TV series, a tool to enhance fourth-semester students' critical thinking: an action

research carried out in a Colombian university

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Bachelor of Education

Foreign languages English-French program

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APPROVAL NOTE

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Cooperative Teacher Signature

Dedication

Dedicated to my dearest friend, Charlotte, the reason of what I have become today. Thanks for your great support and continuous care, without whom none of my success would have been possible.

"I am as strong as the situation requires me to be".

Acknowledgment

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TV series; A Tool to Enhance Students' Critical Thinking at a Colombian University: an

Action Research.

This proposal represents an epitome of the abilities, the knowledge and the values, acquired throughout the foreign languages program. It is divided into four chapters, which detail the relevance, the theories, the objectives and the methodologies conceived to carry out this study at the University of Pamplona. The first chapter corresponds to the *pedagogical component*. This section describes the purpose of using TV series as a means to enhance critical thinking, the methodology applied to acquire this goal, and the relevance of this technique. The second chapter, namely, the *research component,* is focused on a deep analysis and reflection of the pedagogical practice; a section centered on the assessment of the teaching process. The third chapter, that is, *the outreach component*, is centered on a proposal to get fifth and sixth-semester students prepared for standardized exams. Finally, the fourth chapter, the *administrative component* describes the extracurricular practitioners' responsibilities and duties outside the classroom. For instance, FL program meetings and cultural events preparation.

Introduction

According to Rowley-Jolivet (2017)

Since the Second World War, English has become the lingua franca (ELF) of many

domains, ranging from business to international politics to academia, and the

globalization fostered by the rise of internet and new media has accentuated this

development (p 145).

Thus, one of the consequences of globalization has been the necessity to establish a

language, which functions as a bridge for every culture and nation around the world.

Accordingly, due to the influence of Anglophone countries in several fields such as, science,

education and art, English has become the *lingua franca* of this generation. Hence, multiple

governments, especially from the third world, have allocated resources to English learning in

high schools and Universities. For instance, the Colombian Ministry of Education has

implemented the National English Program that is intended to improve the Colombians'

English proficiency. This program is expected to transform Colombia in the country with the

best English level in South America in 2025. The National English Program has been

identified as COLOMBIA Very Well! (Ministerio de Educación Nacional, 2016).

However, "in Colombia only 1% of the students of the schools of the official sector

achieve a Pre-Intermediate B1 level at the end of their secondary studies" (Ministerio de

Educación Nacional, 2016). Based on these results, a considerable amount of Colombian high

school students decides on foreign languages' programs to improve their English level. The

reasons to study English include, attaining scholarships, traveling abroad and obtaining wide-

ranging professional opportunities (Hernández, 2010). Thus, considering these motives, it is

imperative to highlight the relevance of cultural aspects when learning a foreign language to

communicate in a real-life context. "In actual language use, it is not the case that it is only the forms of language that convey meaning. It is language in its cultural context that creates meaning: creating and interpreting meaning is done within a cultural framework" (Liddicoat and Scarino, 2009, p 18).

Therefore, the aim of this proposal is to implement TV series to enhance critical thinking, which will be based on the contrast of cultural aspects (social media, online safety, environmental awareness, the conception of human nature, and politics, among others) between the source and the target culture, Colombian and Anglophone culture respectively. By applying TV series among fourth-semester students from a Colombian public university, the learners will improve not only their cultural appreciation, but also, their listening skills, and their ability to express their ideas and opinions.

Justification

According to Boylan and Huntley (2003)

Language and culture cannot exist independently: each is the shadow of the other to such an extent that language meaning can frequently be obscured if there is no recognition of cultural values. Using a communicative approach in the teaching of language involves teaching many aspects of the culture of the language too (p 38).

In other words, mastering the four competences of a foreign language without considering a cultural framework is like "building a house without its foundations". The cultural component and its role in the development of the critical thinking is an aspect, which is often disregarded by foreign language teachers; this "didactic negligence" entails a misunderstanding of the evolution of a language, its use in a real-life context and a limited aptitude to propose arguments and solutions for modern-society issues.

Consequently, one approach, which might be suitable to tackle this problem, relies on TV series. According to García (2016):

Just as with other forms of art and expressions of popular culture, TV fiction can be at once a reflection of, and a normative guide for, social life. Often, social traits and predominant values, which are expressed in specific trends or lifestyles that are symptomatic of social life and become socially binding, emerge from the study of these fictional works. Contemporary TV series reveal some of the most singular expressions of the contemporary Western lifestyle (p 1).

Hence, although TV series are often conceived as a "break time from reality", a leisure activity with no positive influence in the cognitive development of the youngest generations,

they can be used to elicit discussions and debates about cultural aspects from a society, such as politics, education and socioeconomic conditions, among others. Thus, applying TV series as a means to develop cultural appreciation and critical thinking represents a valuable technique to promote not only the main four skills of foreign language learning, but also to encourage an analytical reasoning of the issues present in modern societies. Finally, considering the popularity of watching TV series in the current generation, it might be an excellent strategy to create a comfortable environment among foreign language learners.

Objectives

General objective:

- To implement TV series as a tool to enhance students' cultural appreciation and critical thinking among fourth-semester students from a Colombian public university.

Specific objectives:

- To implement reflection as a transformative tool of the pedagogical inherent processes to the integral practicum.

- To promote the development of critical spirit on practicum students in order to allow the analysis of their pedagogical endeavor.

- To raise awareness about the importance of presenting proficiency standardized tests in English.

- To actively participate of all the processes and events managed by the FL program during the semester.

Conclusions

The practicum stage constitutes an opportunity for the pre-service teacher to experience all the phenomena that take place in the educational context he/she lives within. This life-changing opportunity comprises certain characteristics, which influence the practitioner at various levels. This practicum stage was focused on students' critical thinking skills and a specific technique that can be applied to develop this competence, namely, TV series. Moreover, this stage was also centered on how the reflection upon the pedagogical practices can be of paramount importance when developing a more critical attitude towards one's own profession. Similarly, this study attempted to explore the relevance of standardized tests among the University students and the impact of extracurricular activities in the practicum stage.

This phase was useful to discover several factors that emerge when TV series are applied inside the FL classroom through the task-based learning approach. Among these aspects, it was discovered that the students remark elements concerning the cultural and the generational component, Furthermore, TV series entail linguistic and psychological advantages such as the acquisition of common expressions, the inception of a more entertaining classroom environment and the development of a more critical attitude towards modern topics. In addition, it was found that students enjoy TV series that include topics that can be contrasted with real-life issues. These findings might be worthwhile for FL teachers who intend to develop the critical thinking skills of their students while improving the foreign language competences. The reflection upon the pedagogical practices that were executed during the development of the practicum, allowed the researcher to understand the situations that a teacher is required to face during his/her professional development. This practice

perpetuates a critical perspective towards the educational system, which entails an integral

educator capable of facing any situation that defies his/her principles and conceptions.

Institutional observation

Before making pedagogical decisions about any educational context it is necessary to have a broad perspective related to the setting where the practitioner will be immersed, that is why, an exhaustive analysis must be made by foreign language program pre-service teachers.

In light of this assumption, practicum students must get in contact with their assigned context taking into account several aspects that can help them to understand where they are and the issues that education and English language learners can go through. That is why the first time immersion is important, practitioners can analyze situations, identify problems, and propose solutions in a didactic way.

Some of the elements of the observation are related to features of the city where the students and institutions are situated, as well as the norms, guidelines and their goals and some others are related to the teachers' teaching process, that is to say, the way in which teachers prepare, develop and evaluate their classes. In addition, it is relevant to identify the teachers' methodology, which is expected to be aligned with the institution policies.

a. Topographical location of the educational center

The University of Pamplona is a public university located in Pamplona, Colombia. It counts with three university campuses in the main headquarters. Apart from that, it also has two dependencies, one located in the town of Villa del Rosario (which makes part of Cúcuta's urban area) and the second one placed in Cúcuta. It was founded in 1960 as a private college under the direction of Father José Rafael Faría Bermúdez, and it changed its character to public university under departmental command, as the order N° 0553 of August 5th 1970.

Currently, the university offers 56 undergraduate programs, 15 specializations and 11 master degrees. From this list, the Foreign Languages program makes part of the oldest programs offered by the institution, with more than 55 years dedicated to the formation of professionals in the education and diffusion of foreign languages in both the region and the country.

b. Identification of educative authorities

Table 1 **University of Pamplona authorities.**

Person in charge	Post
Ivaldo Torres Chavéz	University Rector
Laura Patricia Villamizar Carrillo	Academic Vice-Rector
René Vargas Ortegón	Administrative and financial Vice-Rector
Oscar Eduardo Gualdrón Guerrero	Research Vice-Rector
Benito Contreras Eugenio	Dean of the education and sciences faculty
Claudia Judith Mosquera Muñoz	Director of the department of languages and communication
Ivan Darío Vargas	Director of the foreign languages English-French program

Table 1, Institutional authorities of the University of Pamplona, considering the foreign languages program the point of reference.

c. Institutional documents

The institutional documents are conceived and applied in every educational center as a way to guide the way in which it is organized and the criteria followed for its development. The conception and ratification of these documents is fundamental for the university to have a clear path to follow, as well as the necessary regulations for its well-functioning. For institutional observation purposes, the following documents will be taken into account: The Institutional Educational Project (PEI, for their acronym in Spanish) and the Program's Educational Project (PEP) established for the Foreign Languages program. These documents show the philosophical and pedagogical principles followed by the university and the program, the functions and principles from the teachers and the studies plan of the program.

Educational Institutional Project (PEI)

This document contains the general principles that guide the University of Pamplona in its academic and social objectives. Its main purpose is to define the institution's identity and perspectives towards the current social, economic, educative and politic contexts, looking forward to raise conscious professionals and leaders committed to the construction of a new peaceful country.

Mission

The University of Pamplona, in its public and autonomous character signs up and assumes the innovative and comprehensive formation of its students, which derives from research as a main practice, articulated with the generation of knowledge in the areas of science, technology, arts and humanities, with social and environmental responsibility.

Vision 2020

To be a university of excellence, with a culture of internationalization, as well as academic, technological and investigative leadership, aiming for national, binational and international impact through a clear, efficient and effective leadership.

Values and principles

In order to fulfill the mission and the vision of the institution, the university proposes a list of principles and values that the alumni will be recognized for. Their foundations lay upon respect, freedom of conscience, of opinion, of information and of teaching and learning. These are the following:

Principles values

- Autonomy   Excellence

- Academic and learning freedom   Commitment

- Integration of research-science-academy   Pluralism

- Academic and administrative excellence   Respect

- Practice of values   Freedom of thought

- Universality   Social responsibility

- Integrality   Humanism

- Equality   Participation

- Responsibility

- Transparence

- Effectiveness

d. University regulation

The university regulations encompasses 10 main chapters to show:

Chapter 1: Description of the generalities of the University of Pamplona.

Chapter 2: Description of the process of the students' admission.

Chapter 3: Description of the process of administrative inscription and its conditions.

Chapter 4: Description of the academic management.

Chapter 5: Description of the evaluation process.

Chapter 6: Description of the bachelor thesis.

Chapter 7: Students' rights and obligations.

Chapter 8: Encouragement and privileges.

Chapter 9: Special provisions

Chapter 10: Description of disciplinary processes.

Program's pedagogical project (PEP)

The PEP is designed to show the principles and guidelines followed by the program in the matter of academic work, in order to approach the comprehensive formation processes in an innovative, yet proper way. It is founded upon the following perspectives:

Psychological

Covering students' aspects of their personality, such as their self-esteem, autonomy, affection, self-assurance, independence, exploration and competitiveness.

Socio-cultural

Composed by the different social relations, the need of others, and the relation with the physical, social and cultural environment.

Pedagogical

It has relation with the proximity with the pedagogical tendencies, as well as with the teaching-learning processes.

Biological

It has to do with the habitudes and codes related to self-knowledge and self-respect.

Integral development:

To understand the students as a holistic and multidimensional being.

Program curriculum

Furthermore, the curriculum of the program shows how credits, the weight and intensity per component is organized. Here we can find six components: pedagogical, socio-humanistic, mother tongue, foreign language and culture, deepening and research.

Table 2 **Curriculum organization**

ORGANIZACIÓN DE PLAN DE ESTUDIOS	
Número de Créditos Académicos:	164
Créditos Obligatorios:	157
Créditos electivos:	7
Número de semanas del periodo lectivo:	16 semanas
No de créditos por áreas y componentes de formación (programas de pregrado):	
AREAS	**COMPONENTES**
Componente Pedagógico: 23 créditos	Componente Formación básica: 25 créditos
Componente Socio-Humanístico: 14 créditos	Componente Profesional: 45 créditos
Componente Lengua Materna: 15 créditos	Componente Profundización: 84 créditos
Componente Lengua y Cultura Extranjera: 43, créditos	Componente Social-Humanístico: 10 créditos
Componente Profundización: 28 créditos	
Componente Investigación: 21 créditos	

Table 2, this curriculum organization was taken from the 2010 FL program PEP document available at the languages and communication department.

Teaching and learning Methodology

With regards to the on-site modality, each student's hour of working inside the classroom is equivalent to two hours of independent study at home. For instance, a course with three credits of weight is equivalent to 144 hours of dedication per semester, split into 48 hours of on-site work and 96 hours of independent work. In light of the curriculum organization, each semester has a weight of 14 to16 credits. In order to develop the courses of the curriculum some pedagogical and evaluative modalities are addressed. These modalities give the student his/her role of social actor and constructor of his own learning such as: pedagogical projects, practicum stage, tutoring, ground work, workshops, seminars and master classes, taking into consideration the two pillars that support the research ground and the pedagogical practicum, as well as their influence in the foreign languages teaching learning process.

FL teachers' information

Table 3 **Foreign languages program teachers' information**

No	Nombres	Apellidos	Dedicación (tiempo completo, medio tiempo, cátedra)	% de la labor académica asignada al programa
1	Gabriel Eduardo	Cote Parra	Tiempo Completo	100%
2	Magdaleydy	Martínez Cáceres	Tiempo Completo	100%
3	Myriam Edilma	Gómez Filigrana	Tiempo Completo	100%
4	Patricia Sylvie	Mazeau de Fonseca	Tiempo Completo	100%
5	Carlos Alberto	Jaimes Guerrero	Tiempo Completo	100%
6	Claudia Judith	Mosquera	Tiempo Completo	100%

7	Judith Cecilia	Albarracín	Tiempo Completo	100%
8	Marjorie Verónica	Arciniegas Vera	Tiempo Completo	100%
9	Juan José	Álvarez	Tiempo Completo	100%
10	Laura Marcela	Torres Álvarez	Tiempo Completo	100%
11	Antonio	Recuero Rodríguez	Tiempo Completo	100%
12	Lucy	Duran Becerra	Tiempo Completo	100%
13	Iván Darío	Vargas González	Tiempo Completo	100%
14	Gonzalo Alberto	Vargas Juaregui	Tiempo Completo	100%
15	Daniel Ricardo	Pedraza Ramirez	Tiempo Completo	100%
16	Mayeini Katerine	Garcia Parada	Tiempo Completo	100%
17	Clara Noelia	Villamizar Cote	Tiempo Completo	100%
18	María Fernanda	Padilla Stand	Tiempo Completo	100%
19	Favio	Sarmiento Sequeda	Tiempo Completo	100%

Table 3, Here we can see the names, time of engagement, type of contract of the teachers who belong to the foreign languages English-French program at the university of Pamplona.

e. Infrastructure organization

The main campus is located in the town of the same name. The central facilities are in the Km. 1 via Bucaramanga. Besides that, the university counts with other spaces that are fit for educational purposes: La Casona, Casa Águeda, buildings as well as Nuestra Señora del Rosario building, Luis Carlos Galán building, San Francisco building and Club del Comercio building. Furthermore, it is important to mention that the university counts with other spaces, such as a coliseum with basketball, volleyball and tennis courts, a soccer field, two gyms (one of them Olympic), and a pool.

Regarding the program, it counts with a building, placed in the main campus, named after Ramón Gonzales Valencia, a Colombian diplomat. It serves as the central point for all foreign languages students; it counts with three laboratories, supplied with enough computers, one smart TV per laboratory, a good-quality sound system and internet access. Similarly, the building counts with its own resource center, where students can find a vast variety of books, studying material, literature, dictionaries and other kinds of documents, both in English and French, available to all students for them to practice and improve their learning process.

Besides the three laboratories, students take classes in other buildings, such as La Casona, Nuestra Señora del Rosario building, Luis Carlos Galan building and Club del Comercio building, all properly adequate for learning purposes; Nuestra Señora del Rosario building, for example, has projectors in almost every room.

f. Institutional calendar

This calendar is a public institutional document known as *"acuerdo No. 001, 23 de enero 2019"*

Table 4 **Institutional calendar**

Starting date	April 22nd 2019
FIRST TERM (SIX WEEKS)	**22nd April – 1st June**
Exams week	**27th May – 1st June**
Online grading register	**4th -8th June**
MID-TERM (5 WEEKS)	**4th June- 6th July**
Exams week	**2nd July- 6th July**

Online grading register	**8th – 13th July**
THIRD TERM (FIVE **WEEKS**)	**8th July-10th August**
Exams week	**5th-10th August**
Online grading register	**5th – 10th August**
Due date for submission of the final degree project grade	**10th August 2019**

Table 4, academic calendar of the University of Pamplona, acuerdo No. 001, 23 de enero 2019''

g. Supervisor teacher's schedule

In this practicum stage, the assigned supervisor is the English teacher Karen Garay who is part of the teaching staff of the foreign languages program at the University of Pamplona.

Table 5 **Supervisor schedule**

162224	INGLÉS INTERMEDIO II	A	23,00	LUNES	0900	1159	RG 204	KAREN GARAY
162224	INGLÉS INTERMEDIO II	A	23,00	MARTES	0600	0759	SVR200	KAREN GARAY
162224	INGLÉS INTERMEDIO II	A	23,00	VIERNES	0800	0959	SVR213	KAREN GARAY
162224	INGLÉS INTERMEDIO II	B	24,00	JUEVES	2000	2159	SVR312	KAREN GARAY
162224	INGLÉS INTERMEDIO II	B	24,00	LUNES	1400	1559	SVR309	KAREN GARAY
162224	INGLÉS INTERMEDIO II	B	24,00	MIERCOLES	0900	1159	RG 203	KAREN GARAY

Table 5, supervisor's schedule and responsibilities

h. Classroom observations

In order to have a deeper understanding of the supervisor's methodologies, strategies, preferred materials, organization, personality, and attitudes, five classroom observations were

carried out. These classroom observations were carried out during one week in both Intermediate English II groups A and B.

Pedagogical aspects observed

The observations were useful to describe the supervisor's methodology as an action oriented approach. Furthermore, constructivism is often adopted; the learners are the center of the learning process and they communicate based on what they gradually learn. Their fluency and phonological control are lower than expected since a lack of self-confidence was observed in the sessions for both groups. The materials that are used rely on the classroom equipment since some classes are taught in the FL labs, once a week per group. Meanwhile, most of the classes are taken in a traditional classroom, which is not equipped with computers nor with audiovisual technologies.

Intermediate English course students are close to a B1.1 proficiency level; they can produce meaningful and complex structures orally or written. These aspects might entail a huge spectrum of activities that can be applied. Although students accomplish all the activities proposed inside the classroom, they tend to show more interest when working on didactic tasks, different from the course book activities.

Task based learning (TBL)

Similarly, it can be stated that the supervisor applies a TBL approach as a methodology for students to gradually achieve the required level of proficiency; the approach adopted by the supervisor is mainly focused on the development of speaking and writing. For instance, students had to write their own autobiography, post it on a virtual platform, and then assess one of their classmates written productions. The main goal was to use different past forms

(past simple, present perfect and past perfect); the students evidence a high degree of imagination when writing their own life stories.

Cutting edge course book

The *Cutting edge upper-intermediate* course book works as a road map for the teacher, she shows an accurate management of the topics and activities proposed in the book; she uses the book to connect grammar topics with speaking and writing activities; it is clear that the planning stage of the process is based on the course book. However, during the observations, some warm up activities were noticed; these activities were conceived as icebreakers at the beginning of the classes, an aspect that reveals that the teacher is not limited by the book. One example was an activity that consisted of finding a friend in the classroom and then tell him/her one of his/her best qualities.

Teacher attitude and personality

One of the factors that can influence students' English learning process is the teacher's attitude when being in front of them. Accordingly, the teacher showed a respectful relationship towards her students, the classroom interactions were normal and there were not conflicts.

When correcting students' mistakes, the teacher showed a passive attitude and she explained the correct pronunciation of the words or their right spelling.

It can be said that the teacher's behavior was the same with both groups, that is to say, she did not have preferences for either of the courses.

Chapter I: Pedagogical component

TV series, a tool to enhance fourth-semester students' critical thinking: an action research carried out in a Colombian university

Introduction

Learning a foreign language has become a necessity to have an active role in the globalized world. This asset offers the foreign language leaner the opportunity to be engaged in cultural cooperation and understanding. Hence, when educators decide on the most suitable methodologies to teach a second language, it is imperative for them to consider the techniques with which they will approach the cultural component.

According to Zimmerman (2017), "culture is the characteristics and knowledge of a particular group of people, encompassing language, religion, cuisine, social habits, music and arts" (p 1). In other words, culture involves every tangible and intangible feature, which define a nation or a society. Thus, the task of the teacher becomes, not only to tackle every aspect that is covered in the definition proposed by Zimmerman, but also to find a strategy for students to understand the active role of culture in the evolution of a language and in the development of a more analytic perspective towards modern-life issues.

Consequently, using TV series to elicit debates and discussions based on cultural aspects is not an approach that has been applied numerous times, possibly, due to its leisure-like nature. However, according to García (2016),

Over the past twenty years, TV fiction has become one of the most powerful and influential trends in popular culture. Shows like *Mad Men*, *Lost* and *The Wire* have shaped a vigorous televisual landscape where innovations in narrative form, aesthetic engagement and an exploration of ethical issues have brought TV series to new heights (p 2).

Hence, it is imperative to consider the role of television in modern culture as a powerful influence, which may define and mold several trends and as a description of the values, ideas and behaviors of a society.

Problem

In the foreign languages program of the University of Pamplona, most of the students tend to conceive foreign language learning as a mere mastering of the four competences, namely, speaking writing, reading and listening. Although this aspect encompasses a significant portion of what learning a second language represents, without a proper understanding of the context in which the language is used, learners have no option but to conceive language as an abstract structure with no specific purpose in their daily lives. Moreover, when students are taught to achieve a high level of proficiency of the four competences without the development of an analytic perspective towards the world surrounding them, they lack the abilities to provide a solid argument concerning modern-life issues. Through five non-participant observations in the Intermediate English II courses, it was noticed, that English for students constitute an abstract entity with no real place in their lives, this is why, their speaking competence tended to be quite limited when expressing their points of view.

General question

How can TV series enhance cultural appreciation and critical thinking among fourth-semester students from the University of Pamplona?

Sub-questions

How can task based learning be used to implement TV series with fourth-semester students from the University of Pamplona?

How can TV series be implemented to develop fourth-semester students' ability to express their point of view?

What are students' perceptions towards the implementation of TV series as a didactic tool?

Justification

The foreign languages students of the University of Pamplona improve their linguistic skills throughout the degree. As they advance in their professional training, their listening, speaking, writing and reading competences become more developed. Similarly, their ability to conceive themselves as "bridges", which interconnect cultures, becomes more complex. However, although the foreign languages program proposes several spaces for students to participate in cultural activities or events, sometimes learners are unable to frame arguments or ideas concerning serious cultural issues, a disadvantage that separates them from the changes of the modern world.

Furthermore, when being focused on cultural aspects, it is imperative to apply techniques, which will show students how the target culture functions and evolves. Hence, TV series as an art form that depicts the behaviors, the language, and the ideals of a particular society, can be an invaluable tool for foreign language learners to observe how a community is molded by its culture, and how culture itself molds language. Therefore, applying TV series as a tool in the EFL classroom might be useful for students to observe a different side of language, a side related to the context and its role in the evolution of a society.

Finally, by applying task-based learning, TV series might offer an opportunity for students to develop their investigative skills and their critical thinking. Accordingly, students will have the chance to research about the source and target language and make comparisons and contrasts, which will allow them to consider and to analyze the ulterior motives of human reasoning and demeanor in diverse contexts.

Objectives

General objective

- To enhance fourth-semester students' critical thinking by using TV series as a didactic tool.

Specific objectives

- To implement TV series as a didactic tool through task based learning.

- To develop fourth-semester students ability to express their point of view.

- To identify students' perceptions towards the use of TV series as a didactic tool

Theoretical framework

To have a deeper understanding of the purpose and objectives of this proposal, three key terms have been defined in the light of some authors. Among these concepts: *TV series*, *critical thinking* and *task based learning*.

According to Lotz (2007), **TV series:** (often simply **TV show**) is any content produced for broadcast via over-the-air, satellite, cable, or internet and typically viewed on a television set, excluding breaking news, advertisements, or trailers that are typically placed between shows. Television shows are most often scheduled well ahead of time and appear on electronic guides or other TV listings.

A television show might also be called a television program (British English: programme), especially if it lacks a narrative structure. A television series is usually released in episodes that follow a narrative, and are usually divided into *seasons* (US and Canada) or *series* (UK) – yearly or semiannual sets of new episodes. A show with a limited number of episodes may be called a miniseries, serial, or limited series. A one-time show may be called a "special". A television film ("made-for-TV movie" or "television movie") is a film that is initially broadcast on television rather than released in theaters or direct-to-video.

Television shows can be viewed as they are broadcast in real time (live), be recorded on home video or a digital video recorder for later viewing, or be viewed on demand via a set-top box or streamed over the internet (p 82 – 85).

The definition provided by Lotz is suitable for this proposal since it is a generic description of what a TV series is. In other words, TV series are based on content of a diverse

nature, which is broadcast through several kinds of media. Hence, this explanation allows the author to choose from a wide array of TV series, regardless of their sources. Finally, the varied nature of TV series offers an opportunity to expose or to explore different kinds of cultural backgrounds within the Anglophone culture.

However, TV series and culture are just "the tip of the iceberg", the focus of this research is to develop the critical thinking among fourth-semester students. This concept encompasses several cognitive processes that are indispensable for learners to be active changers of the societies they are immersed into. Yet, defining critical thinking is not a simple task, since several authors highlight distinct characteristics of it. However, as reported by Lai (2011), researchers of critical thinking typically agree on the specific abilities encompassed by the definition, which include:

• Analyzing arguments, claims, or evidence (Ennis, 1985; Facione, 1990; Halpern, 1998; Paul, 1992);

• Making inferences using inductive or deductive reasoning (Ennis, 1985; Facione, 1990; Paul, 1992; Willingham, 2007);

• Judging or evaluating (Case, 2005; Ennis, 1985; Facione, 1990; Lipman, 1988; Tindal & Nolet, 1995); and

• Making decisions or solving problems (Ennis, 1985; Halpern, 1998; Willingham, 2007).

Other abilities or behaviors identified as relevant to critical thinking include asking and answering questions for clarification (Ennis, 1985); defining terms (Ennis, 1985); identifying assumptions (Ennis, 1985; Paul, 1992); interpreting and explaining

(Facione, 1990); reasoning verbally, especially in relation to concepts of likelihood and uncertainty (Halpern, 1998); predicting (Tindal & Nolet, 1995); and seeing both sides of an issue (Willingham, 2007).

The list exposed above serves as a guide for the author of this proposal to explore various cognitive processes among the students. In other words, the definitions presented above will be indispensable in the planning process to tackle several mental abilities, which will be useful to develop the critical thinking as a whole.

Finally, to understand the methodology intended to be applied by the researcher, it is pertinent to define Task-based learning. The approach of this method offers an opportunity for students to gradually assimilate cultural aspects and their role in the evolution of a society and its language. Hence, Nunan (2004) states:

> Task based learning a is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end. (p.4)

Furthermore, Ellis (2003) process describes task based learning as follows:

Pre-task activity an introduction to topic and task

While: Task > Planning > Report

Post: Language Focus and Feedback

In addition, an example of the implementation of TBL approach can be found in Peña

& Onatra (2009), emphasizing the process stablished by Ellis:

Figure 1 **Task-based learning**
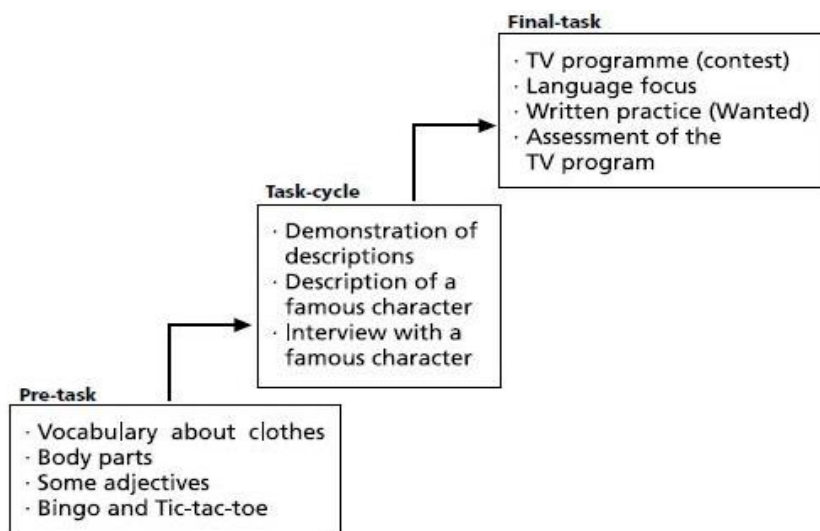
Figure 1. TBL activity process, Peña, M., & Onatra, A. (2009).

The aforementioned definitions encompass the pedagogical approach adopted by the

researcher, namely, the techniques, the ability intended to be developed and the method

adopted to merge them into a valuable didactic sequence.

Literature review

The 21st century has proposed numerous pedagogical techniques and methodologies,
which, although unconventional, have entailed several advantages in foreign language
classrooms. Among one of this techniques, some authors have highlighted the benefits of TV
series as tools to promote the linguistic skills, interest and motivation. However, less common
to foreign language teachers, TV series can also be used to tackle academic issues. Regarding
this aspect, Hsueh, Zhou, Su, Lee & Kitzmann (2017) conducted an experiment entitled
"Science learning in early years: Effects of the Chinese television series Big Bird Looks at the
World". It attempted to discover the educational impact of *Big Bird Looks at the World* in a
sample of 1860 children from Western and Southwestern China. Big Bird Looks at the World,
a Chinese co-production with Sesame Workshop, the producer of Sesame Street, uses science
as a vehicle to promote curiosity, observation, and hands-on investigation among 3- to 7-year-
old children. A 20-minute interview was used at pre-test and post-test to assess science
knowledge (science vocabulary and science facts) related specifically to the content of 42
episodes of Big Bird Looks at the World (BBLW). Within each school, classrooms were
randomly assigned to the experimental group or the control group. Over the course of 7weeks,
children in the experimental group were exposed to 42 of the 52 episodes of BBLW during the
regular school day. As hypothesized, children in the experimental group showed significantly
better knowledge of science vocabulary and science facts than the children in the control
group.

This study evidenced the benefits of educational TV series as a tool to promote the
interest in academic issues and the development of the cognitive skills. Furthermore, it can be
observed how TV series "overcome" their leisure-like time activities, a powerful asset to

expand the methodologies inside the classroom. However, considering that the purpose of this study, it is imperative to analyze the influence of TV series in cultural aspects. Regarding this feature, Pratomo & Kriyantono (2016) conducted a research entitled "The Power of Media Effect: Construction Television as Media for Anti-Corruption Education in Indonesia". It attempted to know and reveal the general idea of how television can construct anti-corruption messages to the audience. Criteria in selecting informants, including informants are those who involved directly and those who know theoretically about the anti-corruption education. This research was conducted by using in-depth interview with selected compatible speakers to obtain complete data about opportunity of Corruption television as Construction Media and Anti-Corruption Public Education to prevent corruption. The strength construction of television, can certainly be used as a medium of anti-corruption education in Indonesia. Dr. Antoni said that one way to tackle corruption in Indonesia is to harness the power of television. In addition, Musawir as the Coordinator of the Division of Public Education and Campaign of Malang Corruption Watch supports the use of the television as a medium of anti-corruption education. This investigation evidenced the role of television in a much more thought-provoking perception. Similar to the study conducted by Hsueh, Zhou, Su, Lee & Kitzmann, television proved to be a useful tool to create a positive influence in the population that was selected. Yet, considering that the main objective of this research is the role of TV series in cultural issues, it is imperative to analyze another study. In this regard, Seo (2017) conducted a comparative case study entitled "Television as cosmopolitan education: a comparative case study of Face me and Smile and Modern family". It attempted to examine how television can contribute to cosmopolitan education. Through the analysis of Face Me and Smile (2010), a family drama produced in Republic of Korea, Modern Family (2009), an American situation comedy, and this study showed how television created an aesthetic

experience in its distinctive way and how such experience could promote cosmopolitanism.

Since the aim of the study was to investigate the potential contributions of television in

promoting cosmopolitan education, the scope of analysis was focused on the messages

regarding cosmopolitanism through the storylines, characters, and interactions on television.

Through a three-stage analysis, including narrative structure, characters and their

relationships, and conflicts between the characters, it was discovered that the general theme of

both programs focused on why we need to respect for the differences between people and how

we can overcome our differences in ethnicity, culture, and beliefs. This investigation

evidenced a more palpable role of TV series in the analysis of cultural components within the

youngest generation. Furthermore, it revealed the wide array of cultural aspects, which can be

encountered in TV series, and how these ones can be used to develop a deeper analysis of

different cultures.

Moreover, to have a deeper understanding of the role of television in cultural aspects, it

is essential to disclose different types of studies. Hence, Shah & Khurshid (2017) conducted a

study entitled "Societal Curriculum: Effects of Television on Social Values System in

Pakistani Society". It attempted to explore the effects of television media as a source of

informal curriculum on the social and religious value practices in Pakistani society. For the

study, mixed methods were utilized whereby the quantitative data was collected through a five

point Likert scale questionnaire from 100 students selected purposively from four universities

of Rawalpindi and Islamabad. In addition, three focus group discussions were conducted with

15 students (five students each group), yielding the qualitative data. The findings of the study

indicate that television has a strong influence, specifically; the way dramas, news and

advertisements are presented. This has brought conflicting effects to the social and religious

value system and practices of Pakistani society in general and particularly, on youth. This investigation evidenced a more controversial role of television in society, since it might portray wrong stereotypes of societies and nations. However, for the purposes of this study, discussing stereotypes can also be a valuable strategy to develop the cultural appreciation and the critical thinking.

Finally, to be focused on the values observed in TV series, Korres & Elexpuru (2017) conducted a study entitled "Analysis of the values perceived by adolescents through television viewing. Values perceived by adolescents through TV viewing". It attempted to analyze the values that adolescents perceive in their favorite serial fiction character from a quantitative-qualitative perspective. Out of the total population of students who were enrolled in the fourth year of ESO (educación secundaria obligatoria — compulsory secondary education), the sample consisted of 464 adolescents (225 girls and 239 boys). Two instruments were used, the first instrument was the Values and Television Questionnaire, an adaptation of Schwartz's 21-item Portrait Values Questionnaire (PVQ) (2003), which measures the values perceived by adolescents in their favorite character. The characters chosen by the participants were mainly male, adult or younger and belonged to Spanish national series. The analysis of the HT essays showed that students perceived values related to belonging from their favorite characters, emphasizing family and friends, as well as related to the development of the skills needed to succeed in these relationships.

To conclude this literature review, it can be stated that television and TV series have a crucial role in education, more specifically in the development of cognitive skills, cultural appreciation and critical thinking.

Methodology

Task based learning process

The process that allowed the researcher to look for the improvement is the task based learning approach proposed by Ellis (2003):

Table 6 **Task based learning process**

Pre-task (consciousness-raising activities)	Framing the activity (e.g. establishing the outcome of the task) Regulating planning time Doing a similar task
During task	Time pressure Regulating topic
Post-task (Focused communication activities)	Number of participants Learner report Repeat task Reflection

Table 6, Ellis (2003) task based learning stages.

Implementation of the teaching methodology TBL and TV series

The main objective of the teaching methodology was to implement five tasks, which were carried out throughout the ten weeks of the practicum stage. Furthermore, the purpose of these tasks was focused on promoting fourth-semester students' cultural appreciation and critical thinking. Adopting, Ellis (2003) approach of TBL, the students were asked to become acquainted with a particular aspect of the source culture, (social media, online safety, environmental awareness, the conception of human nature, and politics, among others). This pre-task allowed them to contrast their own culture, with the foreign culture. Afterwards, the researcher showed an excerpt of approximately 10 minutes of a TV series, for them to identify the portrayal of the cultural aspects of the Anglophone country. Subsequently, the learners were asked to contrast the foreign culture and their own to sort out elements of the condition of the human nature. To do so, the researcher proposed five debates that were useful for

students to develop their speaking production, not to mention their ability to provide solid arguments (task). Finally, the teacher assessed the students' performance and provided a feedback concerning their mistakes or the validity of their arguments (post-task).

However, it is imperative to highlight that the researcher also covered grammar topics, based on the approach adopted by the course book Cutting Edge for Upper Intermediate Students.

Implementation within the setting

First debate *Social media*

TV Series: Black Mirror, Season 3, Episode 1 "Nosedive" (see appendix 12)

The researcher proposed this topic because he considered that social media and its influence in modern society would be an interesting topic for the students. Furthermore, he chose to work with this TV series since it is based on an ingenious portrayal of the influence of technology in human behavior. Finally, the pre-service teacher decided on this episode for it depicts a surrealistic version of the role of social media in people's lives. In this episode, people rate others from one to five stars, based on their popularity in the virtual world; the ones who have five stars are on the top of the social scale, a system that entails false relationships.

The pre-service teacher started the debate by showing students some slides related to the use of social media in the UK. These slides evidenced the popularity of social networking sites in the UK; among them, the most widespread was *Facebook.* Subsequently, the

researcher asked students if they were familiar with these social networking sites, some of them affirmed that they used Facebook, Instagram and WhatsApp. Afterwards, the practitioner showed the first eight minutes of the episode of the TV series. He noticed that, since it did not have subtitles in it, it was difficult for students to understand the conversations of the characters. However, since this episode was mainly focused on visual descriptions, the dialogues were secondary. At the end of it, the pre-service teacher asked students what they thought about the episode. Some of them stated that it was "an exaggerated" version of what they are living nowadays.

Next, the practitioner asked students to pick papers from a bag; there were three options, *in favor, against* and *audience*. The students who picked *in favor* had to defend the use of social media, the students who picked *against,* were supposed to expose the dangers of social media and the *audience* would choose the winners of the debate. The pre-service teacher told students that they should start with a statement in order to start the debate; the ones against the use of social media started. Generally, the ones against it based their arguments on the fragility of social relationships due to social networking sites, the threat of trusting strangers, the existence of fake profiles and the rewarding experience of a childhood without social media in it. On the other hand, the ones in favor of it stated that this tool is useful to meet people with common interests, to learn about other cultures and to be in touch with people all around the world.

It is worth mentioning, that the group who was in favor of the use of social media expressed more solid arguments centered on real-life examples and thought-provoking questions. At the end of the debate, the audience decided that the winners were the students who were in favor of the use of social media in modern society. The practitioner consider that

the debate did not meet the expectations since he considers that most arguments proposed by the students were taken from online sources. Although this fact evidenced their ability to sift the information, that is, selecting pertinent information.

One drawback he noticed was related to the lack of participation; although he observed that most of the students wanted to participate in the debate, they lacked the audacity to offer a point of view and defend it. Furthermore, those who participated exhibited several grammatical mistakes related to the order of the words in the sentence, conjugation of the verbs, use of complex vocabulary and pronunciation. The pre-service teacher decided not to correct any mistake since he considered that it would stop students from participating. Although it is important to use TV series as a tool to improve oral production, the practitioner was more interested in the content over the form.

Second debate *Online safety*

TV Series: Black Mirror, Season 3, Episode 3 "Shut up and Dance" (see appendix 13)

The pre-service teacher proposed this topic since he considered that the issues shown in this episode were worth discussing inside the classroom. He opted for working with the series "Black Mirror" again since he noticed that the students enjoyed the format of the TV series and it dealt with modern topics that would develop students' critical thinking skills. The episode introduces Kenny, a diffident boy who, after inadvertently downloading malware to his computer, is filmed while masturbating and then extorted by anonymous hackers.

For this debate, the pre-service teacher first showed the first ten minutes of the episode, until the moment when the anonymous hackers first contact Kenny. Before doing so, the

practitioner told the students to attempt to identify the main topic of the episode; in this occasion, the researcher downloaded the subtitles of the episode to enhance students' comprehension. When the episode was playing, the practitioner noticed that the students were paying more attention than with the previous episode since it had subtitles and the plot was easier to follow.

After the ten minutes passed, the pre-service teacher stopped the video and asked the students what the main topic of the episode was. Although, there was little participation, some of the students stated that the episode evidenced the dangers of carelessness when being on the internet. Afterwards, the practitioner showed students some slides related to internet safety in the UK. He explained that the UK has a law forcing some companies to protect the information of the employees and clients. Subsequently, he told them that there was not a similar law in Colombia since that country is not very updated when dealing with Internet policies. The practitioner considered that the students were not very interested in this topic since the name of laws is not an appealing issue for anybody.

Subsequently, the pre-service teacher divided the group into two rows, those who were supposed to defend the overall Internet safety, and those who were against this point of view. The practitioner gave them some minutes for them to search for arguments that backed up their respective opinions. Afterwards, he told them the debate would be developed as a "pass the ball" game: one of them would state an argument and then he/she would have to choose a classmate from the other side to refute that statement.

The students were not very eager to participate, so the pre-service teacher asked the ones who were in favor of the overall Internet safety to start. One of them stated that there were many ways to be safe while on the Internet, by means of secure passwords, we can

protect our information. A student from the other side claimed that the Internet is the worst thing humans could have created since by means of this tool people's information and privacy is never safe. Subsequently, a student from the "mostly safe" side mentioned that everything depends on them, and the tools people use to protect their information; it was affirmed that there are plenty of apps and antiviruses to protect people's information and privacy. Later on, the students from the "mostly dangerous" side stated that the information is never safe since there are documented cases where companies have sold the information of their clients and employees.

The "mostly safe" side kept stating that there are plenty of tools such as the VPN and the padlock on most pages, which allow people to protect their information or to identify if a website is possibly dangerous. On the other hand, the other side claimed that it was impossible to be safe due to people's carelessness when they post personal information. The debate had to end unexpectedly due to the lack of time; the practitioner planned to work on essays instead, since he knew that students would not be so nervous to express their point of view textually. He considered this debate a failure since he noticed he was not allowing the students to express their real opinions, a fact that went against what he had proposed.

As in the previous debate, the practitioner noticed that those who participated exhibited problems when explaining their points of view since they lacked the linguistic resources to do it; he noticed the same mistakes, word order, pronunciation and lack of a complex vocabulary. Similarly, those who had to express a point of view opposite to the one they actually held found it difficult to participate. The pre-service teacher did not correct any mistake since he just wanted every student to participate. He considered that it was more appropriate to let students to watch the TV series and discuss the relationship it has with modern society.

Third debate *Future of human race*

TV Series: Love, Death and Robots "Three robots" (see appendix 14)

The pre-service teacher proposed this topic mainly because he considered that the episode contained all the elements he needed to entertain the students and to make them think about profound issues related to the future of the human race. Similarly, he used this episode because it was only twelve-minutes long, which meant that he did not need to pause it at any moment, as he had done previously with forty-minutes-long episodes. The plot of the episode revolves around three robots who wander around a post-apocalyptic environment, trying to understand why the human race became extinct.

For this debate, the practitioner played the episode with the subtitles on; he noticed that the students enjoyed the fact that it was an animated episode, which contained light humor regarding the incomprehensible human nature. In one moment, one of the characters of the story uttered the word "teabag", so the pre-service teacher wrote it down on the board. After the episode was over, he explained that "teabag" was the act of placing one's genitals on someone else's face. Afterwards, he asked them, "What do you think of the future of the human race?" The researcher decided not to impose a particular perspective on the students since he wanted them to express their ideas without any boundary. One of the students stated that people are destroying their planet and that the technology they now control will end up controlling them. Furthermore, one of the students affirmed that there would be no humans in the future since they always use the technology to create weapons that threaten and destroy life; other students mentioned that humans have achieved irreversible environmental damage.

At this point, the debate died off, probably because the students thought that all the points of view, arguments and ideas had already been covered. Instead of calling the names of the students who refused to participate, the practitioner asked a question to elicit more information: "Do you think we will end up like this (as in the episode)?" One student claimed that humans experiment, designing diseases that in the end will kill them. Another student affirmed that humans believe they are superior to other species; however, animals are creatures that are more intelligent since they understand environmental dynamics. Moreover, one student compared the episode to the Disney movie "Wall-e", and human's imminent dependence on technology. At this point of the debate, the pre-service teacher noticed that most of the students had understood the purpose and the idea of the debate, similarly, by not asking them to search for information online, he noticed that they often thought about the future of human race and had powerful arguments concerning the future of their species. They continued explaining that people's addiction to technology will gradually reduce their humanity. The practitioner continued the debate by asking them: "Doesn't the terrible future make you want to do something to help our planet?" One of the students stated that it made her want to help the planet, to do something for the environment; the other students stated that they considered that since the human race was a "cancer" to the planet, the best thing that could possibly happen was for them to disappear. Although their opinions were rather nihilistic, the researcher considered that this debate allowed them to criticize the destructive nature of their species.

During this debate, students participated even more, although the pre-service teacher had to "push" them to do it by listing the numerous implications of the episode. He noticed that the multiple interpretations he extracted from the episode could be turned into questions to

make students analyze and criticize modern society. They still exhibited the typical lack of grammatical accuracy when expressing their points of view, but the practitioner assessed the success of the debate based on their interventions and the solidity of their arguments.

Fourth debate *The notion of "human"*

TV Series: Love, Death and Robots "Zima Blue" (see appendix 15)

The practitioner had his doubts when selecting this episode since he considered that the topics discussed in it were too complex for the students to understand. Nevertheless, he wanted to work on a philosophical debate for he wanted them to question aspects about their own nature, which in the end, is where culture emerges. The episode tells the story of Zima Blue, an artist who will exhibit his final creation and by doing so; he will reveal what he really is and discover his purpose in the universe. The episode contains a complex discussion about what "human" is, the notion of art and the boundaries between mechanical and organic.

Before showing the episode, the practitioner told students that the debate contained many philosophical metaphors. While the video was played, he noticed that they did not understand anything, mainly because of the philosophical complexity of the story. In that moment, the pre-service teacher realized it had been a mistake to propose such topic. When the episode was over, he asked, "*What is "human"?*" "*What makes us "human"?*" One student stated that one day, humans might transform their bodies into machines and although robots are skilled at doing certain tasks, humans will always be superior in some aspects. When the practitioner asked them, what made humans different from robots all of them stated "feelings and the soul". However, he did not think they reflected upon their answers and the

nature of "feelings" and "the soul". Due to the lack of time, the debate had to be concluded

earlier. The practitioner considered it a failure since the students were not a population to

discuss such complex topics. Regardless of the importance of human nature in the inception of

culture, it is recommendable to work on more tangible topics, which are related to the society

in which students live.

Fifth debate *Politics vs Media*

TV Series: The Simpsons "You Kent always say what you want" (see appendix 16)

The pre-service teacher wanted to work on this topic since his practicum stage started;

He considered that it would be easier for students to understand this topic since a similar

situation occurs in Colombia. The episode tells the story of a news reporter who is fired for

cursing in public TV; the reporter then goes on to denounce the Republican Party for its

corrupt ways, a dauntless action that reveals the current situation of journalism.

The practitioner started this debate by first showing students some slides related to

media transparency and press freedom from around the world. Colombia is a country that

evidences an unsettling reality in this topic since people do not trust the media due to the

influence of the government in it. The students agreed that in Colombia, a news that threatens

a powerful leader, governor or president has serious repercussions. Then the practitioner

explained the two main political parties in the United States, namely, The Republican Party

and the Democrat Party. He loosely explained the principles under which these two parties

work and signaled the backlash that the Republican Party has received due to its conservative

ideas. Finally, he signaled two influential news stations that have been criticized due to their

alliance to either of those political parties. Afterwards, he played the final 12 minutes of the episode.

This debate had a smooth flow since students had a lot to say concerning this topic. In Colombia, the situation is similar since RCN and Caracol broadcast news that usually favor a political party or simply attempt to show a distorted truth. In addition, the students explained that Canal 1 is a channel that can be trusted since its version of the news is always unbiased. The government controls the truth that Colombians are being shown and since they live in a submissive society, they will always live blindfolded. When the pre-service teacher asked the students why the media was so influenced by the government, they answered that it was due to money or power and that it would probably always be like this. The debate became a conversation on journalism ethics and the lack of critical thinking observed in our country. The researcher considered this debate to be the most successful one, since students had a lot to say about this and evidenced awareness regarding the situation of the country. In that moment, he realized that he should have brought debates more related to the context in which they lived for them to be more participative.

Table 7 **Timetable of the teaching methodology**

ACTIVITIES/MONTH	MAY WEEKS				JUNE WEEKS				JULY WEEKS				AUGUST WEEKS			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
First contact with the students. Resumption of the activities proposed by the supervisor.		▓														
First debate focused on the use of social media in modern society. TV series: "Black mirror".			▓													
Exam week				▓												
Activities focused on grammar topics of the book *Cutting Edge, Upper Intermediate.*					▓											
Debate focused on the online safety. TV series "Black Mirror".						▓										

Debate centered on environmental awareness. TV series "Love, Death & Robots".							▓										
Debate focused on the notion of human nature. TV series "Love, Death & Robots".								▓									
Debate centered on the relationship between media an politics. TV series "The Simpsons".										▓							

Table 7, Timetable of the teaching methodology

Methodology of the research

    Research design

       This study took a qualitative design since the information that was collected corresponded to reflective journals, interviews, questionnaires and critical thinking qualitative rubrics. Furthermore, this study adopted an action research; according to Creswell (2012):

Action research designs are systematic procedures used by teachers (or other individuals in an educational setting) to gather quantitative and qualitative data to address improvements in their educational setting, their teaching, and the learning of their students. In some action research designs, you seek to address and solve local, practical problems, such as a classroom-discipline issue for a teacher. In other studies, your objective might be to empower, transform, and emancipate individuals in educational settings (p.22)

The empowering feature of this design lets students get rid of barriers, negative factors influence, limitations and biases. The researcher/teacher can decide changes while he/she implements the project.

Participants

The selected population in this research were the students from Intermediate English II course, group B. To select this population, convenience sampling was carried out, according to Etikan et al (2016)

Convenience sampling is a type of nonprobability or nonrandom sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study (p 2).

Thus, this population was selected since the schedule assigned to this group allowed the researcher to collect data in a more uniform way. The sample consisted of only three participants. This sample was selected by carrying out a purposeful sampling; according to Etikan at al. (2016) "the purposive sampling technique, also called judgment sampling, is the deliberate choice of a participant due to the qualities the participant possesses" (p 2). The

criteria to select the participants were based on their constant participation in the activities that included the use of TV series and the development of the critical thinking skills.

Techniques and instruments to collect data

Data was gathered from five instruments. The main instrument of data collection were be the reflective journals based on the debates carried out with the students. Similarly, some complementary instruments were applied: an introductory and final questionnaire, one interview, and a critical thinking assessment rubric.

Questionnaire

According to O'Leary (2014), questionnaires have many uses, most notably to discover what the masses are thinking. These include market research, political polling, customer service feedback, evaluations, opinion polls, and social science research. In this research, some students answered one open-ended introductory questionnaire that allowed the researcher to better understand the perceptions of the students towards the use of TV series as a didactic tool (see appendix 1). At the end of the practicum stage, the researcher applied another questionnaire for all the students to recognize their opinions regarding the use of TV series as a didactic tool. This instrument consists of seven questions, some of them open (e.g. yes/no why?) and some others are related to the favorite TV series and its linguistic and pedagogical advantages (see appendix 2).

Interviews

Unstructured interviews generate qualitative data using open questions. This allows the respondent to talk in some depth, choosing his/her own words. This helps the researcher develop a real sense of a person's understanding of a situation" (McLeod, 2014). In this case,

unstructured interviews were used to identify the students' perceptions and opinions regarding

the use of TV series as a didactic tool (see appendix 3). The interview consists of eight open

questions, which are focused on the opinion of the participant in relation to the use of TV

series inside the classroom, the advantages and disadvantages of using this tool.

Reflective journal

In order to have a record about the teacher's reflections and changes throughout the

process weekly entries were collected. Bertrand (2011) will be a reference in every aspect

concerning the way of making and analyzing the entries made by the researcher in journal

compilations. Taking into account that the study followed the action research design, this

instrument was essential, both for the data collection and for the reflective process. The

reflective journal helped the researcher to analyze and reflect upon the use of TV series inside

the classroom.

Critical assessment rubric

According to Alfrey & Cooney (2009)

It is not enough, however, simply to add to the curriculum assignments that draw upon

critical thinking skills. A tool for assessing those skills is also necessary, to provide

both guidance to students on their current skill levels and what they can do to improve,

and feedback to instructors on their students' capabilities, areas of weakness, and progress. (p

14).

Therefore, a qualitative critical assessment rubric was adopted to analyze the arguments and

interventions of the participants of the study. This rubric was taken from the Buck Institute for

Education and it is use to assess the critical thinking skills developed during a project. It

comprises three items: *analyze driving question, gather and evaluate information* and *use*

evidence and criteria. These criteria are assessed on a scale from *below standard* to *above*

standard (see appendix 4).

Table 8 **Timetable of the research methodology**

ACTIVITIES/MONTH	MAY				JUNE				JULY				AUGUST			
	WEEKS				WEEKS				WEEKS				WEEKS			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Reflective journal based on the first debate: Social media in modern society. Assessment of participants' critical thinking skills.			▓													
Reflective journal based on the debate: Online safety. Assessment of participants' critical thinking skills.						▓										
Reflective journal							▓									

based on the debate: Environmental awareness. Assessment of participants' critical thinking skills.						▓										
Reflective journal based on the debate: The notion of human nature. Assessment of participants' critical thinking skills.							▓									
Reflective journal based on the debate: The relationship between media and politics. Assessment of participants' critical thinking skills.								▓								
Interviews								▓	▓							

Questionnaires												▨			
Analysis of the data												▨	▨		

Table 8, Timetable of the research methodology

Data collection process

According to Creswell (2012), "five steps comprise the process of collecting qualitative data. You need to identify your participants and sites, gain access, determine the types of data to collect, develop data collection forms, and administer the process in an ethical manner." (p. 204). In other words, the process of data collection requires thorough reflection on the part of the investigator, not only to gather pertinent and reliable information, but also, to ponder on ethical considerations, which contribute to the trustworthiness of the study. Furthermore, to collect relevant data, the researcher must always be focused on the purpose and the main question of the investigation.

Hence, to enhance fourth-semester students' critical thinking skills by using TV series, the investigator first selected the setting. The University of Pamplona was chosen as the setting of this investigation, since the researcher decided to carry out his practicum stage in this institution. Moreover, the students from Intermediate English II group B were selected as the population of this study since their schedule allowed a more uniform data collection process; similarly, this population evidenced a more receptive attitude when working with TV series. In addition, the researcher briefed the supervisor of the course on the nature and the purpose of the investigation. Finally, to select the three key informants, the author of the investigation deemed purposeful sampling the most suitable choice. In this type of sampling

"participants are recruited according to pre-selected criteria relevant to a particular research question" (Lopez & Whitehead, 2013, p. 123). The criteria to select the participants were based on their constant participation in the activities that included the use of TV series and the development of the critical thinking skills.

With regards to the types of data to collect, the author of this investigation focused on gathering first-hand information, that is, qualitative data which involved the outcome of the methodology used inside the classroom, the validity of the arguments of the participants and their opinions regarding the use of TV series as a didactic tool. This information was gathered through reflective journals a critical thinking assessment rubric, one semi-structured interview and two questionnaires. The researcher carried out five debates and three interviews; similarly, he also collected data through two questionnaires administered to twenty students. The process of data collection will be further explained below.

Reflective journals

The reflective journals are centered on the observation, analysis and reflection upon the activities carried out in the classroom. Considering the purpose of this study, every Wednesday, from May until July of 2019, the researcher brought episodes of TV series to the classroom, these episodes include, Black Mirror, "Nosedive", Black Mirror "Shut up and dance", Love, Death & Robots "Three robots", Love, Death & Robots "Zima Blue" and The Simpsons "You Kent always say what you want". These episodes were chosen since they contained elements that the researcher considered worthy to be discussed with the students, namely, the use of social media, online safety, the future of human race, the notion of "human" and the relationship between media and politics. The investigator showed an excerpt

of every episode, and then he proceeded to start a debate based on the issues observed in every episode. The researcher wrote down every phenomenon noticed during these debates and then he analyzed the success or the failure of these discussions based on the participation and the arguments exposed by the students. The researcher first wrote down valuable information on a notebook and then he transcribed everything into a digital format, this process permitted him to thoroughly analyze the information.

Interviews

According to McNamara (1999) when collecting data "interviews are particularly useful for uncovering the story behind a participant's experiences and pursuing in-depth information around a topic." Considering this, interviews were carried out to understand the participants' perceptions and opinions regarding the use of TV series to enhance critical thinking skills. Considering that the articles that were reviewed did not provide any useful instrument for this research, the investigator designed one interview composed of eight questions for the key participants.

The first interview took place in the campus facilities, in one of the classrooms of The Sede Virgen del Rosario. Before starting with the interview, the researcher gave the participant several minutes for her to read the questions and express any doubts that she may have about them, the participant stated that she did not have any doubt concerning the questions. Subsequently, the investigator provided a letter of consent, which included the purpose of the investigation and confirmed the confidentiality of the information and the anonymity of the participant (see appendix 5). She signed the letter, claiming that she agreed

with the conditions. The interview lasted approximately nine minutes; there were no inconveniences while carrying it out.

The final set of interviews took place in the library of The Sede Virgen del Rosario; as in the first interview, the participants were given several minutes to read the questions and express any concern that they may have about them. Subsequently, the researcher asked them to read the letter of consent for them to become acquainted with the purpose of the investigation; they were informed about the confidentiality of the information and the protection of their identities (see appendix 6, see appendix 7). They agreed with the conditions and signed the letter. The second interview lasted approximately seven minutes and the last one took about five minutes. No problems occurred while carrying out the interviews.

Transcription process

"Transcription is a translation between forms of data, most commonly to convert audio recordings to text in qualitative research" (Bucholtz, M. 2000). This process is done with the objective of facilitating the process of analysis and subsequently, coding the information. In this case, a verbatim transcription was carried out "Taking a full verbatim transcription approach means that, as well as preserving the actual words which were spoken, extra verbal material captured on the recording – such as the speaker's use of intonation, pauses, rhythm and hesitation – is also preserved." (Phillips & Mills, 2007), this allows the researchers to gather more meaningful data as the characteristics of the voice and body language can also provide useful information.

In this case, the process consisted on, firstly, including the interviewee's pseudonym, the time, the setting and the date; secondly, using headphones to listen to the interview, the interview was heard two times. The first time, the researcher became familiar with the recording, during the second time, the transcription began, pausing the audio when it was needed. Thirdly, once the draft was done, the interview was heard one more time to correct, to add any new information, or to listen to words that were hard to transcribe. Finally, the audio was played one more time to check the transcription.

When talking about the process itself, the duration of each interview ranged from five to ten minutes, therefore the transcription process took from one to two hours. The first interview was the easiest to transcribe since there was no noise inside the classroom; the student was given the pseudonym *student P.* The second set of interviews were a bit harder to transcribe since the library was crowded so there was a lot of noise. The students were given the pseudonyms *student Y* and *student M.* .

Questionnaire

According to McLeod (2014), "a questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents" (p. 3). This instrument represents a valuable source of information when contrasted with interviews, since it allows respondents to provide information that is more complex; similarly, the participants do not have to deal with the affective factors (anxiety, nervousness, among others) of being orally questioned; moreover, questionnaires can be applied to a larger number of participants.

For this investigation, a questionnaire was designed to analyze the opinions of the students regarding the use of TV series as a didactic tool to enhance the critical thinking skills.

This instrument was administered to the fourth-semester students of group B and it consisted of seven open-ended questions. As reported by McLeod (2014) "open questions differ from other types of questions used in questionnaires in a way that open questions may produce unexpected results, which can make the research more original and valuable" (p. 8). Hence, the students were encouraged to write down their own opinions regarding the use of the TV series

Data analysis

The data that was analyzed proceeded from five reflective journals, fifteen critical assessment rubrics (see appendix 8), three semi-structured interviews (see appendix 9), and twenty questionnaires (see appendix 10). To analyze the information, the researcher first decided on a type of analysis, namely, interpretive analysis. According to Hatch (2002) "the interpretive analysis is based on generating explanations for what is going on within the data; it is about making inferences, developing insights and drawing conclusions" (p. 179). This type of analysis was chosen since it is based on the interpretations of the impressions evoked by the data, a method that entails a more "spontaneous" and subjective mental process. Therefore, to conduct the analysis, the researcher read the data, recorded memos that involved impressions of the data and studied these memos to identify salient interpretations. As reported by Gibbs (2007), "analytic memos are write-ups or mini-analyses about what you think you are learning during the course of your evaluation".

Subsequently, to code the information, the researcher counted on rudimentary software such as Microsoft Word and Microsoft Excel. When the coding process concluded, the researcher identified two hundred codes; a considerate amount of these codes was emerging

codes, "those that are created as data are collected and transcripts are reviewed, those ideas, concepts, actions, relationships, meanings, etc. that come up in the data" (center for evaluation and research).

Afterwards, through the interpretation of the analytic memos, the codes were collapsed into seven categories, namely, *critical thinking, oral comprehension, oral production, pedagogical advantages, subtitles, culture, and vocabulary* (appendix 11). Afterwards, these categories were condensed into three themes, *critical thinking, advantages and students' preferences.*

Findings

First finding

The first finding corresponds to the elements that fostered students' critical thinking skills and their ability to be active learners of the society in which they live. Accordingly, the adequate use of TV series inside the classroom allowed students to question the society and the period in which they live. The elements that promoted critical thinking skills among the students were *the cultural appreciation* and the *modern issues.*

The *cultural appreciation* refers to the contrast or the comparison between cultures made by the students, while using the topics of the TV series as the main "catalyst". For instance, in the final debate, which concerned the relationship between politics and media, one student mentioned, "*in Colombia, the situation is similar since RCN and Caracol broadcast*

news that usually favor a political party or simply attempt to show a distorted truth"

(reflective journal # 5). Accordingly, the student was comparing the situation of journalism in

The United States and Colombia, highlighting the influence of the government and politics on

the information that is broadcast every day, a fact that evidences the ability to analyze the

information and signal a point of view based on the context in which he/she lives. Similarly,

another student stated, "en este episodio pudimos ver una realidad en la que vivimos los

colombianos, que es la censura y amarillismo de los medios de comunicación" (questionnaire

14). Correspondingly, based on the issues that were subtly discussed in the episode, the

student was able to infer a social problem that afflicts her country, a fact that demonstrates her

role as a critical thinker of her society. Finally, Student Y claimed: "*bueno nosotros vivimos a*

diario la situación de los temas políticos o a veces indirectamente lo vivimos ¿sí? O sea,

digamos, así uno diga "no, yo no estoy de acuerdo con esto, yo no sigo esto" siempre vamos a

ser parte de la sociedad y por ende vamos a participar, o vamos a formar parte de estos

sistemas políticos" (interview, Student Y). The student suggested that regardless of one's

opinions, the foundations of a society would always influence the individuals that comprise it,

a fact that shows his awareness of the active role he has in his own context. The cultural topics

included in the TV series were useful to instill in the students a more critical and perceptive

attitude towards the society in which they live.

Regarding, *modern issues,* it entails the attitude of the students towards the period in

which they live and how they react towards modern-day problems. Accordingly, the TV series

proposed by the researcher evidenced issues that afflict modern societies, a fact that permitted

students to realize their role as humans in history. For instance, in the first debate related to the

use of social media, the students emphasized "*the fragility of social relationships due to social*

networking sites, the threat of trusting strangers, the existence of fake profiles and the

rewarding experience of a childhood without social media in it" (Reflective journal # 1).

Based on these arguments, it is evident that the students were reflecting upon a phenomenon

that is inherent to their generation and the implications in their daily lives, a critique towards a

tool that has both a positive and a negative side. Similarly, the critical thinking based on

modern issues entailed a reflection upon students' behavior towards new trends, in this regard,

one student mentioned, "*tuvo mucho impacto en mí debido a que hace un tiempo me dejé*

influenciar por esto de los likes en Facebook, Luego de un tiempo concluí que 200 likes no

definen mi comportamiento, personalidad o utilidad/ayuda que pueda brindar" (questionnaire

12). Accordingly, the student mentioned that the episode helped her to analyze previous

opinions that were probably harmful for her self-esteem, a fact that demonstrates her critical

attitude towards the influence of modern tendencies. Finally, another student highlighted the

pertinence of this problem by stating, "el uso de las redes sociales, eh, en la juventud más que

todo, porque hay muchas personas que de pronto desde los doce o los diez años ya están

usando las redes sociales, eh, esto no es que sea malo, ¿sí? Si le damos un mal uso puede

traernos graves problemas" (Interview Student P). A behavior that evidences a critical

perspective towards the behavior of the new generations and a possible solution for it. It can

be concluded that the TV series encompassed elements such as time and context, which were

useful for students to develop critical thinking skills.

Second finding

The second finding corresponds the advantages that were observed while using TV

series as a didactic tool among fourth-semester students. These advantages can be split into

two sub-themes, *linguistic advantages* and *psychological advantages.* The *linguistic*

advantages allude to the influence of TV series in the foreign language competences. The students stated that the skills, which were developed the most, were the oral comprehension and the oral production. Concerning this aspect, one student claimed, "*ya que pude escuchar varias expresiones que me pueden servir en adelante, además de familiarizarme con la forma del habla (…)*" (questionnaire 3). The student mentioned that, through the use of TV series, she was capable of getting familiarized with expressions that are common in daily-life language, an type of speech that is rarely taught in academic contexts. In this regard, another student mentioned, "*podemos mejorar nuestras habilidades, además de adquirir conocimientos de idioms y el verdadero o real inglés, no sólo el enseñado en clase por los profesores que es más formal*" (questionnaire 5). The TV series that were used showed the real use of the language that helped students to acquire ordinary expressions and lexicon used in real-life settings. In addition, the use of TV series to generate debates allowed students to acquire a more complex vocabulary and expressions when expressing their point of view, for instance, one student mentioned. "*… de alguna u otra forma, creaba un espacio para el intercambio de ideas, lo que nos hacía buscar las diferentes posibilidades para expresar lo que queríamos decir*" (questionnaire 8). The student mentioned that the implementation of the debates based on topics discussed in TV series compelled her to find different possibilities to express her point of view in order to actively participate in the discussions. Similarly, another student claimed, "*propició en un gran porcentaje a la hora de dar argumentaciones o la producción oral puesto que, para tener, o sea, para poder producir o poder dar su opinión en inglés tenemos que tener claro la idea que se transmitió en el mensaje o en las series de televisión y de ese modo reorganizar nuestras ideas y dar un punto de vista claro.*" (Interview Student Y). The student agreed that it was imperative to organize one's ideas before stating a point of view in order to be coherent when uttering a specific opinion.

The *psychological advantages* allude to the feelings and emotions that the use of TV series caused in the classroom dynamics. Concerning this, it was noticed that the use of this tool was adequate to help students to "chill out" inside the classroom. For instance, one student stated, *"es como un mecanismo de distracción ¿sí? Es como que uno se relaja un poco de todo el estrés académico que tiene, uno al mirar una serie o un trozo o un pedazo de serie de un episodio cualquiera de una serie de televisión, uno como que se distrae"* (Interview Student P). The student affirmed that the use of TV series allowed her to forget about the stress of academic assignments and enjoy a "movie time" inside the class. In addition, a student reaffirmed this point of view by declaring, "*esta herramienta creaba un ambiente dinámico…"* (questionnaire 8). Moreover, a student manifested, "*ayuda a que la clase no sea tan aburrida y sea más dinámica"* (questionnaire 18). These students expressed that the use of TV series and the subsequent implementation of debates created a more dynamic environment, which entailed a less monotonous class. Furthermore, it influenced the mindset of the students by exhibiting a more critical attitude towards their environment, in this regard, a student mentioned, "*a ser más crítica en algunos aspectos, muchas veces por el miedo de ser juzgado nos quedamos callados, pero es bueno tener una mente crítica y sin miedo"* (questionnaire 16). This statement evidences a permanent influence of the use of the TV series in the student's ability to think and express her point of view.

To conclude, apart from the development of the critical thinking skills, the use of TV series implied other advantages such as the improvement of the oral comprehension, the acquisition of real-life expressions, the promotion of the ability to express a point of view, and the inception of a more dynamic environment.

Third finding

The third finding corresponds to the preferences of the students, in other words, to the *episodes of the TV series* that students found more appealing and the *debates* that they considered more relevant. Regarding the *episodes of the TV series* that students found more appealing, it was discovered that the most popular episode was *Black Mirror, "Nosedive"* (see figure 2). According to one student, "*Pienso que sobre social media, es muy importante para todos nosotros, debido a que estamos sumergiendo en ese mundo, dándole tanta importancia que no vemos la realidad en la que estamos, alejándonos de nuestros amigos o familiares*" (questionnaire 9). The student was attracted to the topic of this episode since it revealed a reality that afflicts her generation and that is generating new patterns of behavior, a fact that she can relate to her personal affairs. Concerning this topic, a student emphasized, "*Porque es una realidad que vivimos hoy en día cuando todos dependemos de un celular y nunca vivimos sin él. Tratamos de dejar nuestra vida, nuestra familia, por estar pendientes de las redes sociales*" (questionnaire 7). The episode gained popularity since the students were able to understand the phenomena that occurred within the society that it exposed and it made them think about how, without even realizing it, they are being influenced by the dehumanization proposed by new trends.

Figure 2 **Most appealing episodes**
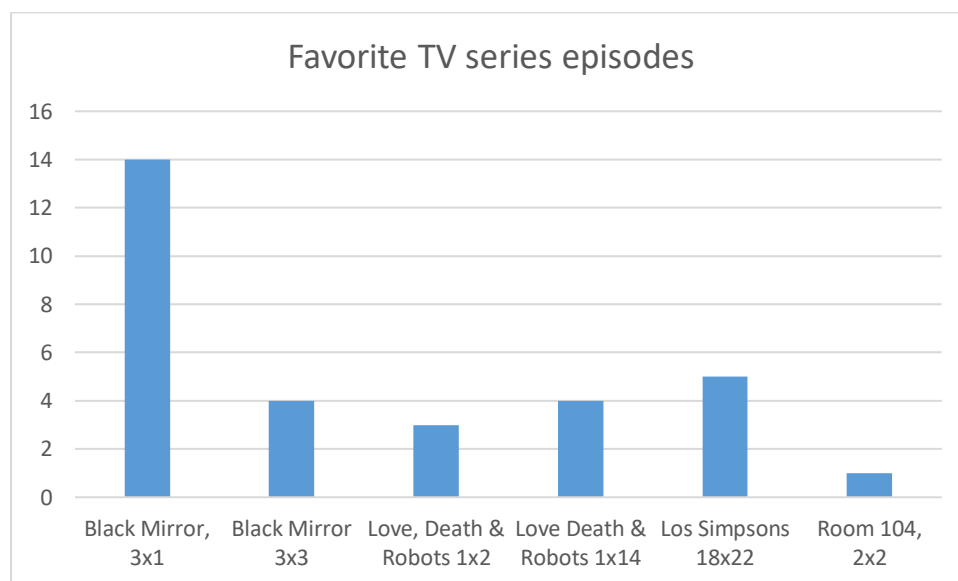

Favorite TV series episodes

Figure 2, Episodes found more appealing by the students

Regarding the most *relevant debates*, the students considered that the most pertinent debate was the one related to the *future of the human race* (see figure 3). This debate was deemed the most relevant since discussed the possible future of the human race. In this regard, a student claimed, "*Porque nos presenta una probabilidad de extinción humana, lo cual tiene coherencia con nuestra actualidad y el daño que le estamos haciendo a nuestro planeta" (questionnaire 13).* The student highlighted an unsettling outlook for the future of humankind, and their imminent extinction due to their careless behavior. Another participant emphasized this aspect by declaring, "*(…) hay que mirar siempre diferentes puntos de vista y como si no se tiene un buen uso de diferentes usos tecnológicos se puede llegar hasta con la extinción de la raza humana"* (questionnaire 20). Finally, a student concluded this perspective by claiming, "*los seres humanos, pues ya no están, porque pues, como pensé en esa ocasión, lo pone a uno a pensar que, que en serio nosotros mismos vamos a destruir el planeta y posiblemente cierta tecnología va a ser la que va a quedar encargándose de las pocas cosas que queden*

funcionando en el planeta'' (interview, Student M). The debate allowed students to think

about their human nature and their relationship to a species that is destroying the planet in

which they live. The students were attracted by episodes and debates that evidenced realities

that are palpable in their own contexts.

Figure 3 **Most relevant debates**
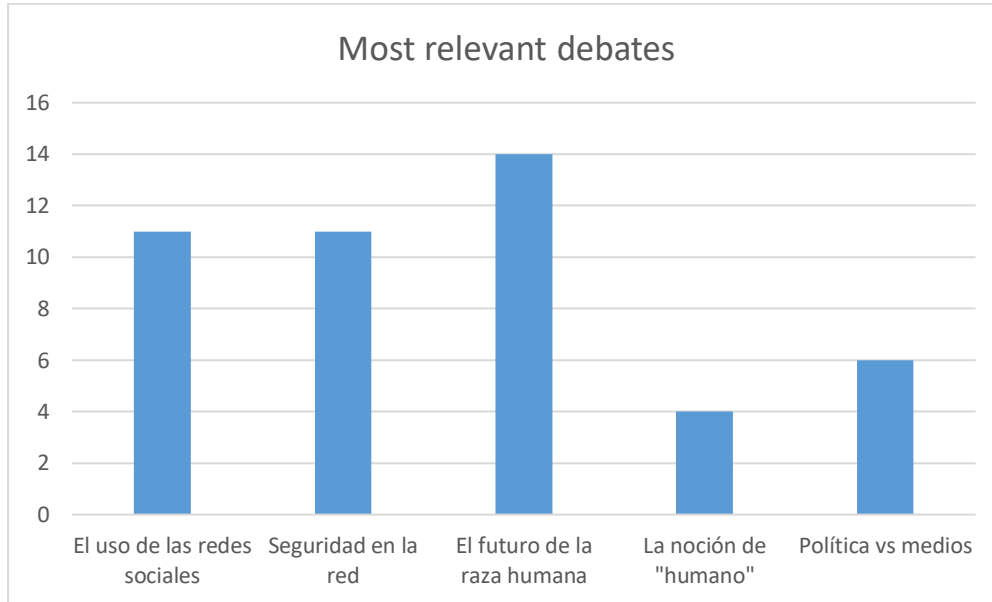
Figure 3, Most relevant debates

Discussion

The findings in this study provide information about the implementation of TV series

to enhance critical thinking skills. Accordingly, it is focused on the elements that entail critical

thinking skills, the advantages of this tool and the preferences of the students regarding the use

of this technique. In this section, the findings were compared and contrasted in the light of

previous investigations related to the relationship between TV series and critical thinking

skills to analyze the three main aspects that guided this research, namely, the *critical thinking skills*, the *advantages of TV series* and the *preferences of the students* concerning this tool.

Critical thinking

This study suggests that the enhancement of the critical thinking skills while using TV series is based on two main aspects, the *cultural appreciation* and *the discussion of modern issues.* Through the emphasis of these aspects, students reflect upon their own context and their role as humans in history. These findings resemble those described by Grosser & Lombard (2008), since their study showed that "the cultural environment in which a learner grows up, will be a major factor contributing to the development of critical thinking abilities" (p 1366). Since critical thinking skills is an ability that is frequently disregarded in the foreign language classroom (probably due to a stronger attention towards the four main competences). The findings of this investigation propose a path for teachers, who want to use innovative strategies to foster the critical thinking skills among foreign language students, in order to transform them into professionals capable of generating a positive impact in their contexts.

Advantages

These findings evidence that using TV series as a tool to enhance critical thinking entail advantages such as the improvement of the listening comprehension and the oral production, more specifically, the acquisition of new vocabulary and expressions, let alone, the ability to express a point of view. These findings are similar to the ones discovered by Huang & Eskey (1999), who claimed, "this research provides strong evidence that TV has beneficial effects on the listening comprehension of intermediate level ESL students.   The significant outcome of the effects of TV on the subscales—vocabulary/ phrase acquisition and

general comprehension" (p 86). Furthermore, as reported by Frumuselu, "exposure for a long period of time to captioned audiovisual materials fosters learners' lexical acquisition" (p 238). These findings have several implications in the EFL classroom since it signals that TV series can be applied for students to improve their comprehension of the common expressions and lexicon that is used in real-life contexts.

Students' preferences

An unexpected result was the episodes of the TV series and the debates that students found more appealing. In this regard, most of the students considered Black Mirror, "Nosedive" the most interesting episode since it evidenced a reality, which they are living right now, a phenomenon they can relate to. Furthermore, the debate that they considered most relevant was the one based on the future of human race for it allowed them to conceive themselves as members of humankind in history and the repercussions of their actions in the planet. These findings might be useful for foreign language teachers and teachers alike since it highlights the episodes of TV series that are more suitable to generate a debate centered on thought-provoking issues and attract the attention of the students.

Conclusions

Learning a foreign language is often conceived as the mere mastering of the four skills, namely, listening, reading, writing and speaking. Although this approach encompasses an essential component of what learning a foreign language is, it lacks an element that is focused on the role of the learner as a member of a culture. Disregarding the cultural competence of foreign language learning entails a limited conception of language, where it is viewed as an

abstract entity with no real use in a society. Furthermore, it deprives the learners of the opportunity to reflect upon issues that affect and influence their own context. Thus, the purpose of this investigation was to enhance fourth-semester students' critical thinking skills and cultural appreciation by means of TV series. Moreover, since research concerning the use of these tools was scarce in Colombian contexts, the findings of this investigation represent a valuable asset for FL teachers who intend to apply these materials to promote critical thinking skills among college students. Accordingly, this research encountered that while using TV series, students become aware of the similarities and differences between the source and the target culture. In addition, they notice issues that affect the generation and the society, which they are part of. Therefore, teachers who are interested in using TV series inside their classrooms might benefit from this investigation, since it discusses the topics and issues that students find more pertinent, when attempting to enhance their critical thinking skills. Similarly, this study might serve as a confirmation of the advantages of TV series for those FL language teachers who might feel hesitant about the use of this tool. This research encountered that TV series are useful to learn lexicon and expressions used in the target language on a daily basis, a characteristic that develops both listening and speaking skills. Finally, this investigation is of paramount importance for FL language teachers searching for TV series appropriate to develop critical thinking skills, which are appealing to college students. Among these TV series, Netflix series, Black Mirror was the top favorite since it evidenced the influence of technology in modern society, a phenomenon that students completely understand since they are part of the generation that is being affected by this situation.

Recommendations

For future research, it is imperative to take into account several aspects in order to obtain the best results out of the technique implemented in this study. One of the most common drawback that was observed during the generation of debates based on TV series was the lack of participation on the part of the students. This phenomenon occurred mainly because of two main reasons: *the debates were not graded* and *students did not get the main point out of some episodes,* an aspect that caused a lack of interest in the discussions. For further implementation of this technique, it is imperative to find methods that motivate students to take part in the discussions; these methods might range from behaviorist approaches such as grading the students for the relevance of their participation, to a more flexible method such as asking students what discussions they might be more interested in. In addition, for future implementation, it is crucial to give students clear instructions before playing the TV series for them to pay attention to the video, and not to conceive this technique as a purposeless "movie-time" session. Thus, one option might be to propose a listening activity for them to be attentive to all the situations and aspects within the TV series.

Chapter II: Research component

Chapter II – research component

The formation of reflective spirit in foreign language program practitioners: a formation

tool for qualifying the pedagogical practicum

Introduction

When analyzing the context of foreign languages programs in superior education, the pre-service teachers' pedagogical practicum is outlined as one of the focus of interest, as much as to be recorded, analyzed and updated, in order to enhance the teaching-learning procedures, towards the qualification of education.

Although there is a stated interest facing the evident necessity of over stand and renovate the pedagogical practicum, most of the local studies are mainly focused on learning issues more than teaching problems.

It has been considered relevant to conceive a project that sets up a reflexive approach about the practicum stage as a way of objectifying knowledge, behaviors and attitudes, more than leading the teaching labor. As well as an exercise of internalization, immersion and self-conscious exploration of the teaching subjectivity, through the formulation of questions and the research of information aimed at solving problems and the self-recognition.

Problem

At school some core aspects about the constitution of the subjects, about institutional life itself are assumed without questioning. These aspects are seen like stamps and steady traits that play a part in the school identity and culture. When events go on without any alteration, the teacher run the risk of becoming part of a model that does not allow a pedagogical evolution, as well as the renovation of the school culture.

Furthermore, a non-reflective practicum does not allow any upcoming problematic situation; Those kind of issues are ignored and kept hidden. In this way, the pedagogical practicum is assumed from reproductive codes that place teachers in a traditional context of cultural reproduction, becoming an obstacle for the emergence of groundbreaking practicum spaces in terms of thinking and knowledge, something necessary to afford social necessities.

Given this situation, that differently affects almost teaching staff, it is necessary that the teaching training fosters their critical and reflective spirit contributing to the improvement of their pedagogical practicum. These considerations should be taken for the purpose of reaching an impact and the transformation of their personal endeavor and future professional performance.

In the case of the foreign language program at the University of Pamplona, the reflection is conceived as a basic exercise for the practicum students to achieve a high level of self-assessment and a constructive perspective about their teaching role.

Before starting this study, these guiding questions were proposed:

How the implementation of reflection contributes to the transformation of the pedagogical processes inherent in the development of the integral practicum?

How does it influence the exercise of reflection in the development of the practitioners' critical spirit in the analysis of their pedagogical endeavor?

Justification

The formulation of this project in the foreign languages practicum students' context is aligned with the professional conception of the practicum as the spearhead to improve the educative procedures in the institutions where the teaching practicum is carried out. It is considered that giving importance to the reflexing role in the teaching process could be the first step to understand the difficulties of this profession and the self- conducts. Also, the reflexing role allows researchers to take an interest in the understanding of the models and approaches to face a problematic situation and set up an analytic insight about it.

In keeping with Jhon Dewey's statements in the ground of education, as the forefather in reflexive thinking applied to teaching, it is justified the necessity of this project to be carried out, in order to provide students with tools of analysis and self-observation that can allow them to make a distinction between routine actions and reflective actions. It is considered that a reflective approach protects the agents against the traditional context of inertia as well as polarized institution authorities

Objectives

General objectives

•   To implement reflection as a transformative tool of the pedagogical inherent processes to the integral practicum.

•   To promote the development of critical spirit on practicum students in order to allow the analysis of their pedagogical endeavor.

Specific objectives

•   To strengthen a teaching-practitioners staff with critical spirit that reflect and propose alternatives of solution facing emerging problematic situations in their pedagogical practicum experiences.

•   To socialize insights, share ideas and guidelines to assume their pedagogical practicum and to effectively immerse themselves in the institution.

•   To identify and analyze the strategies that the student use throughout the pedagogical practicum.

•   To implement workshops of reflection and the development of didactic units that would guide the reflection of the practicum students.

•   To analyze the own beliefs regarding teachers' work and students.

Theoretical framework

The theoretical framework of this study contains the following terms: teaching profession, reflection, reflective practice and pedagogical practice. There is an approximation of a definition of the aforementioned terms next in order to give a higher degree of clarity on them.

Teaching profession: one of the most fundamental elements in every educational institution is the teacher. Even though his main function is that of sharing knowledge related to a specific science or art, the teacher is also in charge of the comprehensive formation of the students.

Currently, this profession demands a series of competences, such as the conceptualization, as well as a way of operating in the planning and administration of human resources, pointed towards easing an articulation among management, work and education. In this way, every teacher has to achieve with some *competences in the discipline* that will allow him to have a hold of a set of skills and knowledge in the specific area, since the first intellectual requirement in a professional is the level where he puts his activity into operation. In the same way, every teacher is required to possess *competences in the contents organization*. In other words, besides arranging the components to be learned by the students, the pedagogical practicum demands to foresee the conditions for learning, both inside the educational context and outside of it.

Reflection: to talk about reflection implies as well to address the different conceptions on this notion. To go in depth about its definition, two aspects will be taken into account: *reflection as a process,* and *reflection as a subject.*

Reflection as a process: reflection is carried out starting from a series of cyclical stages whose result comes out as a process. According to Schön (1983), cited by Correa Molina et al (2010) the reflection based on experience implicates "*un tipo de diálogo reflexivo con la situación, donde el lenguaje favorecería el acceso a las experiencias del individuo, lo que permitiría extraer una nueva estructuración de la situación*". The stages of reflection as a process are shown in the following schema.

Figure 4 **Reflection as a process**

Figure 4: Reflection as a process
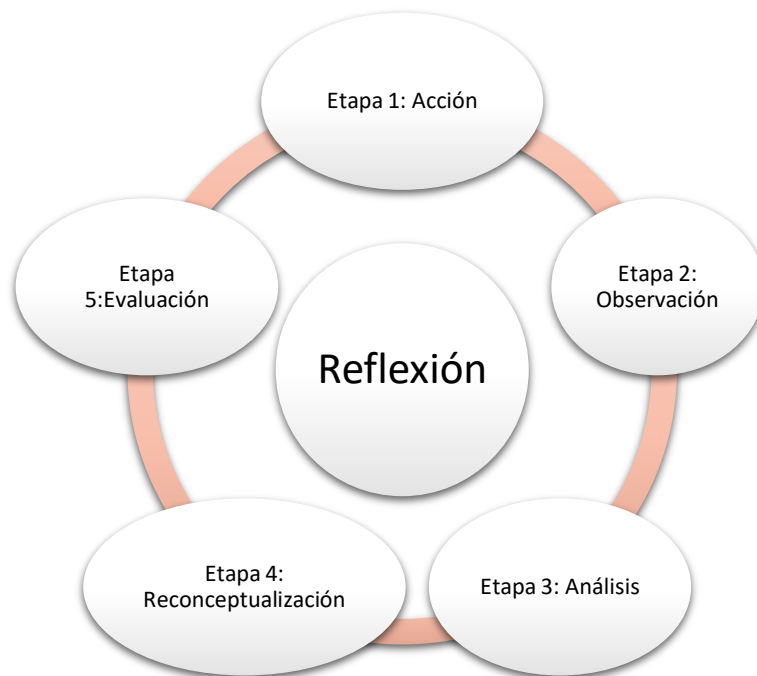
Reflection as a subject: based on Grimmet et al (1999) cited by Correa Molina et al (2010), reflection comprehends three perspectives: *reflection as a tool of mediation, reflection as a deliberation and reflection as reconstruction of experience.* For the two first perspectives, the external aspects are the source of knowledge for reflection; for the third one, the contextual

aspects are the means to achieve reflection. In the same way, these perspectives count on intermediaries so the aforesaid process comes to an execution. Some of them are: *action, context, colleagues* and even *the person who reflects*.

Reflective practice: in order to achieve the actualization and qualification of the university, as well as the guidance of the students towards new ways to interact with their reality, it becomes necessary that the teacher asks himself about his own practice and the consequences it has generated. For this, he is also required to have the capacity of objectifying his own behaviors, and of assuming the different roles that make part of the different pedagogical fields.

In this sense, the teacher holds a central role in the current educational world; his action takes place in a complex space under constant changes, determined by the interaction of a variety of factors and conditions. The teacher's profession demands that: "teachers develop their professional knowledge in relation with the changing environment" (Ebutt y EllioT:1986). For this, the practicum problems in class environments demand a particular treatment oriented towards comprehension and social interaction.

The necessity of addressing the changing social reality with one's pedagogical labor is evidenced in the existence of numerous attempts that try to explain school phenomena, as well as in the search of ways to respond to the already mentioned phenomena, to make school work effective.

This study will serve as a way for the teachers participating to think about their methodological processes to the light of reflection as the unique rational and ethical way of intervention (Sacristán 1999).

According to Van Manen (1997) there are several levels of flexibility in the classroom. The first one is about having an effective implementation of skills and technical knowledge; reflection, in this level, is applied to the teacher's selection and adequate usage of educational strategies.

In the second level, reflection is based on the implicit outcome of the specific practices of the classroom. For this, the analysis relies upon the consequences of the adopted strategies, curriculum and practices, aiming for the application of educational practice criteria towards teaching, in order to take pedagogical decisions that adapt to the reality of the institution and the context.

For the third one, Van Manen establishes an exercise of critical reflection; for this, there is a formula to present the most elaborated reflection as well as a questionnaire of ethical, moral and normative criteria that are in direct or indirect relation with the classroom.

Pedagogical practicum: for the analysis and reflection on the practicum, there is a consideration of methodologically recurring to a conceptual operation dedicated to practicum; to do so, Zeichner has established several practicum methods such as:

Academic practicum: it is oriented towards the preparation of teachers capable of reflecting upon the courses they give, in way that they get transformed in understandable structures for students.

Social work practicum: its main goal is to accomplish an effective way of teaching through the application of educational techniques, deducted from general principles that have been the product of pedagogical research. In this case, reflection is about taking a strategical

decision: "to select the most effective one among a spectrum of available techniques". This is the way how technical rationality works.

Development practicum: teaching is based on students' interests and development and, at the same time, it considers teacher's development as a professional and as a person.

Social reconstruction: the object of reflection is the social, economic and political context, in a way that they encourage real democratic relations inside the classroom, which are equal and fair in social matters.

Generic: the different programs make reference to reflection in a general way, without specifying the goals or contents upon which the reflection should be made, nor the strategies to encourage reflective learning.

Reflection triggers: according to Schulman (1987), they are the cognitive foundations of the teacher about classroom's dynamics; indispensable, since these triggers are the key element on how reflective thought contribute in the process of acquiring the necessary knowledge for a teacher to take decisions in class.

The critical component in reflective thought: this element makes reference to the "moral and ethical aspects of compassion and social justice", according to what was stated by Sparks-Langer y Colton (1991:39). Taking this into account, these authors established some classifying categories for knowledge:

1. Knowledge of the content.

2. General pedagogical knowledge.

3. Knowledge about the curriculum (materials, programs, etc)

4. Teacher's knowledge and professional ethics.

5. Knowledge of the students and their features.

6. Knowledge of educational contexts.

7. Knowledge of foundations: philosophical, historical, and axiological.

The narrative element, is another element of reflective thought that is included as an instrument in the present study. This has relation with the teachers' narrations, in order to inspire them to describe their experiences in the classroom, which come up in all sorts of ways and fulfill diverse functions in subjectivity and its constitution. Teachers' journals are included in this component, since they unleash in them the development of a reflective thought about their practicum experiences, either objective, subjective or intersubjective.

Methodology

The proposed methodological strategy has as a central axis the continuous reflection that additionally implies the convening of meetings, in order to strengthen the practicum staff as an initial stage to address the occupational and educative problems. The organizational principles are the autonomy, the planning and the self-observation.

To check the impact of the proposal of reflection about this practicum process some stages of socialization and systematization will be carried out.

This study fits into the qualitative research approach, from the perspective of the reflection as a professional training space that will contribute, in a high way, to the description, identification and analysis of the pedagogical practicum itself.

With regard to the data gathering process in this project, it is proposed the implementation of the following instruments:

Reflection workshops

The main purpose of the reflection workshops is to guide the reflection process of the practicum students, but simultaneously to socialize and share labor experiences, in order to enrich their process and insert new tools to allow transforming their pedagogical practicum.

Objectives

•   To consolidate a practitioners' staff with critical spirit that reflect and present alternative proposals of solution facing educative issues of their pedagogical practicum.

 •   To socialize insights, share ideas and guidelines to assume their pedagogical practicum.

•   To qualify, facilitate, and to effectively immerse themselves into the assigned institution.

Sheets of self-observation

The purpose of the self-observation sheet is to guide the practitioner towards a personal overview not only about the teaching practice itself, but also about his role inside the classroom and the educative community setting to which he belongs.

In order to achieve a more reflective and autonomous spirit, practitioners are called to self-evaluate their practices. There is an online instrument to do so through this instrument pre-service teachers can analyze their performances, later on they might change some elements that should be improved. One of the most important aspects about this assessment is the reflection about the environment inside the classroom and students' motivation. Sometimes we only focus on what we do without taking into account how people, in this case

learners, react to those decisions. If we take into account, for example, the action oriented approach implemented nowadays in the foreign languages program, we can see how the change can affect not only teachers, but students. Some teachers are still working on more communicative approach oriented activities, this change is still hard to face for students, the do not differentiate the two approaches and it is necessary to follow a process to adapt them to this new path.

These self-observation sheets were really useful when assessing practitioners' performances. In my view this was an opportunity to identify information or knowledge gaps based on how we were supposed to prepare, perform and evaluate the classes. After these self-observations, a road map was set in order to keep improving as pre-service teachers.

Narratives

The exercise of reflection will allow the student to express himself about his labor, starting from the narrative of his experience like a way of giving sense to the teacher's everyday life.

Improvement through reflection

There are some aspects that can be analyzed through reflection. In this case the narrative reflection allows pre-service teachers to express their ideas, to understand their weaknesses/strengths and to improve their pedagogical experience.

Overall, the improvement can be categorized in some groups. We can talk about positive changes and personal adaptation to the context.

Personal adaptation to the context

Another important fact to take into account is that each teacher or student has specific features, behavior and rituals. Focusing on those individual features, addressing the ground of linguistics, each human being has his own way of speaking or expressing his ideas. Being more specific, everyone adopts a way of speech, sometimes necessary to catch the attention of different audiences. In this case, it is so hard to catch the attention of young teenagers, because they are used to a familiar language. They still keep in mind the emotional way of teaching from high school and elementary school, it does not mean that it is wrong or negative. However, pre-service teachers get used to mind their language and sometimes to use the most complex structures to express their ideas in their target language. This is mostly due to research subjects and the mandatory improvement that the degree requires. This vocabulary richness can become counterproductive in some cases.

Context

The city of Pamplona, founded in 1549, this is the oldest city of the department *of Norte de Santander*. This city is located in the valley of the *Espiritu Santo* in the *Andes* of Colombia. Founder of cities in the time of the colonies, this city has been throughout history the center of confluence and religious influence. Furthermore, Pamplona sheltered a lot of religious communities among which are: *la comunidad se franciscanos, la Hermanas clarisas; los Hermanos de San juan de Dios, la Compañía de Jesús, la Comunidad la sallista*. Likewise, female communities: *Hermanas de la presentación, Hermanas bethlemitas,* entre otras. The concurrence of these communities in the city brought in the foundation of educative institutions with projection of their values and beliefs. In this geographic context

where the study is located, the school is the agency in which the scholar actors are involved: foreign language program practitioners.

The school is taken like a specific educative community that in this role is responsible for of the institutional education, it means this is the place where education takes place, where it is finished and organized.

Nowadays, the school is considered as the form of life of the community, that is to say, the school shows up all the learning and values that are considered necessary in the community. These contents lead the students to use and improve their capacities for their benefit and the society as well.

At the school, we always find several basic elements that intervene that is the case of teachers and students whose actions and behaviors belongs to a socio-cultural order which serves as a basis for the school organization.

 The school is a society dependent institution aimed at managing the systematic education that conditions the formation and organization of the groups represented by teachers and students (Crespo,2010)

The school seen as an educative institution comply some specific functions, in which we can highlight:

Socializing function

This is related to the teenagers' learning, the values, the codes, behaviors, attitudes or aptitudes, focused on the mainstream social culture in the politic and economic context that they belong to. This function covers all the processes of socialization in which all the members of the school participate.

Instructive function

The instructive function use two features, the improvement of the spontaneous processes of socialization to guarantee the training of the human capital that requires the operation of the labor market. The idea is that a higher level of culture, knowledge, values, etc, there is a higher possibility of adaptation.

Educative function

The educative function requires a life community of democratic participation, as well as an intellectual searching of dialogue and learning. An educative community that breaks the artificial barriers between the school and society, a space of culture where concepts, technical tools and codes of culture of mankind are learned as a consequence of the active participation in the exchange of meanings, wishes and behaviors with partners and adults (Vizcaino,2010).

Population

The population of this study is composed of 31 students from tenth semester, practitioners of the foreign languages English-French program of the University of Pamplona.

Direct beneficiary population:

Teachers in formation

Supervisor teachers

Students community from the implementation center of the integral practicum

Indirect beneficiary population:

It is composed of the teaching staff of the foreign languages program and the feedback results of the agents' vision about the practicum program.

Institutional agencies joint to the project

- Foreign languages program

- Language and communication department

- Education faculty

External institutions linked to the project

- *Colegio José Antonio Galán*

- *Colegio Brighton*

- *Colegio La Presentación*

- *Normal Superior de Pamplona*

- *Colegio José Rafael Faría*

- *Institución Educativa Cristo Rey*

Table 9 **Timetable of the research component**

Actividad	Socialización de la observación	Narrativas	Fichas de auto-observación	Registro de clase	Talleres de reflexión	Los tutores van a hacer la observación de clase de estudiantes de práctica	Reunión de coordinadores de práctica con supervisores
Lunes 6 de mayo de 2019	Deben asistir todos los estudiantes de práctica (los que están en otra ciudad se conectan por skype)	Cada lunes antes de las 6:00pm al correo de tutores con copia al correo de práctica	Se hace en línea, todas en el mismo link enviado, en cualquier día de la semana	Solo un video, promedio de 30 minutos (tratar de no enfocar la cara de los estudiantes, solo la del practicante). Enviar al correo de práctica preferiblemente en un link. Los estudiantes que están fuera de Pamplona, envían uno de los dos videos que ya tienen. El video es de cualquier clase.	Deben asistir todos los estudiantes de práctica. Los que están fuera de Pamplona, la coordinación de práctica les envía los documentos a desarrollar	Por favor recordar a tutores y avisar a supervisores, portero de la institución y coordinador del colegio. Los estudiantes que están fuera de Pamplona, envían video al tutor con copia al correo de práctica. Por favor, pedir al tutor retroalimentación de	Asisten coordinadores de práctica y supervisores (por favor avisar a supervisores)
Semana 1 13 – 17 de	X 6:00 pm a 8:00	**X**					

mayo	pm Lugar por confirmar					
Semana 2 20 – 24 de mayo		X	X		**X**	
Semana 3 27 – 31 de mayo		X			X Miércoles, 29 de mayo 5:15 pm Lugar por confirmar	
Semana 4 4 – 7 de junio		X	X			X Miércoles 12 de junio, 5:15 pm Lugar por confirmar
Semana 5 10 – 14 de junio		X	X	X Plazo máximo de entrega viernes 14 de junio, sólo al correo de práctica.	**X**	
Semana 6 17 – 21 de junio		**X**			X Miércoles 19 de junio 5:15 pm Lugar por confirmar Desarrollo de actividad con el video grabado	
Semana 7 25 – 28 de junio		**X**	**X**			
Semana 8 2 – 5 de julio		**X**				
Semana 9 8 – 12 de julio		**X**	**X**			
Semana 10 15 – 19 de julio		**X**			X Miércoles 17 de julio 5:15pm Por	**X**	

					confirmar	
Semana 11 22 – 26 de julio		**X**	**X**			X Miércoles 24 de julio, 5:15 pm Lugar por confirmar

Table 9, Timetable of the research component

Findings

The research component of the practicum stage serves as a "pill" against errors caused by monotonous and neglected practices inside the classroom. Through reflection, the practitioner can assess him/herself in order to observe the evolution of his/her teaching process. Concerning the activities proposed for this component, three narratives, two self-observations and one reflection workshop haven been carried out. Each one of these instruments have been of paramount importance to assess the development of the strategies, ideas and behaviors of the pre-service teacher. Regarding the development of the pre-service teacher's teaching process development, the reflections have had a huge impact on *time management, classroom dynamics, teacher-student relationship* and *the evaluation process*. Concerning, *the time management,* it was noticed that most of the planned by the researcher have not been carried out, due to the supervisor's intervention or extracurricular activities. Regarding the former, it was mentioned:

La supervisora se enfocó en un ejercicio que tomó la mayor parte del tiempo de la clase. De nuevo, cuestioné esa característica de las prácticas: si se supone que es un espacio de preparación para el mundo educativo, no debería limitarse nuestra libertad de enseñanza de esa manera. (Narrative 2).

Regardless of the purpose of the practicum stage, the simulation-like nature of this experience always threatens the sense of authority that is crucial to start conceiving oneself as a teacher. Similarly, the students, who conceive the supervisor as the final say in all the classroom dynamics, constantly observe the practitioner's lack of authority. This phenomenon entails a perpetual frustration, which needs to be tackled in efficient ways. However, how this issue is approached depends on the practitioner's personality and attitude towards conflict and dialogue.

The *evaluation process* is the one that has provided more insights about the educational system since it has been useful to reveal "the real face of the students", that is, their strengths, their weaknesses and their interests. With regards to this process, the *teacher-student relationship* emerged as a category; it was mentioned:

En cada presentación, los educandos se mostraban nerviosos ante las anotaciones que se hacían en la rejilla de la evaluación. A pesar que mi intención no era generar estrés o ansiedad, se me antojó interesante el hecho de poder causar tal comportamiento en mis estudiantes (Narrative 3).

When students grasp the fact that the practitioner has a decisive role in the evaluation process, they tend to be more "submissive". The apathy observed during the classes is transformed into a compliant attitude that intends to show why they are worthy of "getting a good grade". The educational system creates hypocritical creatures who lie and cheat just to be defined with a number that does not represent anything significant about them. Similarly, another narrative involved this aspect:

Me percaté de que, a la hora de evaluar las fortalezas o debilidades de un educando, los

números no constituyen una fuente digna para describir todas las subjetividades de un ser

humano. Gradualmente, veo las falencias del sistema educativo en el que me encuentro y mi

imposibilidad para desafiarlo (Narrative 4).

The educational system has many flaws that need to be solved if the society wants to see

positive changes in the near future. However, being part of this system is a limiting issue,

which hinders possible alterations.

Conclusions

Reflection has been a useful tool for the researcher to consider his/her weaknesses and

strengths while being in the classroom. This practice allows the pre-service teacher to avoid

falling into a routine that would have a negative influence in his/her professional development

and his/her students' academic development. Similarly, while reflecting upon all the nuances

of the teaching process, it is remarkable how many flaws are noticed within the educational

system, an issue which entails a sense of frustration concerning the professional future of the

student.

Chapter III: Outreach component

FCE exam preparation workshop for the students of the Advanced English I and II

courses and tutoring sessions

Introduction

In the frame of a globalized world, learning English is one of the key aspects to get immersed in the worldwide dynamics in terms of education, professional and personal development. When learning a foreign language, there are some guidelines to follow, in order to be proficient enough to manage each competence properly. According to the European council (2001), there are some guidelines to be tracked from a basic user of the language (A1-A2 levels), until a proficient user (C1-C2 levels). That is why, all foreign language formation programs should consider this road map as a tool to survey and self- asses the inherent processes involved in this area. Concerning the University of Pamplona Foreign Languages Program, all the actors involved have made a continuous effort in order to reach a high quality accreditation regarding pedagogical, linguistic and integral components. One of the main aspects needed to preserve this recognition is to evidence how the students' learning goals are achieved, being the standardized exams a technical source of proof and self-assessment not only for students, but also for the teachers' labor and strategies in the case of the linguistic and cultural formation. In addition, tutoring sessions could help students to review grammar or lexicon topics, also to strengthen their skills while having a direct contact with the teacher outside the classroom environment.

Justification

In the Foreign Languages Program, some complementary workshops are offered. Although some of these workshops aim to prepare students for the DELF/DALF exam in French and the mandatory SABER PRO test for undergraduate students, there is not a specific focus of attention in terms of familiarizing students with a standardized exam in English. Even though most of the p English exams in the FL program are based on the Cambridge assessment organization, a deeper instruction is necessary to get in contact with tests that are more complex. Otherwise, students will not be prepared to afford the requirements of the increasingly competitive new job market. Likewise, one of the requirements for foreign language university graduates is to reach a C1 proficiency level.

Objectives

General objective

To raise awareness about the importance of taking a proficiency standardized tests in English.

Specific objectives

- To get students from Advanced English I and II, prepared to take the FCE exam in a short term.

- To familiarize students with the structure, content and strategies related to Cambridge English qualifications.

- To set up a space of English reinforcement outside the classroom in the foreign languages program.

Methodology

This complementary workshop was carried out with Advanced English I and II course students from the FL Program from the University of Pamplona. The pre-service teacher took one hour from the English classes of these groups to work on competences included in the FCE exam; the sessions were carried out from June to July of 2019. All of the content was based on free practice exercises available on internet.

Afterwards, they practiced exercises about listening competences throughout the months in which the workshops were carried out. The second half of the outreach component was focused on tutoring sessions in order to help students with their difficulties and to accomplish the mandatory 40 hours of this outreach component.

Table 10 **Timetable of the FCE workshops**

Activity/Month	June			
	Weeks			
	1	2	3	4
Listening/Short conversations		▓		
Listening/True or false and fills in the gaps			▓	
Listening/Making notes			▓	
Listening/Multiple choice questions				▓

Table 10, Timetable of the FCE workshops

Implementation of the FCE workshops

First workshop

The first workshop was carried out with students from Advanced English II, in the final hour of their Wednesdays' sessions; the group consisted of fifteen students approximately (see appendix 17). In this first encounter, the pre-service teacher used slides to explain the structure of the FCE exam, in other words, the level of proficiency required to present it and the different sections it encompasses. Subsequently, the practitioner proposed a listening exercise in which the students had to listen different conversations and signal the object, which the speakers were mentioning. The audio was played twice and then, the practitioner checked the understanding of the audio collectively; the students exhibited outstanding results concerning this listening section.

Second workshop

The second workshop was carried out with students from Advanced English I, in the final hour of their Mondays' sessions, the group consisted of twenty-five students approximately (see appendix 18). In the first encounter with this group, the preservice teacher used slides to explain the structure of the FCE exam, in other words, the level of proficiency required to present it and the different sections it encompasses. Subsequently, the practitioner proposed a listening exercise, which comprised two sections, namely, a true-and-false exercise

and a fill-in-the-gaps exercise. The audio was a radio program about names; it was played twice, and at the end of the exercise, the practitioner checked the understanding of the audio collectively. The students evidenced a satisfactory level concerning their listening skills.

Third workshop

The third workshop was carried out with students from Advanced English II. As the previous session, it took place on the final hour of their Wednesdays' classes. In this occasion, the practitioner proposed a listening exercise, which required students to listen and fill the gaps with the correct information. The audio comprised a story about the several ordeals of a woman. The phone message was played twice and subsequently, the practitioner checked students' comprehension by asking students collectively about the answers. As in the previous session, the students evidenced a satisfactory level regarding their listening skills.

Forth workshop

The final workshop was carried out with students from Advanced English II. As in the previous sessions, it took place on the final hour of their Wednesdays' classes. In this occasion, the practitioner proposed another listening exercise, which required students to listen and choose the correct answer; the audio was a radio program about a pop singer. The audio was played twice and subsequently, the practitioner checked students' comprehension by asking students collectively about the answers. As in the previous session, the students evidenced a satisfactory level regarding their listening skills.

Tutoring sessions to finish the process

After analyzing possible solutions to the inconvenient with the FCE course, the most pertinent option was to replace the remaining workshops with individual tutoring. Therefore, in order to accomplish the mandatory 40 hours of service two weekly tutoring sessions were scheduled.

The tutoring sessions were provided for the students of Intermediate English II, groups A and B. These sessions took place on Thursdays from 8 to 10 am at the resource center of the FL program. The tutoring sessions mostly comprised opportunities for students to recover assignments, which they could not present in the regular schedule. However, some of the students attended these sessions to solve doubts about grammar topics (see appendix 19).

Table 11 **Timetable, tutoring sessions**

ACTIVITY/MONTH	MAY				JUNE				JULY			
	WEEKS				WEEKS				WEEKS			
	1	2	3	4	1	2	3	4	1	2	3	4
Quiz listening			▓									
Quiz listening			▓									
Quiz book				▓								
Get – Have				▓								
Phrasal verbs					▓							
Transcriptions					▓							
Speaking Invention						▓						
Quiz Grammar						▓						
Quantifiers							▓					

Writing Story							▓						
Future forms								▓					
Idioms								▓					
Relative clauses										▓			
Past modals										▓			
Quiz Book											▓		

Table 11, Timetable of the tutoring sessions

Conclusions

The outreach component of the practicum stage represents an opportunity for the practitioner to offer some services to the community in order to generate a positive impact in the context he/she is working on. Concerning this study, the outreach component was based on raising awareness of the importance of the presentation of standardized tests, in this case, the presentation of the FCE (first certificate in English) exam, which assesses a B2 level of proficiency according to the Common European Framework of References for Languages. Due to scheduling conflicts with the population, only four workshops were carried out, These workshops were focused on the explanation of the FCE exam, its sections, time of presentation and interpretation of the scores and listening exercises to strengthen fifth and sixth semester students' oral comprehension. These workshops evidenced that students had little or no information about the diversity and advantages of English standardized tests. However, it proved that the students had a satisfactory proficiency in their listening skills. This opportunity allowed the researcher to analyze the structure of standardized tests, their criteria and design. This information constitutes an essential component while evaluating the students since it is

imperative to consider the rubric of international authorities when assessing the foreign

language proficiency of the learners.

Workshops centered on the importance, structure and presentation of standardized tests

were a useful tool not only to students, but also for teachers to understand the criteria accepted

to assess learners from different levels. Similarly, they can also be conceived as a technique

for the foreign language teacher to learn how to enhance the linguistic skills within his/her

students.

Chapter IV: Administrative component

Introduction

Being a member of a superior education program as a practitioner implies a huge responsibility and duties with the institution and the program itself. From this view, that is why this stage requires an engagement with all the processes involved during the academic semester related to several kind of events such as cultural, teaching meetings and practicum orientation sessions, without disregarding the academic obligations.

In addition, one of the main functions is to become acquainted with and respect all the policies and rules of the foreign languages program of the University of Pamplona, as well as the vision and mission of the degree. The practitioner role is also assumed as a representation of the students' voice during all the processes carried out inside the program and the University, such as curricular renovation, institutional accreditation, among others.

Objectives

General objective

- To actively participate of all the processes and events managed by the FL program during the semester.

Specific objectives

- To express any thought and opinion about the program endeavors with all the due respect and following the chain of command.

- To help teachers and students to organize all the cultural events of the degree.

- To assist to all the meetings and pedagogical activities inside the program.

Methodology

The teacher's staff of the foreign language program at the University of Pamplona will arrange a general meeting at the department of languages and communication. The practitioners' responsibility is to assist and participate of these meetings as well as the English area meetings carried out once a week. These spaces allow the launch of the processes and the decisions made by each member of the teaching community. Also, the achievement of the main goals of the program.

Among all the events and meeting topics of the collective here can be mentioned:

- Organization of academic events: *Chanteclaire,* PBL projects, English and French macro events, etc.

- Curricular renovation process.

- Monitoring of teachers and practitioners' responsibilities

- Participation on administrative and institutional activities

Moreover, the practitioners' direction schedules some important dates and compromises for 10th semester students.

The administrative component of the practicum stage constitutes an opportunity for the practitioner to take part in extracurricular activities, which will allow him/her to deepen his/her knowledge concerning the policies, foundations and processes of the institution. As for this study, the researcher is involved in the activities, events and meetings carried out in the Foreign Languages Program of the University of Pamplona.

The practitioner participated in one meeting of the English teachers of the Foreign Languages Program; this meeting took place on May 14th, 2019. The purpose of this reunion was to discuss possible agreements between the director of the British English Institute, Mayra Blanco, and the Foreign Languages Program of the University of Pamplona (see appendix 20).

Moreover, on June 6th, the practitioner participated in an encounter where students from different semesters of the degree were informed about the self-evaluation process of the Foreign Languages Program and the factors that were being assessed. The practitioner worked along with the supervisor to explain the third and fourth factors, namely, *teachers* and *academic processes* (see appendix 21). This experience allowed the practitioner to gain a deeper understanding about the underlying processes that are developed within the FL program, such as, the hiring procedure, the agreements and the evaluation of the performance of the teachers.

Finally, the practitioner participated in a training session about the structure and presentation of the TOEFL exam, and the appropriate methodologies when teaching a foreign language in the 21st century. This training session was organized by Mayra Carolina Blanco, director of the BEI (British English Institute) from Cúcuta and it was hosted by Jair Ayala

Zárate, ASOCOPI'S (Asociación colombiana de profesores de inglés) vice-president and teacher trainer. The training session took place on July 16th, from 8 am to 12 and from 2 to 6pm at the Foreign Languages Program facilities. The training session was delivered to the English teachers of the FL Program plus English teachers from different high schools from Pamplona and Colombia.

Table 12 **Timetable of the administrative component**

ACTIVITY/MONTH	MAY				JUNE				JULY			
	WEEKS				WEEKS				WEEKS			
	1	2	3	4	1	2	3	4	1	2	3	4
English teachers' meeting/Agreement with the BEI.		▩										
Socialization of the self-evaluation factors					▩							
Training sessions hosted by Jair Ayala concerning the TOEFL exam										▩		

Table 12, Timetable of the administrative component

Conclusions

Participating in extracurricular activities such as cultural events, meetings and informative encounters constituted a tool for the practitioner to learn about the processes that shape the educational institution. Similarly, through this experience, the pre-service teacher acquired a sense of belonging to the community and the context he/she worked on. Furthermore, this component of the practicum stage had a huge influence on the pedagogical practices of the practitioner since it allowed him to become acquainted with modern methodologies and ideas that other FL teachers are applying inside their own classrooms. An aspect that entails an incipient feeling of belonging to a community with the same interests and ideas.

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Appendix list

Appendix 1 **Preliminary questionnaire**

https://drive.google.com/file/d/11miPU1dEfvuzF8EiJXXAN7juCJgZeyoI/view?usp=sharing

Appendix 2 **Questionnaire**

https://drive.google.com/file/d/1gFPbgdOI8Jm9Ex3jITid2AujqA9cGuMS/view?usp=sharing

Appendix 3 **Interview**

https://drive.google.com/file/d/1HtIybk5G-

MOlJRrqUETLWnhUmgDuKXIR/view?usp=sharing

Appendix 4 **Critical thinking assessment rubric**

https://my.pblworks.org/sites/default/files/inline-

images/critical%20thinking%20rubric%20for%20pbl%20grades%206%20to%2012%20CCSS%20.png

Appendix 5 **Letter of consent Student P**

Universidad de Pamplona
Pamplona - Norte de Santander - Colombia
Tels: (7) 5685303 - 5685304 - 5685305 - Fax: 5682750 - www.unipamplona.edu.co

Autorización

Como participante de esta investigación he leído el procedimiento descrito arriba. El investigador me ha explicado el objeto de su estudio y ha contestado mis preguntas sobre la investigación. Voluntariamente doy mi consentimiento para que el investigador recolecte los datos de su investigación a través las observaciones, la entrevista y el cuestionario.

Petrona Lemus Cárdenas   1065894650.
Nombre   Firma

Julio de 2019

Appendix 6 **Letter of consent Student Y**

Universidad de Pamplona
Pamplona - Norte de Santander - Colombia
Tels: (7) 5685303 - 5685304 - 5685305 - Fax: 5682750 - www.unipamplona.edu.co

Autorización

Como participante de esta investigación he leído el procedimiento descrito arriba. El investigador me ha explicado el objeto de su estudio y ha contestado mis preguntas sobre la investigación. Voluntariamente doy mi consentimiento para que el investigador recolecte los datos de su investigación a través las observaciones, la entrevista y el cuestionario.

Yeider F. Moreno C.
Nombre

Yeider
Firma

Julio de 2019

Appendix 7 **Letter of consent Student M**

Universidad de Pamplona
Pamplona - Norte de Santander - Colombia
Tels: (7) 5685303 - 5685304 - 5685305 - Fax: 5682750 - www.unipamplona.edu.co

Autorización

Como participante de esta investigación he leído el procedimiento descrito arriba. El investigador me ha explicado el objeto de su estudio y ha contestado mis preguntas sobre la investigación. Voluntariamente doy mi consentimiento para que el investigador recolecte los datos de su investigación a través las observaciones, la entrevista y el cuestionario.

Marcos Malfredis Duran A
Nombre

Marcos Duran
Firma

Julio de 2019

Appendix 8 **Reflective journals and critical assessment rubrics**

https://drive.google.com/drive/folders/1wheJQZGT4IHg5Je45At4LR8OMRNvZu6T?usp=sharing

Appendix 9 **Interviews**

https://drive.google.com/drive/folders/1j6vq0DQE43UDZPqJhuPHf2xZaoman5pT?usp=shari

ng

Appendix 10 **Questionnaires**

https://drive.google.com/drive/folders/1Ul1UCDza8HcHnX5BeAgPYEUHJA6-

OY7P?usp=sharing

Appendix 11 **Categories**

https://drive.google.com/file/d/1YXO0ZcQn-

bZUTYOrbkzgXAJsBYb8Bn1l/view?usp=sharing

Appendix 12 **Planning of the first debate related to social media**

https://drive.google.com/file/d/1IOIdjnIFrUfkHdxYKSWabs-HAFva-XP-/view?usp=sharing

Appendix 13 **Planning of the second debate related to online safety**

https://drive.google.com/file/d/1O0Wjezw4_3qet6iAZq0OphOteP2XtSYV/view?usp=sharing

Appendix 14 **Planning of the third debate related to the future of human race**

https://drive.google.com/file/d/1oOp3CghRjK5EzDHQOWh_FxZL7noGIPL_/view?usp=shari

ng

Appendix 15 **Planning of the fourth debate related to the notion of "human"**

https://drive.google.com/file/d/18xnHacUNJk1OZB1qqcyCVmIUavNMK53i/view?usp=shari

ng

Appendix 16 **Planning of the fifth debate related to the relationship of politics vs media.**

https://drive.google.com/file/d/1hc_Ct3MdAeZi7Eci3-h1I8IcrEudDoQf/view?usp=sharing

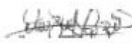*Appendix 17* **Attendance list, Advanced English II**

https://drive.google.com/file/d/10qEVKbNg68FMLsfvAOrm_1zObPNP9MoL/view?usp=sharing

Appendix 18 **Attendance list, Advanced English I**

https://drive.google.com/file/d/1l_cpfOuHXewdAs8QFPZNYvsce5VhMA3-/view?usp=sharing

Appendix 19 **Attendance list, tutoring sessions**

NOMBRE DEL DOCENTE: Daniel Fernando Gilces Capacho   FIRMA DEL DOCENTE:

FECHA - HORA	ESTUDIANTE	ASIGNATURA - PROGRAMA	OBERVACIONES Y COMPROMISOS	FIRMA
23/05/19 8-10	Esmeralda Salazar	ingles IV	Quiz listening	
23/05/19 10-12	Ailey Mojica Torres	ingles IV	quiz listening	Ailey M.
30/05/19 8-10	Nelson Rodriguez	ingles intermedio II	Quiz book	
30/05/19 10-12	Liana Vanesa Mesa	inglés intermedio II	get - have	
05/06/2019 2-4	Diego Fernando Saavedra Blanco	inglés medio - 1	Phrasal verbs	
05/06/2019 4-6	Aura Karina Suárez N.	Proyecto de investigación	Transcripciones	Karina Suárez
1/6/19 8-10	Mora Gabriela Martinez	ingles intermedio II	speaking - insertion	María Martinez
6/6/19 10-12	Karol Patiño Romero	ingles intermedio II	Quiz - grammar	
13/6/19 8-10	Jhoselis Rosana Valgariano Q	ingles IV	quantifiers	

Appendix 20 **Report of the meeting of English teachers, carried out on May 14th 2019**

https://drive.google.com/file/d/1392qaqbc86Anq_Cfh7Gm5xk1WqiB5b6p/view?usp=sharing

Appendix 21 **Report of the encounter concerning the self-evaluation of the FL Program.**

https://drive.google.com/file/d/1q8Gy1dTLTtxjsJgSvWXqmIKnvM61unMx/view?usp=sharing

Appendix 22 **Evidences of the encounter**