

**PERCEPTIONS OF TEACHER TRAINING FOUNDED IN THE BIOGRAPHY
OF THE EXPERIENCE OF PROFESSORS OF THE BACHELOR'S DEGREE
PROGRAM IN FOREIGN LANGUAGES WITH EMPHASIS IN ENGLISH AT UNIDAD
CENTRAL DEL VALLE DEL CAUCA**



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BACHELOR DEGREE IN FOREIGN LANGUAGES WITH EMPHASIS IN ENGLISH

Unidad Central del Valle del Cauca

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**DEGREE WORK PRESENTED TO QUALIFY FOR THE TITLE OF:
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RESEARCH LINE: TEACHING

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Dedication

This project is for my parents, with whom I live grateful for supporting me since I can remember, for filling me with love day by day and being my most faithful support, honestly, I would be nothing without them.

And also this is for me, for having overcome many of my fears, for having grown in many aspects and having challenged myself to do things that a seventeen-year-old Laura would not have done. For having believed in myself and not giving up despite everything.

Resumen

El propósito de este estudio fue analizar las percepciones sobre la formación docente que a través de las historias de vida se fundamentan como un proceso de aprendizaje biográfico en profesores de la Licenciatura en Lenguas Extranjeras con Énfasis en Inglés de la Unidad Central del Valle del Cauca, la cual revelando, describiendo y comparando estas experiencias se conocen cómo cada uno de los aspectos, las personas que conocieron durante su trayectoria y aquellos aspectos fundamentales que influyeron en su proceso ya sea positiva o negativamente y dan una brecha para su crecimiento como profesionales y personas hasta llegar a lo que son hoy en día

Esta investigación es de carácter cualitativo y posee un enfoque descriptivo con intención de profundizar en los relatos obtenidos en las entrevistas realizadas a los participantes de esta investigación. Así mismo se hizo uso de las historias de vida, con intención de conocer un poco más a fondo el pensar y sentir de los docentes, permitiendo así que se conozca con mayor detalle cómo fue percibido para ellos su proceso de formación y dando fuerza a la necesidad de conocer más sobre este aspecto tan significativo.

Durante la investigación se conocieron diversos factores que fueron clave en la construcción de la identidad de los docentes entrevistados, teniendo en cuenta las diferentes experiencias vividas dentro y fuera del campo educativo, así como las preferencias mismas. De este modo se hizo un mayor énfasis a la necesidad e importancia de conocer de primera fuente las percepciones sobre la formación docente, pues finalmente son ellos quienes conocen mejor dichos procesos.

Palabras clave

Formación docente, historias de vida, biografía narrativa, percepciones, profesor.

Summary

The purpose of this study was to analyze the perceptions about teacher training that through life stories are based as a biographical learning process in teachers of the Bachelor of Foreign Languages with Emphasis in English of the Central Unit of Valle del Cauca, which, revealing, describing and comparing these experiences, reveals how each of the aspects, the people they met during their career and those are fundamental aspects that affected their process either positively or negatively and give a gap for their growth as professionals up to what they are today.

This research is of a qualitative nature and has a descriptive approach with the intention of delving into the stories obtained in the interviews carried out with the participants of this research. Likewise, life stories were used, with the intention of knowing a little more in depth the thinking and feeling of the teachers, thus allowing to know in greater detail how their training process was perceived for them and giving strength to the need to know more about this important aspect.

During the investigation, several factors were discovered that were key in the construction of the identity of the interviewed teachers, taking into account the different experiences lived inside and outside the educational field, as well as the preferences themselves. In this way, greater emphasis was placed on the need and importance of knowing first-hand the perceptions of teacher training, since ultimately they are the ones who know these processes best.

Keywords

Teacher training, life stories, narrative biography, perceptions, professor.

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Introduction

The teaching activity is something that takes place in different educational settings such as primary schools, colleges and public or private universities. Regardless of the location, the intention of the teaching activity remains the same: to contribute to the personal and professional training of its population and to transmit values and knowledge through an already established curriculum.

This is how the professor from his professional work must also act as a trainer, constantly reflecting on his pedagogical practice in order to improve his and innovate his teaching methods in order to perform correctly and in the most fruitful way in his work. They are useful both for their training and for their teaching practice, since from the latter they will continue to provide and build knowledge by being constantly exposed to situations where their entire training process will be put to the test.

For several years now, initial teacher training, its growth and professional development have been taken as extremely important aspects in terms of improving educational quality, and it is that a big part of the programs responsible for improving educational systems in the world have as their main objective to strengthen the skills and the level of professionalism of teachers in work and all those who are in training. This is how knowing the training that teachers have had is so important, knowing which aspects, situations, adventures, people and others have contributed in a good or bad way to being the professors they are today.

In the first chapter of this investigation it can be find the description of the problem to be investigated, which describes the importance of knowing a little more about the concept of teacher training since it is perceived from approaches that are not directly related to it, for which is extremely necessary to explore and discover through life stories, what have been the aspects that have had the greatest impact on their lives and training to have become the teachers they are today. Likewise, this chapter also contains both general and specific objectives, with which it is intended to reveal perceptions about teacher training to explore, describe and compare experiences and categories found in teacher training processes as part of their life stories.

Finally, in this chapter is the justification for this research in which emphasis is placed on the main intention of this project, which is to generate a positive impact that allows teachers to raise their voices to publicize their training processes, since the best source to learn more about this concept is to listen to the voices of its protagonists. In addition, this project aspires to start a space in which the narrative biographical method is used, since through it different processes related to subjectivity can be discovered and that are not normally investigated in the program.

In the second chapter is the referential framework, in which the background for this research project is found. Backgrounds are divided into three categories, which are: International, national and local, being in all evidenced teacher training as an object of study. In addition, this chapter also contains the theoretical framework and the conceptual framework that describes the objects of study one by one and is supported by the opinions of various expert authors on the subject.

The third chapter that highlights that it is a qualitative research in which the narrative biographical design will be used through the life stories narrated in an interview by the teachers selected for this area.

Eventually, there is chapter number four, in which the categories and subcategories that were created from the information collected from the stories made by the teachers interviewed are found. Likewise, in this chapter a contrast is made that allows grouping the stories obtained in the category that best fits them. Next comes the discussion about the results, in which we talk about those experiences or situations that the participants had in common and how they perceived them.

Finally, in this chapter are the conclusions and recommendations, which invite future researchers to develop research of this type and help raise the voice of those who are not normally heard. In addition, the invitation is also made to use both the narrative biographical method and life stories, since these provide the opportunity to learn more about the object of study.

Chapter I: Contextualization of the Research problem

1.1 Problem statement

This chapter describes the problem of this research, which includes its own elements like the research question, the objectives are also stipulated, both general and specific, and a description of the research context is made and finally, the problem is justified.

Teaching training has been a process that nowadays is important in Colombia since a great impression has been seen during times marking a before and after in the timeline, this great contrast can be seen since the time of (1926) where it should not have been a certificate on some specific material, only one who could demonstrate in one way or another their knowledge on a specific subject could be called a teacher as **Messina (1987)** says “*Teacher training is conceived as the permanent process of learning for the performance of a certain functions in the academic context*” Then in (1950) is where the changes began with pedagogy and related with the material that were given to the students and the lack teachers preparation which necessarily led to a basic preparation process where they should knew about pedagogy that was when teacher training began based on theoretical knowledge; now to achieve the contrast it is necessary to name the date 1983 that from then on , the consequences started to be shown of all these previous years in which teaching was not taken seriously, it was needed to emphasize not only the theoretical but also the pedagogical part of a teacher, strengthen their skills and methodologies in order to fade this erroneous image of what it was a teacher, therefore, *Law 30 of 1992 and Law 115 of 1994*

were those that played a very important role in this introspection, making it become a higher education.

The public was heard about their perspective, but at what point is the perspective of the teachers themselves in their process taken into account? This important part is forgotten and although little by little this kind of research has been having a little more relevance, it is not enough, it is an essential process to achieve significant learning and growth in the educational field because adaptation is very important as **Hall's (1983) says** *“Perception is a capacity of the human species that allows the adaptation of the members of a society to the conditions in which they operate.”* (pag.7).

Continuing with the above teacher training is a process that has taken a lot of strength in Colombia from the superior normal schools which were formerly in charge of teacher training. Baez (2005) mentioned that the national government issued the decree of November 2, 1844, by which the establishment of normal schools in each capital of Colombia was ordered, noting the shortage of teachers and the lack of preparation of the existing ones. Nevertheless, the faculties of education are established to offer professional careers that prepare future teachers; it should be noted that the in Colombia, their origin, formation and projection, were the result of institutions that had already been founded; such is the case of the Instituto Pedagógico Femenino in Bogotá and the Escuela Normal de Varones in Tunja. From there, many public policies, educational reforms, and guidelines have been structured, as well as changes in university curricula in order to improve teacher training processes.

This is how, after reviewing documents corresponding to undergraduate and postgraduate articles and research, a knowledge problem was found, since in these documents teacher training

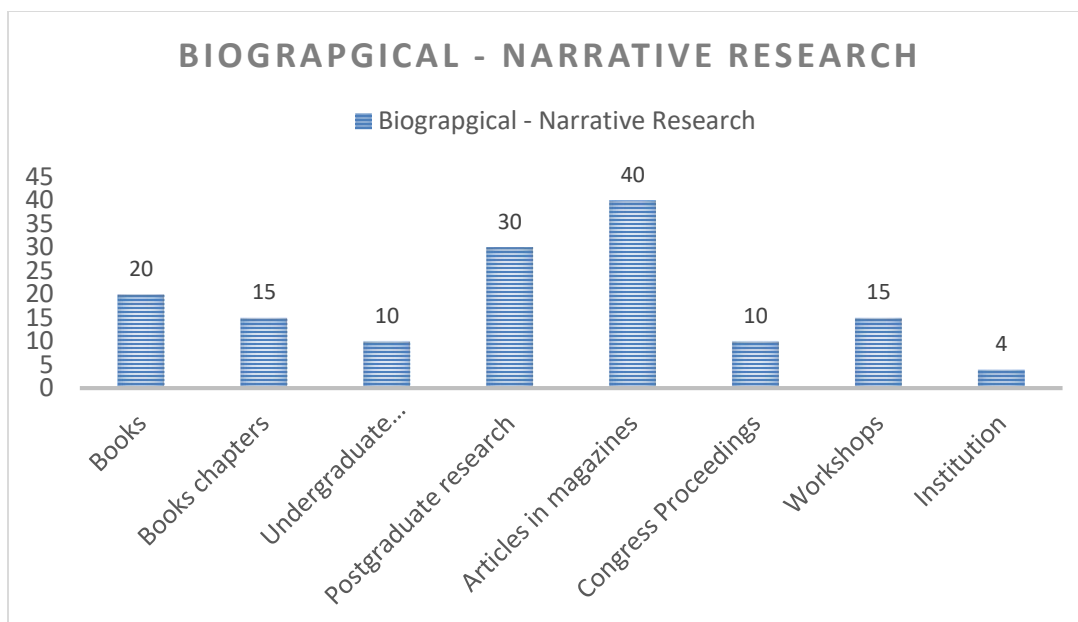
has almost always been perceived from documentary and historical approaches, which are not directly related to the professor.

Likewise, it is evident that the perceptions of teachers regarding their own training process have not been widely investigated and therefore spaces have not been opened in which reflection and self-reflection are generated from the narrative reconstruction of the experience, since the history of teachers has not been given a voice and in this way the elements that these subjects present as part of their teacher training are unknown.

In the same way, it was discovered that in qualitative research, the narrative biographical method, although currently globally it is gaining a lot of strength; as can be seen in figure 1, in the national and local context its use in educational research is still scarce.

Figure 1

Narrative biographical research in Colombia



Note: Adapted from “Who are they and where are they? Biographical narrative research in the Colombian context” (p.152), by Barón, 2018, Journal for Educators, Teachers and Trainers.

According to the above, it was possible to show in the graph the use on a certain scale about the implementation of this narrative Biographical method, even though it is not enough to supply a need, it is shown that the biggest amount of implementation is the informal articles and magazines, but in the institution is just used only in a 4 percent, there being a clear need in the implementation of this method in an investigation

At the same time, it was observed that this type of research had not been carried out before at the Unidad Central del Valle del Cauca (UCEVA), specifically with the professors of the Bachelor Degree Program in Foreign Languages with an Emphasis in English, for this reason, the need arises to broaden this panorama, since this is the one that gives voice to the authors of the problem to be investigated.

The context from which this research is derived begins in the Unidad Central del Valle del Cauca, specifically with the professors attached to the Foreign Languages Program; therefore, to reach an understanding of this context, a review of the Directive Agreement No. 021 is presented, which provides the Teaching Statute for the Unidad Central del Valle del Cauca on August 3, 2018; since article 69 of the Political Constitution, following articles 28 and 29 of Law 30 of 1992; allows the autonomy of university institutions, empowering them to give their own Statutes and Regulations.

The Teaching Statute of the Unidad Central del Valle del Cauca (UCEVA, 2018) applies to linked professors who carry out one or more of the following activities: teaching, research, extension, and projection to the community, and support processes of a nature academic-administrative. This Statute aims to: define the criteria and procedures to guarantee quality teaching within the framework of institutional principles and guidelines for teaching, research, extension, and social projection; It is also an objective to specify the types of connection, requirements, promotion, categories, and retirement of the professors; at the same time indicate the rights, duties, obligations, incentives, among others, for the Institution's professors and, finally, determine the system for evaluating the academic performance of professors attached to UCEVA.

In that sense, the Bachelor's Degree Program in Foreign Languages with Emphasis in English is built by a total of 32 professors, of which 10 are full-time career professors and the remaining 22 are chair hour professors as seen in Table 1. Another point is that the 30 professors are teaching, however, 16 of them are researchers who, in addition to teaching, also carry out research at the UCEVA. Furthermore, the full-time career professors attached to the program have a master's degree or are currently studying; similarly, others are pursuing doctoral studies.

Concerning the hour chair professors of the program, they show the same characteristics as the full-time ones.

Table 1

Professors attached to the Bachelor Degree Program in Foreign Languages with Emphasis in English

Professors in the program	32
Full-time professors	10
Hour chair professors	22
Research professors	16

Note. From: Bachelor degree program in foreign languages with an emphasis in English (2022)

In this respect, according to the Educational Project of the Bachelor's Degree Program in Foreign Languages with an Emphasis in English (2021), full-time career professors and chair hour professors are members of the Education and Curriculum research group meaning that more than the 50% of the teachers are related with the investigation process in the bachelor's degree program big perspective about the important role of the investigation participating each year in internal calls and develop research projects attached to each of the research lines, which are approved by the Central Research Committee.

It is established that the professor at the UCEVA is a person who is linked to the university to carry out either one or several activities such as teaching, research, extension, projection to the community, and/or support for these, which constitute the teaching function;

committed to understanding and solving social problems that, with criteria of academic excellence and within the framework of university autonomy, participate in the provision of higher education services, inherent to the social purpose of the State, under the Institutional Educational Project. Therefore, "The professor has a professional and ethical commitment to the comprehensive training process of students following the principles and values expressed in the Institutional Educational Project" (UCEVA, 2018, p.3).

Due to the above, the present research problem has as its object of study to know the perceptions of teacher training from the life stories of UCEVA professors; of which time, experience, personal knowledge and perspectives are essential factors that lead the teacher to make a reflection and deliberation of his work as a teacher and in turn enriches the training processes, since these life experiences are revived when they are unconsciously told and consciously retold. García (1989) explains his concept of teacher training:

“Teacher training is the process in which teachers -in training or in service- participate in the training process in a critical and reflective manner, promoting the acquisition of knowledge, skills and terms that contribute to the development of their professional performance”.

As mentioned before, teacher training is understood as a process of practice, reflection, and self-evaluation of the same practice, where the teacher is recognized as a teacher and is understood with their principles and attitudes, knowledge, capabilities, skills and methodologies. Therefore, all this process of reflection that teacher training entails must lead to an acquisition of knowledge and personal development in the case of teachers in training, or an improvement and improvement of the professional competence.

Considering the great variety of existing concepts on teacher training, it is emphasized that the concept is closely linked to a historical moment and to the principles that govern education. According to the above, it is necessary to highlight that Freire emphasizes in the book "On Teacher training and Critical Thinking" that teacher training is problematic of reality, of education, and is committed to liberation, striving to demystify already that this is a practice of freedom which is opposed to the formation detached from the real world. Therefore, highlighting the context in which education is currently located, teacher training must take place permanently and continuously, to be a true transforming agent of society, which requires new visions of its most important aspects, conceptual generals of current reality.

Likewise, the need and importance of teacher training for education and society has been approved by UNESCO (2014), arguing that it is required by the continuous sociocultural changes, which requires constant training of teachers to be able to make relevant changes in the educational process according to the needs created by the new social demands, for which teachers must update their knowledge in areas of interest, such as pedagogy, psychology, among others. For Pérez, Barquín and Angulo (1988) It is important that a teacher is trained, because he must acquire specialized skills that allow him to intervene not only in teaching, but also in the promotion of learning and the permanent regeneration of reflection and reasonable action. It is important to make it clear that in a research aimed at unveiling the professor's perceptions, it cannot be limited to explanations of practical knowledge, social representations, affective experiences lived by the subject, or simply the special circumstances, but rather an explicit reference must be made to the training and professional history of said subject.

After introducing the concept of teacher training, in the same way, the concept of life stories is presented, which is included in all this research work. The term life history is closely

related to narratives and focuses on the interest in the individual, the human, the personal, experiences, personal knowledge, and the world of internal meanings. In addition, the essence of life stories in the educational field is integrated into the definition of education that Connelly and Clandinin (1995) they present themselves as builders and re-enactors of personal and social history, because they emphasize that one of the ways in which people experience the world is history, this because historical events are revived through a process of reflection, that is, of look back. It is the story of the lived experience that leads to knowing the context and the moment in which it makes sense, since the experience is remembered as it is told and is understood and reflected on in the same way.

Life stories are not only descriptions of people's life and what they have done or said in it, but the histories themselves and the ways in which they narrate lives play a relevant role in the way in which people learn from their lives, observing and reflecting on the course of a life, allows new forms of understanding to be generated. For this reason, "The main reason for the use of narrative in educational research is that human beings are storytellers, beings who live lives that bind individuals and society" (Connelly and Clandinin, 1995, p.11).

In view of the life stories focus on the perspective presented by teachers themselves in which they constantly reflect on the processes of pedagogical practice and their training as teachers, it is convenient to say that, in the field of research specifically in the educational field, life stories are being used widely. As Porta and Yedaide (2014) point it out, "when teachers talk about teaching, they weave scraps of life and profession into their stories that can hardly be divided" (p. 9). Since through these ones offers the possibility of knowing and understanding in detail the educational processes and in turn, enriches the training and professional development

processes because the teacher is in a state of reflection from their personal experience about his professional life and his work as an educator.

Finally, the need to investigate the perceptions of teacher training from the life stories of professors is confirmed, since reflecting on this process turns out to be a topic of great importance not only for people and institutions. Responsible for the task of training future teachers, but for the professors themselves, since as teaching professionals they are permanently involved in different training spaces.

1.2 Research question

Based on the previous discussion, the following question arose: What perceptions about teacher training are based on the biography of the experience of the teachers of the Bachelor's Degree in Foreign Languages with Emphasis in English of the Central Unit of Valle del Cauca?

1.3 Objectives

Therefore, to carry out this project and answer the question, the following general objective and specific objectives were proposed:

1.3.1 General Objective:

To analyze the perceptions of teacher training that through life stories are founded as a biographical teaching process in professors of the Bachelor's Degree program in Foreign Languages with an Emphasis in English at Unidad Central del Valle del Cauca.

1.3.2 Specific Objectives:

1. To unveil the experiences of the professors, especially considering those related to the teacher training processes as part of their life story.
2. To describe categories that professors, present as part of their experiences related to teacher training, placing special emphasis on their meanings.
3. To compare the experiences and categories of teacher training integrated into their life stories.

1.4 Rationale

For several decades, teacher training has been the subject of discussion and in the field of research stands out. In this, there are multiple academic discussions, in which it is mostly said that teacher training should not be something spontaneous or accidental and that in turn requires constant changes to be able to implement the tools that are required today because the teacher is considered as a kind of transforming agent.

Due to the aforementioned, it is necessary for the teacher to be in constant training, since he will always be exposed to different situations both in the classroom and in the many educational spaces in which his skills and knowledge will be put to the test. The professor must represent a figure of authority and respect to which the students can turn, because in addition to sharing knowledge, their skills and training also intervene in the construction of their personal training.

For this reason, it is necessary to know more first-hand about teacher training and this research project aims to generate a positive impact by giving teachers a voice, since it is not the same to talk about teacher training as what theorists propose, from history or public policies, then to know how teacher training is conceived from the perspective of the protagonists themselves, taking into account not only the processes within the universities they come from, but also giving them a voice through life stories, since these allow the reader to know in depth each aspect related to the professor and his training, it is a method that allows understanding and clarifying the meaning of what has been lived through a document on the personal life of the selected members whose experiences they are of the utmost importance. Szczepanski (1978) comments "describe the author's social situation, as well as the opinions and ways of behaving, in addition to writing the autobiography delving into a series of activities and functions in the author's life, coloring the value of the material".

This is how the narrative biographical method is so useful in this research, since it proposes a completely different method from traditional qualitative methods or paradigms since it is not limited to strict data collection and analysis. As Bolívar and Segovia (2006) point out, narrative biographical research allows profiles to emerge and develop that link qualitative research strategies to real actors in everyday life. On the other hand, Aceves (2001), considers that " Biographical stories vividly explain transitions and changes in subjects' life courses and trajectories", this being the case of the teachers of the program who have gone through many and different training processes, experiences and events that have led them to be who they are today professionally, being able to talk about them without limits thanks to this investigative method.

Likewise, this project aspires to initiate a space for future research to be carried out in which the biographical-narrative method is used, since in this way it is possible to discover

internal processes that are associated with subjectivity and that are not usually investigated in foreign languages, but that still allow knowing the essence and training of the teachers of the program. This type of research altogether allows us to make sense of and understand the cognitive, affective and action dimensions. In other words, it allows repairing and representing a set of relevant dimensions of the experience, such as motivations, feelings, purposes, that formal research leaves out; or which makes it possible to organize the story from a global understanding of the person, their social role and the performance as a professional, and act as a critical mirror that returns the image so that it can be rethought, reflected, analyzed and reconstructed.

In addition, the perceptions of teachers will have to be counted, since as they go through their teacher training and personal training, they acquire different references about reality and considering the sensations that these provoke is how a meaning can be generated through the interpretation that is given to them and likewise of the identification of the particularities of the situations experienced by the individual and it will be know how they perceive their pedagogical work and how they conceive their teacher training processes, giving a contextualized vision of it, beyond what the theory establishes when entering directly into the professional field. According to Connelly and Clandinin (1995), narrative research is increasingly used in studies of the educational experience because human beings are storytellers, who live individually and socially narrated lives.

So, with this research project it is intended to raise the voice of the professors and make known their life experiences and how these have influenced who they are as professionals which will show and demonstrate how the true process of teacher training has been in the professor of the foreign languages program.

Chapter II: Reference framework

2.1 Background studies

This section presents studies in which teacher training is evidenced as an object of study. The following works address teacher training from the perceptions of teachers, making important research contributions. In addition, in order to have a clear picture of the scope, these background information is described on an international, national and regional scale as shown below.

2.1.1 International Background Studies

The first background study to mention is an important one entitled *“Teacher training from the perspective of teachers and managers. Case Fe y Alegría 25 de Marzo”*. This project conceives two objectives, the first one is to know the perception that the teachers of the Third Stage and Directors of the Unidad Educativa Colegio Fe y Alegría “25 de Marzo” have of the training programs in which they have previously participated in the Institution; and the second one is to analyze the structure configured by the aspects perceived by the teachers of the Third Stage of Basic Education of Fe y Alegría and managers, which can be seen in relation to the training process.

In the research work carried out by Castellanos (2010) in Venezuela at the National Experimental University of Guayana, eight teachers participated, of which two represented the Directive Level and the other six the classroom teaching staff. This research not only seeks to know the perception of teachers regarding training but also aims to analyze the aspects perceived by teachers that can be seen in relation to the training process. This research is situated in the

interpretative paradigm from the qualitative approach; Therefore, taking into account the approach, the nature of the object of study and the proposed objectives, as well as inattention to the principle of the theoretical-methodological unit, the collection, analysis, and interpretation of the information was oriented according to the main postulates of the method. hermeneutical-dialectical since its intention is to grasp the meaning of things and to make the most rigorous interpretation possible of the perception of the teachers with whom it worked.

In the analysis of results, the categories in which the teachers' responses were placed were identified; firstly, the criteria used to give reliability to the categories were those of exclusion and relevance, the first refers to the fact that the aspects that make up a category cannot be located in any other, and the second referred to the fact that the categories are adequate and pertinent to the object of study and the objectives of the investigation. Therefore, the general categories were: nature and purposes of teacher training; application of what has been learned in training activities; permanent monitoring; and institutional aspects of teacher training. The presence of great strength stands out in the positive assessment of the updating events attended by teachers, as well as training in general. The expressions indicated motivation for continuous learning in favor of improving teaching-learning processes in the classroom, as well as personal competencies. However, there is a strong perspective towards training activities, there is the evident need for spaces destined to share and reflect in order to enrich each other, the absence of a training follow-up program and complementary to their training that points towards the growth of the teacher personally, and professionally, which is also included in a general teacher performance evaluation system.

The study cited above, provided this research with detailed information on the stages of teacher training, these were conceived and clearly defined by Imbernón (1994) and Bar (1999), referring to these as initial training and permanent training “The first is understood as the preparation stage, in which the basic contents for granting teaching practice certificates are developed that allow the development of professional skills at all educational levels; while the second is the continuous integration process of formal and informal educational actions that help individuals to reach intellectual maturity throughout their lives” (p. 117). This project works with professors who perform activities similar to the population under study in this research project, which is made up of 8 teachers. This project works with professors who perform activities similar to the population under study in this research project, which is made up of eight teachers.

Continuing in this way with the background in the international context, Lozano (2016) published his article entitled “*The Formative Trajectories of Teacher Trainers in Mexico*” in the academic electronic journal *Actualidades Investigativas en Educación* of which its publishing entity is the University of Costa Rica for through the Educational Research Institute (INIE). The empirical reference of the research were 32 trainers from public normal schools in Mexico City and its surrounding area. The study is qualitative in nature and the methodology resorts to the use of a technique for collection information that collects free speeches from the informants and is based on the written elaboration of life stories “which corresponds to the enunciation -written or oral- by a narrator, of his life or part of it” (Cornejo, Mendoza and Rojas 2008, p. 19) This technique is located in the so-called biographical approach since it aims to reveal the symbolic constructions that people make about themselves.

From the results, one of the aspects that can be appreciated and that turns out to be extremely relevant is the fact that a large part of the informants did not have as a professional life project to be inserted in a normal school as trainer of trainers, but rather that the conjunctures of life, instrumental reasons, even coincidences were what led them to it. In this sense, we understand that there are two types of circumstances that promote the formative trajectory: formal processes and experiential situations or informal processes. The former refers to schooling and everything that is located within the institution, and the latter are special moments in which the lived situation becomes a formative experience, this considering that today, the role of the training experience is then worth analyzing how these experiences can be enhanced in order to promote training and several authors have characterized the trainer of trainers by their knowledge, skills and other aspects, as is the case of De Vicente (2010) who states that “teacher trainers require thoughtful and systematized experience” (p. 4) This author expresses that this is related to the knowledge of the subject, that is, with how it is taught, how students learn, feel and develop, with self-awareness and social skills.

Consequently, this research article contributed to the project the concept that Honoré (1990) has on teacher training, he proposes it as formativity-training, which is understood as a concept that explains all those moments, circumstances, facts, reflections, etc, that can lead a subject to the training of himself. As well as other authors who, through their concepts, help to know a little more about all the aspects that a trainer of trainers should have.

The following background study is a research article published in Mexico by Delgado (2019) in the Panorama Magazine specialized in education and E-Learning, entitled *“Perspectives on Teacher Education and the Possibility of Constant Training and Update: A Look at the Actors at a Mexican University”*. This study sought to analyze the teacher education

and training process to propose alternatives for improvement in the generation of effective learning; For this, 67 teachers assigned to six institutions of primary level, three of preschool education and one of upper secondary level were surveyed, to whom a questionnaire designed with closed questions was applied in which the interviewees were asked to argue or Justify your answer on two of them. The instrument that allowed the information to be collected was subjected to the reliability process using Cronbach's alpha technique, obtaining a score of 0.786.

In the results, the insufficient academic performance was evidenced, said information provided by the majority of the teachers, for which they need for the teacher to be trained and constantly updated is shared. However, teacher training and updating mechanisms are based on the absence of a serious diagnosis of training needs, since there is a great distance between training intentions and the needs of educational practice. Thus, the background study contributes to theoretical and conceptual concepts of teacher training,

Since authors such as Barth, 1990; Delors et al, 1996; Hargreaves, 1994; Gimeno, 1992; Jung, 1994; OECD, 1991; Schon, 1992; UNESCO, 1990, 1998; who mention that the 'ideal professor', the 'effective professor' is characterized as a polyvalent subject, competent professional, agent of change, reflective practitioner, research professor, critical intellectual and transforming intellectual. Which leads to the conclusion that in order for the ideal of a professor to be achieved, a responsible and consistent teacher training with the needs that arise in the educational sector is necessary.

This study served to understand the importance of professors being aware of their environment and the needs that may arise, staying in constant training that covers the different fields of education in order to be able to carry out their work.

2.1.2 National Background Studies

In this part are the national antecedents found, which served the project as a guide and provided very important information. The first background study to mention is the master's thesis entitled "*Conceptions and reflections on inflections on the training of teachers from the stories of pedagogical life*" carried out by Diaz & Santamaria (2009) from the Universidad de La Salle in Bogotá. The work mentions that the current demands of society and the changing world require trained teachers, solidly prepared for these challenges and with the interest and motivation to reflect and transform their own pedagogical practices, then the importance of analyzing the conceptions and reflections about teacher training; Therefore, this master's thesis has as a general objective, to interpret the conceptions and reflections about the training of teachers present in the pedagogical narratives of the students of the Master's Degree in Teaching at the University of La Salle. This study presents a qualitative methodology, hermeneutical in nature and from a biographical-narrative perspective.

The research population consisted of 29 first-semester students of the Master's Degree in Teaching at La Salle University, who entered the second academic period of 2007. The members of this group are characterized by their practice in teaching, some as a daily practice and others as casual or accidental practices. On the other hand, the heterogeneity of the participants is evident due to the different fields of action in which they work and their training conditions, since these are: doctors, engineers, artists, graduates, lawyers, etc.

The results obtained from this research were presented by a central category that is divided into 4 subcategories as follows: the central category is the conceptions about Teacher Training and the subcategories are: 1. What is training? 2. Why the training? 3. What are the

moments and spaces of training? and 4. Who is involved in the training? Thus, in the reports it was found that there are different concepts about training, for some, it is a process that occurs through practice and, for others, a need to improve working conditions; For this reason, it is recognized that teacher training is made up of a theoretical component that is the product of initial training and a practical component that occurs in work experience.

On the other hand, it was found that training is an opportunity to improve work, so it is believed that it should be continuous, in addition to the demands of current education require teachers to be researchers and respond to these needs, which will be seen reflected in professional and work improvement. Finally, in the results found, it is highlighted that in the different stories there is the incidence of significant people, whether they are relatives, teachers of the school or of the undergraduate training and actors of the institutions in which they work or have worked. These figures have personal or professional characteristics that are significant for the participants, for some these people left traces for their contributions at the academic level, or said influence was marked by both positive and negative pedagogical attitudes, which often function as references in their educational practices.

This work served the project, because it helped to discern the research approach thanks to the concepts provided by Conelly and Clandinin (1995) and Bolívar (2002) which allow knowing the essence of the biographical-narrative approach and how the narrations of the participants are the fundamental purpose and main source of information for the investigation.

The following background study is a master's work published in Bogotá in 2011 entitled *Initial Teacher Training in Four Decades from Life Stories of Colombian Teachers*. Rico & Rodríguez from Universidad de la Salle did qualitative research which sought to establish the

continuities and discontinuities of teacher training in the last four decades, based on the accounts of nine Colombian graduates; regarding data collection technique, the information collection technique based on life stories was used within the investigation.

Taking into account the above, the categories emerged that cover the aspects which were the most notorious and significant and covered everything narrated by the teachers, these categories were teacher training, teaching practices, and research experience. Now, starting from the first category *Teacher training*, the concern for the disciplinary was perceived, accompanied by factors that strengthen it and understand it as the foundation of the entire course of the undergraduate career, also the training of the majority of the participants. was permeated by the changes that began to occur in education in this period of history and even more so in bachelor's degrees, being vulnerable to socio-economic, political, and cultural factors, to which was added the emergence of concern for training teachers and the emergence of the first research on this field.

According to the second category *Teaching Practices*, in some life stories, it was reflected that this part of the training at certain times was not consistent with the disciplinary knowledge and caused a conjuncture between what the teacher applied in the classroom space and what was learned in the university space. It was also observed that, in some experiences reported by teachers, teaching practices did not include a representative space within teacher training, so that within their training process there was no relevant pedagogical component and that it was the primary source to understand the teacher. meaning of the practices, so that, for some cases, the teaching practices took place directly in the work experience.

For the last category *Experience in research*, the reports show that research training is summarized in disciplinary training and knowledge of the specific theorems of the discipline since it is understood that the teacher must understand almost by heart the vast majority of the topics established in the degree program. Likewise, it is perceived that research does not yet have a space within the training received, since this space is filled with the acquisition of specific knowledge of the discipline, in the same way, it is understood that the investigative character was reduced to better understand some special topic or fill conceptual gaps.

The work of these authors is an important background for this research, since it provides the concepts of life stories and how they are related to the biographical narrative approach and to research in teacher training. There they relate the following authors: Gutiérrez (1998), Herrera & Garzón (2007), Mallimaci & Giménez (2009) and Connelly & Clandinin (2009) as they state that life stories are the stories of people, which focus on in certain human experiences and that are an investigative focus within the narrative study.

Continuing with the background studies, the following is a research article published in the *Espacios Magazine* by Aramburuzabala, Hernández & Ángel (2017) from the Universidad Autónoma de Madrid and Universidad Pontificia Bolivariana in Colombia, entitled “*Models and Trends in Teacher Training*”, which aims to analyze the contributions of teacher training policies developed at the national level in the period 1994 to 2015 in pedagogical practices.

In this study, a qualitative methodology based on content analysis was used. In order to analyze the data obtained in the different interviews, the Atlas software was used, taking advantage of its validation and recognition in research in the field of social sciences and considering that it is a computer tool whose objective is to facilitate the qualitative analysis of,

mainly, large volumes of textual data. Among the main results, the two categories of analysis were taken into account, thus being the first category was Teacher Training Policies and the second category was Pedagogical Practice, according these, it is evident in the results the non-existence of a teacher training system and the normative discontinuity are highlighted, as well as the lack of an implementation follow-up process.

Thus, the background contributes to theoretical and conceptual concepts of pedagogical practices and their relationship with teacher training. Authors such as Blackmore et al., (2004) are listed here, who give great importance to teacher training experiences since, according to the authors, training is grouped into four categories, these being: teacher-centered training, student-focused training, institution-focused training, or sector-focused training; therefore, these are characterized by the perspective or level in which the training actions, organization and structure of the same are located.

2.1.3 Local Background Studies

In relation to the background studies in the regional context, mention is made of Ramos (2019) in his research *Considerations on the Concept of Training and the History of the Teaching of English in Colombia* published in the book *Appropriation, management and building use of knowledge*. This documentary study focuses on the conception of teacher training for English teachers in terms of public policies.

The results show the improvement in the training of the English teacher, but at the same time, the stagnation in which it has been found is perceived. Specifically, until the 1980s, the teaching of English in Colombia was in charge of professionals from other areas of knowledge, for which proficiency in the foreign language was not required, nor was it required to have a

bachelor's degree in languages. Projects, laws, and guidelines were established that promoted the training of English teachers, until the arrival of the National Bilingualism Plan, a public policy was formulated on the teaching of foreign languages in Colombia, especially English. This Program established the standards of communicative competence that we know for the different levels of the educational system and the training of English teachers. The latter, focused on the development of linguistic and methodological competence for teaching, the use of media, and new technologies, through training and immersion programs.

The relevance of this study is in the reflection on the teacher training of English teachers in Colombia, which for many years has been limited only to methodological and disciplinary development, excluding the process of reflection on practices and therefore making it difficult to improvement. Therefore, in this background study Zambrano (2001) is mentioned, who states that teacher training makes it easier for professors to reflect on knowledge, reflect on their practice as a professionals and his participation in the transformation of his students. For this reason, training brings with it a process of understanding the professor and his pedagogical work, his experiences and his way of relating to the founding discipline of his profession.

2.2 Theoretical framework

This section discusses the central objects of study of this research, which are: teacher training, narrative biography, and perceptions. The review is done descriptively and is organized around the research objects, the theories, and concepts that support them, as well as the relationships and/or discussions that exist between them. The foregoing is argued according to the perspective and contribution of authors and expert theorists on the subject. It should be noted that the works and research were obtained from various sources such as books, research, articles,

magazines, among others, which were identified through databases such as Google Scholar, Redalyc, Scielo, Dialnet, where it is mentioned as the most relevant theories and opinions.

2.2.1 The relevance of the “Teacher training” in the pedagogical practice

“What the teacher is, is more important than what he teaches” Karl Meninger.

The conception of training is discussed starting from an integral vision, which is associated with the part of the development of the human being, this has a lot to do with the affective, communicative, and spiritual dimensions. Ethical, sociocultural, and socio-political aspects are also included, understanding this training as a participatory, continuous, and permanent process in order to guide the individual so that he achieves full realization in society.

This is how the human being is in constant formation throughout his life. From different disciplines and sciences, the training received by the human being and the influence that said training can have on him are analyzed. From the point of view of sociology, the training that people receive from society leads them to internalize behavioral patterns, that is, to regulate their behavior based on what society and the family nucleus have taught them.

Now, according to Mathis and Jackson the term “training” is defined as a “learning process through people learn skills, concept, attitudes and knowledge to aid in the achievement of goals” (Mathis and Jackson 2014, p. 124). In the educational field is divided into two aspects, the first is related to the academic context of a person, this acquisition of knowledge and skills that an individual is established, capable of receiving as fundamental tool that helps to

consolidate the skills it possesses; In addition, in a retrospective analysis, it refers to the level of knowledge that an individual has about a specific science or subject.

The second aspect of the concept of training in the educational field is located in the pedagogical context, better known as teacher training. It is mentioned that “Teacher training is conceived as the permanent process of acquisition and structuring of knowledge, skills and values for the development of a certain function in the academic context; It is also understood as the processes or functions aimed at creating conditions that favor the professional development of teachers.” (Messina 1999 p. 174). In other words, the training of teachers is a complex task, this is due to the fact that the school is constantly changing and consequently some of the aspects that are dealt with in the training spaces are no longer valid in the reality of the school.

In this discussion, different opinions of authors can be found, such as Rivera (2021), who defines training as “A dynamic process, which plays an important role in the general structuring of the educational system, therefore, teacher training is not only aimed at performing professional functions for the educational system, whose purpose is the training integral of the educator in which the formation of being, knowing, and doing in relation to others prevails since he must be aware of and transform the realities of his educational environment” (p.8)

In accordance with the above, Flórez (1994) said "the concept of training, initially developed in the illustration, today is not substitutable for particular abilities and skills or for specific objectives of instruction, rather the knowledge, learning, and skills are meant to form as spiritual beings” (p. 17).

Due to the above, it can be said that the work of teachers as education professionals involves making decisions to respond to the needs of the context, which requires a solid

comprehensive, disciplinary, pedagogical, and cultural training, which rather than focusing on specific to the disciplines, is to prepare teachers to face the problems that are experienced in practice, breaking with traditional schemes and proposing innovative alternatives.

2.2.2 Narrative biography

Biographical-narrative research has had a recent development, but of great incursion in the research world, it is identified as an approach ascribed to the paradigm of qualitative research and traditionally associated from the Chicago School to the field of study of social and human sciences; Delgado (2018), mentioned that, through this institution, which opened its doors since 1892 and emphasized studies, whose main topics were immigration and crime. In addition, Connelly and Clandinin (2001) stated that this type of study is appropriate in many fields of the social sciences because they are focused on lived human experience and this is a way of characterizing those phenomena. Thus, observing through these studies, different elements of linguistics and literary theory, anthropology, sociology, and hermeneutical philosophy.

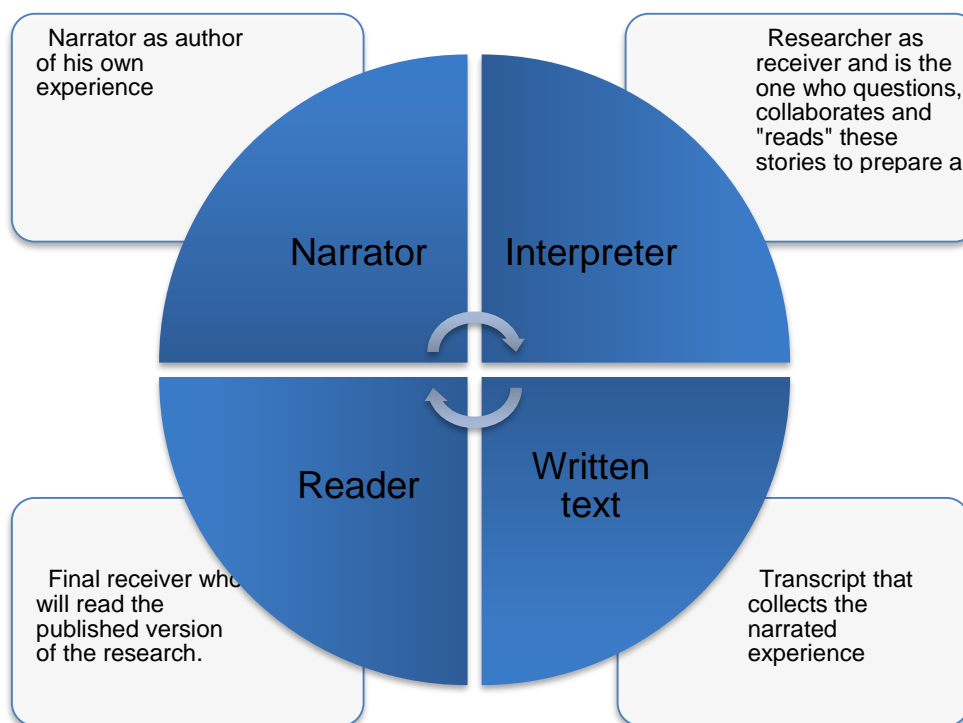
On the other hand, although it has a long history both inside and outside the educational field, narrative research is increasingly used in studies on experience in education with the rise of qualitative studies in the field of higher education, being this the latter immersed in continuous transformations that generate multiple changes in all its dimensions. Here is the role of narrative in educational research, which, as Contreras and Pérez (2010) mention, is not focused on giving an account of reality, on explaining it, but on asking about the educational meaning that can be opened to an experience that we try to understand. Precisely, the narrative biographical method emerges as a resource with which it grants transparency and visibility to the good practices that university teachers use as the main responsible for the promotion of said transformations, a new

research perspective is opened where the subject is recognized as an active actor who possesses a rich knowledge built by their interaction in various contexts and times.

Biographical-narrative research includes at least four elements:

Figure SEQ Figure * ARABIC 3

List of the elements involved in a biographical narrative research



Note: Elaboration based on Bolivar (2012)

As stated above, it is with the narrative biographical method, which is located within the field of qualitative research this knowledge can be understood, since it worked with the subjects through narration, for Connelly and Clandinin (1995), is the way in which human beings live the world and from that point of view, they propose education as the construction and reconstruction of personal and social stories, in which teachers and students are narrators and characters of their

own stories. In this sense, the narrative exercise allows to generate states of reflection and awareness about the experiences lived, to generate a practice for the establishment of dialogue that leads us to the unveiling of subjectivities as a whole, and to identify those genuine educational processes from which it has been learned and built knowledge; This is what Bolívar and Segovia (2006) and Campos, Biot, Armenia, Centellas and Antelo, (2011) affirm when mentioning that a necessary condition of social knowledge is subjectivity since the story produced by subjectivities is a privileged dialogue process that builds understanding and meaning.

2.2.3 Life stories as a useful technique to know the essence of the human being

The methodological pillar that the narrative biographical approach gathers and that allows it to access the object of study, in particular, is the methodological strategy called life stories. Pujadas (1992) defines them as an "autobiographical story, obtained by the researcher through interviews, in which the objective is to show the subjective testimony of a person in which both events and assessments that said person makes of his own existence" (Pujadas 1992 p.38) Therefore, the reason for the use of life stories in the educational field is evident in the interest in the particular, the human, the personal, and the world of internal meanings.

Thus "the main reason for the use of narrative in educational research is that human beings are storytelling organisms, organisms that, individually and socially, live narrated lives" Connelly & Clandinin (1995 p. 12). Well, bearing in mind that narrating is a process that activates reflection to give meaning to lived experience and reveal the meanings built by the relationship that people establish with their world, then, the objective of a life story is not to achieve validity or credit of an event, but to capture the vision that the individual has of himself

both personally and professionally and of his context through the narration, making use of the word, gestures, feelings, beliefs, reactions, attitudes in order to generate a reflection that allows them to give a deeper answer in relation to what was investigated, since "if we work with something as personal as teaching, it is vitally important to know what kind of person the teacher is" (Goodson 2003 p. 9).

As stated above, a life story is driven by the interviewer to build meaning, by searching for elements of the past that are relevant to the subject in order to describe, understand, represent and analyze the present situation in order to face future situations. For Bolívar (2008) and Aceves (2001), life stories markedly reflect the perceptions, interests, transitions, and social contexts or family circumstances that have crossed in the life trajectories of the subjects and that, from these, have been created changes in the routes or have prevented the realization of the initial project.

With the aforementioned, this type of research allows us to jointly know and understand cognitive, emotional, and behavioral aspects. It provides a conceptual and methodological framework to analyze fundamental aspects of human development and define its development lines and perspectives. That is, it can represent a relevant set of empirical dimensions such as motivations, feelings, goals, and desires that formal research ignores, their social roles and professional performance, and act as an important mirror that helps recreate the image so that it can be rethought, reflected upon, analyzed, and reproduced.

2.2.4 Perceptions as the interpretation that the senses give to experiences

In recent years, perception and its study have been the subject of interest in different fields, however, it is necessary to say this interest has given rise to problems in terms of

understand the concept about perceptive of the view of many social groups, despite the fact that such aspects are outside the limits of perception.

Perception is known as a cognitive process of consciousness that recognizes, interprets, and gives meaning in order to make a judgment based on the sensations obtained in a physical and social environment, in which other aspects are also involved, such as memory, learning, etc (Daddario 2007)

It is important to mention that perception is subjective, since not all individuals react the same to the same stimulus. On the other hand, it is also selective, since the person cannot perceive everything at the same time, so it limits his function to what he wants to perceive. Lastly, perception is temporary since this process evolves as the experience is enriched or the individual's motivations or needs vary. According to Gibson (1979) “perception is a simple process, since the information is in the stimulus and no further processing is necessary” (p. 42) This states that each organism has the intellectual keys of perception as a survival mechanism, therefore only what can be learned and is considered necessary is perceived.

However, perception is known in this way, there are several authors who see perception as a different process, since they highlight the difficulties of considering the many differences that it has as a knowledge process. Allport says “something that includes as much the capturing of the complex environmental circumstances as that of each one of the objects. Although some psychologists are inclined to assign this last consideration to cognition rather than perception, both processes are so intimately related that it is hardly feasible, especially from the point of view of theory, to consider them in isolation from one another” (1970, p. 23).

As mentioned before, many aspects have been benefited by making use of perception, one of these being the making of judgments, which is considered as one of the basic characteristics of perception itself. In this sense, perception plays a very important role since the individual in question is stimulated by sensations and intellectualizes them by forming opinions or judgments about them.

For that, perception is a process of the utmost importance, since being unique and personal allows the individual to have their own vision of what surrounds them or of each situation that occurs in their lives and how they have influenced them and knowing these perception mechanisms allows us to understand how people learn and are trained in different aspects.

2.3 Conceptual framework

2.3.1 Teacher and Professor

Teaching is a task that directly involves those who teach with the student's lives, so that the emergence of the figures of professor, teacher, and teacher respond to specific socio-historical conditions, which, in the same way, have had changes in the time and in the notions that each society makes from its place in the world; thus, at present, the orthodox concept of the teacher as a net diffuser of knowledge is left aside and it is mentioned that this is that human being who can become the fundamental support of the knowledge of the group that he guides and at the same time in a pillar that forges them to face reality as stated by Saldarriaga (2006) when expressing that "their pedagogical positions, their political and ethical vision, their practices and

their relationship style, their attitudes, and life options are filters or resonators of adverse situations” (p. 142 - 143).

However, a common feature that is important to consider is that each of these figures responds to an academic and social hierarchy to "distinguish various species within the same genus" (Saldarriaga, 2003, p. 254); in other words, all of them extend into the educational field, more specifically in teaching, but each one has historically had a social function and a particular relationship with the transformation of society and education in terms of the production or reproduction of knowledge. These points of view have served them for the designation of the title as an educational figure and in turn the social status.

It is very common to use the concepts as synonyms: teacher, professor, and master; but in formal contexts, this use is erroneous, since they are not exactly the same figure, since they have several characteristics that differentiate them, from their etymological origin to their functions, since they are in charge of education at different times.

2.3.1.1 Teacher

In the first place, the concept of the teacher is the most general since it is a person who is dedicated to teaching, of this no distinctions are made of age or specializations, he is simply known as a subject who has the knowledge, but is not expert in a specific field of knowledge. They are usually in charge of primary education and/or part of basic secondary education. Now, looking at the concept from its etymology:

Etymologically, 'docent' is the present participle of the Latin verb *docēre* 'to teach', an ancient causative formation meaning, literally, 'to cause someone to learn → to teach',

derived from the defective verb *deceat* 'it is convenient/appropriate' (cf. "decent"; vid. *te deceat hymnus* 'you deserve a hymn ← a hymn is appropriate for you' in the "Introitus" of a mass), that is, ultimately the teacher is the one who makes someone appropriate, convenient. (Alvarez, 2021)

2.3.1.2 Professor

The concept of professor goes hand in hand with experience, since it plays a fundamental role in the training process, which is why, according to De Cervantes (2015), "the experience is not described from the count of the facts but from the set of meanings lived and attributed to those facts" (p. 37) since, when finding difficulties in the classroom that cause feelings and situations of a different nature in the professor, he is thus forced to find the way most appropriate way to address them and generate a positive response towards them to get to the root of the problem and give it a possible solution.

In the same way, the specific knowledge in which the person is specialized has main participation in the concept, since Zambrano (2005) affirms that such knowledge, in its specificity, guides a professor's way of being, a way of assuming as such within society; therefore, the identification and distinction of this specific knowledge of the professor is what gives identity to his professional knowledge. Therefore, this subject is the one that is commonly part of higher education, since it is an individual who is professionally dedicated to education and who professes to know; thus, the professor's requirements were established:

To train an educator of the highest scientific and ethical quality, to develop pedagogical theory and practice as a fundamental part of the educator's knowledge; strengthen research in the pedagogical field and specific knowledge; and prepare educators at the undergraduate and

postgraduate levels at the different levels and forms of educational service provision (General Education Law, 1994, Art.109)

Taking the words of the Philosopher Jacques Derrida, in a conference entitled "The University without condition", held at Stanford University (California) in the year of 1998, in which he expresses that "The university «makes profession» of the truth. It declares, it promises an unlimited commitment to the truth", that is to say, that the mission of professors is to lead students to reflect on that knowledge and those disciplines in which they are specialized, to search for the truth and to make each student a complete and caring person to take on himself the responsibility of the real world since it cannot be overlooked that professors are the ones who teach teachers.

The word professor was formed from the Latin *profiteri*, with the same meaning, formed by *fateri* 'confess' with the prefix *pro-* 'in front (with the meaning of 'in front of everyone, in sight') (Álvarez, 2021). Likewise, many religious were also the first teachers in history, because they professed their faith. From a certain time, thanks to his semantic evolution, a teacher became one who "professed", that is, who declared publicly that he had knowledge in a certain area of knowledge and that he could transmit it.

Chapter III: Methodological design

Below is a table on the methodological design carried out in which it is found from the general objective to the specific ones, as well as the techniques and instruments used to achieve said objectives.

Table 2

Methodological design

General objective	Specific objectives	Techniques	Data Collection Instruments	Application
To unveil the perceptions of teacher training that through life histories are founded as a biographical learning process in professors of the Bachelor's Degree program in Foreign Languages with an Emphasis in English at	To explore the experiences of the professors, especially considering those related to the teacher training processes as part of their life story.	Biographical-narrative interviews	Open interview One question about teacher training	A single open question was asked, without a time limit
	To describe elements that professors present as part of their experiences related to teacher training, placing special emphasis on their meanings.	Documentary analysis	Analysis matrix	The categories and subcategories in which the narrations of each participant will be located are defined and these are organized in the form of a matrix.

Unidad Central del Valle del Cauca.	To compare the experiences and elements of teacher training integrated into their life stories.	Contrastive analysis	Analysis by categories – subcategories	It is observed through the categories which experiences and elements the participants have in common or which of these differ from one participant to the other within their life stories.
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3.1 Methodology

Since the purpose of this research project is to unveil the conceptions of teacher training through life histories, it was carried out with a qualitative methodology since according to Hernández (2014) “qualitative research focuses on understanding the phenomena, exploring them from the perspective of the participants in a natural environment and in relation to their context” (p. 358), while Flick (2004) said “Qualitative research is selected when the fields of study are the practices and interactions of the subjects in everyday life and not the artificial situations that are measured or quantified” (p. 6).

From the previous considerations, it can be said that qualitative research works mainly with data that are divided into two categories. The first category is verbal data, which is collected using narratives interviews; and the second is the visual data that originates from the application of various observation methods for the source of information.

Currently, qualitative research has special relevance for studies in education, since the study of subjective meanings, experience, and daily practice such as the understanding of narratives and discourses is very important, as stated by Connelly and Clandinin (1995), who mentioned that "Narrative is situated in qualitative research since it is based on experiences and what is obtained from them, as well as on the qualities of life and education” (p. 16). Therefore, a new overview is opened in research in which the educational field benefits from considering the subject as an active figure who has extensive knowledge built by his interaction in different contexts and times. This type of qualitative research has several essential features that identify it, such as the variety of approaches and methods and the appropriate theories for the recognition and analysis of different perspectives.

Now, the decision for which biographical-narrative research design has been used is not, in fact, far from the reason for this research, since an approach to human experience away from stereotypes and ideas is sought preconceived based on a biased vision of reality that does not take into account the complexity of subjectivity; this design refers to a qualitative study that is mainly interested in the voices of people, in this case, teachers, and the way in which they express their own experiences in the educational field. This same use sources that provide information of a personal nature and that serve to document life, an event, or a social situation. From the biographical narrative design, this knowledge can be realized, since it works through the narration that travels through the memories of the subjects to bring to light those experiences, feelings, ideals, learning, and meanings contextualized in a time and space defined (Landín and Sánchez, 2019). In relation to the above, the narrative exercise enables the creation of situations of reflection and awareness about the experiences lived through dialogue that leads us to the unveiling of conceptions as a whole which allows us to identify those authentic educational processes that are established as learning and build contexts.

3.2 Scope

In this order of ideas, the research is carried out under the descriptive scope through feature analysis. According to Hernandez, Fernandez and Baptista (2014), the descriptive scope seeks to specify the properties and important characteristics of any phenomenon that is analyzed. Describe trends in a group or population. Therefore, it allows the demonstration of the indispensable situations and characteristics that were presented in the process of teacher contexts.

3.3 Population

The population of this study are two professors from the Bachelor's Degree Program in Foreign Languages with an emphasis in English at Unidad Central del Valle del Cauca.

One of them has a degree in philosophy and letters with a master's degree in education, while the other has a degree in modern languages and translation with a master's degree in bilingualism and in turn, participates in research processes as principal investigator and co-investigator. Both are full-time professors at the university.

The criterion is the experience and the different training processes they have had, in addition the time these professors have on the faculty, being part of the team that helped found the program.

3.4 Data Collection: Instrument, techniques, and application

As a first step to reveal the perceptions of teacher training that through life stories are established as a biographical learning process in teachers of the Bachelor of Foreign Languages with Emphasis in English at UCEVA, an open interview was conducted, specifically biographical-narrative that allows knowing the professional and even personal life of the selected individuals through deep stories that they can do with total freedom and thus explore the experiences of teachers, especially considering those related to teacher training processes as part of their story of life. According to Shutze (2010), the central idea is that this narration of personal experiences is carried out without question guides, which is why it supposes an approximation to the facts experienced by the subjects without the mediation of the theoretical assumptions of the researcher.

In the open interview, a single question was asked without a time limit, since this is more flexible, and it is planned in such a way that it can be adapted to the subjects and the conditions, they have the freedom to go beyond the stipulated question, which was: tell us a little about your experience as a teacher, how has your teacher training process been? This supposes a reflexive exercise of self-discovery of the meaning that the events and experiences that have marked the life and the current experience of the exercise of the profession have had. Therefore, what was interesting about this experience was the fact of having the opportunity to listen, from his own voice, how each one of those investigated narrated to himself and reflected on his pedagogical life.

To meet the second specific objective set out in the project which seeks to describe elements that professors present as part of their experiences related to teacher training, placing special emphasis on their meanings; therefore, systematization of the data was carried out through an analysis matrix. According to Hurtado (2000, p. 459), “it is an instrument designed to extract information, usually not so obvious. The analysis matrix provides criteria to regroup the signs of an event into new synergies that allow unexplored aspects to be discovered in that event”.

A contrastive analysis by categories was carried out as a third step and to meet the third specific objective proposed in the research which aims to compare the experiences and elements of teacher training integrated into their life stories using the categories as a reference to put in the context the information given by the participants.

Chapter IV: Analysis and discussion of results

In this session we found three categories such as: Academic training, personal formation and pedagogical practice, which were born after an open coding, which according to Strauss and Corbin (2002) “It is the analytical process through which the researcher must identify in the texts those fundamental concepts related to the research, while discovering their properties and dimensions” (p. 13).

Likewise, Trinidad (2006) said that in this modality of coding the researcher “learn to remain open to any ideas that can originate from the data” (p 13).

On the other hand, in this phase, constant comparison also arises, since the texts must be broken down and carefully examined, in order to be able to compare them and identify similarities and differences.

According to Strauss and Corbin (2002), this has the purpose of grouping or categorizing events, objects and actions or interactions that are considered conceptually similar in nature or related in meaning due to their ability to represent phenomena because they share characteristics that allow them to be categorized together.

The results obtained in the research product of the narrative biographical interview are presented through the following information systematization matrix, which shows A) Analysis categories, B) Analysis subcategories.

Table 3

Below is a table that contains the three main categories and their respective subcategories which

were created based on the needs of the investigation and in which the stories obtained will be classified according to the characteristics they have in common.

A) ANALYSIS CATEGORIES	B) ANALYSIS SUBCATEGORIES
1. ACADEMIC TRAINING	1.1.Initial training
	1.2.Postgraduate training
	1.3.Continuous training
2. PERSONAL FORMATION	2.1.Reflection of the practice
	2.2.Practice self-assessment
	2.3.Achievements
	2.4.Family
	2.5.Improvement
	2.6.Relationships
	2.7.Example teachers-professors
	2.8.Teaching vocation
3. PEDAGOGICAL PRACTICE	3.1.Initial practices
	3.2.Practices in elementary and middle school
	3.3.Practices at the university
	3.4.Other practices
	3.5.Professional trajectory (Role)
	3.6.Research trajectory

These categories were created by researchers. (2022)

Table 4*Analysis matrix participant 1*

CATEGORIES	SUBCATEGORIES	PARTICIPANT 1
1. ACADEMIC TRAINING	1.1.Initial training	<p>“Cuando salí del colegio mi pretensión era ser medico (...) Yo estuve un semestre en la Universidad del Quindío”</p> <p>“Cuando ingresé el primer semestre, que no fue fácil, me ocurrió algo. Y es que yo realmente cuando empecé a estudiar las clases de medicina, (...)yo descubrí que eso no me gustaba mucho y que yo prefería seguir con mis lecturas de literatura, como que me quitaban tiempo esas clases de medicina para seguir leyendo literatura”</p> <p>“Yo lo que quiero ser es escritor y yo creo que para ello lo que más me puede orientar y servir y ayudar es la filosofía y me gusta mucho la filosofía y la literatura. Entonces empecé a buscar una carrera que tuviera filosofía, que fuera filosofía y letras, la combinación, y que en el país hay muy pocas facultades de esas. En ese entonces eran facultades y luego fueron departamentos o programas. Entonces busqué y en Manizales estaba la Facultad de Filosofía y Letras”</p> <p>“Entonces, efectivamente me fui para Manizales a estudiar Filosofía y Letras, presenté el examen que pasé incluso de primero, pues me fue</p>

		<p>muy bien y allí empecé con, inicialmente con la pretensión de ser escritor, ¿cierto? esa era mi única pretensión, ser escritor”</p> <p>“Pero resulta que obviamente la carrera era de Licenciatura en Filosofía y Letras y yo nunca realmente le presté mucha atención a eso de Licenciatura de Filosofía y Letras y resulta que a partir de sexto semestre empezamos a ver asignaturas que tenían que ver con la pedagogía”</p>
	1.2.Postgraduate Training	“Yo allí, en este y en esa institución, duré como casi siete años y en un momento dado, claro, yo me sentí que necesitaba cualificarme. Yo sentí que lo que yo había aprendido en mi licenciatura y en los cursos de actualización no eran suficientes (...) Entonces decidí hacer mi maestría y bueno, yo creo que debo cualificarme. Y empecé a hacer la maestría en Educación, que la hice también en Manizales”
	1.3.Continuous training	“...también la cualificación, porque nosotros acá constantemente nos están cualificando en talleres sobre evaluación formativa, sobre resultados de aprendizaje, sobre investigación, sobre metodología de la investigación, también en segunda lengua, en lengua extranjera, pues en inglés no. Ahora, en el manejo de las TIC, pues ni se diga. Sobre todo ahora, en estos últimos dos años que nos ha tocado muchas capacitaciones para estar más o menos como a tón y poder manejar esto”
2. PERSONAL FORMATION	2.1.Reflection of the practice	“Resulta que, al realizar el trabajo con niños, sobre todo yo creo que yo, eso fue un momento fundamental, porque yo allí descubrí que sí tenía, digamos, cierta habilidad docente y sobre todo que tenía vocación”.
	2.2.Practice self-assessment	“O sea que bueno, ahora que lo pienso en este relato, pues quisiera o no, quisiera, eso que yo llamaba no ser educador y no estar en la educación, sí, realmente lo estaba haciendo, sino que, de otra manera, como les

		<p>decía, no formal, pero igual estaba haciendo una labor docente, una labor educativa”.</p> <p>“Claro, en momentos hay altibajos y obviamente somos un grupo humano. Uno a ratos tiene diferencias con los compañeros, con estudiantes, con las directivas, en fin. Pero en general, como le digo, descubrí que era un ambiente de trabajo muy, muy, muy bueno, muy bonito. Un ambiente de solidaridad, de compañerismo y colaboración”</p>
	2.3.Achievements	<p>“En otras palabras, se cumplió lo que yo pretendía cuando di el salto del colegio a la universidad. Creo que esas pretensiones se han cumplido y con un digamos, como se le dice a esto, cuando es como algo de más, como un añadido, pues muy afortunado del que les hablé en un inicio que era mí, mi vocación de escritor. También he tenido la oportunidad de desarrollar acá porque yo presenté una especie de proyecto o no, una especie no, un proyecto investigativo, pero apuntando a desarrollar un libro de creación literaria, de creación poética y afortunadamente eso lo pude conseguir”</p>
	2.4.Family	<p>“Cuando salí del colegio mi pretensión era ser médico. (...) Pero pues porque siempre las convenciones familiares y cuando de niño pues como que bueno, el niño va a ser medico”</p> <p>“Bueno, no sé, hubo algo que me hizo a mí pensar que yo debía estudiar en Manizales y efectivamente, pues hablé con mis padres y les dije que yo no quería seguir la carrera de Medicina y que yo lo que quería hacer era estudiar Filosofía y Letras. Mis padres, que eran unos seres maravillosos, salidos de este mundo, me dijeron que no había ningún problema que yo vería, eso era asunto mío, que era mi vida, que ellos me apoyaban en la decisión, que yo tomara, ¿no? que yo me sintiera bien, que era lo que yo debía hacer”</p>

		<p>“Eso pa’ que iba a servir o como iba a ser, yo nunca lo pensé y mis papás tampoco. Nunca me preguntaron como ¿entonces usted qué va a hacer? no, simplemente yo me fui con esa vaga ilusión, digamos. Podríamos decir que estaba bastante desorientado y muy ilusionado y muy desorientado. Pero bueno, mis padres como les digo, eran una cosa muy especial y siempre me dieron como esa ilusión”</p>
	2.5.Improvement	<p>“Entonces yo pienso que a mí todos esos cambios, todo eso, estar acá, me ha contribuido en eso, en desarrollar más mis habilidades investigativas, en poder socializar mejor, digamos, el conocimiento académico, en compartirlo con mis estudiantes, con la comunidad académica general. Por eso les digo en simposios y también me ha permitido de alguna manera ahondar y profundizar más en mis intereses, que era lo que yo pretendía”.</p>
	2.6.Relationships	<p>“La acogida fue maravillosa y de una. Es decir, en ese momento hubo como una integración muy, muy fuerte con los profesores, hubo una conexión allí con los directivos y todo”</p> <p>“Éramos con los profesores, éramos un equipo. Además, yo recuerdo con mucha gratitud a mis profesores y mis compañeros y compañeras, sobre todo las compañeras que llegaron, unas señoras mayores y yo llegué. Yo creo que yo era el profesor más joven ahí, yo era una especie como de mascotita, por llamarlo así. Allí, en ese instituto, entonces sentía mucho el cariño de las profesoras y de mis compañeros, incluso con los que llegué, pues que como les digo, logramos una compenetración muy buena. Lo mismo con el coordinador, con la directora de esa mutua rectora de mi instituto”</p>

	2.7.Example teachers-professors	<p>“Por fortuna también tuve un muy buen profesor, bueno, tuve varios buenos profesores y uno de ellos el profesor Henry Toro, que como creo que les pasa a muchos que no piensan a veces en ejercer la docencia pero se encuentran con un buen profesor de pedagogía que los seduce y que les hace nacer como el clic, como el cambio, como en mi caso fueron dos profesores muy amados, el profesor Toro, que con su visión de la pedagogía y con y con sus historias de vida de lo que le había pasado en colegios (...) él trabaja en un colegio en Manizales, pero nos contaba todas las anécdotas del colegio, de todo lo que pasaba, en fin, de los enfoques pedagógicos, de las estrategias didácticas, de los asuntos con la evaluación. Y nos hablaba de tal manera que a uno le parecía realmente que la educación era algo muy importante, que la educación era como la salida de la crisis del país, que la educación era la solución para muchas personas sí, y para muchas en, digamos, conductas sociales, es decir que la manera de cambiar el país, el mundo y nuestra cultura si era como, con la educación ¿no? y pues lo gratificante que era el aspecto educativo.</p> <p>“Esa fue una primera entrada. Me gustaba porque ellos trabajaban mucho la pedagogía, más como una filosofía de la educación ¿sí? más como estrictamente de lo metodológico. Y luego como con otro profesor llamado Germán Guarín, que también nos hizo esa conexión entre la filosofía y la pedagogía. Entonces también fue una especie de filosofía de la educación, donde reflexionamos todo el tiempo sobre los hechos educativos, de la importancia de la educación para el país, sobre el papel fundamental de los buenos profesores en la vida de los estudiantes. Y, además, como pasa en la educación”</p> <p>“Ellos sin decirlo, me revelaron algo que luego lo iba a entender y que es fundamental "el ejemplo". Es decir, no hay nada que eduque más que el ejemplo. Ellos con su ejemplo, y mis demás profesores me llevaron a pensar que la docencia era algo interesante y más interesante, apasionante, entonces yo empecé a pensar que yo quería ser como mis profesores. Empecé a ver ciertos profesores y yo dije, yo quiero ser</p>
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		como ese profesor, yo quisiera tener la vida que llevaban estos profesores y profesoras también. ¿Obviamente no? Empecé a mirarlos y me empezó a gustar todo, me empezó a gustar como el ambiente que tenían allí y sobre todo en la universidad. Claro, porque no tenía otro referente. Pues desde que lo vi con esa óptica me gustó, me gustó mucho y entonces empecé a soñar con ser profesor de la Universidad de Caldas”
	2.8.Teaching vocation	<p>“Llegué con muchos temores, llegué muy, muy, muy, pero a la vez feliz, porque cuando a mí me admitieron después de la entrevista y todo y que me dijeron listo, le esperamos en la reunión de profesores, Yo creo que ese fue uno de los días más felices de mi vida, yo ese día me sentí enormemente agradecido con la vida, enormemente feliz y muy, muy alegre, muy extasiado, digamos, yo regresé, me acuerdo de esa entrevista a mi casa como en una nube, pues así como sumamente contento, para mí era un momento muy, muy importante porque yo sí había querido ser profesor y sobre todo ser profesor universitario para mí. Y en ese momento era importante porque por las cosas que estaba haciendo no me satisfacían mucho”</p> <p>“Mi primer descubrimiento. No, mi primer acercamiento a la docencia. Y donde yo dije esto es bonito, me gusta, me apasiona. Puedo hacer cosas con el corazón, con la docencia”.</p>
3. PEDAGOGICAL PRACTICE	3.1.Initial practices	“Digamos que mi primera experiencia. Yo creo que me salté esa parte que podríamos llamar académica, el primer acercamiento a la docencia, pues aparte de la práctica que todos los licenciados tenemos que hacer, fue con siendo tallerista de literatura. Entonces yo fui tallerista de literatura con una fundación que se llama Primacía claro cultural”
	3.2.Practices in elementary and middle school	“Yo participé en el concurso del Ministerio bueno para el magisterio y me lo gané, me gané el concurso docente e inicié ya en la educación básica secundaria y media vocacional que fue para la que participé”

	3.3.Practices at the university	<p>“estando en esta en esta rectoría, un día alguien me dijo que en la Universidad del Valle necesitaban un profesor de producción y comprensión de textos académicos. Que porque no llevaba la hoja de vida. Y efectivamente llevé la hoja de vida a la Universidad del Valle. La miraron, la aceptaron y digamos que mi primera experiencia formal ya fue en un grupo universitario fue en la universidad del Valle aquí en la sede del Príncipe en Tuluá, donde lo primero que yo enseñé fue producción y comprensión de textos académicos”</p> <p>”A mí la profesora Grace Price en el 2007 me dijo que necesitaba un profesor para filosofía del lenguaje, pero que por las buenas referencias que le habían dado de mí en la Universidad del Valle, entonces dijo que ella quería que yo orientara esa cátedra y pues fue una forma muy bonita porque me llamaron y me dijeron que querían, no a alguien como yo, sino que me querían a mí, no a alguien con mi perfil, sino a mí, en esa cátedra. Y entonces, bueno, yo acepté y ahí arrancamos en el 2007, a mediados de 2007. Al semestre siguiente, me ocurrió un poco primero que la del Valle, entonces ya me asignaron también la cátedra de Epistemología e Historia de la Pedagogía y posteriormente me ofrecieron modelos pedagógicos”</p>
	3.4.Other practices	<p>“También este trabajo que yo que yo asumí era una coordinación de los unos proyectos culturales en ese entonces, CONFAMILIAR, claro, no me exigía ningún esfuerzo intelectual, simplemente estar allí, cumplir unos horarios, coordinar todos los trámites burocráticos y se requiere digamos más trabajo físico incluso porque había que salir”</p> <p>“Entonces, ingresé a un instituto privado llamado Instituto Educativo Científico, tenía el pomposo nombre INECI eran las siglas. Y allí empecé. Era un instituto de carreras técnicas, pero también tenía</p>

		bachillerato acelerado. Entonces podría decir que mi primera experiencia semi formal, diría yo, fue con estos grupos de bachillerato acelerado. Yo les daba el módulo, ellos veían por módulos, entonces yo empecé ahí dando un módulo de filosofía”
	3.5. Professional trajectory	<p>“Pero al poco tiempo el dueño y rector del instituto, apenas terminé el módulo, me dijo que me quería como coordinador del instituto y luego, a los seis meses me dijo que me quería como rector porque él quería irse a hacer política y que me iba a dejar la institución para que yo la dirigiera y que él iba a estar allí, pues como entonces en seis meses pasé de profesor a coordinador a director a rector”</p> <p>“Entonces yo fui tallerista de literatura con una fundación que se llama Primacia claro cultural (...) Y luego con la Casa de la Cultura. También trabajé como tallerista de literatura, en un proyecto que en su momento me llamó Semillas de paz”</p>
	3.6. Research trajectory	<p>“Yo hacía un taller para estudiantes y para profesores que querían escribir. Y de ahí surgió un libro, surgió un Folletico muy bonito, se llama Fuente de palabras, donde estaban publicados los poemas de los estudiantes y de los profesores, estaba dividido en dos”</p> <p>“Entonces yo creo que me ha permitido hacer la investigación misma, entonces me ha permitido ser un profesor más investigativo. De hecho, he participado en varias investigaciones, he sido ponente, he participado en ponencias de público, he publicado artículos en revistas indexadas. Me ha permitido acompañar a mis estudiantes en esos procesos investigativos, que es también otra manera de ver esa misma semilla que yo veía en literatura. Ahora la veo en investigación, que es acompañarlos cuando entran todos desorientados y uno luego se reúne y luego pueden presentar sus trabajos de grado. Y en el caso mío he tenido</p>

		trabajos de grado concedidos con mención y eso es muy satisfactorio, no poder acompañar a los, a los, a los estudiantes en ese proceso”
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This information was obtained from the interviews conducted by the researchers. (2022)

Table 5*Analysis matrix participant 2*

CATEGORIES	SUBCATEGORIES	INTERVIEWED 2
1. ACADEMIC TRAINING	1.1.Initial training	<p>“Yo salí del Pacífico en el año de 1992, me gradué de bachillerato clásico normal y por ese tiempo a mí me llamaba la atención en inglés, pero no era una cosa que realmente yo quisiera escoger para la vida. A mí solamente me gustaban las canciones en inglés y de pronto había escuchado alguna canción en francés”</p> <p>“Yo fui siempre un estudiante preocupado, pero no era el mejor. Yo no era el mejor, a mí me preocupaba era aprender. Yo estaba en todo. Yo estaba en los clubes de conversación de francés, en los clubes de conversación de inglés. Yo estaba hasta en la sopa”</p>
	1.2.Postgraduate Training	<p>“A mí me tocó después de graduado Ginebra en Suiza. Yo quería ir al Reino Unido, pero a mí me tocó Ginebra, Suiza. Bueno, muy chévere. .”</p>

		<p>“Entonces, luego de tantos inconvenientes con el ingreso al país. ya empezamos a estudiar y ahí sí ya se acabó tanto complique, empezamos a estudiar. Los primeros seis meses fueron pues digamos que. Fueron unas de cal y otras de arena”</p>
	1.3.Continuous training	<p>“En el 2009 me hice otra maestría con la del Valle en Bilingüismo e interculturalidad. Y bueno, ya entonces ya hasta me conocía como el mercado”</p> <p>“Actualmente voy terminando mi doctorado con la Universidad de Buenos Aires en Ciencias Lingüísticas,”</p>
2. PERSONAL FORMATION	2.1.Reflection of the practice	<p>“Ya casi el segundo semestre en ese entonces con nuestro primer año me fui a vivir a casas de familia, a casas de familia, muy duro vivir en casas de familia”</p> <p>“el primer año en la universidad fue mucho camello, un burro de carga. Yo tenía 19 horas, yo dirigía el grupo de investigación, yo dirigía el grupo de francés. Entre muchos otros y a mí no me quedaba tiempo de nada, ni de respirar ,cuando me quería dirigir al decano el solo decía “no, usted está en periodo de prueba “</p>
	2.2.Practice self-assessment	<p>“total de que tratando de centrar un poquito en la carrera, pues para mí el inglés no fue muy complicado”</p>

	2.3.Achievements	<p>“Claro después de buscar... Tres estudiantes, tres casillas antes de la línea roja ahí estaba, Entonces, a pesar de que yo había sacado, digamos, un buen Icfes de 400, había sacado 310 y se me servía para idiomas. Pero la gente que se presenta a las universidades públicas tienen unos ICFES muy buenos. Entonces bueno. Nos fuimos para el Quindío”</p>
	2.4.Family	<p>“Entonces yo quería ser ingeniero portuario, yo quería ser ingeniero portuario. Así como cuando uno se empecina con algo, pues y no tiene la plata. Entonces me dice mi mamá no, no, no, aquí no hay plata para eso, no hay plata para eso piense en otra cosa”</p> <p>“Entonces, ¿y usted qué es lo que quiere hacer? Me preguntaba mi papá y Yo- ¡ay! yo voy a estudiar inglés papá, yo voy a estudiar inglés, inglés, lenguas. Bueno, manos a la obra,”</p> <p>“A mí me llamaba la atención todo lo extranjero, aunque yo no entendiera nada, pero yo sabía que yo iba a progresar en ese sentido, porque mi hermano eventualmente se estableció en Londres”</p>
	2.5.Improvement	<p>“Mientras que la opción que había era la Universidad de Antioquia, con la sede de Urabá. En ese tiempo, en los noventas</p>

		estaban los paramilitares matando gente y cortando cabezas por todo el país. Entonces, pues ya si hubiese habido la plata tampoco me hubieran dejado ir por allá. Entonces luego me incliné por la psicología y comencé a estudiar esto”
	2.6.Relationships	<p>“Y tengo que reconocer que mis profesores de inglés fueron muy buenos, fueron muy buenos especialmente recuerdo a uno de ellos, el profesor Wilber Aguado, que tal vez fue el que por primera vez me dijo Usted tiene talento para el inglés o para los idiomas. Porque él nos hacía mucha, mucha escucha, mucho ejercicio de escucha. Y yo como con cierta habilidad que yo también me quedaba como sorprendido.”</p> <p>“Tal vez porque una prima se había graduado de psicología y ahí ella me hablaba como cosas muy bonitas de esa carrera. Entonces luego otra prima me dijo “ni te vas a meter en eso, que eso es un varadero, eso es un varadero”. Yo Ah, bueno, me desencanté de la psicología.”</p>

		<p>“y me ayudó mucho mi mamá a superar la depresión, porque ella todos los días era insistente. Entonces empecé a fortalecer mi inglés y mi mamá, digo mi mamá, porque mi papá trabajaba como un burro, mi viejo para poder responder con sus obligaciones. Entonces mi mamá fue la que en ese momento prácticamente nos crió”</p>
	2.7.Example teachers- professors	<p>“El método que se usó en ese tiempo, era el método comunicativo, igual que el que tienen ustedes. El profesor llegó hablando inglés, el profesor llegó hablando francés.</p> <p>“Llevaba mi cuaderno de francés de décimo y de once porque la profesora era enamorada del francés. Yo creo que nos tradujo, nos comunicó, nos transmitió toda esa energía del francés, porque todo lo que ella nos había enseñado en décimo y en once fue lo que vimos en primero y segundo semestre en la universidad.”</p> <p>“Había un profesor que era de Corea y era racista. Ah, y era racista y yo no le entendía nada, y encima no era de mi agrado. Imagínense un chino hablando francés, por ejemplo. Ellos no pronuncian bien la R, y la R francesa como es. Entonces yo era así, yo le ponía cuidado al señor para ver si de pronto me la</p>

		pillaba, qué estaba hablando sin parar, y yo ahí detrás yo repasando lo que me sabía. Total, de que el Señor hablaba de manera despectiva de los latinos . Me acuerdo que era Professor Woo
	2.8.Teaching vocation	“Entonces yo tenía que llenar una ficha. Llegaba Y bueno, "Bonour!, Comment allez-vous?, Comment vous appelez-vous?", me decían a señas que no entendían y entonces no tuvo resultado ;me tocó diseñar una planilla para cada uno de los camioneros y venían de Hungría, así con diccionario, porque en ese tiempo no había internet, con un diccionario y eso me dio resultado”
3. PEDAGOGICAL PRACTICE	3.1.Initial practices	<p>“A mí me quitaron las ayudas pero a cambio me dieron un trabajo en un hotel donde llegaban camioneros del este de Europa, del Este es de Serbia, de Montenegro, de Hungría, de todos los países que no quedan a este lado de Europa,Y los conductores no hablaban ni inglés ni francés, ni español solamente el idioma de sus países, su lengua materna”</p> <p>“Empecé a dar clases de inglés a 2000 pesos la hora”</p>

	3.2.Practices in elementary and middle school	“así empecé a trabajar en colegios. Trabajé un año en el bilingüe, dos años en el franciscano. Entré al Sagrado Corazón de Jesús en el 2002”
	3.3.Practices at the university	<p>“al principio da incertidumbre entrar a un nuevo trabajo por el tiempo de prueba, pero una vez vayas a firmar se siente un fresquito y a seguir haciendo lo mejor posible por continuar en la universidad”</p> <p>“He trabajado en muchas áreas del programa, desde la práctica hasta trabajo y trabajo de grado, todas las asignaturas de la lingüística aplicada. Literaturas. Composición”</p>
	3.4.Other practices	“Cinco años que nuestro hobbie era darle la vuelta a Europa. Entonces digamos que me familiaricé mucho con las diferentes culturas europeas, porque uno no iba con un itinerario a conocer los iconos del turismo en esos países, sino que uno iba era por conocer la cultura, por empaparse de la cultura”
	3.5.Professional trajectory	“Luego llegue a Colombia muy puestecito con la Maestría en Lingüística y Literatura Francesa. No conseguía trabajo porque donde pasaba la hoja de vida "ah, sí, usted es licenciado en Lenguas Modernas y traducción, pero con una maestría en literatura francesa, ah no, aquí necesitamos es inglés. Aquí

		necesitamos es inglés entonces. Caí en depresión porque pues, venir uno lleno de ilusiones y de sueños y. Caí en depresión”
	3.6.Research trajectory	

This information was obtained from the interviews conducted by the researchers. (2022)

In the previous tables it was possible to observe that the participants shared several experiences that, despite their context, shared similar characteristics that allowed them to be grouped in the same categories, such as moving to places far from their homes, first jobs not related to teaching and else.

Analysis of the results

In this section, it was necessary to resort again to the general objective of the research, to the specific objectives, to the results obtained and analyzed from the interviews, which made it possible to make some observations and obtain a broader vision of what was taught in this section. process, the present investigation had as objective, to analyze the perspectives of the teachers in their academic and professional process of the teachers of the Unidad central del Valle del Cauca.

Therefore, it was evidenced that by implementing an open interview, it was possible to have broad and generous results by having the freedom to express their emotions and about this process since, taking the theoretical framework, we must emphasize the importance of perceptions since it is said that perception is the interpretation of what is felt. "It is an active process of searching for the corresponding information, distinguishing the features from each other, creating an appropriate hypothesis, and then comparing this hypothesis with the original data" (Vygotsky 1960, p. 11). Not comparing with specific theoretical data, but in this case comparing among the teachers interviewed all their experiences in their teaching, which allows addressing different categories of analysis and subjecting them to an investigative dialogue since, according to Daddario (2007), he says that perception is a process of consciousness that recognizes and interprets emphasizing the judgment of the sensations obtained in a physical, mental or social process, therefore it becomes unique in each reasonable individual.

At this point, a collation of the results obtained in the open interviews is brought, opening first the category of academic training

Academic training

Having already the freedom to study the results and place them in their corresponding category and subcategory, it can be seen that there is a broad aspect of what their career as professionals has been, how their training processes began and how they have continued with these processes. In turn, it was possible to know each of the perceptions that teachers had and currently have about their training processes that have been of the utmost importance for them; Currently, education has changed and this was evident in the interviewees' accounts, since both agreed that they had had the opportunity to teach classes in educational establishments, allowing them to start their training process effectively, since with this they acquired more time experience in their curriculum.

It is known that adaptation is not an easy process when it comes to reaching changing environments, not only work but also personal and family, this was seen at the time that both teachers arrived as teachers in a higher education sector; on the one hand, one of them a little nervous but willing to give his best, while the other knew immediately that he was in the right place. Both professors managed to adapt and efficiently fulfilled their tasks, thus obtaining enough experience to function in any field without major problems.

By the way, it is relevant to mention that participant number two initially expanded his knowledge to a school in another country, giving him the opportunity to enrich his knowledge of interculturality, especially in English, and that according to Martin (2012) "interculturality is an extremely important element in the process of each professional, even more so if they have connections with languages" (p. 21)

Personal formation

In the first place, it was known that in both cases the family plays an extremely important role throughout the formative process they have had, since both affirm that without their family they would not have been able to get to where they are today, thus becoming important pillars for their formative development, being an example to follow and emotional support in making significant decisions, being their own opinion something very significant for them; from the older siblings who financed their studies, to the parents giving total freedom to make the decision to change careers in order to have a more enriching process and better mental health.

Next, mention should be made of those people who, despite not being direct members of their family, became an important part of their training processes as they provided support when they were in other cities or countries, being the main source to know and adapt comfortably to other customs, cultures and even languages,

On the other hand, professors as a clear example, it can be concluded that there are always different models of educators in which you can find a clear perspective of what you want to be as professionals, and according to Gadamer (2000) “The educator sees himself as the person who is next to the student and his goal is to turn the child into an independent and cultured adult, inspiring him to be a passionate and good adult. The purpose is to guide the student towards responsibility, decision-making and freedom” (p.14) thus giving their students the opportunity to take that example and build their own performance, or on the contrary, on some occasions it could be to find examples of teachers that you do not want to take as an example if you want to be a good professor.

Pedagogical practice

Thanks to this research it was possible to know that both professors have gone through many and varied educational fields in which they were able to carry out their pedagogical practices, thus becoming professionals when it comes to leading and managing in a classroom, however, it is relevant to make a small mention and likewise a contrast on the perceptions that both had when they started these processes.

In the case of participant number one, he was not very sure that the educational field was what he should follow, since he had always had other interests and that thought was maintained until the moment he began his pedagogical practice at an early age during his professional career. It was at that moment that he realized that he was good at it and really passionate about teaching and sharing his knowledge with his students, thus changing his thinking about being an educator.

On the other hand, we have participant number two, who from the beginning of his training had approaches to pedagogy by having the opportunity to lead different groups at the university, as well as giving tutorials or having had to adapt documents in another language in order to achieve better management and results by those who had to fill it out. Those experiences lived by teachers emphasized the importance of pedagogical practice as an influence on what is done as teachers, strengthening their training from an early age and providing all the tools and possibilities to improve their skills.

In this way, when the participants were able to have access to higher education, they realized that education is definitely for them, having meeting points in which great management and improvement as professionals are evidenced according to the experience they are acquiring. and this is what Elbaz (1989) argues: "Pedagogical practice is a fundamental process for

professionals in education since it allows them to develop their pedagogical skills" (p. 18) in relation to what is evidenced in the process of pedagogical practice experienced by professors.

Discussion

Before continuing with this discussion section, it is necessary to address the concept of data triangulation, which allows addressing the different categories of analysis and subjecting them to an investigative dialogue, for this the results obtained by the researchers in their studies are taken into account. remaining analysis, the background used and the position of the most representative theorists.

Thus, triangulation is defined as the use of multiple classes of data, which differ in the method of their collection and production and then be compared between them (Denzin, 1989). It is also clear that the type of triangulation that was obtained is called: triangulation with background is considered so when two or more researchers working with divergent backgrounds explore the same phenomenon. It is considered to occur when: each researcher has a prominent role in the study. Each researcher's experience is different.

This section will develop the process of linking the information proposed in the antecedents and theories or theoretical conceptions presented in the investigation that served as foundation in the development of this work. In the first place, the results of research carried out by Castellanos, R., & Ríos, M. (2010)., Delgado, C. S. (2019)., Díaz, G., & Santamaría, J. d. (2009) and how is related with the present research, which study the perspective, conception and reflection on teacher training, show a special emphasis on the importance and the way in which improvement could be achieved, having this fundamental part in the development and improvement of what teaching, within the different analyzes that were made in the studies

together, there is a notable separation between the studies by Castellanos, R., & Ríos, M. (2010)., Delgado, C. S. (2019) in the part of the results and analysis of them , since both of them speak from a need to improve the processes of teachers and their performance as professionals in pedagogy and suppose that by analyzing their own perceptions they could find the foundation of the problem to have possible solution they talk about Ibernón (1994) who talks about that some problems must be treated and known from the root to solve it in the best way , thus strengthening the purpose of the work of these two investigations. Although similarities are found between this work, it is clear that they speak from the need for an improvement speaking from the error, in the present work we only speak of the need to know the perspectives, because according to Daddario (2007) refers that situations and perceptions of interviewed are essential for the decisions that they made in the past, as a recognition of the origin of the skills and strengths of the teacher.

Contrary to this Rico, A. D., & Rodríguez, M. R. (2011). Díaz, G., & Santamaría, J. d and more related with the present work ,which they speak of a process that has a background and a reason but they do this type of research not to find mistakes, they do it to understand the reasons of every teacher selected recognize their strengths and enrich those points that they themselves under their own perspectives evidenced and clearly all this has a reason as stated by Connelly and Clandinin (1995) that all these perspectives occur under situations that have occurred

With this they seek to know and give importance to these teacher training processes under their own perceptions and that is where we find in some way another difference between these authors since Castellanos, R., & Ríos, M. (2010)., Delgado, C. S. (2019)

They not only listened to the perspectives of the teachers about their own Teaching Training process but also listened to the perspective that some teachers had of the directors interviewed, leading them to an even deeper learning process and a more detailed feedback process finding perspectives that some members and colleagues of the interviewees have; Rico, A.D., & Rodriguez, M.R. (2011). Díaz, G., & Santamaría, J. d expected that this process would be more personal and that they sought to know and understand different emerging situations on the part of the teacher of the interviews, the same pedagogy is used in the present work, because it was implemented a open interview but just with the participants and the only important perception was the interviewed perceptions ,as Díaz, G., & Santamaría, J highlight in their project.

Now, analyzing the results obtained in the research, it can be said that these are quite consistent with the background used and authors since, thanks to the teachers' reports, it was possible to know that they coincided with the idea about the importance of constant improvement of skills and acquisition of knowledge that teachers must have in order to have a good professional performance, either through training or specializations, that allow them to know and adapt in the best way to the new forms of teaching, in addition to the need to feel passion for teaching work is a fundamental factor since it facilitates all processes.

As a conclusion to the analyzed works, we could talk about the results that they intended to have; Delgado, C. S. (2019) He talks about improvement workshops for teachers in which

they strengthen said shortcomings that they said in the interviews on the other hand Rico, A. D., & Rodríguez, M. R. (2011). He also talks about workshops but not to strengthen and that is the difference, he talks about a process in which they can continue to communicate their perceptions and situations as an opportune meeting where they can share experiences and somehow also find a positive result, This is where it is necessary to point out that improvement is not always sought, on some occasions this type of research only seeks to recognize and give importance to these perceptions given by the teachers themselves, as was done in this research, which was not intended to look for negative or possible points ways to improve it, this type of research can be used only as a way to highlight the arduous process that each teacher has had in their teacher training process and how, by collecting this information, conclusions can be reached and an approach to their processes as their beginnings in pedagogy and continuous learning, it is also done with the intention to serve as a reference for future research related

Conclusions

To conclude, this work focused on analyzing the perceptions of teacher training through life stories. To achieve this objective, several specifics were proposed, searching with the first specific objective it was to Unveil the experiences of teachers, especially considering those related to teacher training processes as part of their life stories, where After carrying out the corresponding interview with each of them, managing to identify different aspects that are quite relevant in their teaching-training process, which has made them positively influence decision-making and encourage their critical thinking as professionals in education.

The second objective is to unveil the experiences of teachers, especially considering those related to teacher training processes as part of their life history, where extensive information was obtained that was necessary so that it could be selected by categories such as academic training, personal, pedagogical Practice in these categories it will be possible to observe in a better way all the information collected, working as a preamble to what would be their teaching-training process, knowing him thoroughly and evidencing their beginnings, important decisions and their continuous training.

Next, the third objective sought to compare the experiences and elements of teacher training integrated in their life stories, where it is evident that teachers refer to This process as a fundamental element in their careers as professionals and although they have gone through very different processes, the two agreed that education is something they enjoy doing, being one of the biggest pillars that we find here since, as Steve Jobs says, "the only way of doing well your job is to love what you do" the interviewed teachers recognize the importance of this relationship in the educational field. However, some of them understand the notion of continuous learning

and Practice as the development of skills for teaching, while others reflect on the union of the concepts from their own act as a teacher. In short, it is possible to conclude that their trajectories have been long and fruitful, they have made decisions that have clearly influenced their teacher training process, therefore it is essential to take it into account whenever they seek to somehow improve their process.

Recommendations

As a recommendation, it is expected that for future research projects in the faculty and the university itself, the narrative biographical method will be used, in order to know in greater detail, the topic that is being investigated.

Likewise, an invitation is made to continue with this research with the intention of revealing other aspects related to teacher training and also knowing the perceptions that other teachers of the language program and other faculties of the university have about their training processes, since that this would mean a space of expression for them and of learning for the students who have access to this type of research.

Finally, it is also important to emphasize the importance of continuing to address the perceptions and opinions that professors and even students have in different aspects, which can be done through interviews, blogs, journals and many others, which allow knowing more about it and thus create a space where the voice of the protagonist of the university is heard and respected.

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Appendix

Appendix 1: Open interview

A single question was asked without a time limit

- how has your teacher training process been?

Appendix 2: Categories and sub categories

Table 1

There is three main categories and their respective subcategories which were created based on the needs of the investigation and in which the stories obtained will be classified according to the characteristics they have in common.

C) ANALYSIS CATEGORIES	D) ANALYSIS SUBCATEGORIES
4. ACADEMIC TRAINING	4.1.Initial training
	4.2.Postgraduate training
	4.3.Continuous training
5. PERSONAL FORMATION	5.1.Reflection of the practice
	5.2.Practice self-assessment
	5.3.Achievements
	5.4.Family
	5.5.Improvement
	5.6.Relationships
	5.7.Example teachers-professors
	5.8.Teaching vocation

6. PEDAGOGICAL PRACTICE	6.1.Initial practices
	6.2.Practices in elementary and middle school
	6.3.Practices at the university
	6.4.Other practices
	6.5.Professional trajectory (Role)
	6.6.Research trajectory