

The study took into account the whole student population of IST “Manuel Lezaeta A.” English classes. The complete population of the study was formed by 32 students (25 female, 7 male) and 1 teacher from levels 1, 2, 3 and 4 of the English program at the institute, Ambato-Tungurahua, semester September 2020-January 2021

3.6 Data collection

A checklist was applied to the population of the study in order to gather data regarding the conditions of students to participate in the research as advised by Lazzaro et al. (2013). Afterwards, quantitative data was gathered with a pre-test applied before instructing students in the use of Internet memes for writing skills improvement in order to establish a baseline of writing skills level. During a period of 4 weeks, data in the form of Internet memes generated by students as class activities was used to chart the progress of students over time and collected through the Institute’s virtual classroom. Finally, the process was completed by a post-test applied after instruction. Both pre-test and post-test were based on the principles divulged by Dimitrov and Rumrill (2003). Every instrument was designed reflecting the principles exposed in the research background (chapter II), graded using rubrics designed exclusively for the task based on a 5-point Likert scale based on precepts expressed by McLeod (2019) and validated by three experts in the field (**annex 6**).

3.7 Data processing and analysis

Due to the features of a non-experimental design, every student part of the population of the study received a pre-test, instruction, post-test treatment. In consequence, the

statistical model chosen has been a Student's t-test to process data gathered through the pre-test and post-test with the function of producing a result that will permit to accept or reject a hypothesis.

3.8 Response variables or results

Table 4. Variables

| VARIABLES | | |
|---------------------------|--|--|
| Names | V1 - Internet Memes | V2 - Writing Skills |
| Operationalization | Communicatively relevant digital templates combining text and image, typically used to riff on subjects on the Internet and susceptible to appropriation, re-codification and displays of creativity. | Skills showcased through the activity of creating pieces of written work and employed to convey complex and well-structured ideas. |
| Element Analysis | <p><i>Images.</i>- Digital unit that represents a determined idea in a graphical way.</p> <p><i>Text.</i>- Written part of an Internet meme that enhances the message provided by the image.</p> <p><i>Riff.</i>- Humorous effect that the author wishes to transmit.</p> <p><i>Appropriation and Recodification.</i>- The act of using an Internet meme created by another author for personal use changing any</p> | <p>Cognitivist writing skills:</p> <p><i>Knowledge.</i>- Implies the use of material covered in class during a writing activity.</p> <p><i>Comprehension.</i>- Involves the proper application of sentence structure and spelling.</p> <p><i>Analysis.</i>- Considers the correct employment of templates.</p> <p><i>Synthesis.</i>- Entails the act of combining different elements to convey deeper meaning.</p> |

| | | |
|--------------|---|--|
| | <p>element to suit the new author's purpose.</p> <p><i>Template.-</i> Combination of image and text used to convey a specific message.</p> | |
| Scale | <p>1 point – Aspect was not used at all (very poor)</p> <p>2 Points – Aspect was used incorrectly (poor = 3 mistakes)</p> <p>3 Points – Aspect was used appropriately (fair = 2 mistakes)</p> <p>4 Points – Aspect showed proficiency (good = 1 mistake)</p> <p>5 Points – Aspect showed mastery (excellent = 0 mistakes)</p> | |

Source: Chapter II

Elaborated By: The researcher

A pre-test was applied to every student part of the population of the study in order to establish a baseline of the students' writing skills. 45 minutes (standard time for evaluations at IST "Manuel Lezaeta A.") before the end of the class, students were presented with a set of 3 popular Internet memes, detailed in section 3.2. Students were asked to write short ideas (1 to 2 sentences per image) expressing content previously covered during that day's class by linking their text created to the images presented. The activity was designed to measure the writing skills described by Bates (2019) as knowledge (recalling data, facts and concepts, use of elements covered in class), comprehension (understanding meaning that can be explained using own words, sentence structure and spelling), analysis (breaking text into parts to question and compare, correct use of templates), synthesis (combining elements into own structures of meanings and patterns, combination of image and text to convey deeper meaning). The pre-test was collected and graded through the use of a rubric based on a 5-point Likert scale based on precepts expressed by McLeod (2019) to evaluate the previously mentioned writing skills. For the sake of the study's quantitative nature, pre-tests were evaluated on a minimum global score 12 points and a maximum global score of 60 points (a set formed by 3 Internet memes evaluating 4 skills on a 1-5 points scale).

After the pre-test was applied to every student part of the population of the study, they received instruction over a period of three weeks in consecutive classes. First, the researcher instructed students on the use of a free webpage which offers a practical Internet meme generator called *imgflip.com* through a video tutorial (**annex 7**). The next three classes were conducted normally but included during their development the method proposed by Xia and Zhu (2012) (process detailed in chapter 2 consisting on: input, infection, ingestion, integration, output) to improve writing skills on students using Internet memes. At a crucial point of the class, the teacher employed Internet memes as input of any specific vocabulary or grammar required as evidenced on the syllabi and class plans (**annex 8**) as output, students generated Internet memes which were collected through the class's virtual classroom (**annex 9**) and used the rubric employed during the pre-test. The activities described were conducted as follows:

Table 5. Instruction plan

| INSTRUCTION PLAN | | | |
|-------------------------|---|---|---|
| Week | Activity | Procedure | Product |
| Week 1 | Trial 1: Internet meme generation instruction and "Roll Safe Think About It" Internet meme template | Students watched a YouTube video created by the teacher detailing the use of free online Internet meme generator <i>imgflip</i> . Teacher imparted planned content using the "Roll safe" Internet meme template and Xia and Zhu methodology. | Students produced output in the form of an Internet meme using the template mentioned to display knowledge, comprehension, analysis and synthesis writing skills. |
| Week 2 | Trial 2: "One Does Not Simply Walk Into | Teacher imparted planned content using the "One does not simply walk into | Students produced output in the form of an Internet meme using the template |

| | | | |
|--------|---|--|---|
| | Mordor" Internet meme template | Mordor" Internet meme template and Xia and Zhu methodology. | mentioned to display knowledge, comprehension, analysis and synthesis writing skills. |
| Week 3 | Trial 3: "Drake Hotline Bling" Internet meme template | Teacher imparted planned content using the "Drake hotline bling" Internet meme template and Xia and Zhu methodology. | Students produced output in the form of an Internet meme using the template mentioned to display knowledge, comprehension, analysis and synthesis writing skills. |

Source: Chapter II

Elaborated By: The researcher

Finally, every student part of the population of the study took the post-test. It was based on the contents of the pre-test with certain variations. 45 minutes (standard time for evaluations at IST "Manuel Lezaeta A.") before the end of the class, students were asked to generate 3 Internet memes by using the templates (Roll safe, One does not simply walk into Mordor and Drake hotline bling) and tools (imgflip.com's Internet meme generator) in which they were instructed to display knowledge, comprehension, analysis and synthesis writing skills relating their output to the content of the day's class. The activity was designed to measure the writing skills described by Bates (2019) as **knowledge** (recalling data, facts and concepts, use of elements covered in class), **comprehension** (understanding meaning that can be explained using own words, sentence structure and spelling), **analysis** (breaking text into parts to question and compare, correct use of templates), **synthesis** (combining elements into own structures of meanings and patterns, combination of image and text to convey deeper meaning). The post-test was collected and graded through the use of a rubric based on a 5-point Likert scale based on precepts expressed by McLeod (2019) to evaluate the previously mentioned writing skills. For the sake of the study's quantitative nature, post-tests were evaluated on a minimum global score 12 points and a maximum global score of 60 points (a set formed by 3 Internet memes evaluating 4 skills on a 1-5 points scale).

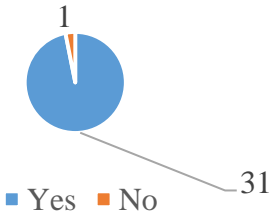
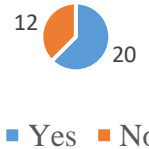

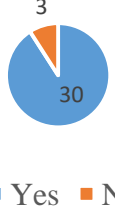
CHAPTER IV

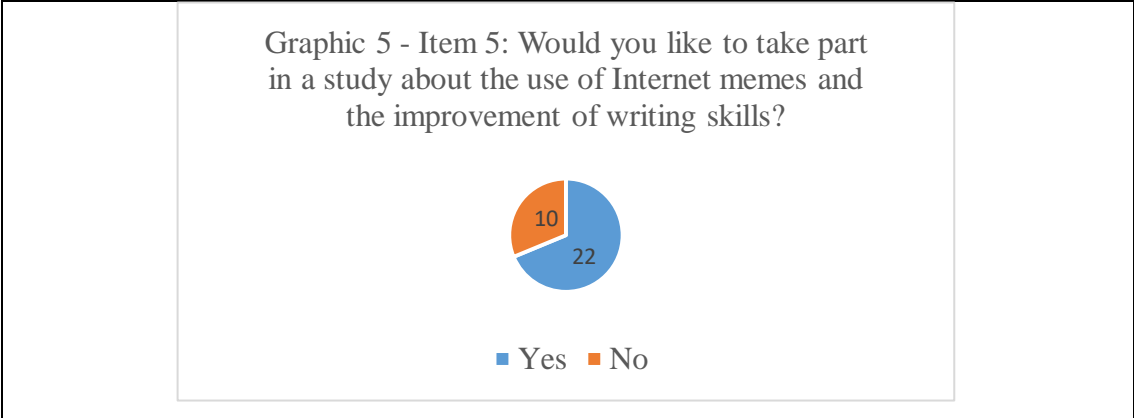
RESULTS AND DISCUSSION

4.1 Checklist

In order to establish basic conditions for the development of this study, 32 students completed a checklist formed by 5 items validated by 3 authorized experts displaying the following results:

Table 6. Checklist results

| CHECKLIST RESULTS | | | | | | | | | | | | | |
|---|----------|-------|-----|----|----|---|--|----------|-------|-----|----|----|----|
| <p>Graphic 1 - Item 1: Do you possess an Internet enabled device?</p>  <p>■ Yes ■ No</p> <table border="1"><thead><tr><th>Response</th><th>Count</th></tr></thead><tbody><tr><td>Yes</td><td>31</td></tr><tr><td>No</td><td>1</td></tr></tbody></table> | Response | Count | Yes | 31 | No | 1 | <p>Graphic 2 - Item 2: Are you interested in learning how to generate Internet memes in English?</p>  <p>■ Yes ■ No</p> <table border="1"><thead><tr><th>Response</th><th>Count</th></tr></thead><tbody><tr><td>Yes</td><td>20</td></tr><tr><td>No</td><td>12</td></tr></tbody></table> | Response | Count | Yes | 20 | No | 12 |
| Response | Count | | | | | | | | | | | | |
| Yes | 31 | | | | | | | | | | | | |
| No | 1 | | | | | | | | | | | | |
| Response | Count | | | | | | | | | | | | |
| Yes | 20 | | | | | | | | | | | | |
| No | 12 | | | | | | | | | | | | |
| <p>Graphic 3 - Item 3: Are you satisfied with the amount of time/resources destined to the improvement of writing skills in class?</p>  <p>■ Yes ■ No</p> <table border="1"><thead><tr><th>Response</th><th>Count</th></tr></thead><tbody><tr><td>Yes</td><td>29</td></tr><tr><td>No</td><td>4</td></tr></tbody></table> | Response | Count | Yes | 29 | No | 4 | <p>Graphic 4 - Item 4: Do you wish there was a way to improve writing skills while displaying creativity?</p>  <p>■ Yes ■ No</p> <table border="1"><thead><tr><th>Response</th><th>Count</th></tr></thead><tbody><tr><td>Yes</td><td>30</td></tr><tr><td>No</td><td>3</td></tr></tbody></table> | Response | Count | Yes | 30 | No | 3 |
| Response | Count | | | | | | | | | | | | |
| Yes | 29 | | | | | | | | | | | | |
| No | 4 | | | | | | | | | | | | |
| Response | Count | | | | | | | | | | | | |
| Yes | 30 | | | | | | | | | | | | |
| No | 3 | | | | | | | | | | | | |



Source: Field research

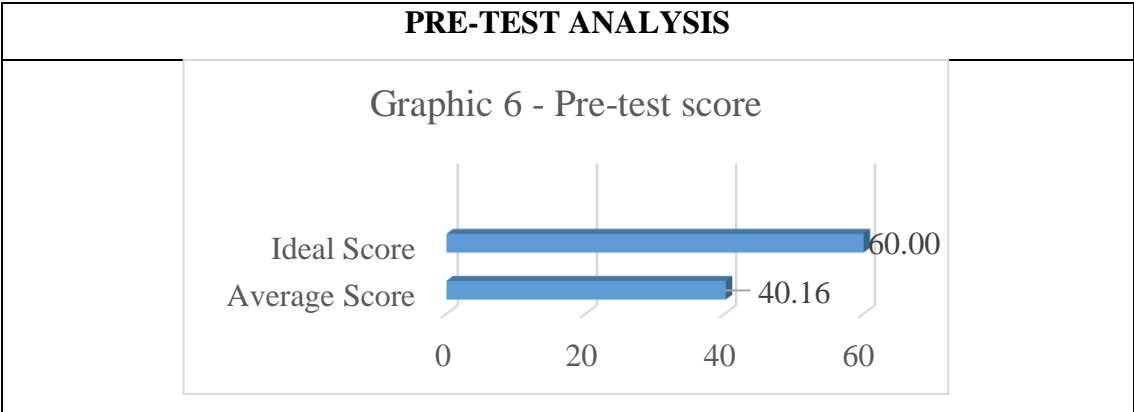
Elaborated By: The researcher

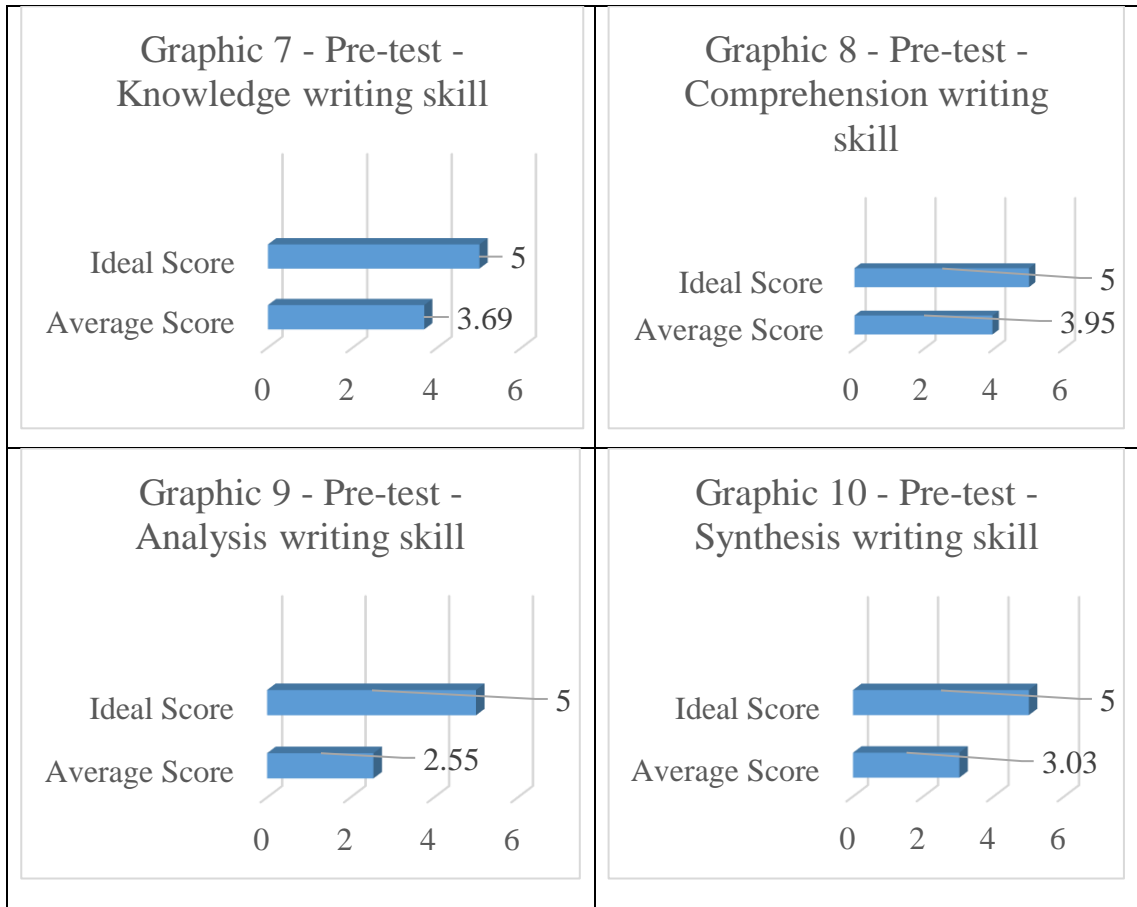
As the graphics presented showed, the vast majority of students participating in the study possessed Internet enabled devices, with the exception of 1 single student who stated the contrary (Item 1). The student’s predisposition and positive attitude towards the study were demonstrated through the information provided as well (items 2, 3, 4 and 5).

4.2 Pre-test results

The pre-test was taken by 32 students participating in the study following the procedure stated in chapter 3, producing the following results:

Table 7. Pre-test analysis





Source: Field research

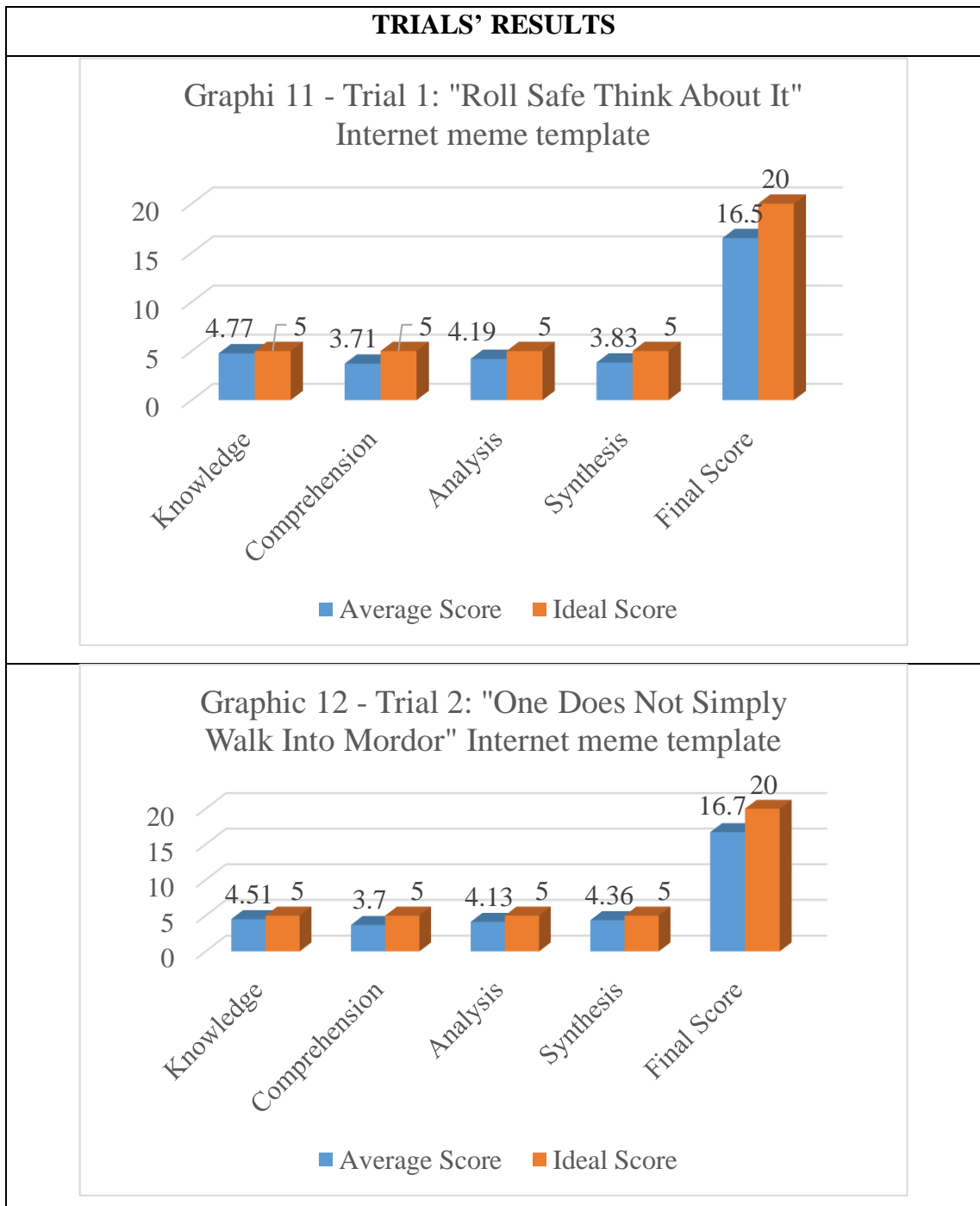
Elaborated By: The researcher

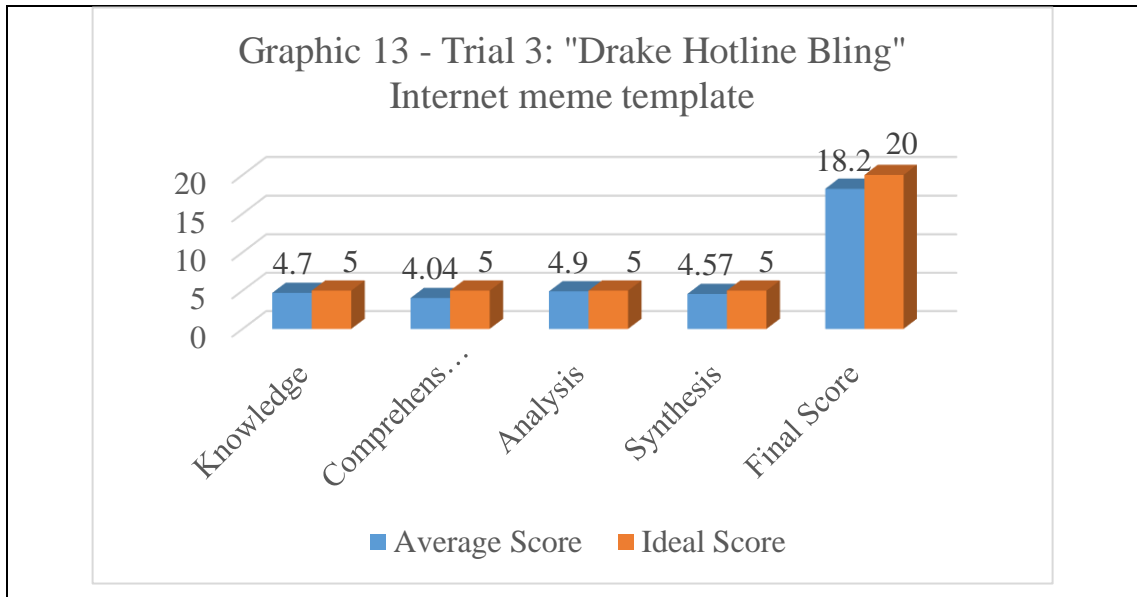
The pre-test score average was 40.16 out of 60 points. As far as writing skills displayed, knowledge got an average score of 3.69 out of 5 points, comprehension got an average score of 3.95 out of 5 points, and synthesis got an average score of 3.03 out of 5 points (all 3 writing skills level considered “fair” according to the scale stated in chapter 3). On the other hand, analysis got an average score of 2.55 out of 5 points (writing skill level considered “poor” according to the scale stated in chapter 3).

4.3 Trials

After the pre-test was taken by the students, they were instructed in the use of an online free meme generator (imgflip.com) through a YouTube video (Manjarrés, 2020). Afterwards, 3 trials took place using Xia and Zhu’s method displaying following results.

Table 8. Trials' results





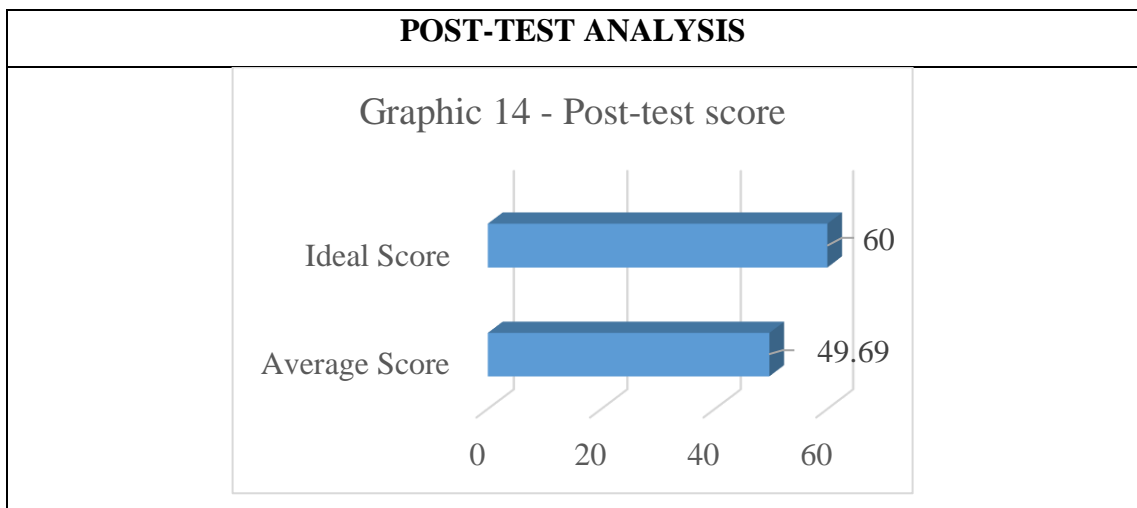
Source: Field research

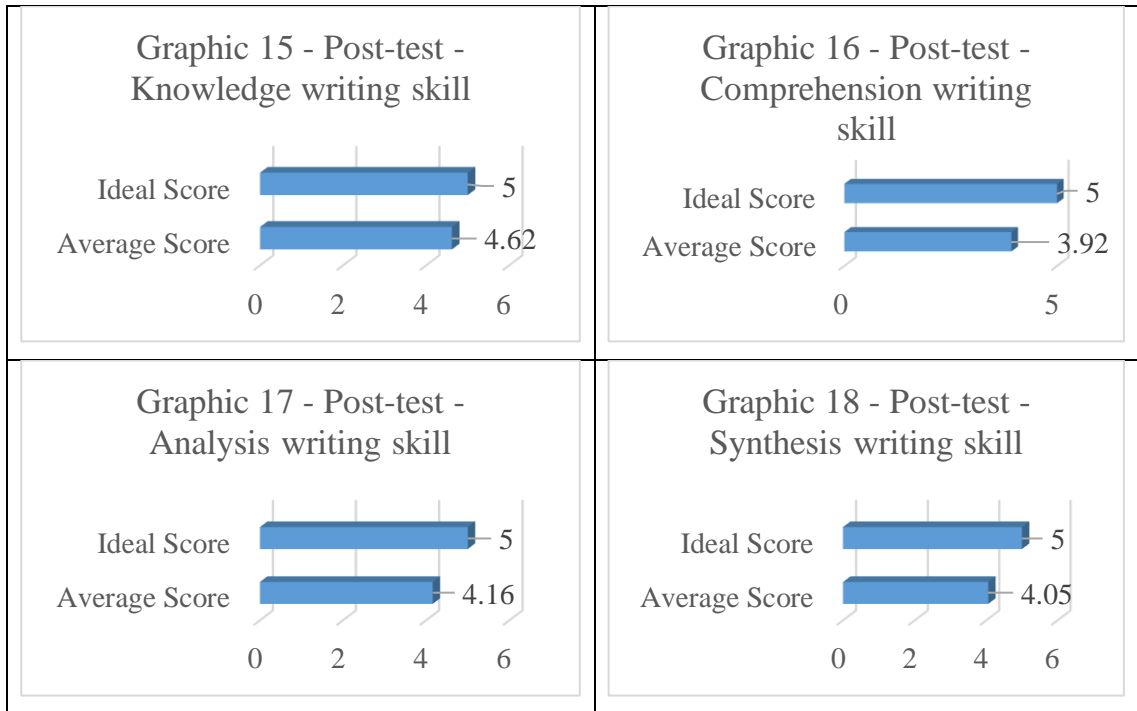
Elaborated By: The researcher

4.4 Post-test results

The post-test was taken by 32 students participating in the study following the procedure stated in chapter 3, producing the following results:

Table 9. Post-test analysis





Source: Field research

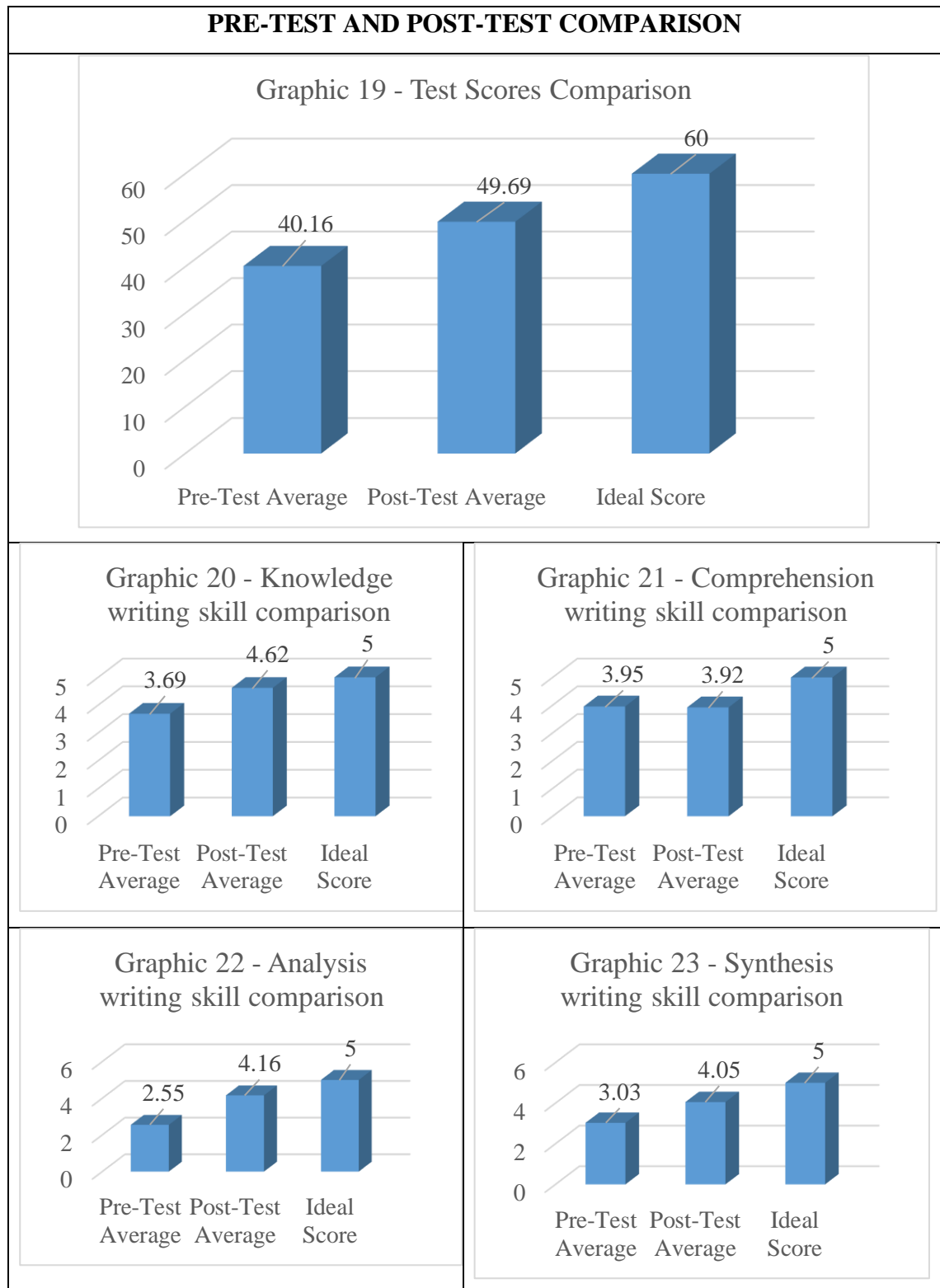
Elaborated By: The researcher

The post-test score average was 49.69 out of 60 points. As far as writing skills displayed, knowledge got an average score of 4.62 out of 5 points, analysis got an average score of 4.16 out of 5 points, and synthesis got an average score of 4.05 out of 5 points (all 3 writing skills level considered “good” according to the scale stated in chapter 3). On the other hand, comprehension got an average score of 3.92 out of 5 points (writing skill level considered “fair” according to the scale stated in chapter 3).

4.5 Pre-test and post-test score comparison

In order to establish causal relationship regarding the improvement of writing skills due to the use of Internet memes, the following graphics compared scores from the pre-test and post-test side by side

Table 10. Pre-test and post-test comparison



Source: Field research

Elaborated By: The researcher

The difference between the average scores of the pre-test and post-test reveals an improvement of 9.53 points, from 40.16 out of 60 points to 49.69 out of 60 points. Knowledge registered an improvement going from 3.69 out of 5 points to 4.62 out of 5 points (moving from “fair” to “good” writing skill level in the scale proposed in chapter 3). Comprehension registered a decrease going from 3.95 out of 5 points to 3.92 out of 5 points (keeping the “fair” writing skill level in the scale proposed in chapter 3). Analysis registered an improvement going from 2.55 out of 5 points to 4.16 out of 5 points (moving from “poor” to “good” writing skill level in the scale proposed in chapter 3). Finally, synthesis registered an improvement going from 3.03 out of 5 points to 4.05 out of 5 points (moving from “fair” to “good” writing skill level in the scale proposed in chapter 3).

4.6 Student’s-T test

In order to accept or reject hypothesis H0 or H1 stated in chapter 3 of this research, a Student’s-T test for paired samples was employed using the application SPSS, IBM’s well regarded data analysis statistics tool obtaining the following results:

Table 11. Student’s-T test for paired samples

| STUDENT’S T-TEST FOR PAIRED SAMPLES | | | | | |
|-------------------------------------|----------|-------|----|----------------|-----------------|
| Paired Samples Statistics | | | | | |
| | | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | PreTest | 40.16 | 32 | 4.887 | .864 |
| | PostTest | 49.69 | 32 | 9.028 | 1.596 |

| Paired Samples Correlations | | | | | | | | | |
|-----------------------------|--------------------|--|--|----|-------------|------|--|--|--|
| | | | | N | Correlation | Sig. | | | |
| Pair 1 | PreTest & PostTest | | | 32 | .328 | .067 | | | |

| Paired Samples Test | | | | | | | | | |
|---------------------|--------------------|--------------------|----------------|-----------------|---|--------|--------|----|-----------------|
| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | PreTest - PostTest | -9.531 | 8.744 | 1.546 | -12.684 | -6.379 | -6.166 | 31 | <.001 |

| Paired Samples Effect Sizes | | | | | | |
|-----------------------------|--------------------|---------------------------|-------|----------------|-------------------------|-------|
| | | Standardizer ^a | | Point Estimate | 95% Confidence Interval | |
| | | | | | Lower | Upper |
| Pair 1 | PreTest - PostTest | Cohen's d | 8.744 | -1.090 | -1.524 | -.645 |
| | | Hedges' correction | 8.851 | -1.077 | -1.505 | -.637 |

Source: Field research through SPSS software

Elaborated By: The researcher

Regarding the effectiveness of Internet memes on the improvement of writing skills, the Student's t-test for paired samples showed an increment in the level of writing skill ($t = -6.166$, significance $<.001$) between the means of the pre-test (40.16) and post-test (49.69). Based on the principles stated by Schoonjans (2020) for paired T tests, H_0 was rejected and H_1 accepted:

The use of Internet memes improves writing skills among adult students from the English program, levels 1, 2, 3 and 4 at IST "Manuel Lezaeta A.", from Ambato-Tungurahua, semester September 2020-January 2021.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- a) Despite extreme circumstances affecting every aspect of humanity at a global scale at the moment the study was carried out; the study was able to determine that the level of influence of Internet memes on the improvement of writing skills on adult students is statistically relevant (significance $<.001$) according to the parameters set by a Student's t-test for paired samples calculated through statistical software SPSS.
- b) After analyzing the main characteristics elements of Internet memes it has been established that they are digital items used to riff on any number of different subjects on the Internet; can be manifested in any auditory, textual or visual format and susceptible of appropriation and re-codification. Such elements constitute an "Internet meme template" which can fulfill a specific communicative purpose.
- c) Since writing is the act of creating pieces of written work; writing skills are defined as elements that must integrate such process to achieve proper performance. Accordingly, such skills must be framed into a determined context to be employed successfully in a productive way. Cognitivism provides a valid framework.

- d) The data collected by the pre and post-tests taken by the students was analyzed and it displayed the following changes: the average score improved from 40.16/60 points (pre-test) to 49.69/60 points (post-test). According to the Likert scale applied, cognitivist writing skills tested behaved as follows: knowledge (use of knowledge acquired during class) moved from 3.69/5 points to 4.62/5 points in average (moving from “fair” to “good” in the scale proposed in chapter 3); comprehension (correct spelling and sentence structure) moved from 3.95/5 points to 3.92/5 points (keeping the “fair” in the scale proposed in chapter 3); analysis (application of templates) moved from 2.55/5 points to 4.16/5 points (moving from “poor” to “good” in the scale proposed in chapter 3); synthesis (the ability to combine image and text to convey deeper meaning) moved from 3.03/5 points to 4.05/5 points (moving from “fair” to “good” in the scale proposed in chapter 3). According to the results it can be concluded that Internet memes improved writing skills by increasing their level of quality with the exception of the comprehension writing skill which showed a small decrease.

5.2 Recommendations

- a) To encourage investigators to continue researching possible methods to determine the level of influence of Internet memes on the improvement of other skills besides writing. Using statistical software SPSS or any other proven method is highly advised as well as taking into account extreme circumstances (like the global pandemic affecting the world at the moment the study was carried out) in order to establish reasonable time limits and flexible and adaptable formats.
- b) To expand the research background used in order to analyze and state the main characteristics of Internet memes in a superior way by employing other elements of Internet memes besides templates to fulfill specific communicative purposes.

- c) To frame writing skills on other educational approaches besides cognitivism in order to widen the point of view regarding writing skills on EFL students with the goal of covering different skills than what cognitivism allows and taking into account theories like behaviorism or constructivism.
- d) To apply emerging methodologies that employ Internet memes to improve writing skills on EFL students. Such improvement should be measured by using appropriate, statistically proven tools. Data collected by pre and post-tests should be properly analyzed in order to evidence improvement in language skills tested.

5.3 References

- Arango, L. (November, 2014). *Experiencias en el uso de los memes como estrategia didáctica en el aula*. Congreso Iberoamericano de ciencia, tecnología, innovación y educación. Buenos Aires, Argentina. https://docs.wixstatic.com/ugd/690849_d43a139fddd1427cb4faea163b5c09bb.pdf
- Bates, A. W. (2019, October 10). *Teaching in a Digital Age – Second Edition – Open Textbook*. Pressbooks. <https://pressbooks.bccampus.ca/teachinginadigitalagev2/>
- Blubber, C. (2020, July 22). *One Does Not Simply Walk into Mordor*. Know Your Meme. <https://knowyourmeme.com/memes/one-does-not-simply-walk-into-mordor>
- Cambridge Assessment English. (2020). *The CEFR | Cambridge English*. <https://www.cambridgeenglish.org/learning-english/parents-and-children/information-for-parents/tips-and-advice/011-the-cefr/>
- Cambridge Dictionary. (2020, September 24th). *Meme definition*. Cambridge Dictionary. <https://dictionary.cambridge.org/dictionary/english-spanish/meme>
- Cambridge Dictionary. (2020, September 24th). *Writing definition*. Cambridge Dictionary. <https://dictionary.cambridge.org/dictionary/english/writing>
- Charon, R., Hermann, N., & Devlin, M. (2016). *Close Reading and Creative Writing in Clinical Education*. *Academic Medicine*, 91(3), 345–350.

<https://doi.org/10.1097/acm.0000000000000827>

- Cole, J., & Feng, J. (2015). Chinese American Educational Research and Development Association Annual Conference April 15-16: *Effective Strategies for Improving Writing Skills of Elementary English Language Learners*. 1–25. <https://files.eric.ed.gov/fulltext/ED556123.pdf>
- De la Rosa-Carrillo, E. (2015, June 11). *On the Language of Internet Memes*. University of Arizona. <https://repository.arizona.edu/handle/10150/556817>
- Dimitrov, D. & Rumrill, P. (2003). *Pretest-posttest designs and measurement of change*. *Work*, 20(2), 159–165. https://cehd.gmu.edu/assets/docs/faculty_publications/dimitrov/file5.pdf
- Don. (2020, December 1). *Roll Safe*. Know Your Meme. <https://knowyourmeme.com/memes/roll-safe>
- Dumitrescu, C., Coman, M. & Nutu, I. (2015). *Improving Functional Texts Writing Skills in English as a Foreign Language*. *Procedia - Social and Behavioral Sciences*, 203, 168–172. <https://doi.org/10.1016/j.sbspro.2015.08.277>
- Graham, S. (2019). *Changing How Writing Is Taught*. *Review of Research in Education*, 43(1), 277–303. <https://doi.org/10.3102/0091732X18821125>
- Hermansson, C. & Lindgren E. (2020, August 27). *Writing As A Cognitive Process | World Of Better Learning*. World of Better Learning | Cambridge University Press. <https://www.cambridge.org/elt/blog/2019/12/19/writing-cognitive-process/>
- Jhangiani, R., Chiang, I., Cuttler, C. & Leighton, D. (2019, August 1). *Non-Experimental Research – Research Methods in Psychology*. Pressbooks. <https://kpu.pressbooks.pub/psychmethods4e/part/non-experimental-research/>
- Judge, B. S. (2013). *The Skill of Writing*. *Journal of Medical Toxicology*, 9(1), 4–5. <https://doi.org/10.1007/s13181-012-0238-y>
- Kearney, R. (2019). Meme Frameworks. *Video Journal of Education and Pedagogy*, 4(2), 82–89. <https://doi.org/10.1163/23644583-00401013>
- Kumar, A. & Syed, H. (2020, August 23). *Facebook as a Language Learning Environment: A Descriptive Study on ESL Learners' Perceptions | University of Chitral Journal of Linguistics & Literature*. uoch.edu.pk. <https://jll.uoch.edu.pk/index.php/journal2/article/view/75>


- Lazzaro, L., Ferretti, G., Giuliani, C., & Foggi, B. (2014). *A checklist of the alien flora of the Tuscan Archipelago (Italy)*. *Webbia*, 69(1), 157–176. <https://doi.org/10.1080/00837792.2014.907981>
- Lonnberg, A., Xiao, P., & Wolfinger, K. (2020). *The growth, spread, and mutation of internet phenomena: A study of memes*. *Results in Applied Mathematics*, 6. <https://doi.org/10.1016/j.rinam.2020.100092>
- Manjarrés, V. (2020, October 2nd). *imgflip - Internet meme generator - Quick Tutorial*. [Video]. YouTube. <https://youtu.be/AJ25e5YnjDE>
- McLeod, S. (n.d.). Likert Scale Definition, Examples and Analysis. Simply Psychology. Retrieved September 5, 2020, from <https://www.simplypsychology.org/likert-scale.html>
- Meme Generator. (2020, July 15). Imgflip. <https://imgflip.com/memegenerator>
- Michigan State University. (February 23th, 2020). *Page 1: Definition, characteristics, and causes of written expression difficulties*. Michigan State University. <https://msu.edu/course/cep/886/Writing/page1.htm>
- Nissenbaum, A., & Shifman, L. (2018). *Meme templates as expressive repertoires in a globalizing world: A cross-linguistic study*. *Journal of Computer-Mediated Communication*, 23(5), 294–310. <https://doi.org/10.1093/jcmc/zmy016>
- Nooney, L., & Portwood-Stacer, L. (2014). *One Does Not Simply: An Introduction to the Special Issue on Internet Memes*. *Journal of Visual Culture*, 13(3), 248–252. <https://doi.org/10.1177/1470412914551351>
- Patel, R. (2013). *First World Problems: A Fair Use Analysis of Internet Memes*. *UCLA Entertainment Law Review*, 20(2), 235–256. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2426875
- Reime, T. (2015). *Memes as Visual Tools for Precise Message Conveying A Potential in the Future of Online Communication Development* | Semantic Scholar. <https://www.semanticscholar.org/paper/Memes-as-Visual-Tools-for-Precise-Message-Conveying-Reime/460d0876e324003469929d66b573a4467c0dbc0e>


- Rosário, P., Högemann, J., Núñez, J., Vallejo, G., Cunha, J., Rodríguez, C., & Fuentes, S. (2019). *The impact of three types of writing intervention on students' writing quality*. PLoS ONE, 14(7), 1–27. <https://doi.org/10.1371/journal.pone.0218099>
- Roy, P. (2020, May 31). Hotline Bling. Know Your Meme. <https://knowyourmeme.com/memes/hotline-bling>
- Salazar, G. P., Edwards, A. A., & Guillermo, E. (2014). *El meme en internet. Usos sociales, reinterpretación y significados, a partir de Harlem Shake*. Argumentos, 27(75), 79–100. <http://www.scielo.org.mx/pdf/argu/v27n75/v27n75a5.pdf>
- Schoonjans, F. (2020, May 24). *Paired t-test*. MedCalc. <https://www.medcalc.org/manual/pairedttest.php>
- Senel, M., & Bagceci, B. (2019). *Development of Creative Thinking Skills of Students Through Journal Writing*. International Journal of Progressive Education, 15(5), 216–237. <https://doi.org/10.29329/ijpe.2019.212.15>
- Shifman, L. (2013, April 1). *Memes in a Digital World: Reconciling with a Conceptual Troublemaker*. Wiley Online Library. <https://onlinelibrary.wiley.com/doi/full/10.1111/jcc4.12013>
- Shin, S., & Park, J. (2019). *Evolutionary Dynamics of Cultural Memes and Application to Massive Movie Data*. Cornell University. <http://arxiv.org/abs/1903.02197>
- Smith, A. (2015, April 1). *U.S. Smartphone Use in 2015*. Pew Research Center: Internet, Science & Tech. <https://www.pewresearch.org/internet/2015/04/01/us-smartphone-use-in-2015/>
- Tecnológico Lezaeta. (2020, December 1). IST “Manuel Lezaeta A.” <https://tecnologicolezaeta.edu.ec/eva/>
- Tok, S., & Kandemir, A. (2015). *Effects of Creative Writing Activities on Students' Achievement in Writing, Writing Dispositions and Attitude to English*. Procedia - Social and Behavioral Sciences, 174, 1635–1642. <https://doi.org/10.1016/j.sbspro.2015.01.815>

- Wischgoll, A. (2017). *Improving Undergraduates' and Postgraduates' Academic Writing Skills with Strategy Training and Feedback*. *Frontiers in Education*, 2(July), 1–15. <https://doi.org/10.3389/feduc.2017.00033>
- Xia, X. & Zhu, K. (2013). *Presumption of Prefabricated Memes and Controllable Exploration of Meme Variations in the ESL Writing Teaching*. *Cross-Cultural Communication*, 9(1), 36–42. <https://doi.org/10.3968/j.ccc.1923670020130901.1897>
- Zanette, M. C., Blikstein, I., & Visconti, L. M. (2019). *Intertextual virality and vernacular repertoires: Internet memes as objects connecting different online worlds*. *RAE Revista de Administracao de Empresas*, 59(3), 157–169. <https://doi.org/10.1590/S0034-759020190302>


5.4 Annexes

Annex 1 - IST ‘Manuel Lezaeta A.’ English School timetable – Semester September 2020 – January 2021


|  INSTITUTO SUPERIOR TECNOLÓGICO MANUEL LEZAETA A. TRICOLOGÍA-COSMIATRÍA GASTRONOMÍA | | | | | | |
|--|----------|--|-----------|----------|---------|-------|
| PERÍODO ACADÉMICO | | SEPTIEMBRE 2020 - ENERO 2021 | | | | |
| APELLIDOS Y NOMBRE | | VICENTE JAVIER MANJARRES VASQUEZ | | | | |
| CARRERAS | | TRICOLOGÍA Y COSMIATRÍA GASTRONOMÍA | | | | |
| SECCIÓN DIURNA | | | | | | |
| HORA | LUNES | MARTES | MIÉRCOLES | JUEVES | VIERNES | TOTAL |
| 14H00 - 17H00 | INGLES 1 | | | | | 3 |
| 14H00 - 17H00 | | INGLES 2 | | | | 3 |
| 14H00 - 17H00 | | | INGLES 3 | | | 3 |
| 14H00 - 17H00 | | | | INGLES 4 | | 3 |
| 16H00 - 18H00 | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| HORAS A LA SEMANA ACADÉMICA | | | | | | 12 |




Instituto Tecnológico Superior
"MANUEL LEZAETA A."
Ing. Santiago Paredes
COORDINACIÓN NUTRICIÓN Y GASTRONOMÍA
Coordinador G - NGN.



Instituto Tecnológico Superior
"MANUEL LEZAETA A."
Ing. Rafael Silador
Vicerrector Académico ISTMLA.



Instituto Tecnológico Superior
"MANUEL LEZAETA A."
Md. Jessenia Torres E.
COORDINACIÓN NUTRICIÓN Y GASTRONOMÍA
Coordinación T/C



Lic. Javier Manjarres
Docente

Source: IST “Manuel Lezaeta A.” secretary’s office
Elaborated by: IST “Manuel Lezaeta A.” Vice principal

Annex 2 – Institution’s Approval



CARTA DE COMPROMISO

Ambato, 15 de Mayo. de 2020

Doctor
Víctor Hernández del Salto
PRESIDENTE DE LA UNIDAD DE TITULACIÓN DE POSGRADO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
UNIVERSIDAD TÉCNICA DE AMBATO
Presente.-

Yo, TELMO ENRIQUE VITERI ARROYO, en mi calidad de RECTOR del Instituto Superior Tecnológico Manuel Lezaeta A, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: “INTERNET MEMES AND THE IMPROVEMENT OF WRITING SKILLS” propuesto por el estudiante Lcdo. Vicente Javier Manjarrés Vásquez, portador de la Cédula de Ciudadanía 1803284718, de la Maestría en Pedagogía de la Enseñanza de los Idiomas Nacionales y Extranjeros, Cohorte 2019, de la Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.


Ing. Telmo E Viteri A. MSc
1801412667
032586694
0998822478
rectorado@tecnologicolezaeta.edu.ec



c.c/File

(03) 2 586694 - (03) 2 586490
www.tecnologicolezaeta.edu.ec
Pareja Diezcansaco y Remigio Crespo Toral

Source: IST “Manuel Lezaeta A.” secretary’s office

Elaborated by: IST “Manuel Lezaeta A.” Principal

Annex 3 – Checklist

**UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
PROGRAMA DE MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS MENCIÓN INGLÉS COHORTE 2019
“INTERNET MEMES AND THE IMPROVEMENT OF WRITING SKILLS”
CHECKLIST
READ CAREFULLY AND ANSWER ACCORDINGLY**

| Question | Yes | No |
|--|------------|-----------|
| 1. Do you possess an Internet enabled device? | | |
| 2. Are you interested in learning how to generate Internet Memes in English? | | |
| 3. Are you satisfied with the amount of time/resources destined to the improvement of writing skills in class? | | |
| 4. Do you wish there was a way to improve writing skills while displaying creativity? | | |
| 5. Would you like to take part in a study about the use of Internet memes and the Improvement of writing skills? | | |

Source: Field research

Elaborated by: The researcher

Annex 4 - Pre-test and Rubric Samples

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
PROGRAMA DE MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS MENCIÓN INGLÉS COHORTE 2019
INTERNET MEMES AND THE IMPROVEMENT OF WRITING SKILLS
PRE-TEST
READ CAREFULLY AND FOLLOW INSTRUCTIONS

- Examine each picture carefully.
- Fill in the blanks with short ideas based on knowledge from the today's class.
- Link text to pictures for deeper meaning.

Picture-Text Combination 1



Retrieved from: <https://knowyourmeme.com/memes/roll-safe>

Artistic Performer

Past Dates

Picture-Text Combination 2



Retrieved from: <https://knowyourmeme.com/memes/one-does-not-simply-walk-into-mordor>

I have studied for years

To be a bachelor

Picture-Text Combination 3



Retrieved from: <https://knowyourmeme.com/memes/hotline-bling>

History of microfinance

Working Women

| Pre-Test Evaluation Rubric | | | | | |
|-----------------------------------|--|--|--|--|---|
| Writing skills | 5 points | 4 points | 3 points | 2 points | 1 point |
| Knowledge | Text displays an excellent level of knowledge. | Text displays a good level of knowledge. | Text displays a fair level of knowledge. | Text displays a poor level of knowledge. | Text displays a very poor level of knowledge. |
| Comprehension | Text displays an excellent level of comprehension. | Text displays a good level of comprehension. | Text displays a fair level of comprehension. | Text displays a poor level of comprehension. | Text displays a very poor level of comprehension. |
| Analysis | Text displays an excellent level of analysis. | Text displays a good level of analysis. | Text displays a fair level of analysis. | Text displays a poor level of analysis. | Text displays a very poor level of analysis. |
| Synthesis | Text displays an excellent level of synthesis. | Text displays a good level of synthesis. | Text displays a fair level of synthesis. | Text displays a poor level of synthesis. | Text displays a very poor level of synthesis. |

Rubric designed by Vicente Javier Manjarrés

Rubric designed by Vicente Javier Manjarrés

| Picture-Text Combination 2 | | | | | |
|-----------------------------------|--|--|--|--|---|
| Writing skills | 5 points | 4 points | 3 points | 2 points | 1 point |
| Knowledge | Text displays an excellent level of knowledge. | Text displays a good level of knowledge. | Text displays a fair level of knowledge. | Text displays a poor level of knowledge. | Text displays a very poor level of knowledge. |
| Comprehension | Text displays an excellent level of comprehension. | Text displays a good level of comprehension. | Text displays a fair level of comprehension. | Text displays a poor level of comprehension. | Text displays a very poor level of comprehension. |
| Analysis | Text displays an excellent level of analysis. | Text displays a good level of analysis. | Text displays a fair level of analysis. | Text displays a poor level of analysis. | Text displays a very poor level of analysis. |

| | | | | | |
|------------------|--|--|--|--|---|
| Synthesis | Text displays an excellent level of synthesis. | Text displays a good level of synthesis. | Text displays a fair level of synthesis. | Text displays a poor level of synthesis. | Text displays a very poor level of synthesis. |
|------------------|--|--|--|--|---|

Rubric designed by Vicente Javier Manjarrés

| Picture-Text Combination 3 | | | | | |
|-----------------------------------|--|--|--|--|---|
| Writing skills | 5 points | 4 points | 3 points | 2 points | 1 point |
| Knowledge | Text displays an excellent level of knowledge. | Text displays a good level of knowledge. | Text displays a fair level of knowledge. | Text displays a poor level of knowledge. | Text displays a very poor level of knowledge. |
| Comprehension | Text displays an excellent level of comprehension. | Text displays a good level of comprehension. | Text displays a fair level of comprehension. | Text displays a poor level of comprehension. | Text displays a very poor level of comprehension. |
| Analysis | Text displays an excellent level of analysis. | Text displays a good level of analysis. | Text displays a fair level of analysis. | Text displays a poor level of analysis. | Text displays a very poor level of analysis. |
| Synthesis | Text displays an excellent level of synthesis. | Text displays a good level of synthesis. | Text displays a fair level of synthesis. | Text displays a poor level of synthesis. | Text displays a very poor level of synthesis. |

Rubric designed by Vicente Javier Manjarrés

Source: Field research

Elaborated by: The researcher

Annex 5 – Post-Test and Rubric

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

PROGRAMA DE MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y

EXTRANJEROS MENCIÓN INGLÉS COHORTE 2019

“INTERNET MEMES AND THE IMPROVEMENT OF WRITING SKILLS”

POST-TEST

READ CAREFULLY AND FOLLOW INSTRUCTIONS

- Go to the following webpage: <https://imgflip.com/memegenerator/27596988/Free>
- Generate 3 Internet memes to display contents from today’s class.
- Use Internet meme templates you already know
- Copy and paste links to memes generated in this document.

Internet meme 1

<https://imgflip.com/i/4lqjfp>

Internet meme 2

<https://imgflip.com/i/4lql0o>

Internet meme 3

<https://imgflip.com/i/4lqmaa>

| Post-Test Evaluation Rubric - Internet meme 1 | | | | | |
|--|--|--|--|--|---|
| Writing skills | 5 points | 4 points | 3 points | 2 points | 1 point |
| Knowledge | Text displays an excellent level of knowledge. | Text displays a good level of knowledge. | Text displays a fair level of knowledge. | Text displays a poor level of knowledge. | Text displays a very poor level of knowledge. |
| Comprehension | Text displays an excellent level of comprehension. | Text displays a good level of comprehension. | Text displays a fair level of comprehension. | Text displays a poor level of comprehension. | Text displays a very poor level of comprehension. |
| Analysis | Text displays an excellent level of analysis. | Text displays a good level of analysis. | Text displays a fair level of analysis. | Text displays a poor level of analysis. | Text displays a very poor level of analysis. |
| Synthesis | Text displays an excellent level of synthesis. | Text displays a good level of synthesis. | Text displays a fair level of synthesis. | Text displays a poor level of synthesis. | Text displays a very poor level of synthesis. |

Rubric designed by Vicente Javier Manjarrés

| Post-Test Evaluation Rubric - Internet meme 2 | | | | | |
|--|--|--|--|--|---|
| Writing skills | 5 points | 4 points | 3 points | 2 points | 1 point |
| Knowledge | Text displays an excellent level of knowledge. | Text displays a good level of knowledge. | Text displays a fair level of knowledge. | Text displays a poor level of knowledge. | Text displays a very poor level of knowledge. |
| Comprehension | Text displays an excellent level of comprehension. | Text displays a good level of comprehension. | Text displays a fair level of comprehension. | Text displays a poor level of comprehension. | Text displays a very poor level of comprehension. |
| Analysis | Text displays an excellent level of analysis. | Text displays a good level of analysis. | Text displays a fair level of analysis. | Text displays a poor level of analysis. | Text displays a very poor level of analysis. |

| | | | | | |
|------------------|--|--|--|--|---|
| Synthesis | Text displays an excellent level of synthesis. | Text displays a good level of synthesis. | Text displays a fair level of synthesis. | Text displays a poor level of synthesis. | Text displays a very poor level of synthesis. |
|------------------|--|--|--|--|---|

Rubric designed by Vicente Javier Manjarrés

| Post-Test Evaluation Rubric - Internet meme 3 | | | | | |
|--|--|--|--|--|---|
| Writing skills | 5 points | 4 points | 3 points | 2 points | 1 point |
| Knowledge | Text displays an excellent level of knowledge. | Text displays a good level of knowledge. | Text displays a fair level of knowledge. | Text displays a poor level of knowledge. | Text displays a very poor level of knowledge. |
| Comprehension | Text displays an excellent level of comprehension. | Text displays a good level of comprehension. | Text displays a fair level of comprehension. | Text displays a poor level of comprehension. | Text displays a very poor level of comprehension. |
| Analysis | Text displays an excellent level of analysis. | Text displays a good level of analysis. | Text displays a fair level of analysis. | Text displays a poor level of analysis. | Text displays a very poor level of analysis. |
| Synthesis | Text displays an excellent level of synthesis. | Text displays a good level of synthesis. | Text displays a fair level of synthesis. | Text displays a poor level of synthesis. | Text displays a very poor level of synthesis. |

Rubric designed by Vicente Javier Manjarrés

Source: Field research

Elaborated by: The researcher

Annex 6 – Validation form – Checklist 1



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
POSGRADO
MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019
Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "Checklist" PERTENECIENTE A LA INVESTIGACIÓN:

Internet memes and the improvement of writing skills

AUTOR/A: Lic. Vicente Javier Manjarrés

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE 2R- REGULAR 3B- BUENO 4O- ÓPTIMO

| PARAMETROS PREGUNTAS | Pertinencia de las preguntas del instrumento con los objetivos | | | | Pertinencia de las preguntas del instrumento con las variables y enunciados | | | | Calidad técnica y representatividad | | | | Redacción y lenguaje de las preguntas | | | |
|---|--|----|----|----|---|----|----|----|-------------------------------------|----|----|----|---------------------------------------|----|----|----|
| | 1D | 2R | 3B | 4O | 1D | 2R | 3B | 4O | 1D | 2R | 3B | 4O | 1D | 2R | 3B | 4O |
| Pregunta 1 Do you possess an Internet enabled device? | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ |
| Pregunta 2 Are you interested in learning how to generate Internet Memes in English? | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ |
| Pregunta 3 Are you satisfied with the amount of time/resources destined to the improvement of writing skills in class? | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ |



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
POSGRADO
MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019
Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

| | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---|---|
| <p>Pregunta 4 Do you wish there was a way to improve writing skills while displaying creativity?</p> | ✓ | | | | | | | | | | | | | | | | | | | ✓ | |
| | | | | | | | | | | | | | | | | | | | | | ✓ |
| <p>Pregunta 5 Would you like to take part in a study about the use of Internet memes and the Improvement of writing skills?</p> | ✓ | | | | | | | | | | | | | | | | | | | | ✓ |

Observaciones:

[Signature]

[Signature]

Realizado por:
Lic. Vicente Javier Manjarvís V.
 C.J: 1803284718

Validado por:
Mg. Eina Mariela Sánchez Sadlema
 C.J: 180333879-5

Source: Field research

Elaborated by: The researcher

Annex 6 – Validation form – Checklist 2



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
 POSGRADO
MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019
 Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "Checklist" PERTENECIENTE A LA INVESTIGACIÓN:
Internet memes and the improvement of writing skills

AUTOR/A: Lic. Vicente Javier Manjarrés

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE 2R- REGULAR 3B- BUENO 4O- ÓPTIMO

| PARÁMETROS PREGUNTAS | Pertinencia de las preguntas del instrumento con los objetivos | | | | Pertinencia de las preguntas del instrumento con las variables y enunciados | | | | Calidad técnica y representatividad | | | | Redacción y lenguaje de las preguntas | | | |
|---|--|----|----|----|---|----|----|----|-------------------------------------|----|----|----|---------------------------------------|----|----|----|
| | 1D | 2R | 3B | 4O | 1D | 2R | 3B | 4O | 1D | 2R | 3B | 4O | 1D | 2R | 3B | 4O |
| Pregunta 1 Do you possess an Internet enabled device? | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ |
| Pregunta 2 Are you interested in learning how to generate Internet Memes in English? | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ |
| Pregunta 3 Are you satisfied with the amount of time/resources destined to the improvement of writing skills in class? | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ |



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
POSGRADO
MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019
Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

| | | | | | | | | | | | | | | | | | | | | |
|---|---|--|--|--|--|--|--|--|--|---|--|--|--|--|--|--|--|--|---|---|
| Pregunta 4 Do you wish there was a way to improve writing skills while displaying creativity? | ✓ | | | | | | | | | ✓ | | | | | | | | | ✓ | |
| | | | | | | | | | | | | | | | | | | | | |
| Pregunta 5 Would you like to take part in a study about the use of Internet memes and the Improvement of writing skills? | ✓ | | | | | | | | | | | | | | | | | | | ✓ |
| | | | | | | | | | | | | | | | | | | | | |

Observaciones:

[Handwritten Signature]

Realizado por:
Lic. Vicente Javier Manjarrés V.
C.I: 1803284718

[Handwritten Signature]

Validado por:
Mg. Fanny Vega M.
C.I: 1802616969

Source: Field research
Elaborated by: The researcher

Annex 6 – Validation form – Checklist 3



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
 POSGRADO
MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019
 Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "Checklist" PERTENECIENTE A LA INVESTIGACIÓN:

Internet memes and the improvement of writing skills

AUTOR/A: Lic. Vicente Javier Manjarrés

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE 2R- REGULAR 3B- BUENO 4O- ÓPTIMO

| PARÁMETROS PREGUNTAS | Pertinencia de las preguntas del instrumento con los objetivos | | | | Pertinencia de las preguntas del instrumento con las variables y enunciados | | | | Calidad técnica y representatividad | | | | Redacción y lenguaje de las preguntas | | | |
|---|--|----|----|----|---|----|----|----|-------------------------------------|----|----|----|---------------------------------------|----|----|----|
| | 1D | 2R | 3B | 4O | 1D | 2R | 3B | 4O | 1D | 2R | 3B | 4O | 1D | 2R | 3B | 4O |
| Pregunta 1 Do you possess an Internet enabled device? | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ |
| Pregunta 2 Are you interested in learning how to generate Internet Memes in English? | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ |
| Pregunta 3 Are you satisfied with the amount of time/resources destined to the improvement of writing skills in class? | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ |

Annex 6 – Validation form – Pre-test 1



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
 POSGRADO
MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019
 Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "PRE-TEST" PERTENECIENTE A LA INVESTIGACIÓN:
Internet memes and the improvement of writing skills

AUTOR/A: Lic. Vicente Javier Manjarrés

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE 2R- REGULAR 3B- BUENO 4O- ÓPTIMO

| PARÁMETROS PREGUNTAS | Pertinencia de las preguntas del instrumento con los objetivos | | | | Pertinencia de las preguntas del instrumento con las variables y enunciados | | | | Calidad técnica y representatividad | | | | Redacción y lenguaje de las preguntas | | | |
|---|--|----|----|----|---|----|----|----|-------------------------------------|----|----|----|---------------------------------------|----|----|----|
| | 1D | 2R | 3B | 4O | 1D | 2R | 3B | 4O | 1D | 2R | 3B | 4O | 1D | 2R | 3B | 4O |
| Pregunta 1 - Examine each picture carefully. | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ |
| Pregunta 2 - Fill in the blanks with short ideas based on knowledge from today's class. | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ |
| Pregunta 3 - Link text to pictures for deeper meaning. | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ |

Annex 6 – Validation form – Pre-test 2



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
 POSGRADO
MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019
Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "PRE-TEST" PERTENECIENTE A LA INVESTIGACIÓN:
Internet memes and the improvement of writing skills

AUTOR/A: Lic. Vicente Javier Manjarrés

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE 2R- REGULAR 3B- BUENO 4O- ÓPTIMO

| PARAMETROS PREGUNTAS | Pertinencia de las preguntas del instrumento con los objetivos | | | | Pertinencia de las preguntas del instrumento con las variables y enunciados | | | | Calidad técnica y representatividad | | | | Redacción y lenguaje de las preguntas | | | |
|---|--|----|----|----|---|----|----|----|-------------------------------------|----|----|----|---------------------------------------|----|----|----|
| | 1D | 2R | 3B | 4O | 1D | 2R | 3B | 4O | 1D | 2R | 3B | 4O | 1D | 2R | 3B | 4O |
| Pregunta 1 - Examine each picture carefully. | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ |
| Pregunta 2 - Fill in the blanks with short ideas based on knowledge from today's class. | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ |
| Pregunta 3 - Link text to pictures for deeper meaning. | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ |

Annex 6 – Validation form – Pre-test 3



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
 POSGRADO
MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019
 Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "PRE-TEST" PERTENECIENTE A LA INVESTIGACIÓN:
Internet memes and the improvement of writing skills

AUTOR/A: Lic. Vicente Javier Manjarrés

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE 2R- REGULAR 3B- BUENO 4O- ÓPTIMO

| PARÁMETROS PREGUNTAS | Pertinencia de las preguntas del instrumento con los objetivos | | | | Pertinencia de las preguntas del instrumento con las variables y enunciados | | | | Calidad técnica y representatividad | | | | Redacción y lenguaje de las preguntas | | | |
|---|--|----|----|----|---|----|----|----|-------------------------------------|----|----|----|---------------------------------------|----|----|----|
| | 1D | 2R | 3B | 4O | 1D | 2R | 3B | 4O | 1D | 2R | 3B | 4O | 1D | 2R | 3B | 4O |
| Pregunta 1 - Examine each picture carefully. | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ |
| Pregunta 2 - Fill in the blanks with short ideas based on knowledge from today's class. | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ |
| Pregunta 3 - Link text to pictures for deeper meaning. | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ |

Annex 6 – Validation form – Post-test 1



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
 POSGRADO
MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019
 Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "Post-Test" PERTENECIENTE A LA INVESTIGACIÓN:
Internet memes and the improvement of writing skills

AUTOR/A: Lic. Vicente Javier Manjarrés

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE 2R- REGULAR 3B- BUENO 4O- ÓPTIMO

| PARÁMETROS PREGUNTAS | Pertinencia de las preguntas del instrumento con los objetivos | | | | Pertinencia de las preguntas del instrumento con las variables y enunciados | | | | Calidad técnica y representatividad | | | | Redacción y lenguaje de las preguntas | | | |
|--|--|----|----|----|---|----|----|----|-------------------------------------|----|----|----|---------------------------------------|----|----|----|
| | 1D | 2R | 3B | 4O | 1D | 2R | 3B | 4O | 1D | 2R | 3B | 4O | 1D | 2R | 3B | 4O |
| Pregunta 1 Go to the following webpage: https://imgflip.com/memegenerator/27596988/Free | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ |
| Pregunta 2 Generate 3 Internet memes to display contents from today's class. | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ |
| Pregunta 3 Use Internet meme templates you already know | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ |
| Pregunta 4 Copy and paste links to memes generated in this document. | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ |



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
POSGRADO
MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019
Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

Observaciones:

Realizado por:
Lic. Vicente Javier Manjarrés V.
C.I.: 1803284718

Validado por:
MG. Fanny Vega M.
C.I.: 1802616969

Source: Field research

Elaborated by: The researcher

Annex 6 – Validation form – Post-test 2



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
 POSGRADO
MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019
 Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "Post-Test" PERTENECIENTE A LA INVESTIGACIÓN:
Internet memes and the improvement of writing skills

AUTOR/A: Lic. Vicente Javier Manjarrés

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE 2R- REGULAR 3B- BUENO 4O- ÓPTIMO

| PARÁMETROS PREGUNTAS | Pertinencia de las preguntas del instrumento con los objetivos | | | | Pertinencia de las preguntas del instrumento con las variables y enunciados | | | | Calidad técnica y representatividad | | | | Redacción y lenguaje de las preguntas | | | |
|--|--|----|----|----|---|----|----|----|-------------------------------------|----|----|----|---------------------------------------|----|----|----|
| | 1D | 2R | 3B | 4O | 1D | 2R | 3B | 4O | 1D | 2R | 3B | 4O | 1D | 2R | 3B | 4O |
| Pregunta 1 Go to the following webpage: https://imgflip.com/memegenerator/27596988/Free | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ |
| Pregunta 2 Generate 3 Internet memes to display contents from today's class. | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ |
| Pregunta 3 Use Internet meme templates you already know | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ |
| Pregunta 4 Copy and paste links to memes generated in this document. | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ |



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
POSGRADO
MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019
Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

Observaciones:

Realizado por:
Lic. Vicente Javier Manjarrés V.
C.I.: 1803284718

Validado por:
Mg. Edgar Encalada Trujillo.
C.I.: 0501824771

Source: Field research

Elaborated by: The researcher



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
 POSGRADO
MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019
 Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "Post-Test" PERTENECIENTE A LA INVESTIGACIÓN:
Internet memes and the improvement of writing skills

AUTOR/A: Lic. Vicente Javier Manjarrés

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE 2R- REGULAR 3B- BUENO 4O- ÓPTIMO

| PARÁMETROS PREGUNTAS | Pertinencia de las preguntas del instrumento con los objetivos | | | | Pertinencia de las preguntas del instrumento con las variables y enunciados | | | | Calidad técnica y representatividad | | | | Redacción y lenguaje de las preguntas | | | |
|--|--|----|----|----|---|----|----|----|-------------------------------------|----|----|----|---------------------------------------|----|----|----|
| | 1D | 2R | 3B | 4O | 1D | 2R | 3B | 4O | 1D | 2R | 3B | 4O | 1D | 2R | 3B | 4O |
| Pregunta 1 Go to the following webpage: https://imgflip.com/memegenerator/27596988/Free | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ |
| Pregunta 2 Generate 3 Internet memes to display contents from today's class. | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ |
| Pregunta 3 Use Internet meme templates you already know | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ |
| Pregunta 4 Copy and paste links to memes generated in this document. | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ |



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
POSGRADO
MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019
Ave. Los Chasquis y Río Payamín, Ambato - Ecuador

Observaciones:

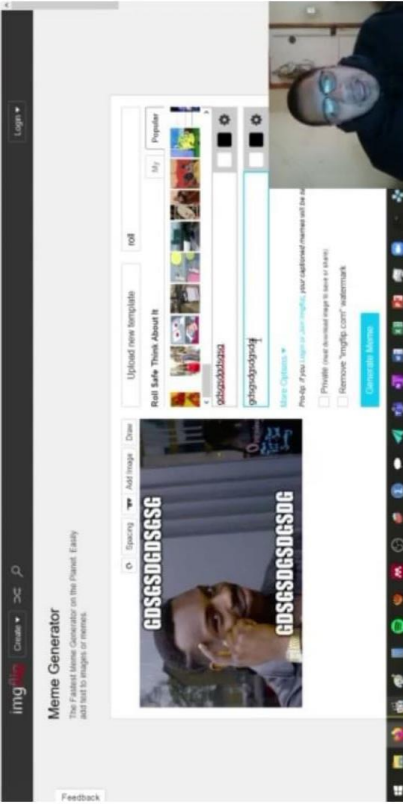
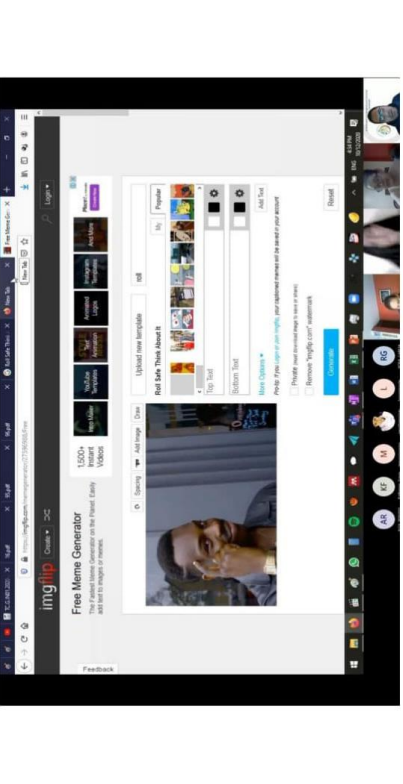
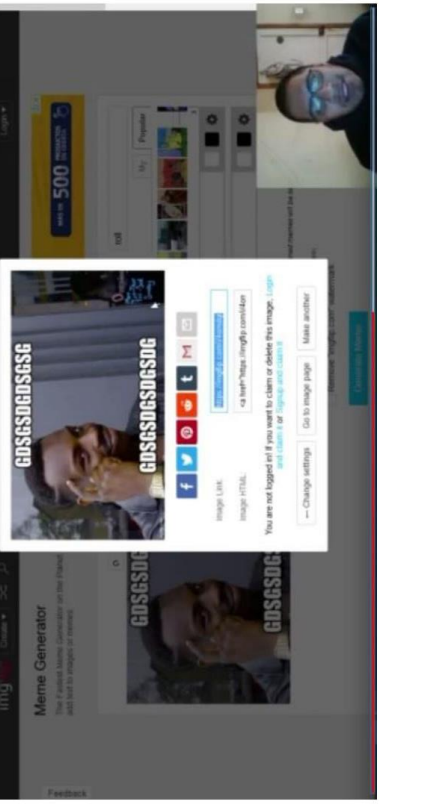
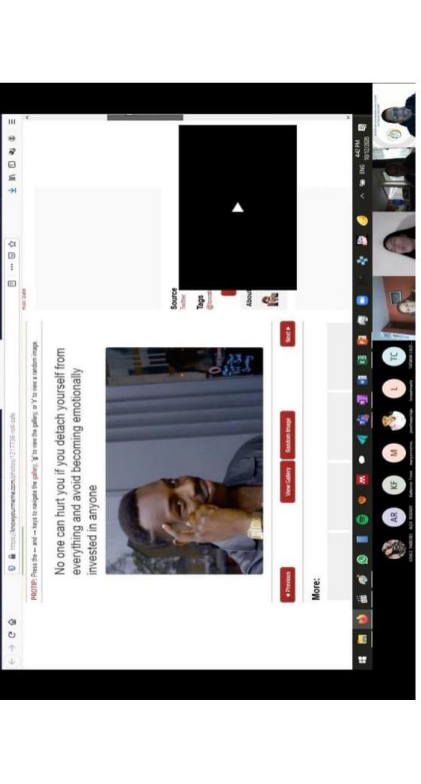
Realizado por:
Lic. Vicente Javier Manjarés V.
CJ: 1803284718

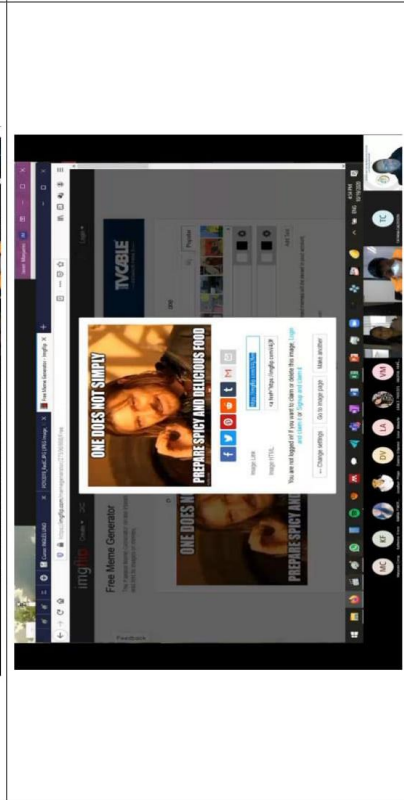
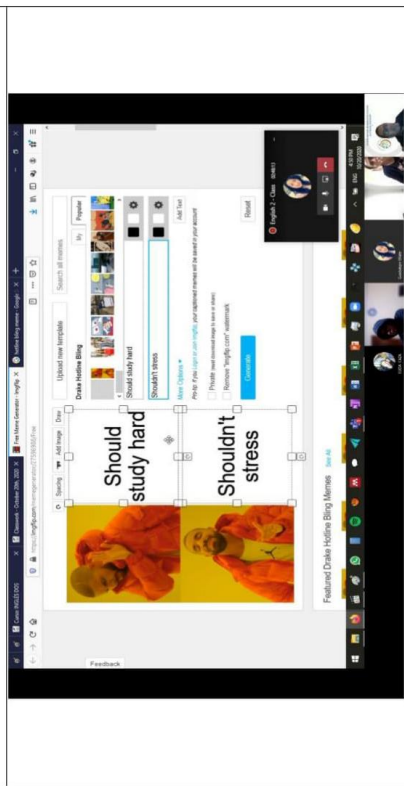
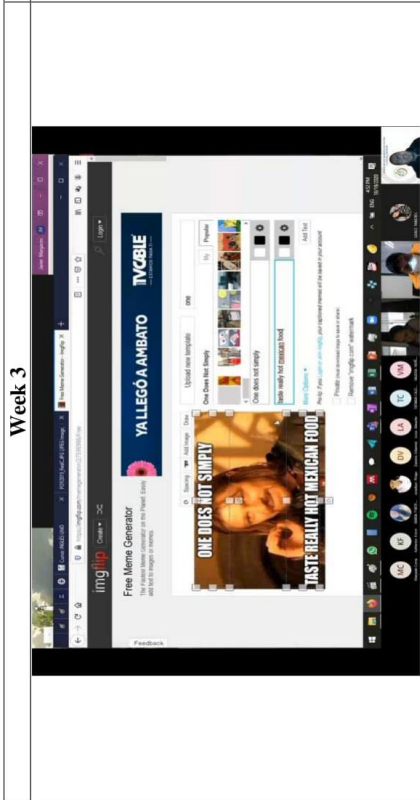
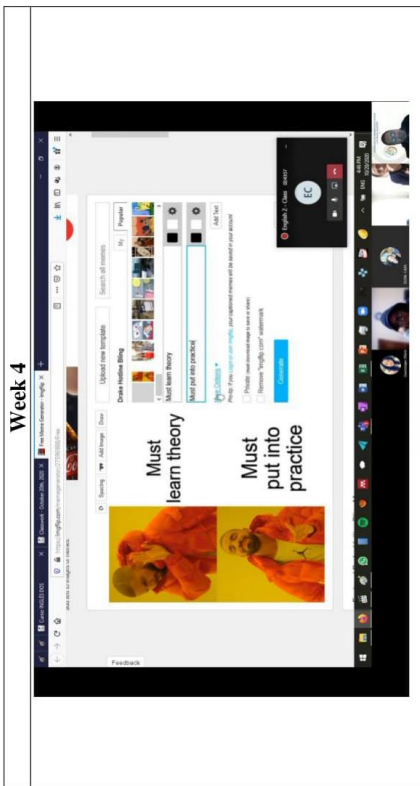
Validado por:
Mg. Lina Mariela Sanchez Saulema
CJ: 180333879-5

Source: Field research

Elaborated by: The researcher

Annex 7 – Tutorial/Trials



| | |
|--|---|
| <h3>Meme Generator Tutorial</h3>  <p>The screenshot shows the 'Free Meme Generator' interface. The text input field contains 'GDSGSDGDSG'. Below the input field, there are checkboxes for 'Privacy (your selected image is not shared)', 'Remove "imgflip.com" watermark', and 'Generate Meme'. A 'Feedback' link is visible at the bottom left.</p> | <h3>Week 1</h3>  <p>The screenshot shows the meme creation process. A selected image of a man is visible. The text input field contains 'Real Life Think About It'. The 'Generate Meme' button is highlighted in blue.</p> |
|  <p>The screenshot shows the meme creation process. A selected image of a man is visible. The text input field contains 'GDSGSDGDSG'. The 'Generate Meme' button is highlighted in blue.</p> |  <p>The screenshot shows the meme creation process. A selected image of a man is visible. The text input field contains 'No one can hurt you if you detach yourself from everything and avoid becoming emotionally invested in anyone'. The 'Generate Meme' button is highlighted in blue.</p> |



Source: <https://youtu.be/AJ25e5YnjDE>

Elaborated by: The researcher

Annex 8 – Syllabi and class plans – Syllabus – Level 1



|  INSTITUTO SUPERIOR TECNOLÓGICO MANUEL LEZAETA A. TRICOLOGÍA Y COSMIATRÍA SILABO - PLANIFICACIÓN SEMANAL | |  | | |
|---|---|---|--|-----------------------------------|
| CARRERA: | TRICOLOGÍA Y COSMIATRÍA | | | |
| PERIODO: | SEPTIEMBRE 2020 - ENERO 2021 (2020 - 2) | | | |
| ASIGNATURA: | Inglés 1 | CODIGO: | EC.1.B.CL.ING - NG.1.B.CL.ING | |
| NIVEL: | 1 | | | |
| PREREQUISITOS: | | Nº horas docencia: | 48 | |
| CORREQUISITOS: | .CE./G.02.PC./G.02.CA./G.02.PA./G.02.RN | Nº horas prácticas de apren | 24 | |
| DOCENTE: | LCDO. Vicente Javier Manjarrés Vásquez | Nº horas de trabajo | 24 | |
| P R I M E R P A R C I A L | 1RA SEMANA 7-11 SEPTIEMBRE | 1 | Unit 1 - Starter - Sports Verbs | |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |
| | 2DA SEMANA 14 - 18 SEPTIEMBRE | 1 | Unit 1 - Starter - Time Expressions | |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |
| | 3RA SEMANA 21 - 25 SEPTIEMBRE | 1 | Unit 1 - Starter - Adverbs of frequency | |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |
| | 4TA SEMANA 28 - 30 SEPTIEMBRE 1 - 2 OCTUBRE | 1 | Unit 2 - Go for it! - Simple present | |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |
| | 5TA SEMANA 5 - 9 OCTUBRE | 1 | Unit 3 - World of Food - Cognates - 1 | |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |
| | 6TA SEMANA 12 - 16 OCTUBRE | 1 | Unit 3 - World of Food - Cognates - Part 2 | |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |
| | 7MA SEMANA 19 - 23 OCTUBRE | 1 | Unit 3 - World of Food - Taste Adjectives | |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |
| | 8VA SEMANA 26 - 30 OCTUBRE | 1 | | EXAMENES DE PRIMER PARCIAL |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |

| | | | | |
|---|-------------------------------------|---|--|--|
| S E G U N D O P A R C I A L | 9NA SEMANA 2 - 6 NOVIEMBRE | 1 | Holiday Week | |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |
| | 10MA SEMANA 9 - 13 NOVIEMBRE | 1 | Unit 3–World of Food-“Countable and Uncountable nouns –Part 1” | |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |
| | 11VA SEMANA 16 - 20 NOVIEMBRE | 1 | Unit 3–World of Food-“Countable and Uncountable nouns –Part 2” | |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |
| | 12VA SEMANA 23 - 27 NOVIEMBRE | 1 | Unit 4: Wireless world - Present continuous | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 13VA SEMANA 30 NOVIEMBRE 1-4 DICIEMBRE | 1 | Unit 4: Wireless world - Prepositions of place (1) | | |
| | 2 | | | |
| | 3 | | | |
| | 4 | | | |
| | 5 | | | |
| 14VA SEMANA 7 - 11 DICIEMBRE | 1 | Unit 5: Changing Planet - Prepositions of place (2) | | |
| | 2 | | | |
| | 3 | | | |
| | 4 | | | |
| | 5 | | | |
| 15VA SEMANA 14 - 18 DICIEMBRE | 1 | Unit 5: Changing Planet - Simple past | | |
| | 2 | | | |
| | 3 | | | |
| | 4 | | | |
| | 5 | | | |
| 16VA SEMANA 4 - 8 ENERO | 1 | | EXAMENES DE SEGUNDO PARCIAL | |
| | 2 | | | |
| | 3 | | | |
| | 4 | | | |
| | 5 | | | |

Source: <https://tecnologicolezaeta.edu.ec/eva/mod/folder/view.php?id=5978>

Elaborated by: The researcher

Annex 8 – Syllabi and class plans – Syllabus – Level 2



|  INSTITUTO SUPERIOR TECNOLÓGICO MANUEL LEZAETA A. TRICOLOGÍA Y COSMIATRÍA SILABO - PLANIFICACIÓN SEMANAL | |  | | |
|---|---|---|---|-----------------------------------|
| CARRERA: | TRICOLOGÍA Y COSMIATRÍA | | | |
| PERIODO: | SEPTIEMBRE 2020 - ENERO 2021 (2020 - 2) | | | |
| ASIGNATURA: | Inglés 2 | CODIGO: | NG.2.B.CL.ING - EC.2.B.CL.ING | |
| NIVEL: | 2 | | | |
| PREREQUISITOS: | Inglés 1 | N° horas docencia: | 48 | |
| CORREQUISITOS: | .CE./G.02.PC./G.02.CA./G.02.PA./G.02.RN | N° horas prácticas de aprendizaje: | 24 | |
| DOCENTE: | LCDO. Vicente Javier Manjarrés Vásquez | N° horas de trabajo: | 24 | |
| P R I M E R P A R C I A L | 1RA SEMANA 7-11 SEPTIEMBRE | 1 | - Time expressions | |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |
| | 2DA SEMANA 14 - 18 SEPTIEMBRE | 1 | - Time expressions | |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |
| | 3RA SEMANA 21 - 25 SEPTIEMBRE | 1 | | |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |
| | 4TA SEMANA 28 - 30 SEPTIEMBRE 1 - 2 OCTUBRE | 1 | • Unit 2: Wonders of the world - Pronouns | |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |
| | 5TA SEMANA 5 - 9 OCTUBRE | 1 | Unit 3–Born Free –Possessives –’s Part 1 | |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |
| | 6TA SEMANA 12 - 16 OCTUBRE | 1 | Unit 3–Born Free –Possessives –’s Part 2 | |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |
| | 7MA SEMANA 19 - 23 OCTUBRE | 1 | Unit 3–Born Free –Degrees of Obligation | |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |
| | 8VA SEMANA 26 - 30 OCTUBRE | 1 | | EXAMENES DE PRIMER PARCIAL |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |

| | | | | |
|---|-------------------------------------|--|--|--|
| S E G U N D O P A R C I A L | 9NA SEMANA 2 - 6 NOVIEMBRE | 1 | Holiday Week | |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |
| | 10MA SEMANA 9 - 13 NOVIEMBRE | 1 | Unit 3–Born free–“Past modals–Part 1” | |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |
| | 11VA SEMANA 16 - 20 NOVIEMBRE | 1 | Unit 3 –Born free–“Past modals –Part 2” | |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |
| | 12VA SEMANA 23 - 27 NOVIEMBRE | 1 | • Unit 4: The Thrill of it - Past Continuous | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 13VA SEMANA 30 NOVIEMBRE 1-4 DICIEMBRE | 1 | • Unit 4: The Thrill of it - Making Inferences | | |
| | 2 | | | |
| | 3 | | | |
| | 4 | | | |
| | 5 | | | |
| 14VA SEMANA 7 - 11 DICIEMBRE | 1 | • Unit 5: A vision of the future - Comparatives and superlatives | | |
| | 2 | | | |
| | 3 | | | |
| | 4 | | | |
| | 5 | | | |
| 15VA SEMANA 14 - 18 DICIEMBRE | 1 | • Unit 5: A vision of the future - Will/be going to | | |
| | 2 | | | |
| | 3 | | | |
| | 4 | | | |
| | 5 | | | |
| 16VA SEMANA 4 - 8 ENERO | 1 | | EXAMENES DE SEGUNDO PARCIAL | |
| | 2 | | | |
| | 3 | | | |
| | 4 | | | |
| | 5 | | | |

Source: <https://tecnologicolezaeta.edu.ec/eva/mod/folder/view.php?id=6018>

Elaborated by: The researcher

Annex 8 – Syllabi and class plans – Syllabus – Level 3



|  INSTITUTO SUPERIOR TECNOLOGICO MANUEL LEZAETA A. TRICOLOGÍA Y COSMIATRÍA SILABO - PLANIFICACIÓN SEMANAL  | | | | |
|--|---|---|---|---------------------------------------|
| CARRERA: | TRICOLOGÍA Y COSMIATRÍA | | | |
| PERIODO: | SEPTIEMBRE 2020 - ENERO 2021 (2020 - 2) | | | |
| ASIGNATURA: | Inglés 3 | CODIGO: | NG.3.B.CL.ING - EC.3.B.CL.ING | |
| NIVEL: | 3 | | | |
| PREREQUISITOS: | Inglés 1/Inglés 2 | N° horas docencia: | 48 | |
| CORREQUISITOS: | .CE./G.02.PC./G.02.CA./G.02.PA./G.02.RN | N° horas prácticas de aprendizaje: | 24 | |
| DOCENTE: | LCDO. Vicente Javier Manjarrés Vásquez | N° horas de trabajo: | 24 | |
| P R I M E R P A R C I A L | 1RA SEMANA 7-11 SEPTIEMBRE | 1 | • Unit 1: Stater - Expressing likes and dislikes | |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |
| | 2DA SEMANA 14 - 18 SEPTIEMBRE | 1 | • Unit 1: Stater - Simple Present/Present continuous | |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |
| | 3RA SEMANA 21 - 25 SEPTIEMBRE | 1 | • Unit 2: Life Stories - Simple past / Used to | |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |
| | 4TA SEMANA 28 - 30 SEPTIEMBRE 1 - 2 OCTUBRE | 1 | • Unit 2: Life Stories - Possessive adjectives | |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |
| | 5TA SEMANA 5 - 9 OCTUBRE | 1 | Unit 3–Disasters–Natural Disasters Vocabulary –Part 1 | |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |
| | 6TA SEMANA 12 - 16 OCTUBRE | 1 | Unit 3–Disasters–Natural Disasters Vocabulary –Part 2 | |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |
| | 7MA SEMANA 19 - 23 OCTUBRE | 1 | Unit 3 –Disasters –Comparatives / Superlatives | |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |
| | 8VA SEMANA 26 - 30 OCTUBRE | 1 | | EXAMENES DE PRIMER PARCIAL |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |

| | | | | |
|---|-------------------------------------|--|--|--|
| S E G U N D O P A R C I A L | 9NA SEMANA 2 - 6 NOVIEMBRE | 1 | Holiday Week | |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |
| | 10MA SEMANA 9 - 13 NOVIEMBRE | 1 | Unit 3–Disasters-“Health Vocabulary –Part 1” | |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |
| | 11VA SEMANA 16 - 20 NOVIEMBRE | 1 | Unit 3–Disasters-“Health Vocabulary –Part 2” | |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |
| | 12VA SEMANA 23 - 27 NOVIEMBRE | 1 | • Unit 4: Healthy Living - Adverbs of manner | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 13VA SEMANA 30 NOVIEMBRE 1-4 DICIEMBRE | 1 | • Unit 4: Healthy Living - Ability modal verbs | | |
| | 2 | | | |
| | 3 | | | |
| | 4 | | | |
| | 5 | | | |
| 14VA SEMANA 7 - 11 DICIEMBRE | 1 | • Unit 5: The Price is Right - Compound nouns | | |
| | 2 | | | |
| | 3 | | | |
| | 4 | | | |
| | 5 | | | |
| 15VA SEMANA 14 - 18 DICIEMBRE | 1 | • Unit 5: The Price is Right - Present perfect | | |
| | 2 | | | |
| | 3 | | | |
| | 4 | | | |
| | 5 | | | |
| 16VA SEMANA 4 - 8 ENERO | 1 | | EXAMENES DE SEGUNDO PARCIAL | |
| | 2 | | | |
| | 3 | | | |
| | 4 | | | |
| | 5 | | | |

Source: <https://tecnologicolezaeta.edu.ec/eva/mod/folder/view.php?id=6058>

Elaborated by: The researcher

Annex 8 – Syllabi and class plans – Syllabus – Level 4

|  INSTITUTO SUPERIOR TECNOLOGICO MANUEL LEZAETA A. TRICOLOGÍA Y COSMIATRÍA SILABO - PLANIFICACIÓN SEMANAL | |  | | |
|--|---|---|--|-----------------------------------|
| CARRERA: | TRICOLOGÍA Y COSMIATRÍA | | | |
| PERIODO: | SEPTIEMBRE 2020 - ENERO 2021 (2020 - 2) | | | |
| ASIGNATURA: | Inglés 4 | CODIGO: | ING.4.B.CL.ING - EC.4.B.CL.ING | |
| NIVEL: | 4 | | | |
| PREREQUISITOS: | Inglés 1/Inglés 2/Inglés 3 | Nº horas docencia: | 48 | |
| CORREQUISITOS: | CE./ G.02.PC./G.02.CA./G.02.PA./G.02.RN | Nº horas prácticas de aprendizaje: | 24 | |
| DOCENTE: | LCDO. Vicente Javier Manjarrés Vásquez | Nº horas de trabajo: | 24 | |
| P R I M E R P A R C I A L | 1RA SEMANA 7-11 SEPTIEMBRE | 1 | • Unit 1: Starter - Text Organization | |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |
| | 2DA SEMANA 14 - 18 SEPTIEMBRE | 1 | • Unit 1: Starter - Indefinite Pronouns | |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |
| | 3RA SEMANA 21 - 25 SEPTIEMBRE | 1 | • Unit 1: Starter - Compound Adjectives | |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |
| | 4TA SEMANA 28 - 30 SEPTIEMBRE 1 - 2 OCTUBRE | 1 | • Unit 2: Hidden Talents - Present perfect/simple past | |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |
| | 5TA SEMANA 5 - 9 OCTUBRE | 1 | • Unit 2: Hidden Talents - Avoiding distraction | |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |
| | 6TA SEMANA 12 - 16 OCTUBRE | 1 | Unit 3–A bright future –“Quantifiers -Part 1” | |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |
| | 7MA SEMANA 19 - 23 OCTUBRE | 1 | Unit 3–A bright future –“Quantifiers -Part 2” | |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |
| | 8VA SEMANA 26 - 30 OCTUBRE | 1 | | EXAMENES DE PRIMER PARCIAL |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |

| | | | | |
|---|-------------------------------------|---|---|--|
| S E G U N D O P A R C I A L | 9NA SEMANA 2 - 6 NOVIEMBRE | 1 | Unit 3 –A bright future –“Modal verbs” | |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |
| | 10MA SEMANA 9 - 13 NOVIEMBRE | 1 | Unit 3 –A bright future –“Making Inferences –Part 1 | |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |
| | 11VA SEMANA 16 - 20 NOVIEMBRE | 1 | Unit 3 –A bright future –“Making Inferences –Part 2 | |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |
| | 12VA SEMANA 23 - 27 NOVIEMBRE | 1 | • Unit 4: A Bright Future - Future Forms | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 13VA SEMANA 30 NOVIEMBRE 1-4 DICIEMBRE | 1 | • Unit 4: A Bright Future - Some and any | | |
| | 2 | | | |
| | 3 | | | |
| | 4 | | | |
| | 5 | | | |
| 14VA SEMANA 7 - 11 DICIEMBRE | 1 | • Unit 5: Away we go - Adjective Suffixes | | |
| | 2 | | | |
| | 3 | | | |
| | 4 | | | |
| | 5 | | | |
| 15VA SEMANA 14 - 18 DICIEMBRE | 1 | • Unit 5: Away we go - Conditionals | | |
| | 2 | | | |
| | 3 | | | |
| | 4 | | | |
| | 5 | | | |
| 16VA SEMANA 4 - 8 ENERO | 1 | | EXAMENES DE SEGUNDO PARCIAL | |
| | 2 | | | |
| | 3 | | | |
| | 4 | | | |
| | 5 | | | |

Source: <https://tecnologicolezaeta.edu.ec/eva/mod/folder/view.php?id=6098>

Elaborated by: The researcher

Annex 8 – Syllabi and class plans – Class plans level 1



INSTITUTO SUPERIOR TECNOLÓGICO "MANUEL LEZAETA A." PLAN DE CLASE

| Asignatura | Inglés I | Nº Período | 1 | Sección: | Diurna | Profesor(a): | Lic. Vicente Javier Manjarrés | Fecha | |
|---|--|------------------------------|--------------------------|----------|---------------------------|----------------|-------------------------------|--------------|-----------------------|
| Tema: | Unit 3 – World of Food – Cognates – Part 1 | | | | | H. Docencia: 2 | H. Prácticas: 1 | 05 10 20 | |
| RESULTADOS DE APRENDIZAJE DEL SILABO | | | | | | | | | |
| Los estudiantes informan gustos personales relacionados a la comida utilizando "Cognates - Part 1" | | | | | | | | | |
| COMPETENCIAS Y OBJETIVOS | | | | | | | | | |
| <ul style="list-style-type: none"> - Conocimientos de un segundo idioma. - Informar a los pacientes respecto a los tratamientos integrales. | | | | | | | | | |
| CONTENIDOS Temas y subtemas | METODOLOGÍA | | | | RECURSOS | | | | EVALUACIÓN |
| | Métodos de la información | Técnicas | | | R. Humanos | | | | |
| Cognates – Part 1 | De transmisión de la información | De carácter explicativo | De trabajo grupal | | Docente | | | | Rúbrica |
| Intro: Topic preview; Food (1) | Expositivo | x Explicación oral | x Debate | | Estudiante | | | | Lista de cotejo |
| Vocab/Grammar: | De procesos de aplicación | Mesa redonda | Foro | | Experto invitado | | | | Escala de apreciación |
| Cognates – Part 1 | Demostrativo | x Estudio directo | Role play | x | Otros: | | | | Bitácora |
| Practica Guiada: Students complete book exercises | Interrogativo | De descubrimiento | Philips 66 | | R. Didácticos | | | | Portafolio |
| | Centrado en el alumno | Resolución de problemas | Comisión | | R. Convencionales | | | | Mapa conceptual |
| Practica Individual: Students complete a pre-test based on today's class. | Descubrimiento | Investigación de laboratorio | De carácter Demostrativo | | | | | | Ensayo |
| | Creativo | x El Caso | Simulación | | Materiales impresos | | | | Autoevaluación |
| | Tutorial | El Proyecto | | | Pizarra | | | | Proyecto |
| | Por proyectos | Otros: | | | Materiales de laboratorio | | | | Debate |
| | Otros: | | | | Otros: | | | | Solución de problemas |
| | | | | | | | | | Casos |
| | | | | | R. Audiovisuales | | | | Preguntas |
| | Profesor | | | | Diapositivas | | | | Ejecución |
| | | | | | Videos | | | | |
| | | | | | Audio | | | | |
| | | | | | Otros: | | | | |
| | | | | | Tic | | | | |
| | | | | | Actividades sincrónicas | | | | x |
| | | | | | Actividades asincrónicas | | | | x |
| | | | | | Internet | | | | X |
| | | | | | Otros: | | | | |
| | | | | | | | | | |
| Lic. Vicente Javier Manjarrés | | | | | | | | | |




INSTITUTO SUPERIOR TECNOLÓGICO "MANUEL LEZAETA A."
PLAN DE CLASE

| Asignatura | Inglés I | Nº Período | 1 | Sección: | Diurna | Profesor(a): | Lic. Vicente Javier Manjarrés | Fecha |
|--|----------|--|---|------------------------------|--------|---|-------------------------------|-------------------------------|
| Tema: | | Unit 3 – World of Food – Cognates – Part 2 | | H. Docencia: 2 | | H. Prácticas: 1 | | 12 10 20 |
| | | RESULTADOS DE APRENDIZAJE DEL SÍLABO | | | | H. T. autónomo: 3 | | |
| Los estudiantes Informan gustos personales relacionados a la comida utilizando "Cognates - Part 2" | | | | | | COMPETENCIAS Y OBJETIVOS | | |
| | | | | | | - Conocimientos de un segundo Idioma. - Informar a los pacientes respecto a los tratamientos integrales. | | |
| CONTENIDOS Temas y subtemas | | METODOLOGÍA | | RECURSOS | | EVALUACIÓN | | |
| | | Métodos | | Técnicas | | R. Humanos | | |
| Cognates – Part 2 | | De transmisión de la información | | De carácter explicativo | | Docente | | Rúbrica x |
| Intro: Topic preview: Food (2) | | Expositivo | | Explicación oral | | Estudiante | | Lista de cotejo |
| Vocab/Grammar: Cognates – Part 2 using internet meme template "Roll Safe Think About It" | | De procesos de aplicación | | Mesa redonda | | Experto invitado | | Escala de apreciación |
| Practica Guiada: Students learn how to generate memes using imgflip and the following tutorial video: https://youtu.be/AJ25e5YnjDE | | Demostrativo | | Estudio directo | | Otros: | | Bitácora |
| Practica Individual: Students generate internet memes using the Internet meme template "Roll Safe Think About It" based on class content | | Interrogativo | | De descubrimiento | | R. Didácticos | | Portafolio Mapa conceptual |
| | | Centrado en el alumno | | Resolución de problemas | | | | |
| | | Descubrimiento | | Investigación de laboratorio | | R. Convencionales | | Ensayo |
| | | | | | | | | |
| | | Creativo | | El Caso | | | | |
| | | Tutorial | | El Proyecto | | Materiales impresos | | Autoevaluación |
| | | Por proyectos | | Otros: | | Pizarra | | Proyecto |
| | | | | | | Materiales de laboratorio | | Debate |
| | | | | | | Otros: | | Solución de problemas |
| | | | | | | | | Casos |
| | | | | | | R. Audiovisuales | | Preguntas |
| | | Profesor | | | | Diapositivas | | Ejecución |
| | | | | | | Videos | | |
| | | | | | | Audio | | |
| | | | | | | Otros: | | |
| | | | | | | Tic | | |
| | | | | | | Actividades sincrónicas | | x |
| | | | | | | Actividades asincrónicas | | x |
| | | | | | | Internet | | x |
| | | | | | | Otros: | | |

Lic. Vicente Javier Manjarrés



INSTITUTO SUPERIOR TECNOLÓGICO "MANUEL LEZAETA A."
PLAN DE CLASE

| Asignatura | Inglés I | Nº Período | 1 | Sección: | Diurna | Profesor(a): | Lic. Vicente Javier Manjarrés | Fecha | 19 | 10 | 20 |
|---|---|------------|--|----------|--------|--|-------------------------------|-----------------|--|----|----|
| Tema: | Unit 3 – World of Food – Taste Adjectives | | | | | H. Docencia: 2 | H. Prácticas: 1 | H. T. autónomo: | 3 | | |
| RESULTADOS DE APRENDIZAJE DEL SILABO | | | | | | | | | | | |
| Los estudiantes Informan gustos personales relacionados a los sabores de comida | | | | | | | | | | | |
| COMPETENCIAS Y OBJETIVOS | | | | | | | | | | | |
| Conocimientos de un segundo Idioma. Informar a los pacientes respecto a los tratamientos integrales. | | | | | | | | | | | |
| CONTENIDOS Temas y subtemas | | | METODOLOGÍA | | | RECURSOS | | | EVALUACIÓN | | |
| Taste Adjectives | | | Métodos De transmisión de la información | | | Técnicas | | | R. Humanos | | |
| | | | | | | De carácter explicativo | | | | | |
| Intro: Topic preview: Taste Vocab/Grammar: Taste adjectives using Internet meme template "One Does Not Simply Walk Into Mordor" | | | Expositivo | | | Debate | | | Rúbrica | | |
| Practica Guiada: Students complete book exercises | | | De procesos de aplicación | | | Foro | | | Lista de cotejo Escala de apreciación | | |
| Practica Individual: Students generate Internet meme using the Internet meme template "One Does Not Simply Walk Into Mordor" based on class content | | | Demostrativo | | | Role play | | | Bitácora | | |
| Practica Individual: Students generate Internet meme using the Internet meme template "One Does Not Simply Walk Into Mordor" based on class content | | | Interrogativo | | | Philips 66 Comisión | | | Portafolio Mapa conceptual | | |
| | | | Centrado en el alumno | | | De descubrimiento Resolución de problemas | | | R. Didácticos | | |
| Practica Individual: Students generate Internet meme using the Internet meme template "One Does Not Simply Walk Into Mordor" based on class content | | | Descubrimiento | | | Investigación de laboratorio | | | R. Convencionales | | |
| | | | Creativo | | | El Caso | | | Ensayo | | |
| Practica Individual: Students generate Internet meme using the Internet meme template "One Does Not Simply Walk Into Mordor" based on class content | | | Tutorial | | | Simulación | | | Autoevaluación Proyecto | | |
| | | | Por proyectos | | | Otros: | | | Debate Solución de problemas | | |
| Practica Individual: Students generate Internet meme using the Internet meme template "One Does Not Simply Walk Into Mordor" based on class content | | | Otros: | | | | | | Casos | | |
| | | | Profesor | | | | | | R. Audiovisuales | | |
| Practica Individual: Students generate Internet meme using the Internet meme template "One Does Not Simply Walk Into Mordor" based on class content | | | Diapositivas | | | Ejecución | | | | | |
| | | | Videos | | | Audio | | | | | |
| Practica Individual: Students generate Internet meme using the Internet meme template "One Does Not Simply Walk Into Mordor" based on class content | | | Otros: | | | Tic | | | | | |
| | | | Actividades sincrónicas | | | x | | | | | |
| Practica Individual: Students generate Internet meme using the Internet meme template "One Does Not Simply Walk Into Mordor" based on class content | | | Actividades asincrónicas | | | x | | | | | |
| | | | Internet | | | X | | | | | |
| Practica Individual: Students generate Internet meme using the Internet meme template "One Does Not Simply Walk Into Mordor" based on class content | | | Otros: | | | | | | | | |
| | | |  | | | Lic. Vicente Javier Manjarrés | | | | | |



INSTITUTO SUPERIOR TECNOLÓGICO "MANUEL LEZAETA A."
PLAN DE CLASE

| Asignatura | Inglés I | Nº Período | 1 | Sección: 11 | Diurna | Profesor(a): | Lic. Vicente Javier Manjarrés | Fecha |
|--|---|--------------------------------------|--------------------------|--|------------|--|-------------------------------|----------|
| Tema: | Unit 3 – World of Food - "Countable and Uncountable nouns – Part 1" | RESULTADOS DE APRENDIZAJE DEL SÍLABO | | Los estudiantes Informan gustos personales relacionados a "Countable and Uncountable nouns – Part 1" | | H. Docencia: 2 H. Prácticas: 1 H. T. autónomo: 3 | | 09 11 20 |
| COMPETENCIAS Y OBJETIVOS | | | | | | | | |
| Conocimientos de un segundo idioma. Informar a los pacientes respecto a los tratamientos integrales. | | | | | | | | |
| CONTENIDOS | | METODOLOGÍA | | | EVALUACIÓN | | | |
| Temas y subtemas | | Métodos | | Técnicas | | R. Humanos | | |
| Countable and Uncountable nouns – Part 1 | De transmisión de la información | De carácter explicativo | De trabajo grupal | Docente | x | Rúbrica | x | |
| Intro: Topic preview: Measurements (1) | Expositivo | Explicación oral | Debate | Estudiante | x | Lista de cotejo | | |
| Vocab/Grammar: Countable and Uncountable nouns using internet meme template "Drake Hotline Bling" | De procesos de aplicación | Mesa redonda | Foro | Experto invitado | | Escala de apreciación | | |
| Practica Guiada: Students generate internet meme using the internet meme template "Drake Hotline Bling" based on class content | Demostrativo | Estudio directo | Role play | Otros: | x | Bitácora | | |
| Practica Individual: Students generate internet meme using the internet meme template "Drake Hotline Bling" based on class content | Interrogativo | De descubrimiento | Phillips 66 | | | Portafolio | | |
| | Centrado en el alumno | Resolución de problemas | Comisión | | | Mapa conceptual | | |
| | Descubrimiento | Investigación de laboratorio | De carácter Demostrativo | | | Ensayo | | |
| | Creativo | El Caso | Simulación | | | Autoevaluación | | |
| | Tutorial | El Proyecto | | | | Proyecto | | |
| | Por proyectos | Otros: | | | | Debate | | |
| | Otros: | | | | | Solución de problemas | | |
| | | | | | | Casos | | |
| | Profesor | | | | | R. Audiovisuales | | |
| | | | | | | Preguntas | | |
| | | | | | | Ejecución | | |
| | | | | | | Videos | | |
| | | | | | | Audio | | |
| | | | | | | Otros: | | |
| | | | | | | Tic | | |
| | | | | | | Actividades sincrónicas | x | |
| | | | | | | Actividades asincrónicas | x | |
| | | | | | | Internet | X | |
| | | | | | | Otros: | | |

Lic. Vicente Javier Manjarrés



INSTITUTO SUPERIOR TECNOLÓGICO "MANUEL LEZAETA A."
PLAN DE CLASE

| Inglés I | | Nº Período | 1 | Sección: | Diurna | Profesor(a): | Lic. Vicente Javier Manjarrés | Fecha |
|--|--|---|---|------------------------------|--------|--------------------------------|-------------------------------|-------------------|
| Tema: | | Unit 3 – World of Food - "Countable and Uncountable nouns – Part 2" | | | | H. Docencia: 2 H. Prácticas: 1 | | 16 11 20 |
| | | RESULTADOS DE APRENDIZAJE DEL SÍLABO | | | | COMPETENCIAS Y OBJETIVOS | | H. T. autónomo: 3 |
| Los estudiantes informan gustos personales relacionados a "Countable and Uncountable nouns – Part 2" | | | | | | | | |
| CONTENIDOS | | METODOLOGÍA | | | | EVALUACIÓN | | |
| Temas y subtemas | | Métodos | | Técnicas | | RECURSOS | | |
| Countable and Uncountable nouns – Part 2 | | De transmisión de la información | | De carácter explicativo | | R. Humanos | | |
| Intro: Topic preview: Measurements (2) Countable and Uncountable nouns | | Expositivo | | De carácter explicativo | | Docente | | |
| | | De procesos de aplicación | | Explicación oral | | x Rúbrica | | |
| | | Demostrativo | | Mesa redonda | | x | | |
| | | Interrogativo | | Estudio directo | | Estudiante | | |
| Practica Guiada: Students complete book exercises | | Centrado en el alumno | | Resolución de problemas | | Experto invitado | | |
| Practica Individual: Students complete a post-test based on today's class. | | Descubrimiento Creativo | | Investigación de laboratorio | | Lista de cotejo | | |
| | | Tutorial | | El Caso | | Escala de apreciación | | |
| | | Por proyectos | | El Proyecto | | Bitácora | | |
| | | Otros: | | Otros: | | Portafolio | | |
| | | | | | | Mapa conceptual | | |
| | | | | | | R. Didácticos | | |
| | | | | | | R. Convencionales | | |
| | | | | | | Materiales impresos | | |
| | | | | | | Pizarra | | |
| | | | | | | Materiales de laboratorio | | |
| | | | | | | Otros: | | |
| | | | | | | Solución de problemas | | |
| | | | | | | Casos | | |
| | | | | | | R. Audiovisuales | | |
| | | | | | | Diapositivas | | |
| | | | | | | Videos | | |
| | | | | | | Audio | | |
| | | | | | | Otros: | | |
| | | | | | | Tic | | |
| | | | | | | Actividades sincrónicas | | |
| | | | | | | Actividades asincrónicas | | |
| | | | | | | Internet | | |
| | | | | | | Otros: | | |
| | | | | | | Lic. Vicente Javier Manjarrés | | |

Source: <https://tecnologicolezaeta.edu.ec/eva/mod/folder/view.php?id=5978>

Elaborated by: The researcher



INSTITUTO SUPERIOR TECNOLÓGICO "MANUEL LEZAETA A."
PLAN DE CLASE

| Asignatura | Inglés II | Nº Período | 1 | Sección: | Diurna | Profesor(a): | Lic. Vicente Javier Manjarrés | Fecha | | | | | | |
|--|--|------------|----------------------------------|----------|--------|------------------------------|-------------------------------|-------------------------------|--------------------------|--|--|-------------------------------|--|--|
| Tema: | Unit 3 – Born Free – Possessives – 's Part 2 | | | | | H. Docencia: 2 | H. Prácticas: 1 | 13 10 20 H. T. autónomo: 3 | | | | | | |
| RESULTADOS DE APRENDIZAJE DEL SÍLABO | | | | | | | | | | | | | | |
| Los estudiantes Informan gustos personales relacionados al tema de los animales utilizando "Possessive – 's – Part 2" | | | | | | | | | | | | | | |
| COMPETENCIAS Y OBJETIVOS | | | | | | | | | | | | | | |
| - Conocimientos de un segundo Idioma. - Informar a los pacientes respecto a los tratamientos integrales. | | | | | | | | | | | | | | |
| CONTENIDOS Temas y subtemas | | | METODOLOGÍA | | | RECURSOS | | | EVALUACIÓN | | | | | |
| Possessives – 's – Part 2 | | | Métodos | | | Técnicas | | | R. Humanos | | | | | |
| | | | De transmisión de la información | | | De carácter explicativo | | | De trabajo grupal | | | Docente | | |
| Intro: Topic preview: Animals | | | Expositivo | | | Explicación oral | | | Debate | | | Estudiante | | |
| Vocab/Grammar: Possessive – 's | | | De procesos de aplicación | | | Mesa redonda | | | Foro | | | Experto invitado | | |
| "Roll Safe Think About It" | | | Demostrativo | | | Estudio directo | | | Role play | | | Otros: | | |
| Practica Guiada: Students learn how to generate memes using imgflip and the following tutorial video: https://youtu.be/AJ25e5YnjDE | | | Interrogativo | | | De descubrimiento | | | Phillips 66 | | | R. Didácticos | | |
| Practica Individual: Students generate internet memes using the Internet meme template "Roll Safe Think About It" based on class content | | | Centrado en el alumno | | | Resolución de problemas | | | Comisión | | | Portafolio Mapa conceptual | | |
| Creativo | | | Descubrimiento | | | Investigación de laboratorio | | | De carácter Demostrativo | | | R. Convencionales | | |
| Tutorial | | | El Caso | | | El Proyecto | | | Simulación | | | Materiales impresos | | |
| Por proyectos | | | Otros: | | | | | | | | | Pizarra | | |
| Otros: | | | | | | | | | | | | Materiales de laboratorio | | |
| | | | | | | | | | | | | Otros: | | |
| | | | | | | | | | | | | Solución de problemas | | |
| | | | | | | | | | | | | Casos | | |
| | | | | | | | | | | | | R. Audiovisuales | | |
| | | | | | | | | | | | | Preguntas | | |
| | | | | | | | | | | | | Ejecución | | |
| | | | | | | | | | | | | Videos | | |
| | | | | | | | | | | | | Audio | | |
| | | | | | | | | | | | | Otros: | | |
| | | | | | | | | | | | | Tic | | |
| | | | | | | | | | | | | Actividades sincrónicas | | |
| | | | | | | | | | | | | Actividades asincrónicas | | |
| | | | | | | | | | | | | Internet | | |
| | | | | | | | | | | | | Otros: | | |

Lic. Vicente Javier Manjarrés



INSTITUTO SUPERIOR TECNOLÓGICO "MANUEL LEZAETA A."
PLAN DE CLASE

| Asignatura | Nº Período | | Sección: | Diurna | Profesor(a): | Fecha | |
|--|--|--|----------|----------------------------------|-------------------------------|-----------------|-------------------|
| Inglés II | 1 | | | | Lic. Vicente Javier Manjarrés | 20 | 10 |
| Tema: | Unit 3 – Born Free – Degrees of Obligation | | | | H. Docencia: 2 | H. Prácticas: 1 | H. T. autónomo: 3 |
| RESULTADOS DE APRENDIZAJE DEL SÍLABO | | | | | | | |
| Los estudiantes Informan opiniones personales relacionados a los animales utilizando "degrees of obligation" | | | | | | | |
| COMPETENCIAS Y OBJETIVOS | | | | | | | |
| Conocimientos de un segundo idioma. Informar a los pacientes respecto a los tratamientos integrales. | | | | | | | |
| CONTENIDOS | | | | EVALUACIÓN | | | |
| Temas y subtemas | | | | RECURSOS | | | |
| MÉTODOS | | | | RECURSOS | | | |
| De transmisión de la información | | | | Técnicas | | | |
| Expositivo | | | | De carácter explicativo | | | |
| De procesos de aplicación | | | | Explicación oral | | | |
| Demostrativo | | | | Mesa redonda | | | |
| Interrogativo | | | | Estudio directo | | | |
| Centrado en el alumno | | | | De descubrimiento | | | |
| Descubrimiento | | | | Resolución de problemas | | | |
| Investigación de laboratorio | | | | Philips 66 | | | |
| Creativo | | | | Comisión | | | |
| Tutorial | | | | De carácter Demostrativo | | | |
| Por proyectos | | | | Simulación | | | |
| Otros: | | | | El Caso | | | |
| Profesor | | | | El Proyecto | | | |
| Diapositivas | | | | Otros: | | | |
| Videos | | | | Materiales impresos | | | |
| Audio | | | | Pizarra | | | |
| Otros: | | | | Materiales de laboratorio | | | |
| R. Audiovisuales | | | | Otros: | | | |
| Preguntas | | | | Casos | | | |
| Ejecución | | | | Preguntas | | | |
| Actividades sincrónicas | | | | Tic | | | |
| Actividades asincrónicas | | | | Actividades sincrónicas | | | |
| Internet | | | | Actividades asincrónicas | | | |
| Otros: | | | | Internet | | | |
| Lic. Vicente Javier Manjarrés | | | | Otros: | | | |



INSTITUTO SUPERIOR TECNOLÓGICO "MANUEL LEZAETA A."

PLAN DE CLASE

| Inglés II | | Nº Período | 1 | Sección: 11 | Diurna | Profesor(a): | Lic. Vicente Javier Manjarrés | Fecha |
|---|----------------------------------|---|--------------------------|-------------|---------------------------|---------------------------------|-------------------------------|----------|
| Tema: | | Unit 3 – Born free – "Past modals – Part 1" | | | | H. Docencia: 2 | | 10 11 20 |
| | | RESULTADOS DE APRENDIZAJE DEL SÍLABO | | | | H. T. autónomo: | | 3 |
| Los estudiantes informan habilidades del pasado utilizando "Past modals – Part 1" | | | | | | COMPETENCIAS Y OBJETIVOS | | |
| CONTENIDOS Temas y subtemas | METODOLOGÍA | | EVALUACIÓN | | | | | |
| | Métodos | Técnicas | | | | | | |
| Past modals – Part 1 | De transmisión de la información | De carácter explicativo | De trabajo grupal | | R. Humanos | | | |
| Intro: Topic preview: Skills (1) | Expositivo | Explicación oral | Debate | | Docente | | | |
| Vocab/Grammar: Past modals – Part 1 using Internet meme template | De procesos de aplicación | Mesa redonda | Foro | | Estudiante | | | |
| "One Does Not Simply Walk Into Mordor" | Demostrativo | Estudio directo | Role play | | Experto invitado | | | |
| Practica Guiada: Students complete book exercises | Interrogativo | De descubrimiento | Phillips 66 | | Otros: | | | |
| Practica Individual: Students generate internet meme using the internet meme template "One Does Not Simply Walk into Mordor" based on class content | Centrado en el alumno | Resolución de problemas | Comisión | | R. Didácticos | | | |
| | Descubrimiento | Investigación de laboratorio | De carácter Demostrativo | | R. Convencionales | | | |
| | Creativo | El Caso | Simulación | | Materiales impresos | | | |
| | Tutorial | El Proyecto | | | Pizarra | | | |
| | Por proyectos | Otros: | | | Materiales de laboratorio | | | |
| | Otros: | | | | Otros: | | | |
| | | | | | Solución de problemas | | | |
| | | | | | Casos | | | |
| | Profesor | | | | R. Audiovisuales | | | |
| | | | | | Preguntas | | | |
| | | | | | Ejecución | | | |
| | | | | | Videos | | | |
| | | | | | Audio | | | |
| | | | | | Otros: | | | |
| | | | | | Tic | | | |
| | | | | | Actividades sincrónicas | | | |
| | | | | | Actividades asincrónicas | | | |
| | | | | | Internet | | | |
| | | | | | Otros: | | | |

Lic. Vicente Javier Manjarrés



INSTITUTO SUPERIOR TECNOLÓGICO "MANUEL LEZAETA A."
PLAN DE CLASE


| Inglés II | | Nº Período | 1 | Sección: | Diurna | Profesor(a): | Lic. Vicente Javier Manjarrés | Fecha |
|---|--|---|---|----------|-------------------------------|-------------------|-------------------------------|----------|
| Tema: | | Unit 3 – Born free – "Past modals – Part 2" | | | | H. Docencia: 2 | H. Prácticas: 1 | 17 11 20 |
| | | RESULTADOS DE APRENDIZAJE DEL SÍLABO | | | | H. T. autónomo: 3 | | |
| Los estudiantes informan habilidades del pasado utilizando "Past modals – Part 2" | | | | | | | | |
| COMPETENCIAS Y OBJETIVOS | | | | | | | | |
| <ul style="list-style-type: none"> - Conocimientos de un segundo idioma. - Informar a los pacientes respecto a los tratamientos integrales. | | | | | | | | |
| CONTENIDOS | | METODOLOGÍA | | | EVALUACIÓN | | | |
| Temas y subtemas | | Técnicas | | | R. Humanos | | | |
| Métodos | | De trabajo grupal | | | Docente | | | |
| De transmisión de la información | | De carácter explicativo | | | Estudiante | | | |
| Expositivo | | Explicación oral | | | Experto invitado | | | |
| De procesos de aplicación | | Mesa redonda | | | Otros: | | | |
| Demostrativo | | Estudio directo | | | Bitácora | | | |
| Interrogativo | | De descubrimiento | | | Portafolio | | | |
| Centrado en el alumno | | Resolución de problemas | | | Mapa conceptual | | | |
| Descubrimiento | | Investigación de laboratorio | | | Ensayo | | | |
| Creativo | | El Caso | | | Autoevaluación | | | |
| Tutorial | | El Proyecto | | | Proyecto | | | |
| Por proyectos | | Otros: | | | Debate | | | |
| Otros: | | | | | Solución de problemas | | | |
| | | | | | Casos | | | |
| Profesor | | | | | R. Audiovisuales | | | |
| | | | | | Preguntas | | | |
| | | | | | Ejecución | | | |
| | | | | | Videos | | | |
| | | | | | Audio | | | |
| | | | | | Otros: | | | |
| | | | | | Tic | | | |
| | | | | | Actividades sincrónicas | | | |
| | | | | | Actividades asincrónicas | | | |
| | | | | | Internet | | | |
| | | | | | Otros: | | | |
| | | | | | Lic. Vicente Javier Manjarrés | | | |

Source: <https://tecnologicolezaeta.edu.ec/eva/mod/folder/view.php?id=6018>
Elaborated by: The researcher

Annex 8 – Syllabi and class plans – Class plans level 3

INSTITUTO SUPERIOR TECNOLÓGICO “MANUEL LEZAETA A.”
PLAN DE CLASE



| Asignatura | Inglés III | Nº Período | 1 | Sección: | Diurna | Lic. Vicente Javier Manjarrés | Fecha |
|---|----------------------------------|------------------------------|-------------------|--------------------------|------------------|-------------------------------|-----------------------|
| | | | | | | | 07 10 20 |
| | | | | | | H. Docencia: 2 | H. T. autónomo: 3 |
| Tema: Unit 3 – Disasters – Natural Disasters Vocabulary – Part 1 RESULTADOS DE APRENDIZAJE DEL SILABO Los estudiantes informan actividades del pasado utilizando “Natural Disasters Vocabulary – Part 1” | | | | | | | |
| COMPETENCIAS Y OBJETIVOS | | | | | | | |
| - Conocimientos de un segundo idioma. - Informar a los pacientes respecto a los tratamientos integrales. | | | | | | | |
| CONTENIDOS Temas y subtemas | | METODOLOGÍA | | | | RECURSOS | EVALUACIÓN |
| | | Métodos | | Técnicas | | | |
| Natural Disasters Vocabulary – Part 1 Intro: Topic preview: Natural Disasters (1) Vocab/Grammar: Natural Disasters Vocabulary – Part 1 Practica Guiada: Students complete book exercises Practica Individual: Students complete a pre-test based on today’s class. | De transmisión de la información | De carácter explicativo | De trabajo grupal | | Docente | x | Rúbrica |
| | Expositivo | x Explicación oral | x Debate | Foro | Estudiante | x | Lista de cotejo |
| | De procesos de aplicación | Mesa redonda | | | Experto invitado | | Escala de apreciación |
| | Demostrativo | x Estudio directo | | Role play | Otros: | | Bitácora |
| | Interrogativo | De descubrimiento | | Phillips 66 | | | Portafolio |
| | Centrado en el alumno | Resolución de problemas | | Comisión | | | Mapa conceptual |
| | Descubrimiento | Investigación de laboratorio | | De carácter Demostrativo | | | Ensayo |
| | Creativo | x El Caso | | Simulación | | | Autoevaluación |
| | Tutorial | El Proyecto | | | | | Proyecto |
| | Por proyectos | Otros: | | | | | Debate |
| Otros: | | | | | | Solución de problemas | |
| | | | | | | Casos | |
| | | | | | | R. Audiovisuales | Preguntas |
| | | | | | | Diapositivas | Ejecución |
| | | | | | | Videos | |
| | | | | | | Audio | |
| | | | | | | Otros: | |
| | | | | | | Tic | |
| | | | | | | Actividades sincrónicas | x |
| | | | | | | Actividades asincrónicas | x |
| | | | | | | Internet | X |
| | | | | | | Otros: | |
|  Lic. Vicente Javier Manjarrés | | | | | | | |




INSTITUTO SUPERIOR TECNOLÓGICO "MANUEL LEZAETA A."
PLAN DE CLASE

| Asignatura | Inglés III | Nº Período | 1 | Sección: | Diurna | Profesor(a): | Fecha | | |
|--|------------|--|---|--------------------------|--------|---------------------------|-------------------------------|-----------------------|----|
| | | | | | | | Lic. Vicente Javier Manjarrés | 14 | 10 |
| Tema: | | Unit 3 – Disasters – Natural Disasters Vocabulary – Part 2 | | H. Docencia: 2 | | H. Prácticas: 1 | | H. T. autónomo: 3 | |
| RESULTADOS DE APRENDIZAJE DEL SILABO | | | | | | | | | |
| Los estudiantes informan actividades del pasado utilizando "Natural Disasters Vocabulary – Part 2" | | | | | | | | | |
| CONTENIDOS Temas y subtemas | | METODOLOGÍA | | | | RECURSOS | | EVALUACIÓN | |
| | | Métodos | | Técnicas | | R. Humanos | | | |
| | | De carácter explicativo | | De trabajo grupal | | Docente | | Rúbrica | |
| | | De transmisión de la información | | De debate | | Estudiante | | Lista de cotejo | |
| | | Expositivo | | Foro | | Experto invitado | | Escala de apreciación | |
| | | De procesos de aplicación | | Role play | | Otros: | | Bitácora | |
| | | Demostrativo | | Philips 66 | | R. Didácticos | | Portafolio | |
| | | Interrogativo | | Comisión | | | | Mapa conceptual | |
| | | Centrado en el alumno | | De carácter Demostrativo | | R. Convencionales | | Ensayo | |
| | | Descubrimiento | | Simulación | | | | Autoevaluación | |
| | | Creativo | | El Proyecto | | Materiales impresos | | Proyecto | |
| | | Tutorial | | Otros: | | Pizarra | | Debate | |
| | | Por proyectos | | | | Materiales de laboratorio | | Solución de problemas | |
| | | Otros: | | | | Otros: | | Casos | |
| | | | | | | R. Audiovisuales | | Preguntas | |
| | | | | | | Diapositivas | | Ejecución | |
| | | | | | | Videos | | | |
| | | | | | | Audio | | | |
| | | | | | | Otros: | | | |
| | | | | | | Tic | | | |
| | | | | | | Actividades sincrónicas | | x | |
| | | | | | | Actividades asincrónicas | | x | |
| | | | | | | Internet | | x | |
| | | | | | | Otros: | | | |

Lic. Vicente Javier Manjarrés



INSTITUTO SUPERIOR TECNOLÓGICO "MANUEL LEZAETA A."
PLAN DE CLASE

| Asignatura | | Nº Período | | Sección: | | Diurna | | Profesor(a): | | Lic. Vicente Javier Manjarrés | | Fecha | | | | | |
|--|--|--|--|-------------------------|--|------------------------------|--|--------------------------|--|-------------------------------|--|---|----|-------------------|--|---|--|
| Inglés III | | 1 | | 1 | | | | | | | | 21 | 10 | 20 | | | |
| Tema: | | Unit 3 – Disasters – Comparatives / Superlatives | | | | | | | | | | H. Docencia: 2 | | H. Prácticas: 1 | | | |
| | | RESULTADOS DE APRENDIZAJE DEL SILABO | | | | | | | | | | H. T. autónomo: | | 3 | | | |
| | | Los estudiantes narran hechos relacionados a desastres "Comparatives / Superlatives" | | | | | | | | | | COMPETENCIAS Y OBJETIVOS | | | | | |
| | | | | | | | | | | | | Conocimientos de un segundo idioma. Informar a los pacientes respecto a los tratamientos integrales. | | | | | |
| CONTENIDOS Temas y subtemas | | MÉTODOS | | | | METODOLOGÍA | | | | RECURSOS | | | | EVALUACIÓN | | | |
| Comparatives / Superlatives Intro: Topic preview: Comparisons | | De transmisión de la información | | De carácter explicativo | | Técnicas | | De trabajo grupal | | Docente | | Rúbrica | | x | | x | |
| | | Expositivo | | Explicación oral | | x | | Debate | | Estudiante | | Lista de cotejo | | | | | |
| Comparatives / Superlatives using internet meme template "One Does Not Simply Walk Into Mordor" | | De procesos de aplicación | | Mesa redonda | | | | Foro | | Experto invitado | | Escala de apreciación | | | | | |
| | | Demostrativo | | x | | Estudio directo | | Role play | | Otros: | | Bitácora | | | | | |
| Practica Guiada: Students complete book exercises | | Interrogativo | | De descubrimiento | | Philips 66 | | Comisión | | R. Didácticos | | Portafolio | | | | | |
| | | Centrado en el alumno | | Resolución de problemas | | Investigación de laboratorio | | De carácter Demostrativo | | R. Convencionales | | Mapa conceptual | | | | | |
| Practica Individual: Students generate internet meme using the internet meme template "One Does Not Simply Walk Into Mordor" | | Creativo | | x | | El Caso | | Simulación | | Materiales impresos | | Autoevaluación | | | | | |
| | | Tutorial | | El Proyecto | | | | | | Pizarra | | Proyecto | | | | | |
| | | Por proyectos | | Otros: | | | | | | Materiales de laboratorio | | Debate | | | | | |
| | | Otros: | | | | | | | | Otros: | | Solución de problemas | | | | | |
| | | Profesor | | | | | | | | R. Audiovisuales | | Casos | | | | | |
| | | | | | | | | | | Diapositivas | | Preguntas | | | | | |
| | | | | | | | | | | Videos | | Ejecución | | | | | |
| | | | | | | | | | | Audio | | | | | | | |
| | | | | | | | | | | Otros: | | | | | | | |
| | | | | | | | | | | Tic | | | | | | | |
| | | | | | | | | | | Actividades sincrónicas | | x | | | | | |
| | | | | | | | | | | Actividades asincrónicas | | x | | | | | |
| | | | | | | | | | | Internet | | x | | | | | |
| | | | | | | | | | | | | | | | | | |
| | |  | | | | | | | | | | Lic. Vicente Javier Manjarrés | | | | | |



INSTITUTO SUPERIOR TECNOLÓGICO "MANUEL LEZAETA A."
PLAN DE CLASE


| Inglés III | | Nº Período | 1 | Sección: 11 | Diurna | Lic. Vicente Javier Manjarrés | | Fecha | |
|--|--|---|---|------------------------------|----------|-------------------------------|--|-------------------------------|--|
| Tema: | | Unit 3 – Disasters - "Health Vocabulary – Part 1" | | | | H. Docencia: 2 | | H. T. autónomo: 3 | |
| RESULTADOS DE APRENDIZAJE DEL SÍLABO | | | | | | | | | |
| Los estudiantes narran hechos relacionados a desastres "Health Vocabulary – Part 1" | | | | | | | | | |
| COMPETENCIAS Y OBJETIVOS | | | | | | | | | |
| Conocimientos de un segundo idioma. Informar a los pacientes respecto a los tratamientos integrales. | | | | | | | | | |
| CONTENIDOS | | METODOLOGÍA | | | RECURSOS | | | EVALUACIÓN | |
| Temas y subtemas | | Métodos | | Técnicas | | R. Humanos | | | |
| Health Vocabulary – Part 1 | | De transmisión de la información | | De carácter explicativo | | De trabajo grupal | | | |
| Intro: Topic preview: Health (1) | | Expositivo | | Explicación oral | | Debate | | Docente | |
| Vocab/Grammar: Health Vocabulary – Part 1 using Internet meme template "Drake Hotline Bling" | | De procesos de aplicación | | Mesa redonda | | Foro | | Estudiante | |
| Practica Guiada: Students complete book exercises | | Demostrativo | | Estudio directo | | Role play | | Experto invitado | |
| Practica Individual: Students generate internet meme using the internet meme template "Drake Hotline Bling" based on class content | | Interrogativo | | De descubrimiento | | Phillips 66 | | Otros: | |
| | | Centrado en el alumno | | Resolución de problemas | | Comisión | | R. Didácticos | |
| | | Descubrimiento | | Investigación de laboratorio | | De carácter Demostrativo | | R. Convencionales | |
| | | Creativo | | El Caso | | Simulación | | Ensayo | |
| | | Tutorial | | El Proyecto | | | | Portafolio | |
| | | Por proyectos | | Otros: | | | | Mapa conceptual | |
| | | Otros: | | | | | | Escala de apreciación | |
| | | | | | | | | Bitácora | |
| | | | | | | | | Rúbrica | |
| | | | | | | | | Lista de cotejo | |
| | | | | | | | | Escala de apreciación | |
| | | | | | | | | Bitácora | |
| | | | | | | | | Ensayo | |
| | | | | | | | | Autoevaluación | |
| | | | | | | | | Proyecto | |
| | | | | | | | | Debate | |
| | | | | | | | | Solución de problemas | |
| | | | | | | | | Casos | |
| | | | | | | | | Preguntas | |
| | | | | | | | | Ejecución | |
| | | | | | | | | Lista de cotejo | |
| | | | | | | | | Audio | |
| | | | | | | | | Otros: | |
| | | | | | | | | Tic | |
| | | | | | | | | Actividades sincrónicas | |
| | | | | | | | | Actividades asincrónicas | |
| | | | | | | | | Internet | |
| | | | | | | | | Otros: | |
| | | | | | | | | Lic. Vicente Javier Manjarrés | |

Lic. Vicente Javier Manjarrés

Annex 8 – Syllabi and class plans – Class plans level 4




INSTITUTO SUPERIOR TECNOLÓGICO "MANUEL LEZAETA A." PLAN DE CLASE

| Asignatura | Inglés IV | Nº Período | 1 | Sección: | Diurna | Lic. Vicente Javier Manjarrés | Fecha | | |
|--|-----------|----------------------------------|---|--|--------|-------------------------------|----------------------|-----------------------|--|
| | | | | | | | 15 10 20 | | |
| | | | | | | H. Docencia: 2 | H. T. autónomo: 3 | | |
| RESULTADOS DE APRENDIZAJE DEL SILABO | | | | | | | | | |
| Tema: Unit 3 – A bright future – “Quantifiers - Pat 1” Los estudiantes hablan de planes futuros utilizando “Quantifiers – Part 1” | | | | | | | | | |
| COMPETENCIAS Y OBJETIVOS | | | | | | | | | |
| - Conocimientos de un segundo idioma. - Informar a los pacientes respecto a los tratamientos integrales. | | | | | | | | | |
| CONTENIDOS Temas y subtemas | | METODOLOGÍA | | | | RECURSOS | | EVALUACIÓN | |
| | | Métodos | | Técnicas | | R. Humanos | | | |
| Quantifiers – Part 1 | | De transmisión de la información | | De carácter explicativo | | Docente | | Rúbrica | |
| Intro: Topic preview: Money (1) | | Expositivo | | Explicación oral | | Estudiante | | Lista de cotejo | |
| Vocab/Grammar: | | De procesos de aplicación | | Mesa redonda | | Experto invitado | | Escala de apreciación | |
| Quantifiers – Part 1 | | Demostrativo | | Estudio directo | | Otros: | | Bitácora | |
| Practica Guiada: Students complete book exercises | | Interrogativo | | De descubrimiento | | R. Didácticos | | Portafolio | |
| | | Centrado en el alumno | | Resolución de problemas | | | | Mapa conceptual | |
| Practica Individual: Students complete a pre-test based on today's class. | | Descubrimiento | | Investigación de laboratorio | | R. Convencionales | | Ensayo | |
| | | Creativo | | El Caso | | Materiales impresos | | Autoevaluación | |
| | | Tutorial | | El Proyecto | | Pizarra | | Proyecto | |
| | | Por proyectos | | Otros: | | Materiales de laboratorio | | Debate | |
| | | Otros: | | | | Otros: | | Solución de problemas | |
| | | | | | | | | Casos | |
| | | | | | | R. Audiovisuales | | Preguntas | |
| | | | | | | Diapositivas | | Ejecución | |
| | | | | | | Videos | | | |
| | | | | | | Audio | | | |
| | | | | | | Otros: | | | |
| | | | | | | Tic | | | |
| | | | | | | Actividades sincrónicas | | x | |
| | | | | | | Actividades asincrónicas | | x | |
| | | | | | | Internet | | X | |
| | | | | | | Otros: | | | |
| | | | |  | | Lic. Vicente Javier Manjarrés | | | |




INSTITUTO SUPERIOR TECNOLÓGICO "MANUEL LEZAETA A."
PLAN DE CLASE

| Asignatura | Inglés IV | Nº Período | 1 | Sección: | Diurna | Profesor(a): | Lic. Vicente Javier Manjarrés | Fecha |
|---|---|------------------------------|-------------------|--------------------------|--|-------------------|-------------------------------|----------|
| Tema: | Unit 3 – A bright future – "Quantifiers - Part 2" | | | | | H. Docencia: 2 | H. Prácticas: 1 | 22 10 20 |
| | | | | | | H. T. autónomo: 3 | | |
| RESULTADOS DE APRENDIZAJE DEL SÍLABO | | | | | | | | |
| Los estudiantes hablan de planes futuros utilizando "Quantifiers – Part 2" | | | | | | | | |
| METODOLOGÍA | | | | | | | | |
| RECURSOS | | | | | | | | |
| EVALUACIÓN | | | | | | | | |
| CONTENIDOS Temas y subtemas | Métodos | | Técnicas | | R. Humanos | | | |
| | De transmisión de la información | De carácter explicativo | De trabajo grupal | | Docente | | x Rúbrica x | |
| Quantifiers – Part 2 | Expositivo x | Explicación oral | x | Debate | Estudiante | | Lista de cotejo | |
| Intro: Topic preview: Money (2) | De procesos de aplicación | Mesa redonda | | Foro | Experto invitado | | Escala de apreciación | |
| Vocab: Quantifiers – Part 2 using Internet meme template "Roll Safe Think About It" | Demostrativo x | Estudio directo | | Role play | Otros: | | Bitácora | |
| Practica Guiada: Students learn how to generate memes using imgflip and the following tutorial video: https://youtu.be/AJ2Se5YnjDE | Interrogativo | De descubrimiento | | Phillips 66 | R. Didácticos | | Portafolio | |
| Practica Individual: Students generate Internet memes using the Internet meme template "Roll Safe Think About It" based on class content | Centrado en el alumno | Resolución de problemas | | Comisión | R. Convencionales | | Mapa conceptual | |
| | Descubrimiento | Investigación de laboratorio | | De carácter Demostrativo | | | Ensayo | |
| | Creativo x | El Caso | | Simulación | Materiales impresos | | Autoevaluación | |
| | Tutorial | El Proyecto | | | Pizarra | | Proyecto | |
| | Por proyectos | Otros: | | | Materiales de laboratorio | | Debate | |
| | Otros: | | | | Otros: | | Solución de problemas | |
| | | | | | | | Casos | |
| | Profesor | | | | R. Audiovisuales | | Preguntas | |
| | | | | | Diapositivas | | Ejecución | |
| | | | | | Videos | | | |
| | | | | | Audio | | | |
| | | | | | Otros: | | | |
| | | | | | Tic | | | |
| | | | | | Actividades sincrónicas | | x | |
| | | | | | Actividades asincrónicas | | x | |
| | | | | | Internet | | x | |
| | | | | | Otros: | | | |
| | | | | |  | | | |
| | | | | | Lic. Vicente Javier Manjarrés | | | |



INSTITUTO SUPERIOR TECNOLÓGICO "MANUEL LEZAETA A."
PLAN DE CLASE

| Asignatura | Inglés IV | Nº Período | 1 | Sección: | Diurna | Profesor(a): | Lic. Vicente Javier Manjarrés | Fecha | | | |
|---|--|------------|--|----------|--------|---|-------------------------------|-----------------------------------|---|--|--|
| Tema: | Unit 3 – A bright future – "Modal verbs" | | | | | H. Docencia: 2 | H. Prácticas: 1 | 29 10 20 H. T. autónomo: 3 | | | |
| RESULTADOS DE APRENDIZAJE DEL SÍLABO | | | | | | | | | | | |
| Los estudiantes expresan ideas referentes a habilidades, reglas y consejos por medio de "Modal Verbs" | | | | | | | | | | | |
| CONTENIDOS Temas y subtemas | | | METODOLOGÍA | | | EVALUACIÓN | | | | | |
| Modal Verbs | | | Métodos De transmisión de la información Expositivo <input checked="" type="checkbox"/> De procesos de aplicación Demostrativo <input checked="" type="checkbox"/> Interrogativo Centrado en el alumno Descubrimiento | | | Técnicas De trabajo grupal Debate Foro Role play <input checked="" type="checkbox"/> Philips 66 Comisión De carácter Demostrativo | | | R. Humanos Docente <input checked="" type="checkbox"/> Estudiante <input checked="" type="checkbox"/> Experto invitado Otros: Rúbrica Lista de cotejo Escala de apreciación Bitácora | | |
| | | | | | | | | | | | |
| Practica Individual: Students generate internet meme using the internet meme template "Drake Hotline Bling" using today's content | | | R. Convencionales Ensayo | | | Autoevaluación Proyecto Debate Solución de problemas Casos Preguntas Ejecución | | | | | |
| Profesor | | |  Lic. Vicente Javier Manjarrés | | | R. Audiovisuales Diapositivas Videos Audio Otros: Tic Actividades sincrónicas <input checked="" type="checkbox"/> Actividades asincrónicas <input checked="" type="checkbox"/> Internet <input checked="" type="checkbox"/> Otros: | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |



INSTITUTO SUPERIOR TECNOLÓGICO "MANUEL LEZAETA A."
PLAN DE CLASE

| Inglés IV | | Nº Período | 1 | Sección: 11 | Diurna | Profesor(a): | Lic. Vicente Javier Manjarrés | Fecha |
|---|----------------------------------|---|-------------------|--------------------------|--------------------------|--------------|-----------------------------------|-------------------------------|
| Tema: | | Unit 3 – A bright future – "Making Inferences – Part 1" | | | | | H. Docencia: 2 H. Prácticas: 1 | 05 11 20 H. T. autónomo: 3 |
| RESULTADOS DE APRENDIZAJE DEL SÍLABO | | | | | | | | |
| Los estudiantes leen noticias referentes a salud utilizando la técnica de lectura "Making Inferences – Part 1" | | | | | | | | |
| COMPETENCIAS Y OBJETIVOS | | | | | | | | |
| Conocimientos de un segundo idioma. Informar a los pacientes respecto a los tratamientos integrales. | | | | | | | | |
| CONTENIDOS Temas y subtemas | METODOLOGÍA | | | | RECURSOS | | EVALUACIÓN | |
| | Métodos | Técnicas | | | R. Humanos | | | |
| Making Inferences – Part 1 | De transmisión de la información | De carácter explicativo | De trabajo grupal | | Docente | x | Rúbrica | x |
| Intro: Topic preview: Complex texts (1) | Expositivo | Explicación oral | x | Debate | Estudiante | x | Lista de cotejo | |
| Reading Technique: Making Inferences – Part 1 using Internet meme template "One Does Not Simply Walk Into Mordor" | De procesos de aplicación | Mesa redonda | | Foro | Experto invitado | | Escala de apreciación | |
| Practica Guiada: Students complete book exercises | Demostrativo | Estudio directo | x | Role play | Otros: | | Bitácora | |
| Practica Individual: Students generate internet meme using the internet meme template "One Does Not Simply Walk Into Mordor" | Interrogativo | De descubrimiento | | Phillips 66 | R. Didácticos | | Portafolio | |
| Practica Individual: Students generate internet meme using the internet meme template "One Does Not Simply Walk Into Mordor" based on class content | Centrado en el alumno | Resolución de problemas | | Comisión | | | Mapa conceptual | |
| | Descubrimiento | Investigación de laboratorio | | De carácter Demostrativo | R. Convencionales | | Ensayo | |
| | Creativo | El Caso | | Simulación | | | Autoevaluación | |
| | Tutorial | El Proyecto | | | | | Proyecto | |
| | Por proyectos | Otros: | | | | | Debate | |
| | Otros: | | | | | | Solución de problemas | |
| | | | | | | | Casos | |
| | Profesor | | | | R. Audiovisuales | | Preguntas | |
| | | | | | Diapositivas | | Ejecución | |
| | | | | | Videos | | | |
| | | | | | Audio | | | |
| | | | | | Otros: | | | |
| | | | | | Tic | | | |
| | | | | | Actividades sincrónicas | x | | |
| | | | | | Actividades asincrónicas | x | | |
| | | | | | Internet | x | | |
| | | | | | Otros: | | | |

Lic. Vicente Javier Manjarrés



INSTITUTO SUPERIOR TECNOLÓGICO "MANUEL LEZAETA A."
PLAN DE CLASE

| Asignatura | Inglés IV | Nº Período | 1 | Sección: | Diurna | Profesor(a): | Lic. Vicente Javier Manjarrés | Fecha |
|--|---|--------------------------------------|---|------------------------------|---------------------------|----------------|-------------------------------|----------|
| Tema: | Unit 3 – A bright future – "Making Inferences – Part 2" | RESULTADOS DE APRENDIZAJE DEL SÍLABO | | "Making Inferences – Part 2" | | H. Docencia: 2 | H. Prácticas: 1 | 12 11 20 |
| Los estudiantes leen noticias referentes a salud utilizando la técnica de lectura "Making Inferences – Part 2" | | | | | | | | |
| COMPETENCIAS Y OBJETIVOS | | | | | | | | |
| Conocimientos de un segundo idioma. Informar a los pacientes respecto a los tratamientos integrales. | | | | | | | | |
| CONTENIDOS Temas y subtemas | | METODOLOGÍA | | | RECURSOS | | EVALUACIÓN | |
| | | Técnicas | | | R. Humanos | | | |
| Métodos | | De trabajo grupal | | | Docente | | Rúbrica | |
| De transmisión de la información | | De carácter explicativo | | | Estudiante | | Lista de cotejo | |
| Expositivo | | Explicación oral | | | Experto invitado | | Escala de apreciación | |
| De procesos de aplicación | | Mesa redonda | | | Otros: | | Bitácora | |
| Demostrativo | | Estudio directo | | | R. Didácticos | | Portafolio | |
| Interrogativo | | De descubrimiento | | | Mapa conceptual | | | |
| Centrado en el alumno | | Resolución de problemas | | | R. Convencionales | | Ensayo | |
| Descubrimiento | | Investigación de laboratorio | | | Materiales impresos | | Autoevaluación | |
| Creativo | | El Caso | | | Pizarra | | Proyecto | |
| Tutorial | | El Proyecto | | | Materiales de laboratorio | | Debate | |
| Por proyectos | | Otros: | | | Otros: | | Solución de problemas | |
| Otros: | | | | | R. Audiovisuales | | Casos | |
| Profesor | | | | | Preguntas | | Ejecución | |
| | | | | | Diapositivas | | | |
| | | | | | Videos | | | |
| | | | | | Audio | | | |
| | | | | | Otros: | | | |
| | | | | | Tic | | | |
| | | | | | Actividades sincrónicas | | x | |
| | | | | | Actividades asincrónicas | | x | |
| | | | | | Internet | | x | |
| | | | | | Otros: | | | |

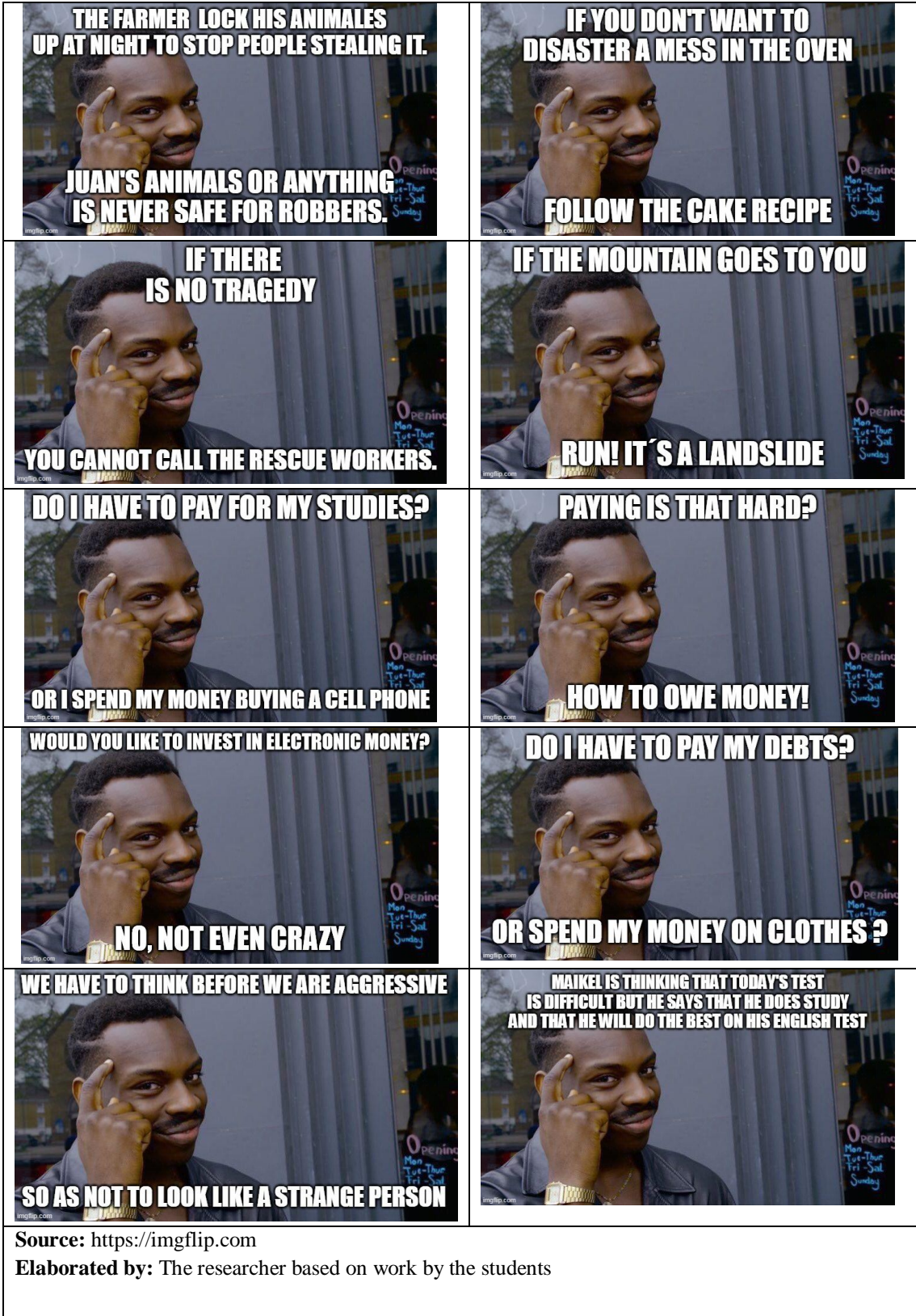
Lic. Vicente Javier Manjarrés

Source: <https://tecnologicolezaeta.edu.ec/eva/mod/folder/view.php?id=6098>

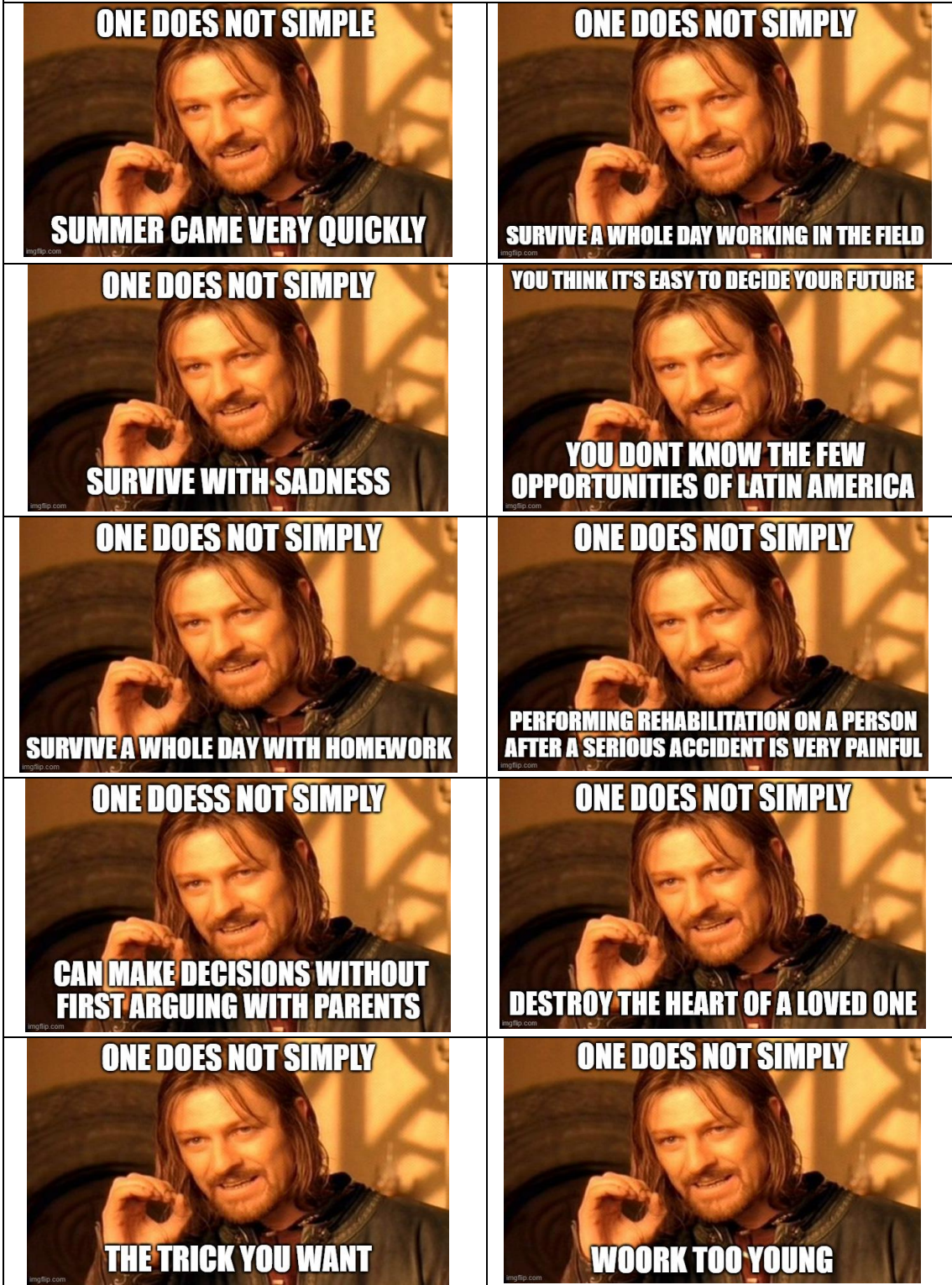
Elaborated by: The researcher

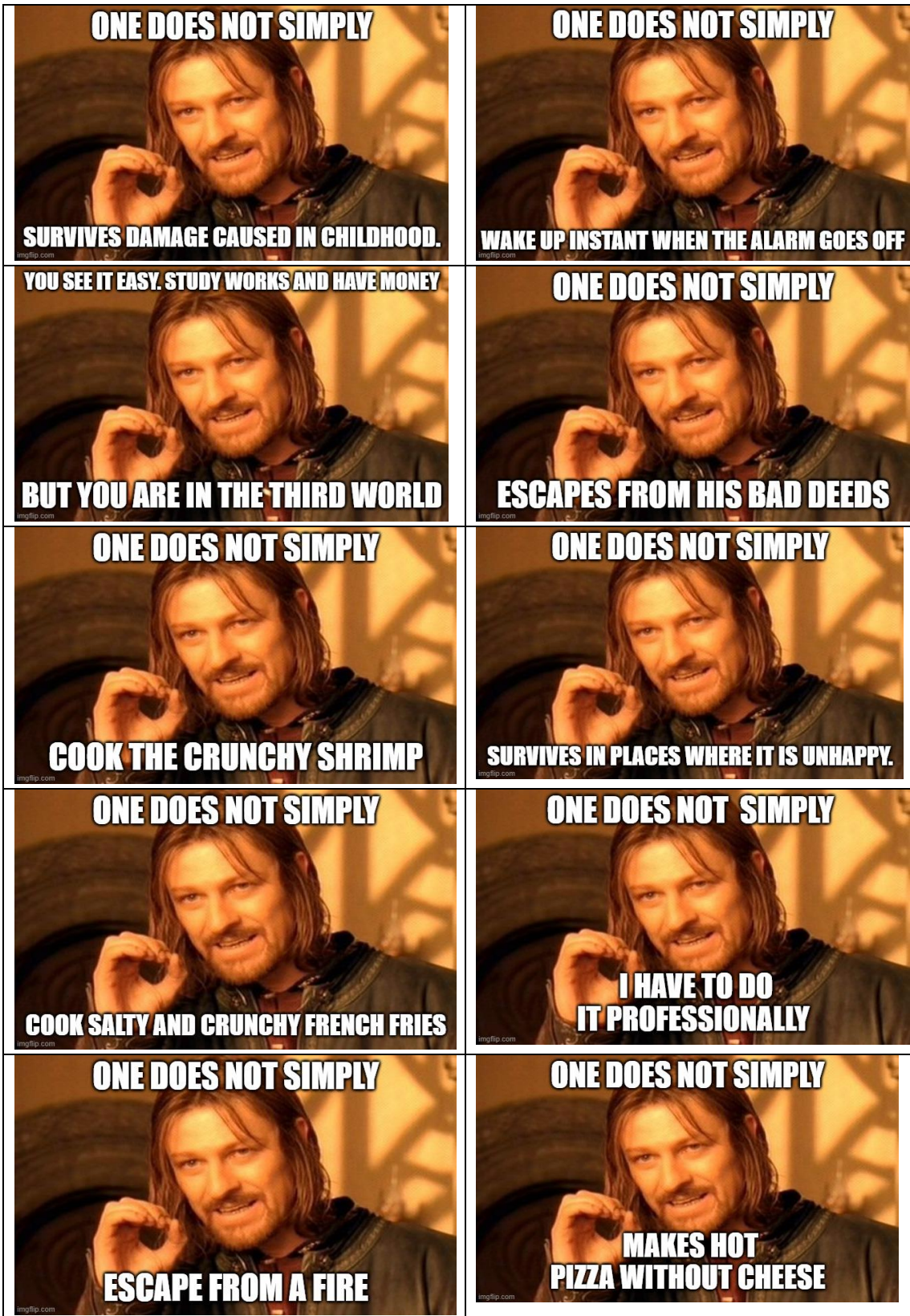
Annex 9 - Internet memes generated by students – “Roll Safe Think About It”





Annex 9 - Internet memes generated by students – “One Does Not Simply Walk Into Mordor”





Source: <https://imgflip.com>

Elaborated by: The researcher based on work by the students

Annex 9 - Internet memes generated by students – “Drake Hotline Bling”

| | | | |
|---|---|---|---|
|   | <p>drink milk so your bones stop hurting</p> <p>brighten my day with a bottle of beer</p> |   | <p>a carton of milk hurts me a lot</p> <p>eating two apples a day is very good for our body</p> |
|   | <p>oil to cook rice</p> <p>3 omelettes at breakfast</p> |   | <p>Eating cheese to have healthy bones</p> <p>Eat cheese in a pizza in cinema</p> |
|   | <p>MY SISTER WAS EATING CHICKEN</p> <p>WHILE I WAS EATING BEEF</p> |   | <p>my friend was jogging so she invited me</p> <p>but my other friend was eating and I decided to accept her invitation</p> |

| | | | |
|---|---|--|--|
|  | <p>I was doing my homework</p> <p>while my friend was dancing at the disco</p> |  | <p>we were eating salad</p> <p>while my father cooked hot dog</p> |
|  | <p>TO MUCH SPINACH BUT IT'S GOOD FOR YOU</p> <p>3 SLICES OF PIZZA BRIGHTEN MY DAY</p> |  | <p>You have to learn the english language</p> <p>You have to go to study at Harvard University</p> |
|  | <p>I should take a bath often</p> <p>bathe in carnival</p> |  | <p>i should attend english classes</p> <p>distract me watching memes</p> |
| <p>Source: https://imgflip.com Elaborated by: The researcher based on work by the students</p> | | | |

Annex 10 - URKUND report



Urkund Analysis Result

Analysed Document: Thesis - Vicente Javier Manjarrés - Urkund.docx (D90725529)
Submitted: 12/30/2020 5:13:00 PM
Submitted By: vicentejaviermanjarres@gmail.com
Significance: 4 %

Sources included in the report:

PEÑA RONALD_TESIS 2.docx (D47656236)
Trabajo de titulación. Urk Segarra, Karina.docx (D69336653)
<https://www.redalyc.org/jatsRepo/5858/585861585003/html/index.html>
https://www.researchgate.net/publication/313860181_Internet_Memes_-_A_New_Literacy
https://en.wikipedia.org/wiki/Internet_meme
<https://www.sciencedirect.com/science/article/pii/S1877042815008678>
<https://repositorio.uta.edu.ec/bitstream/123456789/28352/1/Salazar%20Miryan.pdf>
<https://repositorio.uta.edu.ec/bitstream/123456789/29902/1/Maritza%20Elizabeth%20Acosta%20Aguiar%20180284237-5.pdf>
https://www.researchgate.net/profile/Daniela_Bonilla5/publication/333716686_MORPHOLOGICAL_AFFIXATION_PROCESS_IN_THE_WRITING_SKILLS/links/5d00554d92851c874c5fa6ab/MORPHOLOGICAL-AFFIXATION-PROCESS-IN-THE-WRITING-SKILLS.pdf

Instances where selected sources appear:

10

Source: <https://www.arkund.com/>

Elaborated by: The researcher based on work by the students