

**A DIGITAL LITERARY MAGAZINE TO DEVELOP THE CRITICAL THINKING OF
STUDENTS FROM MODERN LANGUAGES PROGRAM AT UNIVERSIDAD ECCI IN
A MULTILINGUAL CONTEXT**

ANDRES CAMILO BABATIVA VEGA

EVELYN VANESSA RIOS GUIO

FRANCISCO GAMBA SALAMANCA

PAMELA ARISTIZABAL ARISTIZABAL

KAREN JOHANA LÓPEZ LEGUIZAMÓN

YULIANA ALEXANDRA ECHEVERRI PINEDA

UNIVERSIDAD ECCI

FACULTY OF HUMANITIES

MODERN LANGUAGES

BOGOTÁ

2017

Glosary

ICT: Information and communications technology.

DLM: Digital Literary Magazine.

RIOTS: To express deeper feelings through poetry, dramaturgies, etc.

Abstract

Con la llegada del nuevo contexto multicultural, la literatura ha sido uno de las herramientas más útiles para comunicarse con la gente, también, para expresar los diferentes ideales y pensamientos de la variedad de escritores de otros países. La mayor parte de ellos fueron escritores de revistas y estas, siendo parte del progreso humano y uno de los primeros entretenimientos literarios permitió el avance de la escritura y la lectura. Junto con el avance de la tecnología permitieron que las revistas pudieran ser parte del mundo digital y con ello estar al alcance de todos. El propósito de esta revista literaria digital es el de impulsar las características del pensamiento crítico, la escritura y la lectura en los estudiantes y profesores de la Universidad ECCI y con ello mostrar los distintos tipos de escritos y las habilidades que pueden mejorarse.

Resumen

Within the arrival of the new worldwide context, literature has been one of the most useful tools in order to communicate with people. Also, to express the different ideals and thoughts of the different writers overseas. Most of them were writers in magazines and this one, being part of the human progress and being one of the first literary entertainments allowed the improvement of writing and reading. Along with the advancement of technology they permitted to the magazines being part of the digital world and being accessible to everyone. The purpose of this Digital Literary Magazine is to foster the features of critical thinking, reading and writing in the students and professors of Universidad ECCI and to show the different types of handwritten art and the skills that can being improved.

Table of contents

Abstract	3
Resumen	3
List of tables	6
Introduction	7
Justification.....	9
Statement of the problem	12
Objectives	14
General Objective	14
Specifics Objectives	14
Background.....	15
Theoretical framework	18
Literary Magazine	18
Digital Magazine	19
Multilingual Context.....	21
Critical Thinking	22
Writing	23
Reading	25
Methodology.....	27
Approach.....	28
Method.....	29
Descriptive Research Type.	29
Instrument	31
Population and Sample	32
Data analysis	34
Interview Analysis.....	35
Survey Analysis.....	37
Focus Group Analysis.....	39
Conclusions	44
Annexes	48

Survey48
Focus Group.....55
Interview57
Bibliography59
Webgraphy.....60

List of tables

Table 1. Methodology used in DLM.....	27
Table 2. Relation between Instruments and Categories based on answers.....	42

Introduction

Since the beginning, literature has been one of the main parts of human beings to interact with the environment. During the past of the time, it has been told by many researchers that literature was one of the tools to learn and to create a close approach to everyone (Henitiuk, 2012). Moreover, human beings have developed different ways to be part of a society where most of people need to share and learn new knowledge.

Nowadays, a way to fulfill that necessity of communication was achievable through the creation of a magazine which develops the critical thinking abilities embracing the distinctive writing genres and taking advantage of ICT to depict the evolution of human relationship with the environment.

The DLM was created at Universidad ECCI by Modern Languages community in order to awake the writing and reading passion, and also to motivate students to introduce and express themselves into this talent, to explore more about arts, specially where the written art tries to show reality but taking into account critical thinking and criticism according to socio-cultural environments.

Furthermore, the DLM is a space created to express in languages such as French, German, Spanish and English the deepest thoughts inside every writer who had the chance to evoke a point of view in a variety of literature genres, for instance Poems, Essays, Discourses, Thoughts, Short Stories and Critics.

The investigation was created with the purpose to offer a tool where the community can show their different ways of thinking. It was also a way to open the door to the imagination and how people showed their ideas and feelings to develop writing as a channel to express thoughts. Mainly, the DLM tried to remain and being part of a new society where different universities

could join and share their expressions to the main goal of this research which was the development of critical thinking of students.

The overall objective is connected on how Universidad ECCI community is able to create “literature circles” where it was possible to publish ideas, writings and thoughts, and also to develop courses where students, teachers and graduates can interact with each other to exchange opinions about texts, writers and several genres which are covered by the magazine.

Another reason of the investigation was to foster the most important skills in the moment associated with the DLM with the environment (such as reading and writing) in the population of Modern Languages community, which was considered as an important part of the research due to they, that are connected in a multilingual context, having close relation with natives and their literature (books, literary magazines and digital magazines).

On the project were used different instruments to collect information, there were chosen three: survey, interview and focus group. Those ones were managed as main instruments to make the analysis of the investigation in order to show the different perspectives of the Modern Language community at Universidad ECCI related to giving ideas on how can this project improved the skills and if it could be implemented in a few years.

Justification

With the birth of printing, all the written publications became the most important methods of interaction, in which the creation of the book has evolved into different types of papers like magazines. Nowadays, not only the printed publications are available to spread knowledge but also in digital forms and its constantly evolution could offer more options to distribute acquired facts. Currently both: physical and digital magazines are paramount tools to disseminate information that is built into sectors of everyday life as the professional, businesses and especially in the educational field. *"The arrival of the digital revolution has unleashed a real crisis between traditional theoretical models of communication. Hypermediacy that allows the digital era permit an intertextual network of important conversations because they let positioning practices and social discourse"* (Sierra, 2009). In general, magazines and digital media have taken a lot of strength in Colombia. In 2012, an investigation was conducted regarding the previous concepts compared with the old forms of discussion, and this showed that only in the year where new digital media information was established, there were created about 745 articles and they were added to the existing and disappearance of 20% of traditional media, indicating the great reception of new information technologies (Rey, 2013).

A DLM was conceived at Universidad ECCI and proposed by Professor Alexis García Ardila and students Francisco Gamba Salamanca, Andrés Camilo Babativa Vega, Evelyn Vanessa Rios Guio, Pamela Aristizabal Aristizabal, Karen Johana López Leguizamón and Yuliana Alexandra Echeverri Pineda, who belong to the Modern Languages Program. The idea was originated by the need to foster critical thinking through writing and to have a space to publish everything that was written. It was aimed to share the literary projects in the areas of

poetry, short stories, tales, essays and speeches made by the community. Furthermore, some items of interest in Modern Languages and interviews were included.

The people in charge of this project took reference of some digital magazines that are booming of the magazine attached to Modern Languages. Some examples of the current project are Professor Albeiro Montoya's Digital Literary Magazine called *Literariedad*, which is available at the web page <https://literariedad.co/> and *Otro Paramo Magazine* directed by Juan Afanador and Santiago Ospina that is available at <http://www.otroparamo.com/>

With a project of this magnitude was expected to encourage new initiatives outside of what the curriculum offers, it would become the tool for writers. In addition, there were implemented different internal groups for the development of the project. To follow the process some of the functions were editing, designing and publishing to endure with the process of writing and rewriting. This gave all the participants a simulation of what they can experiment in the professional and business world of digital magazines.

Another need that was identified when the researchers created the virtual literary magazine was to achieve an university culture to increase the sense of belonging to the institution, the importance of virtual services and the engagement of students giving them easy access to the Internet, this being one of the most popular digital media expressions for society in general.

On the other hand, the magazine design had a plus because it approached different topics according to the writings and it changed according to the different editions. The most common digital magazines designs followed the same structure, and these websites always showed information from one window to another. This proposal displayed a simulation of the printed

magazine with a new effect which is turning the pages of the magazine in a more specialized process made by different software designs.

Statement of the problem

Nowadays, at Universidad ECCI there are many students in the program of Modern Languages where they can learn about culture, business and literature. A lot of those put forward literature and for that reason they take advantage of their writing skills and the teacher's help and support. Nevertheless, sometimes those writings cannot be shown to the public or in this case to ECCI community due to lack of suitable tools and assistance for this prospect. It means, there is missing a specific space to develop these ideas.

Literature teachers have seen the potential of people who write in their classes but the non-existent background is taking all this critical thinking into oblivion. For instance, a program as engineering has its own space, which is an academic journal where they publish academic studies or articles. Therefore, the other students do not have the opportunity to publish their own works because there is missing an instrument to implement and show all writings and art that people has been working on.

According to Javed et al. (2013) writing skill plays a pivotal role to improved students' exposure and competency for the purpose of communication and interaction. Along these lines, Universidad ECCI has to focus on increasing and improving skills as reading and writing because languages are not just a matter of speaking, handling structures and vocabulary. In consequence, languages should be the representation of a country, different thoughts, etc. To that end, students should be recognized for the skills and aptitudes that they can handle in four languages.

Literary magazines are important because it motivates not only writing skills, but also critical thinking about the different topics that people can find there. Moreover "literary magazines encourage submissions by new writers. Their goal is to shine the spotlight on great

writing, regardless of the author's experience level. In fact, many well-known writers got their start in the pages of literary magazines" (Writer's Relief Staff, 2010).

As writers and artists, those pupils want to write. They want to be read, they want to be heard and surely they want to be recognized, but this is almost impossible if they do not have one space, one tool or one person who support them. For this reason, a Digital Literary Magazine was the answer to solve the need of expression and enlarge of critical thinking. That is why it come the question:

How could Modern Languages community develop critical thinking through a digital magazine by means of artistic and writing expression?

Objectives

General Objective

To create a Digital Literary Magazine for students of Modern Languages at Universidad ECCI to depict ideas, writings and thoughts where it can be evidenced and developed critical thinking, by means of free expression through the different genres.

Specifics Objectives

- . To identify which are the literary genres that students at Universidad ECCI prefer.
- . To develop critical thinking through reading and writing skills based on the proposed sections such as poetry, tales, short stories, essays, discourses and thoughts.
- . To implement a Digital Literary Magazine at Universidad ECCI to foster critical thinking.

Background

Nowadays, most of people enjoy being connected via cellphones or laptops in order to be informed about the latest news on current affairs. Most of new literary magazines are found in virtual web pages to be more ecological and still give some entertainment to literature lovers in all shapes and sizes. On the next paragraphs it will be shown some of these DLM that exist and which are still publishing articles and editions.

On the first place is the magazine SCNK by “Universidad Distrital Francisco José de Caldas”. This magazine was created by students of scenic arts where they wanted to show not only the uncomfortable moments the city has been having for a long period of time, but also to express their ideas through writing and photography. According to the main team of this project, they wanted to publish “riots” in a verbal way.

Next is “CUADERNOS DE LITERATURA” by “Pontificia Universidad Javeriana”. Magazine created by the team of social science teachers and students who talked about literature as one of the important tools nowadays, also, it was highlighted their main focus because everything was with Latin American Literature (poetry, tales, chronics, translations, etc.)

To continue showing examples of literary magazines, IKALA is a language and culture magazine created by Escuela de Idiomas from “Universidad de Antioquia”, they tackled topics as translation, mother tongue and foreign language teaching and learning, culture, linguistics and literature. They used forums for academic debates on issues related to languages and cultures through empirical, conceptual and exploratory research, and creative scholarship.

Besides, another great magazine in literary sphere is “CRONOPIO”. This magazine created by students from “Universidad Pontificia Bolivariana” (Medellín) was a medium that

combined the best virtues of journalism with cultural writings. It was a versatile and plural magazine with great design and a focus for Today magazine. Fun, fresh, young, cosmopolitan and show the literary quality and esthetics. Also they provided a space to publish drawings and photographs. This magazine is distributed on a monthly basis. It was called “Cronopio” based on characters created by Julio Cortázar, which do not follow an established order and which have thirst of knowledge. Currently, they published edition 69.

Moreover, “ARQUITRAVE” is a Colombian magazine especially dedicated to Colombian poetry. This can be found in printed form or online. This magazine arose from the necessity to keep the poetry's flame burning, free of interferences as ideologies, economic issues, etc. Arquitrave was born in Cali in 2002, in honor of Jaime Gil de Biedma and his poem “El arquitrabe”. It is published six times per year and the main section was primarily for a dead or alive poet with an article relating to his or her work, an interview and the publication of any text, preferably unpublished. It is included an average of 10 poets and currently, they published edition 62.

Likewise, “A LAPALABRA” is a printed literary magazine by the community of Creación Literaria’s career from “Universidad Central”, in Bogotá, Colombia. This journal was produced as a space in which it was associated a variety of writing styles mixed with each author’s identity as a professional contemporary writer. It was born on December 2014 among 16 distributed documents on average between each released edition. Nowadays, there are 3 available editions.

In conjunction with the previous items, there are two digital literary magazines from Universidad Nacional. The first one is called “Phoenix: Literatura, arte y cultura” which publishes essays, reports, reviews, translations, literary contents and graphic pieces such as

drawings and photographs. Its objective tends to create bonds of interaction between students, professors and people outside the academy revolved into a specific subject. In like manner, it is an annual publication and currently it is in its sixteenth edition.

In the same way, there is "Literatura: teoría, historia, crítica" created in 1997 by Literature Department at Universidad Nacional. They had the purpose to promote the critic re-reading of classic and nonclassic works of literary traditions and contribute to the training of readers, critics, researchers and historians. Nowadays, they publish articles, interviews, notes and reviews regarding this specific academic area. They are currently in the nineteenth edition.

As a conclusion, there were exposed different Digital Literary Magazines which are connected with the main part of investigation in which it was based this project. All of them correlate to express the ideas and thoughts of students and professor's talents in order to share capabilities, to impulse the critical thinking and to involve the reader in a world of different ideals. Besides, the magazines previously exposed had the main function to provide support and viability to approach young and adult people who share the passion for literature.

Theoretical framework

In this day and age, people have considered the investigation as the main characteristic to gather information where it comes to researches in order to improve the status of the society, which is a group of certain parameters. A DLM could improve the skills of reading and writing and the fostering of critical thinking for it to be linked with physical magazines and specially provide a better context in the multilingual part. But, what do exactly mean those concepts and how could these ones can be attached to a DLM? On the following paragraphs, it will be explained every concept that was mentioned before with the backing of different authors and how all the concepts are connected to themselves.

Literary Magazine

Since a long time ago, people tried to find curiosities in the newspapers, real stories about somebody, even finding other ways to be entertained and magazines make part of these changes, showing more content about famous events; as well as short news or propaganda about something or someone. Literary magazines are the same model but their content reflects feelings, talent and thoughts in the written art given to the readers another point of view about what is the literature. In addition, it is considered to be a form of modeling of the ideologies of the British readers of middle class during beginnings of 21st century (Higgins, 2007). On the next part it will be explained more about what is a literary magazine and its main goal.

It exist many Argentinian authors as Alfredo Bianchi, Evar Méndez and Alfredo Coviello, to name a few, who are creators of literary magazines and therefore contributors to the improvement of the communication and new attempts of achieving the world to express, for this reason it becomes indispensable the emergence and maintenance of magazines ready to be

revolutionized and to be reinvented, for example *Studies*, with more of 50 years of existence and even it remains in traffic (Lafleur and Provenzano, 2006).

On the other hand, Englekirk (1961) puts in manifest the role recovered by the literary magazines, when he refers to them as the official spokesperson of different artistic generations responsible for changes evolutionary in the Spanish-American literature. Resin (1987) adds to this statement when he attributes the integrative and communicating power of the Spanish literary revue *Papeles De Son Armadans*, which allowed the immersion of foreign intellectual currents as well as acting as a bridge between Spanish authors.

Up to this point the mention of the literary magazine, its basics components, its objectives, scopes and other typical attributes of its production and publication, the previous thing was a brief explanation and some steps that brought the creation of a literary magazine. Nevertheless, it is not possible to overlook such questions as the form of publication and distribution, since on this moment it was necessary to face to diverse contextual factors that it might affect the success or failure of the magazine itself.

Digital Magazine

Today the world is immersed in a background which brings a number of social, political, economic, educational, technological and even environmental changes, so it is not surprising that the digital magazine as a new type of system information becomes available and it is so well received. With this large amount of variations, it is required for universities to move within a globalized education in an environment of respect for the diversity of social groups and institutions, the exchange of ideas and information.

Communication had evolved in many ways over time, from scrolls, books and then to get to digital magazines, accessing these through internet. Digital magazine means "periodical publication created by electronic means and to be consulted it requires specific hardware and software. It is the responsibility of a scientific or academic institution, which plays a role warranting the quality of the contents..."(Rosario, 2005).

Although these publications do not replace traditional type, both complement and often it is possible to think of mixed approaches. Since the 90s, most of the players in the process of scientific communication (universities and others) have accepted electronic publications character as a universal phenomenon. There is also an agreement as to its implementation through a transition period between the publication based on the printed and electronically produced model. "This transition is not easy and its evolution has been marked by promises and frustrations" (González, 2004).

From the second half of the decade of the 80s, there was a quantitative and qualitative leap, when it became popular to use the personal computer which led to the big software companies working on continuous improvements: increased storage capacity and data processing, improvement in structuring texts, manipulation and presentation of graphic elements and simulation of complex models and finally by its incorporation as a communication station, from its integration to the internet. The combination of these developments came the emergence of new expectations, proposals and contributions in favor of electronic publishing. "With intensive use of technological information, traditional methods of production of publications have become flexible, they have found new technical possibilities and greater efficiency in management and economic aspects" (Hernandez, 2007).

Therefore the cost-benefit ratio of printing with the use of information technology was made compulsory and widespread in electronic production, but never eliminating paper publication. Thus, in the mid-90s, most international publishing houses, universities and libraries as several developed countries proposed projects on electronic publications. Although digital magazines have taken great strength in the educational and scientific field. “The questions regarding the gaps left digital publishing compared to the traditional addition of little quality control can carry these documents with the ease of internet access persist” (Lamarca, 2006).

Multilingual Context

Since the beginning of the new century, all the languages and cultures have been spread all over the world, making a deeper connection between the countries, sharing topics in common as the exponential growth of the globalized context society demanded it. Nowadays, the multilingual context is implicit in every socio-cultural aspect, breaking the limits which could exist in the past as the old barriers that elude the crescent progress of foreign relations.

As a matter of fact, one of the acknowledgements of the word multilingual context is the meaning where more than one language is used in or out-of-school settings (Oliviera, 2014). Alongside, in the educational terms, the connotations behind the word Multilingual express substantially the importance concerning to a literary intention. Indeed, this term itself implied the use of more of two languages and the associations with a variety of cultural distinctions.

In accordance with the previous statement, for Pavlenko & Blackledge (2004) affirm that the multilingual context is a fact of life, which has stimulated an increase in academic interest, identity and its relationship to language use, as a review of the globalized societies.

Focusing on the previous quote, it is remarked the growing importance of the acquisition of multiple languages, in order to expand wage opportunities and labour experience, not only in the application of educational theme, but also in all the real life circumstance.

Critical Thinking

Since the epoch of thinking, people have detailed everything in their environment with a different point of view, splitting up the term of criticism as a free way of thinking and the production of opinions. For that reason, critical thinking is closely related to *Multilingual Context* and also is one of those had precise ways to analyze the daily life information and opinions about a specific topic. On the following paragraphs, it will be given an explanation on how the critical thinking has evolved in the society and how does it works.

The concept of critical thinking had its roots in the mid-late 20th century (Scriven et al, 1987). In other words, it has existed an up-to-date approach through knowledge and the way it has evolved through the past years, where human beings have being able to express the relevance of construction of knowledge, opinions and the importance of ideas in terms of independence and research.

Thus, according to Halpern (2002) critical thinking is the use of those cognitive skills or strategies that increase the probability of a desirable outcome. It is used to describe thinking that is purposeful, reasoned, and goal directed— the kind which is involved in solving problems, formulating inferences, calculating likelihoods and making decisions. That is to say, this concept reflects how it is use to solve problems, lead to decisions and be skillful in many contexts of life which are presented to human beings in a daily-day basis.

Likewise, the individual will be able to reach further conclusions and effective solutions taking into account consequences and the way complex problems will be communicated (Paul et al, 2001). For this reason, it will be a result in which the critical thinker raises and formulates vital questions and problems, besides the fact of gather relevant information in order to interpret it.

In conclusion, critical thinking has to do with self-development and the result of practical communication to overcome barriers of thinking. Moreover, the significant relevance and the interconnection akin to *multilingual context* to improve all the ideas that comes of different types of reasoning and how could these influence on the society.

Writing

Since ancient times, people have been developing different skills as writing and reading. Writing is one of the most important ways of communication, because in other epochs, people communicated through prehistoric drawings, hieroglyphs, letters, etc. According to Mark (2011), people evidenced their daily life through cave paintings in Cro-Magnon Man period but written language emerged in Sumer, southern Mesopotamia, this writing was called cuneiform followed by the writing system of Egyptians with hieroglyphics, among others.

Writing is not only one of the arts people had forgotten during time, but writers have been using this method to portrait different realities, events or personal stories. On the next paragraphs, it will be explained more about the writing skill, parameters and more information which can highlight this ability.

People have to take into account that writing is a creative process, because all writers innovate with different topics and situations. Writing is when someone uses the language,

structures and different writing tools to express their ideas or their opinions. "Writing is originating and creating an unique verbal construct that is graphically recorded. Reading is creating or re-creating but not originating a verbal construct that is graphically recorded" (Emig, 1977). It means writing is something imaginative, maybe someone could find texts about similar topics but it is difficult the content of both works be the same as the other. Writers are innovative, they are people that create a new world digital or in paper.

In addition, writing is a complex process, because it is not just to write something and publish it. This is a procedure where writers have to do an exhaustive revision of the text and make different corrections. There are three specific phases in this case. "Pre-Writing" is the stage before words emerge on paper; "Writing" is the stage in which a product is being produced; and "Re-Writing is a final reworking of a particular product" (Flower and Hayes, 1981). This is a critical thinking procedure, because the writers have to make a discerning analysis of their own work, which is challenging due to human beings usually, tend to not recognize their own mistakes.

Writing is also a collective process, for this project this was very important because it was not the work of just one person, but the means of a whole team. It was relevant to take into account the perspective not only of the different writers, but also of the readers. According to Stadler (2015) writing is a struggle but it offers a rewarding experience. It is important let other people read the things that we write because they can offer a different perspective of a specific work, although it is difficult because people think that their writing is not finished and should not be critiqued. Writing should not be a solitary process because different opinions could improve this skill.

To sum up, writing is a very important factor in the development of the critical thinking inside a group of people. It is essential to recognize the main role of writers and readers in all this process, because writers are in charge of carry out the creative procedure where ideas come from and readers offer new viewpoints of different works. Writing and reading abilities belong together, because this is how the writer's work is taken into account, besides all writing is a technique to the better understanding of language.

Reading

At some point, time gave the opportunity to humanity to develop skills and being part of communication and culture. Reading is one of the missions the human beings have in order to comprehend writing ideas, design new books, to express and spread thoughts and ideals, to understand what the writers wanted to show at that time. This skill makes part of one of the main basis for humans. On the next paragraphs it will be explained more about the previous term.

In order to start it is told that the three most important aspects to be a good reader are: reading comprehension (understand all the text itself, main ideas, arguments etc.), reading speed (control in punctuation time and words per minute) and reading fluency (everything has to be clear, easy to understand) (Gómez, 2007) . This means that to be a good reader has to be with mastered these three parts of the skill and it will be easier for everyone to understand all types of texts.

Reading is the understanding of symbols which create ideas and because of that these sentences can provide explanations, tell stories, give a context related to time events and so forth (Garcia, 2016). Currently, reading is a significant part of society because the new tales have been

in contact with the people themselves, expressing more and more the environment, atmosphere, personality, etc.

Nevertheless, there are some confusion related to reading and speaking abilities. In some ways, it is told to read is to speak, but as it was mentioned before and in accordance with Garcia (2016) is the capacity to understand every written text in their different natures. This means to read is separated from speak, not only for interpretation, but also this skill is an unilateral communication and to speak is bilateral communication.

As a conclusion, reading is a skill which depends on a text and people can be capable to find main ideas, having of good comprehension, identifying punctuation, pronunciation to develop a good reader, be capable to understand linked symbols which compose a language and also to make the reader express these icons to an audience or a distinguish public.

To conclude this part, a literary magazine can be explained as one of the main source of information due to access. It has an important relation with digital magazines that can improve the experiences and also it has an easy entrance to all the interested on it. Therefore, having this tools in common, it can be annexed the multilingual context, because people who read these types of magazines can learn not only a language, but also the main necessities to foster it, specially when writing and reading are skills could increase in terms of terminologies, vocabulary, encourage ideas and the developing of critical thinking in different texts.

Methodology

Formerly, the researchers founded different ways to catalog their investigations due to different tools, approaches and methods to get the results of this research. According to the constantly changes on the studies, people have separated the different ways to make these process and it has been divided on approaches (qualitative and quantitative) methods (descriptive, observation, scientific, experimental, etc.) and instruments (surveys, interviews, among others). For this investigation, it was chosen a qualitative approach, a descriptive method and instruments like interview, survey and focus group. The next paragraphs will be supported by many authors and there will be explained what are the reasons of their choice and how can be useful to this project.

Table 1

Methodology used in DLM

APPROACH	Qualitative research
METHOD	Descriptive research type
INSTRUMENTS OF DATA	· Survey
COLLECTION	· Interview
	· Focus group
POPULATION	Students and professors of Modern Languages program in Universidad ECCI
SAMPLE	Students of 2 nd , 3 rd , 4 th , 5 th , 6 th semester and teachers of Modern Languages program at Universidad ECCI

Approach

The qualitative research has allowed to finding specific details about the topic that was investigated giving in the most accurate way to find the different points in any investigation. For that reason, people have to take into account diverse ways to extract the required information such as: focus groups, interviews or surveys.

This research is more about qualities, all the things that an individual or a group of people have. It was noted that chosen this investigation for this project permitted to know how others perceived it. Furthermore, it shows if the features of the scheme are appropriate to apply on. It is important to know how many things can be discovered using this method in relationship with essential information of the current investigation.

It has been chosen the qualitative research instead of the quantitative because this research is based on details, to find information which can be attached to people and they can give a shove to the project. According to Briones (As cited by Bryman 1988;100):

Los métodos cualitativos son más abiertos y flexibles y consideran todas las observaciones anotadas como datos potenciales que se deben decantar de forma sistemática. El enfoque cualitativo guía de manera flexible la investigación por lo cual el investigador puede perderse en un volumen cuantioso y desordenado de datos.

Adding to this theory, the qualitative research gave to the audience a logical way to interpret the information with the usage of probing questions, open questions which permits to find a relation of daily situations and the topic of the main research (Mendoza, 2016).

As a conclusion, the qualitative research was the most appropriate investigation for this project, because this study provides the needed information for different parts of this scheme. The qualitative research is more focused on the data that people can give, therefore it is important. This investigation is more flexible and it does not matter the quantity of information, the most relevant is the quality of this information. Furthermore, this research allows taking an important piece of the community and obtaining specific details that help to support the current research.

Method

Descriptive Research Type.

The current project was considered as a descriptive research because it allowed to "specify properties, characteristics and important features of any phenomenon to be analyzed, and describes trends of a group or population" (Hernández Sampieri, 2006). The descriptive research definition is "the type of research question, design, and data analysis that will be applied to a given topic" (AECT, 2001) which is required to make a critical thinking approach to the students of Modern Languages at Universidad ECCI through a DLM. The focus of this study was qualitative as an inductive process in order to describe, justify, corroborate the phenomenon of study and obtain a compilation of descriptive data with the relevant theoretical perspectives.

In the qualitative research, there are different data collection techniques; one of those is the focus group. The focus group is a technique of gathering information through a semi-structured group interview, which revolves around a theme proposed by the researcher Gibb (2008) that affirmed that "the main purpose is to bring attitudes, feelings, beliefs, experiences and reactions to participants".

The analysis unit focuses its inquiry on the participation of the students of Modern Languages in two workshops projects: the writing workshops lead by the student Andres Camilo Babativa Vega that tries to improve the most common disadvantages and lower skills between the potential writers and achieve a profound approach with students. Also the photography workshop managed by the student and professional photographer Pamela Aristizabal Aristizabal, where the students are capable of make a close relation between the influence of the images as a source of inspiration for the writers.

Likewise, following the previous statement, the employment of the focus group tool allowed the establishment of their motives, beliefs and attitudes by using critical thinking through literature. Also, this provided the opportunity to have a deeper insight and investigate aspects that each person can provide which are carried out with the presence of a moderator who gives a better exploration of the topics discussed; allowing multiple ideas, perceptions and vital criteria for students to develop the exploration.

For the purpose of this research, the investigators wanted to know the opinion of some group of people related to some literary items and using the focus group like a technique of data collection, the investigator Francisco Gamba Salamanca was designated as moderator and he presented the moderator guide with some points:

1. Presentation.
2. Introductory explanation.
3. Questions and discussion.
4. Gratitude to the participants.

Instrument

Since the beginning of times, humans have seen opportunities to improve things in the society or even creating being part of it, finding information using probing questions, open questions and developing meetings to get information for a big mass of people. Instruments research were created to catalog this methods and to give in a brief way - depending on the type of research - which tool can be better according to the circumstances and finding results in the appropriate way. On the next paragraphs, it will be explained more about the tools which were used on this project giving an explanation about it and supporting their usage and viability on this plan.

"Research instruments are simply devices for obtaining information relevant to your research project, and there are many alternatives from which to choose" (Wilkinson and Birmingham, 2003). It is correct to say that it was related to any resource that collects information regarding the investigation. It is a data collector mechanism. They are basics elements that extract information from the sources in which the supports were justified and somehow gave validity to research. As research tools are wide, varied and range from a simple tab to a complex and sophisticated survey.

The researcher obtains information that can be used synthesized and interpreted in harmony with the theoretical framework. The data collected were closely related to the study variables and objectives.

Taking into account the previous information, on first instance there were three instruments in the investigation. First one was *focus group*, which according Kitzinger (1994) it was defined as "a form of group interview that capitalizes on communication between research participants in order to generate data. ". A focus group is a form in which a group of people are

asked about their perceptions, opinions, beliefs, and attitudes towards a product, service, concept, advertisement, or idea. Questions are asked in an interactive group. During this process, the researcher takes notes and records the vital points gotten from the group. Besides, it is important to carefully select members of the group for effective and authoritative responses. This part was important for the project because this allowed knowing perceptions and thoughts that people have about this DLM. In this way, it was taken as an advantage for change, correct or improves something.

Another useful method was the *interview*, it was considered as a good strategy for collecting data. According to Dessler (2015) it is a procedure designed to obtain information from a person's oral response to oral inquiries. So taking that into account, the literary magazine had a qualitative approach. The researchers assumed the possibility of exploring people's point of views, beliefs and individual experiences and in this case, the background of ECCI community regarding writing, genres preferences and sources of knowledge.

Along with it, another approach was possible through *survey* that acknowledges a method of gathering information from a sample of people, traditionally with the intention of generalizing the results to a larger population (Nicholas, 2008). It means that is achievable to gather additional information in relation to behaviors, attitudes and opinions in a short period of time making use of various means such as mailing, telephone or the online way.

Population and Sample

Formerly, in every kind of investigation, the researchers needed something called “population and/or sample”. Each one of those terms have one part in common but at the same time they are totally different, due to these one there were generated many ideas on how it can be

managed these kind of resources. On the next part, it will be explained the population and sample terms in agreement with some authors who support each idea and provide the differences between one and another.

To get an explanation about what is the meaning of the terms “population” and “sample” it will be started by the term of population which correspond to a big amount of people or any living things and other kind of objects which can be useful in most of the investigations. Carroll (1981) explained “The population in statistics includes all members of a defined group that we are studying or collecting information on for data driven decisions”.

Therefore, sample is a term more specific and it takes part on the population, to be precise with the term, Godlee (2016) interpreted the meaning of sample as “A well chosen sample will contain most of the information about a particular population parameter but the relation between the sample and the population must be such as to allow true inferences to be made about a population from that sample.” To gather information from a sample makes the research more efficient but in order to find these answers it is necessary to obtain a population capable and prepared to provide the appropriate information in regards the investigation topic.

The population chosen for this project was the students and professors of Modern Languages program at Universidad ECCI because for the researches, this scheme aimed at the need of this part of the community. The sample picked out for this plan were the students of 2nd, 3rd, 4th, 5th and 6th semester and the teachers from this program and to this sample the research instruments were applied.

It was important to define the population and the sample of this project because it was relevant to know what kind of people the researchers had to apply the different instruments.

There were chosen because they were in certain age range, also they were from different semesters, thus different points of view were obtained.

Data analysis

Formerly, the humanity had become research beings to get information where this kind of investigations could be supported by real facts. In the DLM there were chosen three different instruments which could give to everyone different aspects and points of view taking into account the aspects of literature, likes and dislikes and also opinions from professionals and students themselves. The chosen tools were interview, survey and focus group. On the next paragraphs, it will be explained more about these tools and their usage during the main research.

In order to start, the first tool was the interview; according to the most important researcher (Sabino, 1992) an interview could give details about the project if there are open questions to prove the viability and personal opinions to support the investigation. In this one, it can be found a recording where the interviewers and the interviewee discussed about the research, but the type of interview is based on some planned question to have a connection between the main topic and the convenient facts the pollsters wanted to find.

Moreover, it can be found the survey. This one have a specific characteristic: close questions. The type of interrogations applied to these tools could give answers where it might be found results to define in a specific way to the viability of the investigation. Also, it was added to this instrument the creation and solutions were written and its usage was maintained as professional as possible.

In the same way, it was used the focus group; the instrument to get extra information about the main research but taking different angles or questions completely apart from the

interview and the survey. In relation with the interview, the opinions and ideas are important, besides of that, it mixed the written and the recorded part to get a better guide at the moment to apply it to people. As the name says, focus group is composed for group between ten and thirty people.

Therefore, using these tools it could be created a data analysis which gathers ideas, thoughts and opinions to support the different aspects in this investigation. The following categories represent the common points of the applied instruments and their main meaning.

Interview Analysis

To apply the interview, there were chosen 6 people, which involved 3 professors and 3 students at Universidad ECCI. They were from the Modern Languages program, 2 students were from 4th semester and 1 from 2nd semester. The interview had 5 questions about different topics such as literature, writing, and importance of a DLM, etc. On the next paragraphs it will be explained the analysis from the interview and the results.

They talked about the importance of the critical thinking as a way to develop ideas, thoughts and the writing skill. Besides all, they agreed that in order to have critical thinking it is necessary to be good readers. Critical thinking is something that, according to interviewees, it was essential in the program because this help to have a better understanding of different ideas. “It will be a result in which the critical thinker raises and formulates vital questions and problems, gathers relevant information in order to interpret it. Also, the individual will be able to reach further conclusions and effective solutions taking into account consequences and the way complex problems will be communicated” (Paul et al, 2001).

Regarding to the way that a digital literary magazine contributed to their life project, it was considerable the difference between the answers of students and professors. Students stated that a magazine would contribute to their life project if it subjects areas of interest to their general culture or topics related to their career, while teachers thought that providing a space becomes a support where they can easily expressed, and it is also an advantage for students who want to start developing writing. The views expressed were slightly different.

Moreover, for this investigation the writing and reading skill had a great importance, because those are the bases for the activity that the DLM want to promote other than professional development. Even though the question was the same for everybody, students did not have the same answers, each student has their own way to define writing; for example: writing help to improve their argumentation. They made the relation between writing and reading and how the writing helped to develop their ideas or nourish the thoughts. On the other hand, professors thought that writing and therefore a publication is a way for them to let know their way of thinking. Either in a literary or professional context, this tool is helping to achieve future goals and a voice by itself.

Besides, in this globalized world, people can have more access to digital instruments than printed items. For that reason, it is important to use different ways to spread this magazine through the internet. “Although digital magazines have taken great force in the educational and scientific field the questions regarding the gaps left digital publishing compared to the traditional addition of little quality control can carry these documents with the ease of internet access persist (Lamarca, 2006). Students and teachers were agreeing that a digital literary magazine have a great advantage: the ease of access for everyone around the world.

It could be found that people have their own literature preferences regarding to their experiences, their life, their likes, etc. students and professors talked about some authors and books that they like because they felt identified with it and those gave them some inspiration for reading and writing.

As a conclusion, in this instrument the interviewer had an approach with the interviewees. They collected the needed information for diverse questions in relationship with the objectives of this project apart from see the reaction of people in relation to the idea of the DLM.

Survey Analysis

To obtain specific details and ideas of different people, there were chosen 30 students of Modern Languages career. All of them were students of second semester and according to their answers, it was made an analysis of every question on the survey. On the next paragraphs, it will be communicated the answers of the survey determined by the questions and their results.

In order to start, it will be shown the results of the first question, where it was asked if it is important a space in a digital way for the Modern Languages community and according to the results most of the interviewees agreed that implementing this kind of tools and a small percentage of people said it was not important to have it.

Secondly, it was asked the literature preferences of the students; most of the people like short stories, next to this one poetry, following by essays and finally others, adding to the last option horror stories, science fiction text etc.

On third question, it was asked if a DLM could improve the reading and writing skills gave as a result that the majority of people think in a positive way for the improvement of abilities already mentioned and a low percentage of people was in disagreement with the usage

of this tools as a way to improve any kind of skills. Especially when it can be made a contrast already mentioned on the theoretical framework and the theory of Gomez (2016) is the capacity to understand every written text in their different natures. This means reading is separated from speaking, not only for interpretation but also reading is an unilateral communication and to speak is bilateral communication. Next, it was tried to found if a DLM provides any kind of advantages. This one provides to every interviewee about economic, environmental and easy participation thoughts where the predominated was the easy recollection and writing encouragement.

The following question was thought specially on literature classes, where this kind of subjects could provide to the DLM growth and most of the people agreed literature classes can contribute with written homework's recollection.

The sixth question was connected to the Modern Languages career, which made the students reflected on the sense of belonging to the career and as the previous question; most of the interviewees went along the usage of a DLM like the icon of the career.

Fortunately, the seventh question showed the pleasantness of the students when they read or write, giving different percentages in how much time they spend on this type of activities. This question could be linked to the eighth, giving a panorama on how the people can improve their critical thinking and taking the reference of Halpern (2002) where critical thinking is the use of those cognitive skills or strategies that increase the probability of a desirable outcome. The people who agreed to implement this tool is higher than the people who considered this tool as a not convenient method.

To the ninth question, the majority of people thought a DLM in the long term could be an useful tool and not only an icon (as it was mentioned on the sixth question) but also to be

considered an instrument to compete with other universities and careers according to the viability and working period.

Making an analysis to every question, the conclusion was the majority of people agree that with the implementation of a DLM because they consider it not only as a learning tool, but also another way to be part of the Modern Languages career. For it to find ways to be more incorporated and increase their reading and writing skills. Furthermore, it can be estimated another part of the population does not want to be part of a DLM without giving extra details supporting the reason why.

Focus Group Analysis

To apply the Focus Group there were chosen adults between 20 and 35 years old, with different economic income, students from Universidad ECCI in the program of Modern Languages that belong to different academic semesters, residing in the Metropolitan Area of Bogota, Colombia. The sample is made up of ten people, which were randomly selected. The focus group is “A form of group interview that capitalizes on communication between research participants in order to generate data” (Kitzinger 1994).

On the next paragraphs, it will be shown the analysis from the Focus Group results. The questions were with a much more literary approach. In the first question was intended to make a parallel in the vampire literature with the concept of ancient and modern vampire based on novels such as Dracula and Twilight.

In short, students believe that the figure of the vampire is increasingly humanized, that vampires change more and more depending on the time in which the story is projected. Anne

Rice is one of the best known writers in vampire literature believes that the new literature of this genre makes no sense referring to the saga of *Twilight* books by author Stephenie Meyer "... The series was 'made for 12 year olds' and 'does not entirely make sense.'" (Rice, 2009).

The second question refers to how a character like Sherlock Holmes in modern days would be reflected in our society. Students see technology as a first-hand tool at the time of solving crimes, so these characters would have greater facilities when solving murders or other police problems.

The third question was based on the book *The Odyssey* written by Homer in which are implied Gods and warriors, the students were asked about how the world would be with these Gods in the XXI century thought from their perspective; many relate it to religion and oppressive governments that many people in their ignorance see as Gods and how a powerful economy takes advantage of the poor countries to take advantage of it.

In the fourth question the interviewer wanted to know the point of view of the group in terms of romance in literature, with *The Beauty and the Beast* and a modern book as it is *50 Shades of Grey* was found a discontent since it is a comparison somewhat risky. Literature was earlier romantic when these books were released and now sex and eroticism is selling more in the new generation of books. It was not considered an appropriate comparison.

The fifth question was based on the writer Edgar Allan Poe and his poem *The Raven*, we wanted to know what the students felt when reading a fragment of it and they concluded that this type of poetry produces sadness and you can feel the depression that the writer felt creating this type of literature.

The sixth and last question was perhaps the most important one since the subject of the critical thinking was approached. The question was made based on the book "La Palabra de Pep" written by Pep Guardiola, key card in the success of the Football Club Barcelona, that is serving as an example to know what the students thought about the essay and speech and if this was important at the time of encourage critical thinking. The group's opinion was that the essay is helpful depending on the subject of the speaker and the use of the appropriate language for a good perception. In this case, the group concludes that their oratory helped the Spanish team's successful path.

In conclusion, it was found that the focus group showed the literary sense of the students concluding that it is important to read and have a broad knowledge to develop a well-argued critical thinking and thus carry out materialized ideas in writing or other projects in which foster freedom in an independent thinking of every student.

Table 2

Relation between Instruments (survey, interview and focus group) and Categories (Literature relation, Influences, critical thinking, life context and current tendencies) based on answers.

Categories Instruments	Literature relation	Influences	Critical Thinking	Life Context	Current Tendencies
Survey	"this type of skills are relevant for the career and to increase the critical thinking specially in literature" (student 4)	"it is another way to foster reading because most of the teenagers do not like to read"(Student -)	"it is another way to foster reading because most of the teenagers do not like to read" (Question 3)	"...we can improve our writing skills with more people looking at it". (Question 5)	"Technology is the new tool to read". (Question 3)
Interview	"...Pero digamos que mis favoritos si definitivamente son realismo mágico, ¿no?, entonces me encanta Gabriel García Márquez..." (Proffesor 3)	"La revista debe tener contenidos de mi interés. De pronto también, relacionados con temas de mi carrera porque eso es lo voy a ejercer a futuro." (Student 2)	"...En el ejercicio escritural es necesario primero organizar ideas, jerarquizar ideas, seleccionar información, tamizar; qué va primero, qué va después." (Professor 1)	"...las revistas literarias son lugares en donde las personas pueden ser ellas mismas sin miedo a las represalias". (Professor 3)	"Es la democratización de la información. Es hacer del acto escritural (...) algo al alcance de todos". (Proffesor 3)
Focus group	"...love forever no matter what happens but in love nowadays everything is related with sex, the concept of love had changed a lot through the history..." (student C)	"...the person trying to find the differences in everyone and boosting them, that was the key of his triumph." (Student A)	"Discourses are important, it depends on the topic approach (...) if the topic is irrelevant will not cause the expected impact also the use of right words makes the discourse relevant" (student B)	"...if the topic is relevant for the function of the society the discourses will generate opinions in people". (Student B)	"...we have trained people that combine with the technology make a great work resolving crimes". (Student C)
<i>EXPLANATION</i>	It could be found most of the people consider a DLM as a source to connect different aspects on literature: opinions, emotions and making the relations with the skills of reading and writing; also, to be implicit the relation of the authors and how they influence in the real life.	Taking into account the different opinions, it could say that a DLM took part in the future influences and participation of the students and professors, providing an impulse to foster the reading, writing skills and critical thinking.	With the three methods of study, it could find a huge similarity in many things regarding to critical thinking that is a fundamental pillar for the development of the project since without this it would be difficult to give an appropriate sense to the main goal.	To this part, it was possible to find literature as main connection with daily life in order to improve ways of thinking, communication, vocabulary and manners to express these thoughts in the quotidian context.	It is possible to prove that because of digital era, most of participants believe is easy to analyze and access to information of all types because of technology. For that reason, they considered it as a tool for present-day society.

Thanks to the information collected on the chart, it was concluded that the majority of people agree with the implementation of a DLM as a main tool in order to improve reading and writing skills besides critical thinking. Taking into account the different opinions and results obtained on the three instruments, it was noticed the interest in the digital world because it provides a non-limited access and the Digital Literary Magazine presented an endless connection with the life context of the interviewees.

Conclusions

Since the beginning, the researchers formulated something called “conclusions”, they formulated these in written articles, essays and in some other written exercises. These ones were created to finish a topic, give a short brief about all the data, details and information which was gathered in all the process. It will be taken into account the steps of connecting the objectives, the theoretical framework and the data analysis. In order to explain the conclusions of this project, it will be shown the order already mentioned with the support of authors in the main topics like reading and writing skills, critical thinking and multilingual context as it was added on the theoretical framework, highlighting the objectives (general and specifics) and taking the results of the research instruments.

The beginning of the creation and later introduction of a Digital Literary Magazine demanded quality, variety and forms of presentation and distribution of the same one (Hernandez, 2007), for this reason was necessary the implementation of strategies that allow to establish variables that guarantee a design of a magazine with a literary focus, without putting aside the innovation and the opinion of readers. To be able to create this type of skills it should be an organization of ideas, and, in order to start these ones, it was taken into account the sentence of student C according to the focus group “... We have trained people that combined with technology make a great work resolving crimes...” it made references on books where the mix between actual context and old circumstances. Another one is the idea of Professor 3 in the interview “... Es la democratización de la información, es hacer del acto escritural (...) algo al alcance de todos...”. Finally, it was showed the point of view of the participants on the survey where it was exposed the common answer “Technology is the new tool to read”.

It was possible to declare that the considerable variety of genres used in the literature (Poems, Essays, Discourses, etc) could demonstrate its main relevance in daily life, even more precisely in a multilingual context defined as a fact of life, which has stimulated an increasing academic interest in identity and its relationship to language use. As a review of the globalized societies (Pavlenko & Blackledge, 2004) based their theories on the interactions in a multilingual context among others and how it could determine an individualized preference for each one of them. Elements related with the communication and its literature relation as opinions, the involvement of emotions, the application of reading and writing skills and the real influence of the authors were emphasized in the instruments applied in this project, such as survey with the judgment of the student 4 who said “this type of skills are relevant for the career and to increase the critical thinking specially in literature” or, in the focus group, where the student C reinforce his point of view with his statement: “...love forever no matter what happens but in love nowadays everything is related with sex, the concept of love had changed a lot through the history... “And even the interview with a foster explanation of why magical realism literature movement could impact in its personal appreciation of an author like Gabriel Garcia Márquez. (Professor 3. Interview).

Moreover, for this project was important to develop the critical thinking through reading and writing skills and the proposal from the researchers was create a digital literary magazine, where Modern Languages students could express themselves by way of writing and reading the different genres of the magazine. Also, it is important to show the way to foster those abilities and to know the process to read and write. Flower and Hayes exposed the phases of writing, as pre-writing, the moment before the words emerge, writing as the moment where the product is being produced and re-writing and a final reworking (1981, p. 367). In the survey it could be

found the importance of writing in a part of question 5: "... We can improve our writing skills with more people looking at it". Related to reading skills, it can be highlight the different abilities that people have to take into account such as reading comprehension, reading speed and reading fluency (Gomez, 2007). To support the idea, it could be found on the schema "It is another way to foster reading because most of teenagers do not like to read".

Therefore, it was possible to find that some needed abilities were developed through critical thinking considered as a medium to evolve into cognitive skills and strategies in order to solve problems and make decisions (Halpern, 2002). On the basis of the foregoing, it was possible to clarify the interest of students in relevant topics for them to express a self-critical point of view (Student B, Focus Group). With the purpose of it to be developed, it was required a tool for carry out the organization and ranking of ideas through the DLM. In consequence, construction of knowledge was part of every individual as a way to show opinions and beliefs and in this case the DLM did support the approximation to understanding student's interpretation of reality.

The present study concludes that the creation of a DLM is one of the most effective methods for the development of critical thinking. Furthermore, it has the function to be a channel of written expression for the students of Modern Languages through the different genres of the magazine. On the other hand, the findings presented by the implementation of methods such as focus group, interview and survey supported the theories named in the whole argument of this thesis.

It is also concluded that students' participation was not only taken as means of academic expression but as a way of personal expression because they feel identified with the main topic of the magazine and finding an option of integration to the university in an alternate way.

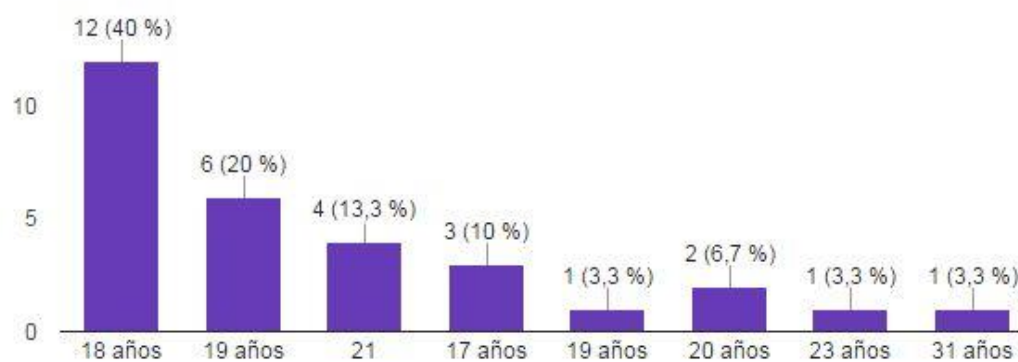
One of the greatest results of this Literary Magazine after two publications is the acquisition of the ISSN code that certifies it as a Digital Magazine that appears in the database of the Biblioteca Nacional de Colombia. The projection is to become in a printed Literary Magazine and count upon an ISSN code for serial printed publications. Moreover, to be able to collaborate with other universities and alliances with other magazines of the same literary field.

Annexes

Survey

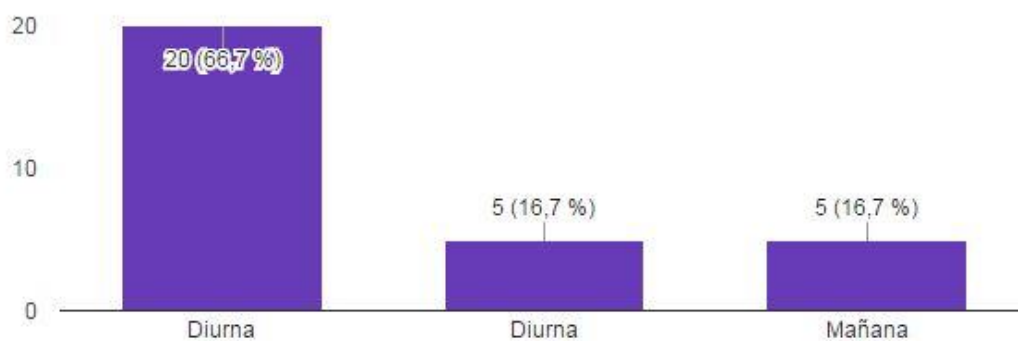
(Age) The interviewees aged between 17 - 23 and 31 years old.

Edad (30 respuestas)



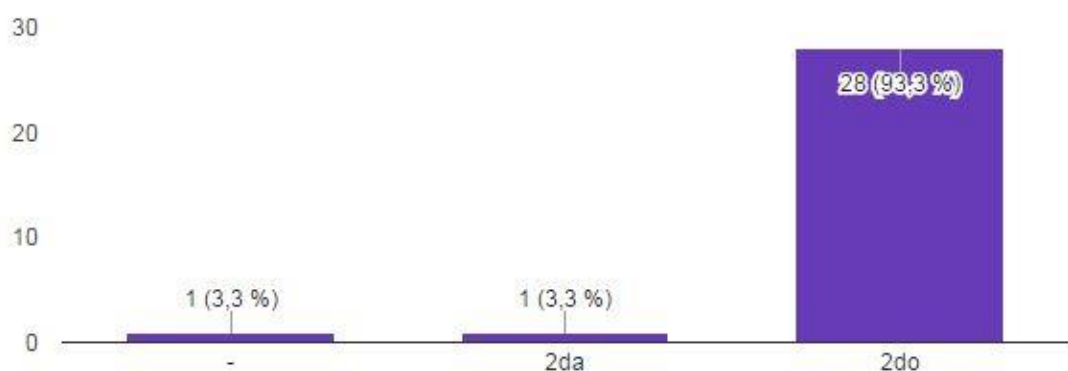
(Workday) The respondent who belonged to Day Shift or Night Shift, in accordance with the schedules from Universidad ECCI.

Jornada (30 respuestas)



(Semester) The majority of the canvassed people who belong to second semester or even, did not answer to this question.

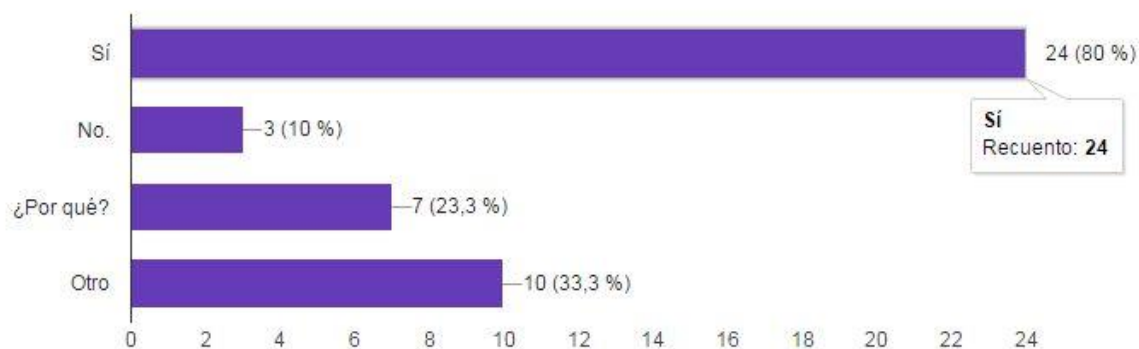
Semestre (30 respuestas)



1. Do you consider important a digital publication space for the Modern Languages community?

1. Considera usted importante un espacio de publicación de carácter digital para la comunidad de lenguas modernas?

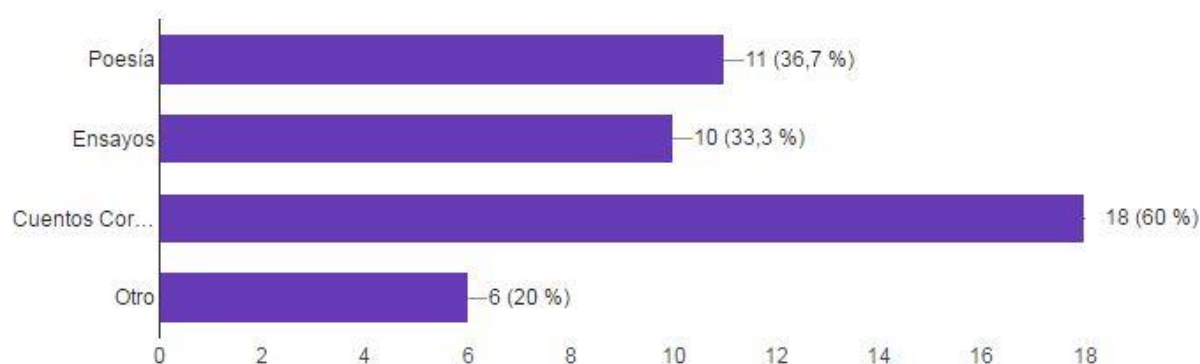
(30 respuestas)



2. In your opinion, which are the literary genres that you prefer?

2. En su opinión, ¿cuáles son los géneros literarios de su preferencia?

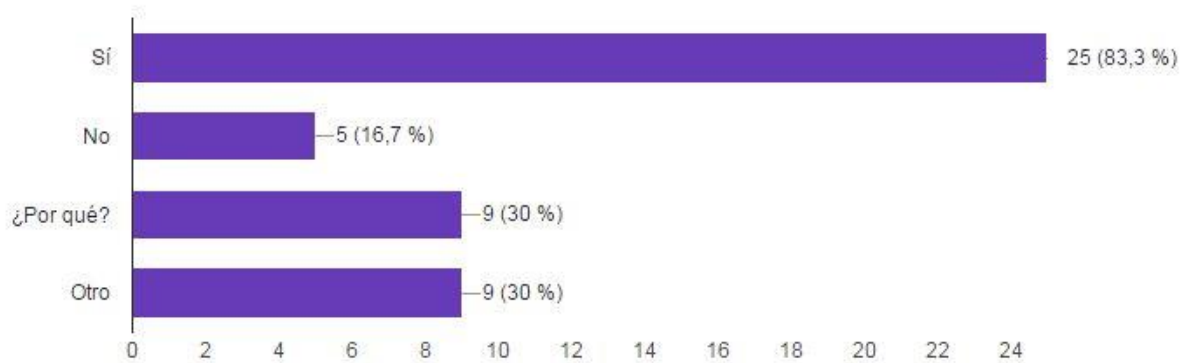
(30 respuestas)



3. ¿Do you believe that the implementation of a DLM could contribute to the improvement of the reading and writing skills?

3. ¿Cree usted que la implementación de una Revista Literaria Digital (RLD) contribuiría al mejoramiento de las habilidades de lectura y escritura?

(30 respuestas)



4. For you, what advantages has a DLM in a digital form?

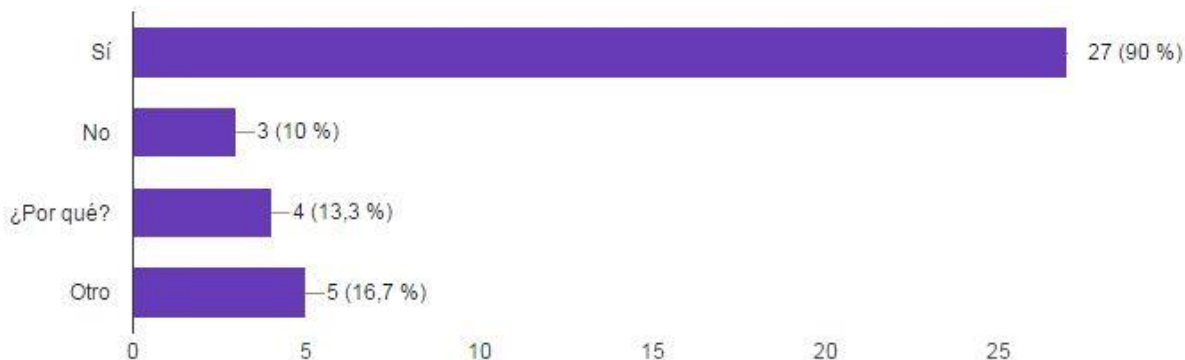
4. Para usted, ¿qué ventaja tiene una RLD de forma digital? (30 respuestas)



5. Do you believe that DLM could contribute to the works compilation in the literature classes?

5. ¿Cree usted que una RLD contribuiría a la recolección de trabajos propuestos en las clases de literatura?

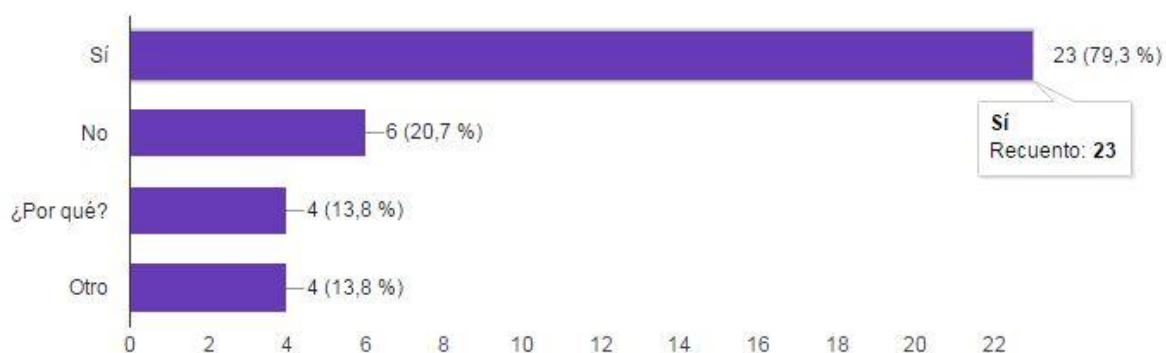
(30 respuestas)



6. Do you believe that a DLM develops sense of belonging towards the career?

6. ¿Cree usted que una RLD genera sentido de pertenencia hacia la carrera?

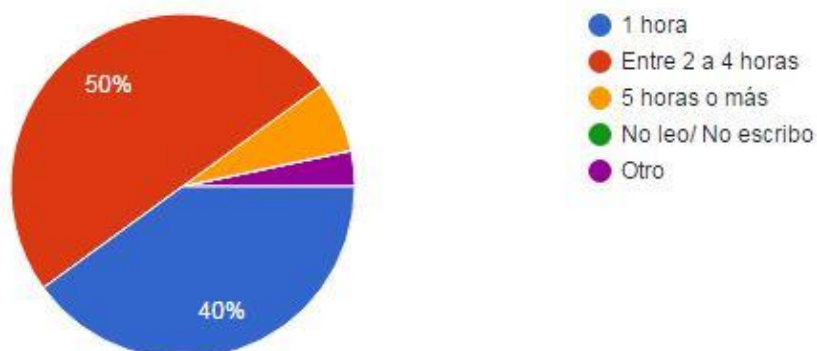
(29 respuestas)



7. How many hours do you put into reading and/or writing?

7. ¿Cuántas horas diarias le dedica usted a la lectura y/o escritura?

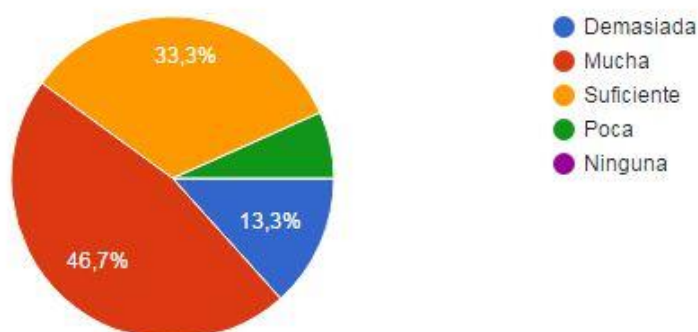
(30 respuestas)



8. The Literary Magazine is the media whereby there are encourage elements such as analysis, exchange of ideas and reviews through semiannual publications. How much importance do you give to the application of the already mentioned resource in the Modern Languages career?

8. La revista literaria es el medio por el cual se incentivan elementos como análisis, intercambio de ideas y la critica a partir de publicaciones semestrales establecidas. ¿Qué tanta importancia usted le confiere a la aplicación de dicho recurso en la carrera de lenguas modernas?

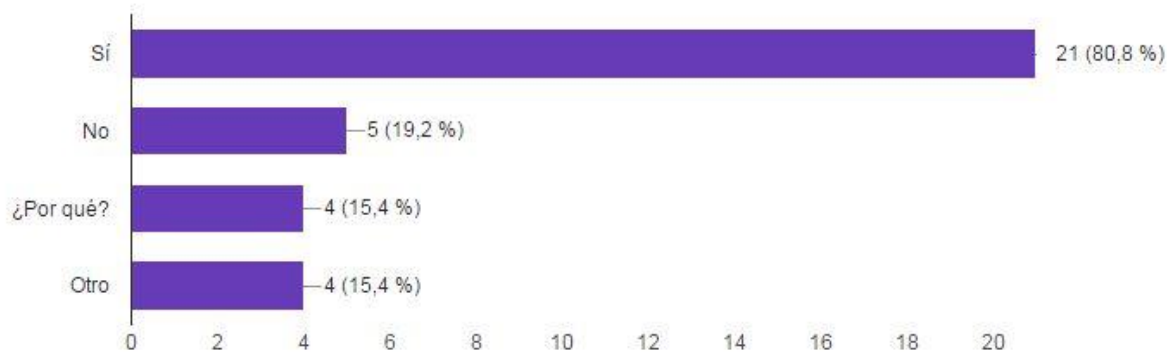
(30 respuestas)



9. The Digital Magazine belong to a biannual publication created for a digital purpose where the quality of content is guarantee and for its operation it is required the payment of a hosting (Rosario, 2005). Considering the previous statement, do you believe that the viability of a DLM is desirable to the Modern Languages career in the long-term?

9. La revista digital corresponde a una publicación semestral creada para fines digitales donde la calidad del contenido es garantizada y para su funcionamiento requiere del pago de un dominio (Rosario, 2005). Teniendo en cuenta lo anterior, ¿cree usted que la viabilidad de una RLD es conveniente a largo plazo para la carrera de Lenguas Modernas?

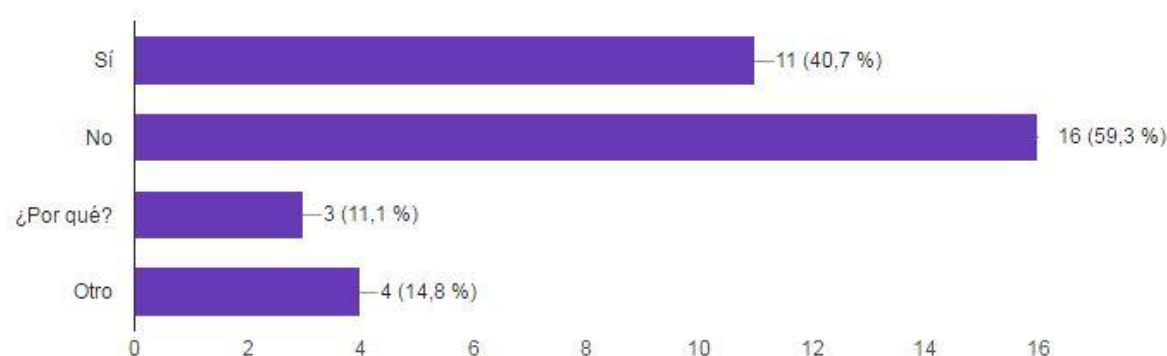
(26 respuestas)



10. Are you interested in becoming part of the teamwork of a DLM?

10. ¿Le interesaría ser parte del equipo de trabajo de una Revista Literaria Digital?

(27 respuestas)



Focus Group

Research segment.

Adults aged between 20 and 35 years old with different economic income, students from Universidad ECCI in the program of Modern Languages that belong to some of the two-workshop projects named before, residing in the Metropolitan Area of Bogotá (Colombia).

Sample.

One Focus Group was carried out at the facilities at Universidad ECCI. The sample is made up of three people, which were randomly selected.

Presentation.

Presentation of the Moderator to make them feel familiar at the moment of asking the questions. Reason for the meeting that will be explained. Presentation of the Members. Each person will have time to meet and be called by his or her name

Duration time: 30 minutes will be the estimated time

Introductory Explanation.

The interview will be recorded, feel comfortable with that and that will help to get good answers from you. Please speak one person at a time and raise your hand to indicate that you want to speak. If you have a different opinion from the other people in the group, it is important that you let me know.

Moderator: The next question is related with short stories, the book Sherlock Holmes by Sir Arthur Conan Doyle. The mystery books has always a main character that resolved mind games in a perfect way, when you listen some reference to this book. How can you move this character to our days?

Student C: The relation is the same; nowadays we have trained people that combine with the technology make a great work resolving crimes.

Moderator: Tales, The Beauty and the Beast compared with Fifty Shades of Grey, create a parallel related with old definition of romance using the beauty and the beast as example and the romance in new age taking the example fifty shades of grey.

Student C: The old style of love is more sensitive and deeper, love forever no matter what happens but in love nowadays everything is related with sex, the concept of love had changed a lot through the history for this reason some people considered hard to find a couple in these days.

Moderator: And the last one belongs to essays and discourses. The book La Palabra de Pep, Pep Guardiola is better known as the trainer of Football Club Barcelona, he wrote a book in which he explains how he could make Barcelona the greatest team in the world, the question is: How the discourses foster the critical thinking in our society?

Student A: Pep Guardiola was successful for many reasons but principal for the use of the discourse in his players; he always talks not with the football player but with the person trying to find the differences in everyone and boosting them, that was the key of his triumph.

Student B: Discourses are important, it depends on the topic approach; if the topic is relevant for the function of the society the discourses will generate opinions in people but if the topic is irrelevant will not cause the expected impact also the use of right words makes the discourse relevant.

Moderator: Thank you so much for your time and your participation. Do not forget continue reading and writing because these open to you many opportunities in life and help to learn a lot, also do not forget continue writing in Voices Magazine that is the space created especially for

our research group to create critical thinking in students and a place to depict all your amazing talent. Good night.

Interview

Clarification: The next paragraphs contain the original interview made in Spanish.

1. Según Harper (2002). El pensamiento crítico es el uso de habilidades cognitivas o estrategias que reflejan la forma de pensar y ser habilidoso en varios contextos de la vida, teniendo en cuenta lo anterior, ¿Qué tanto cree usted que se puede desarrollar el pensamiento crítico a través de la escritura?

Profesor 1: En el ejercicio escritural es necesario primero organizar ideas, jerarquizar ideas, seleccionar información, tamizar; qué va primero, qué va después. Si lo que estoy escribiendo por ejemplo un texto argumentativo aún con más razón. Si estoy escribiendo un trabajo de grado, aún más. Puede que lo que yo esté escribiendo sea un poema o un cuento pero en cualquier caso yo necesito seleccionar la información y discriminar de qué manera la voy a organizar. Eso me obliga a mí a tomar una postura frente al acto escritural, entonces obviamente, si hay la posibilidad y es un medio muy eficaz la escritura como medio efectivo para el desarrollo del pensamiento crítico.

2. ¿De qué manera puede una Revista Literaria Digital contribuir con su proyecto de vida?

Profesor 3: A mí me parece que tal cual estamos hoy en día nuestro gran problema como sociedad es que adolecemos de espacios en donde la gente pueda ser ella misma y las revistas literarias son lugares en donde las personas pueden ser ellas mismas sin miedo a las represalias, sin miedo al señalamiento social. Donde yo me puedo expresar y puedo hacer catarsis de todo lo que siento y que la sociedad no me permite, digamos, sacar a flote.

Estudiante 2: Yo opino lo mismo. La revista debe tener contenidos de mi interés. De pronto también, relacionados con temas de mi carrera porque eso es lo voy a ejercer a futuro.

4. Para usted, ¿Qué ventaja tiene la publicación de una revista literaria de forma digital?

Profesor 3: Para mi es la democratización de la información. Es hacer del acto escritural, del texto literario, del hecho creativo, del ejercicio creativo, algo al alcance de todos.

5. ¿Con cuáles autores y/o géneros literarios se siente más identificado a la hora de escribir o leer y por qué?

Profesor 3: Pues yo sufro de infidelidad crónica en el tema de la lectura, yo como que voy leyendo lo que se me va cruzando por delante. Pero digamos que mis favoritos si definitivamente son realismo mágico, entonces me encanta Gabriel García Márquez. Me gustan mucho las novelas históricas, también. Y soy fanática número uno de los filósofos franceses, esos digamos que son mis tres favoritos, pero yo leo lo que se me atraviere. Yo en eso si no soy tan selectiva.

Bibliography

Javed, M., Juan, W. X., & Nazli, S. (2013). A Study of Students' Assessment in Writing Skills of the English Language. *Online Submission*, 6(2), 129-144.

Emig, J. (1977). Writing as a mode of learning. *College composition and communication*, 28(2), 122-128.

Flower, L., & Hayes, J. R. (1981). A cognitive process theory of writing. *College composition and communication*, 32(4), 365-387.

Paul, R., & Elder, L. (2001). *The miniature guide to critical thinking: Concepts & tools*. Foundation Critical Thinking.

Halpern, D. F. (2002). *Thought and knowledge: An introduction to critical thinking*. Routledge.

Nicholas, L. (2008). *Introduction to psychology*. Cape Town: Juta and Company Ltd.

Kitzinger J. (1994). The methodology of focus groups: the importance of interactions between research participants. *Sociology of Health and Illness*, 103-21

Webgraphy

Rey, G. (2013). *Las transformaciones de la cultura digital en Colombia. Centro nacional de consultoria*. Retrieved from www.mintic.gov.co

Sierra, L. (2009). "Hipermediaciones. Elementos para una Teoría de la Comunicación." Retrieved from <http://www.redalyc.org/articulo.oa?id=86011409031>

Writer's Relief Staff. (2010). *Literary Journals And Magazines: What They Are, Who Runs Them, and How They Benefit You. Online Submission*. Retrieved from <http://writersrelief.com/blog/2010/06/literary-journals-and-magazines-what-they-are-who-runs-them-and-how-they-benefit-you>

The University Library, The University of North Carolina at Chapel Hill (1989). *Library of Southern Literature: Antebellum Era*. Retrieved from <http://docsouth.unc.edu/southlit/antebellum.html>

Fundación Educativa Héctor A. García. (2016). *La habilidad de leer*. Retrieved from http://www.salonhogar.net/Enciclopedia/Habilidad_leer/indice.htm

The critical thinking community. (2015). *Defining Critical Thinking*. Retrieved from <http://www.criticalthinking.org/pages/defining-critical-thinking/766>

Oliveira, L. C. D. (2014). *Language teaching in multilingual contexts. Revista Brasileira de Linguística Aplicada, 14(2), 265-270*. Retrieved from <http://www.scielo.br/pdf/rbla/v14n2/a02v14n2.pdf>

Pavlenko, A., & Blackledge, A. (Eds.). (2004). *Negotiation of identities in multilingual contexts* (Vol. 45). Multilingual Matters. Retrieved from https://books.google.com.co/books?hl=es&lr=&id=yBa32AqtWB8C&oi=fnd&pg=PA290&dq=multilingual+contexts+language&ots=-JLPU_5jDe&sig=CxVn8afVFJ3_XT

EYF6p_mMqKPE#v=onpage&q=multilingual%20contexts%20language&f=false

Elhess, M., & Egbert, J. (2015). *Literature Circles as Support for Language Development. English Teaching forum. (Vol. 53) n3 p13-21*. Retrieved from <https://eric.ed.gov/?q=literary+circles&ft=on&id=EJ1077926>

Carlos Savino (2008). *El proceso de Investigación*. Retrieved from https://metodoinvestigacion.files.wordpress.com/2008/02/el-proceso-de-investigacion_carlos-sabino.pdf

Ricoveri, V. (2004). *Los grupos focales*. Retrieved from <http://ricoveri.ve.tripod.com/ricoverimarketing2/id48.html>

Eumed.net. (n.d.). *Técnicas e instrumentos de investigación*. Retrieved from http://www.eumed.net/tesis-doctorales/2012/mirm/tecnicas_instrumentos.html

Hernández Sampieri, R., Fernández Collado, C. y Baptista Lucio, P. (1991). *Metodología de la investigación*. Retrieved from <http://www.dgsc.go.cr/dgsc/documentos/cecaedes/metodologia-de-la-investigacion.pdf>

AECL (2001). *Descriptive Research Methodologies*. Retrieved from <http://www.aect.org/edtech/ed1/41/41-01.html>

Dessler, G. (2015). *What is interview? / Types of interviews. The Business Communication*. Retrieved from <http://thebusinesscommunication.com/what-is-interview-types-of-interviews/>

Mendoza, R. (2016). *Investigación cualitativa y cuantitativa - Diferencias y limitaciones (página 2) - Monografias.com. Monografias.com*. Retrieved from

<http://www.monografias.com/trabajos38/investigacion-cualitativa/investigacion-cualitativa2.shtml>

Lafleur, H. (1967). *Las revistas literarias argentinas*.

Retrieved from

https://books.google.com.co/books?hl=en&lr=&id=5pzbmL4OhJ4C&oi=fnd&pg=PA9&dq=revista+literaria&ots=n1aZ08YpUX&sig=1SwtizN6K5bzpd71FrSBHap_9Oo&redir_esc=y#v=onepage&q=revista%20literaria&f=false.

Higgins, D. (2005). *Romantic Genius and the Literary Magazine*.

Retrieved from

https://books.google.com.co/books?hl=en&lr=&id=ehiAAgAAQBAJ&oi=fnd&pg=PR1&dq=literary+magazine&ots=Abfu9p6Nlq&sig=GGsdR2W-I3SHxurznuUuWAXn4mSI&redir_esc=y#v=onepage&q=literary%20magazine&f=false

Wilkinson, D. & Birmingham, P. (2003).

Using Research Instruments. Retrieved from

https://books.google.com.co/books?id=8E7MHkyT_LYC&printsec=frontcover&hl=es&source=gbg_summary_r&cad=0#v=onepage&q&f=false

Revista de artes escénicas, Facultad de artes ASAB. (2012) *SCNK Magazine*.

Retrieved from <http://revistas.udistrital.edu.co/ojs/index.php/revscnk/issue/archive>

Editorial Pontificia Universidad Javeriana. (1995) *Cuadernos de Literatura*.

Retrieved from <http://revistas.javeriana.edu.co/index.php/cualit>

Escuela de Idiomas, Universidad de Antioquia. (2008) *Ikala, Revista de lenguaje y cultura*. Retrieved from

<http://aprendeonline.udea.edu.co/revistas/index.php/ikala>

Corporación Otraparte. (2009). *Presentación revista Cronopio*. Retrieved from <http://www.otraparte.org/actividades/literatura/revista-cronopio.html>

Letralia, tierra de letras. (2007).

Arquitrave, una revista de poesía independiente. Retrieved from <http://letralia.com/176/articulo03.htm>

Creación Literaria, Universidad Central. (2014) *Alapalabra*.

Retrieved from <http://www.ucentral.edu.co/noticentral-uc/estudiantes-alapalabra>

Equipo Phoenix: Literatura, arte y cultura. (2010). *Convocatoria Phoenix 17 de textos e imágenes*. Retrieved from <http://phoenixliteraturaarteycultura.blogspot.com.co/>

Equipo Literatura: Teoría, historia, crítica. (1997). *Convocatorias: Convocatoria Literatura: teoría, historia, crítica vol. 19, n.º 2*.

Retrieved from <http://www.revistas.unal.edu.co/index.php/lthc>

Facultad Artes y Ciencias, Universidad Nacional de Colombia. (1999) *Phoenix: Literatura, arte y cultura*. Retrieved from <https://issuu.com/revistaphoenix>

Departamento de Literatura, Universidad Nacional de Colombia. (1997) *Literatura: teoría, historia, crítica*. Retrieved from <http://www.revistas.unal.edu.co/index.php/lthc>

Mark, J. (2011). *Writing*. Ancient history encyclopedia.

Retrieved from: <http://www.ancient.eu/writing/>

Stadler, J. (2015). *Writing as a collective process*. Duke the graduate school.

Retrieved from: <https://gradschool.duke.edu/professional-development/blog/writing-collective-process>