



**Formative research: Perceptions of undergraduate students in an academic  
program at Unidad Central del Valle del Cauca**

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**Procesos de Aprendizaje de Lenguas Extranjeras**

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**Formative research: Perceptions of undergraduate students in an academic program at Unidad Central del Valle del Cauca**

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**Línea de investigación:  
Procesos de Aprendizaje de Lenguas Extranjeras**

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### **Abstract**

Formative research is a recent term in the field of education that is nearly related with the high-quality speech from government institutions since it implies the need for innovation in the different aspects of society. From this, many higher education institutions have adopted this concept to develop research competencies and promote adequate training courses for undergraduate students within a curricular structure that consequently improves the development of future professionals by equipping research abilities that allow them to transform the educational and social context. However, the volatile context of education and the statements established by the curricular structure of undergraduate programs in higher education institutions can differ from what is perceived by the subjects in training in formative research courses. Therefore, the aim of this research is to analyze students' perceptions of formative research in the bachelor's degree in foreign languages at Unidad Central del Valle del Cauca with the purpose of being an input for further strengthening the formative research courses of the program. In order to do this, the qualitative approach allowed the researcher to analyze, interpret and describe the posture of students without disturbing their perspective.

**Keywords:** Formative research, Curricular structure, Improvement, Student perspective, Training courses

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## **Introduction**

In the 90s, specifically at the end of 1996, the term formative research was coined in Colombian education so that it would affect the preparation for future professionals in education to develop in them a series of research skills and competencies. Strictly in "Plan Decenal ", a project designed from the general education law in its article 72 with the aim of training human beings prepared to incorporate scientific and technological knowledge for the development of the country. According to Plan Decenal (1995) section 8, subsection J suggests it is vitally important to design a research program to innovate the educational field. It is there when first notions about research training are considered by higher education institutions and schools.

However, the most accurate contact towards this approach to formative research at the university comes from the discourse of high quality for higher education institutions by Consejo Nacional de Acreditación (CNA) who assumes that, among other things, interdisciplinary processes of knowledge and research competencies are highly requested in social and labor dynamics to contribute the creation or generation of knowledge that promote the development of learning. Then, higher education institutions in Colombia begin to implement a restructuring of their academic programs to provide and guarantee the development of these skills and research competencies to generate integral professionals with the ability to transform social contexts. All of this was done thanks to the implementation of research courses, research seminars and extracurricular activities which guarantee the development of the research spirit in the Colombian university.



Clarifying the general approach of the beginnings of formative research, it is important to mention that this has become a concept of interest in the university, as mentioned by Parra (2004) this is due to its relation with the university mission which aims to train professionals. To achieve this integral development, it is necessary "to carry out processes of immersion towards social and natural phenomena in the logic of research"(Sánchez, 2014). In a more practical way, the way in which research training is achieved is by doing research, and these competences must be promoted as proposed by Rojas and Aguirre (2015) under the dimensions linked to curricular processes and research training strategies.

This is how formative research translates into a training space aimed at inquiry, problematization and reflection where, according to authors such as Cortés et al (2008) it seeks to provide students with skills and abilities to develop and understand processes for the construction of scientific knowledge. Taking into account the above and now focusing on a higher education institution such as the Unidad Central del Valle del Cauca (UCEVA) ) whose accreditation in high quality by the CNA was acquired in 2016 for the Bachelor's Degree program in Foreign Languages with Emphasis in English and where it also offers a pedagogical model whose transversality is based on scientific knowledge to promote knowledge hand in hand with a permanent research exercise. It is also pertinent to emphasize that the realization of a study that analyzes the research training processes in the program is fundamental to allow an input and subsequent analysis and implementation of improvement of the research training activities of the institution from the perspective of the students whose training process is in force in an accredited program.

## **Chapter I: Contextualization of the Research Problem**

### ***1.1 Problem Statement***

This research proposal is framed in the field of higher education where it has been demonstrated that research is a fundamental factor in the teaching and learning processes, as well as an indicator of the quality of education. Therefore, a formative research program seeks both to foster the interest of university students in research, and to help them develop skills to be actors in research today. Thus, through research, students are able to identify a phenomenon and delve into what is needed to create hypotheses and give them an answer based on research in a way that serves not only their own intellectual and professional development, but also that of the community as a whole.

In this sense, the research through the analysis of the teaching and learning processes at the Unidad Central Del Valle del Cauca (UCEVA) related to formative research, aims to observe the research work in the institution and contrast it with the perception of students regarding research in higher education. In this way, their formative process will account for the impact of research processes in teaching practice and in the formation of students. According to a study carried out in 16 Latin American countries with the participation of 22,609 people, of which 4,558 were academics, 7,220 graduates, 9,162 students and 1,669 workers, Beneitone et. al (2007), found that research competence is among the ten most important competencies to be developed in higher education, which is why many universities have chosen to incorporate research competence in their educational model, as well as in curricular plans and graduate profiles through direct training in research or different mechanisms and strategies focused on research.



Now, focusing attention on the Colombian context, it must be said that the regulation of research training is, in itself, a mediating instrument between learning and professional life. It is important to point out that the incorporation of research in the formative processes seeks to prepare students as interdisciplinary subjects, with a critical sense and artistic and academic innovation. In addition, to forge research in a permanent and stable manner in the contexts subsequent to academic training, that is to say, that even in the professional field, research has relevance and incidence.

From this perspective, Moreno et al. (2015) understands research training as:

a process that involves diverse practices and actors, in which the intervention of trainers as human mediators, takes the form of an academic task consisting of promoting and facilitating, preferably in a systematized way (not necessarily schooled), access to knowledge, the development of skills, habits and attitudes, and the internalization of values, which demands the realization of the practice called research. (As cited in Aguirre and Rojas, 2015, p. 202).

That is to say that the involvement of the educator with the environment is transcendental to strengthen the academic work, since within the research process, the enhancement of skills and abilities arises naturally from the critical and analytical spirit of the social reality of the place where the teaching practice is intended to be carried out.

Then, according to Restrepo (2003) this process of knowledge production takes place mainly in universities, so he differentiates between two types of research that take place there: on the one hand, research aimed at training professionals or researchers; and, on the other hand, research that has a declared intention to produce new knowledge -or research "in the strict

sense"- and improve the institution's indicators regarding scientific development with its social, economic and institutional impacts.

In this order of ideas, the institution must specify how throughout the training process and in coherence with the modality, place of development and level of training of the academic program, as well as the legal nature, typology and institutional identity, it will implement the strategies, guarantee the means and develop the contents for research training, innovation and artistic and cultural creation that allow achieving, among others, the incorporation of the use of information and communication technologies, and the achievement of critical thinking skills, written communication and other forms of expression, formulation and problem solving, fostering creativity and adaptability (Colombian Political Constitution, 2019).

Following these ideas, the UCEVA Educational Program Project was established:

Formative pedagogical practice prepares the student to assume investigative practice in a novel and creative context, articulating theory and practice, but also sensitizing the role of the school working in an articulated way to the community. The proposed research experience provides great elements for the student to decide his or her degree work. (PEP, Bachelor's Degree in Foreign Languages with Emphasis on English, 2021, p. 24)

In the case of higher education focused on the training and professional preparation of future teachers, it is unquestionable the need for them to have research competence since this allows them to adequately respond to the social demands of education, knowledge and regional growth (Nuñez, 2019). To this end, academic programs include within their operation processes of growth and training in research, such as training programs within their curricular axes, as well as research seedlings, and the development of a research project as a graduation requirement.

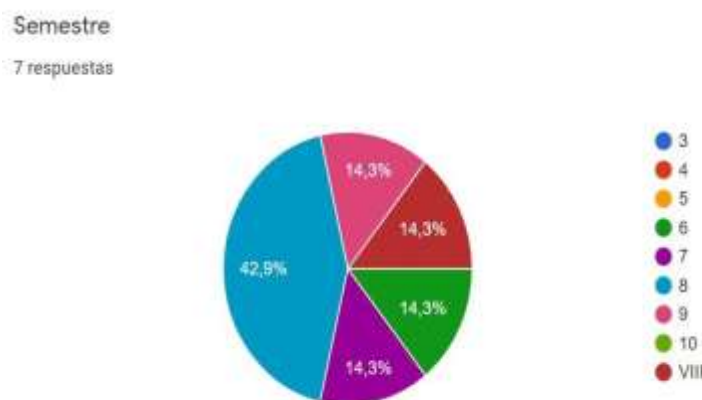
Some programs have even decided to implement methodologies oriented to the development of attitudes and the use of research tools such as formative research, which "always implies research activity since it aims to train for research based on research proposals and actions" (Restrepo, 2004, p.12).

An example of this construction of the important relationship between research and teaching is found in the Bachelor's Degree Program in Foreign Languages of the Unidad Central del Valle del Cauca, UCEVA, located in the city of Tuluá, where future teachers are trained in their professional work under the eye of formative research. According to the PEP "Proyecto Educativo del Programa" in its pedagogical function it states that "it allows processes of self-regulation of learning and teaching, the construction of meaning to teaching and the construction of meaningful learning" all this through a dialogue between the subjects of each semester that allows to "Identify common themes or research questions or, else ways, articulating axes of the integrative work that guides the development of academic activities". (PEP, 2019, p.38)

This program has several courses that promote formative research from the curricular planning in which there are different subjects oriented to prepare and train students in research and from the development of dialogue between the subjects of each semester to answer questions that help solve problems of the subject. For this, the use of "Pedagogical and Didactic Strategies such as Problem-Based Learning, German Seminar, Project Development, Theoretical Essay, Degree Work, student and teacher participation in institutional research projects" was required (PEP, 2019, p. 33). However, no indicator made it possible to know what the impact of these strategies was on the training of future teachers or what profile they had on their research training, i.e., no documentary record provided what the students' perception of their research training process was and how much it affected their professional training.

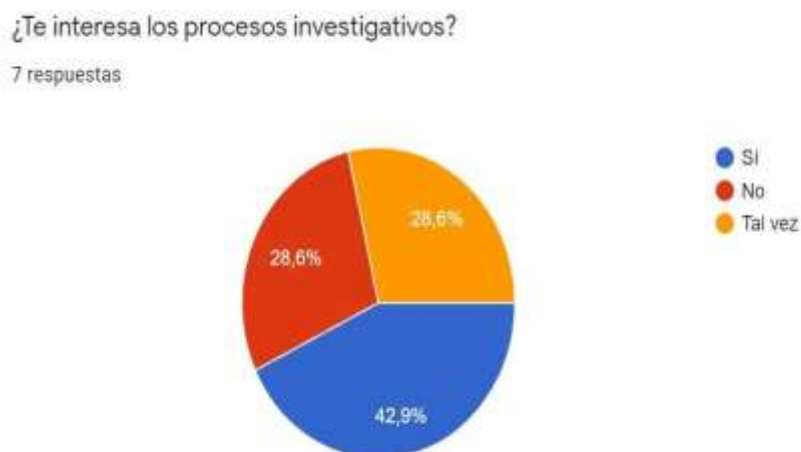
In an informal survey conducted in 2021-1 with students from fifth semester to tenth semester (a total of seven students of the Foreign Language Program) it was found that students have gaps in theoretical and practical knowledge about research. This is why an informal survey was applied in which it was confirmed by word of mouth in the corridors of the university that evidently, the students not only have a lack of interest in research but it is also based on the lack of knowledge imparted by means of a didactic sequence.

**Figure 1** *Foreign Language Program informal survey participants*



The survey was applied to students belonging from the 5<sup>th</sup> to 10<sup>th</sup> semester with a voluntary will to answer it in which seven people participated as a random sample. The questions were created in the mother language. As seen in the graphic, most participants came from the eighth semester with 42.9% plus 14,3 % of participation which means 4 students. The participants left were distributed in the ninth, sixth, and seventh semesters.

**Figure 2** *Interest in Formative Research*



The questions from the survey allowed the researchers to profile how students consider formative research in the program. Regarding the first question in terms of are or not interested in the field of educational research. Answer options were closed and accurate. According to them, 42,9 % of students answered positively.

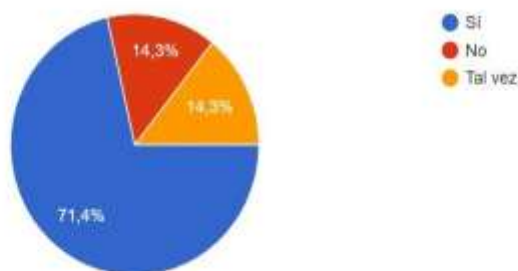
However, 28,6 % of students doubted about their interests in the formative research program and the last 28,6 % were not interested in research. Giving a 57% range of participants that are not sure or were not interested in research. Which showed not a solid view of formative research subjects taught from the 5<sup>th</sup> to 10<sup>th</sup> semester.



**Figure 3 Knowledge of Formative Research**

¿Consideras que tienes los conocimientos sobre qué es un proceso investigativo?

7 respuestas

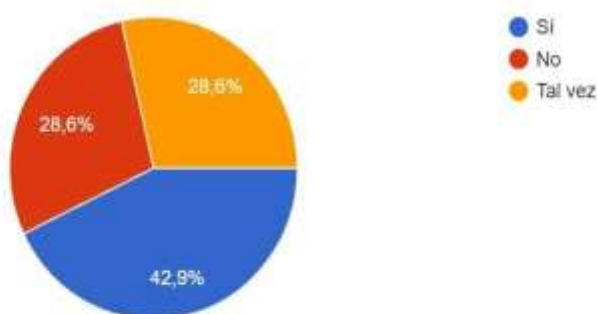


The second question aimed at participants' knowledge of formative research. As seen in the 2<sup>nd</sup> graphic, there were no positive results regarding the research program so the expected results were negative too. Although most students were not interested in research, 71,4 % of participants consider having enough knowledge about what is a research process and 29% left and divided into 14,3 % doubted or did not consider knowing the research process.

**Figure 4 Preparation for Formative Research**

¿Estas preparado para realizar un proceso investigativo?

7 respuestas



Moving to the third question and linked to the second one, this sought for students to feel prepared for doing a research process. Answers were divided into 42,9 % of participants that felt

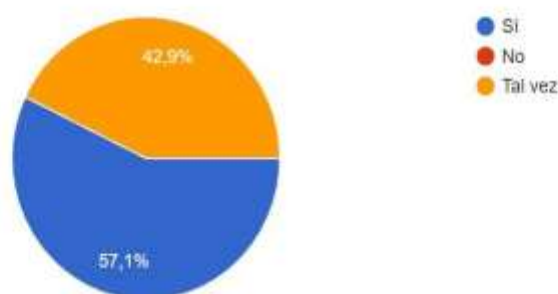


prepared according to their knowledge of research processes and 57 % split into 28,6 % each response that did not feel prepared or doubted on doing a research process. These results also notice some discrepancies in answers given in the last question, since students already knew about research processes, they are supposed to be prepared for doing a research project.

**Figure 5** Learning process regarding Formative Research subjects

Teniendo en cuenta las asignaturas que has visto sobre investigación, ¿Ha sido claro tu proceso de aprendizaje en esta?

7 respuestas:



The last question was adapted regarding the subjects offered by Foreign Language Program at UCEVA related to formative research and asked participants for their training process on formative research from the third semester where the first contact with was a subject bonded to research. This time, the graphic did not receive any negative answers. 57% of participants answered that the subjects related to research were enough to clear and develop knowledge during the courses.

On the other hand, 42.9% doubted their learning process regarding the research topics taught in the program. Even so, the tracing that was done showed that no local studies were found on the perception of students before formative research, which yielded a purpose in initiating this research to contribute to the topic. For this reason, it was necessary to know the

perception of students about the research training process, its implementation and the development of the competencies acquired around it, so that it would translate into input for reflection on it and how it affects the professional training process of students designed for future adjustment and improvement processes in which it effectively adapts to the reality and needs of its main actors.

### ***1.2 Research Question***

Consequently, with the aforementioned and to promote the exercise of constant evaluation regarding quality in higher education is relevant to take into account the following question: What are students' perceptions regarding formative research in the Bachelor's Degree in Foreign Languages with Emphasis on English at Unidad Central del Valle del Cauca, UCEVA?

### ***1.3 General Objective***

To analyze students' perceptions of formative research in the Bachelor's Degree in Foreign Languages with Emphasis in English.

### ***1.4 Specific Objectives***

- To identify students' perceptions of formative research in the Bachelor's Foreign Languages with Emphasis in English.
- To describe the research competencies that are promoted in the Bachelor's Degree in Foreign Languages with an Emphasis in English.
- To compare students' perceptions and elements of micro-curriculum regarding formative research in the Bachelor's degree in Foreign in Foreign Languages with an Emphasis in English.

### ***1.5 Rationale***

Research is a broad field strongly related to higher education and the teaching profession; the development of research competencies is of huge importance in the training of future professionals in higher education. Villaverde & Seas (2010), mentioned that students with undergraduate research experience have better academic performance and a greater probability of independently developing research processes and publications in scientific journals once they graduate. For this reason, formative research is the fundamental axis of reference in an undergraduate program.

Training processes in favor of formative research were important because the preparation that the students had for their performance is totally linked to the subjects which approach the research competences of the program. Moreover, formative research addresses the role of developing knowledge in competence acquisition since the Consejo Nacional de Acreditación (CNA, 1998) assumed the term “formative research” as learning the logic and proper scientific research activities through pedagogical strategies and activities developed in college program such as problem-based learning (PBL) and case studies, among others. Mockus (2011) defined these competencies as the “identification of appropriate research strategies, structure, and methods, research organization, a research organization in collaboration with the school community, processing of research data with the support of information technologies. Analyze, interpret, summarize research data” (2011, p.19).

Nonetheless, it is relevant to comprehend the organization of the course which promotes and permeates the students about formative research in the Foreign Languages Program. An overview of the curricular structure shows that these courses cover seven semesters of the

general program and are divided into different sections to gradually distribute theoretical-practice basics of formative research. The first section begins in the third semester with "Seminario de Investigación I" and extends to the sixth semester with "Seminario de Investigación en el Aula III". The first section dealt with the qualitative, quantitative, and mixed approaches which conform to the general sight of research processes applied to a specific context. Following this, the seventh-semester addresses "Procesos investigativos en Lenguas Extranjeras" which composes the reflection of basic concepts in formative research and scrolls it into a more practical exercise. Finally, from the eighth to the tenth semester takes place "Trabajo de Grado" course, which draws the last components seen in the formative research courses from the third semester to the development of an academic paper founded by the student in order to solve, explain or describe a local problem or phenomena.

**Table 1**

*Subjects classified by semester according to the curricular grid.*

SUBJECTS	SEMESTER
<b>Seminario de Investigación</b>	Third
<b>Seminario de Investigación en el Aula I</b>	Fourth
<b>Seminario de Investigación en el Aula II</b>	Fifth
<b>Seminario de Investigación en el Aula III</b>	Sixth
<b>Procesos Investigativos</b>	Seventh
<b>Trabajo de Grado I</b>	Eighth

<b>Trabajo de Grado II</b>	Ninth
<b>Trabajo de Grado III</b>	Tenth

Source PEP (2019).

The development of investigative competencies in undergraduate studies should not be an obstacle in the teaching and learning process, rather, the research culture in students should be encouraged. It should be the priority according to the PEP “Proyecto Educativo del Programa” to train people able to maintain an inquiring attitude towards research. The document aforementioned (PEP) will favor essential skills such as comprehensive and critical reading. These skills turn out to be foundations and support to carry out any intellectual and scientific activity (Cerdeña, 2007).

However, the PEP (2019), stated as professional profiles that a “... graduate professional will be a facilitator of pedagogical and research projects around linguistics and the school contexts of basic and secondary education...” (p.14). The above showed a simplified overview of specifications in formative research to achieve accurate performance in this profile to reach program purposes that sought to encourage investigative spirit as a fundamental procedure for the identification, analysis, and problem-solving in teachers’ tasks. From this, a positive and proactive attitude is favored that stimulates the spirit towards an investigation at the service of knowledge (Lara, 2006).

Formative research enables both teachers and students to be closer to exploration, discovery, and construction of new knowledge. The students of the Foreign Language Program with an Emphasis on English must be directly related to the approach in terms of the knowledge



of this research and it is of vital importance to intensify the teaching criteria in the areas distributed throughout the program and semesters. As well as identify students' perceptions around the curricular structure of the program.

According to the second specific objective of this research which aims to describe the research competencies that are promoted in the Bachelor's Program in Foreign Languages with Emphasis in English, the component of characterization took place as a descriptive stage with the purpose of identifying, among other aspects, the components, events (chronology and milestones), actors, processes, and context of an experience, an event, or a process (Sánchez-Upegui, 2010). Therefore, it is relevant for the management of information required for this research and summary the important aspects that favor the development of formative research and its curricular processes. Likewise, Sanchez-Upegui, (2010) added that characterization must be a description and conceptual ordering, directing how the planning of the construction of concepts and the criteria for the results that will be carried out.

Finally, this research proposal brought with it the support of student participation in the self-evaluation processes and contributed to the continuous improvement of the program to achieve its purposes. According to the Central Unit of Valle del Cauca (2020), the program seeks to "form an integral, autonomous and creative professional citizen... who can apply an accurate formation in teaching, research and social projection in Foreign Languages (English)..." (p.13). Assuming an appropriate educational and research training is linked to the concept of quality. Since it is the way in which the undergraduate obtained the competencies to address research projects fostering the program and teacher training. In fact, (Rivera, 2018, as cited in Méndez, Ramos, Rivera, Romero, 2020) mentions that the quality of education, teacher training and inquiry are combined at the university level under the axes of teaching,



research and extension.

## **Chapter II: Reference Framework**

### ***2.1 Background Studies***

In this section a total of nine background documents are presented from the international and national views which concern the constructs of this research project: formative research. It is also important to mention that no local studies were found during the study. The background research was developed by Scopus databases. This platform offers scientific and academic documents such as articles, research projects, scientific reports and reviews of high quality. Thus, it served as a tool in order to trace the bibliographic content by the search parameters of “Perceptions + Formative research” that allowed filtering and choosing the following documents:

#### ***2.1.1 International Background***

The research project carried out by Haylen and Murillo (2017) entitled "Percepciones de los docentes en formación sobre la investigación educativa" whose objective was to know the perceptions of teachers in Primary Education training have on educational research using as a methodological approach the phenomenography and the phenomenographic interview as the main instrument. This methodology was applied to 20 students from the master's degree of Teaching in Primary Education at Universidad Autónoma de Madrid. According to the results offered in the document, it was shown that the concept of educational research varied in the subjects according to the course they were taking. The prevailing idea is that research is a very useful resource and is described by the participants as fundamental material for educational processes. This work concludes placing a positive perception of the students towards formative research and places a huge contrast with the negative image that teachers have regarding research activities. This study also led two main statements. First, it is necessary to understand that

between research and teaching there must exist an effort to dismantle prejudices to provide real contributions to research and improve its practice. Second, comprehend participant perceptions to state a posture regarding research and teaching is a key point to provide improvement of research activities in college.

Moreover, Ravelo, Bonilla, Socarras and Toledo (2018) carried out the research "La formación y desarrollo de la competencia investigativa, una experiencia en Pinar del Río" in the terms 2015 - 2016 and 2016 - 2017 with 12 of the 14 professors and 46 students of the first and the fifth year from the undergraduate program of Pedagogy and Psychology at Universidad Pinar del Río in order to determine the features that characterize the pedagogical management of the group within the research training of the students. In this research, the general method was the historical-logical which allowed to study the evolution of formative research processes through surveys, group interviews, documentary review and observation. According to the research outcome, it was found that professors manifested little proficiency in investigative activities such as stating research problems, theorizing, and modeling. Another finding were the insufficiencies in techniques and strategies to promote research competencies to guarantee an efficient performance of the students. By the end, the research outcomes and conclusion demonstrate lack of interest by the students toward research processes.

Another work aimed at perceptions, such as what was done by Núñez (2019) whose objective focused on the contribution to research training in university students. To achieve this purpose, a questionnaire of 36 items separated into 5 dimensions comprising the research competence was applied in a population of 50 students who enrolled in the five subjects related to formative research module, and 224 on average, who enrolled in one of the five subjects of the module. This questionnaire showed a result that the structuring by subjects with specific

purposes related to the research process allowed the improvement of the research competence in the students in addition to the improvement of the academic results in the subjects that promote these competencies. The document concludes by mentioning that investigative competence is the mobilization of knowledge for the solution of problems in context through the application of an investigative process. Finally, the development of research competencies in students is linked to the strategies implemented in educational programs whose improvement comes from the perspectives provided by the students themselves in the exercise of research. At the same time the development of research competencies in undergraduate students depends on the strategies that are implemented in educational programs, taking the role of professor and researcher as the key factor in the process since research is learned by researching.

In addition, the document written by Rodriguez (2021) named "Percepción sobre la enseñanza y los aprendizajes en la investigación en una institución de educación superior: hacia la mejora de las capacidades investigativas" sought to analyze the students, professors about the teaching-learning processes in the formative research subjects in the Pedagogy and Education Sciences program at Universidad Nacional Autónoma de Honduras addressed by the qualitative approach and a population of 207 students enrolled in the subject "Taller de investigación" and 87 professors which taught it. Using focal groups and a semi-structured interview the research project demonstrates that professors are framed in the teaching paradigm and not to the interpretative one, avoiding the ability to promote knowledge from reflection. The document also mentioned that professors were not totally disoriented on how to teach formative research courses. However, the conventional and linear vision continues predominating in didactic planning, making use of limited procedures, means, resources and tools.

### ***2.1.2 National background***

Gómez (2004) in the article "Formación Investigativa e investigación Formativa: Aceptaciones y Operacionalización de esta última" approached the concepts that surround formative research from the higher education view and the Colombian legal framework to offer detailed descriptions of research processes in the educational field and how it promotes high quality for educational institutions. Moreover, the article emphasizes the definition of what is known as formative research and the connection with the research training. The article points out that both concepts share the same objective, but formative research always implies research activities that aim to educate through research proposals and actions. On the other hand, it seems that research training does not imply research activities since there is the possibility of being taught from other teaching activities before participating in research projects. For this reason and more, this research seeks a solution to give value to research and to make a methodological proposal that allows a curricular change to achieve in a more condensed form the proposed objective of the program.

Furthermore, Aldana (2012) in the article "La formación investigativa: su pertinencia en pregrado" tackled the formative research and surrounded aspects with the current undergraduate research processes, sharing some obstacles that have not allowed adequate training in the research educational field. The document, beyond recommending some strategies to face situations bounded to formative research, remarks three main characteristic which by the research training processes in higher education institutions have flattered: 1) The professor as guide of research courses, 2) Basic competencies for research, 3) Institutional commitment towards research; establishing that formative research must be understood as a constant evolution process which is nourished with new questions and approaches that impart the significant



knowledge for the student through strategies to develop and foster basic research competencies and attitudes to get into a complete undergraduate formation.

Moreover, Rojas and Aguirre (2015) in the article "La formación investigativa en la educación superior en América Latina y el caribe: una aproximación a su estado del arte" reviewed and identified the principal and current discussions regarding formative research in Latin America in order to expand its comprehension on context of multiple variables which affect the scientific development of the subcontinent. The objective was reached using documentary analysis of literature and backgrounds, specifically 43 articles related to different research addressed in public and private higher education institutions from Colombia, Mexico, Cuba, Venezuela, Argentina, Chile, and Costa Rica. The review was developed considering categories such as formative research, competencies, abilities, skills, and research attitudes. The paper concludes that it is necessary the continuous fostering of formative research processes at the university to create alternatives of analysis in relation to research teaching practices. The studies also recommend setting the formative research as a transversal axis in the higher education curriculum to promote a scientific culture in the different institutions considering the specific context.

In addition, Bulla and Crespo (2016) in the research project "Percepción que tiene la comunidad universitaria acerca de la cultura investigativa en la universidad de San Buenaventura seccional Cartagena" described the college community's perception regarding research culture at Universidad de San Buenaventura seccional Cartagena. In order to get the objective, the researchers gathered a population of 130 people from the college community among students, professors and administrative staff which were assessed through a self-applied instrument created by the researchers that considered four dimensions "teaching-learning system", "students'



relation", "physical spaces" and "institutional" took frequency reference codes that parameterized students' opinion in order to classify the responses given by the sample. The outcome showed in the first dimension a positive posture of the assessed towards research activities. Following the second dimension, the students' relation with professors demonstrated a harmony which stimulated the students in research processes. The third dimension evaluated also showed positive perspectives in relation to the physical spaces provided by the university. Finally, the fourth dimension exposed an adequate and positive result regarding the administrative management of the university in relation to formative research. The study concludes that research is a requirement to higher education institutions that seeks the creation of knowledge as one of the fundamental tasks.

Finally, Iriarte and González (2019) in the document "Percepciones sobre el nivel de desarrollo de la competencia investigativa en la formación inicial docente" which pretended to describe the perception of 30 students from the sixth semester about the research competencies development from bachelor's degree in mathematics at Universidad de Sucre- Colombia by the questionnaire "Indagación de la Competencia Investigativa en Docentes en Formación (ICIDF)" composed by 21 items related to four dimensions: research proposals formulation, use of relevant methodologies; analysis, interpretation and socialization of results. After analyzing the results, the study showed that most of the students presented a good performance in the construct of "research proposal formulation" and a bad performance regarding the "use of relevant methodologies". This implies a disarticulation among the theoretical aspects with the research practices.

These studies allow us to take a general outlook on the fundamentals and some of the characteristics that are involved in the formative research process, what aspects and concepts

should be taken into account when addressing perceptions. Furthermore, the importance of the perceptions on formative research in an educational context to promote the improvement of course curricula that seek to promote student competencies that allow them to have an impact at the time of exercising their teaching work. In addition to this, the aforementioned documents provide the vision of the lack of preparation regarding formative research and the interest on the part of students and professors in the different institutes of higher education who see formative research as a requirement to be included due to global parameters of high quality, leaving the vocational vision of creating knowledge to improve professional and productive citizens for the future.

## ***2.2 Theoretical framework***

This section defines the main concepts from this research to comprehend the process and referential framework.

To define a vision within the framework of this research project, it is important to close up the concept of perception. Therefore, some guidelines that fall on a concept as variable as this must be considered.

According to Vargas (1994), one of the fields most dedicated to developing concepts on perception in psychology lies in the recognition and interpretation to judge in relation to the sensations of the physical and social environment. However, some authors consider the perception as a different and very complex process to define it as a type of knowledge:

... Something that comprehends the capture of complex environmental circumstances of each object. Thus, some psychologists are inclined to assign this last consideration to

cognition rather than perception; both processes are closely related, which is not feasible, from the theoretical view to consider them isolated from one to the other. (Allport, 1974)

Discussing the definition of perception as a type of knowledge could be the task and focus to further research. Nevertheless, one of the attributes that highlight this term in psychological and philosophical studies is the construction of judgements. This demonstrates that perception is not a linear process as the process of stimulus and response but that also there are constant interaction processes where the subject and community are actively involved to create particular views. Thus, Abbagnano states that "men are capable of having multiple sensations but only notice a few by becoming aware of them"(1992, p.81). Following the main idea that the concept of perception has been changed and replaced, some questions have come up related to those "characteristics" which by the term is conformed. According to Vargas (1994) perception has a dependence on the organization, classification and development of category systems which the stimulus received is compared by the person "because they make up the perceptual referents through which new sensory experiences are identified, transforming them into recognizable and understandable events within the collective conception of reality", that is to say, through referents traces are formed which by sensations receive a meaning when they are interpreted and identified as characteristics of things in relation to previously known sensations.

This process of perceptual structuring unfolds implicitly between audience participation carried out in the interaction of the subject with the community where he/she belongs.

Current thoughts regarding perceptions such as Barahona and Medina (2015) mention

that "the world of perception is the one which reveals our senses and the life that is lived". At first glance seems to be better than the one that is known since neither calculation nor instruments are needed to access it. Now, the concept of perspective applied to this project plays a fundamental role since it is one of the axes to promote in future projects an improvement in the research courses of the program.

It is essential to mention that this research is also focused on the dynamics of formative research for the education of future teaching professionals who will oversee transmitting knowledge. Therefore, it is of utmost importance to define: What is formative research? What and which are the research competencies to be promoted in the context of formative research? How to promote the development of research competencies within the framework of formative research?

First, formative research is the set of strategies, contexts, and interactions that use the scientific method as a way of energizing the teaching-learning process, in which the teacher in his/her role and the researchers (the students) are subjects in training, not professionals, of the research (Miyahira, 2009). Hence, Lara (2006) states that formative research has as a special function, the generation of a culture that stimulates the autonomous development of thought, argued criticism, collaborative and interdisciplinary work.

This type of research differs from strict research, insofar as formative research emphasizes the teaching of research through teaching, while strict research emphasizes the creation of new knowledge (Restrepo, 2003).

Thus, formative research can be defined on the one hand as research that is part of the teaching function with a pedagogical purpose and that is developed within a formally established

curricular framework. On the other hand, Parra (2004) defines it as "teaching through research" and as "investigative teaching".

Research in education aims to improve the quality of education of students so that they can be competent professionals to teach new students by providing quality education. Given this, there is the challenge of strengthening the research component through the promotion of research competencies. Talking about research competencies initially implies clarifying the concept of competencies.

The intention of promoting formative research goes hand in hand with the development of research competencies. Research competencies are a series of attributes that allow observing, interpreting, understanding and acting in the face of challenging situations presented to the individual. Authors such as Cerda (2007), Levison & Salguero (2009), and Mockus (2010), present a review of the competencies associated with research. These authors coincide in including among research competencies the capacities of observation, interpretation and critical analysis, the ability to formulate questions, record data of interest, describe contexts, write texts on problematic situations specific to learning environments and propose solutions to the problems detected.

As postulated by Meerah, and Arsad, (2010) competencies answer to observation, problem-solving, empirical data collection, data analysis, and conclusion making. A more specific description was done by Cerda (2007) who mentions them as the ability to create questions, search, data selection, and systematization. Ability to analyze, deduce and research product results redaction.

The importance of promoting research competencies and research as a permanent task in a country that seeks development in every context: social, political, cultural, scientific, among



others, demands responsibility and commitment to the promotion and development of talent and support for research projects. This commitment is contemplated in the legal foundations. At the national level, the legal aspects related to research training are established from the Colombian Political Constitution in its articles 27 and 67, when indicating what refers to the rights that citizens have regarding the acquisition, generation, and promotion of scientific knowledge. It establishes that during undergraduate studies, training must be guaranteed so that students can perform in the future in their different professions with a scientific foundation.

Per this, Law No. 1188 of April 25, 2008, and Decree No. 1330 of 2020 indicate the fundamental aspects that every undergraduate program must comply with to obtain qualified registration, among which is the development of academic activities. In this section, it is observed the preponderance given to the adequate research training that students must have based on essential aspects such as the development of a critical attitude supported by teaching strategies related to formative research, being these seminars, workshops, laboratory work, following the training goals that each academic program is drawn.

Specifically, decree 1295 of 2010 gives relevance in its article 5.5 to everything concerning the activities of promotion of research training in students, highlighting the importance of creating a "research environment" and the dissemination of research results generated from the academy.

According to the above, the importance of teachers in charge of developing the research part of Higher Education institutions and the need for these teachers to have a suitable profile to perform their role in the best way in the University context is dimensioned. The research competencies of teachers include the understanding and transfer of knowledge, skills, attitudes, and values that favor the research potential of students by guiding and motivating them in the



application of their knowledge in-real life situations, with social impact inside and outside universities (Levison & Salguero, 2009).

Thus, the pedagogical model chosen for this research is the Social Cognitive Pedagogy Model, which states that the intellectual development obtained by each person is closely related and is formed through social scenarios. The final intention of this pedagogical process is to instill in the student the responsibility of progress and learning that he/she builds throughout his/her life, forming autonomous citizens and professionals.

It is competent to mention some teaching strategies in higher education to achieve appropriate formative research. It is known that every human being has the curiosity to investigate the world that surrounds him/her in such a way that he/she is invited to question and discover the reason for things; thus, successively an integral being is formed with abilities and skills that allow him/her to expand knowledge of everything and for everything; but it is in the school years where the capacity to establish a relationship between different phenomena and their applicability in daily life begins to be glimpsed (Díaz, 2003). When the student finishes school and enters the world of Higher Education, it is there where he/she needs strategies that lead him/her to systematically develop the research process. In this context, it is necessary to propose from the academy different scenarios and processes that lead to fostering students' passion for research. But the key questions would be: what would be the appropriate strategies for this, and how to structure them so that they are viable and achievable? Do strategies currently exist in the academy that are in line with the need to train students to generate research?

Previously, it was thought that university activities were limited only and exclusively to generating knowledge in students and the development of competencies associated with research

was left aside and for a few, being the exclusive responsibility of teachers. Subsequently, and with the change in educational policies, the importance of students doing research has been seen. A historical reference of great incidence in the research training of young generations goes back to the German Humboldt University in Berlin (Quintero-Corzo & Munevar-Molina, 2008), a generation of knowledge through research and the communication of results was fundamental in the teaching-learning process.

Basic research training in higher education facilitates the development of competencies and learning skills necessary for professional practice. According to Aldana (2012), Gomez (2013) and Guerrero (2007), this has an impact on students as it causes the following results in their training:

- Stimulates autonomous learning.
- Develops critical, and purposeful and rational thinking.
- Develops inquiry, classification, analysis, and interpretation of selected information.
- Develops an orderly mental structure.
- Stimulates discipline and academic rigor.

Therefore, it is necessary to establish a dynamic in the academy that generates significant and lifelong learning in students; it is there where the different pedagogical strategies to strengthen formative research arise.

Formative research is nourished by the process of permanent knowledge search by the student, under a permanent and systematic accompaniment of the teacher, who stimulates in the

student the innovation of new ideas, developing in him, critical thinking continuously, always using the pedagogical tools for his integral development. In this sense, formative research requires teachers who encourage, from their teaching processes, the improvement of their students' research skills, based on pedagogical foundations.

Other studies related to formative research and the development of enquiry competencies concludes that there is a clear relationship between formative investigation and the significant learning developed by students (González, 2012). Similarly, Bautista (2009) concludes in his study that teachers have not sufficiently developed their research competencies, which affects their technical capacity to perform as professional competitive teachers.

### **Chapter III: Methodological Framework**

This research proposal was descriptive single case research through a qualitative approach. The peculiarity of this type of research according to Englander (2012), is that it was necessary to understand a phenomenon from lived experience. From the present research, it was essential to observe the subject in context to analyze the phenomenon that we want to investigate, which in this case is related to perceptions that students develop in the context of formative research, which implies identifying and understanding the actions and interactions around the educational strategies that program use to develop that competence.

According to Hernandez et al (2014), the qualitative approach is guided by the research question, hypothesis, collection, and data analysis. In this case, the approach is more flexible in terms of the order of the steps to carry out the investigative processes since the question and the hypothesis can be developed before, during, or after collection and data analysis. Regarding the problem statement, the population to be investigated was from different semesters, due to repercussions that were present in the problem, the qualitative approach proved to be a solid basis on which to guide this research project to obtain greater accuracy in terms of the objectives set.

#### ***3.1 Approach***

Another relevant aspect of qualitative research is to understand and interpret the different realities since they are subjective, and it is understood that the point of view of the studied actors is "relative" (Hernández Sampieri et al, 2014).

This research sought to obtain student perceptions from a selected population through

the application of an interview to collect the required information, which was part of another important aspect since the researcher obtained the data in a more “natural” way, having the chance to interact with the phenomenon studied, making the process more active.

### ***3.2 Design***

This research project is directed by the unique case study, whose objective is to represent a case that occurs in a particular context. According to Stake (1999) it is the analysis which is not open to generalization due to the complexity of the phenomenon and aims to understand the individual contextual characteristics of it.

The methodology proposes that the case study is a limited system that allows data collection through the use of different strategies such as questionnaires, document analysis, interviews among others. To understand the phenomenon in specific circumstances, as also proposed by Hartley (1994) “the case study is a type of social research that is characterized by the empirical investigation of study problems in their own natural contexts, which are addressed simultaneously through multiple methodological procedures” (p.37). Coupling with the properties of the research project since it covers a specific reality that can be described for the possible discovery of new particularities.

Moreover, the use of documentary review was another technique implemented in the exercise of this research, since according to Peña (2014) it consists of synthetically exposing texts or documents that will be used as input to carry out discussions or subsequent conclusions of this research.

In this way, the documents analyzed in this research process are the micro-curriculum of the research training courses in III, VI and X semester respectively.

In accordance with the above, this design provided an analysis that aims to approach and meet the specific objectives proposed in this research project, that is, to compare the perceptions of students with the elements of the micro curriculum in relation to formative research in the Foreign Language Program.

### ***3.3 Population and technique***

The overall population of this degree work is made up of foreign language students. However, the scope and the application of the research question was taken into account in some students and not in all of them, because after an exhaustive analysis, it was decided that the samples would be students belonging to the third, sixth and tenth semesters.

These semesters were chosen precisely because of the academic curriculum of the Foreign Language Program. It is considered that a first and second semester student has no notion of research and its importance because most people isolate it because they have had a bad experience due to a superficial study of it.

However, upon reaching the third semester, students are confronted with the "Research Seminar" in which they are not only introduced to what research is and what it entails, but also to the tools and benefits it can bring. Thus, by the sixth semester, students should already have a broad knowledge (thanks to the subjects studied previously and complemented with "Classroom Research Seminar III") that allows them to see formative evaluation as an investigative process which grants them to expand their intellectual horizons.



In addition to the above, students are faced in the seventh semester to review concepts and put them into practice from the eighth semester onwards, since they are obliged to do their dissertation, which must be ready by the time they finish the tenth semester, and it is there where students can already have a clearly broad notion to testify and defend their position regarding research in their profession. Thus, the third, sixth and tenth semesters are key semesters to demonstrate the scalability from the starting point (third) which consists of the introduction, the intermediate point (sixth) which consists of the analysis; the final point (tenth) which consists of the implementation in a condensed form of the true duty of research.

In the population, the sample was called non-probabilistic and convenient by means of three focus groups: each one belonging to each semester described above. In these groups there was a participation of 3 students where we can create analogies and differences and highlight the students' perceptions regarding the research from their experience with it throughout the process of the Foreign Language Program. The students were chosen randomly by means of a survey, because in this way we can defend a qualitative and equitable methodology in which the expected results of this research are not affected and, in this way, it remains open for future collateral research.

### **3.4 Data Collection instrument**

#### ***3.4.1 Semi-structured interview***

Perceptions were obtained through a semi-structured interview according to the approach of this research project which makes a deep observation of the phenomena. According to Bravo et al. (2013) this instrument offers a certain rate of flexibility and at the same time maintains the uniformity to achieve consistent interpretation according to the

study's purposes. The interview format was adapted from different research done in 2019 by Rafael in the Professional Nursery School at Universidad Señor de Sipán. This interview worked as the moderator's guide with the topic that each member of the group dealt with, making convenient questions and establishing a conversation with participants. Thus, the instrument consisted of 4 open questions aimed at third, sixth, and tenth semesters' focus groups from the Languages Program which shared the feature and topic of the interview: the process of formative research. During the interview no personal information about the participants was required to make them feel comfortable and free of speech. A pseudonym was added in the meeting to classify and make the data collection process.

### ***3.4.2 Documentary review***

In addition, the analysis of the micro curriculum from the third, sixth and tenth semesters were elaborated under the concept of the documentary analysis which according to Peña (2004) consists of synthesizing the information from a text that is useful for a research project. In that way, the documentary analysis. Thus the documentary analysis is an intellectual operation which gives rise to a by-product thanks to the interpretation, analysis and synthesis of the researcher. Castillo (2004) mentioned that while this process is carried out, other three processes are developing. The first one is described as a process of communication that allows the information of the text to be transmitted, the second process involves a transformation from the information of the primary document which becomes into another text easier in access and reading. Last but not least, the third process that studies and analyzes information places a new abbreviated but accurate document.

### **3.5 Data analysis instrument**

#### ***3.5.1 Data analysis grid***

To analyze the data collected from the instrument aforementioned, a data analysis grid was elaborated, this instrument allows to explore the way in which the categories content are exposed in order to cross-reference information and achieve new results. According to Bannister y Mair (1968) defines it as the task which allows classification and evaluation among the elements. Thus this instrument allows the researchers to precisely build a vision of the data collected and codified in order to stand out the relations among constructs or categories to study and the relation with the object of study (Tapia, 2001).

The first question asks for students' background regarding formative research, if they have already done any work related to a research process and which strengths and weaknesses had they encountered while developing it. The responses given offered a wide range of reflexive perceptions, linking the participant's skills to the research subject and allowing them to be critical. Thus, the second question asked the student whether he/she considered formative research as an important subject for his/her professional training. The answers given will create a bridge between academic performance and individual perception of the formative subject in the program. The third question focuses on what is experienced throughout the course at the time it is being taken, so students are asked about the course and whether they feel they have sufficient competencies to achieve the course objective at the end of the course.

Finally, the fourth question asks students to provide feedback about specific aspects of formative research subjects they have seen and how can the program improve.

Due to a pandemic situation, the instrument was applied by a virtual platform which

allowed meeting with the sample taking new parameters to carry out the interview, such as recording the meeting to get evidence, asking participants to keep microphones off, turning on cameras, and raising their hands once they decided to talk. Allowing researchers to analyze responses at the times that were required.

## Chapter IV: Analysis and discussion of results

Research is used as a tool by teachers to produce knowledge about their duty, creating, transforming it, and bringing solutions to society. Referring to formative research is talking about education regarding higher education through a defined curricular structure that seeks to improve teaching processes with well-defined objectives that are adapted to the professor's function to train or prepare the students in solving educational and society problems. Which obliged higher education programs to bring professors with research competencies into the courses.

This also refers to an arduous process that must consider the way how students perceive the program to improve it through time. The process that this paper focused more on the development of results.

After instrument application, there were 3 recordings (interviews) with a duration of 30 to 35 min each of them. These elements were transcribed from audio to text through software implemented by researchers, called "Amberscript". This aid to get textual results **efficiently** and **fastly. It is important to mention that the** the transcriptions abovementioned were analyzed Through content association technique.

As the first step, using a data analysis grid created for this specific procedure. The textual data were in 4 gaps regarding each question from the interview and in front of them were organized the responses given by the subjects. Following the order:

Semester-number of students. After this, the second stage took place, which consisted of analyzing responses and extracting fragments from their answers to establish similarities among them.

These similarities were codified by color which made it possible in the third stage to set four analysis categories and 4 subcategories added in the fourth question:

1. **Research Experience:** According to Parra (2004), this is part of the curricular framework which means that students have an approach to research topics since the third semester according to *MALLA CURRICULAR*, and throughout the career until the last semester in the Foreign Language Program; in turn, Parra (2004) highlights that formative research fosters an investigative culture, which is positive for the development of a student in his teaching-learning process, becoming investigative awareness. That is why it is vital that the student is aware of his research training based on their experience in the academic process as a commitment to the university. Consequently, this category focuses on identifying the time when the student had the first contact with formative research courses in the program and his/her qualities, dividing them between “strengths” or “weaknesses” individually perceived during the process.
2. **Relevance in professional training:** Here are mentioned the different postures of the students regarding the influence of formative research in their professional training.
3. **Competencies development:** According to Fernández & Wainerman (2015) in *“Percepción sobre la enseñanza y los aprendizajes en la investigación en una institución de educación superior: hacia la mejora de las capacidades investigativas”* they mentioned that one of the purposes of research is the contribution to the development of



knowledge of societies, as long as training and teaching work continue simultaneously. It can also be affirmed that their relevance promotes: "the development of skills, habits, and attitudes, and the internalization of values, which demands carrying out the practice called research" (Moreno et al. 2003, p. 52-53). This category shows, according to the student's story, the competencies individually reached during the formative research courses that have been faced.

4. **Improvement:** This category allows students to make significant contributions to possible changes to successful practices not carried out in their teaching and learning process. "These expressions are associated with a didactic that must be planned and executed in order to achieve the objectives of the scientific research" (Sánchez, 2004). And in turn highlight the appropriate processes taught by the university since its accreditation in high quality in which the increase in hours in terms of formative research is reflected. On the other hand, the contributions or changes that the students come to suggest will serve as a contribution for future evaluations in the curricular structure in terms of the applied methodology and teaching processes. For instance, this space shares a variety of strategies and suggestions brought from the students' opinions to improve program aspects, based on their experience in formative research courses. These features were set considering patterns in students' speech.

- **Subcategory I: Socialization of research modalities in the Foreign Languages Program.**

This subcategory emphasized the lack of socialization by the university about the research programs and hotbeds that many students manifested having little information about.

- **Subcategory II: Curricular aspects and formative research.**

In this subcategory were gathered the whole related to curricular structure changes suggested by the students, such as recommending research seminars in the first semester to invest more hours into the subject instead of pedagogical practices.

- **Subcategory III: Methodological aspects of formative research:**

In this subcategory, starting from the teaching and learning processes, this modality covers the methodological aspects used in the subjects that point to formative research, since these processes are necessary to encourage the student in terms of learning and their autonomous performance in terms of the development of this skill.

- **Subcategory IV: Research lines regarding formative research:**

In this subcategory the Foreign Languages Program has a wide range in terms of the focus obtained in classes that can be addressed, it is evident in terms of the profile obtained after graduating from the program. For this reason, according to the students, the research lines are not supposed to be enough.

#### **4.1 Results Report**

In this section will be shown the tables that worked as analysis matrices where the stories provided by the students during the interview were organized in a summarized way

according to each pre-established category. More elaborate matrices are found in the section of appendix where can be found a transcribed fragment of each student and its corresponding semester.

Beyond this, comments of analysis of the results shown in the following matrices will be the interpretative route of what the students commented in relation to the objective of the research.

**Table 1**

*Students' perceptions analysis*

CATEGORIES	STUDENTS CONCLUSIONS
<p><b>CATEGORY I:</b></p> <p>RESEARCH EXPERIENCE</p>	<p>Most students indicate that the research process began in the third semester. However, two students point out that the research has been ongoing since the first semester, with an activity called "Articulatory question" developed each semester.</p> <p>The ability to analyze results and triangulate was cited as the main strength developed personally during the course by tenth-semester students. For sixth-semester students, the ability to apply data collection tools and identify research models was highlighted. For third-semester students, the ability to generate research problems or ideas.</p> <p>The weaknesses expressed by the tenth-semester students are totally different from those presented by the students in the previous semesters.</p> <p>For instance, in the tenth semester, it was difficult to find a research problem to attend to and search for background information in order to strengthen their research. For the third and sixth semesters, weaknesses included redaction problems, confusion among research methods, and quotation problems.</p>
<p><b>CATEGORY II:</b></p> <p>RELEVANCE IN PROFESSIONAL TRAINING</p>	<p>Students were interviewed on how they regard the formative research process as a fundamental factor for the integral development of their professional profile. Students also mentioned the impact that this concept</p>

	(formative research) has in the educational context and the importance of doing research in order to broaden the research paradigms.
<b>CATEGORY III:</b>  COMPETENCIES DEVELOPMENT	Students' confidence in reaching competencies is proportional to the semesters or time involved in the research courses. Being the third-semester students, expressed doubt regarding the development of research competencies and the tenth semester ensuring the whole competencies developed during the courses.
<b>CATEGORY IV</b>  IMPROVEMENT	It is important to note in the fourth category that this is the space provided to collect student suggestions in order to improve the formative research processes in the languages program. Four categories emerged as a result of this.
<b>SUBCATEGORY I:</b> SOCIALIZATION OF RESEARCH MODALITIES IN THE FOREIGN LANGUAGES PROGRAM.	<p>The first subcategory was created in response to comments from third and sixth-semester students who expressed a lack of information about extracurricular activities related to formative research, such as research hotbeds and forums, conferences, and so on.</p> <p>According to the students, this could include adding to the research courses some tracings to research projects of well-known people. It allows one to participate in a research project in interesting events and interact with researchers from around the country.</p>
<b>SUBCATEGORY II:</b> CURRICULAR MESH ASPECTS AND FORMATIVE RESEARCH.	This subcategory gathered the students' comments on the curricular changes, suggested by the students from the third and the tenth semester. Changes included adding a formative research course at the beginning of the program (first semester) and adding more hours to the courses related to formative research. Some of those hours were taken from the practice courses carried out as a different subject in the different semesters.
<b>SUBCATEGORY III:</b> METHODOLOGICAL ASPECTS OF FORMATIVE RESEARCH.	<p>This subcategory addressed the suggestions related to teaching strategies and techniques which have been implemented in the research courses.</p> <p>Students from the third and sixth semesters expressed a tendency for adding more from the practical component in order to also learn through experience. This component can be attended by the implementation of short-term research projects divided into groups per semester.</p>

<p><b>SUBCATEGORY IV:</b> RESEARCH LINES REGARDING FORMATIVE RESEARCH:</p>	<p>Finally, the fourth subcategory, "Research lines regarding formative research," gathered student comments from the tenth semester on the research approaches or lines developed in the program. The students mentioned the possibility of expanding the research lines beyond pedagogy and linguistics.</p>
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This chart shows the information collected by the categories established. In this section the analysis of the table will be carried out, considering the students' perceptions regarding formative research. Thus, in the first category "research experience" which aimed to identify the first contact that students had with formative research processes, the strengths and weaknesses were individually noticed while doing research activities.

Majority of the students mentioned starting research processes in the third semester. Nevertheless, two students mentioned doing research since first semester with a transversal activity which is developed along the semesters named "Articulatory question". Moreover, students from third semester expressed an enthusiastic attitude towards formative research courses. The ability to have research vision, receptivity during the course, and being able to create research problems or ideas were mentioned as a strength in this semester. Regarding the sixth semester the strengths mentioned by the students were different, emphasizing the ability to apply data collection instruments and identifying research paradigms. Finally, the tenth semester students indicated the ability of analyzing the results and triangulation as their main strengths individually develop through the courses.

On the other hand, the weaknesses stated by the students are also different one from each other. As said by the third semester students, setting research objectives, redaction problems are



common in the course. Separated to this, sixth semester students presented confusion among research methods and quotation problems in the development of the documents. Weaknesses expressed by the tenth semester were totally unrelated to the ones presented by the last semesters, remarking difficulties to find a research problem to attend and searching background information in order to strengthen their research.

These statements given by the students are relative according to the process they are facing in each semester. However, the weaknesses expressed vary but keep some similarities as the redaction problems which not only the third but also the sixth semester. In addition, the stated by the tenth semester about struggling in finding a research problem to intervene, demonstrates the complexity of formative research.

The second category aimed the students to express their interest regarding formative research processes and their professional profile. The category demonstrated that all interviewed students considered the formative research process as a fundamental factor for the integral development of their professional profile. Students also mentioned the impact that this concept (formative research) has in the educational context and the importance of doing research in order to broaden the research paradigms in the educational field. This category evidenced the awareness developed by the students in the formative research area, giving utmost importance regarding the fostering of the professional profile.

Third category, which addresses the reflective space where the student considers the development of research competencies required by the course is reached, showed a particularity where the confidence of reaching competencies is proportional to the semesters or time involved in the research courses. Being the third semester students, which expressed doubt regarding the



development of research competencies and the tenth semester ensuring the whole competencies developed during the courses.

In the fourth category, it collects the students' suggestions in order to improve the formative research processes in the languages program. From this, fourth categories emerged:

The first subcategory was created based on the comments of the third and sixth semester students which expressed lack of distribution of information about extracurricular activities regarding the formative research such as research hotbeds and forums, conferences and so forth. This promotion or diffusion could be attended, according to the students, by adding to the research courses some tracings to research projects of well-known people which have impacted the educational field. In addition, making lectures about the benefits of participating in research projects that, beyond creating new knowledge and attend different problems, allows one to participate with a research project in interesting events, interacting with researchers from distinct colleges around the country and learning about other approaches in research.

The next subcategory called "Aspects of the curriculum and formative research" was characterized by the collection of comments regarding micro curricular changes. This collection was made thanks to some surveys made by students of the third and tenth semester, which consisted of adding a formative research course at the beginning of the program (first semester) and adding more hours to the courses related to formative research. These hours could be extracted from the practicum courses since it occupied most of the curriculum in the different semesters of the program.

Hand in hand with the aforementioned, third subcategory "Methodological aspects of formative research" addressed the suggestions related to teaching strategies and techniques

which have been implemented in the research courses by the professors taking into account that the methodology affects the learning process and the autonomous development of competencies of students. Students from third and sixth semester expressed a tendency for adding more from the practical component in order to also learn through experience. Moreover, according to the students, this component can be attended by the implementation of short-term research projects divided into groups per semester.

Finally, the fourth subcategory named “Research lines regarding formative research” collected the comments by the students from tenth semester in relation to the research approaches or lines developed in the program. The students mentioned the possibility to add more research lines which can be different from pedagogy and linguistics.

**Table 2**

*Micro curricular analysis*

CATEGORY	MICROCURRICULUM 3RD	MICROCURRICULUM 6 <sup>TH</sup>	MICROCURRICULUM 10 <sup>TH</sup>
RESEARCH EXPERIENCE	There is a correspondence in terms of purpose, as mentioned in the third semester, research is oriented as a continuous process, for which the student will focus on posing problems and finding solutions assuming research from educational contexts for their teaching work from the qualitative paradigm.	From the third to the sixth semester of the course, the students already appropriate the mixed research paradigms, which invigorates his vision in their pedagogical field.	There is an affinity between the 10th-semester micro-curriculum and the first category, as evidenced by the fact that students were required to complete an academic fulfillment demonstrating their research competencies reflected in their degree work during their teaching and learning process.

RELEVANCE IN PROFESSIONAL TRAINING	It is clear that its approach has relevant aspects so that students have important bases in terms of formative research so that they can decide on their degree work.	The sixth semester micro-curriculum proposes to prepare the student for his graduate profile, which proposes from the perspective of formative research that the graduate be dynamic in terms of the learning areas seen in the Foreign Language.	It reflects a similarity in terms of the second category that seeks to implement innovation in relation to generating new knowledge in its field of teaching.
COMPETENCIES DEVELOPMENT	There is an affirmation regarding the development of competences through generating receptivity in investigative processes, which are a significant factor in the formation of knowledge in his occupation as a future teacher.	The line of contributions that favor competence development follows the path towards the development of research skills that go hand in hand with mixed paradigms that encourage students to adopt a position as stated in the micro curriculum for methodological purposes.	In the tenth semester's micro curriculum, the student's performance must be oriented toward a realized student as soon as to the competent for the development of skills that help you solve a specific problem scientifically.

### **Research Experience Microcurriculum 3rd, 6th And 10th Semester**

According to what is established by the micro curriculum and the first category, there is a correspondence in terms of purpose, which, as mentioned in the third semester, research is oriented as a permanent process, for which the student will focus on posing problems and finding solutions assuming research from educational contexts for their teaching work from the qualitative paradigm. On the other hand, it is evident that the focus in the micro-curriculum in the 6th semester is already delimited: a more specific approach is made: in this course from the third to the sixth semester students already appropriate the mixed paradigms of research, which

invigorates their vision in their pedagogical field; lastly, regarding the 10th semester micro-curriculum and the first category, there is an affinity reflected in the fact that the students, during their teaching and learning process, had to carry out an academic fulfillment evidencing their research competences reflected in their degree work. The development in each micro curriculum reflects an agreement with the first category in the different semesters, this is through the different seminars and approaches that each semester has according to the program's approaches.

### **Relevance in Professional Training Micro Curriculum 3rd, 6th And 10th Semester**

From the perspective of the micro curriculum of the third semester compared to the second category, it is clear that its approach has relevant aspects so that students have important bases in terms of formative research so that they can decide on their degree work. As for the sixth semester micro-curriculum, it proposes to prepare the student for his graduate profile, which proposes from a formative research perspective that the graduate be dynamic in terms of the learning areas seen in the Foreign Language. Finally, we have the micro curriculum of the tenth semester. It reflects a similarity in terms of the second category that seeks to implement innovation in relation to generating new knowledge in its field of teaching. According to what is proposed by each micro curriculum and the second category, there is a correlation in each semester with the demand for contributions to improve curricular processes in the search for improvement in terms of the profile that seeks to conceive certain knowledge that solidifies relevant aspects that contribute to the occupational profile of the future teacher.

### **Competencies Development Microcurriculum 3rd, 6th And 10th Semester**

According to what is presented in category three, in comparison with what was proposed in the micro curriculum of the third semester, the development of competencies is affirmed

through the generation of receptivity in the investigative processes. These are the notable factor for the formation of knowledge in their occupation as future teachers; the line of contributions that favor the development of competencies follows the path towards the development of research skills. Likewise, mixed paradigms are presented that allow the adoption of methodological and didactic postures in order to continue with the investigation by means of the hypothesis proposal and the solution of the same ones with scientific bases.



**Table 3***Students' perceptions and micro curricular contrast*

CATEGORIES	PERCEPTIONS			MICROCURRICULUM		
	SEMESTER 3rd	SEMESTER 6th	SEMESTER 10th	SEMESTER 3rd	SEMESTER 6th	SEMESTER 10th
1. Research experience	Assume having the first contact with research experience in first semester with articulatory question. Moreover, the students manifested strengths in stating and redacting research problems. In	Assume having the first contact with research experience in third semester with the first research seminar. Furthermore, the students manifested ability to apply data collection instruments and structure theoretical	Assume having the first contact with research experience in third semester with the first research seminar. In addition, the student manifested ability to realize data triangulation. However, they manifested	This seminar is research oriented as a permanent process of stating questions and solutions to the different natural and social problems that arise in education according to the various socio-cultural	The seminar allows the future teaching professional to address research problems with a mixed vision, which broadens the paradigms in the collection, analysis and discussion of results and allows to have a more solid	It is the academical space which the students execute the research project evidencing with written documents (meeting logs), in order to demonstrate their professional level from the discipline of

	contrast, mention having weaknesses to develop research objectives.	foundation for research. On the other hand, mention getting confused regarding research methods and redaction problems.	difficulties to state research problems and collecting background studies.	contexts... whose purpose is the qualification of the didactic process to contribute to the transformation of the existing reality through research at school, in the classroom, from the very work of the teacher who assumes his practice in a new, creative context	academic foundation on the questions subject to research in the scope of the pedagogical and teaching work.	problems of the career.
2.Relevance in profesional training	Perceive research as an exercise to	Perceive research as a need to create	Perceive research as the way to broaden	The formative research prepares the	This seminar contributes to the research	This course seeks to implement,

	improve professional training and to transform the context by the curious attitude of the researcher.	new approaches in education, innovating the educational field, considering globalization and the impact on contexts as the axis of professional training.	paradigms, solve problems in the classroom and improve professional training through research activity.	student to assume the pedagogical practice, in addition to providing relevant elements to the student to decide on his degree work.	training of the teacher in accordance with the graduate profile raised on the possibility of being a professional who promotes pedagogical and investigative projects on issues of linguistics applied to the teaching and learning of a foreign language.	through the subject in training, an innovation in the educational field or generate new knowledge in their field of training as a graduated related to different areas of interest.
3.Competencies development	The students mention achieving the	The students mention achieving the	The students mention achieving the	Generate an attitude of openness and	Develop research competencies	Develop specific skills in the

	course competencies, making emphasis on developing research thought or research perspective.	course competencies, emphasizing on the differentiation of research paradigms, use of data collection instruments and acquisition of technical vocabulary.	course competencies, doing remarks on the preparation to present the research project developed during the course.	receptivity towards formative research processes as an essential input for the training of students and for the generation of new knowledge in the aspects of their professional discipline	attending to the mixed processes of inquiry, focused on the educational context, adopting an own position before the methodological proposal of the mixed models	development of projects or in the field of research in their area: that is, the student can apply the steps of the development of a project or scientific methodology to solve a problem, or improve a process
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According to the information collected and synthesized, majority of the students mention having the first contact with research in third semester. However, students from third semester remarks the articulatory project from first semester as the first contact with research. In fact, articulatory project promotes some aspects of formative research trying to develop by a transversal focus basic competency of formative research such as setting objectives collecting backgrounds, developing abilities to impact the context depending on the semester where the exercise is developed. On the other hand, majority of what students planted in the first category and what the micro curriculum establishes and aims to develop according to each semester during the courses is reached. Nevertheless, students present some difficulties in research competencies, where are highlighted stating research problems, searching background, setting objectives and redaction, these problematics vary among the semesters.

Second category contrast demonstrates that all students consider research as an important exercise in the professional training, mentioning the impact that it has on professional training, educative context, globalization, and the improvement and broaden of paradigms in the educational field which is also established by the micro curriculums from each semester. Third category contrast supposed a harmony between what is established by the students and micro curriculums related to the competencies to develop in the different research courses. The expected learning outcomes from each semester are reflected in the comments given by the students.

Finally, it seems that what is expected by the courses regarding the research experience, the relevant aspects of research in the professional profile and the competencies to develop are



reached by each semester. However, there are some factors such as the difficulties presented by the students in the first category. Moreover, these difficulties can be attended considering the emergent categories of improvement, where the students suggest changes in different aspects that surround the formative research courses in the program.

## ***4.2 Discussion***

In accordance with the analysis of the results presented above, it is pertinent to develop a space where the different points of view of authors, theories and studies developed in relation to this research project are promoted. As mentioned by Noble and Heale (2019) triangulation refers to the process that helps to increase the credibility and validity of research. In other words, research triangulation basically aims at validating the results of a study.

### **Research experience**

Taking into account the results of the first category established in order to analyze the perceptions of the students of the Foreign Language Program, it is possible to evidence a heterogeneity on the part of the strengths and weaknesses of the students, however, the deficiencies commented by the students interviewed as the writing (quotation, coherence, cohesion between paragraphs and so forth.) also the use of research methodologies coincide with the results found by Iriarte (2019) in the study “Perceptions on the Level of Development of Research Competence in Initial Teacher Training”. In this way, referring to the writing difficulties, as argued by Arizmendi (2018) it is necessary to pay attention to the dynamics of the program that promote writing skills. On the other hand, regarding research methodologies, Montoya and Peláez (2013) state that those works "as global and flexible design which implies a conscious, reflective and regulatory use of the research methods to achieve the objectives of the

educational and research processes" which reinforces the interest towards the emphasis of research methodologies from the different courses so that it is possible not to simply understand them, but also use them according to the connection in which future teachers and educational researchers are involved.

### **Relevance in professional training**

This category showed the position of the students regarding research training in relation to their professional profile. According to the results of this project, all students consider formative research as a fundamental factor for an integral development since this knowledge would impact and change the educational context to generate new knowledge and expand educational paradigms. Likewise, the results of the research carried out by Iriarte (2019) demonstrate a tendency by the students towards formative research as a transversal characteristic for the training of teachers to develop skills that transform pedagogical practice. This same relevance towards research training is supported by Giroux (1997), where mentions that investigative competence is a fundamental competence for teachers in training due to the changes in the society and education since it implies that teacher must be able to do research activity to allow the transformation of practice. It can be inferred that the preparation in the research competence for the undergraduate degree is not only reflected in its curricular mesh as a fundamental axis, but also by the subjects in training that recognize it as a pillar in its professional profile.

### **Improvement**

The feedback obtained in the improvement category shows that students suggest making changes and even adaptations to strengthen the research training process within the different

courses. Among these comments, there is the increase in the distribution of information in relation to research activities, the use of alternative or non-traditional methodologies, the addition of hours in research training courses among others. These results highlighted what López (2015) commented in the document "Research in initial teacher training. A look from the socio-transformative perspective" where he suggests curricular integration, implementation of strategies that contribute to the development of creative potentialities that favor research. Such favoring or improvement of research practices must be identified and given from the same courses because, as mentioned by Fuentes (ob. cit.) it must create the possibility of searching for new methods and strategies to improve the awareness of the subjects to achieve an active, constructive, and creative formation and transformation of culture.

### **Curricular Mesh**

Regarding the results found in the curricular mesh, it is evident that the Bachelor's Program in Foreign Languages at the Unidad Central del Valle del Cauca maintains research training as a foundation to promote the necessary skills and competencies to students, providing spaces to develop research activities. These qualities provided by the mesh and curricular model of UCEVA as "an integrative-interstructuring model to guide the training process based on a non-transmissionism but investigative didactic model"(2019, p.7) alluding to the research processes that contribute to the resolution of problems of the context. This approach by the institution is linear and similar to what is promoted by the Autonomous Metropolitan University Xochimilco Unit in agreement with Núñez and Rojas (2019) the UAM maintains in its educational model that a module is a comprehensive teaching-learning unit, where its thematic contents, practices and bibliographic and field research is organized within what is a modular

operation (Martinez & Loera, 2018) this "demands a global training or from processes for teachers, a didactic and evaluation integrated to learning strategies".

### **Research Training and Teaching**

Finally, it is essential in this research project the close relationship that formative research demonstrates with teaching, either of the same research competences as for the instruction and preparation of future teachers who tend to change and improve a context, as proposed in the study of Haylen (2007) formative research represents the space that guides inquiry, problem posing, reflection and the first contact with research. According to Cortés (2008), these educational spaces are the ones that express a connection between teaching, research and the university mission.

### ***4.3 Conclusions***

The title of this project contains a main question that must be answered, what are the perceptions of the students regarding formative research in the Academic Program of Foreign Languages at Unidad Central del Valle del Cauca? The answer seems to be accurate and positive by the students from third, sixth and tenth semester in the three established categories mentioning aspects or keywords in the comments that are nearly linked with the micro curriculums proposals for each semester. Demonstrating that most of the curricular activities executed during the research courses from third to tenth semester are reliable and valid to form an integral subject with notions and abilities to do research and impact different contexts. Although it is important to conserve most of the stated by the program, some difficulties such as the weaknesses presented by the students regarding redaction, differentiation and usage of research methodologies must be solved. However, this type of problematics can be solved by

considering parameters from other research works such as the use of the concept of Knowledge Mobilization established by Cooper, Levin and Campbell (2017) which aims to close up the creation of knowledge by practice and politics under the idea that knowledge must advance, spread, create further debate and arguments in order to impact the educational practice.

Moreover, components and competencies such as generating an investigative curious attitude towards possible research scenarios, ability to state possible research problems, usage of data collection instruments were key factors that evidenced a connection with the micro curricular structure of third, sixth and tenth semester which described these competencies in a very implicit way in the format managed by the program. However, according to what was collected about research competencies concepts, showed variability since different authors manage terms that globally involves different abilities or competencies that differs one from each other. Thus, the competencies promoted by the Foreign Languages program within the research courses can be defined from the hand of Meerah and Arsad (2010) as the ones that answer to observation, problem-solving, empirical data collection, data analysis, and conclusion making.

Now that the analysis has been completed, it is important to raise the position of duality to preserve some of the curricular processes through a dynamization of teaching strategies to promote the possible changes recommended and commented on by students. In this way, these changes would be involving some factors of the fourth category established in this document. The following guidelines will be mentioned:

### **Dynamize the strategies to teach research courses**

The current way of teaching in research courses, according to the students and some authors such as Haylen (2007) states are rigid and struggle to communicate knowledge with the



students. This can be attended by the concept of Knowledge Mobilization mentioned above to foster the weaknesses that students have been facing in the training process

### **Distribution of information in research extracurricular activities and research lines**

It can be interesting to further analyze the policies used by the Foreign Languages Program to distribute or publish information about research seminars, conferences and so forth to adapt them and increase the participation ratio of students in these types of activities that involve research and improve competencies that are needed to form capable professionals.

At the same time, different research lines can include this type of studies that are focused on perspectives and how the reality is perceived by the students. Counting on these points of view are important to keep building better strategies and evaluation of the research courses in the program as mentioned by Perines (2017) the realization of these efforts is a series of fundamental aspects for the improvement of research courses. Among these efforts is this research document that functions as an input for future studies within the framework of formative research and an evaluation with a look towards change for the better.

Finally, this project presented different difficulties since the sample of the population were not vast, some perspectives were not taken which means that possible problematics or recommendations of the students could not be attended. Moreover, perspectives from professors which impart the research courses and administrative staff were not participants of this project, which led to not being able to create a communication or convergence point which focuses on the different postures that are involved in the development and training of students in relation to

the formative research. Thus, this research project, as said before, seeks to be an input to further research projects that approach formative research considering variables that were not included in the present document.

## 5 Appendix

<p>1. ¿Desde qué semestre académico usted ha realizado trabajos relacionados con la investigación en la Facultad de Lenguas Extranjeras? Comente las fortalezas y debilidades que ha tenido para realizarlos.</p>	<p><b>Estudiante N.1 3er semestre:</b></p> <p>yo podría decir que en el segundo semestre con la profe Paola hemos hecho o hemos realizado una investigación lingüística sobre el proceso de aprendizaje...</p> <p>Yo creo que voy a empezar por mis debilidades. Yo creo que lo que más se dificulta cuando uno se plantea una investigación...</p> <p>No soy objetivo a la hora de analizar un proyecto investigativo, o de hacer una pregunta por qué hay mucho, hay mucho de lo que uno trata de la presunción y después de eso le dicen una pregunta investigativa, pero siempre es de uno no, no es objetivo sino subjetivo a esa a realizar esas preguntas...</p>	<p><b>Estudiante N.1 6to semestre:</b> "Listo, para mí la investigación ha sido muy importante. La he ejecutado desde tercer semestre, la mayor fortaleza que he encontrado, es como aprender a desenvolverse frente a las personas que estoy haciendo la entrevista. La debilidad que encuentro es que a veces, respecto a los diferentes métodos, suelo confundirme un poco, pero igual se hace con la mayor motivación".</p> <p><b>Estudiante N.2 6to semestre:</b></p> <p>Bueno, respecto a lo de los trabajos como tal, se empezaron desde ahora, desde sexto, pero la materia la hemos visto desde cuarto...</p> <p>...yo creo que una de las fortalezas es de que me encanta buscar información, entonces eso me ha ayudado mucho, pues para la parte</p>	<p><b>Estudiante N.1 10mo semestre:</b> creo que eso lo empezamos a realizar desde el desde segundo semestre, a través de si los primeros acercamientos que nosotros tuvimos...</p> <p>Lo que se me hacía más fácil para mí es ya acomodar los resultados, ya cómo hacer esa parte de triangular los resultados más que nada...</p> <p>Debilidades diría más que nada la búsqueda de los antecedentes, porque es como complicado encontrar antecedentes que vayan muy ligados o que hablen de la investigación que uno está haciendo. Y también más que nada cuando uno va a recopilar o cuando uno quiere, puede aplicar sus instrumentos. Es la cooperación y la colaboración pues de los participantes.</p> <p><b>Estudiante N.2 10mo semestre:</b></p>
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	<p>Mi fortaleza es que bueno, si no funcionó por este lado, intentemos por el otro, o sea, nunca hay que negarse a la tentativa de que esa pregunta puede ser sujeta cambios. Esos cambios son para mejorar.</p> <p><b>Estudiante N.2 3er semestre:</b></p> <p>Yo creería que desde primer semestre, ya que desde primer semestre nos indicaron que era la pregunta articuladora y todo lo que conlleva, también uno tenía que investigar muchos teóricos, muchos referentes para que cuando uno vaya a hacer, vaya a darle solución a la pregunta articuladora no falte, no carezca de verdades o diferentes puntos de vista teóricos, con los que van a ayudar a responder esta misma pregunta en mis fortalezas y debilidades por tal el otro día es que me parece brillante buscar un problema aquí también la realización de la pregunta al problema y pues creo que también ser demasiado versátil...</p>	<p>teórica y una de las debilidades es que soy muy impaciente...</p> <p><b>Estudiante N.3 6to semestre:</b></p> <p>Bueno, creo que hemos visto los seminarios desde tercero o cuarto, no me acuerdo bien...</p> <p>Una fortaleza es que me gusta el tema, me gusta investigar. Creo que en desde cada perspectiva, aspecto o dimensión de un fenómeno, hay algo para investigar. Siempre es lo que me encanta. Todo puede, con un pequeño giro de tuerca, ser una buena idea de investigación y unas debilidades es que al momento de. Como presentar el trabajo formal soy malo citando, citando bien, organizando el documento, las rúbricas, los gráficos como la parte formal del documento, me es difícil de leer.</p>	<p>Reingresé en tercer como cuarto semestre con ellos, fue de ese momento en que empecé a trabajar como la investigación, porque igual desde que estás en práctica tienes que hacer investigación sí o sí, ya sea de observación o ya sea prácticas como tales.</p> <p>Yo pienso, yo me siento muy preparada para investigar. Sé analizar, sé triangular, los antecedentes también los sé trabajar y realmente en lo que yo pienso y me cuesta un poco en mucha dificultad, es encontrar como ese problema que sea viable de investigar.</p> <p><b>Estudiante N.3 10mo semestre:</b></p> <p>Desde tercero creo que de tercero que comenzó como seminario o comenzó con nosotros, creo que fue el tercer y cuarto semestre...</p> <p>En mi caso... la búsqueda de antecedentes...</p> <p>En cuanto a las fortalezas y debilidades pues, no soy teso en todo lo de la investigación, faltan muchas cosas pues por mejorar, pero si me siento bien</p>
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	<p>...Y debilidades, pues a veces, puede ser en la elaboración de diferentes objetivos, tanto generales como específicos, no sé cómo redactarlos de buena manera y eso sería todo.</p> <p><b>Estudiante N.3 3er semestre:</b></p> <p>Considero que, desde primer semestre con la pregunta articuladora, ya que es una pregunta que nos asignan y debemos con nuestros propios recursos buscar una solución pues a ese problema y por ende realizar una investigación sencilla y un poco superficial. Pues por el nivel en el que estamos. Vale, pues mis fortalezas considero que son el generar preguntas por todo...</p> <p>Y mis debilidades, siento que me falta profundizar un poco más en esas dudas que tengo y no descartar las ideas de forma tan rápida, porque normalmente me frustró mucho, pero realmente me frustró mucho. Pero pues eso.</p>		<p>preparado, ya que como lo dije anteriormente, pues hemos podido ver toda esa teoría y posteriormente tanto en trabajo de grado como ahora como asistente de investigación que soy, se ha podido poner como todo es en práctica.</p>
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<p>2. Piensa usted que la investigación es importante durante su formación profesional.</p> <p>¿Por qué?</p>	<p><b>Estudiante N.1 3er semestre:</b></p> <p>Claro, bueno, eso es importante, la investigación sí, por qué. O sea, aparte de buscar problemáticas dentro de nosotros, nosotros como vamos a ser futuros docentes de la lengua extranjera, considero que nosotros no todo lo que digamos tiene que ser al aire libre, obviamente cuando estemos en el aula, tenemos que, por así decirlo, formar unas ideas estructuradas basada en hechos teóricos y que puedan ser también comprobables.</p> <p><b>Estudiante N.2 3er semestre:</b></p> <p>Vale, pues la verdad pienso que la investigación es muy importante para nuestra, para nuestra formación profesional, porque así nosotros todo el tiempo nos vamos a estar cuestionando o vamos a estar haciendo diferentes preguntas en</p>	<p><b>Estudiante N.1 6to semestre:</b></p> <p>En mi caso me gusta mucho la investigación. Es interesante conocer diferentes contextos, por lo cual a mí sí se me hace muy importante ese tipo de formación profesional. Sin embargo, hay compañeros que no les gusta mucho este ámbito, ya que se quieren dedicar a otro tipo de aspectos, lo cual para ellos puede sonar un poco bueno, pues no sonar así no parecer algo frustrante la investigación, pero igual manera es algo muy claro, es muy importante para nuestro futuro profesional.</p> <p><b>Estudiante N.2 6to semestre:</b></p> <p>Bueno, yo creo que es importante porque al ser estudiantes de una carrera que tiene que ver con la educación, este ámbito, digamos como de ciencia y todo educativa, se basa mucho en el progreso. Entonces, por ende, se debe mantener una investigación constante</p>	<p><b>Estudiante N.1 10mo semestre:</b></p> <p>Claro que sí. Pues la investigación es como que a través de la investigación usted crece como profesional y más que nada en su campo, ¿no?. Entonces, por ejemplo, a través de la investigación, usted tiene nuevas perspectivas. Usted haya nuevos problemas para investigar. Usted encuentra nuevos problemas desde... En su propia investigación.</p> <p><b>Estudiante N.2 10mo semestre:</b></p> <p>O sea, se nos permite como mirar hacia dónde vamos dirigidos. Nos permite hacer un análisis de lo que estamos realizando. Reconocer los problemas que estamos teniendo en el aula. Cómo poder trabajar con los estudiantes. Reconocer que cada uno tiene diferentes maneras, diferentes formas que nos vamos a ver enfrentados a diferentes contextos, en diferentes situaciones. Y por ello yo creo que es muy importante esta investigación en cualquier formación profesional y más aún en el que estamos nosotros.</p>
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	<p>los diferentes contextos, tanto educativos como sociales, y tratar de darle cierta solución para que haya una mejor calidad de vida, calidad, educación, etc..</p> <p><b>Estudiante N.3 3er semestre:</b></p> <p>Vale, pues considero que sí es bastante importante, porque, así como mencionaba Estudiante N. 1, pues como mejorar las cosas, simplemente mejora cómo funciona la educación, mejora el sistema, porque cuando se generan incógnitas que llevan una investigación, pues la persona se beneficia totalmente de las cosas. Como decía también Estudiante N.2 recupera pues como conocimiento, se le abre un poco más la mente, está dispuesta a escuchar otras perspectivas y todo le genera como esas ganas de saber más y buscar una solución permanente.</p>	<p>que nos permita descubrir nuevas ramas a las cuales nos podamos guiar o incluso nuevas metodologías. O sea, por lo mismo, la educación no ha sido estática, sino que ha ido en un progreso constante y al ser un mundo pues en el cual, digamos, nos están digamos formando para una constante globalización en necesario uno aprender e innovar en el campo educativo.</p> <p><b>Estudiante N.3 6to semestre:</b></p> <p>Pues yo también considero la investigación algo sumamente importante, no es una carrera nuestra, sino en general en cualquier carrera. Considero que es algo que usualmente se ignora, pero las universidades son buenas por sus centros de investigación, porque a partir de la investigación que se tiene un impacto en el contexto local.</p>	<p><b>Estudiante N.3 10mo semestre:</b></p> <p>Bueno, pues primero que todo, considero que es supremamente importante, el pues, una investigación y más en esta formación profesional, como le decían a mis compañeros, a través de la investigación podemos detectar las diferentes problemáticas y darles una solución más en nuestro sector. En el sector educativo, pues se ve muchas, muchas problemáticas, más en el sector público y que mediante la investigación es una herramienta ideal para poder intervenir esas problemáticas y pues ver que está pasando a estudiar los fenómenos y así uno pues darles una... Una solución adecuada que obviamente mejore la calidad educativa y pues que ayude a incidir en el aprendizaje y en nuestro proceso de enseñanza.</p>
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<p>3. En este momento, Usted percibe que ha logrado las competencias necesarias para alcanzar los objetivos del curso (Seminario de Investigación – Seminario de Investigación en el Aula III – Trabajo de Grado III). ¿Porqué?</p>	<p><b>Estudiante N.1 3er semestre:</b></p> <p>Podríamos decir, <b>si y no porque ya estoy entendiendo más cómo funciona ese proceso de pensamiento investigativo</b>. Sin embargo, me sigue costando realizar esa pregunta poderosa y no es algo fácil, ¿no? Eso requiere tiempo y a veces entre más experiencia.</p> <p><b>Estudiante N.2 3er semestre:</b></p> <p>Vale, yo creo que durante el curso como tal me ha ayudó a reforzar porque ya venía con una base del colegio sobre diferentes cosas de la investigación, pero me ha ayudado mucho a reforzar <b>y creo que estoy logrando las competencias que están propuestas en el curso. Claro que desarrollar un pensamiento, un pensamiento investigativo también saber cuándo cambia un problema o cuando puede ser solucionado dependiendo de lo</b></p>	<p><b>Estudiante N.1 6to semestre:</b></p> <p>Listo. <b>Desde mi perspectiva, creo que sí lo he logrado, he sido muy apasionado por este tipo de educación, es muy interesante como uno puede interrogar, bueno interroga no interactuar con las personas y conocer sus contextos</b>. Por lo menos en este último semestre he trabajado mucho con una docente que es psicóloga y se desempeña en el área de educación, lo cual ha sido muy difícil para ella. Entonces es interesante conocer esas historias e implementar ella y a sus estudiantes diferentes encuestas, entrevistas, lo cual nace del proceso de seminario de investigación.</p> <p><b>Estudiante N.2 6to semestre:</b></p> <p>La investigación me ha me ha hecho como aprender vocabulario, me ha hecho, digamos, <b>como ser más analítica en muchas situaciones, no quedarme como con lo que me brindan y ya, sino como ir más, más a</b></p>	<p><b>Estudiante N.1 10mo semestre:</b></p> <p><b>Pero sí siento que las he cumplido. Pues como que ya se investigar, sé presentar mi trabajo sé pues... Defenderlo como se dice así entonces... Creo que ya estoy preparada para exponer mi propio trabajo y pues ya con que uno se sienta preparado para exponer el trabajo de uno y para decir que estoy lista para exponer lo que investigué, entonces con eso uno ya siente que ha cumplido ciertas competencias, ¿no?</b></p> <p><b>Estudiante N.2 10mo semestre:</b></p> <p>Entonces <b>yo pienso que sí, que realmente se han logrado esas competencias para que se nos ha exigido en el programa o que se nos ha permitido este este seminario de investigación que hasta ahora pues hemos realizado</b>. Entonces Yo pienso que sí, realmente.</p> <p><b>Estudiante N.3 10mo semestre:</b></p> <p><b>Aun así alcanzamos esto o también en cierta forma lo mejora porque en la</b></p>
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	<p>que uno quiera investigar.</p> <p>También creo que es importante cuando nos refuerzan mucho en la elaboración del problema y tanto en la pregunta del problema, porque así es donde nosotros vamos a empezar una investigación a profundidad de lo que nosotros queremos. valga la redundancia investigar a solucionar dependiendo del contexto.</p> <p><b>Estudiante N.3 3er semestre:</b></p> <p>Vale, pues bueno, en esta asignatura de seminario Investigación, pues yo siento que este espacio se ha convertido en un lugar seguro de expresar posibles temas de investigación, claramente generarlos también...</p> <p>En lo personal siento que no lo he desarrollado. Siento que me falta, siendo que estoy como en un 30 por ciento, ¿eh? Yo siento que me nublo, así como decía, dicen que no hay que nublarse, pero yo siento que me nublo por esa misma frustración de no poder</p>	<p>trasfondo de lo que me están, de lo que me están pidiendo. Entonces digo que si he alcanzado esas competencias, que me digamos que me exige el curso e incluso he ido más allá de lo que me piden y eso es algo con lo que me siento muy orgullosa.</p> <p><b>Estudiante N.3 6to semestre:</b></p> <p>Bueno, yo en lo personal siento que sí, que en buena medida he logrado alcanzar las competencias necesarias. Bueno, las competencias-objetivo del curso que tengo algo que agregar sería a que bueno, realmente un aspecto que en lo mejor no me pueda desempeñar del todo bien, que a lo mejor se me dificulta un poco ha sido las definiciones de ciertos conceptos que usualmente permea cualquier tipo de investigación, ya sea cuantitativa, cualitativa o mixta, porque existen algunas no sé si llamarlo ambivalencias o ambigüedades en ciertas definiciones como método, alcance, approach, enfoque, diseño. Como que a veces</p>	<p>práctica es que se hace maestro y aunque falta mucho, pues estos son como los primeros pinitos para hacerlo. Y de igual forma, pues hemos tenido la oportunidad de participar en foros, en intercambios o por decirlo de alguna manera, si se pueden decir intercambios, o en la creación de... porque nosotros también como asistentes tenemos que tener un producto, algo así parecido al trabajo de grado. No igual de... No en su complejidad o en esa forma como lo está haciendo estudiante N.1, pero si un producto, entonces todo eso nos ayuda y de pronto en cierta forma corrobora de que sí hemos alcanzado las competencias necesarias por lo menos para desarrollar una investigación. Que falta obviamente mucho por aprender y por mejorar. Sí, pero sería como "sí", la respuesta.</p>
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	<p>entender las cosas. Pero para hacer el primer acercamiento como tal a este ámbito, siento pues que puedo mejorar. Me interesa mucho el tema, pero si, si no me falta, me falta.</p>	<p>todo cambia según desde qué perspectiva lo abordemos.</p>	
<p>4. ¿Qué aspectos se deben mejorar desde la Facultad de Lenguas Extranjeras para lograr que los estudiantes desarrollen trabajos de investigación?</p>	<p><b>Estudiante N.1 3er semestre:</b></p> <p>El problema es que podemos decir que por ejemplo, no alcanzamos a abarcar todo eso que queremos. Quizá porque por tiempo, o quizá por otros factores, no de pronto sería mejorar como el estilo sobre la sustancia que no está mal como lo hace la verdad y lleva mucho tiempo haciéndolo.</p> <p>Se nota, no? Y sin embargo, <b>optaría por una metodología un poquito más interactiva, porque puede pasar que no acabe de entenderse lo que se acaba de explicar, porque a veces las palabras no bastan y hay que hacerlo de una manera.</b></p>	<p><b>Estudiante N.1 6to semestre:</b></p> <p>Falta un poco más de práctica en cuanto a ese sentido para tener una mayor evolución en la investigación.</p> <p><b>Estudiante N.2 6to semestre:</b></p> <p>Digo yo que sería bueno e <b>implementar, digamos, proyectos de investigación de forma grupal en el sentido de todo el salón y no por subgrupos, porque digamos muchas veces la manera de yo desarrollar un proyecto no puede ser la misma, no va a ser la misma a la de otro subgrupo. Y es bueno que aprendamos de las distintas maneras, pero de manera grupal, de todo el salón.</b></p>	<p><b>Estudiante N.1 10mo semestre:</b></p> <p>Entonces es como que una proyección más, más regional, más, más amplia. <b>Sería muy bueno, porque ya motivaría, pues, a los estudiantes a tener que investigar algo más que no sea relacionado simplemente a la pedagogía y a tener que enseñar y el aprendizaje y esto.</b> Yo sé que existen unas pero como nuestra teoría no es... Siempre, siempre es pedagógica y solo es sólo enseñar y aprender y aprender y enseñar, enseñar. Entonces pues esto como que desmotiva un poco.</p> <p><b>Estudiante N.2 10mo semestre:</b></p> <p>Pensé en lo de estudiante N.1. <b>Realmente hace falta más líneas de investigación que motiven a los estudiantes</b> y que los</p>

	<p><b>Estudiante N.2 3er semestre:</b></p> <p>Vale, yo creo que para lograr hacer trabajo de investigación sin mayor dificultad, <b>creo que en si la facultad debería empezar a implementarlo, no solo desde tercer semestre, sino también desde el primer semestre, porque muchos vienen con un no vienen con mucho conocimiento sobre que es una investigación, cuál es el problema y todo eso. Entonces creo que sería muy importante empezar a implementarlo desde el primer semestre</b>, porque así se hallan unas cuantas bases y a medida que van transcurriendo los semestres, todos los estudiantes van entendiendo cuál es el enfoque que debería tener la investigación, cuáles son los errores que puede llegar a tener y pues ya prácticamente al final saber que, saber cuáles son los errores, cómo corregirlos y ya prácticamente presentar el trabajo como debe ser, sin ningún tipo de error y con o sin ningún tipo de error, o con la mayor o con la</p>	<p><b>Estudiante N.3 6to semestre:</b></p> <p>Bueno, yo concuerdo con el estudiante 1 y la estudiante 2, ah, es que si realmente es es es importante el aplicar lo que estamos viendo en el momento y sería viable y óptimo. Pues como te dije, los cursos son excelentes, las docentes son excelentes, o sea, empezamos con lo cuantitativo y hubiéramos podido haber aplicado una investigación cuantitativa si yo hubiese sido pequeña hubiese sido <b>óptimo. Y una cosa también es que, por ejemplo, en práctica, si desde primer semestre estamos haciendo prácticas ya bien sea de observación o inmersión que son bastantes horas sin importar de qué tipo. ¿Por qué no dedicar esas horas a la investigación si al final es igual o inclusive hasta más importante que las prácticas?</b> Solo por decirte algo, este semestre hemos visto los proyectos transversales y nos ha tocado hacer 36 horas de práctica. Cuántas horas aplicamos el proyecto transversal que generamos en la en la pregunta de articulación 6 y las otras 30 horas de</p>	<p>enamoren como decir: bueno, voy a trabajar en esta línea. Esta línea me gusta, está como chévere porque sí está muy enfatizada hacia la práctica, muy enfatizados. Está muy... Muy encasillado la educación...</p> <p>Pero sí pensaría que falta un poco de impulso desde la dirección de estos semilleros de investigación hacia el resto de los estudiantes para que participen en estos procesos investigativos que está llevando la universidad.</p> <p><b>Estudiante N.3 10mo semestre:</b></p> <p>Pues de pronto especies como ya más específicos, <b>pues sería como mencionar el que a mis compañeros de lo ya mencionado que sería pues como la línea de investigación</b>, pero me gustaría enfocarme más como en el hacer más como promoción, publicidad de los semilleros y más que de los semilleros también como de esas ventajas y esas opciones que lleva a investigar de esas ventajas que lleva investigar, que no solamente se investiga sino que es conocer nuevas cosas a ayudar e innovar en mejorar aspectos y aparte de pues e</p>
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	<p>minoría de errores posibles, ya que esto ayudaría a que los estudiantes entiendan de una mejor manera.</p> <p><b>Estudiante N.3 3er semestre:</b></p> <p>Vale, pues aspectos que se pueden mejorar. Hay un montón, porque pues nunca se van a satisfacer las necesidades de todos, pero en general podría ser el seguimiento de personas que han hecho investigaciones, tal vez, digamos que exitosas o que sean reconocidas, porque partiendo de allí se pueden motivar a los estudiantes desde la misma experiencia de esa persona o del docente. Porque cuando uno le encuentra el porqué de las cosas, lo puede realizar con con mucha más pasión, porque ya se vuelve como una meta personal...</p> <p>Ya lo demás puede ser como generar espacios óptimos y cómodos para que surjan esas ideas de los estudiantes.</p>	<p>práctica aplicamos lo que estamos viendo en el curso de práctica 6. Realmente no, pero esas horas se podrían dedicar a investigación que es súper, súper, súper importante. Ya vamos para eso, para el trabajo de grado. Entonces si es eso de dedicar más práctica a conforme a la teoría.</p>	<p>inclusive siempre se puede decir que sea conocer nuevos lugares como fue nuestro caso que iba a ser parte de este proyecto.</p>
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	<p>Considero yo que pueden ser como grupos investigativos entre facultades o me imagino tal vez un espacio literalmente físico, como un salón adaptado para que los estudiantes estén allí compartiendo, hablando, que sea un espacio chévere de jóvenes.</p>		
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CATEGORIES	STUDENTS 3rd SEMESTER	STUDENTS 6th SEMESTER	STUDENTS 10th SEMESTER
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<p><b>CATEGORY I:</b></p> <p><b>Research experience</b></p>	<p><b>STUDENT N.1</b></p> <p>“...yo podría decir que en el segundo semestre con la profe Paola hemos hecho o hemos realizado una investigación lingüística sobre el proceso de aprendizaje...Yo creo que voy a empezar por mis debilidades. Yo creo que lo que más se dificulta cuando uno se plantea una investigación...No soy objetivo a la hora de analizar un proyecto investigativo, o de hacer una pregunta...”</p> <p><b>STUDENT N.2</b></p> <p>“...Yo creería que, desde primer semestre, ya que desde primer semestre nos indicaron que era la pregunta articuladora y todo lo que conlleva, también uno tenía que investigar muchos teóricos, muchos referentes para que cuando uno vaya a hacer, vaya a darle solución a la pregunta</p>	<p><b>STUDENT N.1</b></p> <p>“...La he ejecutado desde tercer semestre, la mayor fortaleza que he encontrado es como aprender a desenvolverse frente a las personas que estoy haciendo la entrevista. La debilidad que encuentro es que a veces, respecto a los diferentes métodos, suelo confundirme un poco...”</p> <p><b>STUDENT N.2</b></p> <p>“...Bueno, respecto a lo de los trabajos como tal, se empezaron desde ahora, desde sexto, pero la materia la hemos visto desde cuarto...que una de las fortalezas es de que me encanta buscar información, entonces eso me ha ayudado mucho, pues para la parte teórica y una de las debilidades es que soy muy impaciente...”</p>	<p><b>STUDENT N.1</b></p> <p>“...lo empezamos a realizar desde el desde segundo semestre... Lo que se me hacía más fácil para mí es ya acomodar los resultados, ya cómo hacer esa parte de triangular los resultados más que nada...Debilidades diría más que nada la búsqueda de los antecedentes...”</p> <p><b>STUDENT N.2</b></p> <p>“...Reingrese en tercer como cuarto semestre con ellos, fue desde ese momento en que empecé a trabajar como la investigación... Yo pienso, yo me siento muy preparada para investigar. Sé analizar, sé triangular... yo pienso y me cuesta un poco en mucha dificultad, es encontrar como ese problema que sea viable de investigar...”</p> <p><b>STUDENT N.3</b></p>
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articuladora no falte, no carezca de verdades o diferentes puntos de vista teóricos... en mis fortalezas y debilidades por tal el otro día es que me parece brillante buscar un problema aquí también la realización de la pregunta al problema y pues creo que también ser demasiado versátil. Y debilidades, pues a veces, puede ser en la elaboración de diferentes objetivos, tanto generales como específicos, no sé cómo redactarlos de buena manera y eso sería todo...”

### STUDENT N.3

“...Considero que, desde primer semestre con la pregunta articuladora, ya que es una pregunta que nos asignan y debemos con nuestros propios recursos buscar una solución pues a ese problema y por ende realizar una investigación sencilla y un poco superficial. Pues por el nivel en el que estamos. Vale, pues mis fortalezas considero que son el generar preguntas por todo... mis

### STUDENT N.3

“...creo que hemos visto los seminarios desde tercero o cuarto, no me acuerdo bien...Una fortaleza es que me gusta el tema, me gusta investigar. Creo que en desde cada perspectiva, aspecto o dimensión de un fenómeno... unas debilidades es que al momento de. Como presentar el trabajo formal soy malo citando, citando bien, organizando el documento...”

“...Desde tercero creo que de tercero que comenzó como seminario o comenzó con nosotros, creo que fue el tercer y cuarto semestre...En mi caso... la búsqueda de antecedentes...En cuanto a las fortalezas y debilidades pues, no soy teso en todo lo de la investigación, faltan muchas cosas pues por mejorar, pero si me siento bien preparado...”

	<p>debilidades, siento que me falta profundizar un poco más en esas dudas que tengo y no descartar las ideas de forma tan rápida, porque normalmente me frustro mucho...”</p>		
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<p><b>CATEGORY II:</b> Relevance in professional training</p>	<p><b>STUDENT N.1</b></p> <p>“...Claro, bueno, eso es importante, la investigación sí, por qué. O sea, aparte de buscar problemáticas dentro de nosotros, nosotros cómo vamos a ser futuros docentes de la lengua extranjera, considero que nosotros no todo lo que digamos tiene que ser al aire libre, obviamente cuando estemos en el aula, tenemos que, por así decirlo, formar unas ideas estructuradas basada en hechos teóricos y que puedan ser también comprobables...”</p> <p><b>STUDENT N.2</b></p> <p>“...Vale, pues la verdad pienso que la investigación es muy importante para nuestra, para nuestra formación profesional, porque así nosotros todo el tiempo nos vamos a estar cuestionando o vamos a estar haciendo diferentes</p>	<p><b>STUDENT N.1</b></p> <p>“.... Es interesante conocer diferentes contextos, por lo cual a mí sí se me hace muy importante ese tipo de formación profesional. Sin embargo, hay compañeros que no les gusta mucho este ámbito...”</p> <p><b>STUDENT N.2</b></p> <p>“...Bueno, yo creo que es importante porque al ser estudiantes de una carrera que tiene que ver con la educación, este ámbito, digamos como de ciencia y todo educativa, se basa mucho en el progreso. Entonces, por ende, se debe mantener una investigación constante que nos permita descubrir nuevas ramas a las cuales nos podamos guiar o incluso nuevas metodologías. O sea, por lo mismo, la educación no ha sido estática, sino que ha ido en un progreso constante y al ser un mundo pues en el cual, digamos, nos están digamos formando para una</p>	<p><b>STUDENT N.1</b></p> <p>“Claro que sí, pues la investigación es como que a través de la investigación usted crece como profesional y más que nada en su campo, ¿no?. Entonces, por ejemplo, a través de la investigación, usted tiene nuevas perspectivas...”</p> <p><b>STUDENT N.2</b></p> <p>“.... Reconocer los problemas que estamos teniendo en el aula... Reconocer que cada uno tiene diferentes maneras, diferentes formas que nos vamos a ver enfrentados a diferentes contextos, en diferentes situaciones. Y por ello yo creo que es muy importante esta investigación en cualquier formación profesional y más aún en el que estamos nosotros...”</p> <p><b>STUDENT N.3</b></p> <p>“...considero que es supremamente importante, el pues, una investigación y más en esta formación profesional, como le</p>
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	<p>preguntas en los diferentes contextos, tanto educativos como sociales, y tratar de darle cierta solución para que haya una mejor calidad de vida, calidad, educación, etc....”</p> <p><b>STUDENT N.3</b></p> <p>“...considero que sí es bastante importante, porque, así como mencionaba Estudiante N. 1, pues como mejorar las cosas, simplemente mejora cómo funciona la educación, mejora el sistema, porque cuando se generan incógnitas que llevan una investigación, pues la persona se beneficia totalmente de las cosas. Como decía también Estudiante N.2 recupera pues como conocimiento, se le abre un poco más la mente, está dispuesta a escuchar otras perspectivas y todo le genera como esas ganas de saber más y buscar una solución permanente...”</p>	<p>constante globalización en necesario uno aprender e innovar en el campo educativo...”</p> <p><b>STUDENT N.3</b></p> <p>“...Pues yo también considero la investigación algo sumamente importante, no es una carrera nuestra, sino en general en cualquier carrera. Considero que es algo que usualmente se ignora, pero las universidades son buenas por sus centros de investigación, porque a partir de la investigación que se tiene un impacto en el contexto local...”</p>	<p>decían a mis compañeros, a través de la investigación podemos detectar las diferentes problemáticas y darles una solución más en nuestro sector...”</p>
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<p><b>CATEGORY III:</b></p> <p><b>Competencies development</b></p>	<p><b>STUDENT N.1</b></p> <p>“..., si y no porque ya estoy entendiendo más cómo funciona ese proceso de pensamiento investigativo...”</p> <p><b>STUDENT N.2</b></p> <p>“...creo que estoy logrando las competencias que están propuestas en el curso. Claro que desarrollar un pensamiento, un pensamiento investigativo también saber cuándo cambia un problema o cuando puede ser solucionado dependiendo de lo que uno quiera investigar...”</p> <p><b>STUDENT N.3</b></p> <p>“...En lo personal siento que no lo he desarrollado. Siento que me falta, siendo que estoy como en un 30 por ciento...”</p>	<p><b>STUDENT N.1</b></p> <p>“...Desde mi perspectiva, creo que sí lo he logrado, he sido muy apasionado por este tipo de educación, es muy interesante como uno puede interrogar, bueno interroga, interactuar con las personas y conocer sus contextos.”</p> <p><b>STUDENT N.2</b></p> <p>“...cómo ser más analítica en muchas situaciones, no quedarme como con lo que me brindan y ya, sino cómo ir más, más a trasfondo de lo que me están, de lo que me están pidiendo. Entonces digo que si he alcanzado esas competencias, que me digamos que me exige el curso e incluso he ido más allá de lo que me piden...”</p> <p><b>STUDENT N.3</b></p>	<p><b>STUDENT N.1</b></p> <p>“...Pero sí siento que las he cumplido. Pues como que ya se investigó, sé presentar mi trabajo...”</p> <p><b>STUDENT N.2</b></p> <p>“...Entonces yo pienso que sí, que realmente se han logrado esas competencias para que se nos ha exigido en el programa o que se nos ha permitido este este seminario de investigación que hasta ahora pues hemos realizado...”</p> <p><b>STUDENT N.3</b></p> <p>“...Aun así alcanzamos esto o también en cierta forma lo mejora porque en la práctica es que se hace maestro y aunque falta mucho, pues estos son como los primeros pinitos para hacerlo.”</p>
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		<p>“...personal siento que sí, que en buena medida he logrado alcanzar las competencias necesarias...”</p>	
<p><b>CATEGORY IV</b></p> <p><i>IMPROVEMENT</i></p>	<p><b>STUDENTS 3rd</b></p> <p><b>SEMESTER</b></p>	<p><b>STUDENTS 6th</b></p> <p><b>SEMESTER</b></p>	<p><b>STUDENTS 10th</b></p> <p><b>SEMESTER</b></p>

<p><b>SUBCATEGORY I:</b>  <i>SOCIALIZATION OF  RESEARCH MODALITIES  IN THE FOREIGN  LANGUAGES PROGRAM.</i></p>	<p><b>Student N.3</b></p> <p>“...Seguimiento de personas que han hecho investigaciones, tal vez, digamos que exitosas o que sean reconocidas, porque partiendo de allí se pueden motivar a los estudiantes desde la misma experiencia de esa persona o del docente...”</p>		<p><b>Student N.2</b></p> <p>“...Pero sí pensaría que falta un poco de impulso desde la dirección de estos semilleros de investigación hacia el resto de los estudiantes para que participen en estos procesos investigativos que está llevando la universidad...”</p> <p><b>Student N.3</b></p> <p>“...pero me gustaría enfocarme más como en el hacer más como promoción, publicidad de los semilleros y más que de los semilleros también como de esas ventajas y esas opciones que lleva a investigar de esas ventajas que lleva investigar, que no solamente se investiga, sino que es conocer nuevas cosas a ayudar e innovar en mejorar aspectos y aparte de pues e inclusive siempre se puede decir que sea conocer nuevos lugares como fue nuestro caso que iba a ser parte de este proyecto...”</p>
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<p><b>SUBCATEGORY II:</b> CURRICULAR MESH ASPECTS AND FORMATIVE RESEARCH.</p>	<p><b>Student N.2</b></p> <p>“...creo que en si la facultad debería empezar a implementarlo, no solo desde tercer semestre, sino también desde el primer semestre, porque muchos vienen con un no vienen con mucho conocimiento sobre que es una investigación, cuál es el problema y todo eso. Entonces creo que sería muy importante empezar a implementarlo desde el primer semestre...”</p>		<p><b>Student N.3</b></p> <p>“...Y una cosa también es que, por ejemplo, en práctica, si desde primer semestre estamos haciendo prácticas ya bien sea de observación o inmersión que son bastantes horas sin importar de qué tipo. ¿Por qué no dedicar esas horas a la investigación si al final es igual o inclusive hasta más importante que las prácticas?...”</p>
<p>SUBCATEGORY III: METHODOLOGICAL ASPECTS OF FORMATIVE RESEARCH.</p>	<p><b>Student N.3</b></p> <p>“...optaría por una metodología un poquito más interactiva, porque puede pasar que no acabe de entenderse lo que se acaba de explicar, porque a veces las palabras no bastan y hay que hacerlo de algunaa manera...”</p>	<p><b>Student N.2</b></p> <p>“...Implementar, digamos, proyectos de investigación de forma grupal en el sentido de todo el salón y no por subgrupos, porque digamos muchas veces la manera de yo desarrollar un proyecto no puede ser la misma, no va a ser la misma a la de otro subgrupo. Y es bueno que aprendamos de las distintas maneras,</p>	

		pero de manera grupal, de todo el salón..."	
<b>SUBCATEGORY IV:</b> RESEARCH LINES REGARDING FORMATIVE RESEARCH:			<p><b>Student N.1</b></p> <p>"Entonces es como que una proyección más, más regional, más, más amplia...Sería muy bueno, porque ya motivaría, pues, a los estudiantes a tener que investigar algo más que no sea relacionado simplemente a la pedagogía y a tener que enseñar y el aprendizaje y esto..."</p> <p><b>Student N.2</b></p> <p>"Pensé en lo de estudiante N.1. Realmente hace falta más líneas de investigación que motiven a los estudiantes...está muy... muy encasillado la educación"</p>



			<b>Student N.3</b>  “Pues sería como mencionar el que a mis compañeros de lo ya mencionado que sería pues como la línea de investigación”
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CATEGORIES	MICROCURRICULUM 3RD	MICROCURRICULUM 6TH	MICROCURRICULUM 10TH
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<p><b>RESEARCH EXPERIENCE</b></p>	<p>...Este seminario está orientado a la investigación como un proceso permanente de planteamiento de preguntas y soluciones a las diferentes problemáticas naturales y sociales que se presentan en la educación de acuerdo con los diversos contextos socioculturales...cuyo propósito es la cualificación del proceso didáctico para contribuir a la transformación de la realidad existente mediante la investigación en la escuela, en el aula, desde el propio quehacer del docente que asuma su práctica en un contexto nuevo, creativo.."</p>	<p>"...El abordaje de problemáticas regionales extrapoladas a contextos globales permite a una comunidad tener un diagnóstico preciso sobre su avance y su impacto en dichos contextos globales. El seminario... le permite al futuro profesional docente abordar los problemas de investigación con una visión mixta, que le amplía el panorama en la recolección, análisis y discusión de resultados y le permite tener un sustento académico más sólido sobre las preguntas sujetas a investigación en el ámbito de su quehacer pedagógico y docente."</p>	<p>"...es el espacio académico mediante el cual los estudiantes ejecutan el proyecto de grado... evidenciando con documentos escritos (bitácoras de reunión), a fin de demostrar su nivel profesional...desde la disciplina de problemas propios de la carrera."</p>
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<b>RELEVANCE IN PROFESSIONAL TRAINING</b>	<p>“...La investigación formativa prepara al estudiante para asumir la práctica pedagógica, además de aportar elementos relevantes al estudiante para decidir sobre su trabajo de grado.”</p>	<p>“...este seminario aporta a la formación investigativa del docente en concordancia con el perfil de egreso planteado sobre la posibilidad de ser un licenciado dinamizador de proyectos pedagógicos e investigativos en temáticas sobre lingüística aplicada a la enseñanza y aprendizaje de la lengua extranjera.”</p>	<p>“...implementar una innovación o generar nuevo conocimiento en su campo de formación de licenciado o licenciada relacionado con diferentes áreas de su interés.”</p>
<b>COMPETENCIES DEVELOPMENT</b>	<p>“Generar una actitud de apertura y receptividad hacia los procesos de investigación formativa como insumo esencial para la formación de los estudiantes y para la generación de nuevo conocimiento en los aspectos propios de su disciplina profesional.”</p>	<p>“Desarrollar habilidades de investigación atendiendo a los procesos mixtos de indagación, focalizados al contexto educativo adoptando una postura propia ante la propuesta metodológica de los modelos mixtos”</p>	<p>“Desarrollar habilidades específicas en la elaboración de proyectos o en el campo de la investigación en su área: es decir que el estudiante sea capaz de aplicar los pasos de la elaboración de un proyecto o de la metodología científica para resolver un problema, mejorar un proceso...”</p>

<b>QUESTIONS</b>	<b>STUDENTS 3<sup>RD</sup> SEMESTER</b>	<b>STUDENTS 6<sup>TH</sup> SEMESTER</b>	<b>STUDENTS 10<sup>TH</sup> SEMESTER</b>
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1. ¿Desde qué semestre académico usted ha realizado trabajos relacionados con la investigación en la Facultad de Lenguas Extranjeras? Comente las fortalezas y debilidades que ha tenido para realizarlos.			
2. Piensa usted que la investigación es importante durante su formación profesional. ¿Por qué?			
3. En este momento, Usted percibe que ha logrado las competencias necesarias para alcanzar los objetivos del curso (Seminario de Investigación – Seminario de Investigación en el Aula III – Trabajo de Grado III). ¿Por qué?			
4. ¿Qué aspectos se deben mejorar desde la Facultad de Lenguas Extranjeras para lograr que los estudiantes desarrollen trabajos de investigación?			

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