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The Use of Pop Culture Artifacts to Foster Critical Thinking in a Group of 11th Grade

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Abstract

This action research project reports on a study carried out in a public school in Medellín, Colombia. Its main objective is to analyze the effectiveness of pop culture artifacts to foster critical thinking in an eleventh-grade classroom. To conduct this research some data collection instruments were employed such as work samples, journals, focus groups, and a survey. Findings suggest that the use of pop culture artifacts is effective to foster students' critical thinking through critical discussion, evaluation, and reflection. Also, it benefits students' empowerment to comment and share their points of view.

Keywords: critical thinking, pop culture artifacts, discussion, reflections, students' empowerment, mini-talks

Degree Requirement

Degree Requirement This case study was developed in a public school in Medellin, Antioquia, Colombia during my teaching practicum in 2022 as a requirement to obtain my B. Ed. Degree in Foreign Languages Teaching at Universidad de Antioquia.

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Preface

As a pre-service teacher in the practicum of the program of Foreign Languages Teaching at Universidad de Antioquia, I was assigned to conduct a case study of an eleventh-group English class in a public school in Medellín Colombia. This action research was developed from February 8th to October 18th, 2022. This paper comprises several components starting with the context description, the statement of the problem, the taken actions, and the development. Also, it presents the findings, conclusions, reflections, and recommendations derived from this project.

Context Description

The school

El Instituto Nacional de Educación Media José Félix de Restrepo, also known as INEM José Félix de Restrepo, is a public educational institution located in the south of Medellín city, Colombia. El INEM was founded in 1970 under the presidential administration of Carlos Lleras Restrepo whose purpose was *“the people with fewer resources in Colombia had the same or better high schools than the upper classes of the country”*. Nowadays, this school has about 3,200 students who are enrolled in one of the 6 grades. From 5th grade to 11th, students take classes in some regular subjects such as English, Spanish, Math, and Social Sciences among others. Besides, from 8th grade to 11th, students take exclusive subjects like Social Advancement, Music, and Arts among others. However, from 10th grade to 11th, students take a technical course, which includes some classes like Electronics, Construction, Fashion Design, and Programming. It is worth mentioning that this school has two headquarters, and the one previously detailed is the main one.

The students

The 11th -16 grade has its classroom located in the main headquarters of the school. This group is composed of 22 students, 20 of them are women and 2 of them are men. These students come from different parts of the city, including different social status, and their age ranges from 16 to 18 years old. Based on a student survey, they seem to have the same interests and hobbies such as listening to music, watching movies, drawing, and practicing sports. Even though most students claim not to have a good English level, they express to feel motivated to improve their English performance since they consider it important for their future. Also, students voiced their

liking toward contemporary materials such as videos, scripts, extracts from movies, etc., and have discussions about them.

In 11th grade, and, when students do not take the exclusive English program (Language and Culture), graders just study English between 2 or 3 hours a week. Instead, they belong to the program “Industrial”. This is the case of group 11th – 16 which takes a three-hour English course per week. In this course, students are supposed to develop their communicative competence through different strategies carried out by the teacher.

The teacher

Graduated from the Translation program at Universidad de Antioquia, the teacher of the grade 11th-16 has 37 years of experience in the language teaching field. Besides, she completed some further studies such as short courses and a Master’s Degree in Language Teaching which helped her to work as a college and school teacher. In 2010, she became part of the teachers’ crew attached to the Language Department at INEM.

Over this time, and as she made known in an interview, the teacher has taken advantage of her experience to apply and dismiss strategies to help students improve their English performance. Some of her beliefs include the significant use of the target language in the learning process to expose students to the language, the implementation of videos and recordings, and the usage of authentic material to enhance students’ performance.

Statement of the Problem

In the wake of the 3-month observations of class XI-VI and taking notes of all sorts of events, some classroom issues drew my attention fiercely. At some point, I became overwhelmed

by the number of emerging issues I was able to identify, and due to this, I decided to narrow down the ones that were highly possible to be explored. Therefore, I mustered all my efforts and concentrated on the ones I could intertwine based on the journal entries, observations, interviews, and questionnaires.

Once I identified the issues that most caught my attention, I commenced to notice them more frequently. For that reason, my journal entries were majorly full of information tied to the issues. In almost every class, those issues broke out even if some events that took place were not intrinsically related to the lesson. A detailed follow-up on the issues led me to ponder its consequences and causes, and they came to my understanding easily; their ages and grade. At their age (adolescence), students are eager to discuss, understand, assess and contrast opinions and ideas, and that was what I witnessed in most of the classes.

During the development of the classes, students sometimes hold conversations and discussions among themselves and with the teacher. Those conversations were scarcely connected to the topic taught in class, most of the time it was linked to school or social happenings. The teacher briefly addressed those unexpected conversations, and then the class finished as planned. However, the teacher earnestly discussed with the students some events that were directly affecting the school. That class dynamic confirmed to me that I was walking in the right direction with my chosen topics.

It is worth mentioning that the teacher's lessons were enjoyable. She used different kinds of materials as well as strategies. During my observations, I could notice that students seemed to like and learn with the activities. Nevertheless, and, regarding what I have said, those activities did not go beyond. According to me, and considering the teacher's class proposals, I strongly

believe that those activities could be exploited to some extent to foster students' critical thinking and improve their learning process.

The identification and selection of those existing issues in the classroom dynamic are greatly bound to my teacher's beliefs, it means the way I comprehend teaching and learning. Since my first years at the university, I have always felt interested in critical thinking and pop culture. When I sensed those two topics had emerged among other issues, I delicately chose and tried to articulate them because I fully relied on that conjugation to improve not only students' English level; but also, to have a place where critical thinking was fostered.

I have always believed that real exposure to the target language can significantly improve and allow students to have a positive learning process. After conducting a survey on students' likes and interests and observing class interactions, students made visible their inclination towards some pop culture artifacts such as social media, music, movies, fashion, and books. In this regard, I brought forth the idea of articulating pop culture artifacts and critical thinking to take advantage of students' interests and mine.

With the use of pop culture, lessons can be more engaging and enjoyable for the students since they will have a distinctive contact with the target language. Regarding the critical thinking perspective, students will be able to have a critical view of the content they consume in their everyday lives.

Theoretical framework

In order to have a theoretical basis for this research project, it is necessary to define and address two key concepts: popular culture and critical thinking. These two key notions will allow us to understand under what definitions they are understood and used.

When it comes to pop culture, most people seem to have a brief understanding of it considering that it is part of our everyday life. To Delaney, T. (2007) the term “popular culture” holds different meanings depending on who’s defining it and the context of the use. It is generally recognized as the *vernacular* or *people’s* culture that predominates in a society at a point in time. In this regard, Werner, V., & Tegge, F. (Eds.). (2020) define it as a “broad range of texts that constitute the cultural landscape of a particular time and/or place, as well as how consumers engage with those texts and thus become producers of new negotiated meanings.” Besides, these two authors point out that pop culture encompasses a multitude of different artifacts such as tv, movies, cartoon, fashion, literature, and music among others that have become part of our day-to-day life.

In the field of foreign language teaching, the use of pop culture artifacts has been very popular in recent decades due to the relevance they can have in the lives of students. That relevance appears since pop culture has a hugely significant impact on learners’ lives, irrespective of their social and linguistic backgrounds as Werner, V., & Tegge, F. (Eds.). (2020) remark. Furthermore, when having students from different linguistic and social backgrounds, the use of various pop culture artifacts allows the marginalization of students to be set aside Liu, Y., & Lin, A. M. (2017), which improves their learning processes since their different consumption realities are considered.

The use of pop culture in the classroom not only permits the exploitation of it as a way of learning any language but also enables students to criticize the information consumed. As Duff, P. A. (2002) suggests pop culture materials are incredibly meaningful and influential in the classroom, however, they should be carefully selected and examined, especially the ones that are more globally accessible. In this sense, Werner, V., & Tegge, F. highlight the importance of

educating for and about pop culture to make progress on (critical) media literacy to take a stance concerning what one consumes and judge what it is consumed.

To achieve a satisfactory analysis and evaluation of the information students consume, it is vital that within the classroom some opportunities are given to critical thinking to turn up; that is, everything that is used for pedagogical purposes, in this case, pop culture, is studied and taught through a critical filter. This critical thinking is not intended to be taught but on the contrary to create specific moments where it appears and students become critical thinkers.

That being said, critical thinking can be easily defined as the ability to analyze and evaluate information R., Limbach, B., & Waugh, W. (2006). It means that students should critically take a side concerning what is watched, read, and listened to. On this matter, Ennis, C. D. (1991) writes that critical thinking can be also defined as “reasonable reflective thinking that is focused on deciding what to believe or do”. Under this previous idea, critical thinking does not appear itself, but it is required that those who attempt to become critical thinkers develop certain characteristics.

Duron, R., Limbach, B., & Waugh, W. (2006) comment on some characteristics that critical thinkers must possess such as question poser, assessing relevant information, using abstract ideas, thinking open-mindedly, and communicating effectively with others. These mentioned features provide students with adequate cognitive tools to become critical thinkers since “thinkers develop a reflective skepticism in that they do not take for granted the universal truth of some statements, or policies, or just simply because of the authority ascribed to the source of this supposed truth” (Chabeli, 2006, p.82). It is worth mentioning that teachers also have to encourage learners to figure out problems in authentic and real situations so that students can employ their ideas (Chabeli, 2006).

Research Question

To carry out this action research the following questions have been considered as the premise and focus: How can the use of pop culture foster critical thinking in a group of 11th graders at a public school in Medellín, Colombia?

General objective

- To analyze the effectiveness of pop culture in fostering critical thinking in a group of 11th graders at a public institution in Medellín, Colombia.

Specific Objectives

1. To explore the possibilities provided by the use of pop culture to foster critical thinking.
2. To describe the benefits of the use of pop culture in fostering critical thinking.

Data Collection Instruments

For the development of this action research project, four different data collection methods will be applied. These are Survey, Journal, Focus Group, and Students' Work Samples. Those instruments will be differently used regarding their purpose and utility.

Conducting a student survey will help to get familiar with students' interests and narrow the pop culture artifacts that will be employed. Also, this survey will let me know how the artifacts to be used will be received and how easy it will be to work with them regarding they will be chosen by students. Another instrument to be employed will be the focus group which will help to register students' reactions and reflections, how students will interact among themselves and with the given topic and the kind of discussions and comments that will emerge.

Having a journal will allow possessing a record of any kind of happenings during the lessons that can be referred to get different reflections and a profound comprehension of them.

This will help to identify the emerging categories as well as the students' reactions, interactions, discussions, and comments. In addition, it will allow us to reflect on the actions taken and how they will be implemented.

Last but not least, students' work samples will have an important consideration in this action research. It will help to analyze and examine students' productions concerning the activities that will be carried out during the project. Those samples will be crucial since they will allow us to comprehend how students critically or non-critically react to controversial topics or situations and the sort of new ideas or meaning that they will be able to create or recreate from given topics.

Action plan

To conduct this action research project on popular culture to promote critical thinking, several actions will be carried out, these actions will have an estimated time of 3 months, from August to October 2022. These actions will be done considering the interests of the students through a survey and taking into account the topics to be covered established in the PEI.

In the first 3 weeks, we will conduct a survey to get acclimated with students' interest and narrow the number of pop culture artifacts that will be used during the search. Besides, students will get a consent form to be signed by their parents to allow them to participate in the project. Furthermore, in the second week, students will have an introductory pop culture class. That lesson will help the researcher to know students' prior knowledge and provide learners with a brief understanding of pop culture. Then, a class will run, diagnostic activity, to comprehend how critical students are when discussing controversial topics.

In the following weeks, different actions will be carried out. First, memes will be used in class to see how students react and reflect on discrimination through jokes. Second, fashion activities will be implemented to work on stereotypes. Third, we will work with comics to negotiate meanings to different contentious situations. Then, we will employ streaming platforms to analyze and evaluate information. Finally, students will partake in a focus group discussion to compare how the taken actions have fostered critical thinking in them.

All these actions will take place considering students' English level. The focus of these actions will be to allow students to discuss and reflect among themselves as well as trigger critical thinking moments while learning English subtly.

Action	Week Month 1				Week Month 2				Week Month 3				Week Month 4			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Consent form	X															
Introduction to pop culture		X														
Group discussion: diagnostic activity			X													
Memes: jokes and discrimination				X	X											
Fashion and stereotypes						X	X									
Comics: negotiating meanings								X	X							
Streaming platforms: analyzing and evaluating information										X	X					
Focus group												X				
Observations and journal	X	X	X	X	X	X	X	X	X	X	X	X				
Other data collection instruments	X	X	X	X	X	X	X	X	X	X	X	X				
Research report writing													X	X	X	X

Development of Actions

As it was previously mentioned, the actions of this action research are planned to be carried out within 12 weeks. Throughout those 12 weeks, most activities were possible to conduct, but a few of them were out of the plan or remodified to be done. Some external inconveniences stood in the way of the implementation of the actions such as school problems, students' obligations, and extracurricular activities that affected the plan and the duration of the activities that were applied.

The activities were designed regarding students' interests, PEI for 11th grade, and the practitioner's expertise in order to foster critical thinking in the students. The actions that were taken are the following: introduction to pop culture, group discussion: diagnostic activity, memes: jokes and discrimination, fashion and stereotypes, comics: negotiating meaning streaming, and platforms: analyzing and evaluating information.

All activities carried out during the project considered the English level of the students, as well as the intention that the selected topics will allow the students to initiate discussions, comments, and reflections regarding those topics. In the first two weeks, we sought to familiarize students with the concept of popular culture and to conduct a focus group in which controversial issues were discussed to learn how critical students were when giving their opinions and analyzing information, and how easily discussions on controversial issues took place in the classroom.

In the following 7 weeks, all efforts were put into working on the bulk of the interventions. First, the use of memes to work on jokes and discrimination was addressed. Students first analyzed different memes and said what thoughts or ideas they brought up. Then, in groups, they discussed their first impressions and ended up creating memes that were the

complete opposite of the previously discussed memes. Second, when working with fashion and stereotypes, the same dynamics were followed as in the previous activity. But there was one exception: in the first class, the students were provided with vocabulary on the subject. Once the students had some vocabulary, they were given a story to read and reflect on. All the questions that could arise about the reading in terms of semantics and syntax were clarified and the students in small groups discussed and commented on the reading. After the discussions, the students wrote a commentary on the text in which they expressed their reflections and comments.

Third, due to time and practicality, streaming platforms: analyzing and evaluating information was carried out. Students watched an excerpt from a series (Modern Family) that was related to family; home-parental and tradition. Then, students watched the video and asked questions about it. Once the video was viewed, students discussed it in small groups, and then one of the students shared with the class the insights and reflections made by the group. Finally, students were provided with comics on very controversial topics. In groups, students analyzed and discussed the comics. In addition, students asked questions about words or things they did not understand. When they finished viewing and discussing the comics, they were to create their own comics in response to the one they had been working on.

By the end of the project, another focus group was conducted to comprehend how fostering critical thinking in students had improved. It is worth mentioning that all lessons were carried out considering the following dynamic: students were provided with enough input to trigger critical thinking and get familiar with the instant vocabulary, then some output was expected from students through their comments, discussions, reflections, and work.

Findings

Analysis of the data collected suggests that the use of popular culture artifacts is effective in fostering critical thinking in students. In addition, it brought with it some benefits for the students such as promoting students' empowerment, reflection, and discussions. Nevertheless, data suggests some obstacles that some students faced to complete certain activities successfully. In the following paragraphs, these categories will be developed in detail and presented as the corresponding pieces of evidence.

Critical discussions

In relation to the first category, students were able to have critical conversations and take a position. The presence of discussions in the classroom was a determining factor evidencing the fostering of critical thinking during the project. Also, critical discussions helped students to expose their views and ideas.

I continue with the reading, and the reading, at that specific part, is about judgment. Some students voice right away. They say that it is frequent to be judged by how you look or dress. The others nod their heads in agreement (journal entry 1, September 2022)

“Some of them state that it is better to write about how pathetic the girl in the reading is. However, others state that it is better to write about the importance of dressing and do what makes you feel free and authentic.”

In addition, students learned from the comments of their peers, thus allowing the exchange of ideas through respect.

Students are working in small groups, and they ask each other what the answer can be. When choosing the correct answer, students have discussions. Students listen to each other actively, and they raise their voices in disagreement or agreement with respect (entry 3 September 2022)

“I like when I can talk to my classmates about any topic that we can share our points of view with respect because I like to hear what they think and their opinions” (Survey, September 2022)

Critical reflections through production

The use of pop culture artifacts was crucial to foster students' critical thinking through their reflections and evaluation of the activities worked on in class. The work samples collected showed that students were able to reflect on readings by sharing opinions. For instance, two students wrote an opinion as a reflection activity:

Opinion

In the text I like how she expresses herself and stay true to her style despite the criticism

I don't like how her family doesn't support her in her style since it makes her happy and they should at least respect her decision

She has a bit of an ego and that's fine but I think she shouldn't think that all the time people are going to see her, when she comes out

Everybody should be able to dress up and be who we are without fear of being judged and live in a society with free expression and personality development. 4,6

People who learn to live without fear of society's comments are confident and determined people who despite the social rejection they receive, will never stop being free.

In turn, students were able to evaluate the information consumed and proposed other interpretations or meaning that was the opposite of the one suggested by the activities. This can be proven when students worked with comics





Furthermore, work samples and data gathered suggest students were able to critically respond to controversial topics given their viewpoints and posture. As some students were able to critically respond to the intended chosen memes

Diego Alejandro Ewas Moreno
 Juliana Gonzalez Díez
 Valentino Barrera Jondón XI-16

Questions

- Is it funny?
- How do you find it? eg = boring, interesting, silly....
- Is it insulting? if so? How come?
- Is it inappropriate? if so? How come?
- What would you change?
- Rate it:

1R1- It's kind of funny

2R1- Basic silly nasty and can happen.

3R1- No, it's not insulting.

4R1- No, it's not inappropriate.

5R1- Nothing because it is their creativity.

6R1- 4.0/5.0

“students’ work has to be evaluated; they argue why their meme is good enough and it deserves a good rate, but others (the evaluators) say they consider the meme a little funny and a little insulting because the main purpose is to humiliate people and make them feel bad.” (Journal entry 8 October 2022).

Students’ empowerment

The use of pop culture artifacts intertwined with critical thinking resulted in some benefits for students tied to students’ empowerment through mini-talks and self-confidence. For that reason, in the classroom, an environment of safety and respect was created.

Self-confidence

Students were able to develop and feel confident holding conversations with the practitioner about topics that are not related to the class. In this regard, students sensed a safe atmosphere to speak their minds. For instance, one student speaks without fear to the teacher

“The student who started a conversation with the PT must feel she can talk to her teacher and her comments and achievements can be discussed without fear of being criticized. This is a clear

proof of being a critical thinker or at least, being able to walk in such a path.” (Advisor’s journal entry, October 2022)

Also, students critically and respectfully correct when they consider that it is necessary

“At some point in the reading part, I mistakenly commented. I say: thigh-high socks are commonly worn by K-pop and anime fans. Immediately, students raise their voices to say that I am far wrong. Students give examples of their classmates that wear that kind of clothes, but they do not like k-style or anime. I silently watch how students discuss among themselves.” (Journal entry, September 2022)

Furthermore, during the focus group, some students manifested to experience some kind of tranquility when sharing opinions, comments or ideas. For example, one student says:

"When we did the exercises of commenting on what we thought about the comics, memes, and video, I felt like I could speak my mind without fear of feeling judged by the teacher and classmates. That made me feel very comfortable and confident all the time to be able to participate in class."

Mini-talks

Mini-talks, as the category has been called, refer to those unexpected conversations that take place in the classroom, and they are not always related to the lesson topic. It is worth mentioning that mini-talks tend to be powerful and meaningful conversations that demonstrate how critical and confident students are during the activities. In this sense, one student states

"A student asks me what I think about toxic relationships. I told her that toxic relationships are dangerous and more frequent than one imagines. She answers that this is due to a misinterpretation of what love means and to traumas from people's childhood that influence their future relationships." (Journal entry, October 2022)

Mini-talks are not just pieces of evidence of students’ empowerment, but also reveal that students are capable of reflecting on other controversial issues that are part of their everyday lives. Hence, mini-talks became proof that students are able to evaluate and criticize situations and information.

“One student mentions how unfair the national test (ICFES) is. She says that she thinks it is unfair that because she did not pass the test, she does not have the right to study at a free university. Another student joins the conversation saying that they should give an opportunity to study to those who did not do well on the tests because they also deserved it.” (Journal entry, August 2022)

Conclusions

To conclude, this research project tended to explore, analyze and know how effective the use of pop culture artifacts were effective for fostering critical thinking in students from 11th grade at a public school in Medellín Colombia. This study ambitioned to explore that effectiveness through pop culture artifacts such as comics, fashion, videos, and memes.

The data collected suggested that the use of popular culture artifacts was effective in fostering critical thinking as students were able to discuss, reflect on, and evaluate everyday life issues in a critical manner. This allowed students to be able to raise their voices when they disagreed with something or when sharing their point of view. The activities that were intentionally chosen meant that discussions and comments occurred very frequently during the lessons. In addition, students were able to produce their own interpretations, and analyze and question the content studied in class. All of this took place in an atmosphere of respect and openness for other people's opinions.

In sum, the use of popular culture artifacts brought a benefit to the students in the form of self-empowerment. The analysis of the data collected indicates that students felt self-confident when sharing their views, which was recorded when students had small conversations that were often unrelated to the topics they were working on in class. In other words, their self-confidence led them to participate in class discussions and reflections allowing students to feel encouraged to speak critically without fear of being judged.

Reflections

Sometimes one has the habit of starting new projects with a bit of fear. My process in the practicum, I must admit with all sincerity, was very enriching. On my first day, when the cooperating teacher offered to help me in my teaching but also learning process, I felt very happy and grateful to her. During the months that the project lasted, she was always an unconditional help because, with all the fears I had, having worked with her was very comforting. Regardless of my fears, I ventured to live this experience in the best way possible. After changing schedules and groups many times, I was able to find a group that, fortunately, shared the same time availability as me. It was there that this whole experience began. I had never taught English to such a large group before, and this made my fears intensify and put my skills and knowledge to the test. As the days and classes went by, we were building a student-teacher relationship that allowed us to develop the project through enjoyable lessons. Since I started teaching English at 11th -18, I confirmed that teaching was part of my desires in this life, but I could not know clearly in what context I would like to continue teaching during my career. One thing was very clear from the beginning: I wanted to give all of myself and my knowledge; to be able to learn and unlearn. I feel that I succeeded.

Being an educator implies being in constant reflection on our pedagogical practice, of how I live and share with others. Being a teacher gave me the privilege of sharing with them tools, strategies and methods so that students could improve their learning processes and take advantage of all those capabilities they possess. In addition, I was able to share with them experiences, moments of reflection, and discussions respecting different points of view and positions. Learning involves listening and listening to each other.

This research project allowed me to develop research strategies and skills that, I am sure, will be very valuable in my future as a teacher. In addition, I was able to discover how interesting it is for me to work with popular culture content and to encourage critical thinking. The integration of these two elements is not only good for students to improve their language level, but also to address other everyday issues from a critical and reflective point of view that has an impact on students beyond the simple fact of learning a language. Incorporating elements or materials from students' daily lives can be a very significant motivator. However, these elements must be discussed and questioned. Learning involves thinking and rethinking.

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Appendixes

Appendix A

Universidad de Antioquia – Escuela de Idiomas

Licenciatura en Lenguas Extranjeras

CARTA DE CONSENTIMIENTO

Medellín, 05 de agosto de 2022

Cordial saludo,

El presente formato tiene la intención de solicitar su autorización y consentimiento para la participación de su hijo/a (o estudiante menor bajo su tutela) en el proyecto de investigación - acción: *La implementación de artefactos de la cultura popular para fomentar el pensamiento crítico* que se llevará a cabo entre julio y noviembre de 2022 en el grado de 11-16 en el curso de inglés de la Institución Educativa INM Jose Félix de Restrepo, y que se realiza como cumplimiento al requisito de grado del programa Licenciatura en Lenguas Extranjeras, de la Escuela de Idiomas de la Universidad de Antioquia, estudio que realiza actualmente el docente-investigador en formación.

El proyecto tiene como objetivo fomentar el pensamiento crítico a través del uso de los artefactos de la cultura popular.

Al firmar este consentimiento, usted autoriza al docente-investigador Jose Dorance Garces a recolectar información proporcionada por el/la estudiante durante las sesiones de clase del grupo, de manera escrita o consignada en audio, imagen y/o video. La información que el docente-investigador obtenga de las encuestas, grabaciones, documentos y demás fuentes se manejará de manera confidencial exclusivamente para el proyecto en cuestión. De igual modo, se garantiza la protección de la identidad del estudiante y en caso de hacer referencia a él/ella, se utilizarán seudónimos.

Si se le presenta alguna duda acerca de esta investigación, puede manifestarla en cualquier momento al investigador Jose Dorance Garcés (dorance.garces@udea.edu.co) o a la asesora Lina Londoño (lina.londono@udea.edu.co).

Confirmo que he leído la información aquí presentada y firmé como autorización para la participación voluntaria de mi hijo/a (o estudiante menor bajo mi tutela) en esta investigación.

Nombre del estudiante: _____

Nombre del acudiente: _____

Firma del acudiente: _____

Appendix B

My (1) _____ is very soft, I would say. I mainly (2) _____ skirts, thigh-high socks, and K-style type sweaters or blouses. (My style is heavily influenced by K-pop and anime) I also wear other stuff but the (3) _____ I just listed are my go-to outfit when I go anywhere, even if I'm just going to the grocery store. I want to be seen by people and have them think about me the entire day. Like, have you ever seen a really pretty and (4) _____ person with pretty hair at the store and you just spend the next days of your life thinking about them? Yes, I want that person to be me. That's my entire goal. Sure, my family might judge me for being so (5) _____ everywhere I go, but they don't know my motives.

And (6) _____, if you're not getting judgmental stares from old people, are you living your (7) _____ correctly? I'm a (8) _____ teenager, I wear heavy (9) _____, and I have (10) _____ pink-and-black hair. I wear (11) _____ skirts and have an LGBT pin on my bag. I'm an old conservative person's (12) _____. And I love it.

I especially love it when (13) _____ girls come up and (14) _____ me on my hair/clothes; it makes my whole day. Like man... I admire their (15) _____. I also go up to strangers I find pretty and compliment them, it makes their day and it's so nice seeing their (16) _____ light up (because, y'know, face masks).

Anyway, here are some pictures of my (17) _____.
This is my most (18) _____ outfit nowadays.

- a. Clothes
- b. Honestly
- c. Pretty
- d. Confident
- e. Wear
- f. Well-dressed
- g. Overdressed

- h. Nightmare
- i. dyed
- j. Fashion style
- k. Compliment
- l. eyeliner
- m. Common
- n. Outfits
- o. Eyes
- p. Loud
- q. Life
- r. Short

Appendix C

