

THE DIARY OF EXPERIENCES AT THE B. A. IN MODERN LANGUAGES

ENGLISH- FRENCH OF UNIVERSITY OF CAUCA IN POPAYAN

EL DIARIO DE EXPERIENCIAS EN EL PROGRAMA DE LICENCIATURA EN

LENGUAS MODERNAS INGLÉS-FRANCÉS

DE LA UNIVERSIDAD DEL CAUCA EN POPAYÁN

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FACULTY OF HUMANITIES AND SOCIAL SCIENCES

B. A. IN MODERN LANGUAGES ENGLISH/ FRENCH

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THE DIARY OF EXPERIENCES AT THE B.A IN MODERN LANGUAGES ENGLISH
AND FRENCH OF THE UNIVERSITY OF CAUCA IN POPAYAN.

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Abstract

This research project attempt to understand the reasons and/or motivations that students have to keep or not the Diary of experiences at The B.A. Modern Languages English-French at University of Cauca in Popayan. This is a mixed research which uses the grounded theory as a method. To carry out this inquiry, surveys and interviews were conducted to 109 students from this program.

From data collected of this research project a conclusion is that the students did not keep the Diary of Experiences because of lack of time, dedication, responsibility, motivation and knowledge about it.

Key words: Diary of Experiences, academic writing.

Resumen

Este proyecto de investigación trata de entender las razones y/o motivaciones que tienen los estudiantes para llevar el Diario de Experiencias en el programa de Licenciatura en Lenguas Modernas Inglés y Francés en la Universidad del Cauca en Popayán. Este es un proyecto de investigación con un enfoque mixto el cual usa la teoría fundamentada como método de análisis. Para llevar a cabo la investigación, se realizaron encuestas y entrevistas a 109 estudiantes del programa.

A partir de información recolectada del proyecto de investigación se concluye que los estudiantes no llevaron el Diario de Experiencias debido a la falta de tiempo, dedicación, responsabilidad, motivación y falta de conocimiento acerca del mismo.

Palabras Clave: Diario de Experiencias, escritura académica.

THE DIARY OF EXPERIENCES AT THE B. A. IN MODERN LANGUAGES ENGLISH-FRENCH OF UNIVERSITY OF CAUCA IN POPAYAN

1. Introduction

Each person learns from experience and has it embodied in a writing, can recreate each moment lived and use it as a means to reflect, internalize, learn and produce knowledge.

Writing is a way by which we can express different emotions, feelings and thoughts; also, it is a great learning tool in any context. For this reason, it was decided to give it the importance that it deserves at the B.A in Modern Languages English-French at the University of Cauca, since the proposal of the Diary of Experiences in the program suggests to keep a register of writing and reflect about the continuous experience of a learning process, by referencing to some questions or themes related to this process.

Being familiar with the relevancy of this proposal which has not been studied at the program so far, we present the proposal entitled: The Diary of Experiences at the B.A in Modern Languages English - French of the University of Cauca in Popayan, which aim is to investigate in the student population of the program about the knowledge of this proposal, the action to keep or not the Diary of Experience (DE), in addition to understand the reasons and/or the motivations that students have to keep or not the DE during their training process at the University of Cauca.

To get the estimated value of students who keep or not the diary, surveys and interviews were conducted to students of the program, and thus to get results which permit to clarify the role of the DE within the learning process.

In this document you will find a research carried out by 4 students at the B. A. in Modern Languages English- French, who are motivated by the curiosity to know if the proposal of the Diary of Experiences is carried out or not by the students in the program, in this journey, you will find our objectives, limitations, the methods we use to undertake our flight and the results and numerical results as well as our quantitative and qualitative analysis and conclusions.

2. Justification

Writing is continually affected because of the methodological system used for teaching, where the objective, mainly, is reduced to grammar, calligraphy and spelling; the student is limited to write that his/her tutor wishes to see reflected and these triggers endless problems in writing. The act of writing, sometimes, has become a form of punishment, turning it into inhibition which does not allow to see writing as a means of relief and liberation. In addition, who decides to overcome the obstacles proposed by the educational system that exist in the country becomes a free being, which allows writing to be an ally for their personal development.

Due to the above, in different educational entities it has been decided to implement different training practices for the development of writing; an example of this type of practice is observed in the University of Cauca, specifically in B.A Modern Languages English - French where it proposes to keep a DE during the career where students capture critical thoughts and experiences in the pedagogical process as teachers in training. However, the students do not have a deep knowledge about the importance of DE, what the proposal is and its use.

In this sense, it is decided to do a research that aims to understand, raises awareness and increases the voluntary practice for writing for self-evaluation and reflection of the academic process where students can identify different factors that have or have not influenced the autonomous process, see a before and an after, analyze trivial and relevant experiences. In addition, we want to find the reasons why students have kept or not the practice of writing of the DE (knowledge, motivation, interest, disinterest and others).

Finally, this proposal is a contribution to the writing process through the DE in the Bachelor in Modern Languages, allowing to obtain information which can help in the creation of strategies and /or solutions that promote the improvement of the use of the DE as a way of reflection, expression and creation. In addition, this research project should be considered as an instrument to innovate or reconsider the DE proposal and not only as an academic instrument but as an strategy to go in depth in the writing process, understanding the reasons or motivations to write and how to encourage the students to express their ideas, thoughts, feelings, experiences and others, by means of writing in paper sheets, a computer, a digital or paper diary and so on. Additionally, the present project constitutes a contribution for the self-evaluation process for accreditation purposes of the program and so forth qualifying the pedagogical and academic processes of students and teachers.

3. Problem statement

Writing has been and will be responsible for transporting us to different times. Those can be past and future periods of time. Writing has the unimaginable power to create; however, this can be a double-edged sword since for some, it can be only used to capture some events, while for others writing permits to advance, to create and build new ideas and moments. In other words, according to Garrido (2006) "writing has become an instrument

which has shown inert and coercive moments denying the possibility of living creative moments, living and renewal. The writing reveals progress and the possibility of renewing the spirit (...) "(p.5). But, most of the times writing has referred to certain grammar rules, forgetting the essence of creating and expressing. "Writing here it is not grammar, it is not spelling, which constitutes an obstacle when to value writing is about "(Garrido, et al., 2006, p.17). For this reason, writing has been a latent limitation since our school days. It has been focused on dictation, copying, spelling and grammar, forgetting that writing is according to Montealegre and Puerto (as cited by Garrido et al., 2006) " the most powerful instrument of thought" and Garrido, Montealegre and Muñoz (2007) "as creative act".

One of the acts of writing is keeping journals or diaries, others are writing news, stories, tales, novels, poems, and so on. On the one side, a diary is a writing that is kept in certain periods of time telling about meaningful moments. The newspapers are made with different purposes that can be developed in different areas; for example, in a workplace, academic or personal. An academic journal is a writing where each experience is recorded through the process of the student and the teacher to collect, reflect and self-evaluation of their learning process. In this sense, the academic journal is a tool that allows the follow-up of a process, which can be carried out through field journals, journals of experiences or binnacles.

Since 1999, the program proposes in El Proyecto Educativo del Programa (PEP), the use of the DE as an academic tool. This instrument can be used by students and teachers to record their thoughts, emotions, experiences and everything they want to write about learning and teaching process. Puerto (1999) states that "The DE acts as an instrument, (...) to help teachers recover their important role in improving the achievements of their social responsibility" (p.6) to help the students to do autonomous evaluation.

From our experience we discovered the lack of knowledge and poor importance from teachers and students to achieve this proposal. Therefore, we believe that this attitude affected writing development "as an act of reflection and rationalization of experience "(Puerto, 1999, p.6).

The idea of free and liberating text is left aside to become a purely academic text; this has caused students to limit themselves to writing totally personal experiences, maybe due to fears of being read, the lack of experience in writing about the learning process or just because they do not have a special motivation to write.

For all the above, and in order to understand what is happening to this proposal, we aim to clarify the following questions: What is the proposal of the DE in the program? What is the role of teachers and students in this proposal? What students and teachers have developed this writing strategy? And what have been the reasons and/or motivations that have allowed to take or not the DE? Thus, from the investigation of these questions and the search of possible answers, we will contribute with renewed ideas, to implement the use of the DE, informing the student and teachers community of our experiences.

4. Objectives

4.1 General Objective.

To understand the reasons and/or motivations that B. A. Modern Languages English-French students have to keep or not the Diary of Experiences during their training process at University of Cauca.

4.2 Specific Objectives.

- To identify the population of students who keep the Diary of Experiences.

- To determine the reasons and/or motivations that may or may not affect the fact of keeping or not the Diary of Experiences at the B. A. Modern Languages English- French.
- To describe the meaningful experience of some B. A. Modern Languages English- French students regarding the Diary of Experiences.

5. Limitations

The research project focused in the writing process of the Diary of Experiences which permits to be a source of research that can be useful to improve the proposal named The Diary of Experiences, one evident limitation is the lack of knowledge about The DE by students. For that, students could not keep The Diary of Experiences and “build up with the product of their perceptions, experimental actions, observations and rationalizations of their experiences during the process of knowledge realization in the school.” (Puerto, 1999, p.17). In addition, there exist limited access to information due to the scarcity of data on the DE, since the field to be analyzed does not present data or investigative antecedents at the University of Cauca. For example, when we look for information in some databases, sometimes the information was incomplete or did not allow direct access to it.

Moreover, in the process of data collection through third person there were some drawbacks, as they did not have enough time to conduct interviews and surveys because students had academic duties.

Situations of public order made difficult in different times, causing inconvenience to carry out fieldwork as surveys and interviews.

6. Reference Framework

6.1 Conceptual References.

6.1.1 The Diary of Experiences.

According to the Royal Spanish Academy- RSA (2014), the word diary, from Latin Diarium, refers to an account about what happens every day.

According to Puerto (1999), the Diary of Experiences is defined as “a document that both students and teachers build up with the product of their perceptions, experimental actions, observations and rationalizations of their experiences during the process of knowledge realization in the school.” (p.17). Puerto proposes to implement this instrument in the program and it is stated in PEP (2010). According to this document, the Diary is a “document that some students start building from first semester, considering the analysis of their experiences in the educational process, in which they express their achievements and discoveries, they also recognize their linguistic and learning methodology difficulties.” (p.13). Likewise, in the restructuring of El Proyecto Educativo Del Programa De Licenciatura En Lenguas Modernas Inglés y Francés - PEP (2017), the same approach of the DE is taken up, forming part of the methodology in different courses (p. 19).

On the other hand, the Antioquia University has highlighted the importance of diaries in different spaces such as: The Diary like a register of experiences and a method to document personal experiences. Personal journal, trip journal, scholarly Diary, Field Diary, and teacher Diary. Ospina, D., (2016) stayed:

“The Diary as a file of experiences and a method to document personal experiences: it has as an aim to guide any sort of research. The technique of this Diary has an application in an academic setting and it can be an intermediate point

between experience and reflection, thus it works as a focal point. It exercises a systematic way of gathering preliminary experiences to the reflection. It is based on this theoretical reflection has its reasons, confirmation, a support in reality and experience; at the same time the experience enriches and guides the theory, in other words, there exists a close relation between daily life with thoughts, feelings and behaviors, subjectivity of life perception and intellectual work; for this reason, this kind of Diary looks for avoiding the separation between intellectual duty and everyday life. It is very favorable to research since it permits to register, the reciprocal action between experience and thoughts than the general experience with a view to research: it looks for the practice not to become in a spontaneous act or simple activism, and so not to stay only as a theoretical act. In this way, it is favorable to students raise their research topic to degree project, due to it provides theoretical supplies and experimental tasks, supported in direct learning experiences.”

Additionally, in Caldas University in the book: *Investigation – Action in the Educational Practice: a comprehensive narrative approach* (2004) details that “the Diaries contain observations, feelings, attitudes, perceptions, reflections, hypothesis, extensive analysis and cryptic comments. Introductions are highlighted conversations with ourselves, registering important events for the writer, those are not dedicated to be considered as literary works, as normal stories and notes are only read by the author and nobody else.” (p. 181). It also takes into account some kinds of Diary like: *Intimate Journal*, *Memoir* and *Log*, which permit save personal information about meaningful or insignificant experiences of journey.

Furthermore, there are meaningful advantages in learning and teaching process, standing out the next: “those diaries work as a means to make questions and hypothesis about teaching and learning process” and “those are an excellent instrument for reflection.” (p.183)

6.1.2 Academic writing.

According to the Royal Spanish Academy - RAE (2014), the word writing of *lat. scriptūra*. It is defined as a sign system used to write. As you can see here, writing is reduced to spelling.

Sheble, L., Wildemuth, B., (2009) expressed that writing in “Diaries capture life as it is lived by an individual over time. The diary author’s thoughts, the internal and external events and observations s/he experiences, are fixed in a medium to “provide a record of an ever-changing present” (Allport, 1942). Other forms of writing about the self, such as auto/biography and letters, are closely related to the diary, but diaries are distinct in that time structures their creation, layering text and objects into a chronological composite of snapshots and reflections a few minutes, a day, or a week at a time.”

In the proposal *Creating and Expressing in English*, Garrido, Montealegre and Muñoz (2007) express: "We understand by writing the production of meaning; that is why high power in language. That is, it is expressing thoughts, and to the extent that new things are said, it is creative; it is textuality and warp of ideas where there is an idea that spins and establishes relationships of meaning. The meaning is constituted in the writing itself "(p 17).

For Carlino, P and Martínez, S (2009) "the writing is to encourage the strong imbrication that exists between the thought and the written language, to the point that, in

the superior level, it is impossible to make some academic production in the absence of the writing. "(p. 249). Similarly, Smith (cited in the Exploratory Study on the Writing Process, 2003) argues that writing is a process of production of meaning, which the writer has no conscious control, but after the ideas are written. The author affirms that ideas occur while they are being written; they arise in that same moment and not before.

6.2 Context

6.2.1 General context

The University of Cauca is located in Popayan city, it is formed by 9 faculties in different places into the city, and these academic entities provide information of undergraduate and graduate programs in different areas of knowledge, from health education to arts programs.

For carrying out this research project, it is necessary to lie in the Faculty of Humanities and Social Sciences located in the historical area in the city, called El Claustro El Carmen calle 4 N° 3-56. Given that Modern Languages Program does not count on its own facilities, many of the academic activities as labs and administrative (superior office, coordination of the program, teacher's rooms, and all these actions are carried out in the Faculty of Natural, Exact and of Education Sciences located in carrera 2ª N.º 3n-111, Antiguo Liceo sede Tulcán.

6.2.2 The B. A. in Modern Languages English and French of University of Cauca.

According to the PEP (2017), this program began on February 28, 1972, with 50 students and a duration of 9 semesters. At first, the program was named as Philology and Languages, which belonged to the current Faculty of Exact, Natural and Educational Sciences. From 1975, certain reforms to place to improve the working with languages and

the articulations with pedagogic, linguistic and socio-humanistic components, which had to take into account the recommendations and advisory visits by ICFES; it developed into a renewal of license to the functioning of the B. A. in Modern Languages English- French, under the agreements 75, April 18, 1975, 3953 of 1977 and 276 of 1981.(p.7).

In 1982, some teachers which belonged to the program came back from foreign countries with different graduate courses, they provided new ideas to achieve a new theoretical approach to the program. For this reason, the program was finally named the B. A. in Modern Languages English- French.

This program was offered in the University of Cauca, directed by Humanities and Social Sciences Faculty since 1993 and guided by Foreign Languages Department. In 2016 and 2017, the reforms of agreement 2450 of 2015 and the resolution 2041 of 2016 were made. It permitted the standardization of the conditions for optimizing the quality of degrees at national level. The program has created a proposal to update the curriculum, improving such pedagogic components as social, human and research components. All this as a result of self-evaluation processes for accreditation purposes, which had provided High Quality Accreditation in 2011 (Resolution No. 12458, December 2011) and 2017 (Resolution 27245, November 4 2017). Also, the official registration (Resolution 29142, December 26 2017) for seven years.

According to the previous document information, now the Foreign Languages Department rely on a group of English and French teachers, distributed as: French teachers: Two full- time teachers, four occasional teachers one of them is a native teacher with an assignment of twenty weekly hours. English teachers: Nine full- time teachers and four occasional teachers; two of them are native speakers. (p.9).

In the academic period 2018.1, on SIMCA reports (May 23, 2018), the program had 261 students registered in Popayan and 235 students in Santander de Quilichao.

6.3 Background.

6.3.1 International studies.

- Learn through writing. The practice journals and the development of experiential knowledge.

This study by José Sierra, Ester Caparrós, Dolo Molina and Nieves Blanco, conducted in 2015, reveals the need to use writing as a method of expression, since currently the use of writing is wasting the epistemic use of it, avoiding the transformation of the knowledge and experiences we have daily, in this case at the university. Those who are tutored in this case to keep a practicing diary, are the students of Málaga and Almería, the Practicum II of the Social Education degree and in Valencia it is the practicum II and III, which correspond to the third and fourth year of the degree of Early Childhood Education, where the newspaper fulfills the role of analyzing and carrying in it the memories that are held about their professional practices. The tutors accompany the students' writing process and help its good use, where its objective is to create an awareness of thought through writing. In all of the above the students who are taken to the process show a great empathy regarding the use of writing in the practice journals because they feel that this method helps a better observation and analysis about the process they are carrying.

As a conclusion of the follow-up, it is said that keeping diaries is good and that having an external support (tutors) is an essential tool for a better development of this activity, where writing gives you new eyes to observe the process.

6.3.2 National studies.

- The Design of Reflective Tasks for the Preparation of Student Teachers.

The current study is fulfilled with a semester from National University of Colombia whose students are in a training process as teachers. In the study development the students carry out their practice in contexts like elementary school, high school and in some semesters at the university; practices take 4 weekly hours. The aim of this study is to prepare students for their working life as future teachers by means of practice. After the practice, each student complies with reflective tasks as: writing of Diary of Experiences, conferences, specific tasks and responses to observation of counselor. Through the assignment of tasks, the students have the privilege of reflecting about the process they live with their teaching practice. Particularly, in the writing duties of diaries of experiences, training students have a space to reflect about themselves during the process. Those exercises help to improve, since reflection and evaluation are big steps to get better those resources that can be used in a strategic way. Therefore, reflecting and evaluating the process, give a space for contributions and opinions that counselors offer from their experience and that way enhance the training process of teachers in training.

6.3.3 Local study.

- The realization of children in the process of learning the English language in six schools in the Department of Cauca.

This project carried out by the researchers María Cristina Garrido, Carmen Elena Montealegre, Lucy Perafán and Carlos Julio Puerto took place in six schools in the Department of Cauca in 2006, where the realization of children in their process of learning the English language is studied; it draws too much attention that one of the instruments

used for the development of this project is the Diary of Experiences. Here the writing is mentioned as an awakening, therefore a very important objective is to know the importance of writing, both in our language, as in a foreign language; The Diaries of Experience are instruments that allow data collection, such as experiences, processes and observations which help to analyze and research, so that we can reflect, understand and have the ability to make it known to people who are interested in these events. In addition, the results of this instrument are important because they allow to rescue moments which could have been lost if in that moment it had not been written.

7. Methodology

The approach of this research project is mixed, because the qualitative and quantitative method were required. Quantitative through statistical data collected from surveys to the student population which was analyzed afterwards. On the other hand, we consider the qualitative approach taking into account Hesse-Biber & Leavy (2006) said that “Qualitative research is an exciting interdisciplinary landscape rich with perspectives on knowledge construction and enabled by a multitude of techniques available for generating knowledge... qualitative research is truly unique in content, focus, and form” (p. 5). Furthermore, this approach helped us to describe each meaningful experience of some students.

We used a survey to collect data which was created with dichotomous, multiple choice question and opened questions that it was analyzed with Likert Scale and the Grounded Theory. And two interviews, one semi-structured interview conducted to ten students and one in-depth interview conducted to three students.

The research project was carried out in three moments: exploration, description and analysis.

7.1 First moment: exploration.

7.1.1 Conducting surveys.

To carry out the first stage of exploration of this research, we made questions for the survey to be administered to the students from the Program, then it was conducted a pilot-test (person-to-person survey) with five students which made some important observations to clarify and improve some questions. Considering those observations, the respective adjustments were done. Then, questions were typed in a google form, the adjustments were made and the pilot-tests were conducted again. After that, the survey was conducted to student's population. The survey took around two weeks.

Once the results were gained the categorization was made, initially with the answers from students, which were consolidated by categories.

For quotation, the next codes were considered:

T: Type, Su: Survey, St: Student, S: Semester, G: Gender, F: Female, M: Male.

The quotation order is the next: Ex, (T: Su/St: 3/S: 7/G: F)

The design used for categorizing was:

Name of category	(answer fragment of student)
Example: WRITING AS A METHOD OR MEANS OF EXPRESSION.	La escritura es un método de expresión que tiende a perdurar más que la expresión oral, además de que no sufre de tantas modificaciones. (T: Su/St:4/S:3/G: F)

During this moment a question about teachers' knowledge of Diary of Experiences proposal came; for that reason, it was administered a survey to solve doubts, the participation from teachers was poor and the results of questions did not answer the questions.

7.1.2 Synthesizing categories.

To synthesize categories, the Grounded Theory method was used, which consisted on a group of answers by categories. Each question had several categories, considering the relation between the information.

7.2 Second moment: description

This moment consisted on of three stages: stage 1: semi structured Interview, stage 2: Analysis and students' selection to in-depth interviews. Stage 3: In-depth interview.

7.2.1 Stage 1: Semi structured Interview.

7.2.1.1 Students selection to semi structured interview.

In choosing the students to semi structured interview we did a random selection using certain inclusion parameters. For example, gender, ethnic group, and if the Diary of Experiences is kept or not.

We did two choices: First, we took into account three students from ethnic groups as Indigenous, Afro descendants and gender, based on the responses of the survey; we wrote the name of each student in a piece of paper and it was selected at random. Second, the other seven students searched an online random number generator considering the next parameters such as: if they keep the Diary, if they don't keep the Diary and they register on electronic media and loose- sheets, were taking into account; and the last three students were picked without a parameter.

Once the process was done, the candidates were contacted by e-mail and in person to be in agreement with the place, date and hour to the interview. The interview took around 2'40'' to 9'21'' minutes.

7.2.2 Stage 2: Analysis and students' selection to in-depth interviews.

7.2.2.1 Students selection to in-depth interviews.

In the student selection to Depth interview we did a categorization and as synthesization with data collected of the semi structured interview and three students were chosen. The first one was a student who kept the Diary of Experiences, the second one was a student who did not keep the Diary of Experiences and the third one was a student who kept other type of writing.

7.2.3 Stage 3: In-depth interview.

To carry out this stage, it was necessary to design questions to each student given that those students provide specific details about their learning process.

7.3 Third moment: analysis.

This moment has two stages: stage 1: data coding and stage 2: data categorization.

7.3.1 Stage 1: Data coding

After the data collection was made, an analysis was done taking into account the Grounded Theory which permitted an analysis line by line to continue with the next stage: categorization.

7.3.3 Stage 2: Data categorization

In this stage categories were grouped and supported by the students answered.

8. Ethical and legal aspects

The research and the academic project carried out was developed to understand the reasons and/or motivations that B. A. Modern Languages English- French students have to keep or not the Diary of Experiences during their training process.

The students chosen at random knew about the project and were invited to participate through an informed consent, their decision was on their own regarding their participation since their welfare prevails and it is essential. It is important to clarify that if a student agreed to participate, the information would be confidential and for the exclusive use of the research project.

The participants were informed about the reasons for the research and its objectives, and what is the use of data collected, what it will contribute to the research at the program.

This academic research project does not intend to affect participants. The idea is to minimize risks of discomfort to the members in the process.

9. Findings

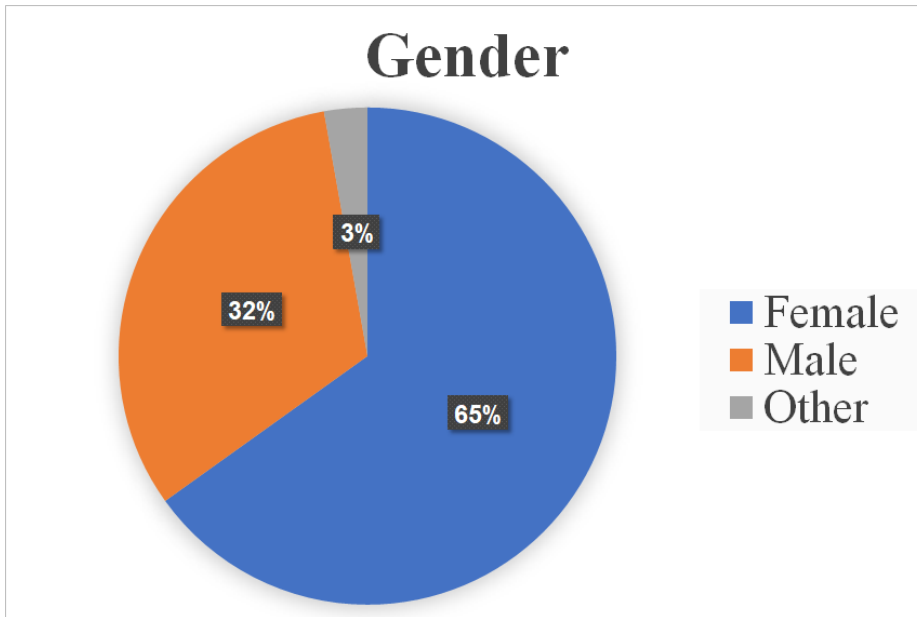
The following statistical and graphical information provides about the results of the survey conducted to students and teachers from the Modern Languages Program.

The development of findings starts with a student's survey, the first graphics are related to general population information, after that it finds questions that aimed to research about the DE. Explain that the graphics show only statistics of multiple-choice questions and dichotomous questions. The information from open questions 2, 3, 5, 8, 11, 13, 14, 17 and 18 were took into account for the student's selection to semi structured interview.

9.1 Students survey.

From the graph 1 to 4, in the next section it will find the respective graphs with general data collected about student population

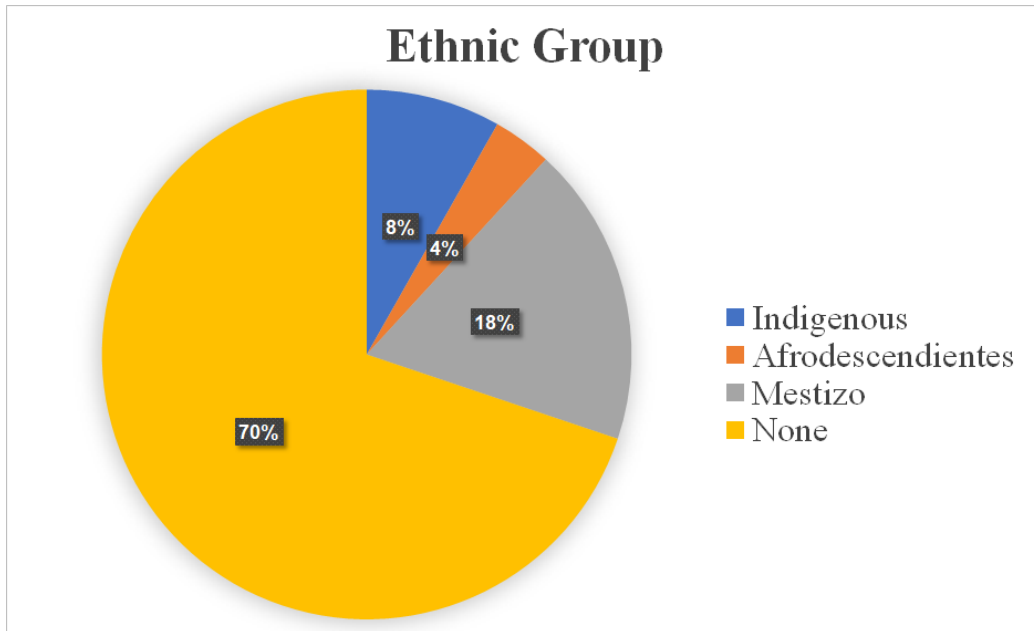
The information in the graph number 1 contains information about students' gender.



Graph 1: Student Gender

The B. A. in Modern Languages English- French of University of Cauca in Popayán registered 261 students which correspond to the 100% of the population. From this group of students, 109 of them answered the survey, it corresponds to the 41, 76% of the population. Referring to the gender, 65% (71 students) are female, 32% (35 students) are male and 3% (3 students) answered “other”.

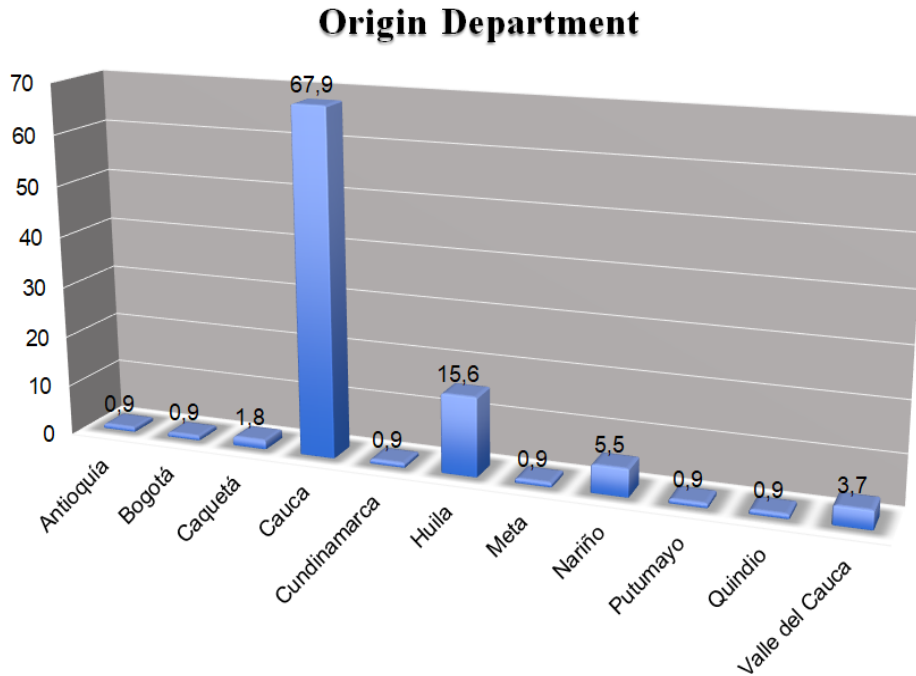
Through the next graphic it is represented the program Ethnic Group.



Graph 2: Student Ethnic Group

According to ethnic group, 70 % selected the option None that corresponds to 76 students, 18% (20 students) are Mestizo, 8% (9 students) are Indigenous and 4% (4 students) are Afro descendant.

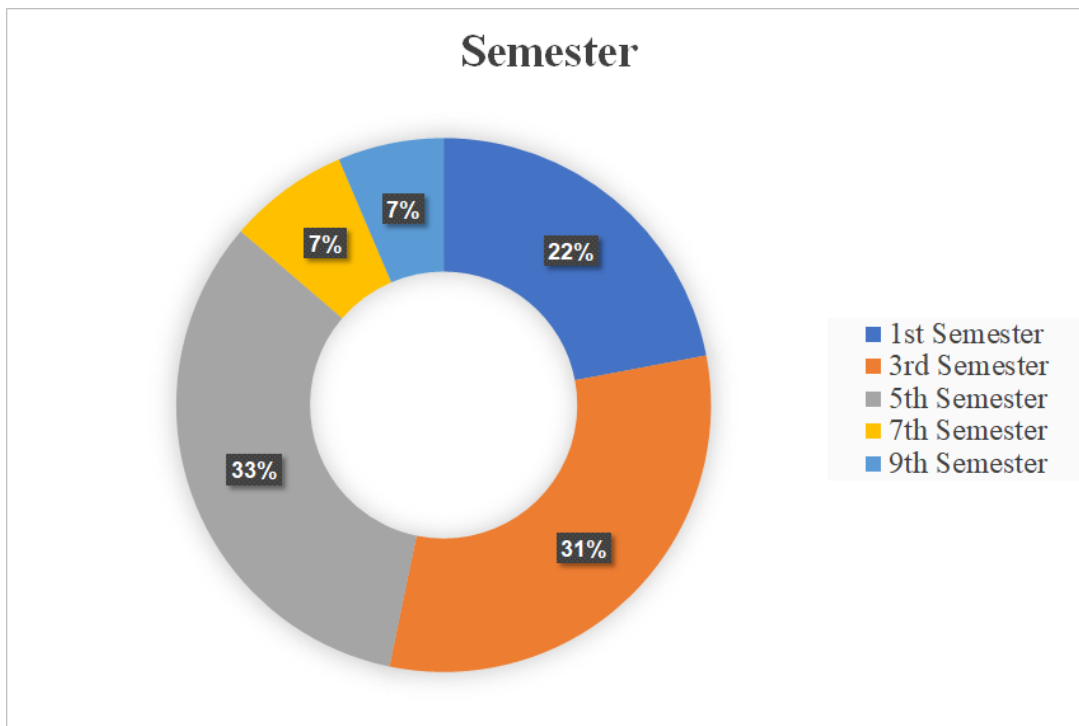
In the next graph, it is evidential that many students come from different departments.



Graph 3: Student Origin Department

From this survey we know that: most of the population came from Cauca 67,9% (74 students), Huila 15,6% (17 students), and the minor population came from Nariño 5,5% (6 students), Valle del Cauca 3,7% (4 students), Caquetá 1,8% (2 students) and Antioquia, Bogotá, Cundinamarca, Meta, Putumayo and Quindío had 0,9% with a total of 6 students.

This graphic shows the students' participation according to each semester.

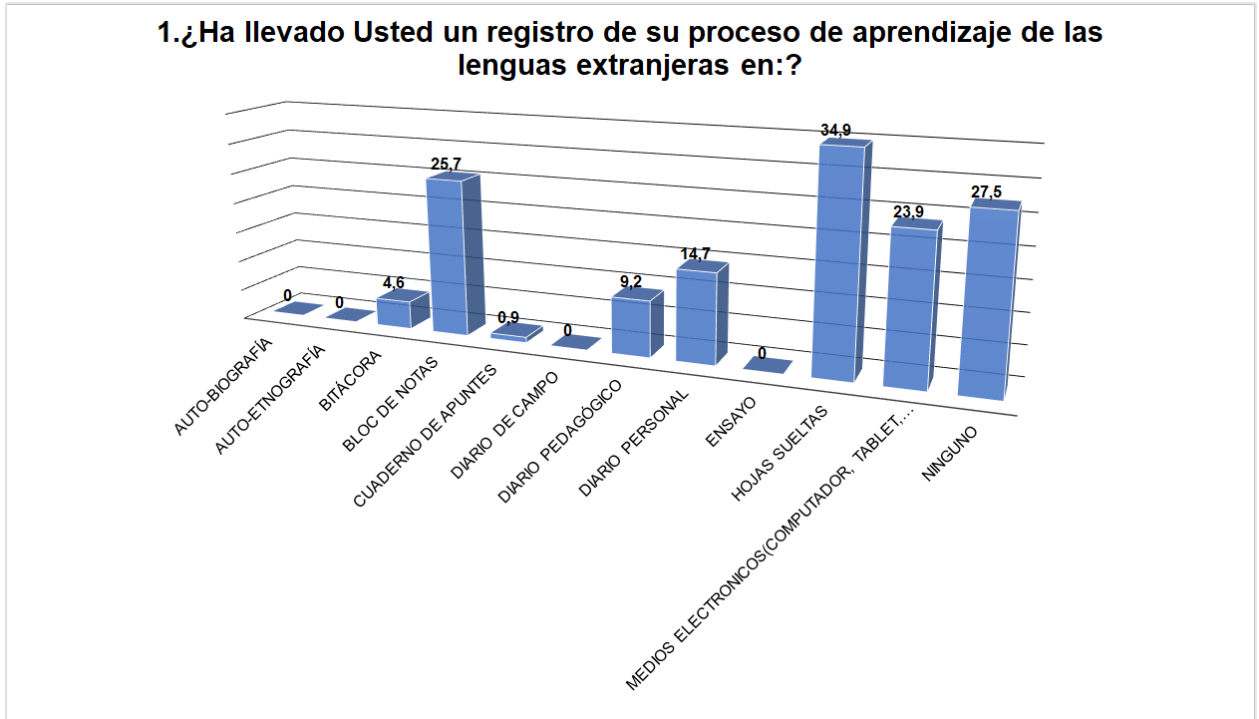


Graph 4: Student Semester

In that moment (data collection) there were 5 semesters; in total 261 students which 109 answered this survey. The most participation was from 5th semester 33% (36 students), 3rd semester 31% (34 students), 1st semester 22% (23 students) finally 7th and 9th semester with 7% (8 students in each semester).

In this section we find the statistical questions related to the Diary of Experiences.

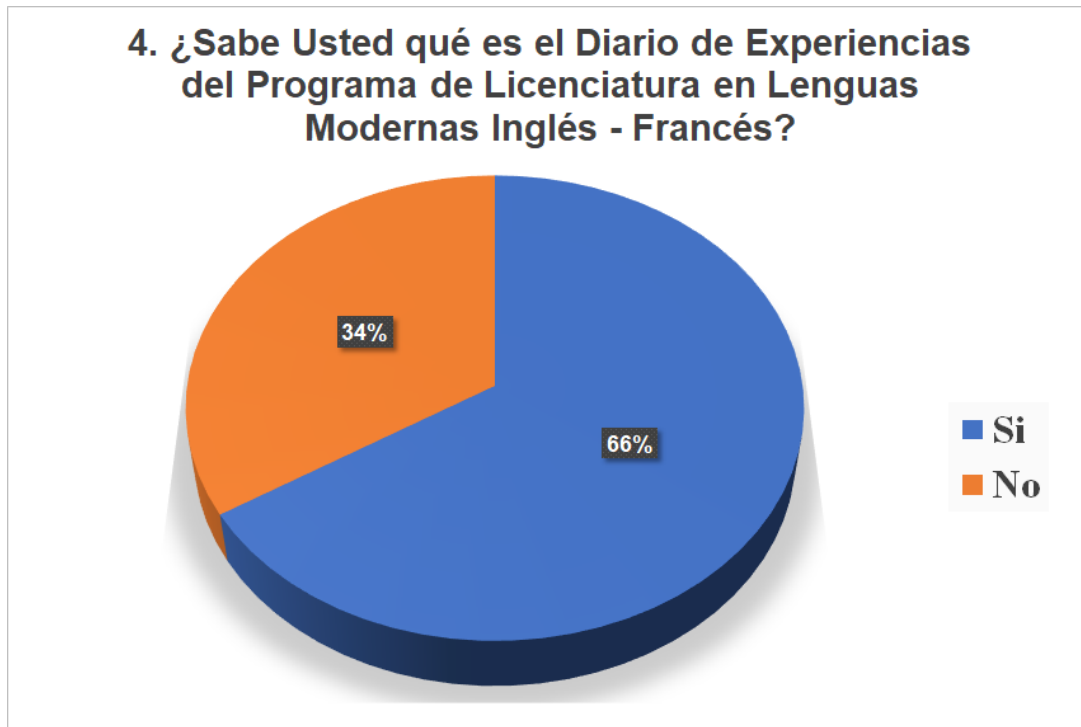
The first question answered about the instrument used to writing register.



Graph 5: Student Question 1

The results of this survey shows that although it exists a Diary of Experiences, the 34,9% (38 students) write in loose sheets, 27,5% (30 students) did not keep a register, 25,7% (28 students) write on notepad, 23,9% (26 students) use electronic media, 14,7% (16 students) Personal Diary, 9,2% (10 students) Pedagogical Diary, 4,6% (5 students) logbook, 0,9% (1 student) notebook.

The next graphic presents statistical information about students that knew or not the DE.



Graph 6: Student Question 4

Referring to knowledge about the Diary of Experiences, 66% (72 students) answered that they knew what the Diary of Experiences was, the remaining 34% (37 students) said that they did not know about it.

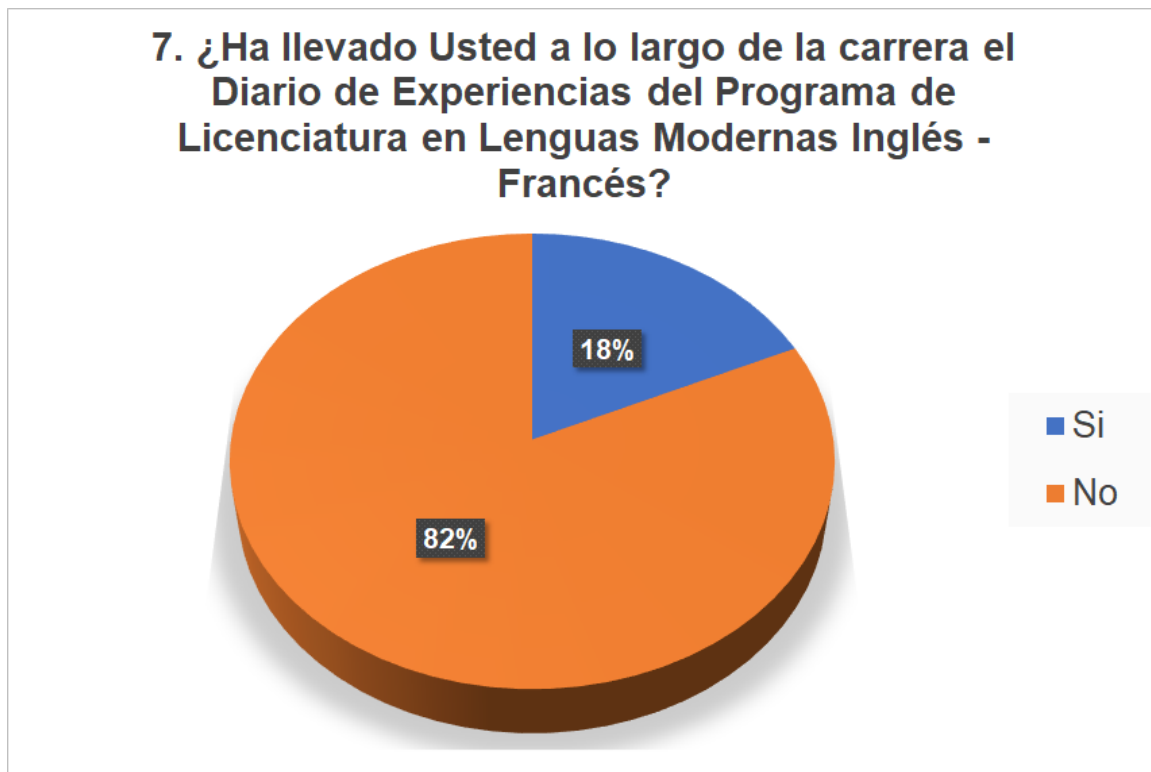
In this question students expressed the way they realized about the DE.



Graph 7: Student Question 6

From 109 students the 66% (72 students) answered that they knew the diary. 86,1% (62 students) knew about the Diary of Experiences through teachers, 8,3% (6 students) through students and the other 5,5% (4 students) through students and teachers.

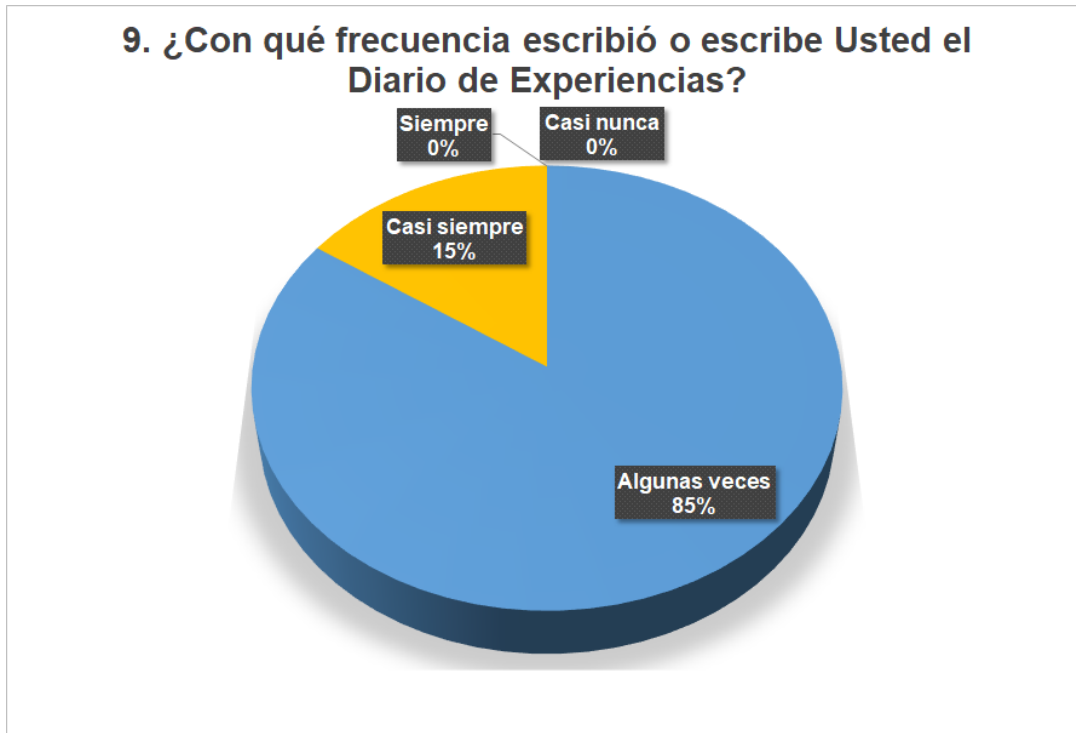
The graphic shows the percentage of students' population who kept or not de DE.



Graph 8: Student Question 7

Although 66% (72 students) knew about the proposal of the Diary of Experiences, only 18% (13 students) kept the Diary of Experiences. It means that 82% (59 students) did not keep it.

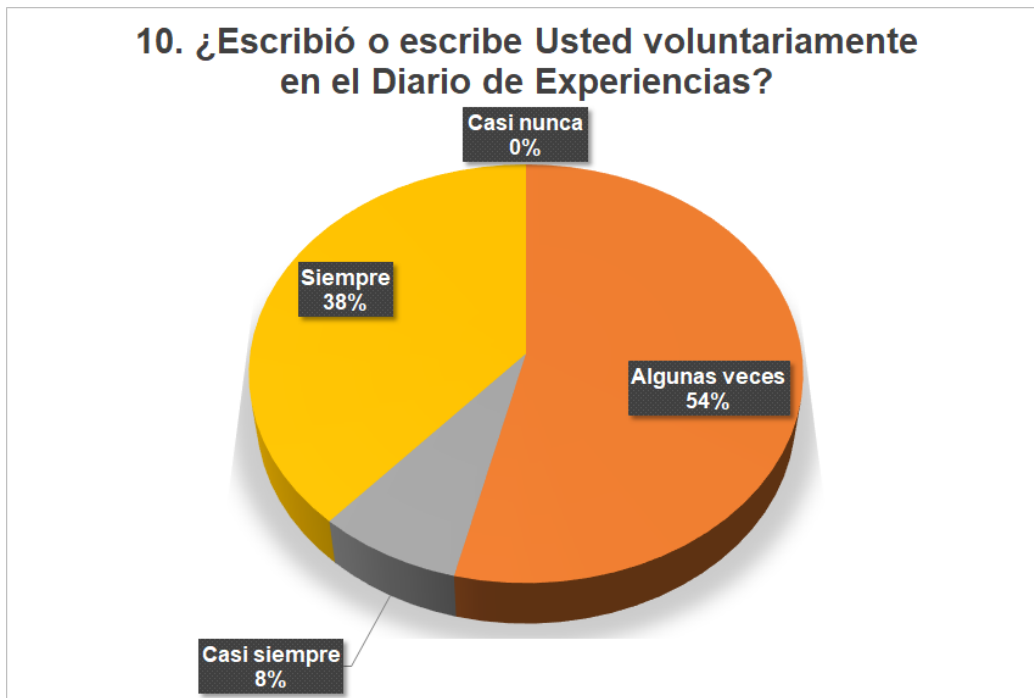
And now we find students' writing frequency from students in the DE.



Graph 9: Student Question 9

Taking into account the 18% (13 students) who kept the Diary of Experiences, it could be said that 15% (2 students) almost always wrote and the other 85% (11 students) sometimes wrote in the DE.

The next question was done to determine if the students wrote in a free way.

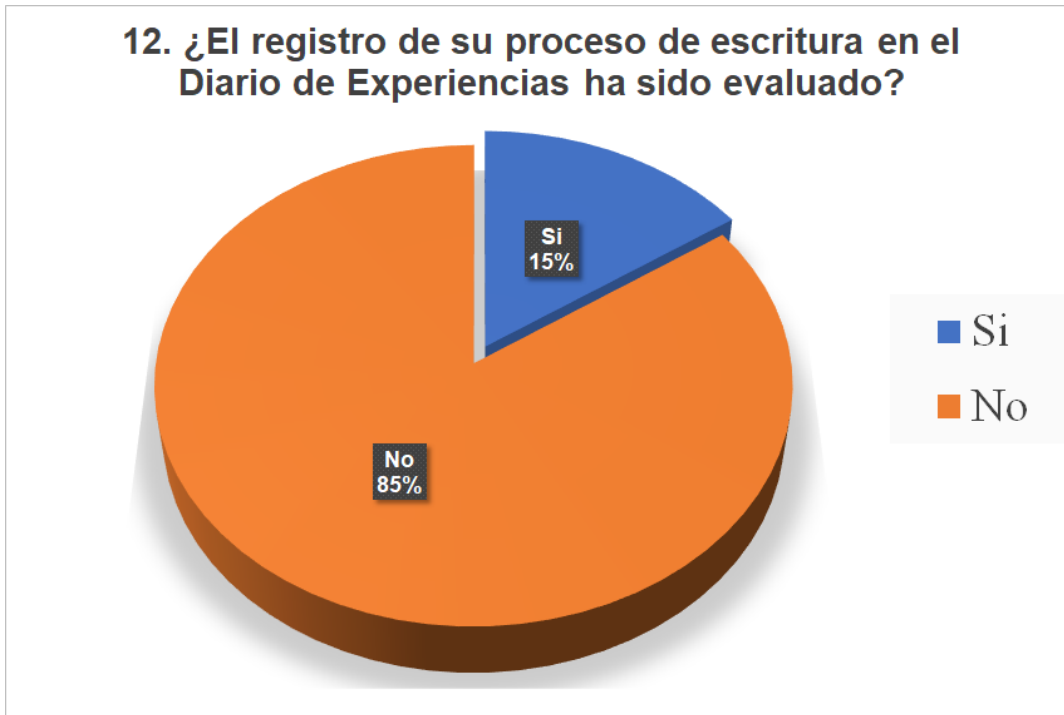


Graph 10: Student Question 10

Referring to write voluntarily:

From the 18% (13 students) kept the Diary of Experiences, the 54% (7 students) sometimes wrote voluntarily, the 38% (5 students) always wrote voluntarily and the 8% (1 student) almost always wrote voluntarily.

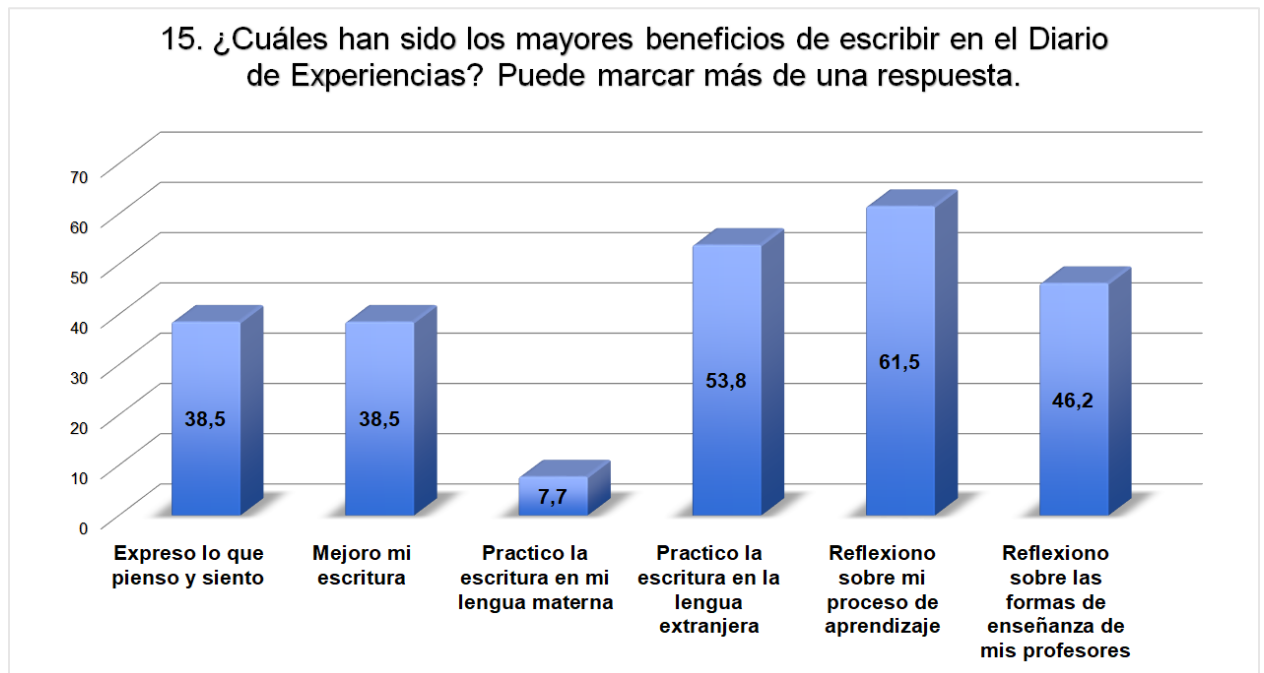
The following graph shows the writing process evaluation in the DE.



Graph 11: Student Question 12

From 18% (13 students) kept the Diary of Experiences, 15% (2 students) answered that their process with the Diary was evaluated, the remaining 85% (11 students) said that they were not evaluated.

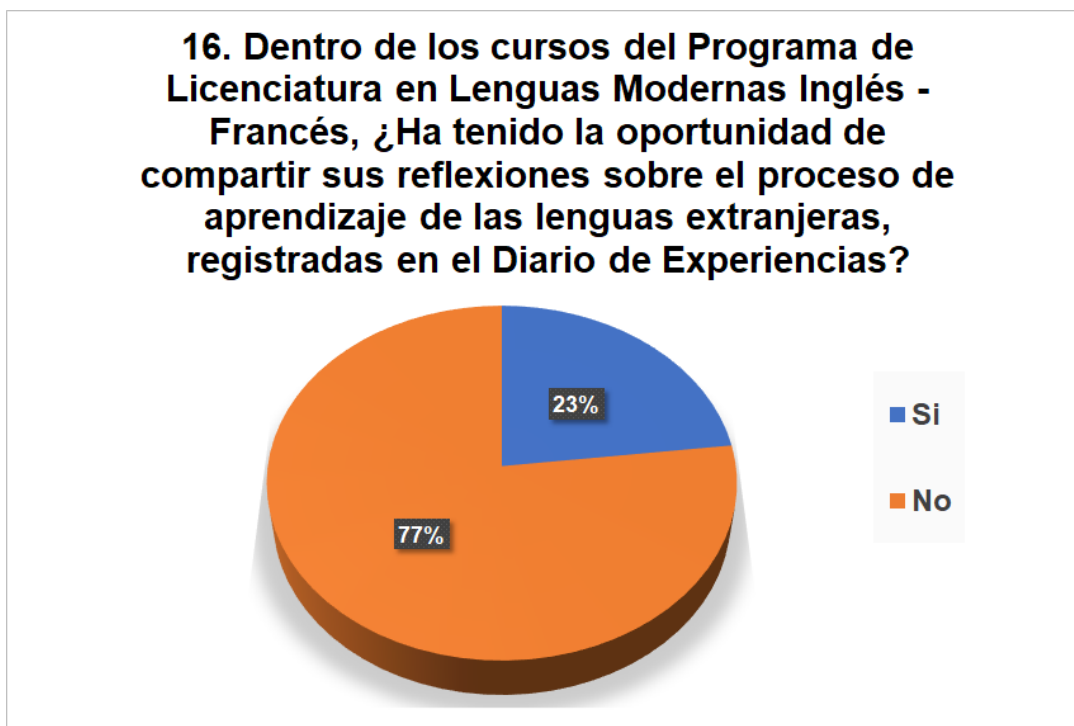
The next graph talks about the benefits of writing in the DE.



Graph 12: Student Question 15

The graphic shows that 18% (13 students) kept the Diary of Experiences, 61.5% (8 students) affirmed that the most benefit of keeping the Diary of Experiences was to reflect about their learning process, 53.8% (7 students) said that the benefit was to practice writing in foreign language while 46.2% (6 students) said that they reflected about the ways of teaching of their teachers. With the same percentage 38,5% (5 students) answered that the benefits were to express their feelings and thoughts and to improve writing and the 7.7% (1 student) showed that they practiced writing in their native language.

The next graphic reveals that students had or not the opportunity to share about their learning foreign language learning processes while they kept their DE.



Graph 13: Student Question 16

From 18% (13 students) kept the Diary of Experiences, 23% (3 students) had only the opportunity to share about their foreign languages learning process, and the remaining 77% (10 students) did not have the opportunity.

- **Summary of students' survey.**

The B. A. in Modern Languages English- French of University of Cauca in Popayán during 2018.2 period was registered 261 students which correspond to the 100% of the population. From this group of students, 109 of them answered the survey that had as objective to evaluate some opinions and/or attitudes of the sample to identify the use of the Diary of Experiences; 41,76% replied the survey. Referring to gender, 65% (71 students)

were female, 32% (35 students) were male and 3% (3 students) answered “other”. In that moment there were 5 semesters at the program, the most participation was from 5th semester 33% (36 students), 3rd semester 31% (34 students), 1st semester 22% (23 students) finally the participation of 7th and 9th semester was 7% each one (8 students in each semester).

Taking into account the diversity of cultures in ethnic groups, 70 % (76 students) selected the option none, 18% (20 students) were Mestizo, 8% (9 students) were Indigenous and 4% (4 students) were Afro-descendant. For that reason, we found students who came from Cauca 67,9% (74 students), Huila 15,6% (17 students), and the minor population came from Nariño 5,5% (6 students), Valle del Cauca 3,7% (4 students), Caquetá 1,8 (2 students) and Antioquia, Bogotá, Cundinamarca, Meta, Putumayo and Quindío departments had 0,9% with a total of 6 students.

Considering the objective of this survey, the results showed that the students' knowledge about the Diary of Experiences, 66% (72 students) of the population answered that they knew about the DE was, from this population 86,1% (62 students) knew about the DE through teachers, 8,3% (6 students) through students and the other 5,5% (4 students) through students and teachers. The remaining 34% (37 students) of the population said that they did not know anything about it. Although there exists a DE, the 34,9 % (38 students) of the students wrote in loose sheets, 27,5% (30 students) did not keep a register, 25,7% (28 students) wrote on notepad, 23,9% (26 students) used electronic media, 14,7% (16 students) Personal Diary, 9,2% (10 students) Pedagogical Diary, 4,6% (5 students) logbook, 0,9% (1 student) notebook.

Even though 66% (72 students) knew about the proposal of the DE, only 18% (13 students) kept the DE which the 15% (2 students) almost always wrote, the others 85% (11 students) sometimes and 82% (59 students) did not keep the DE. Moreover, referring to write voluntarily from the 18% (13 students) kept the DE 54% (7 students) sometimes wrote voluntarily, the 38% (5 students) always wrote voluntarily and the 8% (1 student) almost always wrote voluntarily. In the same way from students who kept the DE, 15% (2 students) answered that their process with the Diary was evaluated, the remaining 85% (11 students) said that they were not evaluated.

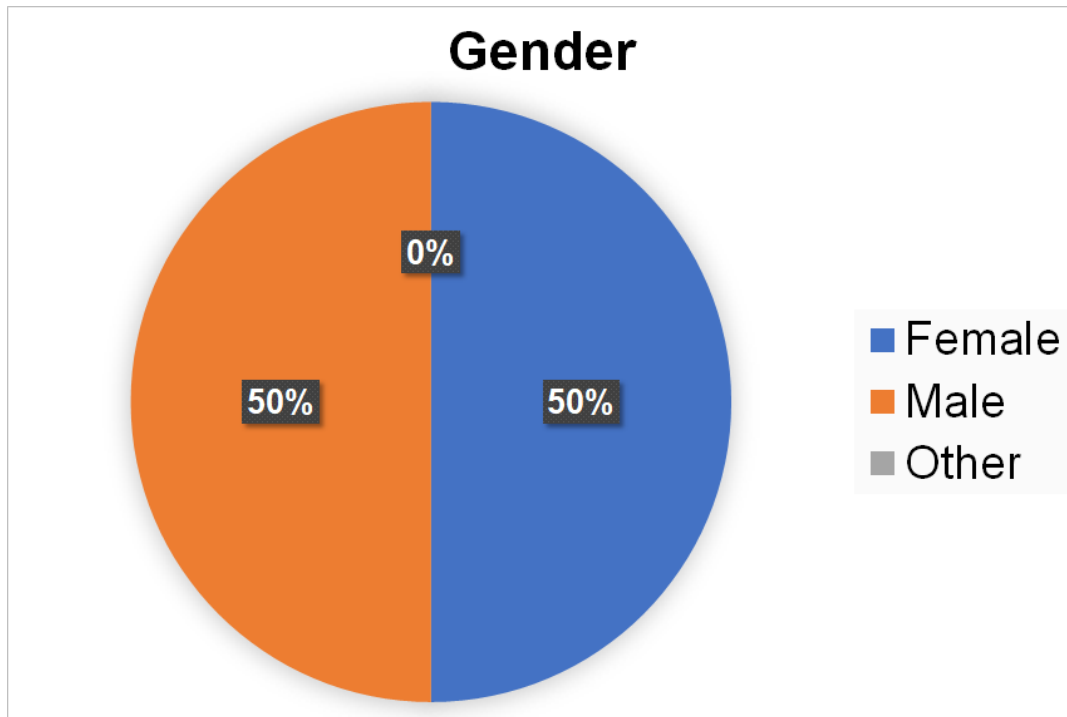
The most benefits of writing in the DE according to students were: 61.5% (8 students) affirmed that was very beneficial to keep the DE to reflect about their learning process, 53.8% (7 students) said that the benefit is to practice writing in foreign language, while 46.2% (6 students) said that they reflected about the ways of teaching of their teachers. With the same percentage 38,5% (5 students) answered that the benefits were to express their feelings and thoughts and to improve writing, at the same time that 7.7% (1 student) showed that they practiced writing in their native language.

Finally, during the process of keeping the DE, 23% (3 students) had only the opportunity to share about their learning process of foreign languages, and the remaining 77% (10 students) did not have it.

9.2 Teachers survey

In the next section it will find the respective graphs with the general data collected about teacher's population from the graph 1 to 2.

In the next graphic the information about teacher's gender is provided.

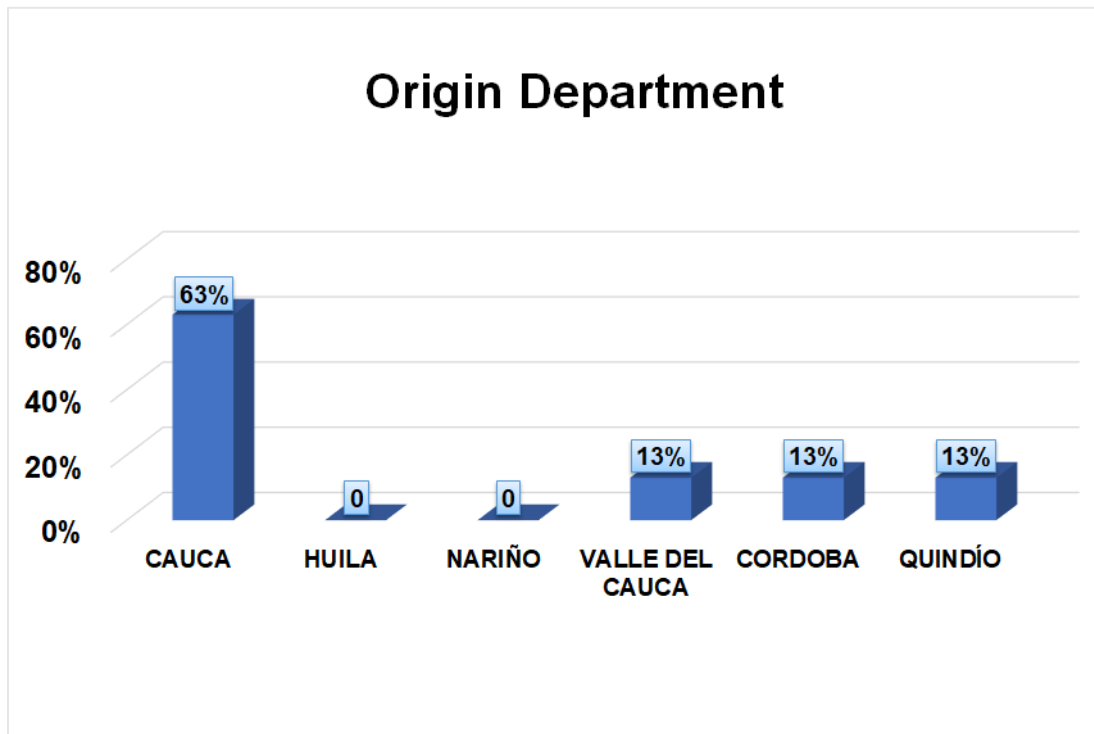


Graph 14: Teacher Gender

The B. A. in Modern Languages English- French of University of Cauca in Popayán had registered 22 teachers which correspond to the 100% of the population. From this group, 36% (8 teachers) answered the survey.

Talking about gender, 50% (4 teachers) were female, 50% (4 teachers) were male and 0% answered "other".

It is evident that some teachers came from different departments and the next graphic shows it:



Graph 15: Teachers Origin Department

According to the survey we know that: most of the population came from Cauca 63% (5 teachers), Cordoba 13%(1 teacher), Valle del Cauca 13% (1 teacher), and Quindío 13% (1 teacher).

In this section we find the statistical questions related to the Diary of Experiences.

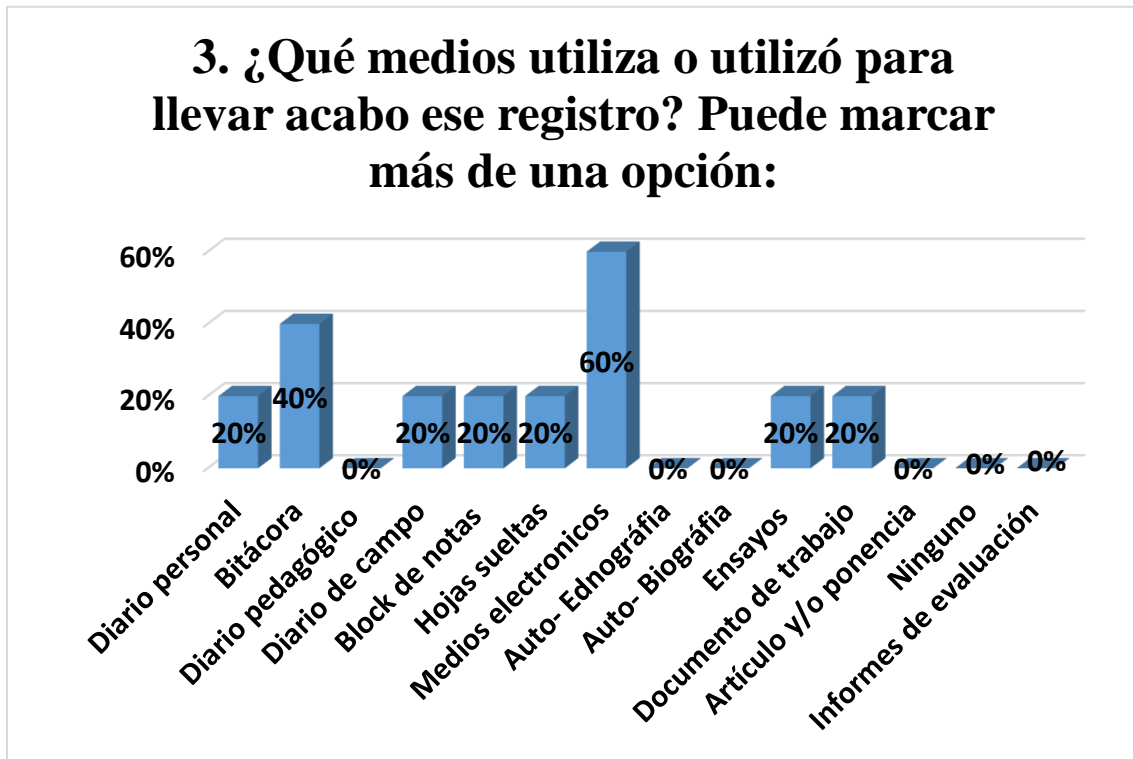
The graphic shows the percentage of teacher's population who kept or not the DE.



Graph 16: Teacher Question 1

According to register of writing, 62% (5 teachers) selected the option yes, and 38% (3 teachers) selected the option no.

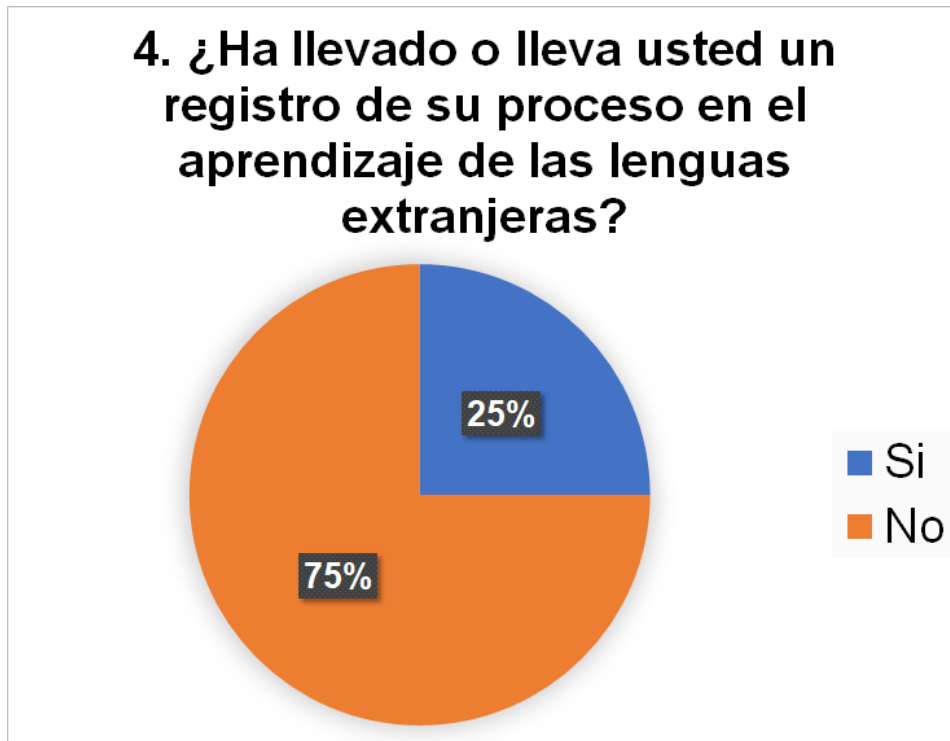
The third question answered was about the instrument used for a writing teaching process registration.



Graph 17: Teacher Question 3

The results of this survey showed that 20% (1 teacher) wrote in Personal Diary, 40% (2 teachers) wrote in a binnacle, 20% (1 teacher) wrote in a field diary, 20% (1 teacher) wrote in a notebook, 60% (3 teachers) use electronic media, 20% (1 teacher) preferred write essays and 20% (1 teacher) wrote in a working paper.

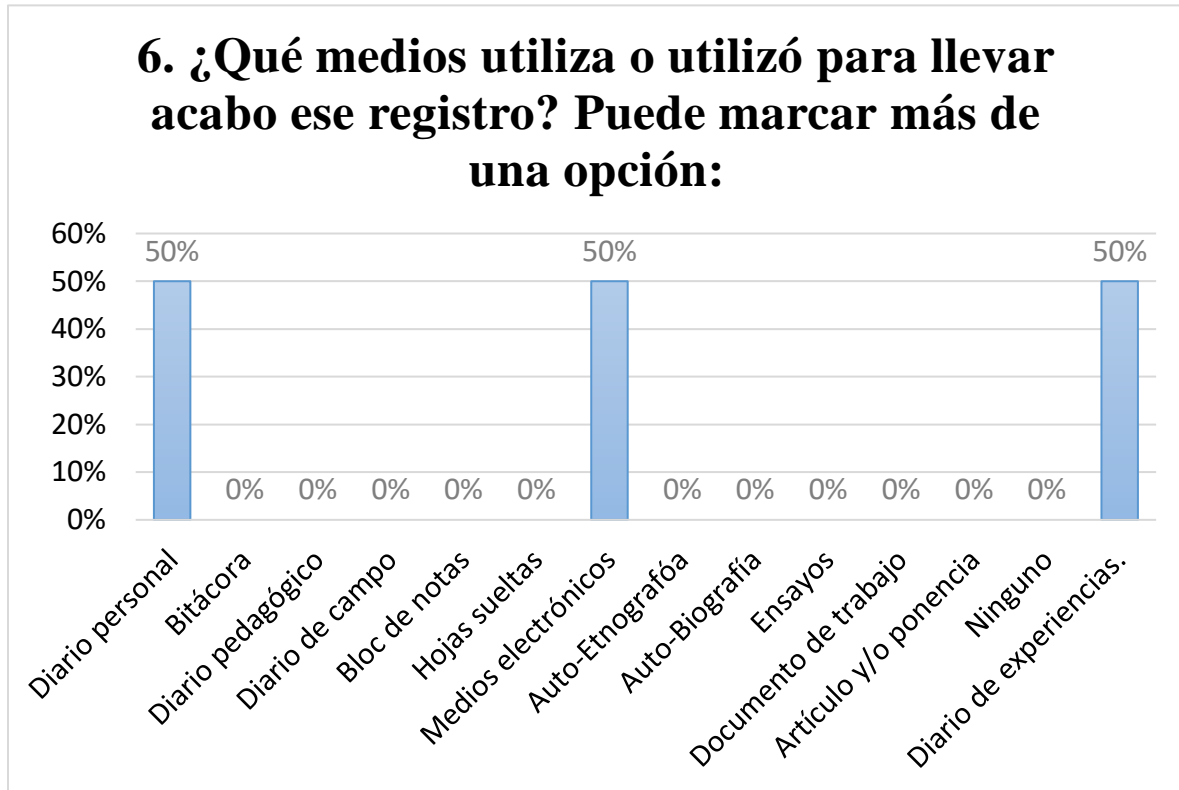
The next graphic shows the percentage of teachers' population who kept or not a writing registration during learning process.



Graph 18: Teacher Question 4

Referring to register of writing in the learning process, the majority of the population answered No with a total of 75 % (6 teachers) and Yes 25% (2 teachers).

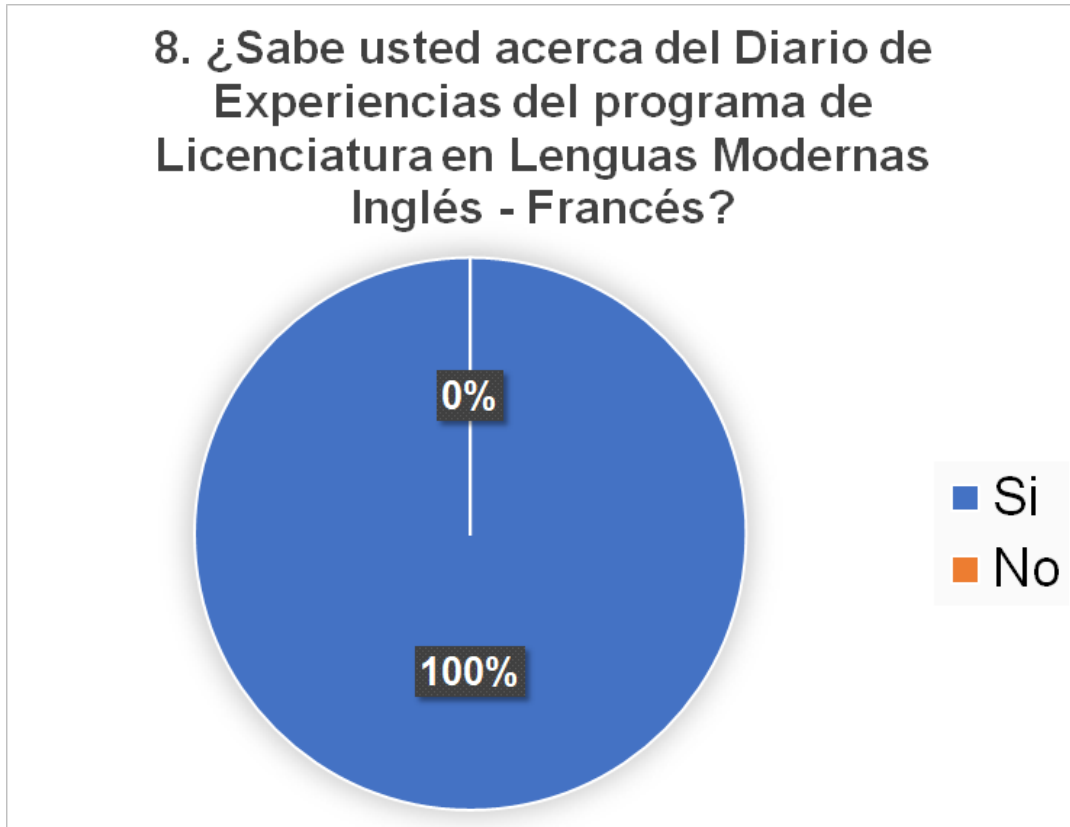
Taking into account the last question we looked for the instruments that teachers used to keep a writing registration.



Graph 19: Teachers Question 6

The result of this percentage was created with multiple choice question. Considering that teachers used several instruments to keep a writing registration, 50% (4 teachers) kept a personal diary, 50% (4 teachers) electronic media and 50% (4 teachers) a Diary of experiences.

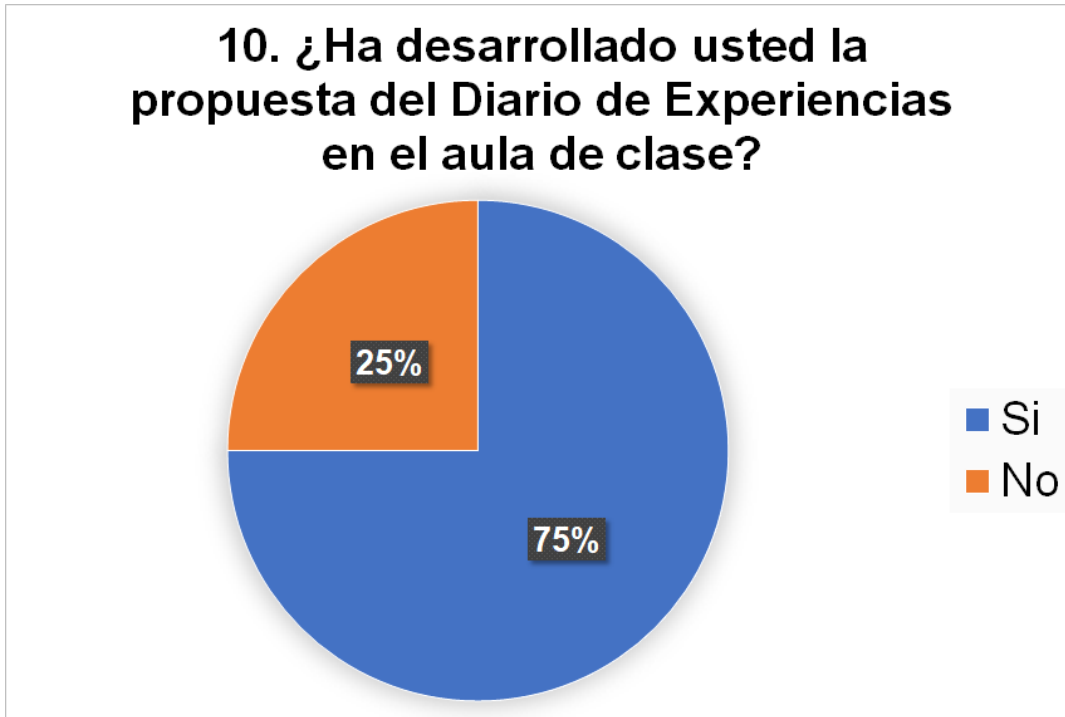
This graph presents teacher population who knew or not about the Diary of Experiences in the program.



Graph 20: Teacher Question 8

Referring to knowledge about the Diary of Experiences, 100% (8 teachers) answered that they knew what the Diary of Experiences was.

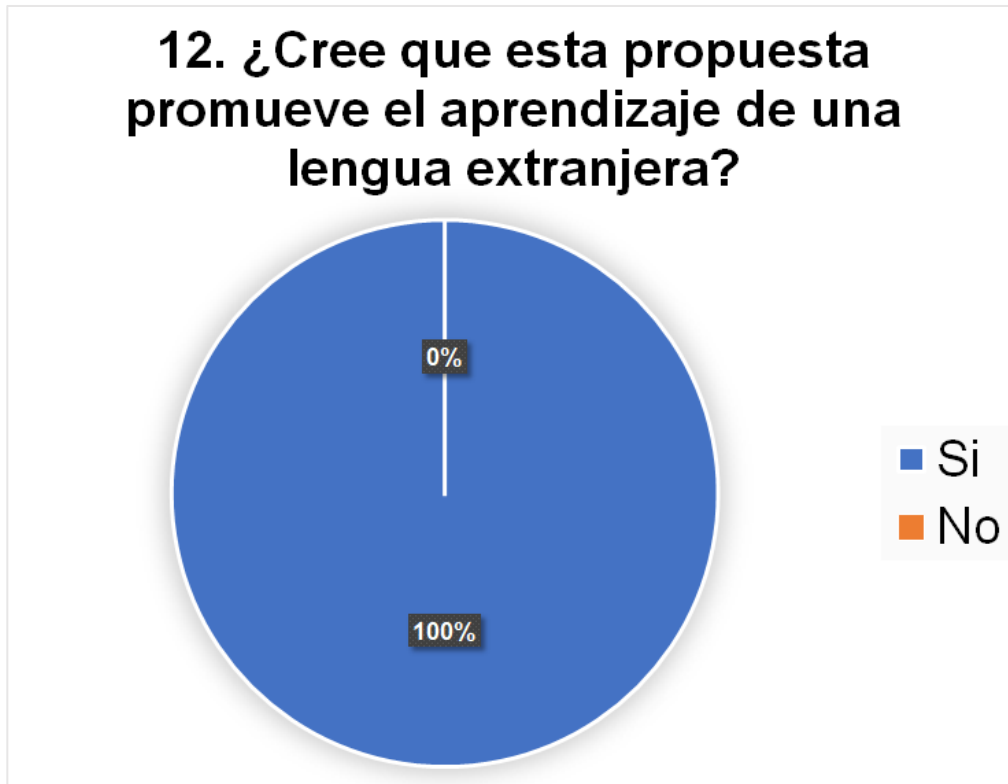
The next graph shows the development of the DE proposal by teachers in the classroom.



Graph 21: Teacher Question 10

As we can observe the majority of the teachers conducted the proposal of The Diary of Experiences, in this way 75% (6 teachers) answered Yes and 25% (2 teachers) said No.

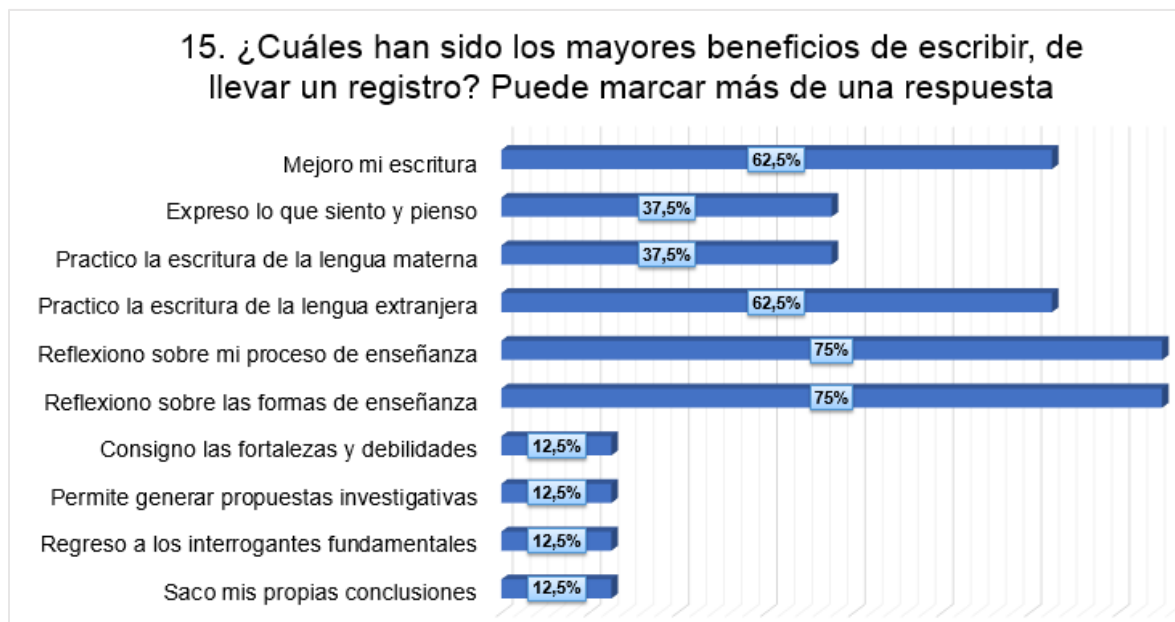
The graphic represents 8 teacher's opinion about the promotion of the DE in a foreign language learning process.



Graph 22: Teacher Question 12

The entire population answered Yes, which means that they are in agreement that the proposal promotes a foreign language learning process.

The next question answer what the benefits were when teachers wrote in the DE.



Graph 23: Teacher Question 15

The 75% (6 teachers) affirmed that the most benefit of keeping a writing registration was to reflect about the teaching process, with the same percentage to reflect about the way of teaching.

The 62,5% (5 teachers) said that the benefit was to practice writing in a foreign language, with the same percentage to improve the writing.

The 37,5% (3 teachers) said that they expressed their feelings and thoughts, with the same percentage, to practice writing in their native language.

Finally, the 12,5% (1 teacher) showed that they captured strengths and weaknesses, with the same percentage it permitted to generate research proposals, to return to the fundamental questions and to extract their own conclusions.

- **Summary of teachers' survey.**

The B. A. in Modern Languages English- French of University of Cauca in Popayán had registered 22 teachers which correspond to the 100% of the population. From this group, 36% (8 teachers) answered the survey that has an objective to know what the role of teachers in this proposal is, which teachers developed this writing strategy and what the reasons and motivations were that allowed them or not to keep the DE. Referring to gender, 50% (4 teachers) was female, 50% (4 teachers) was male and 0% answered "other". From this survey we knew that: most of the population came from Cauca 63% (5 teachers), Cordoba 13% (1 teacher), Valle del Cauca 13% (1 teacher), and Quindío 13% (1 teacher).

According to writing registration, 62% (5 teachers) said that they kept a register, and 38% (3 teachers) selected they did not keep it. Following with the research sequence the survey showed that 20% (1 teacher) wrote in a Personal Diary, 40% (2 teachers) wrote in a binnacle, 20% (1 teacher) wrote in a field diary, 20% (1 teacher) wrote in a notebook, 60% (3 teachers) used electronic media, 20% (1 teacher) preferred write essays and 20% (1 teacher) wrote in a working paper. Considering that teachers used several instruments to keep a register of writing, 50% (4 teachers) kept a personal diary, 50% (4 teachers) an electronic media and 50% (4 teachers) a Diary of experiences.

Referring to a specific register of writing as learning process, the majority of the population answered No with a total of 75 % (6 teachers) and Yes 25% (2 teachers).

Referring to knowledge about the Diary of Experiences, 100% (8 teachers) answered that they knew what the Diary of Experiences was. As we can observe the majority of the teachers conducted the proposal of The Diary of Experiences, in this way 75% (6 teachers)

answered Yes and 25% (2 teachers) said No. For this reason, the entire population answered that they agreed the proposal promotes a foreign language learning.

The 75% (6 teachers) affirmed that the most benefit of keeping register of writing was to reflect about teaching process, to reflect about the way of teaching. The 62,5% (5 teachers) said that the benefit was to practice writing in foreign language, to improve it. The 37,5% (3 teachers) said that they expressed their feelings and thoughts to practice writing in their native language. Finally, the 12,5% (1 teacher) showed that they captured strengths and weaknesses, in the same way it permitted to generate research proposals, to return to the fundamental questions and to extract their own conclusions.

9.3 Findings of student's interviews.

The following categories show findings from semi structured and in-depth interviews conducted to students.

9.3.1 Semi Structured interviews.

In this section it will find different categories from 10 students interviewed, which helped to create concepts related to diary and writing.

Categories:

1. WRITING AS A PROCESS OF CREATING AND A WAY OF EXPRESSION.
2. DIARY IS DEFINED AS AN INSTRUMENT TO CAPTURE IDEAS, THOUGHTS, EXPERIENCES AND MEMORIES.
3. THE DIARY OF EXPERIENCES FOR REGISTERING ACHIEVEMENTS, PROGRESS, EXPERIENCES, STRATEGIES AND DIFFICULTIES.
4. LACK OF KNOWLEDGE AND INTEREST ABOUT LEARNING PROCESS IN THE PROPOSAL OF DIARY OF EXPERIENCES

5. TO KEEP OR NOT THE DIARY OF EXPERIENCE IN THE LEARNING PROCESS.
6. OBSTACLES TO KEEP THE DIARY OF EXPERIENCES: LACK OF TIME, INTEREST, KNOWLEDGE

Description:

1. WRITING AS A PROCESS OF CREATING AND A WAY OF EXPRESSION.

From 10 students interviewed in the program The B. A. in Modern Languages English-French of University of Cauca In Popayan, writing was considered as a tool to register personal and academic writing; it also was a process of creating where they could imagine and to capture ideas to remember at some point.

“La escritura para mí es un proceso de creación, es un proceso que te permite desarrollar, no sé, la imaginación, puedes plasmar ideas, puedes estar en un lugar nuevo, puedes conocer nuevas personas, la escritura es un medio para aprender algo o para afianzar algo” (T: Int/St:2/S:8/G: F)

2. THE DIARY IS DEFINED AS AN INSTRUMENT TO CAPTURE IDEAS, THOUGHTS, EXPERIENCES AND MEMORIES.

From 10 students interviewed in the program The B. A. in Modern Languages English-French of University of Cauca In Popayan, a Diary was defined as a daily register of writing about the events that happened in the day or what they wanted to remember about a specific topic; personal, educational and employment.

“Supongo que, desde, desde lo que entiendo es el medio por el cual yo plasmo en un medio ya sea virtual o ya sea en físico, plasmo mi día a día, en cuanto a un tema en específico, en el ámbito personal o en el ámbito educativo o en el ámbito laboral”. (T: Int/St:1/S:4/G: F).

“...es como un registro que uno tiene bien sea de experiencia o de varias cosas que pasen puede ser diariamente o en un determinado tiempo o secuencia”.

(T: Int /St:4/S:10/G: M).

3. THE DIARY OF EXPERIENCES FOR REGISTERING ACHIEVEMENTS, PROGRESS, EXPERIENCES, STRATEGIES AND DIFFICULTIES.

From 10 students interviewed in the program The B. A. in Modern Languages English-French of University of Cauca In Popayan, one student kept the Diary of Experiences during the career as a tool to learn, to know about their progress, achievements, strategies and difficulties when we learn a second language.

“El diario de experiencias como, ... se lleva un registro acerca de las experiencias y el avance que hemos tenido en el caso de nosotros en la carrera de lenguas, lo que hemos logrado aprender..., las estrategias que podríamos utilizar o lo... que se nos dificulta en el aprendizaje de las lenguas”. (T: Int/St:8/S:4/G: F)

4. LACK OF KNOWLEDGE AND INTEREST ABOUT LEARNING PROCESS IN THE PROPOSAL OF THE DIARY OF EXPERIENCES

From 10 students interviewed in the program The B. A. in Modern Languages English-French of University of Cauca In Popayan, most of students presented lack of interest and knowledge in the learning process. For that reason, the students did not complete the process of writing at the Diary of Experiences.

“Resulta que en primer semestre con la profesora Cristina, ella nos dijo que empezáramos un Diario de Experiencias y nos dijo y nos lo recibió unas clases nos lo recibió escribíamos acerca de cómo nos habíamos ido a veces escribíamos en español, otras veces en inglés, pero digamos fue como un proyecto perdido porque

lo dejamos ahí después de que dejamos de ver a la profe cambiamos de profe ya olvidamos el Diario.” (T: Int/St:2/S:8/G: F).

5. TO KEEP OR NOT THE DIARY OF EXPERIENCE IN THE LEARNING PROCESS

From 10 students interviewed in the program The B. A. in Modern Languages English-French of University of Cauca In Popayan, the relevance was very important in the student personal opinions.

“pues que sí sería bastante interesante porque yo no la había visto de esa manera o sea que podía ser usado como para investigación, pensaba que era solo como ver como avanzamos a lo largo de la carrera y ya, pero pues sí, como dices el diario de experiencias funcionaria después para ver en qué cosas estaba fallando, porque estaba fallando, y sacar hacer como un tipo de investigación, así como lo están haciendo ustedes.”

(T: Int/St:8/S:4/G: F).

“Pues la verdad es que no soy mucho de ese tipo de cosas.”

(T: Int/St:5/S:2/G:M).

6. OBSTACLES TO KEEP THE DIARY OF EXPERIENCES: LACK OF TIME, INTEREST, KNOWLEDGE

From 10 students interviewed in the program The B. A. in Modern Languages English-French of University of Cauca In Popayan, it was found different obstacles to not keep the diary of experiences: lack of time, interest, knowledge or even they did not like.

“Eh bueno, primero pienso que las principales razones es el tiempo para no llevarlo y segundo es... digamos que no hay como esa cultura nadie te enseñó a no llevarlo solamente en primero y de ahí la profe se fue y nunca más lo volvimos a

ver. Pienso que es eso es la constancia también de un profesor que te esté diciendo mira escriba, y también porque puede ser el problema que de pronto uno por lo menos yo soy muy olvidadiza entonces quizá me acuerdo de escribir un día y a veces me pide y deje de escribir... y deje de escribir a cerca de ese tipo de situaciones.” (T: Int/St:2/S:8/G: F).

“porque no le ví la importancia, en un inicio no le ví la importancia así por mucho que los profesores decían que fuera bueno yo decía como que bueno, pero bueno como para que y no como que no me explicaron más allá” (T: Int/St:10/S:9/G: F)

9.3.2 In-depth interviews.

In this section it finds different categories from 3 students interviewed, which helped to create concepts related to the experience of keeping a register of writing and writing.

Categories:

1. THE EXPERIENCE ABOUT THE DIARY OF EXPERIENCES REQUIRES TIME, DEDICATION AND RESPONSIBILITY
2. LACK OF TIME, DEDICATION AND MOTIVATION TO KEEP THE DIARY OF EXPERIENCES
3. WRITING AS AN INSTRUMENT FOR REGISTERING ACADEMIC ACHIEVEMENTS, FEELINGS, DREAMS, A WAY OF SELF- ASSESSMENT AND REFLECTION

4. OBSTACLES TO KEEP A REGISTER OF WRITING: TRANSLATION AND GRAMMAR
5. THE BEST MOMENT TO WRITE IS WHEN THERE ARE: TIME, LONELINESS, MOTIVATION AND INSPIRATION.
6. CONSIDERATIONS ABOUT WRITING THAT THE PROGRAM SHOULD TAKE INTO ACCOUNT: MOTIVATION, SCENARIOS TO SOCIALIZE WRITING, TO WRITE IN BOTH LANGUAGES (ENGLISH-FRENCH).

Description:

1. THE EXPERIENCE ABOUT THE DIARY OF EXPERIENCES REQUIRES TIME, DEDICATION AND RESPONSIBILITY

From 3 students interviewed in the Program The B.A in Modern Languages English-French of University of Cauca in Popayán, the experience about the Diary of Experiences required time, dedication and responsibility because it is an instrument that need monitoring.

“primero pienso que la experiencia... requiere mucho tiempo, requiere dedicación y también digamos como ser responsable con ella” (T: Int/St:2/S:8/G: F)

2. LACK OF TIME, DEDICATION AND MOTIVATION TO KEEP THE DIARY OF EXPERIENCES

From 3 students interviewed in the program The B.A in Modern Languages English-French of University of Cauca in Popayan, the reasons to not keep the Diary of Experiences were lack of time, dedication and motivation by teachers during the learning process.

“Primero por tiempo y segundo porque no había un profesor que nos dijera hágalo, que estuviera ahí. Entonces ya se fueron perdiendo como esas horas de escriba o usted puede plasmarlo aquí, pienso que fue como falta de dedicación”. (T: Int/St:2/S:8/G: F)

3. WRITING AS AN INSTRUMENT FOR REGISTERING ACADEMIC ACHIEVEMENTS, FEELINGS, DREAMS, A WAY OF SELF-ASSESSMENT AND REFLECTION

From 3 students interviewed in the program the B.A in Modern Languages English-French of University of Cauca in Popayan, writing helped them to liberate feelings and thoughts, to self-assessment and think about achievements during the learning process. Also, it permitted to register what students dreamed and as a result “...ideas pueden fluir un poquito mejor y de esa manera pues estoy haciendo que los días no pasen por pasar, sino que tenga como un significado más profundo” (T: Int/St:6/S:8/G: M)

4. OBSTACLES TO KEEP A REGISTER OF WRITING: TRANSLATION AND GRAMMAR

From 3 students interviewed in the Program the B.A in Modern Languages English-French of University of Cauca in Popayán, the main obstacles of students when they kept their register of writing were translation and grammar because as native speakers, students thought and translated as in mother language. “muchas veces entiendo siempre es escribir traduciendo, traduzco del español y voy traduciendo así en el inglés... por ejemplo este adjetivo no iba aquí, hay que cambiarlo porque pues gramaticalmente está mal visto algo así, o sea no está bien escrito” (T: Int/St:4/S:2/G: M).

5. THE BEST MOMENT TO WRITE IS WHEN THERE ARE: TIME, LONELINESS, MOTIVATION AND INSPIRATION.

From 3 students interviewed in the Program the B.A in Modern Languages English-French of University of Cauca in Popayán, students preferred to write when they were alone, in their bedrooms listening to music, in silence or in the middle of nature for example: close to water sounds.

“Mi casa, realmente mi casa y mi cuarto y sola... cuando escucho una canción...” (T: Int/St:2/S:8/G: F)

“...cuando tenga tiempo la verdad pues me gusta de vez en cuando salir y estar en un lugar en algún sitio solo pues como en un espacio digamos natural o cerca al agua...”

(T: Int/St:6/S:8/G: M)

6. CONSIDERATIONS ABOUT WRITING THAT THE PROGRAM SHOULD TAKE INTO ACCOUNT: MOTIVATION, SCENARIOS TO SOCIALIZE WRITING, TO WRITE IN BOTH LANGUAGES, ENGLISH AND FRENCH.

From 3 students interviewed in the Program the B.A in Modern Languages English-French of University of Cauca in Popayán, according to collected data the program should create scenarios where writing process could be socialized and feedback in English, French and Spanish and also to motivate students to write.

“...es como motivación a escribir, ... crear escenarios que nos permitan compartir lo que hemos escrito y también conocer cómo hacerlo digamos que haya como un feedback de otra persona que te diga; mira esto lo puedes hacer de esta

manera, ... cómo motivarnos en los dos idiomas porque por lo general siempre es Inglés, y Francés como que no...” (T: Int/St:2/S:8/G: F).

9.4 Describing Meaningful Experiences and Analysis.

9.4.1 Student 2: Who kept the Diary of Experiences.

Based on data from the interview we can read that Student 2 feels a great like to write. She affirms that thanks to writing she can express what she feels; when she writes she feels freedom and starts to know herself. For that reason, she considers that it is a pretty and easy way to capture what people feel and think.

Student 2 shows her like to write poems, most of those poems are inspired in friendship, love and daily experiences. In addition, she appreciates a lot this exercise of writing because thanks to poems she gets vocabulary, learn about how to write poems and gets abilities to make verses rhyme. The best time to write is at night when she is alone in her bedroom but the most important is when she feels motivated.

Also, it can be appreciated that she gives importance to time, dedication and motivation to carry out writing exercise given that all the time she emphasizes on the lack of motivation that teachers give to students. She thinks that it is necessary to get motivated by means of scenarios where students can learn how to write and share what students write, she expresses the need of feedback. “Pues como más sugerencia, es como motivación a escribir, digamos como crear escenarios que nos permitan compartir lo que hemos escrito y también conocer cómo hacerlo digamos que haya como un feedback” (T: Int/St2/S:8/G: F). Finally, Student 2 suggests to take into account writing in both languages English and French because most of the time writing is in English. “... y cómo motivarnos en los dos

idiomas porque por lo general siempre es Inglés, y Francés como que no”. (T: Int/St2/S:8/G: F).

9.4.2 Student 3: Who did not keep the Diary of Experiences.

The student of Modern Languages English - French, expresses not to have kept a journal as such, but he keeps notes that he calls as minutes where he registers interesting topics for him, such as grammar and very punctual subjects and then be reviewed and understood. This student also comments that most of his writing practice is in Spanish language, stressing that lately he prefers to practice his writing in the English language, since in the French language he is not yet ready. This student also expresses that he is very limited when he writes because he does not know, he translates from Spanish to English and when he revises, he sometimes finds vocabulary or punctuation errors. He prefers to write in places such as his room, where his ideal space can vary by listening to music or in silence, depending on what he wants to write.

The student also comments that reading is very important because knowing how to read well helps to be a good writer. Writing for him, must be meaningful and not just write without knowing what is written. He emphasizes that reading is related and is very important for good writing, and that in the program must be taken into account, in addition to contextualize vocabulary to the topics that are seen in class.

9.4.3 Student 6: another writing report

According to data from the interview Student, it tells a bit about his experience with the type of writing he keeps “lo definiría como una herramienta... que me permite mirar mi progreso y estar al tanto de lo que está pasando en mi vida” (T: Int/St:6/S:8/G: M). Writing is a way like relief, the student feels “paz por decirlo así, siento que mis ideas pueden fluir

un poquito mejor y que de esa manera pues estoy haciendo que los días no pasen por pasar, sino que tenga como un significado más profundo” (T: Int/St:6/S:8/G:M).

The act of writing voluntarily permits self-reflection; he expresses what he wants, when he usually writes “sueños, las aspiraciones que tengo y como cada día pues estoy más cerca o como estoy llevando mis acciones para cumplirlas sobre ese tipo de cosas” (T:

Int/St:6/S:8/G:M). However, student expresses different obstacles can be found in writing which do not permit the coherence and fluidity through a text. In this case, “ como tal solo encuentro limitaciones a la hora de escribir en otra lengua que no es español y pues lo soluciono ya sea inventando o tratando de parafrasear lo que quería decir, y pues ya sino no encuentro ninguna manera pues me toca buscar ya sea por internet o si digamos estoy escribiendo en francés y no se la palabra ya me toca en español hasta que ya la retome en inglés... o en francés” (T: Int/St:6/S:8/G:M).

To write there is no time or place, each person can write when they want. Here the best time to write is at night when he is alone “generalmente en las noches que ya como que hago un resumen de lo que pasó en el día” (T: Int/St:6/S:8/G:M). Also, he feels fine when he writes in different natural places “me gusta de vez en cuando salir y estar en un lugar, en algún sitio solo pues como en un espacio digamos natural o cerca al agua” (T: Int/St:6/S:8/G:M).

Although there was never a motivation by teachers to this student to write, it was not necessary for him because he writes voluntary for his self-assessment process.

10. Analysis

The Diary of Experiences at The B. A. in Modern Languages English- French, is a document that is built by the experiences of students, such inside as outside the classroom.

Puerto (1999) proposes “The diary of experiences is a document that both students and teachers build up with the product of their perceptions, experimental actions, observations and rationalizations of their experiences during the process of Knowledge Realization in the school.” (p.17).

The Diary of Experiences joined the student with writing, it is a meeting place with themselves as Garrido et al. (2006) expressed “La escritura como “el instrumento más poderoso del pensamiento” se constituye en el devenir del educador que permite la racionalidad de la experiencia y el encuentro consigo mismo.” because in these white sheets we become authors, we are free to be ourselves where we can vent and reflect.

Furthermore, in this process we bring up a possibility of self-assessment and knowledge towards those things we sometimes think to forget. Something really important in this process is dedication, responsibility and time that are totally fundamentals steps for this process; as the student 2 expressed “primero pienso que la experiencia... requiere mucho tiempo, requiere dedicación y también digamos como ser responsable con ella” (T: Int/St:2/S:8/G: F). It demands to get relax and to get motivated to express what we thought and lived during a learning class about cultures and foreign languages. It is necessary to be dedicated and responsible to this task given that if we register every day, we can realize about our process, achievements, difficulties, strengthens and weakness. As Vargas (2008) expressed: “Dentro de las ventajas de la escritura periódica de diarios se reconoce que ésta brinda a los estudiantes una manera relativamente simple de controlar sus logros, de revisar su proceso y detectar problemas que están surgiendo en su proceso de aprendizaje” (p.48).

The act of writing clarify our ideas when we write in a diary, we have the opportunity to capture what we want and feel, in this way to continue with a monitoring about each

experience in: academic, sentimental and personal aspects, among others. This is fundamental and achieves learning, Freinet (cited by Garrido, et al., 2006) said: “Aprender a escribir es aprender a vivir” for that, we approach writing with our being and to be responsible that is a valuable contribution to our lives.

The lack of motivation was a factor that principally affected to students while writing, because to live this experience of keeping an academic or personal diary ends being tortuous to the moment of writing, since students made use of their creativity about production of their text. For this reason, a guide was essential in these spaces where the humans moved by impulse, dreams and purposes. The motivation helps in moments of discouragement to be a voice of inspiration to wake the wish to find the path of writing, for example:

“porque no había un profesor que nos dijera hágalo, que estuviera ahí. Entonces ya se fueron perdiendo como esas horas de escriba o usted puede plasmarlo aquí” (T: Int/St:2/S:8/G: F)

Writing is represented as an art that permits to be free and express from sorrows, regrets to those things that motivate to move forward our achievements, ideas, happy moments and all that people sometimes think that is insignificant to that person has a valuable meaning. Student 6 said that writing achieved: “los días no pasen por pasar, sino que tenga como un significado más profundo” (T: Int/St:6/S:8/G: M), Garrido (2006) said: “Yo pienso que la escritura es un proceso que permite que los sentimientos y pensamientos se transformen en palabras (escritas) y que cuando se hace en el momento en el cual se tiene la motivación y la inspiración y cuando se siente la necesidad de hacerlo las palabras y las ideas surgen con mayor fluidez y belleza.”

Supporting the previous idea the next students expressed:

- “La escritura para mí es un proceso de creación, es un proceso que te permite desarrollar, no sé, la imaginación, puedes plasmar ideas, puedes estar en un lugar nuevo, puedes conocer nuevas personas, la escritura es un medio para aprender algo o para afianzar algo” (T: Int/St:2/S:8/G: F).

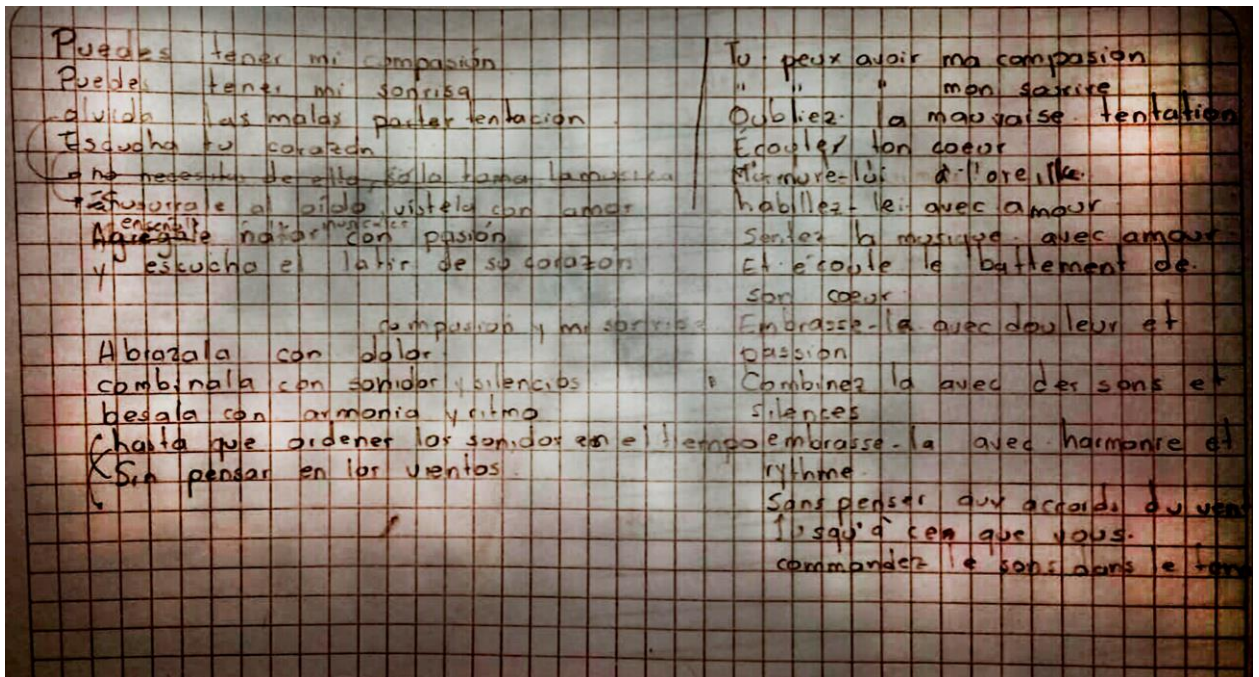


Image 1: Register of Writing in French and Spanish

- “La escritura es una forma de expresarse, una forma de transmitir las ideas y de dejarlas plasmadas en un sitio en donde se puedan recordar más fácilmente, donde se puedan guardar como tal.” (T: Int/St:5/S:2/G:M).

Human beings need to express in some way what we feel and think and one of that ways is writing. Most people express to have special moments, spaces to write where they feel inspiration and motivation. For some students who kept writing, they manifested that the best moment to write is: First, when there is enough time because it permits to be relaxed and start reflecting and be calm. Second, there are loneliness because of it permitted to get concentrated and have a complete reflection about their thoughts. Third, motivation and inspiration came after watching a movie, listening a song, reading a book.

“Mi casa, realmente mi casa y mi cuarto y sola... cuando escucho una canción...”

(T: Int/St:2/S:8/G: F).

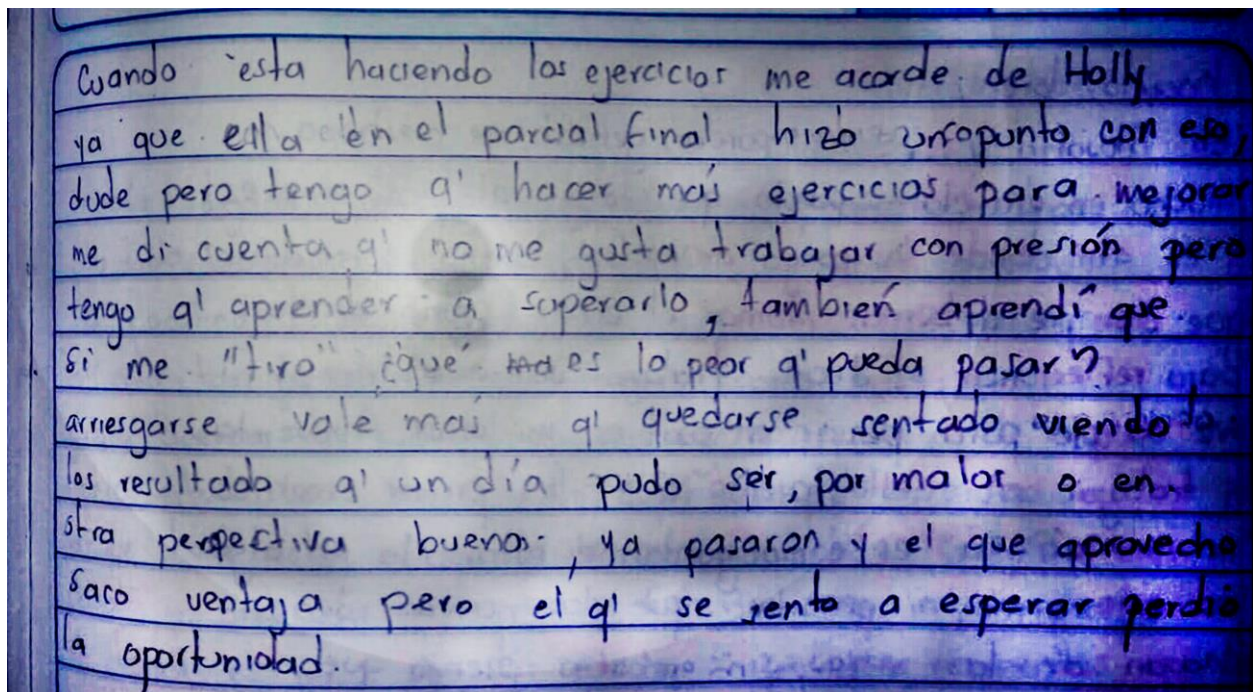


Image 2: Register of Writing

- “...Cuando tenga tiempo la verdad pues me gusta de vez en cuando salir y estar en un lugar en algún sitio solo pues como en un espacio digamos natural o cerca al agua...” (T: Int/St:6/S:8/G: M).

While there were students who liked to write in a quiet place, with water sounds in the middle of nature, others preferred to embrace at home in their bedrooms, may be listening to music because they felt comfortable and considered their best place. All these factors need to be connected to get inspired and it starts creating beautiful ideas in their minds. As Garrido et al., (2006) stated: “La escritura, espejo del espíritu, ... La escritura es comprensión, ... Ella es metamorfosis de la vida; posibilita procesos de transformación, acompañados de goce, angustia, realidad y avance.” This space for them can be a sacred moment of self-assessment and reflection where they start to bring back the memory their experiences and capture everything that can remain in a blink of an eye, they rescued from dark their beautiful feelings.

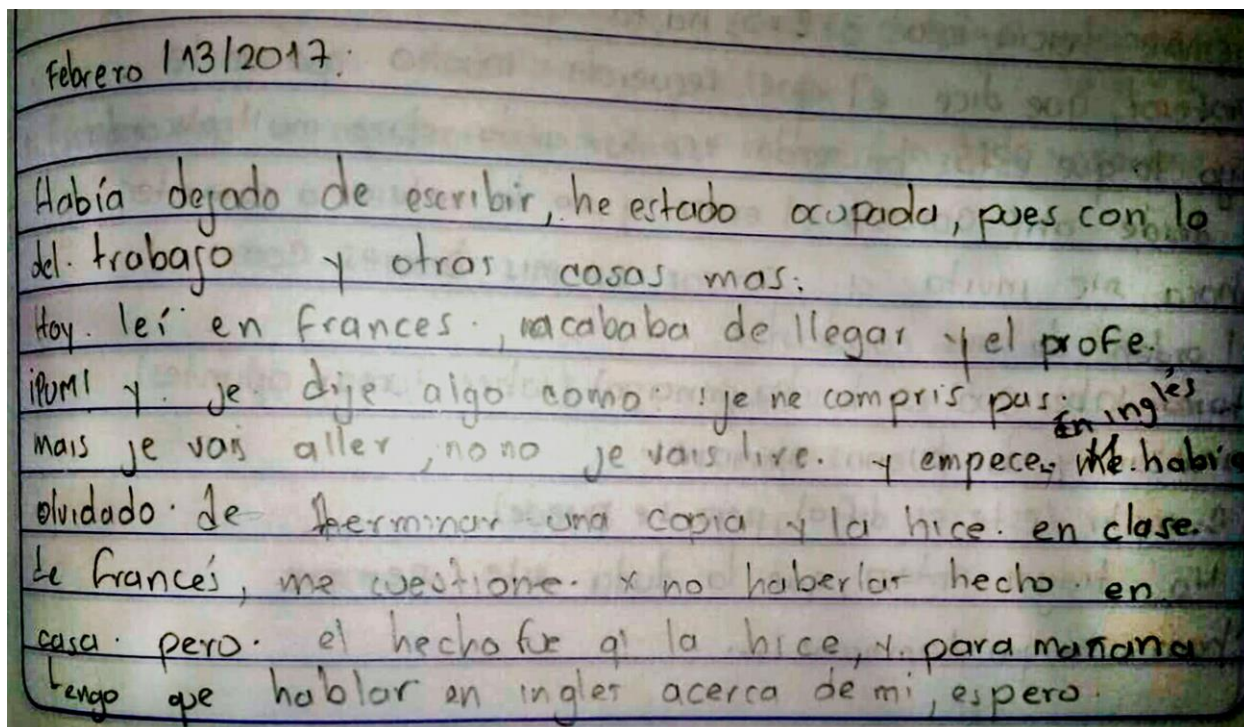


Image 3: Register of Writing

We as modern languages students and not native speakers of French and English always find some obstacles while we write, one principal obstacle is that we are always translating what we write and say. Sometimes we cannot find correct translations for some words because those are cultural words so we try to say one word in different ways to give a same idea. In addition, there were problems with grammar, in some cases it is difficult to understand the grammatical order of words. Student 3 told us a little bite about this:

- “muchas veces entiendo... traduciendo, traduzco del español y voy traduciendo así en ... inglés... por ejemplo este adjetivo no iba aquí, hay que cambiarlo porque pues gramaticalmente está mal visto, algo así, o sea no está bien escrito”

(T: Int/St:3/S:2/G: M).

We translate as in our mother tongue for that we find grammatical mistakes, for example: In English the order of adjectives and nouns is different, we cannot translate “car red”, it is grammatically incorrect because the adjective goes first then the noun like this: “red car”.

It is necessary to take into account the importance of grammatical mistakes, nevertheless, we consider that there is a need to understand what Garrido et al. expressed (2006) “la relación lengua materna, lengua extranjera es la vida lo que finalmente prima. Una sola vivencia, un pensar, un sentir, dos idiomas para expresar”.

- “...Es como motivación a escribir, ... crear escenarios que nos permitan compartir lo que hemos escrito y también conocer cómo hacerlo, digamos que haya como un feedback de otra persona que te diga; mira, esto lo puedes hacer de esta manera, ... cómo motivarnos en los dos idiomas porque por lo general siempre es Inglés, y Francés como que no...” (T: Int/St:2/S:8/G: F).

~~Estas~~ esas copias q' paso a leer la profe hoy
están raras ¡que pericla!

y toda cosa es que el segundo punto es
sobre superlativos y comparativos y pues
I don't remember that.

Febrero 8/2017

Hoy fue mi 3er día, llegué tarde, la profe entregó
la hoja de repaso y el siguiente tema (como lo dije en el
anterior escrito) era comparativos y superlativos
donde cuando encontramos adjetivos con más de dos
vocales pondríamos:

more _____ than → comparativo

the most _____ → superlativo

y cuando encontramos monosílabos y bisílabos
usábamos

adjetivo + (er) ^{than} → y también cuando terminan en "y" se agrega "er"

The adjetivo est. → superlativo.

también la profe escribió acerca de el pasado
en q' hicimos unas preguntas donde su estructura
era así = wh/a + aux + suj. + verb + comp.

y cuando tienes "who" se omite el auxiliar, eso si
cuando no se especifica el sujeto

Image 4: Register of Writing

Modern languages Program provided a lot of resources during our languages and cultures learning process, however the lack of motivation to write, scenarios to socialize writing and to write in both languages English and French. As students we feel that is important the creation of scenarios to share what we write and others write, this is a great opportunity to know different thoughts and ways of writing, it could feedback our writing process, also, it is an opportunity to know if we are doing well otherwise it should be a person who feedback and say how to do or what improve.

In addition, students expressed that is necessary to motivate them to write in both languages because most writing is in English, we have more practice in English for that reason teachers should encourage or challenge to write in French, to place the same value than in English, given that practicing is the best way to learn and to improve.

Zabalza (as cited in Vargas, 2008) thinks that: "... a través de los diarios, el profesor explora por sí mismo su actuación profesional, se auto proporciona feedback y estímulos de mejora".

It is very important taking into account the perspective each student has about writing, because they can analyze the impact from proposal of the DE, to consider feelings, scenarios, motivation and achieve, this wonderful proposal by Professor Carlos Puerto stand firm, it does not fade, we think in the possibility to reconsider, to some extent, its purpose and present it in deeper way to the students, besides, teachers should appropriate it to their teaching actions, achieving a successful renovation that allows the program to recover the approach and promoting the art of writing.

The proposal of the Diary of Experiences by teacher Carlos Puerto states that such students as teachers should keep the Diary of Experiences as an instrument to reflect.

From data collected from teachers through a survey about knowledge of the Diary of Experiences only 8 from 22 answered it. This survey lets us know the lack of interest and poor participation from teachers who affirmed to know (Figure 20: T question 8) and to promote (Figure 2: T question 10) the proposal of the Diary of Experiences in the program, nevertheless the results of data collected from students survey make known the opposite, students knew the proposal through teachers (Figure 7: St question 6) but teachers did not promote it therefore students did not keep the Diary of Experiences (Figure 8: St question 7).

This research project does not have the intention to judge but it wants to raise awareness of each student, teacher, human being and that everybody takes into account that writing in a diary is a beautiful art that allows us to be alive even in our death, and that each text, each note, does not remain in the past, but in the present.

11. Conclusions

The Diary of Experiences is one of the most ambitious and creative purposes in the B. A. in Modern Languages English and French, it is an instrument that promote the research, where it proposes to keep a Diary of Experiences in which we register everything with an academic intention that permits to capture our achievements, difficulties and problems that are reflected by students or teachers to improve about their practice, the act of writing in a diary is very significant during our formative process in a foreign language.

The data collected was very significant and allowed understand some of the reasons and/or motivations that may or not affect the fact of keeping or not the Diary of

Experiences at the B. A. Modern Languages English- French. The purpose is a really good proposal but it does not have the impact and use expected due to it does not attract attention.

The study showed information concerning the knowledge students had about the Diary of Experiences, these figures give to know the population who had knowledge about the DE, from 109 students (100%), 72 students (66%) answered to know what the DE is, the remaining 37 students (34%) said that they did not know about it. Moreover, from these students who said know the DE, 62 students (86,1%) knew about the Diary of Experiences through teachers, 6 students (8,3%) through students and the other 4 students (5,5%) through students and teachers.

Students that did not keep the Diary of Experiences were 59 (82%), they told that the most reasons to not keep it during their learning process was the lack of knowledge about it, time, dedication and motivation. Lack of knowledge because some teachers did not promote this pedagogical proposal in their classrooms. Besides, the lack of awareness for getting information about the B. A. Modern Languages English- French. Also, time and dedication are factors that influence for not keeping the Diary of Experiences given that students do not seem to be interested in this writing process at all. Motivation because students felt the need to receive motivation all the time, that a teacher encourages to write.

Population that kept the Diary of Experiences were 13 students (18%). From meaningful experiences of three modern languages students that kept a register of writing voluntarily, where they write about their personal and academic life, they write things like aspirations, dreams, achievements, goals, their daily life, feelings, thoughts, difficulties and poems

sometimes. Students preferred to write at the end of the day when they were alone, inspired, in quiet places without disturbing to have deep reflection.

Students manifested that is very important to receive monitoring and a feedback about writing process because it permits to improve, to keep strategies, to express what they felt and thought, for them writing was like peace and a liberation of the soul, it allows them to give a value to the practice of writing.

We expect that this project can be a useful help to the program, and in this way, it contributes and collaborates with the program to promote writing not only in external contexts but also in the Diary of Experiences which is a very important support in a student learning process.

From it, we suggest to create a promotion and extensive campaign to students and teachers where the use of the Diary of Experiences is purposed from a helpful perspective, to achieve a positive impact and then implement its massive use, not only in the first semester since it is useful throughout the career and even after it.

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Anexos

1. Consentimiento informado

Yo, _____, identificado(a) con cédula de ciudadanía No. _____, expedida en _____, acepto participar en la investigación acerca del Diario de Experiencias -DE en La Licenciatura del Programa de Lenguas Modernas Inglés – Francés –PLLMI-F.

Doy fe de que se me ha explicado que el objetivo general de la investigación es comprender las razones y/o motivaciones por las cuales los estudiantes llevan o no el DE en el PLLMI-F de la Universidad del Cauca en el transcurso de su proceso formativo.

También doy fe de que es claro para mí que este proyecto de investigación se propone ayudar en los procesos de acreditación según el nuevo pensum.

Tengo claro que, en términos generales, el procedimiento que seguiré como participante es el de dar cuenta de mis experiencias sociales académicas y culturales en relación con el DE de manera oral, escrita o en video. Igualmente fui informado(a) y estoy de acuerdo que mi participación en esta investigación es estrictamente voluntaria y que fui invitado a participar en ella por hacer parte del Programa de Lenguas Modernas de la Universidad del Cauca. Fui informado(a) y estoy de acuerdo que tengo derecho a retirarme de esta investigación en cualquier momento y que mi retiro no generará ningún tipo de sanción o represalia que pudieran afectar mi desempeño como estudiante de la Universidad del Cauca.

Se me aclaró que los beneficios que recibiré como participante en esta investigación serán muy importantes para mí como persona humana y singular, igualmente que como profesional en lenguas modernas. A través de mi participación también tendré la posibilidad de dar a conocer mis experiencias y vivencias en mi proceso formativo como estudiante del PLLMI-F. También recibiré como beneficio indirecto la satisfacción de contribuir en el fortalecimiento del programa de lenguas modernas y enriquecer los saberes universales y ancestrales acerca de la diversidad y la inclusión desde la cultura, las lenguas y las experiencias que de ello se derive. Se me ha aclarado de la misma manera que de acuerdo con el diseño de la investigación y con las características del mismo estudio, no se conoce ni se anticipa que puedan presentarse efectos adversos o riesgos que atenten contra mí como participante del estudio. De todos modos, los investigadores se comprometen a minimizar al máximo los riesgos que puedan generarme efectos adversos o molestias. Yo entiendo que no es posible compensar con dinero u otro tipo de recurso, malestares que en un momento determinado pueda sentir como participante. Es claro para mí que dentro de los malestares más comunes que se dan al momento de realizar un escrito o una entrevista, se pueden mencionar el estrés y la ansiedad por la exposición de experiencias y/o vivencias personales.

Tengo claro que me han dicho que toda la información que yo suministre y todos los resultados de las pruebas que tome son de carácter confidencial; que el acceso a la información y los resultados de las pruebas serán reservados y restringidos y no estarán disponibles para otros investigadores u otras instituciones; que los datos serán empleados por los investigadores únicamente en publicaciones y eventos de carácter académico, nacional y/o internacional, a nombre de los investigadores de este proyecto; y que toda la

información que se publique será de carácter anónimo, preservando mi nombre y mi identidad como participante. También se me ha garantizado que ninguno de los datos que se publique podrá ser asociado con mi nombre o mi identidad.

Con relación a la custodia de los datos, avaló que sólo el(la) director(a) de la investigación tendrá copia de los escritos, las entrevistas y de las grabaciones en audio y video de las actividades desarrolladas. Se me ha indicado que el equipo de trabajo de esta investigación se encargará de realizar las transcripciones de los instrumentos de recolección de información, a partir de las grabaciones de audio realizadas por medio de grabadoras digitales y guardadas en archivos MP3. En este mismo orden de ideas, los investigadores se han comprometido a usar los datos recolectados en esta investigación sólo para los propósitos y fines aquí descritos. También se han comprometido a garantizar que en la eventualidad de que ellos quieran usar estos datos para realizar otras investigaciones, harán la solicitud de aval respectiva al comité de ética de la VRI de la Universidad del Cauca, siempre manteniendo el compromiso de respetar la confidencialidad manifiesta.

He sido informado de que en caso de que tenga alguna duda o alguna pregunta, será necesario contactar al director de este proyecto de investigación, profesora María Cristina Garrido Ramírez, con quien entablaré comunicación a través de su correo electrónico institucional mcgarrido@unicauca.edu.co, y/o número de celular 3103269276.

Por lo anteriormente expresado, certifico que he leído cuidadosamente este consentimiento informado y he comprendido los procedimientos y detalles descritos en el mismo. Doy fe de que los investigadores me han explicado claramente de qué trata el estudio y han contestado mis preguntas de manera clara y comprensible. Por lo tanto, certifico que voluntariamente acepto participar en el estudio de los(las) estudiantes

investigadores(as) Daniela Marcela Guamanga Anacona, Angie soto Ardila, Lizeth Natalia Cristina Arcos Catuche y Erika Yulitza Sarria Florez. También certifico que he recibido copia de este consentimiento informado.

Nombre del
participante:

Nombre del
investigador:

Firma:

Firma:

Documento de

Documento de

Identidad:

Identidad:

Fecha:

2. Formato de encuestas a estudiantes

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POPAYÁN



PROYECTO: “The Diary Of Experiences At The B. A. In Modern Languages English-French, University Of Cauca, Popayán - El Diario De Experiencias de La Licenciatura en Lenguas Modernas Inglés-Francés, Universidad Del Cauca, Popayán”

Formato: Encuesta a estudiantes del PLLMI-F

El objetivo de esta encuesta es comprender las razones y/o motivaciones por las cuales los estudiantes llevan o no el Diario de Experiencias -DE en el Programa de la Licenciatura en Lenguas Modernas Inglés - Francés -PLLMI-F de la Universidad del Cauca en el transcurso de su proceso formativo.

Agradecemos su colaboración en este proyecto investigativo el cual contribuye de manera significativa a los procesos de autoevaluación y acreditación del PLLMI-F.

1. ¿Ha llevado usted un registro de su proceso de aprendizaje de las lenguas extranjeras en?:

Diario personal ____ Medios Electrónicos ____
Blog de notas ____ Autobiografía ____
Hojas sueltas ____ Bitácora ____
Auto-Etnografía ____ Ensayo ____
Diario pedagógico ____ Ninguno ____
Auto etnografía ____

2. ¿Cuál fue o es el propósito de llevar dicho registro

3. De acuerdo a su experiencia ¿qué entiende usted por escritura?

4. ¿Sabe Usted qué es el Diario de Experiencias del Programa de Licenciatura en
Lenguas Modernas Inglés - Francés?

Si ____ No ____

5. ¿Qué sabe al respecto sobre el Diario de Experiencias del Programa de Licenciatura
en Lenguas Modernas Inglés - Francés?

6. ¿A través de qué medio se enteró sobre el Diario de Experiencias?

Profesores ____ Estudiantes ____ Otra ____

7. ¿Ha llevado Usted a lo largo de la carrera el Diario de Experiencias del Programa de Licenciatura en Lenguas Modernas Inglés - Francés?

Si ____ No ____

8. ¿Cuál o cuáles han sido las razones y/o motivaciones para no llevarlo?

9. ¿Con qué frecuencia escribe usted en el diario de Experiencias?

Casi nunca _____ Casi siempre ____

Algunas veces ____ Siempre ____

10. ¿Escribió o escribe Usted voluntariamente en el Diario de Experiencias?

Casi nunca _____ Casi siempre ____

Algunas veces ____ Siempre ____

11. ¿Cuál es la mayor motivación o razón que lo llevó o ha llevado a escribir en el Diario de Experiencias?

12. ¿El registro de su proceso de escritura en el Diario de Experiencias ha sido evaluado?

Si ____ No ____

13. ¿Cómo ha sido evaluado?

14. ¿Cuál es su apreciación sobre esa evaluación?

15. ¿Cuáles han sido los mayores beneficios de escribir en el Diario de Experiencias?

Puede marcar más de una respuesta.

Mejoro mi escritura ____

Expreso lo que siento y pienso ____

Practico la escritura en la lengua extranjera ____

Reflexiono sobre mi proceso de aprendizaje ____

Reflexiono sobre las formas de enseñanza de mis profesores ____

Otra ____

16. Dentro de los cursos del Programa de Licenciatura en Lenguas Modernas Inglés - Francés, ¿Ha tenido la oportunidad de compartir sus reflexiones sobre el proceso de aprendizaje de las lenguas extranjeras, registradas en el Diario de Experiencias?

Si ___ No ___

17. ¿En cuáles cursos?

18. Describa el proceso

3. Formato de encuestas a profesores

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Formato: Encuesta a profesores del PLLMI-F

El objetivo de esta encuesta es comprender las razones y/o motivaciones por las cuales los estudiantes llevan o no el Diario de Experiencias -DE en el Programa de la Licenciatura en Lenguas Modernas Inglés - Francés -PLLMI-F de la Universidad del Cauca en el transcurso de su proceso formativo.

Agradecemos su colaboración en este proyecto investigativo el cual contribuye de manera significativa a los procesos de autoevaluación y acreditación del PLLMI-F.

1. ¿Ha llevado o lleva usted un registro escrito de su proceso en la enseñanza de las lenguas extranjeras?

Si ___ No ___

2. ¿Para qué?

4. ¿Ha llevado o lleva usted un registro escrito de su proceso en el aprendizaje de las lenguas extranjeras?

Si ___ No ___

5. ¿Para qué?

6. ¿Qué medios utiliza o utilizó para llevar a cabo ese registro? Puede marcar más de una opción:

Diario personal ___

Bitácora ___

Diario pedagógico ___

Diario de campo ___

Blog de notas ___

Hojas sueltas ___

Medio Electrónicos (computador, celular, tablet) ___

Auto-Etnografía ___

Auto-Biografía ___

Ensayos ___

Documento de trabajo ___

Artículo y/o Ponencia ___

Ninguno ___

Otro ___

7. ¿De acuerdo a su experiencia qué entiende usted por escritura?

8. ¿Sabe usted acerca del Diario de Experiencias del Programa de Licenciatura en Lenguas Modernas Inglés – Francés?

Sí ___ No ___

9. ¿Qué sabe usted acerca del propósito del Diario de Experiencias?

10. ¿Ha desarrollado usted la propuesta del Diario de Experiencias en el aula de clase?

Sí ___ No ___

11. ¿Por qué?

12. ¿Cree que esta propuesta promueve el aprendizaje de una lengua extranjera?

Sí ___ No ___

13. ¿Por qué?

14. ¿Es importante llevar un registro escrito en su proceso de enseñanza y/o aprendizaje de una lengua extranjera? Explique

15. ¿Cuáles han sido los mayores beneficios de escribir, de llevar un registro? Puede marcar más de una respuesta.

Mejoro mi escritura ___

Expreso lo que pienso y siento ___

Practico la escritura en mi lengua materna ___

Practico la escritura en la lengua extranjera ___

Reflexiono sobre mi proceso de enseñanza ___

Reflexiono sobre las formas de enseñanza a mis estudiantes ___

Otro ___

4. Formato entrevista semi-estructurada a estudiantes que no llevan el DE

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Formato: Entrevista semi-estructurada a estudiantes seleccionados del PLLMI-F

El objetivo de esta encuesta es comprender las razones y/o motivaciones por las cuales los estudiantes llevan o no el Diario de Experiencias -DE en el Programa de la Licenciatura en Lenguas Modernas Inglés - Francés -PLLMI-F de la Universidad del Cauca en el transcurso de su proceso formativo.

Te hemos escogido porque no llevas el DE del PLLMI-F.

1. ¿Qué es la escritura para usted? ¿Le gusta escribir?
¿Qué suele escribir?
2. ¿Sabe que es un diario, como define diario?
3. ¿Lleva algún registro de escritura, de audio o video?

Diario personal,
bitácora, diario pedagógico, diario
de campo, hojas sueltas o un block
de notas.

4. ¿Conoce usted o ha escuchado hablar de la propuesta del DE dentro el programa?
¿Dónde, por quién o a través de qué medio escuchó de él? ¿Conoce usted el objetivo del DE dentro el programa?
5. Presentar propuesta
6. ¿Le llama la atención la propuesta del PLLMI-F de llevar el DE dentro de su proceso formativo? ¿Por qué? ¿Lo llevaría? ¿Por qué?
7. ¿Cuáles considera usted son las principales razones para no llevar el DE?

5. Formato de entrevista semi-estructurada a estudiante que lleva el DE

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Formato: Entrevista semi-estructurada a estudiantes seleccionados del PLLMI-F

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Te hemos escogido porque llevas el DE del PLLMI-F.

1. ¿Qué es la escritura para usted? ¿Le gusta escribir? ¿Qué suele escribir?
2. ¿Cómo usted lleva el DE?, ¿Cómo lo define?
3. ¿Te gusta escribir? ¿Qué suele escribir? ¿Nos puede dar algunos ejemplos?

Diario personal, bitácora, diario pedagógico, diario de campo, hojas sueltas o un block de notas.

4. ¿Conoce usted o ha escuchado hablar de la propuesta del DE dentro el programa?
¿Dónde, por quién o a través de qué medio escuchó de él? ¿Conoce usted el objetivo del DE dentro el programa?
5. ¿Con qué propósito escribe usted en el Diario de Experiencias?
6. ¿Escribe usted en el Diario de Experiencias como escribe en otros medios donde practica la escritura?
7. ¿Qué piensa de la propuesta del DE en el programa?

6. Formato de entrevista en profundidad a estudiante que lleva otro registro de escritura



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Formato: Entrevista en profundidad a estudiantes seleccionados del PLLMI-F

El objetivo de esta encuesta es comprender las razones y/o motivaciones por las cuales los estudiantes llevan o no el Diario de Experiencias -DE en el Programa de la Licenciatura en Lenguas Modernas Inglés - Francés -PLLMI-F de la Universidad del Cauca en el transcurso de su proceso formativo.

(ST: 6) Estudiante que lleva otro registro de escritura

1. ¿Cómo denomina y define el tipo de escritura que lleva?
2. ¿Qué piensa y siente cuando escribe?
3. Específicamente, ¿puede darnos unos temas sobre los cuales usted escribe?
4. ¿Puede compartimos algunos apartes de sus escritos?

5. ¿En qué idioma escribes? ¿por qué?
6. ¿Qué limitaciones encuentra usted a la hora de escribir y cómo las soluciona?
7. ¿Qué recursos le han brindado los profesores para llevar esa escritura?
8. ¿De qué manera la escritura le ha aportado a su proceso formativo?
9. ¿En qué momento y lugar escribes?
10. ¿Cuáles son las condiciones específicas para escribir?
11. ¿Cuáles son las consideraciones que usted tiene con respecto a la escritura y que considera usted que en el programa debemos tener en cuenta?

(ST: 2) Estudiante que llevó el Diario sólo el primer semestre.

1. En la entrevista previa nos contaste que llevaste el Diario durante el primer semestre, ¿Cómo describe usted su experiencia?
2. ¿Cuáles fueron las razones por las cuales usted dejó su proceso en el DE?
3. ¿Podría compartirnos algún aparte de tu Diario?
4. ¿Cómo denomina y define el tipo de escritura que lleva?
5. ¿Cuál es a influencia al escribir un poema?
6. ¿Qué piensa y siente cuando escribe?
7. Específicamente, ¿puede darnos unos temas sobre los cuales usted escribe?
8. ¿Puede compartirnos algunos apartes de sus escritos?
9. ¿En qué idioma escribe? ¿por qué?
10. ¿Qué limitaciones encuentra usted a la hora de escribir y cómo las soluciona?
11. ¿Qué recursos le han brindado los profesores para llevar esa escritura?
12. ¿De qué manera la escritura le ha aportado a su proceso formativo?
13. ¿En qué momento y lugar escribe?

14. ¿Retomaría usted el proceso del DE? ¿Por qué?
15. ¿Cuáles son las consideraciones que usted tiene con respecto a la escritura y que considera usted que en el programa debemos tener en cuenta?

(ST: 3) Estudiante que lleva otro registro de escritura

1. ¿Cómo defines el tipo de escritura que tu llevas?
2. ¿A parte de algo académico llevas otro tipo de escritura?
3. ¿Qué piensas y sientes cuando escribes?
4. ¿Podrías decirnos sobre qué temas escribes?
5. ¿En tus registros de escritura, en qué idioma escribes?
6. ¿Qué limitaciones encuentra a la hora de escribir? ¿Por qué?
7. ¿Los profesores te han aportado algo durante tu proceso a cerca escritura?
8. ¿Sientes que lo que enseñan es útil para tu proceso formativo?
9. ¿En qué momento y lugar te gusta escribir?
10. ¿Cuáles serían las condiciones ideales para escribir?
11. ¿Cuáles son las consideraciones que tienes con respecto a la escritura que se deberían tener en cuenta en el programa?