

Foreign Languages Students' Perceptions on the Teaching Profession: The Case of
Universidad del Valle

Danilo Álvarez Jiménez

Paola Andrea Córdoba Hinestroza

UNIVERSIDAD DEL VALLE

FACULTAD DE HUMANIDADES

ESCUELA DE CIENCIAS DEL LENGUAJE

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Foreign Languages Students' Perceptions on the Teaching Profession: The Case of
Universidad del Valle

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Director

Hugo Nelson Areiza Restrepo

UNIVERSIDAD DEL VALLE

FACULTAD DE HUMANIDADES

ESCUELA DE CIENCIAS DEL LENGUAJE

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*En primer lugar, quiero expresar mi total gratitud a Dios, el cual es fuente de inspiración.
En segundo lugar, me gustaría agradecerle a mi familia y amigos, por su apoyo, dedicación y paciencia.
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To God, who has inevitably been in my life since I was born, and from whose presence (language imitates Him in this aspect) is impossible to scape.

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Abstract

In order to know the perceptions of the students belonging to different cohorts of the Bachelor of Foreign Languages (With emphasis on English - French) (LLE) of the Universidad del Valle, in Cali, towards the teaching profession, a qualitative research was carried out, with a holistic approach, from responses collected through an online survey. The results showed *two main conclusions* closely related. On the one hand, LLE students, when perceiving the teaching profession, think, in order of importance, of its high expectations, social, humanistic and emotional implications. However, they recognized that these implications are not valued by society, neither economically nor in social recognition. On the other hand, the research found that all of the above was influenced by two main factors: 1) Previous experiences related to teaching and 2) The influence of the LLE program. This last influence was notoriously important. That is, the respondents showed a transformation of their perceptions of what teaching is (in general, from a transmissionist scope to a social-constructivist one) that has a great correlation with the conceptual approach exposed in the LLE's PEP: social constructivism. Furthermore, respondents' motivations for enrolling in the LLE program shifted from non-teaching purposes to more consistent purposes with the goal of the program which is to educate foreign languages teachers. The more respondents have advanced in the curriculum, the more they want to become foreign languages teachers.

Key words: Perception towards teaching, motivation, training of teachers

Resumen

Con la intención de conocer las percepciones de los estudiantes pertenecientes a diferentes cohortes de la Licenciatura de Lenguas extranjeras (Con énfasis en inglés – francés) (LLE)

de la Universidad del Valle, sede Cali, frente a la profesión docente, se realizó una investigación cualitativa con un enfoque holístico de respuestas recolectadas a través de una encuesta en línea. Los resultados mostraron *dos conclusiones* principales íntimamente relacionadas. Por un lado, los estudiantes de LLE, cuando perciben la profesión docente, piensan, en orden de importancia, en sus implicaciones de altas expectativas, sociales, humanísticas y emocionales. Sin embargo, reconocieron que esas implicaciones no son valoradas por la sociedad, ni económicamente ni en reconocimiento social. Por otro lado, en la investigación se pudo notar que todo lo anterior está influenciado por dos factores principales: 1) Experiencias previas relacionadas con la enseñanza y 2) La influencia del programa LLE. Esta última influencia fue notoriamente importante. Es decir, los encuestados mostraron una transformación de sus percepciones de lo que es la enseñanza (en general, de un alcance transmisionista a uno social-constructivista) que tiene una gran correlación con el enfoque conceptual expuesto en el PEP de LLE: el constructivismo social. Además, las motivaciones de los encuestados para inscribirse en el programa LLE pasaron de propósitos no relacionados con la enseñanza a propósitos más consistentes con el objetivo del programa de educar profesores de idiomas extranjeros. Cuanto más tiempo habían avanzado los encuestados en la malla curricular, más querían convertirse en profesores de idiomas extranjeros.

Palabras clave: Percepción sobre la docencia, motivación, formación de licenciados

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I. Introduction

The main objective of this research paper was to describe the perceptions of Foreign Languages Students, at Universidad del Valle, towards the teaching profession. The research on the subject was carried out for the interest of knowing what students really thought about teaching and thus make a comparison of how these perceptions were transformed in different cohorts. Furthermore, it was considered that the data obtained could be very useful for a “self-evaluation” of the academic program. In this way, a completely anonymous online survey was conducted, from which it was possible to obtain a description of the students' perception towards teaching. All of the above, of course, in light of a Conceptual Framework (social psychology) and a Legal-Historical framework (what is the pedagogical conception in at Universidad del Valle?). This research report is divided into a series of chapters: chapter II presents the problem to be solved and its justification; chapter III presents the general and specific objectives that guided each step of this work; chapter IV lists and presents the local, national, and international antecedents and explains why they were relevant to our work; chapter V makes a theoretical framework, it is explained how a theoretical and legal-historical framework was taken into account in order to better describe and analyze the data obtained in the survey; chapter VI presents the type of investigation of this work, its contextual framework and collection instrument (survey); chapter VII presents the analysis and discussion of the data obtained in the survey in light of the theory mentioned in the previous chapter. Finally, chapter VIII exposes a series of conclusions and recommendations (for students and directors of the Bachelor of Foreign Languages program). We hope this work will be of great use to all readers.

II. Research Problem

Teachers have a really important role in the communities. Their work consists of building societies by feeding moral values into the students. A teacher is a role model, instructor, friend, confidant, etc. Furthermore, teaching is not alien to any individual: Lortie (1975) reminds us that people are exposed to teaching profession since their childhood. Therefore, every single person in a society builds perceptions, attitudes, and beliefs regarding "being a teacher". For example, Symeonidis, V. (2015) tells us that teaching is perceived as a low-wage, heavy workload and low status profession. However, Macia, M. B. (2009) reminds us that despite these undervaluation of society, the teaching profession has had a permanent quantitative development.

This quantitative increase in professional teaching is notorious, in this case we will take the example at the University of Valle, in Cali, Colombia. This institution offers fifteen Bachelor's degree programs. Among these degrees we find the Bachelor in Foreign Languages Education with emphasis in English and French (*Licenciatura en Lenguas Extranjeras con énfasis en inglés y en francés*, from now on, LLE). It offers both day and evening sessions. LLE was the second most wanted program (out of 47 programs) in 2018 with 698 applicants. Alumni are expected to teach in basic secondary level of education. From our experience as LLE students, we have realized that many of our classmates do not want to work on this profession, they want to be translators, interpreters or linguists instead. However, there is no a local antecedents or piece of research that measures perceptions, attitudes and beliefs LLE students may have regarding teaching profession. In this line, we consider this is an interesting and important topic to be developed; we highlight for two main reasons: on the one hand, it will be given a voice to what really LLE students perceive and think about the teaching profession; on the other hand, the results of this research might

provide useful information for thinking of strategies to fulfill the bridge between what the program offers and students' perceptions and expectations.

Therefore, we came into the need of giving voices to them in terms of their perceptions and attitudes towards the profession that may provide some insights to answer the following questions: What do they think about their future profession? Do they really love the idea of being a teacher? Do they really like what they are doing? Do they really like what LLE offers to them? Panday, L. (2006) reminded us of the importance of being conscious when choosing such a demanding and complex profession as teaching. Just as an example, Goddard, R., & O'Brien, PG. (2003) found that almost the third part of 123 graduate teachers expressed serious intentions to quit their job after just 8 months of experience.

Considering the exposed panorama, we will try to answer the following general question: What are the perceptions of the Bachelor in Foreign Language Education with emphasis in English and French at Univalle towards the teaching profession? In order to achieve the answer of this question in a comprehensive way, some specific questions arise

- What is the profile (in terms of teaching experience background) of pre-service teachers registered in the foreign language education program at Universidad del Valle?
- Which was their initial motivations for enrolling in the program?
- Has this motivation changed as they progress in their study plan?
- What are their perceptions towards teaching profession?
- Do they consider that those perceptions have changed during their enrollment?
- Do they want to become teachers or something else?

III. Objectives

Based on the previous questions, in this section we list the objectives that guide our research.

1) General Objective

- Describe the perceptions of Foreign Languages Students at Universidad del Valle towards the teaching profession.

2) Specific Objectives

- Describe the profile of the students enrolled in the foreign language program at Universidad del Valle.
- Determine if their initial motivations for registering in the program has changed as their progress in their curriculum.
- Determine if their perceptions towards the teaching profession has also changed during their progress in their curriculum.
- Explore what their expectations are after finishing LL

IV. Antecedents

Local, national and international previous works related to the topics of interest of this document are shown in this section. They will be developed in terms of: 1) Author, year, place, and time (context); 2) objectives; 3) Methodology (Instruments used, process followed, type of analysis); 4) Results (the most relevant, according to the main objective); and 5) Relation, support and pertinence for our work.

1) Local antecedents

a) Percepción de los estudiantes del programa académico de recreación frente a su formación profesional.

In 2011, Arenas. E. & Daza. A., as part of their graduation project of the program, carried out a qualitative research aimed at identifying the perceptions students have about the education offered to them by program. This research aimed at contributing to the self-evaluation report any program should document in order to request *La Acreditación de Alta Calidad* to the Ministry of Education which is a distinction of high-quality standards graduate and undergraduate programs may obtain if they comply with all the conditions established by the Ministry of Education. They analyzed data from 146 surveyed students by using the SPSS (Statistical Product and Service Solutions) tool. The analysis showed that the concept "recreation" changes as the students progress through the semesters. That is, "Recreation" goes from being a support to the community (first semesters), to become a practice that affects several spheres of life (last semesters). It follows that students had managed to internalize the theoretical contents, showing changes and identifying fields of application.

We believe this work makes contributions in terms of the theoretical framework, in its reading a bibliographic review of the theoretical concept of "perception" is made, in addition to showing the transformations that occur of the same concept in different groups of students from different semesters. In our work, we propose to analyze the perception of "being a teacher" by students enrolled in the first and last semesters of the Foreign Languages Program. Although the objective (as it will be seen) is not to make a comparison but to make a description, we believe that it is very possible that the perception towards "teaching" changes among the students enrolled in different semesters.

b) Expectativas laborales y empresariales de los estudiantes de contaduría pública de la Universidad del Valle Sede Pacífico frente a la formación académica que reciben en el periodo agosto-diciembre de 2011.

In 2011, Buiza, B. & Caicedo W., as part of their graduation project of the program, carried out a qualitative research aimed at identifying the job and business expectations of the Public Accounting students of the Universidad del Valle Sede Pacífico towards the academic training they receive during the period August-December 2011. They expressed that Colombian universities were carrying out actions to establish a system for evaluating the quality of service they offer and thus be able to improve. One of the most important sources of information was the students. There was a growing interest in the expectations that students had, both at the beginning and during their studies. Hence, the Public Accounting program at Universidad del Valle Pacific headquarter wanted to know what students expect when they enrolled in college, their satisfaction and their needs. Therefore, the authors of this research obtained the data through a semi-structured interview composed of 22 questions. It was applied to 27 students (from different semesters) of public accounting of the Universidad del Valle sede pacífico during the August-December 2011 period. This procedure concluded

that the majority of students have expanded their conception of what a Public Accountant does, that is, in the first semesters, it was limited to keep accounting, but in the last semesters, students were able to identify the various possibilities and fields of action that the profession provides. They also consider and believe that educational quality provided by the university is good giving them opportunities and tools to be future entrepreneurs.

This antecedent, unlike the purpose of our research, looks into the job expectations that students have with their career. However, we consider that its contribution is quite significant in methodological terms. In this way, it gives us a clearer idea of how a semi-structured interview/survey can be developed and analyzed from a qualitative perspective. During the reading, we could notice that the authors of this research analyzed the results question by question and from that they drew general conclusions. In our work, we intend to make a survey.

2) National antecedents

a) Relación entre formación profesional y concepciones sobre el ser docente de estudiantes de licenciatura.

In 2014, Hernández, Y. & Ruiz, C., as part of their graduation project of their program, carried out a qualitative research aimed at analyzing the concepts that the students of the Bachelor of Education with an emphasis in English and Child Pedagogy had towards teaching, before and after having developed their professional practice (at the Universities of Francisco José de Caldas and Uniminuto, in Bogota). In this order of ideas, the authors of this research used interviews and surveys taken at both universities and then compared the results in order to understand how students 's perception had changed. The analysis showed that the

conceptions the students had, before and after having a teaching experience, were different. Hernández, Y. & Ruiz, C. recommend to take into account this kind of experiences because it is important teaching concepts and theory to the future teachers as well as facing them to the real world.

Although our main objective in our research is not to make a comparison between two perspectives from a specific point, it was interesting how the authors achieved this purpose through a type of theory of researching, specific tools or methodology that will be useful in our project.

b) Crisis de la profesión docente en Colombia: percepciones de aspirantes a otras profesiones.

In 2018, Cabeza. L, Zapata. Á & Lombana. J, as part of their graduation project of their program, carried out a descriptive and multidimensional scaling analysis research aimed at identifying the preferences and perceptions of students who did not opt for a teaching career, but who can give an account of the appreciation of that profession. Furthermore, this article makes a contextualization about the educational policies in Colombia, but above all it focuses on the education of teachers, the perception of them at the international level and their social role.

This investigation was carried out in several steps: 1) determination of the sample size; 2) validation of the questionnaire; 3) descriptive analysis; 4) multidimensional scaling for career selection criteria (applied only to students from programs other than a bachelor's degree in child pedagogy, to determine their hidden stimuli in the students' decision); 5) analysis of correlation between the criteria for career selection and the perceptions of students of other programs on Bachelor's Degree in Child Pedagogy (LPI).

The researchers obtained the following results: First, the economic issue prevails when selecting the teaching career, it will say that a high salary represents high prestige and value. Second, teaching is seen as a profession with a social impact, but it is perceived as low-demanding, easy to study and unattractive. Third, relatives or teachers have little or no importance influence when respondents have to choose a pedagogical career. Fourth, teachers in Colombia are already recognized as professionals, but they require more financial support for their professional development. Finally, vocation continues to prevail in the motivation when choosing a pedagogical career.

We believe that this previous work makes invaluable contributions in terms of more up-to-date bibliography, as well as its Colombian context, which gives us a visualization of the perception of pedagogical field in our country.

3) International antecedents

a) The Students' Perceptions and Attitudes to Teaching Profession, the Case of Estonia.

In 2016, Saks. K , Soosaar. R & Ilves. H, as part of their graduation project of their program and being participants of 7th International Conference on Education and Educational Psychology, carried out a descriptive and exploratory research of the 18-19-year-old students' perceptions and attitudes to the teaching profession in the case of Estonia. Data were collected from the final-grade students of 5 gymnasias of Pärnu (a middle-size town in Estonia). 275 students participated in the survey (72% of all final-grade students). There were 129 boys (47%) and 146 girls (53%) in the final sample.

In order to assess the popularity of the teaching profession among the students a questionnaire was developed by the authors of the paper. It consisted of 10 questions, which were mostly open-ended questions and just two of them included rating the items on a scale. It was carried out in November – December 2013. The collected data were analyzed in January 2014 by using descriptive analysis, correlation analysis and t-tests for quantitative data, and thematic text analysis for open questions.

After the data was collected, Saks et al (2016) found that students valued the teacher's job , however, they do not follow the career because of all the difficulties that arise. Furthermore, they noticed that having a role model as a teacher (family member) was a very significant factor to influence students' future career choice. Finally, the study also found that concern about salary is a major factor in deciding whether or not to choose teaching as a career choice. This work is related to the research that we propose to do because it gives us invaluable contributions in three different aspects. First, in terms of theory as we found the concept of motivation, that are divided in three different categories: intrinsic, altruistic and extrinsic that played as a vital information and classification tool in the analysis of motivations for which someone considers pedagogy as a professional career. Second, in terms of methodology as we found that it is necessary to make use of the survey as a tool for data collection. Thus, it is important to take into account the way in which the results can be analyzed using descriptive analysis, correlation analysis and t-tests for quantitative data, and thematic text analysis for open questions. and results (besides being a recent work). Finally, in terms of results, we think it would be interesting to see how many similarities or differences can rise in the results between the perception of the sample of Estonian students and those of Valle University in Colombia.

b) Estudio de las percepciones de los estudiantes de la Universidad pedagógica nacional “Francisco Morazán” respecto a la profesión docente.

In 2008, Garcia. N, as part of their graduation project of the Master's program, carried out at qualitative research in which wanted to know the students' perceptions about teaching profession from the social and labor field. In this way, she wanted to know how to improve teachers' pedagogical practices. In this research were used two groups of students from the “Sede central del sistema presencial de la Universidad Pedagógica Nacional Francisco Morazán”. One of them with an initial non-teaching formation and the other group with an initial training in teaching. A survey and an interview were used in order to analyze their perceptions. The results are analyzed taking into account certain categories taken from the Social Psychology. The following conclusions are drawn: From a social perspective, teachers have a low reputation because of the so frequent strikes in Honduras. From a job perspective, the scientific dominance of teachers is highlighted, but the traditional teaching methodology is criticized. In addition, respondents see as positive the multiple work benefits (vacations, retirement, loans, etc.) but they see as a negative aspect the low salary and the workload.

This research is closely related to our research we propose to do in three aspects. First, and unlike the previous international antecedent, it seeks the opinion of students who have already chosen a pedagogical career. Second, the theory of social psychology that is used can be quite useful when analyzing our own results. Third, the instruments used, process followed and the type of analysis are a basis for our research.

V. Theoretical Conceptualization

Taking into account that the main objective of this work is to describe the perceptions of Foreign Languages Students at Universidad del Valle towards the teaching profession, we consider of great importance to approach it from two types of frameworks, which, together, will enrich the vision and conclusions of the entire process: Legal-Historical Framework and Theoretical Framework. In the next sections, we proceed to develop both Frameworks and explain their relationship with the research. The following figure summarizes, by advance, the objectives of this chapter:

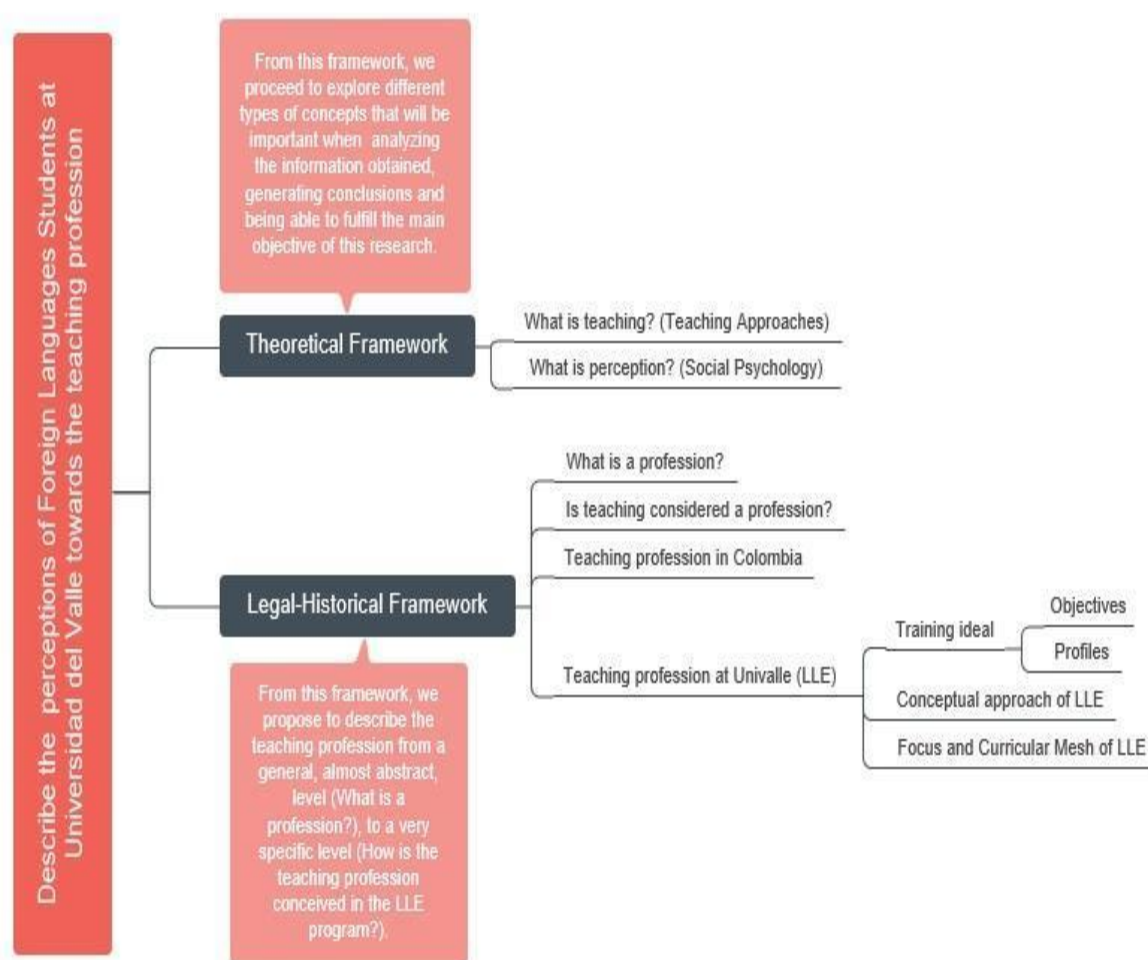


Figure 1 Theoretical Conceptualization of the research.

1) Legal-Historical Framework

From this framework, we propose to describe the teaching profession from a general, almost abstract, level (What is a profession?), to a very specific level (How is the teaching profession conceived in the LLE program?). All of the above in order to generate analysis categories that allow us to understand the contextual framework of the surveyed population.

a) Profession

The word *profession* comes from the Latin root *profession*, -onis, which means action and effect of professing (Online Etymological Dictionary: https://www.etymonline.com/word/profession#etymonline_v_2625). From this etymological point of view, the term *profession* encloses in itself an idea of disinterest, since professing does not only mean exercising a knowledge or a skill, but also believing or publicly confessing a belief. In this way, there are different meanings in the common use of this concept, the first one refers to the employment; the second one refers to the protest or public confession of something. In this section we will focus on the first connotation.

The profession concept has evolved over time. For example, in ancient Hebrew texts, the word *profession* was used "in relation to priestly functions, business in service of the king or a royal official" (Fernández, J. 2001. pg.24). Now, it is important to say that it is during and after industrialization that the profession concept acquires the current meaning.

In the nineteenth century, some theorists considered the professions as organisms that would replace traditional society to establish a new social order. For example, Weber, (1901), argues that the profession was linked to the Christian tradition: "the type of education favored by the religious atmosphere of the home community and the parental home, have determined

the choice of occupation, and through it the professional career.” (pg.6). Actually, professions were not related to businesses, rather to "a particular attitude toward one's occupation, no matter what that occupation may be." (pg.141).

Furthermore, due to all the modifications of the social organization made by the industrial revolution, highly specialized professional tasks are encouraged. Hence, the conception of “professional” as a product of the transformations produced by industrialization was very common at the beginning of the 20th century.

By the 1930s, an occupation was already differentiated from the status of profession. The latter was achieved when a type of activity was acquired with controlled training and there was submission to rules of conduct among the members. In the fifties, the profession was related to an ethical obligation (Fernández, J. 2001).

By the 1960s and 1980s, if there was an organized society and a set of specific knowledge, one could speak of profession. That is to say, in order for an activity to be considered as a profession, a series of steps had to be fulfilled: first, work must become an occupation of integral time; second, there must be schools for the training of new professionals; third, professional profiles must be defined and defended; fourth, the profession must be regulated; and fifth, a code of ethics must be adopted (Fernández, J. 2001).

In these circumstances, it was sought to protect the “true professionals” from the “amateurs”. This was made taking into account the functionalist paradigm¹ "whose objective is the

¹ Olano, E. U. (2008) makes a brief review of the paradigms that Sociology has made about professions: Functionalist, Interactionist and Neo-Weberian. The author proposes a fourth: Theory of complexity.

functionality and the characteristics of the role played by the professions in the social bodies (...) Also, this paradigm tries to give a global and coherent interpretation of the professions by taking into account the place that they occupy in the social division of the work. At the same time, it examines the genesis of the professional groups "(Barrón, C. 2011. pg. 162). In this way, Cleaves (1985) (Cited in: Fernández, J. 2001. pg.27) makes a very important contribution when arguing that "professions are occupations that require specialized knowledge, high-level educational training, control about the content of work, self-organization, self-regulation, altruism, spirit of service to the community and high ethical standards. " Since the nineties, in the framework of globalization, professions have been modified because of technology, even making new ones appear.

In this line, although the concept of profession is transformed over time, it is vital, when trying to define it, to understand aspects such as national conditions, technological advances, international policies, communications, labor markets and the requirements. In general terms, the profession has been defined as an occupation that monopolizes a series of private activities on the basis of a large body of knowledge, which allows those who perform it a considerable freedom of action and that has important social consequences. However, throughout this historical review, Fernández, J. (2001) takes up several common elements to label an activity as a profession:

- high-level educational training
- organizational structure
- link with power structures
- status
- continuous updating

- search for autonomy

Now, and taking into account all the above, one question arises, is teaching considered a profession?

b) Teaching Profession

In this section, we will summarize the discussions that have been given around teaching as a profession.

To start with, authors like Runté, R. (1995) assure that it is wrong to consider teaching as a profession. According to him, teachers are debating on the wrong question, which obviously leads to incorrect answers. In this way, Runté proposes to focus on important topics for teaching "by redefining the issue as one of maintaining and extending teacher autonomy, rather than the spurious question of whether teaching is a profession". Thus, there is a critique of the traits of the model of profession, based on the Structuralism. These traits are (1) skill based on abstract knowledge; (2) provision for training and education, usually associated with a university; (3) certification based on competition testing; (4) formal organization; (5) adherence to a code of conduct; and (6) altruistic service. Runté, R. (1995) assures that these trait models are not valid professions, much less with teaching, because 1) "they had no theoretical basis", 2) "They have a circular reasoning", 3) "there is nothing in the model which explains why these traits are important "and 4)" the traits themselves were never defined ". In spite of everything, the author accepts that these "trait models continue to be an important aspect of professional ideology". However, Runté proposes that "We must stop worrying about unimportant issues of status and focus instead on the real and present danger of deskilling".

From another perspective, many studies focus on justifying that teaching is a semi-profession (Enguita, M. F. (1990), Pérez, F. (1998), Tenorth, H. E. (1988) Lawn, M., & Ozga, J. (1988), Ranjard, PG. (1988)). In this order of ideas, Santos Guerra, M. Á. (2001) says that although teaching fulfills the fundamental aspects of professions, it does not enjoy them in full and pure degree (without counting on the dilemma of professionalization and proletarianization). So, to be able to refer to a teacher, Santos Guerra proposes a frame of reference (pg.7) which is summarized below:

1. The teaching profession has exceptional importance.
2. The teaching profession is not non-specific.
3. The teaching profession is exercised in a specific context, temporary space.
4. The teaching profession is defined by characteristics.
5. The teaching profession, in its social performance, must be inspired by values.
6. The teaching profession is dominated by the understanding of the phenomena that cause significant learning.
7. The teaching profession must be subject to public control and evaluation.
8. The teaching profession takes place in an institutional and social framework.
9. The teaching profession is defined as a collegiate service and not of individuals.
10. The teaching profession requires the participation of all the bodies involved in the task.

Now, Mira & López, (1965) explain some characteristic aspects of teaching. They highlight the physical aspect of the teaching profession on the psychic aspects. In this way, teaching is a:

Predominantly psychic work, mixed (spatial and abstract verb), variable, preceptor reactional, which requires, in the first place: great vocation with loving attitude towards others, the ideal formation of the human being and the scientific techniques of education. This is impossible without a previous humanistic attitude and a high degree of sociability. In addition, a plastic or adaptable personality is essential, serene (with perfect emotional control), and tenacious (patience, calm and tolerance). Such conditions deprive the intellectual ones, which are: normal or higher mental level in the three aspects of intellectual functionalism; good physical appearance; good data memory; good phonation and pantomime; discreet or good motor ability. (pg. 67)

As seen, teaching profession has a completely different nature from other professions, which are important at the moment of practicing it. In this section, we do not defend a position, we only describe. However, in our Colombian context, the documents of the Ministry of Education (MEN) label teaching as a "profession" and from a structuralism approach with its respective characteristics already mentioned.

c) Teaching Profession in Colombia

This section provides a general legal and historical framework of the teaching profession in Colombia.

In “Y la escuela se hizo necesaria” (Gallego, A. A. 1995) is shown how in the colonial era the first schools had a strong Catholic influence. Now, from 1822 onwards, some important facts (among many) could be highlighted

- (1822) Creation of the first École Normale in the country (Basic education). The country had 90% illiterate population.
- “Ley 492 de 1893”, which establishes a duration of 5 years of study after primary school to obtain the title of teacher.
- “Ley 39 de 1903” (Ley orgánica de la Educación) in which a national primary education system is established. In addition, secondary school is differentiated and higher education is regulated.
- (1917) There are 28 Écoles Normales in the country with 1228 students. 56% population was illiterate.
- (1936-1940) The country works on the modernization of education through movements such as the "Enfoque escuela activa" and "Enfoque escuela experimental".²

Now, the country begins to think much more intensively about teacher training (that is, teacher professionalization) between the 60s and 70s. The education and society are questioned, this in accordance with global progressive movements. In other words, in the words of Cardona, A. & Llano, F. (2018) “*se asoman los cuestionamientos sobre la autonomía intelectual de los maestros y los procesos de formación.*” [questions about the intellectual autonomy of teachers and the training processes loom] (pg. 282). In this way, different movements such as Marxism, “movimiento magisterial”, “tecnología de educativa” and “sociología de la educación” began to be involved in the discussion (pg. 227). Hence, the following moments regarding the teaching profession in Colombia can be highlighted between the 70s and 80s:

² Most of these legal events are based on the presentation “History of teacher education in Colombia”, available on: <http://scm.org.co/wp-content/uploads/2018/01/Historia-de-la-formaci%C3%B3n-docente.compressed.pdf>

- “Ley 43 de 1975”, which nationalizes primary and secondary. Faculties of education and pedagogy are also created in public and private universities. These Faculties of education have 3 curricular models: 1) Teacher training in various disciplines, 2) Programs with 2 or 3 areas of specialization and 3) Pure degrees in only one area.
- High school level requirement to be a teacher.
- Emergence of the “movimiento pedagógico” (new socio-educational discourse) in which a re-dimensioning of the country's educational problems is made. This movement was an important antecedent to some of the concepts that inspired the “Ley general de 1994.”

From 1990 onwards, the teaching profession began to be approached in a much more intense way as the country's political-economic situation changed: *“La globalización económica, el neoliberalismo y los TLC, remecieron el sistema educativo colombiano que debía prepararse para competir en lo técnico y lo tecnológico”* [Economic globalization, neoliberalism and FTAs shook Colombian educational system that had to prepare to compete in technical and technological aspects]” (Cardona, A. & Llano, F. 2018, pg. 279). Thus, the following moments can be highlighted.

- Within the framework of the political constitution of 1991, the “Ley general de Educación” arises. It raises the reform of the models of teacher training. The “Sistema Nacional de Formación de Educadores” is created.
- “Ley 30 de 1992”: the public service of higher education is organized. The “Decreto 272 de 1998” and “3012 de 1997” were first-rate references for the proposal of teacher training.
- Creation of the “1st. Ten-year education plan 1996-2005”.

- Creation of the “2nd. Ten-year education plan 2006-2016”. Some of its main goals are professionalization of teaching and training.
- “Decreto 4790 de 2008”: regulates supplementary training for Écoles Normales. In addition, it asks to include in the PEI (Institutional Educational Project) the following pedagogical principles: educability, teachability, pedagogy and contexts.
- “Resolución 5443 de 2010”: Defines specific quality characteristics of education programs within the framework of quality conditions.
- “Resolución 2041 de 2016”: Establishes quality characteristics of the programs to renewalment, obtaintion or modification of the “registro calificado”.

Now, how is all this historical and legal framework integrated in the educational programs of the University of Valle (Specially in LLE)?

d) Teaching Profession at Univalle (LLE program)

The University of Valle is an institution located in Cali-Colombia. Since it is a public institution, it is governed by the state foundations for higher education set in the “Ley 30 de 1992” and “La Ley 115 de 1994”. In this order of ideas, the University of the Valle assumes and delegates the functions of the “Consejo Superior Universitario” (Acuerdo 004 de 1996) and, recognizing its public nature, elaborates its Institutional Educational Plan (according to “artículo 73 de la Ley 115”), set forth in the “Acuerdo 001 Consejo Superior del 2002”. In addition, this institution specifies in the “Acuerdo 009 de 2000” the educational principles that all the undergraduate programs offered must take into account: “formación integral, flexibilidad curricular e innovación pedagógica y curricular y, por criterios de calidad, pertinencia y eficiencia” [integral training, flexibility in the curriculum and pedagogical and curricular innovation, and for quality, relevance and efficiency criteria] (See: Article 2). The

*Licenciatura en lenguas extranjeras con énfasis en inglés y en francés*³, within all this legal and contextual framework, has had an Educational Project of the Program (now on, PEP) since 2011.

i) Training ideal

Based on the “Decreto 272 de 1998”, from which the Faculty of Humanities based its basic principles to guide education programs (PEP. Pg. 9)⁴, LLE creates its Educational Project of the Program, according to which “*responde a la misión de la Escuela de Ciencias del Lenguaje (...)*” [responds to the mission of the School of Language Sciences (...)] (PEP. pg. 10). the next figure shows, in a synthesized way, the components of the LLE’s PEP.

³ This program, which is part of the School of Language Sciences (Faculty of Humanities), was initially called “Lenguas Modernas”. In response to the requirements of the Ministry of National Education (embodied in the “Decreto 272 de 199”) the “Programa de Licenciatura en Lenguas Extranjeras (Inglés-Francés)” (Code: 3263) is created . But it is from 2017 that the program makes the current restructuring in its denomination and curricular structure (Code: 3267) thus meeting, on the one hand, the requirements of MEN (embodied in the “Resolución 02041 de 2016”) and, on the other hand, the permanent self-evaluation process derived from High Quality Accreditation. Taking all of the above into account, we realize that the people, objects of study in this work, are part of the “last two moments” of the program. Thus, in the following paragraphs, we proceed to make a detailed analysis of the objectives, occupational and professional profiles and curricula of both programs and relate them to the final conclusions.

⁴ The correct reference of this document is *Lager, E. et al. (2014)*. However, since this document was used many times in our research, we decided to use the acronym “PEP” when referring to it within the text.

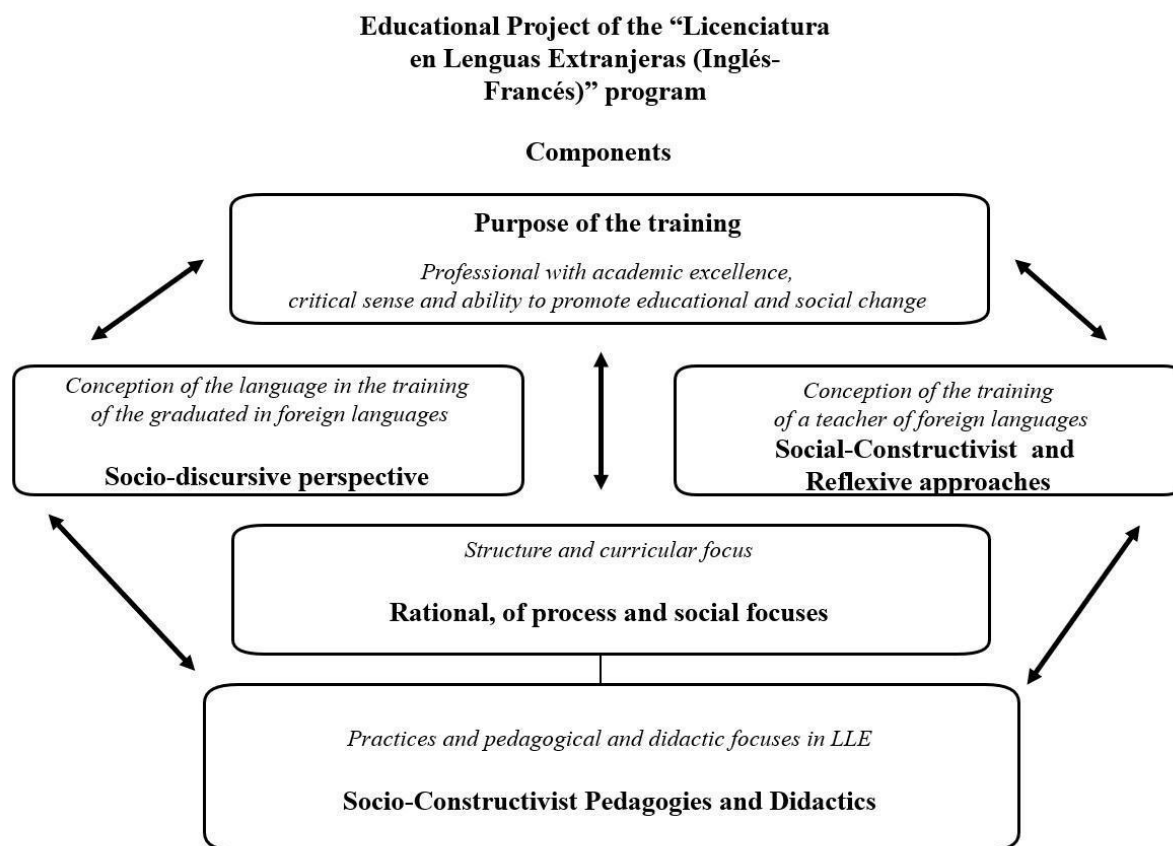


Figure 2 Educational Project of the LLE program (3263). It was translated from Spanish based on the Figura 1 of the PEP (pg. 11).

In this line, we proceed to analyze the objectives of LLE program.

(1) Objectives of LLE

In this general section and specific objectives (of both 3263 and 3267 programs) are exposed.

In order to proceed to make a comparison regarding the pedagogical conception that are reflected in them.

Therefore, on the one hand, the following table sets out the general objectives of both programs⁵:

⁵ LLE program had to be reformed to meet new government provisions, therefore there are currently “two programs”. Nevertheless, and despite their curricular adjustments, the essence of the program remained the same (as it is going to be exposed).

Table 1
General objectives of both 3263 and 3267 programs

Program	General Objective
(3263) Bachelor in Foreign Languages Education (English-French)	The main objective of this program is to train a Bachelor of Foreign Languages (English-French). It is sought him/her to be an independent and creative integral professional who can give an adequate orientation in foreign languages in secondary education, with a social vision of language, knowledgeable about the educational reality of our country, who carry out his/her academic activity with critical awareness, commitment ethical as a person, with respect and tolerance for the ideas of others.
(3267) Bachelor in Foreign Languages Education with emphasis in English and French	Train a Bachelor of Foreign Languages with an emphasis in English and French, who is a autonomous and creative integral professional, who can teach these two languages in basic secondary education and secondary education, who is a linguistic and cultural mediator with a social vision of languages and cultures, who knows the educational reality of our country and who carries out his/her academic activity with critical awareness and ethical commitment.

Note: Own translation.

As can be seen, there are no major differences between the two general objectives. Both propose, for example, integrality, autonomy, creativity, linguistic mediation and social awareness as characteristics that guide the program. That is, in general terms, both programs highlight, in terms of a pedagogical concept, the social impact. There are also two main

differences: the first one is that in the 3267 program the “respect and tolerance for the ideas of others” is omitted, the second one is that in 3267 program the cultural and linguistic mediation is added as an important aspect of the student/alumnus.

On the other hand, the following table illustrates the specific objectives of the two programs:

Table 2
Specific objectives of both 3263 and 3267 programs

Program	Specific Objectives
(3263) Bachelor in Foreign Languages Education (English-French)	• Develop in the student a communicative competence in English and French, in a way that allows him/her to understand not only the structure, functioning and function of languages at all levels (phonetic, phonological, morphological, syntactic, semantic, pragmatic and discursive), but also employ both languages as a means of communication and can therefore approach the teaching and learning of languages in a conscious and systematic way. • Develop in the student a basic comprehensive socio-cultural competence (individual, society, culture, literature, history, etc.) typical of both the mother tongue and foreign languages. • Develop in the student a pedagogical competence that allows him to detect, analyze and adequately solve the problems that are presented to him/her, use the means at his disposal to carry out his/her work, including the new technologies, and be aware of the differences in the learning capacity of the students. • Develop investigative skills and competences that allow him/her to investigate, reflect and discuss

problems related to the pedagogical description of foreign languages and disciplinary areas.

- Develop organizational skills and competences that allow him/her not only to actively participate in institutional educational projects, but also contribute to design development projects in foreign languages, at all levels.

(3267) Bachelor in Foreign Languages Education with emphasis in English and French

- Develop in the students a basic comprehensive socio-cultural competence (individual, society, culture, literature, history, etc.) typical of both foreign languages and the mother tongue.
 - Develop a communicative competence in English and French, which allows the future graduated not to only understand the structure, functioning and function of languages at all levels (phonetic, phonological, morphological, syntactic, semantic, pragmatic and discursive), but also use both languages as a means of communication; and who can also approach the teaching and learning of languages in a conscious and systematic way.
 - Develop a pedagogical and didactic competence that allows him/her to detect, analyze and adequately solve the problems that arise, using the means available to carry out his/her work, including technological resources and to be aware of differences in the learning capacity of the students.
 - Develop investigative skills and competences that allow him/her to investigate, reflect and discuss problems related to the teaching of foreign languages and other disciplinary knowledge.
-

- Develop organizational skills and competences that allow him/her not only to actively participate in institutional educational projects, but also to contribute to design development projects for the teaching and learning of foreign languages.

Note: Own translation.

As can be seen, both programs express their specific objectives in terms of the professional skills that a language graduated must develop. However, those objectives are generally the same, that is, both programs seek to develop

- a socio-cultural competence,
- a communicative competence in English and French,
- a pedagogical and didactic competence,
- skills and research competences,
- and skills and organizational competences.

Therefore, in general terms, both programs, in accordance with the general objectives, seek to highlight the social and humanistic impact that a language graduated must carry.

(2) Alumnus' profile

In this section, the professional and occupational profiles (of both programs 3263 and 3267) are exposed in order to make a comparison regarding the pedagogical conception reflected in them.

On the one hand, the following table shows the professional profiles of the two programs:

Table 3
Professional profiles of both 3263 and 3267 programs

Program	Professional profile
(3263) Bachelor in Foreign Languages Education (English-French)	Student of the Bachelor will have theoretical, conceptual, investigative and practical training that will allow them to access postgraduate programs in the areas of Language Sciences or other related fields, both nationally and internationally. Previous experiences demonstrate the high level of commitment and academic performance achieved by some of our graduates who have undertaken studies at other universities in the country and abroad.
(3267) Bachelor in Foreign Languages Education with emphasis in English and French	The training offered by the Academic Program allows its graduates to promote the development of reflective, critical and investigative habits that allow them to think about their environment (social, economic, political, academic), in such a way that they manage to place their knowledge in front of the local and international contexts and take a position and intervene in processes that have to do with their professional performance. Training in the Program will also allow them to continue their postgraduate training in the areas of Language Sciences or other related areas.

Note: Own translation

As can be seen, both programs coincide in training a professional who can carry out postgraduate studies in areas related to language sciences, which, according to the PEP.

“corresponde al principio de fomentar en el estudiante la capacidad de ‘aprender a aprender’ que aparece como propósito de formación en el Acuerdo 009 de 2000” [corresponds to the principle of fostering in the student the ability to ‘learn to learn’ that appears as a training purpose in Acuerdo 009 of 2000] (pg. 12). The difference lies in the 3267 program that, in addition to the above, highlights the impact on the social, economic, academic and political processes that the professional graduate in foreign languages will have.

On the other hand, the following table shows the occupational profiles of the two programs:

Table 4
Occupational profiles of both 3263 and 3267 programs

Program	Occupational profile
(3263) Bachelor in Foreign Languages Education (English- French)	Regarding the possibilities of occupational performance, in addition to teaching, the alumnus of the degree will be able to assume responsibilities of direction and design of academic programs in the educational sector. Likewise, he/she will be able to occupy positions in which the handling of foreign languages is essential and can serve as an advisor to projects of various kinds. The program seeks to develop in students the ability to build for themselves a life project and to base a personal (and community) vision of the world, of society and of the discipline itself with a sense of responsibility so that their professional activity is founded on ethical principles. The development of reflective, critical and investigative habits, proposed in the program, will allow him/her to think about his/her environment (social, economic,

political, academic), in such a way that him/her can position his/her knowledge in front of local and universal contexts, take a position and intervene in the processes that have to do with their professional performance, displaying their imaginative, aesthetic, playful and physical capacities.

(3267) Bachelor in Foreign Languages Education with emphasis in English and French

Alumni of the Academic Program may:

- Work in teaching foreign languages in basic secondary and middle education.
- Design academic programs, foreign language area plans, collaborative or interdisciplinary research projects aimed at solving educational problems.
- Exercise functions related to management or consulting in the area of foreign languages.
- Participate critically and informedly in the development of language policies in their context.

Note: Own translation

As it can be verified, both programs expose four main fields in which the graduates of the programs could endeavor, namely:

- Foreign language teaching,
- Design of academic programs,
- Advice in the area of foreign languages
- Participation in language policies.

Of course, the previous occupational profiles appear explicitly in the 3267 program. Now, the fundamental difference is that the 3263 program includes social, economic, political, and

academic aspects within these occupational profiles (see the last two paragraphs) while this, as we saw, the 3267 program included in the professional profile. In any case, both programs highlight the work, humanistic, social and academic of the graduate professional.

ii) Conceptual approach of LLE

In this section the theoretical bases that guide and support the training of the LLE program are exposed. However, all the information below is based on the provisions of the most recent PEP (2014. Chapter II. pg. 15-29). The PEP that will serve as a guide for the new resolution (3267) is under construction.

Thus, for the construction of the conceptual approach to LLE, two main bases of the program are taken into account (PEP):

- Professionalization of education (pg. 15-24)
- Disciplinary emphasis on the study of languages and foreign cultures (pg. 24-29)

Regarding the first base, it can be said that two main approaches are highly influential: social constructivism and the reflexive approach. With social constructivism, satisfying three social dimensions of learning is sought: “*el desarrollo de identidad social, el constructivismo social y la ciencia de la acción*” [the development of social identity, social constructivism and the science of action] (PEP. 2014. Pg. 20). With the reflective approach, what is sought is the teacher's awareness of the cognitive and social dimension of their profession so that they are competent professionals and can reflect when working (pg. 21). Now, the PEP is clear in insisting that “*La primacía de los modelos constructivistas y sociales y la concepción de un docente reflexivo no excluyen la presencia de otras visiones de prácticas tradicionales (...)*”

[The primacy of constructivist and social models and the conception of a reflective teacher do not exclude the presence of other visions of traditional practices (...)](pg. 22).

Taking all of the above into account, the PEP proposes five essential elements that each graduate, as a future teacher, must have, namely (pg. 23-24):

- the knowledge of languages and cultures that he/she is going to teach,
- general communication skills and proficiency in English and French,
- knowledge of general pedagogy and the teaching of foreign languages,
- knowledge of the educational context and the curriculum
- and knowledge and skills of inquiry, problem solving and decision making.

Now, regarding the second base (Disciplinary emphasis in the study of foreign languages and cultures), the PEP begins by proposing a socio-discursive perspective of language that *“permite a los estudiantes una aproximación al lenguaje como objeto de estudio”* [allows students an approach to language as an object of study] (pg. 26). To achieve this, the following five levels of language study are proposed (pg. 27):

- formal or logical-structural,
- historical,
- sociolinguistic,
- intercultural
- and psycholinguistic.

Taking into account that the teaching of foreign languages is what is sought in the graduate of the LLE program, it is vital that these five levels can be appropriately and, above all, successfully applied in teaching through “Applied Linguistics” and the “Didactics of languages” (pg. 29).

At this point a great question arises: how are all these elements exposed in the ideal of training and conceptual approach reflected in the curricular mesh, in a substantive way?

iii) Focus and Curricular Curricular Grid of LLE

In this section we expose, first, the curricular mesh of both programs, second, we define what elements exposed in the training ideal and conceptual approach are reflected in these to finally make a comparison.

The study plan of the 3263 program (from the 2011 cohort to the 2016 cohort) is the following:

MALLA CURRICULAR PROGRAMA DE LICENCIATURA EN LENGUAS EXTRANJERAS A PARTIR DE LA COHORTE 2011										
AREAS	I	II	III	IV	V	VI	VII	VIII	IX	X
Inglés 36 créditos (20418A-M) 4	Habilidades Integradas en Inglés I (20418A-M)	Habilidades Integradas en Inglés II (204185M)	Habilidades Integradas en Inglés III (204186M)	Habilidades Integradas en Inglés IV (204187M)	Tipol. Disc. Orales Inglés V (204194)	Tipol. Disc. Escritas Inglés VI (204195M)	Composición Inglés VII (204196M)	Literatura Inglés VIII (204197M)	Literatura Inglés IX (204191M)	
Francés 36 créditos (204201M)	Habilidades Integradas en Francés I (204201M)	Habilidades Integradas en Francés II (204202M)	Habilidades Integradas en Francés III (204203M)	Habilidades Integradas en Francés IV (204204M)	Tipol. Disc. Orales Inglés V (204205M)	Tipol. Disc. Escritas Francés VI (204206M)	Composición Francés VII (204207M)	Literatura Francés VIII (204208M)	Literatura Francés IX (204209M)	
Electiva prof. (Inglés francés) 18 créditos	*	*		*	*		*			*
Lengua Materna 12 créditos (204241M)	Lenguaje y Creatividad (204241M)	Composición en Español I (204243M)	Composición en Español II (204244M)				Sem. Enseñanza del Español (204251M) 3			
Fundamentos Lingüísticos 18 créditos (204245M)	Introducción al estudio del lenguaje (204245M)	Fonología y Morfología (204246M)	Sintaxis y Semántica (204247M)	Análisis Del Discurso (204248M) 3 Psicolingüística (204250M) 3	Socioling. (204249M) 3					
Pedagogía Didáctica 24 créditos			Sem. de Pedagogía I (204180M) 3		Sem. de Pedag. II (204181M) 3	Sem. Ling. Aplicada (204219M) 3	Didáctica Lenguas Exl. I (204220M) 3	Did. Leng. Extranjeras II (204221M) 3	Introducc. Práctica Docente (204222M) 3 Sem. Pedag. III (204182M)	Práctica Docente (204223M) 3
Investigación 15 créditos						Investigación en el aula I (204224M) 3	Investigación en el aula II (204225M) 3	Seminario Investigac. (204226M) 3	Seminario Trabajo de Grado (204227M) 3	Trabajo de Grado (204228M) 3
Electivas Comp. 12 créditos		*		*		*				*
TOTAL CREDITOS 171	17	20	17	20	17	17	20	17	14	12

Figure 3 Study Plan of LLE (3263)

Taking into account the column "AREAS" and what is stated in the PEP (pg. 38-46), it can be seen that it is structured in four axes of training:

- Foreign languages (English-French)
- Pedagogy and didactics
- Research

- Linguistics and mother tongue

In addition, these four axes are complemented, under the characteristic of curricular flexibility required by the MEN, by a series of subjects of "professional electives" and "complementary electives". All of the above for a total of 171 “créditos”. Summarizing, the following figure is obtained:

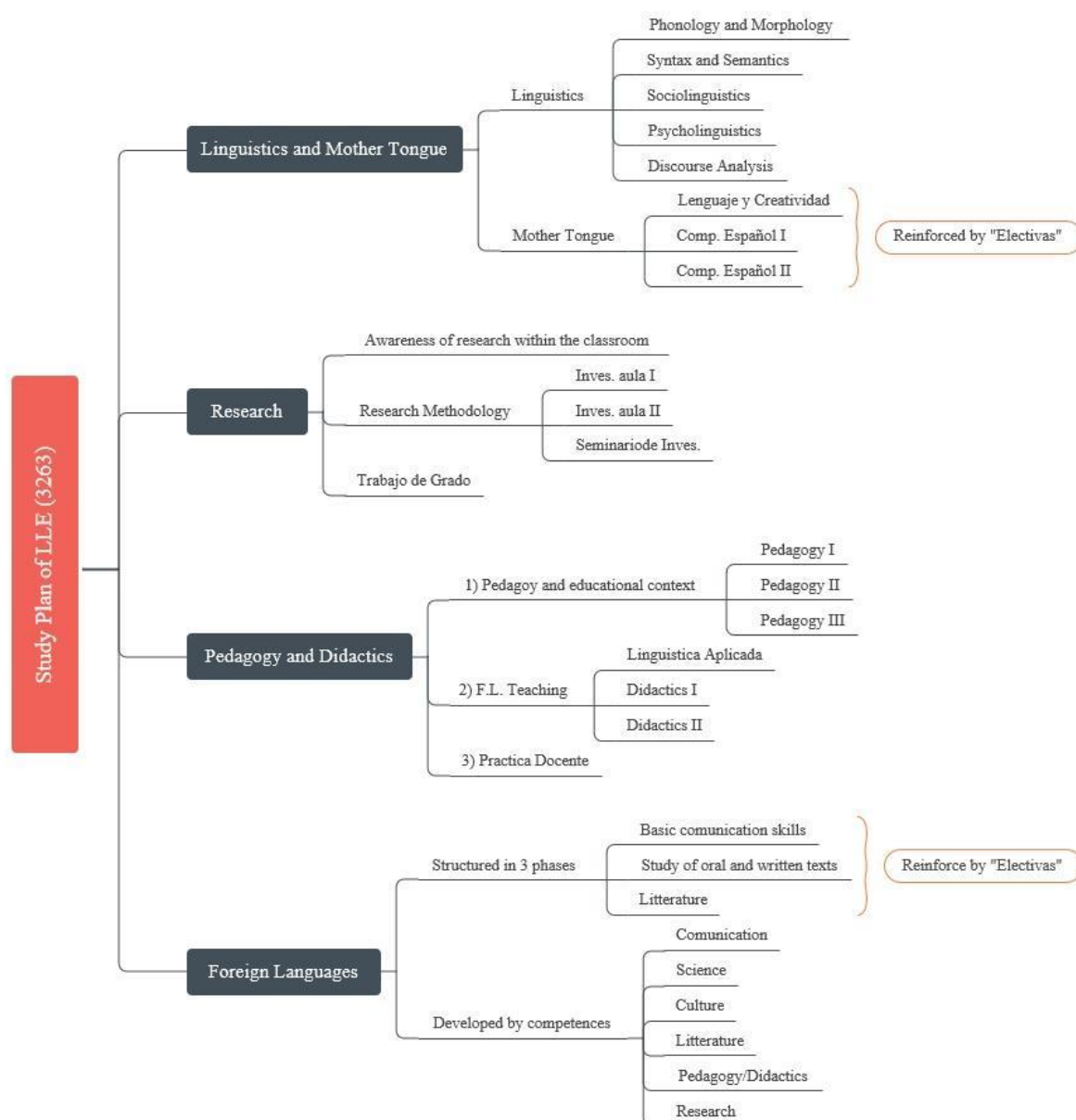


Figure 4 Elements of the Study Plan of LLE (3263). This figure was based on the information given by the PEP (pg. 38-46).

Now, the Study Plan of the 3267 program is exposed below:

MALLA CURRICULAR PROGRAMA DE LICENCIATURA EN LENGUAS EXTRANJERAS CON ÉFASIS EN INGLÉS Y EN FRANCÉS (3263)											
COMPONENTES		I	II	III	IV	V	VI	VII	VIII	IX	X
Fundamentos generales		Géneros Acad. Orales y escritos I 3	Géneros Acad. Orales y escritos II 3								
Saberes específicos y disciplinarios	Inglés	Habilidades Integradas en Inglés I 4	Habilidades Integradas en Inglés II 4	Habilidades Integradas en Inglés III 4	Habilidades Integradas en Inglés IV 4	Géneros Discurs. Orales Inglés V 4	Géneros Discurs. Escrit. Inglés VI 4	Composición Inglés VII 4	Literatura Inglés VIII 4	Literatura Inglés IX 4	
	Francés	Habilidades Integradas en Francés I 4	Habilidades Integradas en Francés II 4	Habilidades Integradas en Francés III 4	Habilidades Integradas en Francés IV 4	Géneros Discurs. Orales Francés V 4	Géneros Discurs. Escrit. Francés VI 4	Composición Francés VII 4	Literatura Francés VIII 4	Literatura Francés IX 4	
	Electiva prof. (Inglés francés)	* 3	* 3	* 3	* 3					* 3	* 3
	Fundamentos Lingüísticos	Introducción al estudio del lenguaje 3	Fonología y Morfología 3	Sintaxis y Semántica 3							
Pedagogía y Ciencias de la Educación					Sem. de Pedagogía I 3	Sem. de Pedag. II 3	Investigación en el aula I 3	Investigación en el aula II 3	Sem. Pedag. III 3		
							Educ. para el Biling. y la Multicult. 3				
Didáctica de las disciplinas					Socioling. para la Enseñanza de L.E. 3	Pragm. y Análisis del Disc. para la Enseñanza de L.E. 3	Pptos. Adquis. de leng. para la Enseñanza de L.E. 3	Sem. Ling. Aplicada 3	Didáctica Enseñanza L.E. I 3	Didáctica Enseñanza L.E. II 3	Semin. Práctica Doc. II, L.E. Práctica Doc. II, L.E. 3
Electivas Comp.		* 3				* 3		* 3			* 3
TOTAL CREDITOS 168		20	17	17	17	17	17	17	17	17	12

Figure 5 Study Plan of LLE (3267)

Taking into account the first columns of the previous figure, it can be seen that it is structured in four training axes:

- General foundations
- Specific and disciplinary knowledge
- Pedagogy and educational science
- Didactics of the disciplines

Furthermore, as in the case of 3263, they are reinforced with "complementary electives" and "professional electives". All of the above for a total of 168 credits.

In general terms, it can be said, that the study plan of 3267 preserves relatively the four axes of formation of 3263's. For example, the axis "Foreign languages (English-French)" is developed with many similarities in study plan of 3267, that is, in the approach to these languages, the structure of the three phases is preserved (basic communication skills, study of oral/written texts and literature). Now, the difference, according to our point of view, lies in two essential things: the order of the seminars and their focus. For example, when one looks at the study plan of 3263, the first pedagogical/didactic seminar is given in the 3rd semester with "Seminar of Pedagogy I", but in the study plan of 3267 this is given with the course "Sociolinguistics for the teaching of FL", therefore, there is a change in the order of the seminars. In addition, it changes the focus because sociolinguistics in 3263 was part of the component of linguistic foundations, while in 3267 it is part of the didactic component of the disciplines (note how in 3267 pedagogy and didactics are separated as two different components).

Now, in the present work we do not dare to make an in-depth analysis of why each change occurs, what we are interested in understanding here, and that is related to the objective of our research, are the following aspects:

- Both study plans retain the social-constructivist and humanistic approaches in order to have an integral teacher training.
- Both meshes keep didactics and pedagogy as axes of training and they are introduced for the first time in the third semester.
- Both study plans retain the communicative approach in the philosophical conception of language.
- Both study plans complement the training process with two “*estrategias formativas tranverselases en licenciatura*” [transversal training strategies in Bachelor's degree]: pedagogical practice and research practice (PEP. 2014, pg. 38), and this is introduced in the sixth semester.
- At the time of the application of our survey, on the one hand, the cohorts 2015 (ninth semester) and 2016 (seventh semester) are under the 3263 resolution , therefore both cohorts have a strong background in the four axes of training; On the other hand, the cohorts 2017 (fifth semester), 2018 (third semester) and 2019 (first semester) are under the 3267 resolution , therefore, in none of the cohorts have they worked with “*estrategias formativas tranverselases en licenciatura*” [transversal training strategies in Bachelor's degree]: pedagogical practice and research practice. Furthermore, in general, only the 2017 and 2018 cohorts have been immersed in the pedagogical/didactic components.

2) Theoretical Framework

From this framework, we proceed to explore different types of concepts that will be important when analyzing the information obtained, generating conclusions and being able to fulfill the main objective of this research. In this way, our theoretical framework is enriched by two theoretical sources: Social Psychology and Teaching Theory (Teaching Approaches). Although it is true that both sources have no relationship in terms of their theoretical structures and objects of study, both are enriching in order to successfully achieve the general objective of this research. Hence, in order to describe the perceptions of Foreign Languages Students at Universidad del Valle towards the teaching profession, we need, on the one hand, to know what a perception is, what it involves and implies (this is answered by Social Psychology); and, on the other hand, we need to know what concepts and categories "teaching" may involve (this is answered by the study of *Teaching Approaches*).

a) Social Psychology

When Weber, M. (1949) tells us that "All knowledge of cultural reality, as may be seen, is always knowledge from particular points of view." (pg. 38), he is actually reminding us that a society cannot be limited to a merely geographical conception, but that it is vital to understand it as an entity that influences each of its members in very intimate ways.

Wanting to understand the power that society has over each of its members, the Social Psychology emerged at the beginning of the 20th century. Colman, A. & Jones, E. (1996) define it as "the study of the nature, functions and phenomena of social behaviour and of the mental experience of individuals in social contexts." (pg. 797). From another perspective, DeLamater, J., & Ward, A. (2006) define it as "the study of the interface between these two sets of phenomena, the nature and causes of human social behavior (...)" and then they continue by giving the core concerns of social psychology:

- “the impact of one individual on another
- the impact of a group on its individual members
- the impact of individuals on the groups in which they participate, and
- the impact of one group on another” (preface xi).

In any case, in general terms, it could be said that Social Psychology implies the study of the behavior of an individual taking into account two points of references: Intrapersonal phenomena (behavior of an individual against his/her own self) and Extrapersonal Phenomena (behavior of an individual versus others). Hence, García, V. (2008) proposes three main components to understand the individual in a society: Social Structure, Social Cognition and Social Perception. These components will be extremely important for understanding the why of a perception.

i) Social Structure

García, V. (2008) explains that social structure is, in general terms, *“la configuración de la organización interna de cualquier grupo social, caracterizado por la suma total de las relaciones que los miembros del grupo mantienen entre sí y con el grupo mismo.”* [the configuration of the internal organization of any social group. characterized by the sum total of the relations that the members of the group maintain among themselves and with the group itself] (pg. 16-17). The author then proceeds to divide the social structure taking into account two types of approaches: culture and social groups. Both complement each other: The first tries to explore the beliefs and customs of a society throughout history; the second tries to explore how and why a society is subdivided into groups. For the purposes of our work, we will delve into the second approach and take three subgroups worked by García, V. (2008, pg. 17-21): status, role and prestige.

(1) Status

It is a basic element of the social structure that gives the individual a social identity vis-à-vis the people around him/her. Based on the definition that various sociological dictionaries give about “status”, García, V. (2008) proposes to understand that there is a dominant status that marks the social identity of the individual. This dominant status results from the conflict or complementation of two sociological types of status: assigned status and acquired status. The first refers to the extrinsic characteristics that mark the social position that the individual will have and, therefore, do not depend on him/her (ethnic group, country of origin, name); the second refers to the social position that the individual achieves thanks to his/her own efforts and which, in general, are closely related to the profession. Furthermore, it is this second type of status that most marks the person's dominant status.

(2) Role

García, V. (2008, pg 19) argues that in every social structure there are members of various statuses, some of higher rank and others of lesser, and each status has its role, that is, a certain behavior in the presence of others. From this perspective, it is possible to say that a role is the substantive action of status.

(3) Prestige

Regarding this point, García, V. (2008) insists that this is not a characteristic that will remain forever because it could be lost or diminished if the individual does not correctly assume the role that corresponds to status. Now, this author makes a clear difference between two types of prestige: social and professional. The author proposes the following characteristics that allow people to evaluate the prestige of a profession:

- Remuneration.
- Academic preparation.

- Responsibility q.
- The nature of professional tasks.
- The time necessary to master the profession.
- The authority of whoever exercises the profession.
- The membership of the occupation or profession to a certain social class.
- The intrinsic interest provided by the task.
- The degree of originality, initiative or own ideas that the activity requires in
- instead of simple strength or routine. (pg. 21)

ii) Social Cognition, Social Representations

For a long time, it was thought that knowledge depended solely on the perceiving individual. Social psychology insist that this knowledge is strongly influenced by society, hence the concept of social cognition was born. In this regard, Bodenhausen, G. V. et al (2003) argue that "Social cognition refers to the cognitive structures and processes that shape our understanding of social situations and that mediate our behavioral reactions to them." and they explain that with this tool it is possible to explore how society plays a fundamental role in the behavior of individuals: "The central task of social cognition research is thus to provide a specification of the nature of these mental structures and the processes that operate on them." (pg. 257). In addition to the above, Howard, J. A., & Renfrow, D. G. (2006) explain the following: "we use social cognition to refer to structures of knowledge, the interpersonal processes of knowledge creation and dissemination (including the encoding, storage, retrieval, and activation of social information), the actual content of this knowledge, and the shaping of each of these aspects of cognition by social forces." (pg. 260)

Now, García, V. (2008) argues that there are three mental structures that make up social cognition, which allow to explain the behavior of an individual: a) social representations, b) schemas and c) exemplars. For our work we will delve much deeper into the first.

Thus, for this author, social representations allows

a relationship with the world and with others; understand the processes that facilitate interpretation, the construction of reality, the cognitive phenomena that provide affective, normative and practical elements that organize social communication, and finally constitute a form of expression that reflects individual and social identities (pg. 24)⁶.

As for how a social representation is constructed, the author argues the following reasons:

- there is a purely cognitive activity,
- there are significant aspects of representative activity
- and there is a form of discourse (pg. 24)

Finally, García, V. (2008) explains that there are two dimensions in which social representations move: information and attitude. The first refers to the series of knowledge that the individual has of what he/she is observing. The second refers to how the person acts against what is observed.

iii) Social Perception

The concept of perception has been widely discussed by many theorists. Forgas (1972) describe perception like a total process, where thought and learning are part of a perceptual

⁶ Own translation.

subset. In the same way, Alvaro & Garrido (2004) depict perception as a process in which the perceiver constructs an anticipatory information scheme, which allows him/her to contrast the stimulus and accept or reject it. However, Lindsay & Norman (1977) describe perception as the process by which organisms interpret and organize sensation to produce a meaningful experience of the world. In other words, it could be said that people relate different factors that are around them with the purpose of producing a meaning about an object, person or context.

Complementing the previous points, and from a social perspective approach, García, V. (2008) explains that when an individual is in relation with others, he/she takes an image out of them. This is when the author talks about *social perception* and says that it involves a series of categories that insist on “*mostrarnos cómo cada día nos enfrentamos a acciones y situaciones que nos dicen algo sobre los demás o sobre nosotros mismos, y a la vez cómo individuos hacemos un esfuerzo por comprender o adaptarnos a dichas acciones y situaciones*” [showing us how every day we face actions and situations that tell us something about others or about ourselves, and at the same time how we, as individuals, make an effort to understand or adapt to these actions and situations] (pg. 30).

Now, when the individual is perceiving, he/she is not exempt from a series of factors associated with himself. García, V. (2008) explains that these are *factors associated with the perceiver*:

- Expectations
- Familiarity
- Motivations (pg. 31)

Next, a short definition of each of the above factors is given, making a special emphasis on "Motivations", which we consider can give us greater categories in order to develop the main objective of this work.

(1) Expectations

White. N & Marin. N. (1990) define expectations as a perception that occurs in advance in the person's mind taking into account his/her past and present experiences in order to know the future results or consequences of a certain event. Complementing, Buiza, B. & Caicedo W. (2011) define expectations as "The perspective or desire of probability that a possible event or result will occur in the future, the desire is key since the individual wishes that such event or result will be given in a certain time" (pg. 31).

(2) Familiarity

DeLamater, J., & Ward, A. (Eds.). (2006) explain that "familiarity is often referred to as 'the most basic principle of attraction' "(pg. 342). This is the reason why García, V. (2008) argues that familiarity is a very influencing factor when an individual is receiving someone or something. In this way we proceed to tend to perceive in a much more positive way what we already know much more deeply.

(3) Motivation

Morris (1997) (In García, V. 2008) compares motivation with an internal force/desire that, through certain stimuli, makes the individual orient himself/herself towards a certain behavior. However, psychologists currently classify motivation in primary and secondary. The primary ones are those that satisfy the basic needs of the human beings. Secondary ones are those that do not help the conservation of the human beings and therefore can be learned. García, V. (2008) classifies secondary motivations as follows:

- Individual motivations

- Scouting motivation
- Control motivation
- Knowledge motivation
- Truth motivation
- Self-esteem defense motivation,
- Social motivations
 - Achievement motivation
 - Motivation of intimacy
 - Affiliation motivation
 - Power motivation (pg. 39-40).

Now, when we talk about the motivations that promote an individual to choose a professional career, in social psychology we talk about three types of motivations: intrinsic, extrinsic, altruistic. Bergmark, U explains these motivations (2018):

“Extrinsic motives involve aspects not inherent in the immediate work, such as salary, status, and working conditions. Intrinsic motives encompass inherent aspects, relating to the meaning of teaching and the passion for teaching, subject knowledge and expertise. Altruistic motives entail perceptions of teaching as a valuable and important profession and the desires to support children’s development and to make a difference in society.” (pg. 1)

b) Teaching Approaches

The field of education has been a subject of study for a long time. How to teach? why to teach? what for? Those have been the most frequently asked questions when analyzing teaching profession. It is from these doubts that Teaching Approaches are born. For authors such as Ocaña, AO (2013), Teaching Approaches are quite difficult to define because each

one “(...) has its foundation in the psychological learning process, sociological, communicative, ecological or epistemological approaches (...)” (pg. 7). Now, Blanco, A. M., & Quitora, L. C. (2000) propose that teaching approaches can be easily understood because they manage to answer, in a general way, these five questions:

- "What is the ideal of the 'well-educated' person that the teacher is trying to train?
- Through what or with what methodological strategies?
- With what specific educational content and experiences?
- What rhythms or levels should the training process take?
- Who directs the training process and who does it focus on?" (pg. 2)

Taking all of the above into account, one thing can be concluded and that is that there are as many pedagogical approaches as there are ways of thinking of humanity throughout history⁷. For this reason, we will present, in general, some pedagogical approaches and their characteristics.

i) Cognitive

Ocaña, AO (2013) explains that during and after such important historical events as the Second World War, the cognitive paradigm in psychology was very important and had many advances. In this movement, these authors can be highlighted “J. Bruner, D. Ausubel, R. Sternberg, R. Glaser”(pg. 17). Blanco, AM, & Quitora, LC (2000) highlight the work of Jean Piaget since the cognitive model “(...) has as an educational goal that each individual access, progressive and sequentially, to the stage of intellectual development, according to the needs and conditions of each one.” (pg. 6). Furthermore, in this model “what matters is not the

⁷ Authors like Ocaña, A. O. (2013) began to propose new perspectives of pedagogical approaches taking into account the new technologies (see: pg. 82-94).

result of the learning process in terms of behaviors achieved and demonstrated, but the qualitative indicators that allow us to infer about the knowledge structures and the mental processes that generate them” (pg. 6). Therefore, the role of the teacher is aimed at taking into account the level of development and the cognitive process of the students.

ii) Progressist / Constructivist

Blanco, A. M., & Quitora, L. C. (2000) state that progressivism is based on pragmatism since “(...) *cada experiencia social es esencialmente educativa.*” [(...) every social experience is essentially educational.] (pg. 6). Furthermore, these authors propose five essential objectives of this approach:

- School must prepare for life.
- Therefore, nature and life itself must be studied [contents].
- It starts from the simple and concrete towards the complex and abstract [sequencing].
- Primacy is given to the subject and his experimentation [method].
- Teaching resources allow manipulation and experimentation [teaching resources]

(pg. 6-7)

iii) Romantic

Pedagogical romanticism starts from the intimate interests of the students. Therefore, “the student's particular interest becomes the method and, at the same time, the goal of education. Therefore, the romantic teacher has an anti-authoritarian spirit and individual freedom is the goal: he/she is a friend devoid of authority.” (Universidad Santo Tomás, n.d.). From this it can be said that approaches like transmissionism, or any approach that attempts against the desire of the student, is questioned. The following figure summarizes the principle characteristics of this approach:

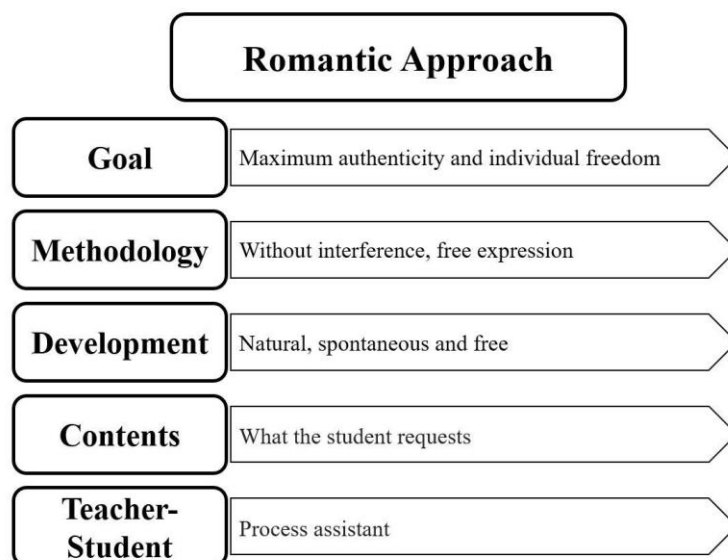


Figure 6 Romantic Approach. Based on Universidad Santo Tomas (n.d.)

iv) Social (Critical-Radical)

Critical pedagogy is based on critical thinking raised by members of the Frankfurt school. So, this thinking addressed issues such as racism, violence, exclusion, racial prejudice, and segregation policies. In any case, what was sought was “(...) a change in the nature of capitalism and a critical analysis of different forms of domination.” (Echeverri Sucerquia, PG. A. et al, 2014, pg. 171). Among the most important intellectuals of this movement we can find Theodor Adorno, Herbert Marcuse, Erich Fromm and Walter Benjamín.

Thus, taking into account that from a critical perspective the political question has a great weight, critical pedagogy, according to Blanco, AM, & Quitora, LC (2000), is concerned, on the one hand, with power structures in the daily school life and; on the other hand, it looks for teachers who motivate critical thinking in their students to transform society. In other words, the role of the teacher should seek to question the political nature of public education. Freire (2018) used the term “banking approach” to describe a kind of education in which the student is just a receptor of the knowledge that teacher has. This author expresses: “The more students work at storing the deposits entrusted to them, the less they develop the critical

consciousness which would result from their intervention in the world as transformers of that world” (pg, 73).

However, Echeverri Sucerquia, PA et al (2014) warn that this pedagogical model is not only a 20th century issue because “(...) technological development and particularly the influence of the internet and telecommunications have created new conventions of domination , oppression and dependency, which have generated in some critical researchers the need to redirect their work.” Therefore, “an education in L2, with an agenda like these, implies, among other things, that teachers take up the teaching of languages as an opportunity to address social, cultural and political issues.” (pg. 171-172)

v) Transmissionist

This approach has its historical bases from the industrial revolution, in which specializing knowledge by areas was extremely important. Regarding the psychological bases, authors such as Pavlov and Skinner are of vital importance since they propose behaviorism as the basis for teaching, therefore, from this perspective “(...) learning is considered as the result of stimulus-response schemes, through operant conditioning, which is expressed in observable behaviors programmed at the teacher's will in the so-called cognitive, affective and psychomotor objectives.” (Universidad Santo Tomás. n.d). The following figure summarizes the principle characteristics of this approach:

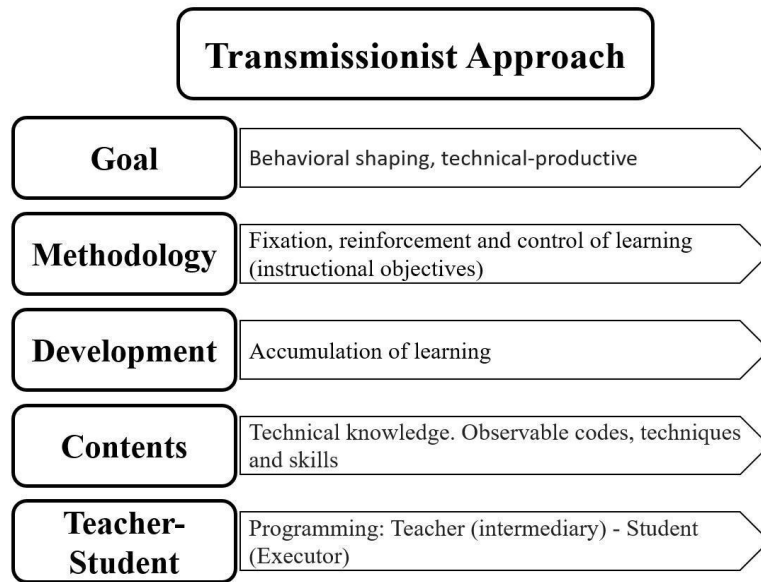


Figure 7 Transmissionist Approach. Based on Universidad Santo Tomas(n.d.

VI. Methodology

In this chapter, we will explain how this research was conducted in terms of a) Type of investigation, b) Contextual Framework and c) Instruments of Recollection.

1) Type of Study

Taking into account that we analyzed the perceptions of the students towards teaching profession, it is convenient to use a qualitative paradigm. By using this focus we try to make all our analysis from a holistic perspective. Sampieri, et al (2010) remark a series of characteristics of the qualitative paradigm, however, all of them have in common this:

Every individual, group or social system has a unique way of seeing the world and understanding situations and events, which is built by the unconscious, transmitted by others and by experience, and through research, we must try to understand it in its context. (pg. 9)

There are different research approaches in which we could obtain many advantages. However, taking into account that our object of study are the students, it seems appropriate to use the case study since it is the analysis of a set of unique cases in different contexts. The data collection of the students interviewed will be done in different semesters, which allows us to talk about different contexts. In this line, the *case study* allows us to obtain real experiences in order to analyze how they manifest, look for properties and characteristics in them.

This type of research includes the study, use and collection of empirical materials, case study, personal experience, introspective, life story, texts, observational, historical, describing the habitual and problematic moments and the meanings in the lives of individuals (Vasilachis de Gialdino, 2006).

2) Contextual Framework

This research took place at the University of Valle (Cali-Colombia). The participants were conformed by students enrolled in the foreign languages program (1st, 3rd, 5th, 7th and 9th semesters of the I-2019 academic period. Those students must be up to date with the LLE's syllabus. The reason for this was to see what was the actual effect of the syllabus' program in students. This research report had 92 participants.⁸

3) Data Collection Instruments

In our research we will use the survey, in Spanish, as the main instrument of recollection (Annex 1).

The document *Metodología para llevar a cabo una encuesta* [Methodology for conducting a survey] (de Monterrey, T. 2005) proposes seven steps to take into account when carrying out a survey:

⁸ Al momento de realizar la recolección de datos, los programas 3263 y 3267 tenían un total de (----) estudiantes matriculados. Sin embargo, no el 100% de estos estudiantes estaban al día en la malla curricular y resultaba muy difícil dar una cifra exacta de quienes SÍ se encontraban en esa situación. De esta manera, en esta investigación el único criterio que se tuvo para saber si un participante estaba al día en la malla curricular del programa fue si él o ella se identificaba con ese estado.

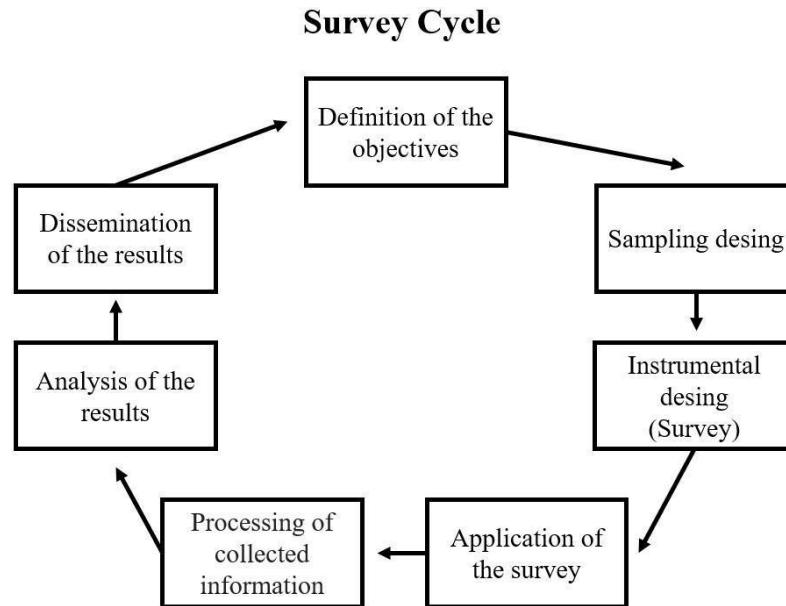


Figure 8 Survey Cycle. Based on Metodología para llevar a cabo una encuesta [Methodology for conducting a survey] (de Monterrey, T. 2005, pg. 1)

In terms of the definition of the objectives, our survey tried to satisfy the main objective by answering the specific objectives.

In terms of the sampling design, our survey was responded only by students who are up to date with the LLE's curricular mesh (92 responses were received).

In terms of the design, this survey was structured in 3 main sections that aimed to satisfy the specific objectives of the study:

1. Demographic information
2. Teaching experience
3. Perception towards teaching
 - a. Motivation
 - i. Initial motivation
 - ii. Has this motivation change during L.E?

- iii. Motivational experiences for choosing L.E
- b. What is teaching?
- c. Perception towards teaching profession
 - i. Initial perception
 - ii. Has this perception change during L.E?
 - iii. Do you want to become a teacher?

As can be seen, the “Perception towards teaching” section was subdivided into “motivations”, “definition of teaching” and “perception towards teaching”. This was done to have a much more complete picture of each respondent's perception, since the perception is something that is constructed by social experiences. Therefore, it is in this section that open questions provided us with much more qualitative information.

Finally, the application of the survey was online (using Google Forms) from august 15th 2019 until august 31st 2019. This final survey was the result of a pilot that was answered by 10 people (two students from each cohort) the very week before the real application for further adjustments.

Privacy and confidentiality terms

Regarding privacy, preservation of confidentiality and data collection:

1. The personal data collected from participants throughout this work is confidential. Pseudonyms were used, if at some point it was necessary to cite examples of responses provided by the survey participants. They were created taking into account their cohort and the order in which the response was received, thus maintaining their anonymity. Thus, for example, if it is said “*Respondent 1708*” it means that this

person is part of the 2017 cohort and that his/her answer (within those of the same cohort) was located in position number 8 of the list at the time of receiving it.

2. The responses obtained in the compilation process were used for academic purposes, fundamental component for our project, as well as for the self-evaluation process of quality Re-accreditation of the Bachelor's program in foreign languages with emphasis on English-French.
3. Participants were notified of the preservation, confidentiality and the purpose of the data collection before beginning the survey.

VII. Results

In this chapter, the results of the survey are exposed, first, by summarizing all the data obtained (Discussion: general results) and, second, by cohorts. In order to do so, the responses (both by cohorts and in general) are explored taking into account three main aspects: 1) Demographic information (such as numbers of participants by cohorts, gender, educational level and teaching experience, before and during the program), 2) Motivation, in two different phases: initial (M1) and final (M2), and 3) Perception towards teaching. The latter is developed in three aspects as well: meaning of “teaching”, perception and attitude towards the teaching profession, that is, does the respondent want to become a teacher? The final report of the data obtained in this research is presented in the next chapter.

1) Discussion: General results

In order to have a broader depiction of this perception, background factors such as *motivation* and *influence* were taken into account. A group of students completed an online survey through Google Docs (from the cohort 2015 to 2019). All respondents self-reported that they had not fallen behind on their curriculum pacing according to the classes they were supposed to have already taken.

The results showed two main conclusions closely intertwined. The *first one* is that, in general terms, LLE students, when perceiving the teaching profession, have a vivid awareness of, its *implications of high expectations* (i.e. teaching is demanding, difficult, or is seen as a vocation with a large workload, etc.) as well as its *social, humanistic and emotional implications* (i.e teaching helps to contribute and transform the society through the study of human values and feelings). However, LLE students also recognized that those characteristics are not valued by society in both ,economically and social prestige terms. The

second conclusion let us know that this perception was influenced by two main factors: 1) some *previous experiences* related to teaching, such as having a teacher in the family, being inspired by a teacher at school, etc. 2) *LLE program*: this influence was notoriously important. That is, respondents showed a transformation of their perceptions of what teaching is (in general, from a transmissionist scope to a social-constructivist one) which has a huge correlation with the conceptual approach exposed in LLE's PEP: Social-Constructivism. Furthermore, respondents' motivations for enrolling in LLE program went from non-teaching-related-purposes (to travel, to learn many languages, to have a better future) to more consistent purposes with the aim of the program which is to educate foreign languages teachers. The more time respondents have advanced in the syllabus, the more they want to become foreign languages teachers.

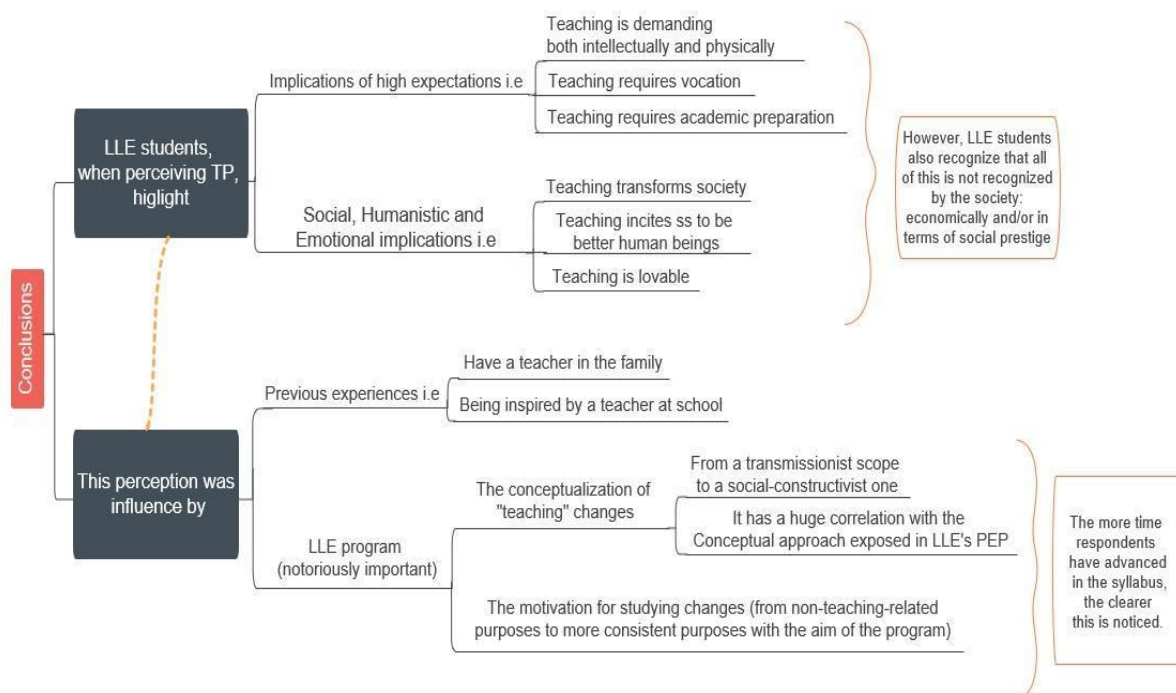


Figure 9 Conclusions of general results (Discussion)

The reasons of these results are developed in the next sections.

a) Demographic information

The survey was answered by 92 respondents from different cohorts, which are currently active. 33.6% of the total population (31 people) belongs to the 2015 cohort. 13.3% (12 people) belongs to the 2016 cohort. The remaining 52.8%, is divided into three more cohorts. 10.8% (10 people) of the students belong to the 2017 cohort, 18.4% (17 people) belong to the 2018 cohort. Finally, 23.9% (22 people) belong to the 2019 cohort.

Table 5
General table: Demographic information

Cat.	Number of participants			Gender			Educational Background			
Cohort	P	G.P	F	M	N.B	Mujer	N.U.	T.PG. P	T.P	B.D
2015	31	33.6%	22	8	--	1	14	5	2	10
2016	12	13.3%	9	3	--	--	8	2	1	1
2017	10	10.8%	6	4	--	--	8	--	--	2
2018	17	18.4%	11	5	1	--	13	2	--	2
2019	22	23.9%	13	9	--	--	15	4	--	3
Total	92	100%	61	29	1	1	58	13	3	18
%	--	--	66.3%	31.5%	1.1%	1.1%	63.0%	14.1%	3.26%	19.5%

Note: **P:** Participants, **G.P:** General percentage, **Gender:** **F:**Female, **M:** Male, **N.B:** Non -binary, **Educational Background:** **N.U:** Not Undergraduate, **PG.T.P:** Professional Technical Program, **T.P** :Technological Program, **B.D:** Bachelor's Degree.

To carry out the demographic section, the entire surveyed population was taken into account.

In the analysis it can be seen that it is divided into four categories.

- 66.3% (61 people) of the surveyed population self-rated as female.

- 31.5% (29 people) of the surveyed population self-identified as male.
- 1.1% (1 person) of the surveyed population self-identified as “Mujer” [Woman]. Another 1.1% (1 person) self-identified as “Non-binary”. It is important to highlight that these two categories were created by students.

63% of the surveyed population (58 people) stated that they had not an undergraduate degree, while 19.5% of the population (18 people) stated that they have attained a bachelor's degree.

14.1% of population (13 people) had degrees related to professional technical programs and only 3.26% (3 people) people had degrees related to technological programs. Among these technical, technological and professional degrees, we find that only five educational backgrounds were related to teaching: 2015 cohort: “Bachelor degree of Philosophy”, “Bachelor degree of Popular Education”, “English teaching and didactics ” and “English teaching events”; 2016 cohort: “English training ”.

At the time of inquiring if the surveyed community had received any type of additional training before enrolling in the program, the responses were variable. When classifying them, a determining pattern was frequently repeated. For example, a significant part of the population claims to have taken English courses at different private institutions. In addition to taking virtual courses in Languages, Theater, Gastronomy, Tourism, Chemistry, Physics, Mathematics, among other subjects related to basic secondary education.

In terms of teaching experience, more than half of the surveyed population (59.8% of the respondents referring to 55 people) expressed not having teaching experience before enrolling the program. However, 40.3% of the respondents (37 people) said they had experience (either formal or informal) before starting LLE (table 6). From this, it was discovered that twenty-two people had an experience of less than a year; ten people had an experience of 1 to 3 years and five people had experience more than 3 years. A relation was

found between having had teaching experience before starting LLE and those with a relative degree in teaching. In addition, most of the people (23 people) from these previous teaching experiences were related to the teaching or tutoring foreign languages also other fields such as Math, Chemistry, Physics, etc.

Table 6
General table: Experience before enrolling in LLE program

Cat.	Type of experience		Time of experience			Population			Areas	
Cohort	Formal	Informal	D.A	-1 year	1-3 years	+3 years	Kids	Teens	Adults	Ped. Other
2015	13	18		8	4	1	8	7	5	11 2
2016	5	7		3	--	2	3	3	2	3 2
2017	1	9		1	--	--	1	1	--	1 1
2018	7	10		5	2	--	5	4	2	4 2
2019	11	11		5	4	2	7	5	2	4 7
Total	37	55		22	10	5	24	20	11	23 14
%	40.3%	59.7%		59.4%	27.0%	13.6%	64.8%	54.0%	29.7%	62.1% 37.9%

Note: **Type of experience:** Formal or informal, **D.A:** Does not apply. **Areas: Ped:** Pedagogy.

When the 92 survey participants were asked if they had had formal or informal experience as teachers during the training in the program, the number grew significantly since fifty-two people answered affirmatively (table 7). As in the experiences prior to the start of LLE, out of these fifty-two people, thirty-one said they had less than a year of experience, fourteen people rated that range from 1 to 3 years of experience and eight people choose more than 3 years. Most of them (45 people) had experienced teaching a language (mainly English). In terms of population they taught mostly to young people (71.1%), 57.6% to children and 44,2% to adults. Regarding the type of work experience, since they were able to choose more than one option, the majority of the respondents (thirty-eight people) stated that they had

taught in private classes; thirty people who claimed to have worked in private institutions, nine people who argued that they taught in public institutions, followed by a small population of seven people who taught in non-governmental organizations.

Table 7
General table: Experience during the program

Cat.	Type of experience		Time of experience			Population			Areas	Labor field				
Cohort	For. Inf.	N.A	-1 year	1-3 years	+3 years	Kids	Teens	Adults	F.L	Other	Priv Inst	Public Inst	Priv. Class	NGO
2015	28	3	11	10	7	18	21	15	26	2	18	6	21	4
2016	9	3	6	2	1	7	6	2	8	1	5	1	7	2
2017	6	4	6	--	--	3	5	2	5	1	2	1	3	--
2018	7	10	6	1	--	1	4	3	5	2	3	--	6	1
2019	2	20	2	--	--	1	1	1	1	1	2	1	1	--
Total	52	40	31	14	8	30	37	23	45	7	30	9	38	7
%	56.5 %	43.5 %	59.6 %	26.9 %	15.3 %	57.6 %	71.1 %	44.2 %	86.5 %	13.4 %	57.6 %	17.3 %	73.0 %	13.4 %

Note: **F.L:**Foreign Language, **Priv.Inst:** Private Institution, **Public Inst:** Public Institution, **Priv.Class:**Private Classes, **NGO:** Non Governmental Organization

In this way, it was found that more than half of the respondents have had teaching experiences (before and, especially, during the LLE program) mainly in subjects related to the teaching of a language, in private institutions and/or private classes.

b) Motivation

i) Initial motivation (M1)

Regarding the motivation to start LLE program, it was possible to identify that 74 people were classified into the intrinsic category, 13 people were classified into the extrinsic category and 5 people were classified into the altruistic category. This is related to the

document "Perceptions and attitudes of students for the teaching profession" (Saks, K., Soosaar, R. and Ilves, H. 2016) which guarantees that, in general, the intrinsic motivation or category is the most notorious for enrolling in a college career. From a general perspective, the following *Categories of Motivation*⁹ were found.

Altruistic motivation:

- Interest in contributing to society.

Extrinsic motivations:

- Experience in the field of education
- Instrumental vision of language
- Interculturality
- Interest in travelling
- Suggestion by acquaintance
- To use L.E in order to enroll in another career

Intrinsic motivations:

- Interest in foreign languages
- Interest in Linguistics
- Interest in teaching
- Interest in Translation-Interpretation

Therefore, it is obtained that:

⁹ These *Categories of Motivation* are defined in Annex 2. Categories are the groups into which students' responses can be classified.

Table 8
General table: Scale of the Categories of Motivation for M1

Category of Motivation	Number of responses											
	2015	%	2016	%	2017	%	2018	%	2019	%	Total	%
Intrinsic Motivation												
Interest in foreign languages	19	61	8	66	9	90	10	58	16	72	60	65%
Interest in teaching	3	9	4	33	3	30	5	29	4	18	18	19%
Interest in Translation- Interpretation	4	12	4	33	2	20	--	--	1	4	11	11%
Interest in linguistics	--	--	--	--	--	--	--	--	2	9	2	2.1%
Extrinsic Motivation												
Instrumental vision of language	4	12	1	8	1	10	--	--	2	9	8	8.6%
Interculturality	1	3	--	--	2	20	--	--	1	4	4	4.3%
Interest in travelling	3	9	--	--	--	--	--	--	--	--	3	3.2%
To use L.E in order to enroll in another career	--	--	--	--	2	20	--	--	1	4	3	3.2%
Experience in the field of education	--	--	--	--	--	--	1	5	1	4	2	2.1%
Suggestion by acquaintance	1	3	--	--	--	--	--	--	1	4	2	2.1%
Altruistic Motivation												
Interest in contributing to society	--	--	--	--	2	20	1	5	--	--	3	3.2%

More than half of the population, having the opportunity to choose more than one option, leaned towards more than one of the motivation categories. To simplify the following table, it is necessary to emphasize that it was found eleven initial categories, in which 60 people were initially interested in foreign languages. For example, the respondent 1709 said: “*Me*

encantan las lenguas extranjeras, y tengo ciertas habilidades que me permiten aprenderlo” , that is, this person loves foreign languages and feels to have certain skills to learn it; or the respondent 1812 claimed to have a personal interest in learning other languages: “*Interés personal en aprender otros idiomas*”. In second place, we have interest in teaching, 18 respondents have similar responses for these examples, respondent 1612 said to have interest in teaching and helping people: “ *Mi interés por enseñar y ayudar a las personas*”; or respondent 1906 who expressed an explicit willing to become a teacher: “Quiero ser docente”. In third place, there were 11 responses related to interest in translation-interpretation. In this category, many of respondents use foreign languages to complement their interest in translation- interpretation. For example, 1611 said to like interpretation: “*Me gusta la interpretación*”.

On the one hand, there is a pattern in the answers based on using the foreign language as a complement to accomplish a personal aim. For example, to travel, as respondent 1514 expressed “*Aprender idiomas y poder viajar*” , that is, to learn languages and have the opportunity to go abroad. Other case, the respondents related languages with interculturality as respondent 1904: “ *Veo las lenguas como un vínculo con otras culturas, que a su vez se relacionan con mi área profesional*”, that is, this persons sees languages as a link with other cultures. Finally, the respondents want to relate foreign languages to others programs , in this case, respondent 1601 expressed the desire to learn foreign languages and then become a translator: “*Aprender idiomas para luego convertirme en traductora*”. Another case, was responded by 1804 who said to like Linguistics and Grammar. Therefore, to study foreign language components was motivation for the study of linguistics components. There is a category called *suggestion by acquaintances*, as the case of respondent 1521, who explained that LLE program was suggestion given by a family member: “ Una sugerencia familiar”. Finally, some respondents use their experiences in the educational field as a

motivating experience to start the program, there were short answers, for example, respondent 1901 said: “*La experiencia que tuve*” [The experience I had].

ii) Has this motivation changed during L.E? (M2)

When respondents were asked if their initial motivation (M1) had changed (M2) during their enrollment in LLE, 75% (69 people) of the surveyed population responded negatively. This percentage refers to sixty-six people over the general population, which is ninety-two people. While 25% (23 people) of the surveyed population answered affirmatively.

By studying these cases in detail, the following *Categories of Motivation* were identified.

Altruistic motivation:

- Interest in contributing to society.
- Frustration regarding (M1)

Extrinsic motivations:

- Instrumental vision of language

Intrinsic motivations:

- Interest in teaching
- Interest in linguistic
- Interest in continuing studying
- Interest in arts

The results obtained are described below:

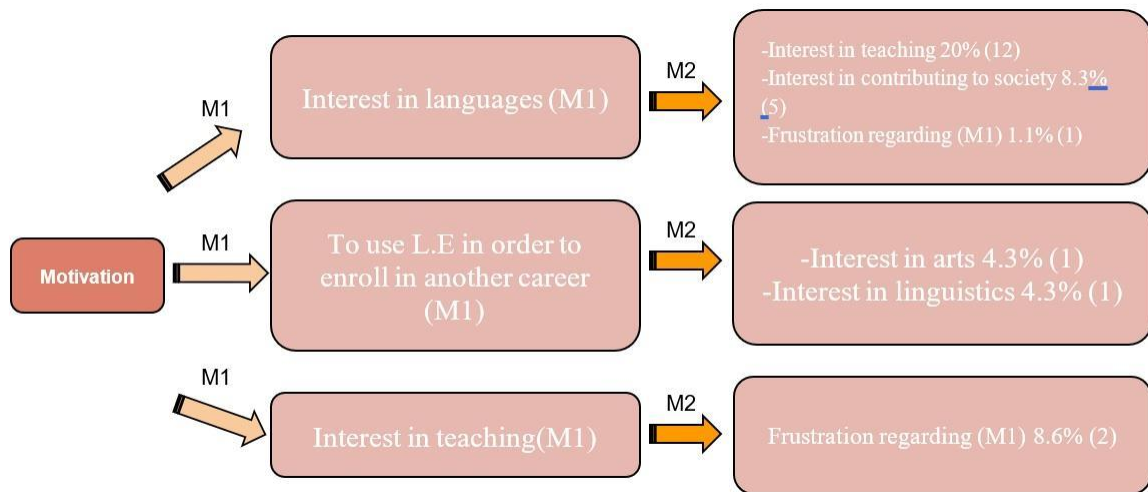


Figure 10 Scale of Categories of Motivation for M2

- There was a significant change in terms of motivation. which had experimented a high growth in both categories: Interest in teaching and contributing to society. As result of this, changes in terms of the nature of motivation are presented, which vary from 73.3% of intrinsic motivations, 23.5% of extrinsic motivations and 3.2% altruistic motivations to 65% of intrinsic motivations, 21.7% altruistic motivations and 8.6% extrinsic.
- It can be said that M2 had a more relevant impact on the older cohorts. In other words, the 2015, 2016, 2017 cohorts presented some changes in their responses by contrast recent cohorts for their short stay in the program. The changes from the initial motivation (M1) to the final motivation (M2) are representative of the 2015-2016 cohorts. At the time of applying our survey, the 2015 cohort was presenting its ninth semester, while the 2016 cohort presented seventh semester, It can be said that these students changed their initial motivation throughout the program, considering that curricular grid provides a series of theoretical, conceptual, research and practical

(didactic) bases for the student to develop skills that can be applied in the educational field.

- It was found that in many cases (22 cases) students presented a slightly wider view of motivation, which made their interest much more constitutive. In other words, respondents developed better their ideas in M2 compared to M1; it is important to highlight that the most significant change in M2 can be observed in the cohort 2015. For example, for respondent 1520, the initial M1 was to learn foreign languages, but in M2 the respondent said: *“La visión de la docencia a creado en mi un gusto por enseñar y cambiar la manera en que se educa en nuestro país, siempre desde una postura crítica.”*, that is, the teaching vision created in this person an interest in changing the education in Colombia, taking into account a critical standpoint. That is, 1520 respondent’s motivation goes from a single category of motivation (Interest in foreign languages) to (Interest in teaching from a critical position and Interest in contributing to society). However, for respondent 1602 M1 was learn foreign languages but it in M2 the respondent said the following: *“Aparte de los idiomas, la lingüística es otra parte de la carrera que me ha gustado mucho”*, that is, apart from languages, linguistics is another part of the career this person likes. In this line, 1602 respondent’s motivation goes from a single category of motivation (Interest in foreign languages) to (Interest in Linguistics).
- There was a particular case where a respondent expressed a perception towards teaching profession in the final motivation (M2). The respondent 1508 expressed that the reasons for being a teacher changed, this respondent initially wanted to be one because of being good at explaining and sharing knowledge with others. However,

this changed since the person expressed the willing to contribute in vulnerable educational sectors¹⁰. In this case, it is observed that respondent 1508's idea is related to the category of interest in teaching in a much more complex way; it is observed that his idea is related to a critical approach to teaching, rather than a final motivation (M2).

- In many responses there were not changes in motivation, most in the recent cohorts where it is not possible to talk about a specific change, due to the short stay in the program. However, in the responses affirmative, there were not radical ideas or certitude about motivation. For example, the respondent 1916 expressed in the M1 just the desire to learn languages: *"Aprender lenguas"*. While in the M2 we can noticed that the respondent has not totally certitude about the answer since this person found a faint passion for Linguistic: *"Ahora encontré una pasión ligera por la lingüística"*.
- In 3 responses *there was no change in motivation*: in two of those 3 responses, they expressed experiences that simply changed their perception in a negative way compared to teaching.¹¹ For example, respondent 1517 expressed in M1 a willing for being a teacher, but in M2 this respondent expressed a change in the teaching perception since this person saw how many teachers were submitted, especially the payment and required workload: *"Mi percepción sobre la docencia cambió al vivir la experiencia en la que muchos docentes son sometidos y sobretodo el pago, para la carga laboral exigida"*. In the other case, the respondent 1506's M1 was a willing for being teacher since childhood, but it goes on to an M2 that was influenced when

¹⁰ Original response: *Cambiaron los motivos para ser docente. Inicialmente quería serlo porque me sentía bien explicando y compartiendo lo que sabía con otros. Ahora, quiero serlo para aportar a la educación de sectores vulnerables, es más por ayudar a otros que por gusto personal (aunque me sigue gustando, ya este no es el foco."*

¹¹ Even so, these respondents expressed that they considered the option of being teachers as a possibility once they finish their degree in foreign languages.

seeing some teachers, especially in French, with dominant attitudes and power abuse in the classroom: “[M1] *Cambió cuando encontré profesores, sobretudo de francés, con actitudes dominantes y de abuso de poder en las aulas; que no investigan, no se han seguido formando y aún así son déspotas en el ejercicio de la enseñanza.*”. Now, in the remaining response (respondent 1501)¹² it is expressed that M1 (Learn languages) could not be satisfied because in the degree in foreign languages since LLE program makes a greater emphasis on teacher training. As noted, 100% of these cases do not really showed a change in motivation, there is simply, in M2, a kind of frustration regarding M1.

Table 9
General table: Scale of Categories of Motivation for M2

Category of Motivation for M2	Number of responses											
	2015	%	2016	%	2017	%	2018	%	2019	%	Total	%
Intrinsic Motivation												
Interest in teaching	5	50 %	2	50 %	3	60 %	1	50 %	1	50 %	12	52.1%
Interest in linguistic	--	--	1	25 %	--	--	1	50 %	--	--	2	8.6%
Interest in arts	--	--	--	--	--	--	--	--	1	50%	1	4.3%
Altruistic Motivation												
Interest in contributing to society	5	50 %	--	--	--	--	--	--	--	--	5	21.7%
Frustration regarding (M1)	3	30	--	--	--	--	--	--	--	--	3	13%
Extrinsic Motivation												

¹² In this case, the respondent did not consider the option of being a teacher once obtaining the university degree.

Instrumental vision of language	1	10 %	--	--	--	--	--	--	--	--	1	4.3%
Interest to continuing studying	1	10 %	--	--	--	--	--	--	--	--	1	4.3%

iii) Motivational experiences for choosing L.E

When respondents were asked if they had had experiences related to teaching profession (such as working, having a teacher in the family, being inspired by someone, etc.) that were reason to enroll in LLE, 46 people answered affirmatively, while 46 other people answered negatively. By studying these open answers in detail, the following *Categories of Motivational Experiences*¹³ were obtained.

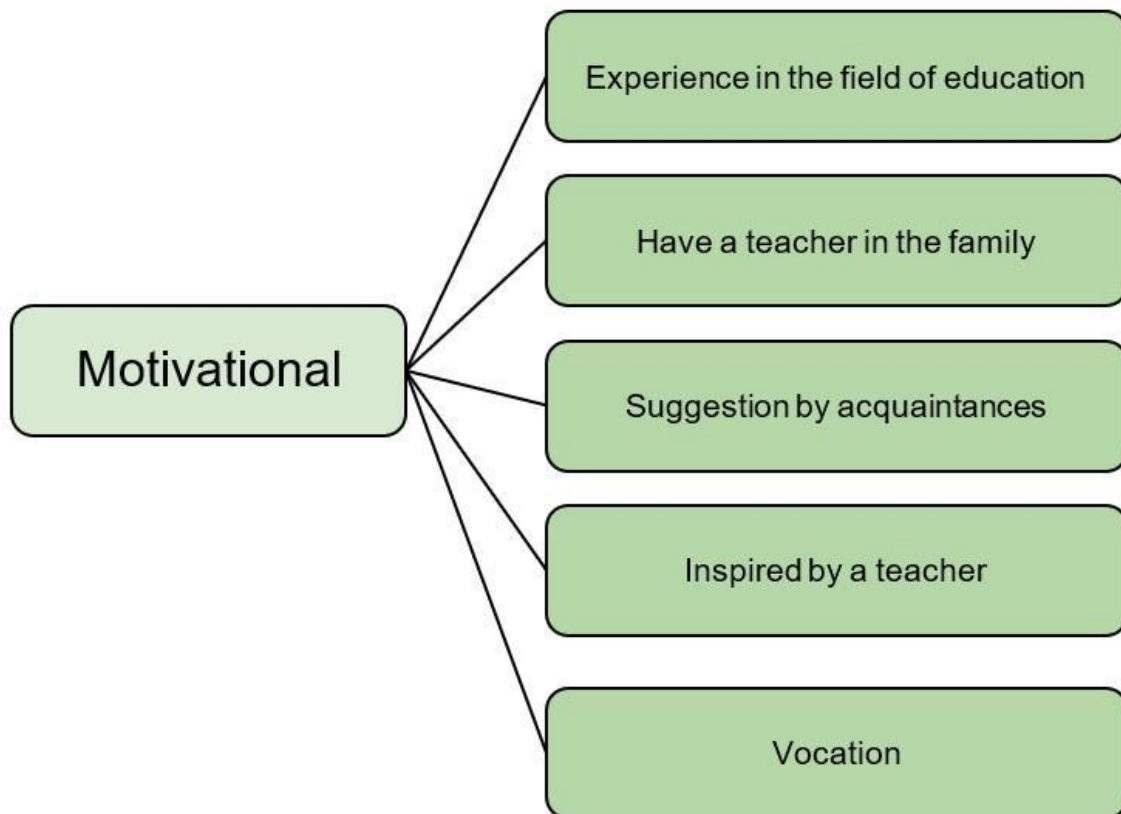


Figure 11 Categories of Motivational Experiences.

¹³ The *Categories of Motivational Experiences*, to find a specific definition of each one of them, see Annex 2..

It was found that in all the responses there was an inclination towards one of the categories of motivational experience, which resulted in the following table:

Table 10

General table: Scale of Categories of Motivational Experiences for enrolling in LLE

Motivational experience	Number of responses											
	2015	%	2016	%	2017	%	2018	%	2019	%	Total	%
Inspired by a teacher	7	46 %	4	66 %	2	100 %	6	50%	6	46%	25	54%
Have a teacher in the family	3	20 %	1	16 %	--	--	4	33%	2	15%	10	21%
Experience in the field of education	3	20 %	1	16 %	--	--	--	--	1	7%	5	10%
Vocation	--		--	--	--	--	2	16%	2	15%	4	8%
Suggestion by acquaintance	2	13 %	--	--	--	--	--	--	2	15%	4	8%

- García, V. (2008) proposes a series of factors that influence the learning process. According to the factor of motivation, the author states that its occurs depending on the level of empathy that the student finds in the teacher, in addition to feeling an attraction with the teaching techniques that shows in the classroom. This is the reason, twenty people highlighted the category "Inspired by a teacher". For example, the respondent 1815 said to have had a patient and loving teacher who was a great influence in enrolling in LLE program: *“La manera en la que enseñaba mi profesora de inglés, con amor paciencia y sobretodo con propósito, me motivó a entrar en la carrera”*.

- On the other hand, the same author explains along the same line, familiarity allows the student perceives in a much more positive way what they already know through an objective vision. In the same order of ideas, 10 people express the category “have a teacher in the family”. For example, respondent 1807 explained that through the feelings her mother felt for her profession, the respondent was motivated to do the same: *“Mi mamá era docente y el amor con el que ella hacía su trabajo me motivó a hacer lo mismo”*. In the 1518 respondent’s case his/her dad and uncle were an inspiration: *“Mi tío y mi papá son docentes y ambos mostraban interés por sus carreras, me gusta como me ayudaban a entender ciertas asignaturas”*. The respondent highlighted the interest of his/her family members in the teaching profession.
- Five people stated that their experiences in the educational field helped them to enrolling in the career. For example, the respondent 1608 explained to have traveled to a rural district and taught the “word of God” to children and young people: *“Viaje a una vereda y enseñaba la palabra de Dios a niños y jóvenes, me gustó la experiencia”*. In this case, the contact was not with foreign languages, however it is related to the pedagogy of teaching in a specific area. Another example, the respondent 1512 expressed to have had teaching experience sin it was a requirement at high school: *“Practica docente como requisito para grado de bachiller (en una institución normalista)”*.
- Four people from the last two cohorts (2018-2019) expressed in their responses that they enrolled in the program because of having “vocation”. The respondent 1912 explained from the intrinsic nature the interest to dedicate all the life to this certain job : *“Descubrí que la enseñanza (independientemente de lo que se enseña) hacía parte de mi proyecto a futuro y sentía que debía servir de esa manera a los demás,*

era el granito de arena que debía contribuir a la sociedad”. The respondent 1802 said that his/her friends always saw his/her vocation to teach: *“Mis amigos siempre vieron mi vocación para enseñar, me gustaría poder llegar a ayudar en la formación de todas las personas que pueda”*.

- While four other people, at the “suggestion of acquaintances”. In this case, it is important to highlight that in four cases the suggestions came in first place from a member of family. For example, in respondent 1910’s case was his/her mother: *“ Mi madre era docente, entonces ella me recomendó la idea”*. Another example, the suggestions came from teachers, the respondent 1802 attributed the interest in a closest teacher : *“Mi profesora de inglés me lo recomendó”*.

c) Perception towards teaching

i) What is teaching?

When the respondents were asked about what teaching meant to them, the answers were classified within a *Teaching Approach*. In this way, we obtained the following:

- Progressist / Constructivist
- Transmissionist
- Cognitive
- Social (Critical- Rational)
- Romantic

Thus, the table below shows how many times each *Teaching Approach* was found in the answers:

Table 11

General table: Scale of Teaching Approaches found when defining “teaching”

Teaching Approach	Number of responses											
	2015	%	2016	%	2017	%	2018	%	2019	%	Total	%
Progressist / Constructivist	14	45	5	41	4	40	2	11	9	40	34	36
Transmissionist	5	16	5	41	2	20	8	47	7	31	28	30
Cognitive	7	22	2	16	2	20	6	35	5	22	22	24
Uncategorized	1	3	--	--	1	10	1	5	1	4	4	4
Social(Critic-Radical)	2	6	--	--	1	10	--	--	--	--	3	3
Romantic	1	3	--	--	--	--	--	--	--	--	1	1

Throughout the results, it is shown that 34 people (36.5%) of the respondents have a progressive vision of teaching. Then, a transmissionist approach were 29 people (30.5%) of the respondents agreed, thirdly a cognitive approach were 22 people (24.2%). In addition to other approaches such as social with 3.2% (3 people) and romantic with 1% with (1 person).

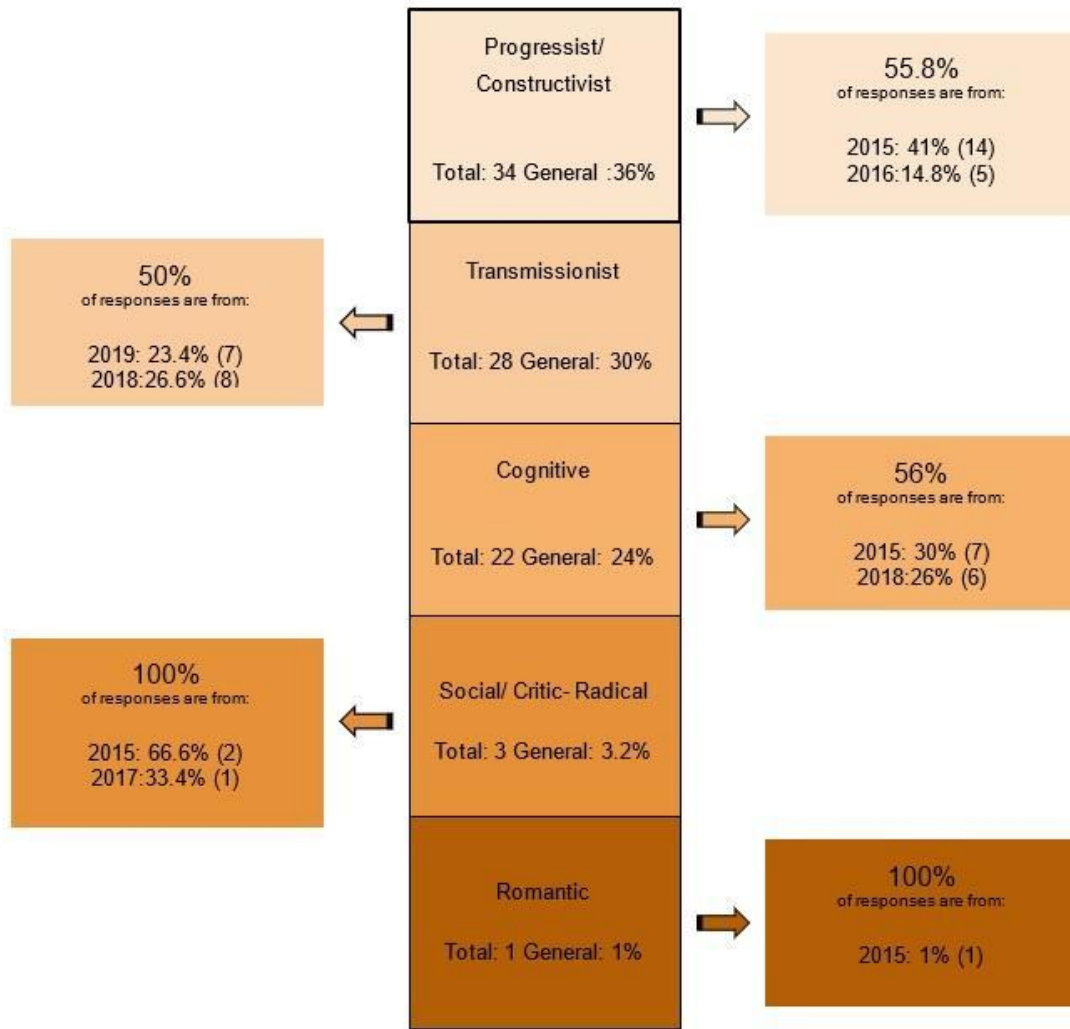


Figure 12 Teaching Approaches found when defining “teaching”

- Taking these results into account, it is observed that throughout the years, there is a constant pattern of change. The most recent cohort (2019) shows a high level of commitment in transmissionist ideas, where they only have an opinion on the role of transmitting knowledge or communicating it. For example, the respondent 1901 just said that teaching was to transmit knowledge: “*Transmitir conocimiento*”. As this example there are more of them in the same cohort and 2018 cohort, for example , the respondent 1814 said: “*Transmitir conocimiento*”, There is a midpoint, which refers to the cognitive approach, which students did not have complex responses that

focus on the transmission of knowledge with an empirical purpose of the same learning process. For example, respondent 1704 made reference to teaching as sharing an acquired knowledge and receiving empirical knowledge through the same teaching process: *“Enseñar es compartir un conocimiento adquirido y recibir un conocimiento empíricos través del mismo proceso de enseñanza”*. While the 2015 cohort show great commitment to the progressive approach which includes how the person contributes actively in the educational field since this one can be critic and participate in the process. For example, 1508 said that teaching was to guide the student to learn something that can be useful in his/her academic and personal life: *“[Enseñar] Es guiar al estudiante para que logre aprender algo que le pueda servir en su vida, tanto académico como personal”*.

- Throughout the program, the PEP proposes that students study a serie of components, which are based on the purpose of the training. In the component of the *Conception of the training of a teacher of foreign language*, a socio-constructivist component can be observed with reflective approaches, which are related to the approach led in Table 11. That is, the students who are in the last semesters present a clearer vision of this approach due to his long stay in the program. However, the PEP is clear when establishing that, although this program is based on a constructivist component, the transmissionist practices were not denied, this is the reason that, transmissionist component is in second place. Only three students were related to the Social (Critical-Radical) approach, but the answer were complex and well-structured. Respondent 1506 claimed that teaching was to assume the responsibility of transforming someone's (student's) life positively or negatively, taking into account a politicizing and democratizing education: *“Enseñar para mi significa asumir la responsabilidad*

de transformar positiva o negativamente la vida de alguien(estudiante).Significa el reto que debe atravesar la interpelación de quien enseña para hacerle consciente de un mejoramiento continuo en área de politizar y democratizar la educación”.

- Finally, only one comment can be classified in another teaching approach, which refers to the romantic one, in which the student shows his feelings. Respondent 1501 said teaching was to give everything that was denied to him/her in the classroom: *“Dar todo aquello que a nosotros se nos fue negado en el aula”.*
- Then we have a category in which it was very difficult to classify the analyzed results. In which there are only 4 registered cases. The respondent 1529 said: *“Llevar adelante”* [taken forward] , the respondent 1702 said *“Ampliar la visión del mundo”* [Expand the world view], the respondent 1817 said *“Servir”* [to help], and finally the respondent 1915 said *“Crear sociedad”* [To create society]. Those answers seem to us as ambiguous response.Hence we did not dare to draw conclusions that would have misinterpreted the intention of the respondent.

ii) Perception towards teaching profession

(1) Initial perception (P1)

When the cohort respondents were asked about the perceptions they had towards the teaching profession (P1), the following *Categories and Subcategories of Teaching Perception*¹⁴ were found.

¹⁴ The *Categories and Subcategories of Teaching Perception*, used here and in the rest of the paper, are defined, with examples, in Annex 2.

In terms of Social status Undervalued by society	7	22	1	8	3	30	4	23	7	31	23	24
Very important	6	19	2	16	2	20	6	35	4	18	20	21
Economically (underpaid)	7	22	1	8	2	20	1	5	1	4	12	13
Demanding	4	12	5	41	--	--	--	--	2	9	11	12
Difficult	4	12	4	33	2	20	1	5	1	4	11	12
Vocation	4	12	3	25	--	--	1	5	3	13	11	12
Of great responsibility	4	12	1	8	1	10	3	17	1	4	10	11
Strong academic preparation	4	12	--	--	--	--	--	--	1	4	5	6
Large workload	1	3	--	--	2	20	--	--	--	--	3	4
Humanistic Focus												
Humanistic Focus	8	25	2	16	2	20	3	17	4	18	19	20
Social Focus												
Social Focus	4	12	2	16	2	20	3	17	3	13	14	15
Critical Focus												
Critical Focus	3	9	--	--	1	10	--	--	--	--	3	4
Uncategorized												
Uncategorized	1	3	--	--	--	--	1	5	1	4	3	4
Constructing a perception												
Constructing a perception	--	--	--	--	1	10	--	--	--	--	1	2

Note: In this Table, *Subcategories* appear individually from the Categories they belong to. This was in order to have just one point of view of the analysis. In the paragraph below we make the analysis taking into account how many subcategories, for example, “Implications of high expectations” has and its inferences when compared with the other categories.

It is important to clarify:

- thirty-two responses were classified in 1 category;

- forty-two responses were classified in 2 categories;
- eleven responses were classified in 3 categories;
- four responses were classified in 4 categories;
- one response was classified in 7 categories
- and one response was classified in 8 categories

When analyzing the previous answers, it was observed that there is a clear discussion and a difference between the students' own perceptions and the ideas expressed by society. That is, there is no specific case in which the responses have been negative in the case of the student. On the contrary, students show in their initial perception (P1) a great commitment to the emotional focus, in which through feelings they show great appreciation toward being a teacher. However, the results showed that there is a high level of undervaluation in social terms. This is remarkable in all cohorts, since 2015, for example, respondent 1508 said that teaching was one of the most demanding, important and underpaid professions that exist and only those who truly love it strive to do it well: *“Es una de las profesiones más exigentes, importantes y mal paga que hay, solo quien de verdad la ame se esfuerza por realizarlo bien”*. In cohort 2019 one of the respondents (1911) expressed that although the teaching profession was undervalued by society, he/she chose it because of true vocation: *“Considero que es una profesión muy desvalorizada por la sociedad, sin embargo no elegí una licenciatura por que a futuro me fuera a ofrecer mucho dinero, sino por vocación”*.

(2) Has this perception changed during L.E? (P2)

When respondents were asked if their initial perception (P1) had changed (P2) during their enrollment in LLE, 31 people answered affirmatively. This number of people represent 39.1% of the surveyed population. In the analysis of these thirty-one responses, the following *Categories of Perception* were observed.

- Critical Focus
- Humanistic focus
- Emotional focus
 - Rewarding despite the negative values
 - Evokes a feeling
 - Greater appreciation
- Low job offers
- Social focus
- Implication of high expectations
 - Demanding
 - Exhausting
 - Of great responsibility
 - Strong academic preparation
 - Very important
 - Increased awareness of the Implication of high Expectations

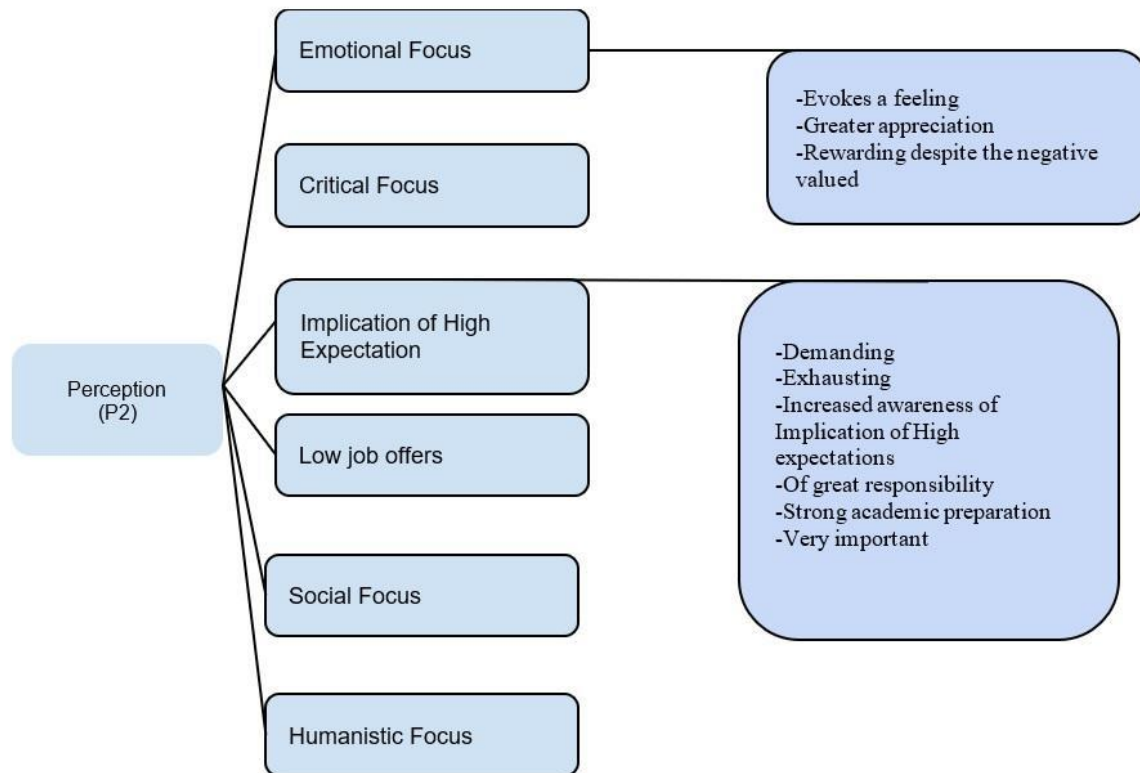


Figure 14 Categories and subcategories found P2 towards teaching profession

Table 13
General table: Scale of P2 towards teaching profession

[illegible]

Humanistic Focus											
Humanistic Focus	6	28	--	--	2	40	--	--	--	6	17
Critical Focus											
Critical Focus	3	15	2	40	1	20	--	--	--	6	17
Social Focus											
Social Focus	3	14	--	--	2	40	--	--	--	5	14
Emotional Focus											
Greater appreciation	2	9	--	--	1	20	--	--	--	3	8
Evokes a feeling	1	4	--	--	--	.-	--	--	--	1	2
Rewarding despite negative values	--	--	--	--	1	20	--	--	--	1	2
Low job offer											
Low job offer	1	4	--	--	--	--	--	--	--	1	2

No P2 was obtained that could be classified as "Negative", on the contrary, the respondents made a comparison between a "before" and an "after", which was "positive".

As expected, that change occurred before and after enrolling in LLE. However, only twenty-five respondents explained what made P1 change. For this, it was necessary to create categories depending on their needs, among these we can see the following categories called *Reasons for changing P1 to P2*.

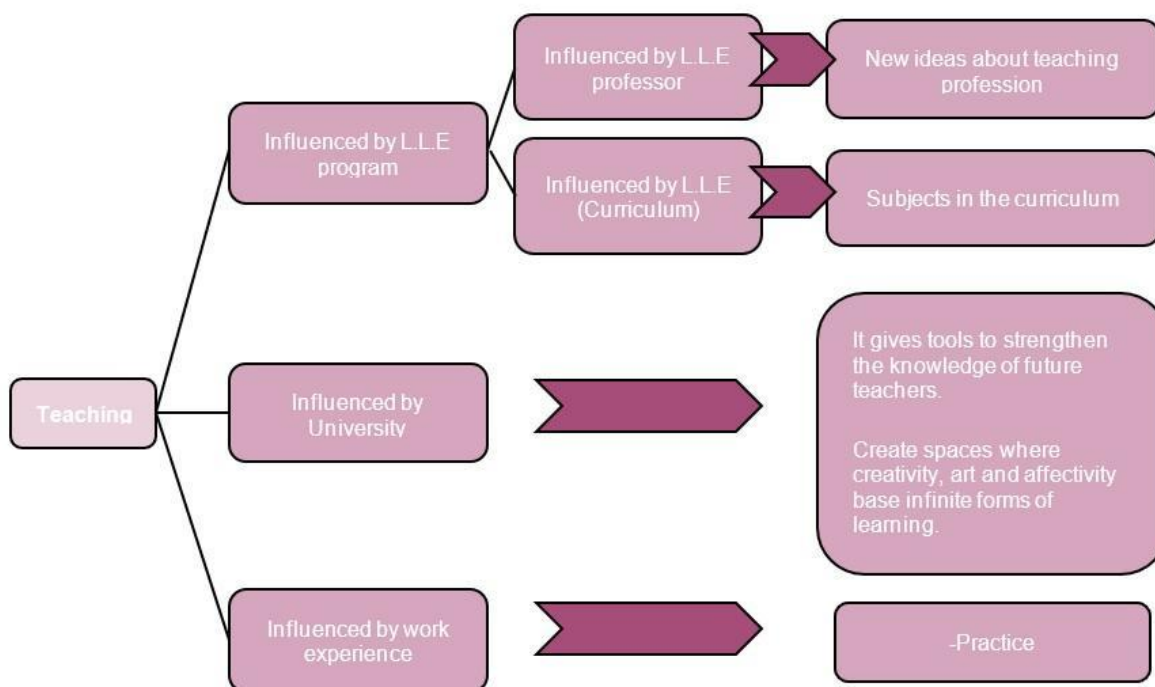


Figure 15 Reasons for changing P1 to P2

Therefore, the following table illustrates how many times the Reasons for changing P1 to P2 appeared in the responses

Table 14
General table: Scale of Reasons for changing P1 to P2

Category/Subcategory	Number responses											
	2015	%	2016	%	2017	%	2018	%	2019	%	total	%
Influenced by L.L.E												
Influenced by L.L.E (curriculum)	3	30	--	--	3	33	2	100	--	--	8	32
Influenced by L.L.E (Unspecified, in general)	2	20	1	50	3	33	--	--	1	50	7	28
Influenced by L.L.E a professor	2	20	1	50	2	22	--	--	1	50	6	24
Influenced by work experience												
Influenced by work experience	1	10	--	--	1	11	--	--	--	--	2	8

Influenced by University of Valle (General)

Influenced by University of Valle	2	20	--	--	--	--	--	--	--	--	2	8
--------------------------------------	---	----	----	----	----	----	----	----	----	----	---	---

When analyzing the previous answers, LLE were observed to have a very significant influence on P2, or at least functioned as a complement. As noted in the previous table, the influence of LLE for P2 was explicit in twenty- one responses. This complement is divided into the program (unspecified) where respondents highlighted different aspects from the program, as the case of respondent 1612 who said that LLE program helped from the theoretical and practical aspect: *“La licenciatura ayuda desde la parte teórica hasta el momento me ha dado muchas herramientas para manejar este aspecto”*. Other cases exalted the curricular mesh as a significant influence as the case of respondent 1505 who said to have realized the amount of workload that teaching has since he/she attended to Research and Didactics seminars.¹⁵

Finally, respondents claimed who professor influenced their change of P2 , the respondent 1906 said that many professors use their classes to promote political ideas: *“Muchos profesores utilizan las clases para promover ideas políticas”*.

On the other hand, it is quite curious that "influenced by experience in the field of education" appeared only in three responses, since only of those 25 respondents who claimed to have a P2, 2 respondents had no teaching experience during their enrollment in LLE.

¹⁵ Original response: *“En un principio creí que la docencia se limitaba únicamente a enseñar un tema, y que los estudiantes solo escuchaba detenidamente. Sin embargo, desde que comencé a ver los seminarios de investigación en el aula y didáctica mi percepción cambió drásticamente. Me di cuenta de la cantidad de carga laboral que tiene esta labor . Este trabajo exige mucho pensamiento y mucha preparación.”*

It is important to highlight the significant influence of LLE in the lives of students. We can observe, The curricular mesh offered by the programs (see figure 3) allows to have a balance between Linguistics (mother tongue), Pedagogy, Didactics, Research and, of course, Foreign languages. At the time of analyzing the responses, we can conclude that the students of the last cohorts have a significant history of knowledge compared to the students of the first cohorts. These comments talk about how over the years they have developed skills and, as they gain knowledge, they can apply them to change education.

iii) Do you want to become a teacher?

When respondents (92 people) were asked in which profession, being able to choose more than one, they wanted to work once they finished LE (they were given the following options: Teacher, Linguist, Translator-Interpreter and / or "other", as an open answer) From the information above, and taking into account all the responses, we have the following scale of professions in order of importance:

Table 15

General table: Scale of possible profession after finishing LLE

Profession		Number of responses											
		2015	%	2016	%	2017	%	2018	%	2019	%	Total	%
Teacher	foreign languages	24	77	6	50	9	90	14	82	14	63	67	72
Translator-Interpreter		16	51	5	41	4	40	9	52	14	63	48	52
Linguist		11	35	5	41	4	40	4	23	10	45	34	36
Tourism		4	12	--	--	--	--	--	--	1	4.5	5	5.4
Spanish Teacher		--	--	--	--	--	--	--	--	1	4.5	2	2.1
Teacher	(Unspecified areas)	--	--	1	8.3	--	--	--	--	--	--	1	1.8
Coordinator	and of innovative	--	--	1	8.3	--	--	--	--	--	--	1	1.8

processes in the
pedagogical field

Learning Program Development Coordinator	1	3.2	--	--	--	--	--	--	--	--	1	1.8
Researcher	--	--	--	--	1	10	--	--	--	--	1	1.8
Film writer	--	--	--	--	1	10	--	--	--	--	1	1.8
Environmental manager	--	--	--	--	--	--	--	--	1	4.5	1	1.8
Musician	1	3.2	--	--	--	--	--	--	--	--	1	1.8
ONU/UNICEF/O NG worker	--	--	1	8.3	--	--	--	--	--	--	1	1.8

- Being a teacher of foreign languages is the predominant category in all cohorts. 67 respondents opted it once they will finish their program. Being a translator-interpreter is the second option with 48 people in favor.
- Other 34 people showed an interest in being linguists. The remaining 10 people decided to include other possibilities. There were four people who expressed that they would dedicate themselves to tourism / gastronomy, two other people said that they will work as teachers in other areas, including Spanish. Leaving six peoples who will work at The United Nations Children's Fund (UNICEF), The United Nations UN and Non-Governmental Organizations or as a musician, researcher, film writer, environmental manager, Learning Development Program Coordinator and Manager of educational innovation.
- Throughout this analysis, it can be seen that the results changed throughout the semesters. Although, the teaching profession was chosen as superior in all cohorts. It was evident that in 2019 (students who are currently in the second semester) there is an equivalence between the answers provided, sharing the first place with the translator-interpreter, without leaving the linguistic part behind.

- According to the specific objectives proposed in the PEP "Bachelor of Foreign Languages (English French)", a language student must develop organizational skills and competences that include the development of sociocultural competence in the foreign language, which in turn is related to a point of pedagogical, critical and investigative competence.
- There was no marked response from the start, as they have high expectations of what they will do. Although the results of the court of 2015 and 2017 showed a remarkable difference between being a “Teacher of foreign languages” in comparison the others.
- In a particular case, the students from the most recent cohorts (2019) did not show such a remarkable change. At first, students may be a bit disoriented, but as the semesters pass, they can restructure their thoughts to end up with fundamental foundations for serving as teachers.

2) Results by cohorts

a) Cohort 2015

i) Demographic information

33.7% of respondents (31 people) were from the 2015 cohort, that is, ninth semester during the I-2019 academic period. From these 31 respondents, 23 identified themselves with the female gender, while the remaining 8 people with the male gender. Regarding the level of education, they had at the time of the survey, it was found that 14 people did not have an undergraduate degree, 9 people had degrees related to university programs, 6 people had

titles related to professional technical programs and 2 people had titles related to technological programs. Among these technical, technological and professional degrees we find that only four of them are related to teaching, for example, a degree in popular education and a degree in philosophy.

In terms of teaching experience, thirteen of the respondents said that they had (either formal or informal) experience before starting LLE. From this, it was found that eight people had an experience of less than one year, four people had experience between 1 and 3 years and one person had an experience over 3 years. A relationship was found between having had experience with teaching before entering LLE and those who had a relative degree in teaching. In addition, 11 people of these previous experiences with teaching were related to the teaching of a language (English, Spanish and Portuguese). From these thirteen people, being able to choose more than one option, eight claimed to have taught to children, seven to young people and six to adults.

On the other hand, when being asked (the 31 respondents of the 2015 cohort) if they had had formal or informal experience as teachers during the training in the program, 28 people answered affirmatively¹⁶. As in previous experiences at the start of LLE, from those 28 people, eleven said they had an experience of less than one year, ten people valued that range between 1 and 3 years and seven people had 3 or more years of experience. All of them had experience in teaching a language (mostly English). Only 3 people claimed to have taught a language and subjects from other fields. In addition, being able to choose more than one option, twenty-four respondents said to have taught to young people, eighteen to children and sixteen to adults. Regarding the type of work experience, also being able to choose more than

¹⁶ Leaving 3 people who had never had experience with teaching. (These people had a completely positive perception of teaching, they emphasize, above all, the little recognition that society has with it.).

one option, the majority of respondents (twenty-two people) claimed to have taught in a private institution, twenty-one in personalized classes, six in public institutions and four in non-governmental organizations.

In this way, we have that the vast majority of respondents of the 2015 cohort have had experience with teaching (before and, especially, during the degree in foreign languages) mainly in subjects related to the teaching of a language, in private institutions and/or private classes.

ii) Motivation

(1) Initial motivation (M1)

Regarding the motivations for enrolling in the foreign languages program, it was possible to identify that 24 people were intrinsic in nature, 5 people were extrinsic and 2 people altruistic. From a general perspective, the following *Categories of Motivation*¹⁷ were found.

Table 16
Cohort 2015: Scale of the Categories of Motivation for M1

Category of Motivation	Number of responses
Interest in foreign languages	19
Interest in teaching	3
Interest in translation-interpretation	4
Instrumental vision of the language	4
Interest in traveling	3

¹⁷ The *Categories of Motivation*, used here and in the rest of the paper, are defined, with examples, in Annex 2.

Interculturality	1
Suggestion by acquaintances	1

Therefore it is obtained that:

- nineteen showed inclination **towards one** of the categories of motivation;
- ten people were inclined **towards two** categories
- and two people were inclined **towards three** categories.

(2) Has this motivation changed during L.E? (M2)

When respondents were asked if their initial motivation (M1) had changed (M2) during their enrollment in LLE, 10 people responded affirmatively. Studying these cases in detail, the following *Categories of Motivation* were identified.

Table 17
Cohort 2015: Scale of Categories of Motivation for M2

Category of Motivation for M2	Number of responses
Interest in teaching	5
Interest in contributing to society	5
Frustration regarding M1	3
Instrumental vision of the language	1
Interest in continuing studying	1

(3) Motivational experiences for choosing L.E

When 2015 respondents were asked if they had had experiences with the teaching profession (such as working, having a known teacher, having been inspired by someone, etc.) that were motivation to enroll with LLE, 15 people answered affirmatively. Studying these open responses in detail, the following *Categories of Motivational Experiences*¹⁸ were obtained.

Table 18

Cohort 2015: Scale of Categories of Motivational Experiences for enrolling in LLE

Motivational experience	Number of responses
Inspired by a teacher	7
Have a teacher in the family	3
Experience in the field of education	3
Suggestion by acquaintances	2

iii) Perception towards teaching

(1) What is teaching?

When 2015 cohort respondents were asked about what *teaching* meant to them, the answers were classified within a Teaching Approach. In this way, we obtained the following:

Table 19

Cohort 2015: Scale of Teaching Approaches found when defining “teaching”

Teaching Approach	Number responses
Progressist / Constructivist	14
Cognitive	7

¹⁸ The *Categories of Motivational Experiences for enrolling in LLE*, used here and in the rest of the paper, are defined, with examples, in Annex 2.

Transmissionist	6
Social (Critical-Radical)	2
Romantic	1
Uncategorized	1

In just one case, the respondent gave an answer that did not allow a classification in any Teaching Approach, so it was labeled as "*Uncategorized*".¹⁹

(2) Perception towards teaching profession

(a) Initial perception (P1)

When 2015 cohort respondents were asked about the perceptions they had towards the teaching profession (P1), the following *Categories and Subcategories of Teaching Perception*²⁰ were found.

Table 20
Cohort 2015: Scale of P1 towards teaching profession

Category/Subcategory of perception	Number of responses
Emotional Focus	
Evokes a feeling	8
Rewarding despite the negatives values	4
Implications of high expectations	

¹⁹ In this case, the respondent says: "Llevar adelante." It seems to us that it is an ambiguous response, what is going to be taken forward? society? Knowledge? Institutionality? Hence, we did not dare to draw conclusions that would have misinterpreted the intention of the respondent.

²⁰ The *Categories and Subcategories of Teaching Perception*, used here and in the rest of the paper, are defined, with examples, in Annex 2.

Economically (underpaid)	7
In terms of social status (undervalued by society)	7
Very important	6
Demanding	4
Of a great responsibility	4
Difficult	4
Strong academic preparation	4
Vocation	4
Large Workload	1
Humanistic Focus	
Humanistic focus	8
Social Focus	
Social focus	4
Critical Focus	
Critical focus	3
Uncategorized	1

Note: In this Table, *Subcategories* appear individually from the Categories they belong to. This was in order to have just one point of view of the analysis. In the paragraph below we make the analysis taking into account how many subcategories, for example, “Implications of high expectations” has and its inferences when compared with the other categories.

If the number of categories in each response is taken as a basis, it can be said that:

- eight people manifested 1 category;

- twelve people manifested 2 categories;
- six people manifested 3 categories;
- three people manifested 4 categories
- and one person 8 manifested categories.

In just one case, the respondent wrote “Integral”. Although it is true that the answer “Integral” can mean many things, we dared not to draw conclusions about what the respondent referred to with “Integral”: is it a negative, positive position, both? We believe, that it is a response that could have been much better developed, therefore, this answer was labeled as “uncategorizable”.

(b) Has this perception changed during L.E? (P2)

When respondents were asked if the previous perception (P1) had changed (P2) throughout their enrolment in LLE, 21 people answered affirmatively. In the analysis of those twenty-one responses, the following categories of analysis were observed.

Table 21
Cohort 2015: Scale of P2 towards teaching profession

Category/Subcategory of perception	Number of responses
Implications of high expectations	
Increased awareness of the Implications of high expectations	9
Very important	3
Demanding	2
Strong academic preparation	1

Exhausting	1
Humanistic Focus	
Humanistic Focus	6
Social Focus	
Social Focus	3
Critical Focus	
Critical Focus	3
Emotional Focus	
Greater appreciation	2
Evokes a feeling	1
Low Job Offer	1

If the number of categories in each response is taken as a basis, it can be said that:

- ten people manifested 1 category;
- six people manifested 2 categories;
- one person manifested 3 categories;
- one person manifested 4 categories;
- one person manifested 5 categories
- and two people manifested 0 categories.²¹

²¹ The fact that in these two responses no perception categories have been found can be justified by the use, by the respondents, of other types of categories: *Reasons for changing P1 to P2* . In other words, respondents did not make a clear allusion to how they perceive the teaching profession “now”, but they alluded to what external aspects made P1 change. These new type of categories are explained in the next paragraph.

No P2 was obtained that could be classified as “Negative”, on the contrary, the respondents made a comparison between a “before” and an “after”, which was “positive”. As expected, that change occurred before and after enrolling in LLE. However, only seven respondents explained what made P1 change. Those *Reasons for changing P1 to P2* are exposed in the following table.

Table 22
Cohort 2015: Scale of Reasons for changing P1 to P2

Category/Subcategory	Number of responses
Influenced by the LLE	
Influenced by the LLE curriculum	3
Influenced by LLE (Unspecified, in general)	2
Influenced by a LLE professor	2
Influenced by the University of Valle	
Influenced by the University of Valle	2
Influenced by work experience	
Influenced by work experience	1

(3) Do you want to become a teacher?

When 2015 cohort respondents were asked in which profession, being able to choose more than one, they wished to perform once they finished LLE (they were given the following options: Teacher, Linguist, Translator-Interpreter and/or “another”, as an open response) the following results were obtained.

- 15 respondents leaned *towards one profession*;
- 11 respondents leaned *towards two professions*;
- 4 respondents leaned *towards three professions*
- and one respondent leaned *towards five professions*.

From the information above, and taking into account all the responses, we have the following scale of professions in order of importance:

Table 23
Cohort 2015: Scale of possible professions after finishing LLE

Profession	Number of responses
Teacher of foreign Languages	24
Translator-Interpreter	16
Linguist	11
Tourism	4
Learning Development Program Coordinator	1
Musician	1

b) Cohort 2016

i) Demographic information

10,9% of the respondents (12 people) were from the 2017 cohort, that is, seventh semester during the I-2019 academic period. From those 12 respondents, 6 identified themselves with the female gender, while the remaining 4 people with the male gender. Regarding the level of education they had at the time of the survey, it was found that 8 people did not have an

undergraduate degree, 1 person had a degree related to university programs, 2 people had titles related to professional technical programs and 1 person had degrees related to technological programs. Among the technical, technological and professional qualifications we found that one case was related to teaching.

In terms of teaching experience, five respondents said they had (either formal or informal) experience before enrolling in LLE. From this, it was found that three people had an experience of less than one year and the remaining two people had an experience of more than 3 years. We found no relationship between having had experience with teaching before enrolling in the degree in foreign languages and those who had a relative degree in teaching. In addition, three people of these previous experiences with teaching were related to the teaching of a language (English, Spanish). From those five respondents, being able to choose more than one option, three claimed to have taught to children, three to young people and two to adults.

On the other hand, when being asked (the twelve people of the 2016 cohort) if they had had formal or informal experience as teachers during the program, nine people answered affirmatively.²² From those nine people, six claim to have had less than one year of experience, two people valued that range between 1 and 3 years and one person had 3 or more years of experience. All of them had experience in teaching a language (mostly English). Only one person (people with more than 3 years of experience) claimed to have taught a language and subjects from other fields. In addition, being able to choose more than one option, seven respondents said they have taught to children, five to young people and three to adults. Regarding the type of work experience, also being able to choose more than

²² Leaving three people who had never had experience with teaching. (These people had a positive perception of teaching, highlighting the workload, responsibility and social role of it).

one option, the majority of respondents (seven) claimed to have taught in personalized classes, four in private institutions, and two in non-profit governmental organizations.

In this way, we have that the vast majority of respondents of the 2016 cohort have had experience with teaching (before and, especially, during the degree in foreign languages) mainly in subjects related to the teaching of a language, in private institutions and / or private classes.

ii) Motivation

(1) Initial motivation (M1)

Regarding the motivations for enrolling in LLE, it was possible to identify that seven responses were intrinsic in nature, three responses were extrinsic and the remaining two responses were altruistic. From a general perspective, the following *Categories of Motivation* were found.

Table 24
Cohort 2016: Scale of Categories of Motivation for M1

Motivational reason for M2	Number of responses
Interest in foreign languages	8
Interest in teaching	4
Interest in translation-interpretation	4
Instrumental vision of the language	1

Therefore, it is obtained that:

- Seven people were inclined **towards one** of the Categories of Motivation.
- five people were inclined **towards two** of the Categories of Motivation.

(2) Has this motivation changed during L.E? (M2)

When respondents were asked if their initial motivation (M1) had changed (M2) during the development of the LLE, 4 people responded affirmatively. Studying these cases in detail, the following Categories of Motivation were identified.

Table 25
Cohort 2016: Scale of Categories of Motivation for M2

Motivational reason for M2	Number of responses
Interest in teaching	2
Interest in linguistics	1

(3) Motivational experiences for choosing L.E

When respondents were asked if they had had experiences with the teaching profession (such as working, having a known teacher, having been inspired by someone, etc.) that were motivation to enroll with LLE, 6 people answered affirmatively. Studying these open responses in detail, the following *Categories of Motivational Experiences* were obtained.

Table 26
Cohort 2016: Scale of Categories of Motivational Experiences for enrolling in LLE

Motivational experience	Number of responses
Inspired by a teacher	4

Have a teacher in the family	1
Experience in the field of education	1

It was obtained that in all the responses there was an inclination **towards one** of the categories of motivational experience.

iii) Perception towards teaching

(1) What is teaching?

When 2016 cohort respondents were asked about what “Teaching” meant to them, the answers were classified within a Teaching Approach. In this way, we obtained the following:

Table 27

Cohort 2016: Scale of Teaching Approaches found when defining “teaching”

Teaching Approach	Number of responses
Progressist / Constructivist	5
Transmissionist	5
Cognitive	2

(2) Perception towards teaching profession

(a) Initial perception (P1)

When 2016 cohort respondents were asked about the perceptions (P1) they had towards the teaching profession, the following *Categories and Subcategories of Teaching Perception* were obtained.

Table 28
Cohort 2016: Scale of P1 towards teaching profession

Category/Subcategory of perception	Number of responses
Implications of high expectations	
Demanding	5
Difficult	4
Vocation	3
Very important	2
Of great responsibility	1
Emotional Focus	
Evokes a feeling	6
Rewarding despite the negative values	1
Lifestyle	1
Social Focus	
Social focus	2
Humanistic Focus	
Humanistic Focus	2
Negatively valued by society	
Economically (underpaid)	1

In terms of social status (undervalued by society) 1

If the number of categories in each response is taken as a basis, it can be said that:

- two people manifested 1 category;
- seven people manifested 2 categories;
- two manifested 3 categories
- and one person 7 manifested categories.

(b) Has this perception changed during L.E? (P2)

When respondents were asked if the previous perception (P1) had changed (P2) throughout their enrollment in LLE, 5 respondents answered affirmatively. In the analysis of those five responses the following categories of analysis were observed.

Table 29
Cohort 2016: Scale of P2 towards teaching profession

Category/Subcategory of perception	Number of responses
Implications of high expectations	
Increased awareness of the Implications of high expectations	3
Great responsibility	1
Demanding	1
Critical Focus	
Critical Focus	2

If the number of categories in each response is taken as a basis, it can be said that:

- two people manifested 2 categories;
- one manifested 3 categories
- and two people manifested 0 categories.

No P2 was obtained that could be classified as “Negative”, on the contrary, the respondents made a comparison between a “before” and an “after”, which is positive. As expected, that change occurred before and after enrolling in LLE. However, only 2 people explained what made P1 change. These *Reasons for changing P1 to P2* are

Table 30
Cohort 2016: *Scale of Reasons for changing P1 to P2*

Category/Subcategory	Number responses
Influenced by the LLE	
Influenced by LLE (Unspecified, in general)	1
Influenced by a LLE professor	1

(3) Do you want to become a teacher?

When respondents were asked in which profession, being able to choose more than one, they wished to perform once they finished LLE (they were given the following options: Teacher, Linguist, Translator-Interpreter and/or “another”, as an open response) the following results were obtained.

- 6 people leaned *towards one profession*;
- 4 people leaned *towards two professions*
- and 2 people leaned *towards three professions*.

From the information above, and taking into account all the responses, we have the following scale of professions in order of importance:

Table 31

Cohort 2016: Scale of possible professions after finishing LLE

Profession	Number of responses
Teacher of foreign Languages	6
Translator-Interpreter	5
Linguist	5
UNICEF/ONU/ONG's worker	1
Teacher in other areas	1
Manager of educational innovation	1

c) Cohort 2017

i) Demographic information

13% of the respondents (10 people) were from the 2017 cohort, that is, fifth semester during the I-2019 academic period. 6 respondents identified themselves with the female gender, while the remaining 4 respondents with the male gender. Regarding the level of education, they had at the time of the survey, it was found that 8 people did not have an undergraduate degree, while the remaining 2 people had a degree related to university programs. Among the technical, technological and professional qualifications we found none was related to teaching.

In terms of teaching experience, just one person affirmed to have had (either formal or informal) experience before starting the degree program in foreign languages. This

experience was for less than one year in Foreign Language Teaching (English) and Music Teaching (Guitar) to children and young people.

On the other hand, when being asked (the ten people of the 2016 cohort) if they had had formal or informal experience as teachers during the program, six people answered affirmatively.²³ All of them claimed to have had less than one year of experience. Five people claimed to have taught English, the remaining person taught informatics. In addition, being able to choose more than one option, three said they have taught to children, five to young people and two to adults. Regarding the type of work experience, three people claimed to have taught in personalized classes, two in private institutions, and one in public institutions.

In this way, we have that the 60% of respondents (six people) of the 2017 cohort have had experience with teaching (before and, especially, during the degree in foreign languages) mainly in subjects related to the teaching English, in private institutions and / or private classes.

ii) Motivation

(1) Initial motivation (M1)

Regarding the motivations for enrolling in the foreign language program, it was possible to identify that seven people were intrinsic in nature, one person were extrinsic and two people had an altruistic nature. From a general perspective, the following *Categories of Motivation* were found

²³ Leaving three people who had never had experience with teaching. (These people had a positive perception of teaching responsibility and social role of it).

Table 32
Cohort 2017: Scale of Categories of Motivation for M1

Category of Motivation for M1	Number of responses
Interest in foreign languages	9
Interest in teaching	3
Interculturality	2
Interest in contributing to the society	2
Instrumental vision of the language	1
To use LLE in order to enroll in another career	1
LLE was not the first option	1

Therefore it is obtained that:

- Five people were inclined **towards one** of the motivational reasons;
- Three people were inclined **towards two** of the motivational reasons
- and two people were inclined **towards four** of the motivational reasons.

(2) Has this motivation changed during L.E? (M2)

When respondents were asked if their initial motivation (M1) had changed (M2) during the development of the LLE, 5 people responded affirmatively. Studying these cases in detail, the following categories were identified

Table 33
Cohort 2017: Scale of Categories of Motivation for M2

Category of Motivation for M2	Number of responses
Interest in teaching	3

(3) Motivational experiences for choosing L.E

When respondents were asked if they had had experiences with the teaching profession (such as working, having a known teacher, having been inspired by someone, etc.) that were motivation to enroll with LLE, 2 people answered affirmatively. These cases only showed “Inspired by a teacher” as *Category of Motivational Experiences*.

Table 34
Cohort 2017: Scale of Categories of Motivational Experiences for enrolling in LLE

Categories of Motivational Experiences for M2	Number responses
Inspired by a teacher	2

iii) Perception towards teaching

(1) What is teaching?

When 2017 cohort respondents were asked about what *teaching* meant to them, the answers were classified within a Teaching Approach. In this way, we obtained the following:

Table 35
Cohort 2017: Scale of Teaching Approaches found when defining “teaching”

Teaching Approach	Number of responses
Progressist / Constructivist	4
Cognitive	2

Transmissionist	2
Social (Critical-Radical)	1
Uncategorized	1

In just one case, the respondent gave an answer that did not allow a classification in any Teaching Approach, so it was labeled as "*Uncategorized*".²⁴

(2) Perception towards teaching profession

(a) Initial perception (P1)

When 2017 cohort respondents were asked about the perceptions (P1) they had towards the teaching profession, the following *Categories and Subcategories of teacher perception* were obtained.

Table 36
Cohort 2017: Scale of P1 towards teaching profession

Category/Subcategory of perception	Number of responses
Implications of high expectations	
Difficult	2
Large Workload	2
Very important	2

²⁴ In this case, the respondent says: "Ampliar la visión del mundo." Even though it is true that this answer could fit into a categorization like critical social approach, it seems to us that it is an ambiguous answer because there is no contextualization that allows to corroborate that hypothesis. Hence, we did not dare to draw conclusions that would have misinterpreted the intention of the respondent.

Of great responsibility	1
Negatively valued by society	
In terms of social status (undervalued by society)	3
Economically (underpaid)	2
Emotional Focus	
Evokes a feeling	2
Rewarding despite the negatives values	1
Humanistic Focus	
Humanistic focus	2
Social Focus	
Social focus	2
Critical Focus	
Critical focus	1
Constructing a perception	1

If the number of categories in each response is taken as a basis, it can be said that:

- two people manifested 1 category;
- six people manifested 2 categories;
- one person manifested 3 categories
- and one person manifested 4 categories.

(b) Has this perception changed during L.E? (P2)

When respondents were asked if the previous perception (P1) had changed (P2) throughout their enrolment in LLE, 5 people answered affirmatively. In the analysis of those five responses the following categories of analysis were observed.

Table 37
Cohort 2017: Scale of P2 towards teaching profession

Category/Subcategory of perception	Number of responses
Implications of high expectations	
Increased awareness of the Implications of high expectations	3
Demanding	1
Social Focus	
Social Focus	2
Humanistic Focus	
Humanistic Focus	2
Emotional Focus	
Greater appreciation	1
Rewarding despite the negatives values	1
Critical Focus	
Critical Focus	1

No P2 was obtained that could be classified as “Negative”, on the contrary, the respondents made a comparison between a “before” and an “after”, which is positive. As expected, that change occurs before and after enrolling in LLE. However, in four of the answers it is explained what made P1 change. Those *Reasons for changing P1 to P2* are

Table 38
Cohort 2017: Scale of Reasons for changing P1 to P2

Category/Subcategory	Number of responses
Influenced by the LLE	
Influenced by the LLE curriculum	3
Influenced by LLE (Unspecified, in general)	3
Influenced by a LLE professor	2
Influenced by work experience	
Influenced by work experience	1

(3) Do you want to become a teacher?

When 2017 cohort respondents were asked in which profession, being able to choose more than one, they wished to perform once they finished LLE (they were given the following options: Teacher, Linguist, Translator-Interpreter and/or “another”, as an open response) the following results were obtained.

- 3 people leaned *towards one profession*.
- 5 people leaned *towards two professions*.
- and the remaining two respondents leaned *towards three professions*.

From the information above, and taking into account all the responses, we have the following scale of professions in order of importance:

Table 39

Cohort 2017: Scale of possible professions after finishing LLE

Profession	Number of responses
Teacher of Foreign Languages	9
Translator-Interpreter	4
Linguist	4
Researcher	1
Script writer	1

d) Cohort 2018

i) Demographic information

16.56% of the respondents (17 people) belonged to the 2018 cohort, that is, the third semester during the I-2019 academic period. Of these 17 respondents, 10 of them selfreted as female, while 6 people selfreted as male and only one person selfreted as non-binary. Regarding the level of education they had at the time of the survey, it was found that 13 people did not have an undergraduate degree, 2 people had degrees related to university programs, 2 people had degrees related to professional technical programs. Among these technical and professional degrees, we find that none of them are related to teaching only with Mathematics, Chemistry, Engineer and Sport Training.

In terms of teaching experience, seven of the respondents said they had experience (either formal or informal) before starting LLE. From this, it was found that five people had an experience of less than a year and 2 people had an experience of 1 to 3 years. Of these seven people, being able to choose more than one option, three claimed to have taught children, two to young people and two people answered children, young and adults. In addition, for of them from these previous teaching experiences was related to pedagogy area, in this case teaching English and other subjects as Maths, Primary education. Only two people were related to different areas apart pedagogy as Sports trainer and other unspecified areas .

On the other hand, when asked (the 17 respondents from the 2018 cohort) if they had had formal or informal experience as teachers during training in the program, seven people answered affirmatively. From this, it was found that six people said they had less than a year of experience and only one people rated that range as 1 to 3 years of experience. Five of them had experience teaching a languages (mainly English). Only two people claimed to have performed in different areas aside from pedagogy. Furthermore, of these seven people, being able to choose more than one option, one claimed to have taught children, one to young people and three people answered young and adults. Regarding the type of work experience, also being able to choose more than one option, most of the respondents (six people) stated that they had taught in personalized classes, three people in private institutions and only one in non-governmental organizations.

In this way, we have that a little less than half of the respondents of the 2018 cohort have had experience with teaching (before and, especially, during the degree in foreign languages) mainly in subjects related to the teaching of a language, in private institutions and/or private classes.

ii) Motivation

(1) Initial motivation (M1)

Regarding the motivations to enroll in the foreign language program, it was possible to identify that 15 people were intrinsic in nature, 1 person was extrinsic and 1 person was altruistic. From a general perspective, the following *Categories of Motivation* were found.

Table 40

Cohort 2018: Scale of the Categories of Motivation for M1

Category of Motivation	Number of responses
Interest in foreign languages	10
Interest in teaching	5
Interest in contributing to society	1
Experience in the field of education	1

Therefore it is obtained that:

-Seventeen people showed inclination **towards one** of the categories.

(2) Has this motivation changed during L.E? (M2)

When respondents were asked if their initial motivation (M1) had changed (M2) during their enrollment in LLE, only 2 people answered affirmatively. Studying these cases in detail, the following *Motivation of Categories* were identified.

Table 41
Cohort 2018: Scale of Categories of Motivation for M2

Category of Motivation for M2	number of responses
Interest in Linguistics	1
Interest in teaching	1

(3) Motivational experiences for choosing L.E

When 2018 respondents were asked if they had had experiences with the teaching profession (such as working, having a teacher in the family, having been inspired by someone, etc.) that were reasons to enroll in LLE, 12 people answered affirmatively. Studying these open answers in detail, the following *Categories of Motivational Experiences* were obtained.

Table 42
Cohort 2018: Scale of Categories of Motivational Experiences for enrolling in LLE

Motivational experience	Number of responses
Have a teacher in the family	6
Inspired by a teacher	4
Vocation	2

iii) Perception towards teaching

(1) What is teaching?

When 2018 cohort respondents were asked about what teaching meant to them, the answers were classified within a Teaching Approach. In this way, we obtained the following:

Table 43

Cohort 2018: Scale of Teaching Approaches found when defining “teaching”

Teaching Approach	Number of responses
Transmissionist	8
Cognitive	6
Progressist / Constructivist	2
Uncategorized	1

In just one case, the respondent gave an answer that did not allow a classification in any Teaching Approach, so it was labeled as “Uncategorized”.²⁵

(2) Perception towards teaching profession

(a) Initial perception (P1)

When 2018 cohort respondents were asked about the perceptions they had towards the teaching profession (P1), the following *Categories and Subcategories of Teaching Perception* were found.

²⁵ In this case, the respondent says “Servir”. It seems to us that it is an ambiguous response. Hence, we did not dare to draw conclusion that would have misinterpreted the intention of the respondent.

Table 44
Cohort 2018: Scale of P1 towards teaching profession

Category/Subcategory of perception	Number of responses
Implication of High expectations	
Very important	6
Of great responsibility	3
Vocation	1
Difficult	1
Emotional Focus	
Evokes a feeling	6
Undervalued by society	
In terms of social status (undervalued by society)	4
Economically (underpaid)	1
Humanistic Focus	
Humanistic Focus	3
Social Focus	
Social focus	3

If the number of categories in each response is taken as a basis, it can be said that:

- eleven people manifested 1 category.
- four people manifested 2 categories.
- two people manifested 3 categories.

In just one case, the response was labeled as “Uncategorized”²⁶

(b) Has this perception changed during L.E? (P2)

When the respondents were asked if their initial perception (P1) had changed (P2) during their enrollment in LLE, two people answered affirmatively. In this analysis of these two answers, the following category of analysis was found.

Table 45

Cohort 2018: Scale of P2 towards teaching profession

Category/Subcategory of perception	Number of responses
Implication of High Expectations	
Increased awareness of the Implication of High Expectations	2

In this case, there were only two people that expressed some changes in their initial perception. Those answers were not negative, on the contrary the students made a comparison between a “before” and “now”. In this opportunity, students added information that complement what made P1 change. For this, it was necessary to create categories depending

²⁶ The respondent 1815 wrote “*Tengo dudas aún, espero que este semestre el seminario de pedagogía aclare mi visión*”. Although it is true that the answer can referred many aspects. We believe that is a response that could have been much better developed, therefore, this answer was labeled as “Uncategorized”.

on their needs, among these we can see the following table called *Reasons for changing P1 to P2*.

Table 46
Cohort 2018: Scale of Reasons for changing P1 to P2

Category/Subcategory	Number of responses
Influenced by the LLE program	
Influenced by the LLE curriculum	2

(3) Do you want to become a teacher?

When asked 2018 respondents in which profession, by being able to choose more than one, they wanted to do once they finished LLE (they were given the following options: teacher, linguist, translator-interpreter and / or "other", as open answer) the following results were obtained.

- 9 respondents leaned **towards one** profession.
- 5 respondents leaned **towards two** professions.
- 3 respondents leaned **towards three** professions.

From the previous information, and taking into account all the answers, we have the following scale of professions in order of importance:

Table 47

Cohort 2018: Scale of possible professions after finishing LLE

Profession	Number of responses
Teacher of foreign languages	14
Translator-Interpreter	9
Linguist	4

e) Cohort 2019

i) Demographic information

23.9% of the respondents (22 people) belonged to the 2019 cohort, that is, the first semester during the I-2019 academic period. Of these 22 respondents, 13 people self-rated as female, while the 9 people self-rated as male. Regarding the level of education they had at the time of the survey, it was found that 15 people did not have an undergraduate degree, 4 people had degrees related to university programs, 3 people had degrees related to professional technical programs. Among these technical and professional degrees, we find that none of them are related to teaching, only with Psychology, Dance, Computer repair and Preventive Maintenance.

In terms of teaching experience, eleven of the respondents said they had experience (either formal or informal) before starting LLE. From this, it was found that five people had an experience of less than a year, 4 people had an experience of 1 to 3 years and 2 people had an experience more than 3 years. In addition, 4 people from these previous teaching experiences were related to teaching a language (English) also other 7 people were related to teaching other subjects for example Maths, Physics and Theater. Of these seven people, being

able to choose more than one option, seven claimed to have taught to children, five to young people and two people answered adults.

On the other hand, when asked (the 22 respondents from the 2019 cohort) if they had had formal or informal experience as teachers during training in the program, only two people answered affirmatively. Similar to the experiences prior to the start of LLE, of those two people, both said they had less than a year of experience. In addition, one person of these previous answers was related to teaching of a language. The other answer was related to experience in other area not related with teaching, in this case was Dance. Furthermore, being able to choose more than one option, the two respondents said that they had taught children and young people.

Regarding the type of work experience, being able to choose more than one option, most of the respondents (two people) stated that they had taught in a private institution, private classes. In this way, we have that half of the respondents of the 2019 cohort have had experience with teaching (before and during the program) mainly in subjects related to the teaching of a subject such as Dance, Psychology and English , in private. institutions and / or private classes.

ii) Motivation

(1) Initial motivation (M1)

Regarding the motivations to enroll in the foreign language program, it was possible to identify that 20 people were intrinsic in nature, 2 were extrinsic. From a general perspective, the following *Categories of motivation* were found.

Table 48

Cohort 2019: Scale of the Categories of Motivation for M1

Category of Motivation	Number of responses
------------------------	---------------------

Interest in foreign languages	16
Interest in teaching	4
Interest in linguistic	2
Interest in contributing to society	2
Instrumental vision of the language	2
Interculturality	1
Interest in translation and interpretation	1
Experience in the field of education	1
Suggestion by acquaintances	1
To use L.E in order to enroll in another career	1

Therefore, it is obtained that:

- Thirteen people leaned **towards one** Category of Motivation.
- Twelve people leaned **towards two** Categories of Motivation.
- Seven people leaned **toward three** Categories of Motivation.

(2) Has this motivation changed during L.E? (M2)

When respondents were asked if their initial motivation (M1) had changed (M2) during their enrollment in LLE, only 2 people answered affirmatively. Studying these cases in detail, the following *Categories of Motivation* were identified.

Table 49
Cohort 2019: Scale of Categories of Motivation for M2

Category of Motivation for M2	Number of responses
Interest in Arts	1
Interest in teaching	1

(3) Motivational experiences for choosing L.E

When respondents in 2019 were asked if they had had experiences with the teaching profession (such as working, having a well-known teacher, being inspired by someone, etc.) that were reason to enroll in LLE, 11 people answered affirmatively. Studying these open answers in detail, the following categories of motivational experiences were obtained.

Table 50
Cohort 2019: Scale of Categories of Motivational Experiences for enrolling in LLE

Motivational experience	Number of responses
Inspired by a teacher	7
Have a teacher in the family	2
Experience in the field of education	1
Suggestion of acquaintance	1

It was found that in all the responses there was an inclination *towards one* of the categories of motivational experience.

iii) Perception towards teaching

(1) What is teaching?

When respondents in the 2019 cohort were asked what teaching meant to them, the responses were classified within a Teaching Approach. In this way, we obtained the following:

Table 51
Cohort 2019: Scale of Teaching Approaches found when defining “teaching”

Teaching approach	Number of responses
Transmissionist	7
Cognitive	7
Progressist/ Constructivist	6
Uncategorized	2

In only two case, the respondent gave a response that did not allow classification in any teaching approach and was therefore labeled "Uncategorized"²⁷.

²⁷ In this case, the first respondent says “No cualquiera puede hacerse entender” and the second respondent says “Saber explicarles”. It seems to us that there are ambiguous responses. Hence we did not dare to draw conclusions that would have misinterpreted of the respondents.

(2) Perception towards teaching profession

(a) Initial perception (P1)

When the 2019 respondents were asked about their perceptions of the teaching profession (P1), a serie of categories and subcategories were disclosed, in which their responses were classified. These categories are

Table 52
Cohort 2019: Scale of P1 towards teaching profession

Category/Subcategory of perception	Number of responses
Implication of High expectations	
Very important	4
Vocation	3
Demanding	2
Difficult	1
Of great responsibility	1
Strong academic preparation	1
Undervalued by society	
In terms of social status (undervalued by society)	7
Economically (underpaid)	1
Emotional Focus	
Evokes a feeling	5
Humanistic Focus	
Humanistic focus	4
Social Focus	
Social Focus	3
Uncategorized	1

According to the results, it is important to highlight that the responses of the students after their analysis process, could be ordered in more than one category.

- Ten people manifested 1 category.
- Seven people manifested 2 categories.
- Three people manifested 3 categories.
- One person manifested 4 categories.

In only two case, the respondent gave a response that did not allow classification in any teaching approach and was therefore labeled "Uncategorized"²⁸

(b) Has this perception changed during L.E? (P2)

When respondents were asked if their previous perception (P1) had changed (P2) during their enrollment in LLE, two people answered affirmatively. In the analysis of these responses, the following categories of analysis were observed.

Table 53

Cohort 2019: Scale of P2 towards teaching profession

Category/Subcategory of perception	Number of responses
Implication of High Expectations	
Increased awareness of Implication of high expectations(P2)	2

²⁸ The respondent wrote “Mi percepción es buena”. Although it is true that the answer can referred many aspects. We believe that is a response that could have been much better developed, therefore, this answer was labeled as “Uncategorized”.

After these results, it is obtained that the P2 create new categories. The influence of LLE for P2 was explicit in all two responses. These cases were categorized in *Reasons for changing P1 to P2* . Those are:

Table 54

Cohort 2019: Scale of Reasons for changing P1 to P2

Category/Subcategory	Number of responses
Influenced by LLE program	
Influenced by a L.L.E professor	1
Influenced by the L.L.E	1

(3) Do you want to become a teacher?

When the 2019 respondents were asked in which profession, since they could choose more than one, they wanted to do it once they finished the LLE (they were given the following options: teacher of foreign languages, linguist, translator-interpreter and / or "other", as an open answer) The following results were obtained.

- 6 respondents leaned **toward one** profession.
- 12 respondents leaned **toward two** professions.
- 3 respondents leaned **toward three** professions.
- 1 respondent leaned **toward four** professions.

From the previous information, and taking into account all the answers, we have the following scale of professions in order of importance:

Table 55
Cohort 2019: Scale of possible professions after finishing LLE

Profession	Number of responses
Teacher of foreign languages	14
Translator-Interpreter	14
Linguist	10
Tourism	1
Spanish teacher	1
Environmental manager	1

VIII. Conclusions and Recommendations

Taking into account the previous chapters (especially chapter VII), here we present the main conclusions and, finally, we propose some recommendations.

1) Conclusions

After reviewing all the chapters, it is possible to have **two types of conclusions**: some directly related to the general objective (Describe the perceptions of Foreign Languages Students at Universidad del Valle towards the teaching profession) and others related to the conceptual basis of this research (Previous Studies and Theoretical and Legal-Historical Frameworks). Both types of conclusions complement each other.

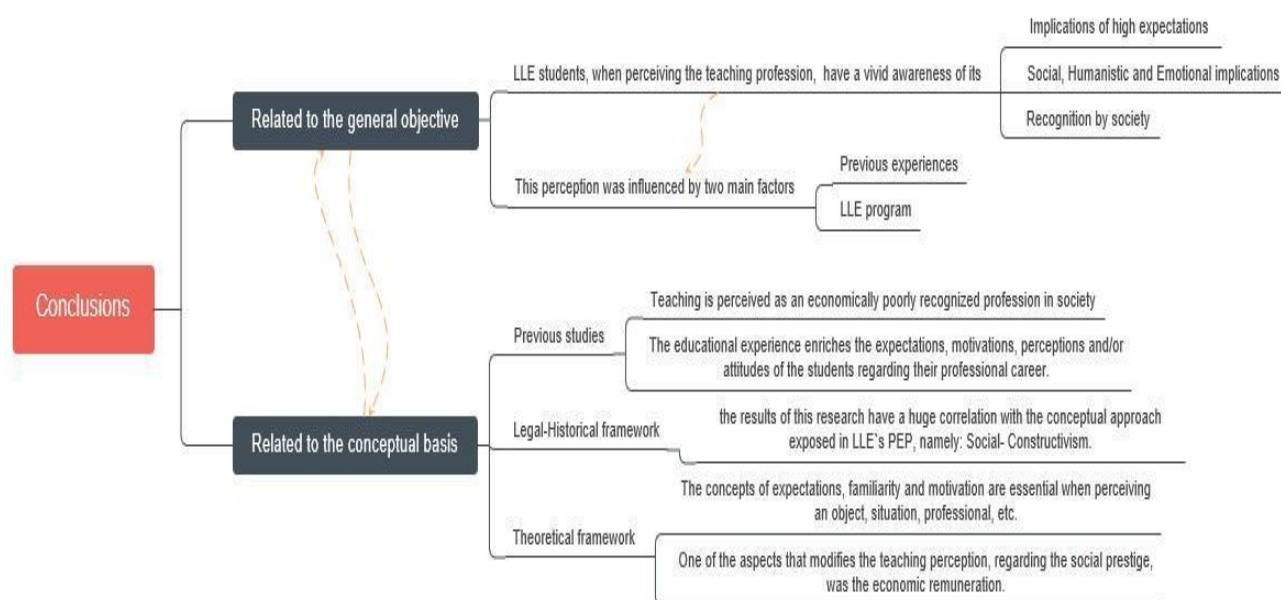


Figure 16 Conclusions

Therefore, as for the **first type**, as seen in chapter VI, the results showed two main conclusions closely intertwined.

- a. In general terms, LLE students, when perceiving the teaching profession, have a vivid awareness of, firstly, its *implications of high expectations* (i.e. teaching is demanding, difficult, or is seen as a vocation with a large workload, etc.) and, secondly, of its *social, humanistic and emotional implications* (i.e teaching helps to contribute and transform the society through the study of human values and feelings). However, LLE students also recognized that those characteristics are not valued by society both economically and in terms of social prestige or acknowledgement.
- b. This perception was influenced by two main factors: 1) some *previous experiences* related to teaching, such as having a teacher in the family, being inspired by a teacher at school, etc; 2) *LLE program*: this influence was notoriously important. That is, respondents showed a transformation of their perceptions of what teaching is (in general, from a transmissionist scope to a social-constructivist one). Furthermore, respondents' motivations for enrolling in LLE program went from non-teaching related purposes (to travel, to learn many languages, to have a better future) to more consistent purposes with the aim of the program which is to educate foreign languages teachers.

Now, regarding the **second type of conclusions**, it can be said that they are related to the conceptual basis of this research, namely: Antecedents (Chapter III) and Legal-Historical and Theoretical Frameworks (Chapter IV).

In this way, by comparing this research with the *Antecedents*, it can be concluded that:

- Teaching is perceived as an poorly paid and recognized profession in society. It was found that our research and the *Antecedents*' conclusions coincided, when perceiving the teaching profession, in highlighting the economic aspect, that is, the payment that a teacher may have²⁹. This is a very important point, because other aspects such as the social impact of teaching or the motivations to be a teacher did not completely coincide. For example, Saksa et al (2016) found that having a role model as a teacher (family member) was a very significant factor to influence students' future career choice. While Cabeza, L et al. (2018) found something completely opposite: relatives or teachers have little or no importance influence when respondents have to choose a pedagogical career.

- The educational experience enriches the expectations, motivations, perceptions and/or attitudes of the students regarding their professional career. Indeed, Previous studies' conclusions agreed on this point³⁰. Thus, for example, Arenas, E. and Daza, A. (2011) highlight that recreation students show a change in what "recreation" means as they progress through the semesters. The same effect was seen with the LLE students when defining "teaching".

On the other hand, by comparing this research with the *Legal-Historical Framework*, a great conclusion can be reached: the results of this research have a huge correlation with the conceptual approach exposed in LLE's PEP. namely: Social- Constructivism. It could be said

²⁹ See Cabeza, L et al. (2018), Saksa et al (2016) and García, V. (2008)

³⁰ See Arenas, E. and Daza, A. (2011), Buiza, B. and Caicedo W. (2011) and Hernández, Y. & Ruiz, C. (2014)

that a *case study* is not enough to generate this type of conclusions, however, it is surprising that the vast majority of our population sample showed a transformation of their perceptions of what teaching is, that is, from a transmissionist scope to a social-constructivist one. The above is not the fault of chance, the LLE program had a great impact on students as they progressed on the curricular mesh, in which LLE program is explicit in its social-constructivist approach to teaching and training (one only reads about the critical approach in Chapter IV, which describes pedagogical practices, that is, the experience of some students).

Finally, by comparing this research with the *Theoretical Framework*, it can be concluded that:

- The concepts of expectations, familiarity and motivation are essential when perceiving an object, situation, professional, etc. In the case of motivations, for example, our work coincides a lot with what is stated in "Perceptions and attitudes of students for the teaching profession" (Saks, K., Soosaar, R. and Ilves, H. 2016) which guarantees that, in general, the intrinsic motivation is the most notorious motivation for enrolling in a pedagogical career.
- One of the aspects that modifies the teaching perception, regarding the social prestige, was the economic remuneration. Coinciding a lot with what was exposed by García, V. (2008) when he explains that this is precisely one of the most important aspects when qualifying the prestige of a profession.

2) Recommendations

It is not our purpose to act as education professionals and pretend pedantically that this section will change the course of the LLE program in an unimagined way. On the contrary, in the light of the results obtained, we intend to humbly list a series of recommendations addressed, first, to the directors of LLE and, second, to the community in general.

Thus, for the directors of LLE we have just one suggestion: seek the necessary means to substantively include a critical approach in the program's curriculum. This suggestion is given for three main reasons:

- The socio-critical approach perfectly complements the teaching of foreign languages. That is, a humanistic or social approach to education seeks to train people to contribute to the community the professional belongs to. That is fine, but, in the words of Echeverri Sucerquia, PA, Arias, N., & Gómez, IC (2014) "It is vital that teachers take language teaching as an opportunity to address social, cultural and political issues." (pg. 172). In other words, it is not a matter of only *improving* a society but also *transforming* it. From this perspective "(..) practices might be modified, changed, developed, or abandoned in efforts to support learners, learning, and social change."(Norton, B., & Toohey, K. 2004, pg. 2);
- The socio-critical approach appears in the program guidelines. For example, in the general objectives of 3263 and 3267 it is sought that the professional carry out an academic activity with "critical conscience". Then, in the professional profile of 3267, the graduate is expected to think about his social, economic and political environment from a critical-reflexive way. Of course, when one explores the PEP, the LLE program is explicit in its social-constructivist approach to teaching and training (one only reads about the critical approach in Chapter IV, which describes pedagogical

practices, that is, the experience of some students). Furthermore, the above is clearly reflected in the results of the survey in which the majority of students (34) perceive teaching from constructivism and only three people, out of 92, from a social-critical approach. In this way, the LLE program has successfully completed its PEP. However, we consider that this social-constructivist achievement could be enriched if elements of the critical teaching approach are introduced, because the PEP is also explicit in a reflective approach: “it seeks to bring future teachers to become aware of the different roles they play in the community to which they belong and the responsibilities they have as professionals, as individuals and as social beings.” (PEP. pg. 24). Now, complementing the previous reasons, it seems to us of vital importance to take into account the following last point.

- Not only in Colombia, but in many countries, a series of social movements are taking place, and they demand the magnifying glass of a critical approach. Thus, if it is taken into account that the critical approach is included in the guidelines of the program and that it can complement it, the LLE program cannot be oblivious to the social changes taking place in today's society. For example, globally, how can we analyze the social movements that took place this last year in France (yellow vests), in Hong Kong, in Brazil or in Chile ?; Nationally, how can we analyze the magnitude of the 21N-2019 streak? How can we analyze the application of a peace process with the largest guerrilla in Latin American?³¹ What consequences does this have in the daily life of a student from Cali?; But, let's take a more specific example, how can we analyze that one of the respondents, when asked about gender, wrote "non-binary"?

³¹ Books like “Detrás de la guerra en Colombia”, written by the political scientist Ariel Avila, explain, from really new perspectives, the conflict that colombian society has experienced.

Does this previous answer have something to do with feminist movements, like Judith Butler's, which propose a deconstruction of something as naturalized as gender?³²

We have our suspicions that all of the above questions cannot be answered by a teacher who is dedicated to play "stop" in the classroom.³³

Finally, for the community in general, we also have one suggestion: monitor the teachers' perception of the next LLE cohorts. In other words, we consider vitally important that the entire community is aware of how they perceive the teaching profession. For example, studies involving the largest number of people could be carried out (in our case, our population sample was largely limited by the condition of being up-to-date with the curriculum).

³² For example, Butler, J. (1990) argues that "Even if the sexes appear to be unproblematically binary in their morphology and constitution (which will become a questions), there is no reason to assume that genders ought also remain as two."(pg. 6)

³³ The current covid-19 situation came to complement in a tremendous way this last point: the world changed forever. That change, in Colombia, could be translated into a new vision of issues that had gone unnoticed or had been forgotten. In this "crisis", how can the Colombian health system, economic policy, environmental policy, interpersonal relations, etc., be understood in this situation? Quarantine is really a luxury of the "elites"? or, on the contrary, does it reveal an unequal society? It is evident that there are countless very interesting themes that can tremendously enrich a class of foreign languages, and these "new" themes require a critical vision to complement the social vision.

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X. Annexes

1) Survey

26/3/2020

Cuestionario Profesión docente

Cuestionario Profesión docente

Solicitamos comedidamente diligenciar esta encuesta dirigida a los estudiantes del Programa de Licenciatura en Lenguas Extranjeras de la Universidad del Valle de las cohortes 2015, 2016, 2017, 2018, 2019 como parte del trabajo de Grado de los estudiantes Danilo Álvarez código 201530933 y Paola Córdoba con código 201531433 dirigido por el profesor Hugo Areiza. El objetivo de este proyecto es describir las percepciones de los estudiantes sobre la profesión docente. Los resultados de esta investigación servirán además de insumo para el proceso de autoevaluación con miras a la Re-acreditación de calidad del Programa.

Esta encuesta es anónima y los resultados analizados sólo serán utilizados para este proyecto. Agradecemos de antemano su participación en este ejercicio y esperamos que responda este cuestionario de manera seria y honesta. Cualquier duda o comentario sobre esta encuesta la pueden enviar a los correos electrónicos paola.hinestroza@correounivalle.edu.co o alvarez.danilo@correounivalle.edu.co

NOTA ACLARATORIA : Esta encuesta sólo debe puede ser diligenciada por estudiantes que no se encuentren atrasados en su malla curricular en lo que respecta a las asignaturas obligatorias.

***Obligatorio**

1. Dirección de correo electrónico *

Información demográfica

2. Indique su género *

NOTA ACLARATORIA: **SEXO:** hace referencia a la condición biológica y genética. **GÉNERO:** rasgos de personalidad y pautas de comportamiento en la sociedad. **ORIENTACIÓN SEXUAL:** deseo sexual influye a la hora de escoger a la persona con la que queremos establecer vínculos sexuales y emocionales.

Marca solo un óvalo.

☐ Femenino

☐ Masculino

☐ Otro: _____

26/3/2020

Cuestionario Profesión docente

3. Cohorte *

Marca solo un óvalo.☐ 2015☐ 2016☐ 2017☐ 2018☐ 2019

4. Código *

5. Semestre *

Marca solo un óvalo.☐ 1☐ 3☐ 5☐ 7☐ 9

6. ¿Cual es su nivel de educación actual? *

Marca solo un óvalo.☐ Nivel Bachiller☐ Nivel Técnico Profesional (relativo a programas Técnicos Profesionales).☐ Nivel Tecnológico (relativo a programas tecnológicos).☐ Nivel Profesional (relativo a programas profesionales universitarios).

26/3/2020

Cuestionario Profesión docente

7. ¿Ha recibido usted formación adicional en áreas diferentes o no de las lenguas extranjeras ? (Cursos, ciclos complementarios, seminarios, etc) *

Marca solo un óvalo.

☐ Si

☐ No

☐ Otro: _____

8. Si su respuesta anterior fue afirmativa, explique. *

Si su respuesta fue negativa , escribir "No aplica".

Experiencia

9. ¿Tuvo experiencia formal o informal como docente antes de iniciar el programa ? *

Marca solo un óvalo.

☐ Si

☐ No

26/3/2020

Cuestionario Profesión docente

10. Señale el tiempo de experiencia *

Si la respuesta anterior fue negativa, seleccione "No aplica".

Marca solo un óvalo.

- ☐ Inferior a un año
- ☐ 1 a 3 años
- ☐ 3 años o más
- ☐ No aplica

11. ¿En que área se desempeñó? *

Si su respuesta fue negativa , escribir "No aplica".

12. Población a la que enseñó *

Si la respuesta anterior fue negativa, seleccione "No aplica".

Selecciona todos los que correspondan.

- ☐ Niños
- ☐ Jovenes
- ☐ Adultos
- ☐ No aplica

13. ¿Ha tenido experiencia formal o informal como docente durante su formación en el programa? *

Marca solo un óvalo.

- ☐ Si
- ☐ No

26/3/2020

Cuestionario Profesión docente

14. Señale el tiempo de experiencia *

Si la respuesta anterior fue negativa, seleccione "No aplica".

Marca solo un óvalo.

- ☐ Inferior a un año
- ☐ 1 a 3 años
- ☐ 3 años o más
- ☐ No aplica

15. ¿En que área se ha desempeñado? *

Si su respuesta fue negativa , escribir "No aplica".

16. Tipo de población a la que ha enseñado *

Si la respuesta anterior fue negativa, seleccione "No aplica".

Selecciona todos los que correspondan.

- ☐ Niños
- ☐ Jovenes
- ☐ Adultos
- ☐ No aplica

26/3/2020

Cuestionario Profesión docente

17. ¿Qué tipo de experiencia laboral tiene? *

Si la respuesta anterior fue negativa, seleccione "No aplica".

Selecciona todos los que correspondan.

- ☐ Institución pública
- ☐ Institución privada
- ☐ Clases personalizadas
- ☐ Organización no gubernamental sin ánimo de lucro (ONG)
- ☐ No aplica

Percepción

18. ¿Cuál fue su motivación para elegir este programa? *

19. ¿Ha cambiado esa motivación? *

Marca solo un óvalo.

- ☐ Si
- ☐ No

26/3/2020

Cuestionario Profesión docente

20. Si la anterior respuesta fue afirmativa ¿De qué manera cambió? *

Si su respuesta fue negativa , escribir "No aplica".

21. ¿Tuvo experiencias con la profesión docente (como trabajar, tener algún conocido docente, haber sido inspirado por alguien, etc.) que fueron motivación para ingresar al programa de Licenciatura en Lenguas Extranjeras Inglés-Francés? *

Marca solo un óvalo.

☐ Si

☐ No

22. Si la respuesta anterior fue afirmativa, explique cómo lo motivaron *

Si su respuesta fue negativa , escribir "No aplica".

26/3/2020

Cuestionario Profesión docente

23. ¿Qué significa "enseñar" para usted? *

24. ¿Cuál es su percepción sobre la profesión docente? *

25. ¿Cree usted que su percepción sobre la profesión docente cambió a lo largo del programa? *

Marca solo un óvalo.

☐ Si

☐ No

26. Si la respuesta anterior fue afirmativa, explique brevemente cómo ha cambiado: *

Si su respuesta fue negativa , escribir "No aplica".

26/3/2020

Cuestionario Profesión docente

27. ¿En cuál de las siguientes profesiones se desea desempeñar una vez termine el programa? *

Selecciona todos los que correspondan.

☐ Docente de Lenguas

☐ Linguista

☐ Traductor- interprete

Otro: ☐ _____

Este contenido no ha sido creado ni aprobado por Google.

Google Formularios

2) Definition of Categories

PERCEPTION

1.1 Categories of Perception: Focuses of perception that guide the characteristics or definitions that respondents attribute to teaching. The following are, with examples, the Perception Categories found taking into account the answers made by the survey (P1 and P2).

1.1.1 Constructing a perception: Even though the respondent gives how his/her perception towards teaching profession is, he/she also recognizes that an own definition of teaching is still in construction/process. For example, one of the respondents claims: [1708] “Considero que aún no termino de definir lo que la profesión docente es. Sin embargo, conozco su vital importancia en la sociedad, ya que sin los profesores, precisamente ese camino que las personas necesitan recorrer para instruirse se vería obstaculizado.”

1.1.2 Critical focus: It refers to the fact that the respondent points out aspects of teaching that are not limited to the transmission of knowledge but that it is capable of transforming the thought or the way in which a society/individual perceives his/her context. As in the Socio-Critical Teaching Approach, topics like politics, violence, power, ect, are taken into account to be analyzed in a reflective way. For example, one of the respondents claims: “(la docencia) Ha transformado mi visión de sociedad, institución pública y país.”

1.1.3 Emotional focus

1.1.3.1 Evokes a feeling: It refers to the fact that the respondent points out emotional aspects that incites the exercise of teaching (love / nobility / pleasure / passion). For example, one of the respondents claims: “Reconozco que el docente debe amar su carrera.” :[1801] “ Es algo lindo e importante” . [1802]...es la más satisfactoria

1.1.3.2 Greater appreciation: P2's category of analysis. It refers to the fact that the respondent reflects on the little emotional, professional and/or work value that he/she had “before” with respect to “now” about what to be a teacher is. For example, one of the respondents claims: “No le había dado a la docencia la importancia que merece.” [1919]:Lo consideraba un ejercicio muy difícil o imposible de realizar para mi porque jamás pensé que contaría con la paciencia y la pasión para enseñar a otros (...)”

1.1.3.3 Lifestyle: In this category, the respondent argues is more than a job or profession because it goes beyond: teaching is a kind of style of living that is in you forever. For example, one of the respondents claims: [1514] “Es un estilo de vida que nos acompaña hasta la vejez(...)”

1.1.3.4 Rewarding despite the negative values: In this category, the respondent argues that despite teaching, among other aspects, is demanding physically and intellectually, it is also rewarding. That is, at the end of the day a teacher feels his/her work is important/special. For example, one of the respondents claims: [1608] “es un trabajo que en ocasiones puede llegar a ser difícil, pero si se hace bien, vale la pena el sufrimiento.”

1.1.4 Humanistic focus: It refers to the fact that the respondent points out that teaching has an impact on the improvement of the members of a society in terms of their development as human beings. In many cases, this category has a close relation with the imaginary of a teacher a leader or guide in people's lives. For example, one of the respondents claims: [1514] “(...) influyes bastante en la vida de otros seres humanos y esto puede hacerlo tanto de forma positiva como negativa (...). [1803] “Es una profesión que en muchas ocasiones la practican personas sin la capacidad para transmitir de una buena forma sus conocimientos, pero que las personas que lo hacen pueden cambiar ideas o motivar a las personas a crear la suya” [1908]” (...) si no que también se enseñan otros aspectos de la vida (...)”

1.1.5 Implications of high expectations

1.1.5.1 Demanding: It refers to the fact that the respondent assigns to teaching a great inherent and demanding intellectual work/effort. For example, one of the respondents claims: [1507] “(...) Se trata de un trabajo que exige mucho pensamiento (...)” [1916]” Me parece que es una profesión muy demandante que requiere mucho esfuerzo, disciplina, pasión”

1.1.5.2 Difficult: It refers to the fact that the respondent assigns to teaching, in general terms, a great inherent difficulty. For example, one of the respondents claims: [1701] “Es muy mal paga y bastante difícil” [1917] (...) pero difícil”

1.1.5.3 Exhausting: It refers to the fact that the respondent assigns to teaching a great inherent and demanding physical work/effort. For example, one of the respondents claims: [1517] “La docencia demanda mucho tiempo y es desgastante.”

1.1.5.4 Increased awareness of the Implications of high expectations: P2's category of analysis. It means that the respondent makes a comparison between what he/she thought "before" and "now" about the teaching profession. It is found that there is an expansion in the complexity of that perception in terms of how demanding, difficult, important, etc., teaching is. For example, one of the respondents claims: “Ahora soy más consciente del papel que cumple un maestro en la sociedad y de cómo la educación colombiana no permite en ocasiones a profesores realizar buenas clases ya que no poseen los recursos.”

1.1.5.5 Large workload: It refers to the fact that the respondent assigns to teaching a great inherent workload. For example, one of the respondents claims: [1705] “(...) pues adentrarse en el mundo de la enseñanza

permite ver el arduo trabajo que hay detrás, desde la planificación de una clase (...)"

1.1.5.6 Of great responsibility: It refers to the fact that the respondent assigns to teaching a great inherent responsibility. For example, one of the respondents claims: [1514] "Esta profesión es una de las que más responsabilidad y compromiso requieren ya que un docente influye bastante en la vida de otros seres humanos y esto puede hacerlo tanto de forma positiva como negativa, ahí está la responsabilidad de cada docente."

[1815]"Siendo que es una profesión ardua ya que en ella recae la responsabilidad de enseñar a las futuras generaciones las bases para su futuro profesional".

1.1.5.7 Strong academic preparation: In this category, the respondent remarks how important is to have had studies and/or academic preparation to work as teacher. For example, one of the respondents claims: [1511] "(...) Creo que el docente debe ser una persona preparada, un profesional en todo el sentido de la palabra (...)"

1.1.5.8 Very important: It means that the respondent remarks the huge importance, in general terms, of teaching in a society. For example, one of the respondents claims: [1601] "Que es una labor muy importante pero debe ser para alguien que le nazca serlo"[1808]"Que la docencia es la profesión mas importante de todas".

1.1.5.9 Vocation: It refers to the fact that the respondent assigns to teaching a great inherent vocation. Teaching is seen as a profession for someone who really was born to do so. For example, one of the respondents claims: [1603] "Dura, es pura vocación"[1805] "no elegí una licenciatura porque a futuro me pueda ofrecer mucho dinero, sino por vocación".

1.1.6 Low job offer: It refers to the fact that the respondent points out that in the daily life the job offer for teaching is little. For example, one of the respondents claims: "Antes creía que era más fácil conseguir trabajo."

1.1.7 Negatively valued by society

1.1.7.1 Economically (underpaid): In this category, the respondent remarks how someone how is in the field of teaching is underpaid. For example, one of the respondents claims:[1603] "(...) Además de no estar entre las mejores remuneradas en el país. [1813]"(...) Mal pagado".

1.1.7.2 In terms of social status (undervalued by society): In this category, the respondent remarks how someone how is in the field of teaching is not recognized by the society in terms of the importance of his/her job. For example, one of the respondents claims: [1604] "Creo que esta profesión no tiene el valor que debería en la sociedad actual (...)" [1814]"(...) muchas personas. Lástima que no les dan el valor que se merecen".

1.1.8 Social focus: It refers to the fact that the respondent points out that teaching has an impact on the improvement of the daily life of the members of a society (health, education, culture, etc). For example, one of the respondents claims:

“(los docentes son) creadores de espacios donde la creatividad, el arte y la afectividad fundamentan infinitas formas de aprendizaje.” [1922] Considero que es una de las mejores profesiones que existe porque a través de ella construimos conocimiento y sociedad,

1.1.9 Uncategorizable: This is label given to those answers that were not clearly developed. That is, the respondent did not give enough context to classify his/her answer in a category, or at least create another. For example, one respondent claims: [1510] “Integral”. Although it is true that the answer “Integral” can mean many things, we did not dare to draw conclusions about what the respondent refers to with “Integral”: is it a negative position, positive, both? Therefore, this answer was labeled as “uncategorizable” in order to avoid misinterpretations when analysing respondent's intentions. [1817] “Servir” However, it is not easy to interpret since the content and its meaning are not taken into account.

1.2 Reason for changing P1 to P2: When analysing the Categories of Perception for P2, it was found that respondents gave reasons of why P1 changed to P2. Therefore, the *Categories of Reasons for changing P1 to P2* are a complementation of the *Categories of Perception* because they give a kind of context that explain the why of the new perception.

1.2.1 Influenced by L.E

1.2.1.1 Influenced by a L.E professor: The respondent alludes to some experience with a L.E teacher the fact that his/her teaching perception changed. For example, one of the respondents claims:[1907] “Muchos profesores utilizan las clases para promover puntos de vista políticos”

1.2.1.2 Influenced by L.E: Category in which L.E program was the one that allowed a change from P1 to P2. The difference between This category and the others is that this alludes to L.E career in general, it is unspecified. For example, one of the respondents claims:[1909] “Constantemente irá cambiando porque se aprenden nuevas cosas, entre las cuales, está: ser una persona ejemplar”.

1.2.1.3 Influenced by the L.E curriculum: Here the courses or theories seen/learned during L.E are highlighted as the main influence to change P1. For example, one of the respondents claims:[1815] “Al principio no me gustaba la idea de enseñar pero en el transcurso de la carrera me he dado cuenta que hay muchas maneras interesantes de enseñar y eso hace que las clases no sean aburridas” [1806] “Al principio una gran parte de los estudiantes son reticentes a la hora de hablar de la docencia, pero al pasar el tiempo y viendo las materias, en mi caso en especial esa reticencia va desapareciendo”.

1.2.2 Influenced by the University of Valle: Category in which the Universidad del Valle was the one that allowed a change from P1 to P2. The difference between This category and the others is that this alludes to the University in general terms, it is unspecified.. For example, one of the respondents claims:

1.2.3 Influenced by work experience: Here the experience in actual teaching is highlighted as the main influence to change P1. For example, one of the respondents claims:

MOTIVATION

2.1 Categories of motivation: When respondents were asked about the motivations for enrolling in L.E, fourteen Categories of Motivation were found when analysing those responses. Those categories (for both M1 and M2) are explained, with examples, below:

2.1.1 Frustration regarding M1: M2's category of analysis. In this category, the respondent expresses a kind of frustration for not achieving his/her objective in M1. For example, one of the respondents claims: [1501] "No aprendí la cantidad de idiomas que pensé que podría por que se hace mayor énfasis en la formación como docente."

2.1.2 Instrumental vision of the language: As in the extrinsic motivation, this category refers to the fact that the respondent wants to learn a language because of the advantages that it has: economically or in terms of having a job. For example, one of the respondents claims:[1531] "(...) La posibilidad económica del trabajo en Lenguas Extranjeras (...)" [1810]"Una de mis metas es irme del país así que sentí que esta carrera podía ayudarme con eso".

2.1.3 Interculturality: Here the respondents point out interest in learning cultural aspects of other communities: literature, food, religions, ways of living, ways of thinking, etc. For example, one of the respondents claims: [1705] "Aprender una nueva lengua y cultura"[1813] "Disfruto el aprendizaje de lenguas y culturas externas a la nuestra".

2.1.4 Interest in continuing studying: M2's category of analysis. in this category the respondent expresses his/her willing to continue his/her academic preparation. For example, one of the respondents claims: [1522] "(...) pero ahora quiero seguir estudiando tal vez en un país extranjero y contribuir al desarrollo de mi país."

2.1.5 Interest in contributing to society: As in the Social Focus Category of Perception, here the respondent expresses his/her willing to contribute in the improvement of the daily life of the members of a society (health, education, culture, etc). For example, one of the respondents claims: [1802] "Aportarle algo a la sociedad y mejorar mi inglés"

2.1.6 Interest in foreign languages: Here the respondent expresses interest in learning a foreign language, mostly english. For example, one of the respondents claims:[1902] "Me interesa mucho aprender lenguas extranjeras y todo lo que tiene que ver con su estudio lingüístico".

2.1.7 Interest in linguistics: Here the respondents shows interest in learning linguistics. For example, one of the respondents claims: [1814]"Ahora encontré una pasión ligera hacia lo que es la lingüística".

2.1.8 Interest in teaching : Here the respondents shows interest in the field of teaching. For example, one of the respondents claims: [1807] Quiero ser docente y me llaman la atención los idiomas.

2.1.9 Interest in translation-interpretation: Here the respondents shows interest in translation and interpretation. For example, one of the respondents claims:[1912]” La traducción y la interpretación”.

2.1.10 Interest in traveling: In this category, the respondent expresses interest in travelling abroad. For example, one of the respondents claims:[1921] “ (...) laburo y viajar

2.1.11 L.E was not the first option: Here the respondent recognizes that L.E was not his/her first option. For example, one of the respondents claims:[1921] “Ampliar mi formación para desempeñarme en mi carrera.” I must make a clarification, since the student is an environmental engineer”.

2.1.12 Not interest in teaching: M2’s category of analysis. In this category, the respondents recognizes he/she is not interested in the teaching field. For example, one of the respondents claims:

2.1.13 Suggestion by acquaintances: It refers to the fact that someone (family member, partner, friend, etc) suggested L.E to the respondent. For example, one of the respondents claims:[1920]”Una recomendación”

2.1.14 To use L.E in order to enroll in another career: Here the respondent recognizes his/her M1 was to use L.E in order to enroll in another career. For example, one of the respondents claims: [1922] “Ahora quisiera combinar esa motivación con mi interés eterno por el arte, aunque no sé cómo”.

2.1.15 Experience in the field of education: Here the respondent recognizes his/her experience in the field was motivating to enter in the career:[1922] “El contacto previo que tuve en el campo de enseñanza”.

2.2 Categories of Motivational Experiences: When respondents were asked if they had had experiences with the teaching profession (such as working, having a known teacher, having been inspired by someone, etc.) that were motivation to enroll with L.E, the following categories of motivational experiences were obtained (these *de Categories of Motivational Experiences* are a complementation of the *Categories of Motivation* because they give a kind of contextualization):

2.2.1 Experience in the field of education: Here the experience in actual teaching is highlighted as the main influence to enroll in L.E. For example, one of the respondents claims: [1817] “Descubrí que a través de la enseñanza - independientemente del conocimiento que se desee compartir- hacía parte de mi

proyección a futuro y sentía que servir de esa manera a los demás era el granito de arena que me correspondía contribuir a la sociedad” .

2.2.2 Have a teacher in the family: In this category, the respondent expresses he/she was inspired by a teacher family member for enrolling in a pedagogical career like L.E. For example, one of the respondents claims:[1901] Mi mamá y mi abuela fueron docentes. [1917]”Mis papás son docentes y crecí viendo su trabajo y viendo como se desempeñan en el “

2.2.3 Inspired by a teacher: The respondent alludes to some experience with an school teacher the fact he/she got enrolled in L.E. For example, one of the respondents claims: [1907]”Mis profesores del Colombo me inspiraron a seguir sus pasos” .[1908]”Mis profesores de lenguas siempre me encantaron y me motivaron “

2.2.3 Suggestion by acquaintances: As in the homonymous Category of Motivation, this category refers to the fact that someone (family member, partner, friend, etc) motivated the respondent to enroll in L.E by highlighting its advantages. For example, one of the respondents claims: [1810] ”Mi mamá es docente así que ella fue la que me sugirió la idea”. [1921] ”Dos profesoras de idiomas me indicaron que debería estudiar lo mismo”

