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**Non-native English-speaking teachers and their confidence to  
pursue a master's degree in Teaching English as a Second  
Language in Quito, Ecuador**

**Mecanismo de Titulación: Proyecto de Investigación y Desarrollo**

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pursue a master's degree in Teaching English as a Second  
Language in Quito, Ecuador**

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**Quito, mayo 2021**

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## **DEDICATION**

I dedicate my thesis work to my father, mother, sister, brother-in-law Manuel, my nieces, nephews, and my in-laws who have supported me throughout the process. A very special dedication to my beloved husband, Christopher Thomas Gibbons, who motivated me to pursue my goals and dreams for seventeen years of my life, I will always appreciate all their support.

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## RESUMEN

El propósito de este estudio es explorar las razones y motivaciones que permitieron a los hablantes de segundo idioma convertirse en maestros en su idioma no nativo. Esta investigación es relevante para educadores e investigadores porque proporcionará una mejor comprensión de cómo y por qué los hablantes de inglés no nativos se convierten en profesores de inglés (Guerra, 2017; Árvá & Medgyes, 2000) en Ecuador y cursan un título de posgrado en ese campo académico. Desde el siglo pasado, el idioma inglés se ha convertido en un medio de acceso a la información, una valiosa habilidad en el mercado laboral y un símbolo de estatus en todo el mundo, esta influencia del inglés ha permeado en el currículo y la educación (Collin & Aschliman, 2017). Esta investigación cualitativa presenta las experiencias de tres hispanohablantes que enseñan inglés como segunda lengua y siguieron estudios de posgrado en enseñanza de inglés como segunda lengua. Los resultados muestran que los participantes del estudio consideraron enseñar inglés como una oportunidad de crecer profesionalmente, que exposición temprana al segundo idioma en la niñez, oportunidades de visitar países donde el segundo idioma es nativo y acceder a estudios en el segundo idioma son factores que inciden de manera decisiva en la intención de convertirse en profesores de inglés como Segunda Lengua. Los retos reportados por los participantes radican en mejorar sus destrezas de pronunciación y escritura formal en el segundo idioma, y en encontrar recursos didácticos en inglés que respondan al contexto cultural de los estudiantes. Es necesario realizar más investigación para mejorar la calidad de la enseñanza de inglés en contextos no angloparlantes considerando que aprender inglés es una necesidad para las generaciones actuales y futuras.

**Palabras clave:** No nativo hablantes de inglés, profesores, bilingüismo, adquisición de una segunda lengua y la confianza.

## ABSTRACT

The purpose of this study is to explore the reasons and motivations that allowed second language speakers to become teachers in their non-native language. This investigation is relevant to educators and researchers because it will provide a better understanding of how and why non-native English speakers become English teachers (Guerra, 2017; Árva & Medgyes, 2000) in Ecuador and pursue a graduate degree in that academic field. Since last century the English language has become a medium of access to information, a valuable skill in the job market and a symbol of status around the world. This influence of English has permeated into curriculum and education (Collin & Aschliman, 2017). This qualitative study presents the experiences of three non-native speaker English teachers who pursued graduate studies in Teaching English as a Second Language. The study results show that the participants considered teaching English as an opportunity of professional growth, that early exposure to English during childhood, opportunities to visit English speaking countries and access to graduate studies in Teaching English a Second Language were determinant factors to become English teachers as non-native English speakers. The challenges reported by the participants focus on the difficulty for gaining better English pronunciation and formal English writing skills, and also in the lack of culturally responsive teaching resources in English. More research-based evidence is needed to improve the quality of English education in non-English speaking contexts considering that learning English is currently a need for children and future generations.

**Key words:** Non-native English-speakers, teachers, bilingualism, second language acquisition and confidence.



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## INTRODUCTION

Since last century the English language has become a medium of access to information, a valuable skill in the job market and a symbol of status around the world, this influence of English has permeated into curriculum and education (Collin & Aschliman, 2017). “Despite the global spread of English, it seems that voices from nonnative English teachers concerning English as an international language (EIL) are under-represented” (Tajeddin, Alemi, Pashmforoosh, 2017, p.300). According to García & Sylvan (2011), a growing number of students for whom the English language is their second language has risen in light of an educational transformation that responds for different values and a stronger accountability for both schools and students in regard to learning and teaching English as a second language (ESL). As a result of the increasing need for learning English as a second language across the world, the demand for English teachers has resulted in a shortage of native-English speaking teachers and demand for non-native English speakers to become English teachers (Cannon, 2018).

In Ecuador, a country for which English is not its primary language, there are several non-native English speakers who have an interest in learning the language to either better themselves or to find employment. In some cases, they become English teachers. EF EPI Report (2020) ranks Ecuador among the lowest English proficient countries, ranking 93 out of 100 countries considered for the ranking, contributing to the relevance of this study to understand the motivations for non-native speakers to become English teachers in the low proficiency context, such as the Ecuadorian. This study explores the primary motivators that pushed teachers in Ecuador, for whom English is not their primary language, to embark on the journey of learning English as a secondary language and later pursue a career as English

teachers. According to Butler & Lumpe (2008) and Phillips & Lindsay (2006), motivation, confidence, and ability are interrelated and interact with each other. Motivation can increase rapidly, given a positive stimulus, but ability improvement may take significant time and study.

The purpose of this study is to explore the reasons and motivations that allowed second language speakers to become teachers in their non-native language. This investigation is relevant to educators and researchers because it will provide a better understanding of how and why non-native English speakers become English teachers in Ecuador and pursue a graduate degree in that academic field. A qualitative phenomenological approach was conducted to determine the factors that motivate non-native English speakers to teach English as a second language, explore how the participants' educational experiences as students enabled non-native English speakers to become English teachers and later pursue a graduate degree in TESOL, and identify opportunities and challenges that the participants of this study have encountered as they became teachers and graduate students in their non-native language (Creswell & Poth, 2018).

The data was collected using an in-depth interview with each participant (Yin, 2016). The participants of this study were selected using purposeful sampling by specific criteria, all participants are adults, non-native English speakers teaching English as a second language in a non-English speaking context and pursuing or holding graduate studies in teaching English. All non-native English-speaking students who are enrolled in an MA in Teaching English as a Second Language program at Universidad San Francisco de Quito USFQ, were invited to participate in this study, and a few other educators that met the same criteria were contacted and invited to participate to explore different life experiences. A group of 4 to 6 participants

was selected from the people who met the criteria and showed interest participating, the selection was carried randomly (Creswell & Poth, 2018).

As a qualitative study, variables for analysis emerged from the participant's responses and were categorized for further analysis and conclusions (Creswell & Poth, 2018; McMillan & Schumacher, 2010). The data analysis used a five phased cycle which is composed of compiling, disassembling, reassembling (arraying), interpreting and concluding (Yin, 2016; Creswell & Poth, 2018; McMillan & Schumacher, 2010; Brenner, 2006). No computer software was used for data analysis. Data was transcribed and organized into the emerging categories to identify trends and common experiences that arose during the analysis.

The study was comprised of five chapters. The first chapter provided a very brief background about what the study is about and key details as to why this study is important, its purpose, explains the type of methodology being used as well as the number of participants that were taken into consideration for the study in of itself; and finally, presented a succinct description of the contents of the following chapters. Chapter two consisted of the literature review that was organized covering academic sources about Teaching English as a Second Language, Learning English as a Second Language, and the reported challenges and obstacles when teaching English as a Second Language. The next chapter entailed a detailed description of the methodology that was used for this study, the participant selection process, the data collection tool, and the procedures used to ensure trustworthiness and validity for this study. Chapter four presented the resulting outcomes of the data analysis process conducted for this study; data presented using the emerging categories of analysis that arose from the information provided by the participants. Finally, in chapter five the findings of this study were reported, accompanied by the declared limitations found during the research process,

and the conclusions and recommendations for better preparing Non-native English-speaking teachers who teach English as a Second Language in Quito, Ecuador.

## LITERATURE REVIEW

The literature review conducted for this study consists in the systematic revision of relevant and current academic literature about the English language acquisition process, English learning, the English language teaching process, teaching English; the different academic degrees and professional development available for professionals to become English teachers or to learn how to teach in English, and finally, a description of the challenges and obstacles that commonly occur when teaching English as a second language. The literature search was conducted by searching specific key words in academic databases: English language learning, English language teaching, Challenges of teaching English, English Teaching Graduate Programs, English teachers' professional development, among others. The literature review is structured by themes that will also inform the interview design to ensure consistency within the research study. The study is exploring the relationship between non-native English-speaking teachers and their English language acquisition process, the connection between teaching English as a Second Language and being a Non-native English-speaking teacher, how non-native English-speaking teachers become teachers and pursue their professional development, and finally, the common challenges confronted by teachers when English as a second language in different geographical contexts. Academic journals, scholarly books about English language acquisition, teaching English as a Second Language have been reviewed to explore the literature in order to gain understandings that will allow to find meaningful connections between the literature and the future findings that this study present.

## **Learning English as a Second Language**

Acquiring a language is not only understanding the concept or format of that language but being able to speak the language fluently is what makes learners become language users (Dong & Ren, 2013). Various factors contribute to the success of Second Language Acquisition (SLA) (Alves & Oliveira, 2014; Kalati, 2016), among them the learners' environment and setting have been acknowledged as an important one (Castello, 2015). Schools are the traditional learning environment for English as a Second Language (ESL); nevertheless, there are other learning environment for learning English as Second Language such as language institutes; ESL private tutoring and even full immersion in an English-speaking cultural context. Understanding the underlying mechanisms of learning a second language, also known as L2, could lead to remedial approaches designed to boost L2 skills in struggling learners (DeKeyser, 2012).

Prior research on individual differences in L2 learning has found that greater success is linked to a variety of characteristics of the language input received. L2 learners are more successful, for example, when they are immersed in an L2 environment at an early age (Abrahamson & Hyltenstam, 2009), reside in an L2 environment for a greater amount of time (Trofimovich & Baker, 2006), and use their L2 more often on a daily basis (Derwing & Munro 2013). In the early years, children learn their native language from the cultural context, particularly from the language(s) spoken at home.

Learning a new language is considered by some authors (Akçay, Butuner & Arikan, 2015; Benson, 2011; Genesee, 2008; Cummins, 1992) an overtly conscious process that in most cases takes place in a more educational environment with a structured language acquisition learning plan. In contrast, Goodman (2014) proposes the whole language approach. In the "whole language" teaching approach, the language speaking, listening,

reading and writing are all connected, so they cannot be taught as separate skills. When language acquisition takes place using the whole language approach cooperative learning is frequently used. The teacher always tries to cultivate a learning atmosphere in which the students use language in their daily context and student interests to facilitate the constant and unreserved use of language and exchange knowledge in the learning environment. The whole language approach depends on teachers being able to create meaningful learning environments enriched with different ways to use language so that students learn and use English actively and freely. "This method enforces the students' confidence and cultivates their ability of independent learning and their cooperative spirit" (Goodman, 2014, p. 249).

Second Language Acquisition (SLA) and Early Language Learning (ELL) have been thoroughly investigated over the years and there is a popular belief that second language acquisition among children is achieved relatively fast and without effort (Nikolov, & Djigunovi'c, 2006). However, more recent studies post criticism on this widely spread claim of the effortless and quick second language competence among children (Haynes 2007, Genesee 2008).

### **English learners at an early age**

The early years are recognized as the foundation years for children's development. In particular, the first six years are crucial for young children in developing their first language and cultural identity, and it is during these early years that children build up their knowledge of the world around them. For children from language backgrounds other than English, the language or languages of the home that have been used since birth are the basis for developing meaningful relationships and learning about meaningful communication and interaction (Siraj-Blatchford & Clarke 2011). To know one or two foreign languages such as



English is considered to be beneficial for many reasons, among others, to be able to communicate with many other people, to understand and access an enormous amount of information that allows individuals to participate more actively in a globalized world and to improve the chances in life in terms of career advancement or access to work (Marilna, 2018; Shariflan, 2017). However, not everyone has the same chances or abilities when it comes to learning new language which is important to start learning a new language at an early age.

Jean Piaget was the first scholar of learning to lay out a set of developmental stages that he observed children move through as independent learners. This concept of development was fairly static, suggesting that students would be ready for certain kinds of learning at certain ages, for example. However, Russian teacher and psychologist Lev Vygotsky (1978) recognized that individual capacities develop in social contexts where they are supposed, shaped by language and cultural exchanges, and that experiences can influence what children are ready to learn, especially when they have the help of a more expert other within their “zone of proximal development” (ZPD). For learners to be able to monitor their speech effectively, two conditions have to be satisfied; they have to be free from time pressure and their focus of attention has to be on formal correctness rather than on communication.

According to Akcay, Butuner & Arikan, (2015), early exposure to English is very important as it is crucial for learners to acquire English language at early age as English is a global language that is used not only in the level of primary and secondary school, but also, in tertiary level of education. Learning English early has some benefits for children, among others, natural predisposition for learning, improve ability to make relevant connections as they construct new knowledge enriching their intellectual development, becoming familiar with other people, sounds, cultures and ways of living (Baker, 2008; Moon, 2005).

The last decade has produced rapid advances in noninvasive techniques that examine language processing in young children among them: Electroencephalography (EEG)/Event-related Potentials (ERPs), Magnetoencephalography (MEG), functional Magnetic Resonance Imaging (fMRI), and Near- Infrared Spectroscopy (NIRS). Event-related Potentials (ERPs) have been widely used to study speech and language processing in infants and young children (Conboy et al., 2008a).

In her research, Immordino-Yang (2016) describes how these tests consistently show electrical activity that is time-locked to the presentation of a specific sensory stimulus, for example, syllables or words or a specific cognitive process such as recognition of a semantic violation within a sentence or phrase. She describes how by placing sensors on a child's scalp, the activity of neural networks firing in a coordinated and synchronous fashion in open field configurations can be measured, and voltage changes occurring as a function of cortical neural activity can be detected. Perception of the phonetic units of speech—the vowels and consonants that make up words—is one of the most widely studied linguistic skills in infancy and adulthood. Phonetic perception and the role of experience in learning is studied in newborns, during development as infants are exposed to a particular language, in adults from different cultures, in children with developmental disabilities, and in nonhuman animals. Recent advances in the neuroscience of emotions are highlighting connections between cognitive and emotional functions that have the potential to revolutionize our understanding of learning in the context of schools (Immordino-Yang, 2016).

According to Kuhl (2004), phonetic perception studies provide critical tests of theories of language development and its evolution. The auditory channel is the primary source of language input for most people. Learning a language, therefore, requires complex auditory analysis: patterns of timing, pitch, and spectral shape must be tracked across multiple time

scales. An extensive literature on developmental speech perception exists and brain measures are adding substantially to our knowledge of phonetic development and learning. In particular, connections between decision making, social functioning, and moral reasoning hold new promise for breakthroughs in understanding the role of emotions in decision making in the relationship between learning and emotion, how culture shapes learning, and ultimately the development of morality and human ethics. These are all topics of eminent importance to educators as they work to prepare skilled, informed, and ethical students who can navigate the world's social, moral, and cognitive challenges as citizens (Immordino-Yang & Damasio, 2007).

The decision to begin the acquisition of English as a Second Language early is often based on enthusiasm rather than on the benefits that the early start provides. Baker (1988) explains that the research on bilingualism and divergent thinking tentatively suggests that bilinguals may have some advantage over comparable monolinguals. This link might suggest that learning to use proficiently two languages allows some advantages in the way language relates to thinking. A bilingual may be freer and more open, flexible and original particularly in meanings attached to words.

Teaching children is different because they are still developing cognitively, linguistically, physically, and emotionally. To successfully teach English to children, we need to take account their developmental maturity and their personal interests in order to provide some of the conditions which will lead to successful outcomes (Moon, 2005).

### **Characteristics of successful English language learning**

The success on foreign language learning is infused with many factors as intelligence, attitudes, abilities and motivation (Santana et al., 2016; Støen and Haugan, 2016; Mantiri,

2015). Motivation has been largely recognized by scholars, researchers, and teachers as a major variable that defines the level and success of second language acquisition (Baker 1988). The early attempt to understand the impact of motivation on English language learning stems from the field of social psychology (Gu, 2009). High proficiency of language achievement and development depends on learners' out-of-class engagement as well as in-class engagement (Chick & Ho, 2017; Lai, 2017; Lai et al., 2015) Several authors coincide as they state that motivated learners consistently show passion for learning, eagerness to work, willingness to focus on tasks, seldomly need encouragement, often motivated learners motivate others and lead collaborative learning experiences. (Dincer & Dariyemez, 2020; Richards, 2015; Goodman, 2014; Benson, 2011).

Although great strides have been made in understanding foreign language learners' out-of-class language learning practices and gains for language development in earlier studies (Benson, 2011; Inozu et al., 2010; Murray & Kojima, 2007), less is known about what today's youth do to study language beyond the classroom in the digital era that exists today. Internet and digital technology have become ubiquitous and changed the traditional teaching routines of people all over the world allowing youths to have access to unsupervised digital content and text that is influencing their learning process, more research is direly needed to understand the impact of out of class digital exposure to second language in the second language learning process (Larsen-Freeman & Anderson, 2013; Mazer et al., 2007).

Different factors have been identified as relevant when assessing the effectiveness of English language learning programs. Several authors do coincide that in order to foster English learning teachers must be aware of allocating sufficient time for learning and practice to take place, preparing relevant curriculum content based on each given audience interests and motivating, and creating enriched learning environments that promote student

engagement with the language (Lai, 2017; Kalati, 2016; Richards, 2015; Akcay, Butuner & Arikan, 2015; Mantiri, 2015; Dong & Ren, 2013; Benson, 2011; Dutro & Moran, 2005 ).

Students need enough time to be able to be exposed to, process, and use the new language. Intensive programs often focus on providing students with enough vocabulary and short phrases but disregard the relevance of giving the opportunity to students to individually understand that a new language is not learned by the mere translation of several words from their native language (Lai, 2017; Benson, 2011). Kalati (2016) and Richards (2015) explain how language learning needs to be contextualized, needs to be relevant to the learner and teachers must make the effort to find the individual purpose for learning English in their audience in order to create a relevant curriculum. As it is mentioned by Dornyei (2010), “teacher skills in motivating learners should be seen as central effectiveness” (p. 116). Akcay, Butuner & Arikan (2015) and Dong & Ren (2013) focus on the relevance of designing learning environments that promote significant learning, connections and opportunities to use and practice the new language.

In order to learn a new language, authors consistently claim that students must be able to read, speak, write and listen (understand) the new language in order to become proficient (Nation & Macallister, 2019). When structuring English language curriculum in an academic setting grammar, vocabulary, and text organization are considered distinct but interrelated language structures (Dutro & Moran, 2005). Some of the English as Second Language (ESL) program models are likely to be used in educational contexts where the language minority population is very varied and epitomizes several languages (Cummins 1992). ESL programs can adjust to house students who come from different language backgrounds within the same class.

According to Skutnabb-Kangas & McCarty (2008), some of the ESL programs or models consist in learning interventions that occur outside of the mainstream classroom, known as pull-out ESL; this kind of intervention is conventionally used to provide students with personalized programs that will allow them to acquire the basic language skills to ensure learning in a second language in the content areas. The ESL pull-out is generally used for students that have very limited understanding of the language and are enrolled in mainstream schools. May (2008) describes that a most common approach in having the ESL class as part of the school curriculum, since the early years of formal education. This kind of approach takes place during a specific time and learning space and learning focuses on providing students with opportunities to learn the four language domains. In most cases, contents emphasize daily life, language and vocabulary. As English learning becomes more popular, educational institutions are shifting their focus to integrate ESL education into their curriculum (Baker, 1988).

Cummins (1992) describes that often the ESL teaching approach takes place in bilingual education settings, where different content areas are taught either in the native language or in English, for a program to be considered bilingual, ESL should take place not only through an English language class but also integrated in another content areas such as social studies, science, math or others. Currently, full immersion English programs are becoming more popular, schools that use this approach adapt their local curriculum for it to become entirely taught in English. During the early years the native language is used only in non-academic activities such as recess or social gatherings, but the 'official' classroom language is English (Skutnabb-Kangas & McCarty, 2008). This early immersion forces students to need English in order to complete their schoolwork, to understand expectations and to communicate with their teachers. May (2008) describe the myriad of existing

approaches to teach ESL and how different contexts demand for specific accommodations to meet the learners' needs.

### **English Language Learning Domains**

It is generally believed that human beings are the sole species capable of developing language thanks to their intelligence and appropriate structure of the vocal tract. It is clear, however, that animals are also capable of communicating in their own way. Numerous features common to all-natural human languages have been proposed, nevertheless linguists seem not to be unanimous on ascribing certain properties only to human beings. (Wiśniewski, 2007). With such a definition, two kinds of languages are attested as mother tongues, namely, spoken languages where form is acoustic and there is a vowel/consonant distinction, and, signed languages where form is given by constellations of the human body. The auditory channel is the primary source of language input for most people. Learning a language, therefore, requires complex auditory analysis: patterns of timing, pitch, and spectral shape must be tracked across multiple time scales. Other kinds of language without native speakers are also attested, including whistled languages (form is acoustic but there is no vowel/consonant distinction, and the signal is a free airstream formed by the lips), drummed languages (form is acoustic but there is no vowel/consonant distinction and the signal is produced by means of a drum), and written languages (form is symbolic). It turns out that all known whistled languages (Gartner & Streiter 2006), all known drummed languages, as well as all known written languages actually (ever) used by a human society are renderings of a spoken language.

Language is a rule-governed behavior. It is defined as the comprehension and/or use of a spoken, when listening and speaking, written, when reading and writing; and/or other

communication symbol system, such as American Sign Language. Spoken and written language are composed of receptive and expressive components. Spoken language, written language, and their associated components are each a synergistic system comprised of individual language domains that form a dynamic integrative whole (Berko Gleason, 2005). Understanding the underlying mechanisms of learning L2 could lead to remedial approaches designed to boost L2 skills in struggling learners (DeKeyser, 2012). Prior research on individual differences in L2 learning has found that greater success is linked to a variety of characteristics of the language input received. L2 learners are more successful, for example, when they are immersed in an L2 environment at an early age (Abrahamson & Hyltenstam, 2009) have been resident in an L2 environment for a greater amount of time (Trofimovich & Baker, 2006;), and use their L2 more often on a daily basis (Derwing & Munro 2013).

The five language domains are: (1) Phonology—study of the speech sound system of a language, including the rules for combining and using phonemes, (2) morphology—study of the patterns that govern how morphemes, the minimal meaningful units of language, are used in a language, (3) syntax—the tendencies that pertain to the ways in which words can be combined to form sentences in a language, (4) semantics—the meaning of words and combinations of words in a language, (5) pragmatics—the patterns associated with the use of language in conversation and broader social situations. The five basic language domains are part of a continuum which spans to higher order language skills, such as discourse, which is impacted by skills in the pragmatics domain (Dutro & Moran, 2005).

Higher order language skills include inferencing, comprehension monitoring, interpretation of complex language, such as jokes and puns; and use of text structure knowledge. Metalinguistic awareness is requisite for the development of higher order language skills and is defined as "the ability to think about and reflect upon language"



(Gillon, 2004, p. 10). Metalinguistic awareness includes phonological awareness, morphological awareness, syntactic awareness, semantic awareness, and pragmatic awareness. Metalinguistic skills are also critical for self-regulation and self-monitoring. Acquiring vocabulary and writing Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Cameron, 2001). Harmon, Wood, & Keser, (2009), as well as, Linse & Nunan (2005) state that learners' vocabulary development is an important aspect of their language development. Although it has been neglected for a long time, researchers have increasingly been turning their attention to vocabulary (Nation & Macalister, 2019; Arnaud & Bejoint, 1992; Carter, 2016).

Among the four language skills of English, writing is considered the most complex skills for the ELLs to acquire because of its complexity in grammatical structure, vocabulary, spelling and pronunciation. Furthermore, there is no one to one relationship between the spelling and pronunciation system. Therefore, the English language learners (ELLs) find it difficult to acquire the writing skills. According to Crystal (2006), "Writing is a way of communicating which uses a system of visual marks made on some kind of surface. It is one kind of graphic expression" (p.257). Speaking is one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue. As English is universally used as a means of communication, especially in the internet world, English speaking skills should be developed along with the other skills so that these integrated skills will enhance communication achievement both with native speakers of English and other members of the international community. Because of the significant role of speaking in action, Goh (2007) and Bailey (2005) detailed how to enhance the development of speaking by means of syllabus design, principles of teaching, types of tasks and materials and speaking assessment. Speaking for special communication usually occurs in contexts

where speaking performance is conducted for an audience in differing circumstances. The principles of public speaking are also intertwined with the development of speaking for special communication. When a speech involving an audience is taken into consideration, the act of speaking is considered to be more complicated than general everyday conversation and a number of other skills are therefore included in the speaking delivery process, e.g., choosing topics, organizing thoughts, tailoring the message, and adapting to listener feedback (Lucas, 2001). There are a number of factors relating to speaking skills to be considered for effective English-speaking performance. Pronunciation, vocabulary, and collocations are singled out as important factors to be emphasized in building fluency for EFL speakers.

While reading and listening are considered to be the two receptive skills in language learning and use, writing and speaking are the other two productive skills necessary to be integrated in the development of effective communication. Of all the four macro-English skills, speaking seems to be the most important skill required for communication (Zaremba, 2006). Confidence and competence usually lead to strengths of English-speaking skills. Patil (2008) asserted that building up the learner's confidence to eliminate fear of making errors was a priority that the teacher should consider in order to make the learner feel comfortable with their language use. Confidence and competence in speaking could be developed from appropriate syllabus design, methods of teaching, and sufficient tasks and materials (Songsiri, 2007; Bailey, 2005). For effectiveness of speaking, Shumin (1997) pointed out a number of elements involved, including listening skills, sociocultural factors, affective factors, and other linguistic and sociolinguistic competence such as grammatical, discourse, sociolinguistic, and strategic competence. In order to convey meaning.

### **Learning English as an opportunity**

Learning English is a good way to improve your professional future and expand your horizons. More and more people around the world use English as a way to connect with people from different cultural backgrounds. The English language has become the lingua franca of international trade, business, diplomacy, and many other areas (Collin & Aschliman, 2017). According to the Education First English Proficiency Index (EPI), the world's largest ranking of countries and regions by English skills, more than 1 billion people speak English as a first or second language, and hundreds of millions as a third or fourth. English proficiency helps scientists, researchers, tourists, and business professionals exchange information.

Consistently with what Education First (EF) reports, among the benefits of speaking English, Rao (2019) claims that people who speak English get better jobs, earn more, and have access to more of the information available online. This highly regarded institution supports the following arguments as the benefits of learning English: (1) Learning English will build up your confidence. Mastering something you've struggled with for years is extremely satisfying, (2) Learning English boosts your career by allowing you to follow the latest trends in your field, attend conferences, and evolve into positions with an international remit, (3) Learning a new language keeps your mind healthy, stimulating your memory and increasing mental flexibility. (4) Learning English gives you access to more of the world's knowledge, and from a wider variety of perspectives. Over half of the material online is in English, and all of the world's top scientific journals are published in that language. (5) Learning English makes international travel easier and more fulfilling. You'll be less dependent on guides and translators, able to explore the world on your own. (6) Learning English allows you to meet people from other places and expand your cultural understanding. The world is more interconnected than ever before. Globalization has turned English as the

common mean for communication, Moon (2005) explains access to information, ability to communicate with people around the world as the main advantages that English language speakers will have in contrast to the population that speak other languages.

### **Teaching English as a Second Language**

Traditional methods of language teaching have dominated English teaching practices for a very long time (Goodman, 2014; Baker, 2008). These theories and methods based on traditional grammar and micro linguistics have been given too much attention to English pronunciation, vocabulary and grammar, disregarding the cultural aspect of English (Goodman, 2014). The traditional approach confines the language to words-phrases-sentences pattern, the emphasis in teaching the pronunciation and the usage of the word, explaining the phrases, analyzing and translating the difficult sentences, seldom deal with larger units of language (Nation & Macalister, 2019) decontextualizing the language learning process. In contrast, currently language teaching theories claim the relevance of designing a student-centered curriculum in order to use the students' interests and needs as an essential element for the learning construction process (Baker, 1988).

Goodman (2014) explains how language learning is a natural process in which the newly acquired skills emerge as the learner creates new meanings and understandings about the codes, sounds and symbols. Teaching English as a Second Language has evolved through time (Nation & Macalister, 2019) from direct instruction, moving from drill practices to bilingual education into full immersion curriculum, as the changes takes places, teachers have also adapted in order to meet their student needs' but also in an effort to conduct research evidenced practices in the ESL classroom. The qualifications to become an English teacher have also changed in time, from any person who was able to speak the language to extremely

specialized experts that follow rigorous international curriculum plans that seem similar to factories assembly lines.

For many teachers, it is assumed that language learning meant building up a large repertoire of sentences and grammatical patterns and learning to produce these accurately and quickly in the appropriate situation. Once a basic command of the language was established through oral drilling and controlled practice, the four skills were introduced, usually in the sequence of speaking, listening, reading and writing. These skills are reflected in all the levels of planning instruction and even in the national curriculum. Richards (2006) describes the approach to the teaching of grammar as deductive; students are presented with grammar rules and then given opportunities to practice using them, as opposed to an inductive approach in which students are given examples of sentences containing a grammar rule and asked to work out the rule for themselves. Learning is an advanced cognitive process in which complex factors interplay and influence the outcomes (Schmidt, 2017).

Although most research in language pedagogy has focused on L2 students' motivation and has paid little attention to the teaching process, understanding L2 teachers' motivation is of the utmost importance. This is because many studies confirm that teachers' motivation affects students' motivation and attitudes in class (Frenzel, Goetz, Lüdtke & Pekrun, 2009; Bernaus & Gardner, 2008). Effective teaching involves the ability to provide instruction that helps students to develop the knowledge, skills, and understandings intended by curriculum objectives, create an instructional climate that causes students to develop positive attitudes toward school and self, adjust instruction so that all students learn, irrespective of their ability, ethnicity, or other characteristics, manage the classroom so that students are engaged in learning all or most of the time, make sound decisions and plans that maximize students'

opportunity to learn, and respond to initiatives for curriculum change so that the new curriculum's intents are fully realized (Husbands, 2011).

Brosh (1996) asked second language teachers and students to identify the three most prominent characteristics of an effective second language teacher from a list of 20 characteristics and the results of the study revealed that the students' and teachers' first and second rank-ordered items were identical which were the teachers' adequate command of the subject matter involving the teachers' mastery of the four basic skills and the ability of the language teacher to transmit knowledge in a way that is easy to understand and remember, and to motivate their students to do their best.

“When educators fail to appreciate the importance of students' emotions, they fail to appreciate a critical force in students' learning. One could argue, in fact, that they fail to appreciate the very reason that students learn at all” (Immordino-Yang, 2016, p.40). In general, the desirable characteristics of an effective second language teacher that emerged from the study were knowledge and command of the target language, the ability to organize, explain, and clarify, as well as to arouse and sustain interest and motivation among students, fairness to students by showing neither favoritism nor prejudice, and availability to students.

### **Professional training for English Teachers**

Depending on local regulations, English teachers have to fulfill certain qualifications in order to be able to teach; often teachers must hold a bachelor's degree, preferably in Education, or a local teacher certification in order to be eligible to teach any content area. The requirements to become an English teacher in a non-native English-speaking environment have evolved in time (Cochran Smith & Zeichner, 2013). During the mid-20<sup>th</sup> century bilingualism started to become popular. In non-English speaking contexts often, people

teaching English were not necessarily trained as teachers, currently more educational contexts require formal teacher training, particularly schools demand academic qualifications for teaching English (Nation & Macalister, 2019).

Recent studies show that schools with non-native English-speaking students in many cases require their teachers to hold a degree in teaching English as a Second Language (Genesee, Lindholm-Leary, Saunders & Christian, 2005). ESL teachers' must be proficient in the correct use of the English language in order to be able to demonstrate to their students how the language sounds, and how the language is structured and used (Benson, 2011).

According to Zhao (2013), many teachers become specialized teachers as they experience their own professional path, some start as generalist teachers or content area teachers and later on decide to become ESL teachers. Working as ESL teachers presents specific challenges and demand particular skills, therefore most English teachers attend professional development in an effort to strengthen their skills and better understand their students' needs while acquiring a second language. The preparation of ESL teachers demands them to become attuned to their students' needs and individual progress, be sensible to their own culture and language of origin so they can acquire the language skills by making meaningful connections with their previous knowledge, and become competent in the use of alternative teaching strategies to allow their students to appreciate the benefits of learning a new language.

Among others learning communities and peer coaching, have shown to be particularly effective to facilitate teachers' professional development, they are both based on reciprocal support of pairs or small groups of teachers whereby they provide each other with feedback and advice about their teaching. Each teacher acts as both the coach and the coachee, which creates sustainability and reduces the cost of training by involving each participant as an equal

partner in the process, “educational reformers and researchers strongly advocate developing schools as professional learning community as a systematic and effective way to improve teachers’ quality” (Zhao, 2013, p.1365). Thorn et al. (2007) proposes many benefits of peer coaching, (1) Reduce isolation among leaders, (2) Establish collaborative norms, (3) Build a shared knowledge base, (4) Share successful practices, (5) Encourage reflective practice, and (6) More cohesive organizational culture.

### **The relevance of Teaching English as a Second Language**

Becoming an English language user is considered to be an essential skill for being an active participant in globalized economies and trade, having access to current information and being able to have a voice and participate within international audiences. Preparing future generations to become English users has never been more important if we want to ensure that our local context participates as an active part of the global processes (Marilna, 2018; Shariflan, 2017). Xu (2018) explains, “It has increasingly been conceptualized as a framework or a paradigm, developed alongside the glocalization of English, and it is a multicultural way of thinking, doing and being” (p.102)

Teachers encounter various difficulties when they transition from the learning community to teach in a classroom (Broadley, Martin, Curtis,2019; Kayi-Aydar, 2015). There is a vast amount of literature, which has stated several challenges faced by teachers in teaching English. Firstly, there is a shortage of trained and qualified English teachers in primary school due to numerous factors (G. Hu, 2005; Y. Hu, 2007). Therefore, teachers without adequate training and qualification are teaching students, which leads to improper subject deliverance, the case of Ecuador is exemplary to support this argument. According to Isabel Maldonado, Viceminister of Education in Ecuador, there are 45, 387 English teachers



nationwide (2021). But only 34% have the basic proficiency needed to effectively teach English as Second Language (La Hora, January 23, 2018). In Malaysia, recently, the Secretary-General of the National Union of Teaching Profession, Mr. Harry Tan, urged the government to step up and resolve the shortage of English teachers in schools. The big trend in the globalization of the language creates significant challenges among teachers. There are several challenges encountered by teachers, such as students' attitudes about learning a new language (Abdullah & Majid, 2013). According to Latchanna & Dagnew (2009), the critical aspect of attitude is used to discover the feeling and belief of an individual on a specific task or situation. Students' poor and negative beliefs about learning a second language disrupt their ability to learn it successfully (Lennartson, 2008).

### **Native and nonnative English-speaking teachers**

Scholars such as Braine (2010) and Kirkpatrick (2010) have identified a perception in the English language teaching profession that native English-speaking teachers (NESTs) are the ideal model for teaching English as a Second Language. Conversely, non-native English-speaking teachers (non-NESTs) tend to be positioned as deficient speakers of the language, with imperfect grammatical and pragmatic knowledge, poor pronunciation, and inferior knowledge about foreign cultures (Mahboob, Uhrig, Newman, & Hartford, 2004). Davies (2004) lists the key tenets of "nativeness" as follows: (a) childhood acquisition of the language, (b) comprehension and production of idiomatic forms of the language, (c) understanding regional and social variations within the language, and (d) competent production and comprehension of fluent, spontaneous discourse. Given that all these tenets except for the first, childhood acquisition of the language, may be acquired or learned post-childhood, one could argue that the only immutable difference between a native speaker and a non-native speaker of a language is childhood acquisition.

Martinez Argudo (2017) claims that today teachers are valued for their professional competence and experience rather than their native language. He admits that prejudices are still present in the educational contexts but as time goes by NESTs are being heard and their professional efforts are being more appreciated. Bolton (2015) explains, that teaching English as Second Language has historically been dominated by native speakers, but the enormous demand of teachers has shifted to an overwhelming numerical majority of NESTs taking over the ESL teaching spaces.

Comparisons have been made between NNESTs and NESTs to uncover differences in aspects of teaching behavior (Shin and Kellog, 2007). According to Lee, Schultz & van Vlack (2017), unjustified emotions are common in NESTs, these emotions are often derived from self-perceived English proficiency levels and feeling of inferiority, based on historically preference for NS as English teacher's despite of their teaching skills and professional experience. Guerra (2017) shares results of a study conducted to assess students' perceptions of native and non-native speaking English teachers, the author concludes that students' value the teachers' intercultural competence, teaching skills and language competence as more relevant than their language of origin. When focusing on English pronunciation by native and non-native English-speaking teachers, Levis, Sonsaat & Link (2017) explain that native English speaking is not essential for excellent language teaching and that pronunciation is less relevant than pedagogy and understanding the student needs. Teacher language awareness is described as the teacher's ability to empathize with the students' ability to learn a new language. McNeill (2017) analyzes the effectiveness of native and non-native English-speaking teachers to perceive, predict and identify the learners' needs; he claims that non-native teachers are more sensitive than native speakers when anticipating and perceiving the second language learners' needs.

## **English language teaching in Ecuador**

Ecuador's Ministry of Education sets the official national standards for English as a Foreign Language in 2014. This official document becomes a framework to be used nationwide in General Basic Education (2<sup>nd</sup>-9<sup>th</sup> grade comparatively with the educational system in the USA). The Ecuadorian standards foster the accomplishment of the following these basic principles: (1) Language proficiency involves the development of the communicative skills of English teachers at the level of reading, writing, listening and speaking in the target language. (2) Mastery of the Anglo-Saxon culture to ensure that teachers know, understand and use in the lessons. (3) Mastery of the curriculum demonstrates that teachers know, understand and use practices and strategies for planning implementation, and management of standards- based on English and its instructional content. (4) Mastery of the evaluation procedures and the application of the measurement of students' communication skills in English. (5) Mastery and ethical commitment, updating of knowledge for the management of teaching techniques, research results, advances in the field of English as a foreign language, and educational policy issues around the teaching of foreign languages. In Ecuador, the notion of communicative competence must be prioritized over the grammatical competencies' activities. For achieving that objective English teachers across the nation should be exposed to disciplines like linguistics and specifically sociolinguistics to gain awareness that the goal of communicative language teaching requires of a communicative curriculum rather than vocabulary acquisition and grammar rules being drilled.

It is necessary that the Ecuadorian strategies to promote better English teaching are aligned with the Common European Framework for language learning (2008) which explains that curriculum planning will then have to be on a local or regional basis, but in a way that leaves room for diversification closer to the point of learning. (Bailly, Devitt, Gremmo, &

Heyworth, 2014, p.40). Grammatical competence as the basis of language proficiency was given priority by the traditional language teaching approaches. This was one of the strongest features of the Ecuadorian national Curriculum of English Teachers and students believed that grammar could be learned through direct instruction and through a methodology that made much use of repetitive practice and drilling (Cadena, Castillo, Celeri & Damian, 2018). The national curriculum has standards in order to make sure that after high school students in Ecuador achieve B2 level of English competency, but no assessment has been carried to determine if this goal has been met or to identify what needs to take place in order to meet the national expectations. In 2013, the Ecuadorean government funded Go Teacher, a program designed to teach Ecuadorean teachers English, the program allowed teachers of English in Ecuador to travel to universities in the United States, where they received classes in English and where teachers were immersed in the language and culture. Private schools in Ecuador are often more appealing for parents who can afford to pay for a better-quality education, it is considered that English in private schools is better taught than in the public education schools. Santos (2021) reports that drastic shifts have occurred during the last year, as a result of the pandemic and it's economic consequences almost 3% of all the population of students registered in private education has moved into the public system. The EF English Proficiency Index 2019 has identified Ecuador as the country in Latin America with the lowest scores in English as a second language. 72% of the current English teachers do not have the required English proficiency to teach English. Several initiatives are taking place to improve the qualifications and skill required for non-native speaking teachers to become English teachers. There are 166 658 teachers in the public education system in Ecuador, approximately 9600 are English teachers, and about 4000 more English teachers are needed to meet the public education current demand (Machado, 2019).

This chapter has presented several perspectives in order to gain an understanding the role of motivation and confidence development in second language acquisition from the learners' perspective through revisiting what literature reveals about learning English at an early age, the different language domains in the second language acquisition process and identifying several ways in which English language learning currently enhances personal and professional development. The second part of this chapter focuses on Teaching English as Second Language by unveiling the different paths and professional expectations that need to be considered to become an English teacher, the relevance of teaching English in any educational context and its importance for future generations to be able to communicate in English and finally an analytic literature revision on the differences and commonalities of native and non-native English-speaking teachers. The last part of the chapter presents the English language teaching in Ecuador. The following chapter describes all the methodological design used for this study, the data collection process, participants' selection, ethical procedures to ensure trustworthiness in the study results.

## RESEARCH METHODOLOGY

The methodological design for this study was derived from the type of data that was required to respond the research questions:

1. How did the participants educational experiences as students enabled non-native English speakers to become English teachers and later pursue a graduate degree in TESOL?
2. What opportunities and challenges that the participants of this study have encountered as they became teachers and graduate students in their non-native language?

This is a qualitative study conducted using a phenomenological approach to explore the factors that motivate non-native English speakers teach English as a second language. The research protocol was approved by the Ethics Committee for Research on Human Subjects (Comité de Ética de Investigación de Seres Humanos CEISH) at Universidad San Francisco de Quito USFQ (Appendix A). The data will be collected using an in-depth interview with each participant. The interview will be conducted in English. The participants of this study are all consenting adults that were selected using purposeful sampling using the following selection criteria:

1. All participants are adults.
2. Non-native English speakers currently teaching English as a second language in a non-English speaking context
3. Completed or in process of completion of graduate studies in teaching English

The invitation to participate and the informed consent was sent using personal e-mail. Once the people that showed interest to participate submitted their informed consent, an

interview date was set. The interview consisted in a video recorded conference session. All data was gathered was labeled as participant 1, participant 2, ... to ensure participants anonymity and confidentiality during the data analysis process. Once the interview took place the data analysis process began by transcribing the interviews and identifying emerging topics. The data analysis process will be conducted using Yin's (2016) a five phased analysis cycle: 1) compiling, 2) disassembling, 3) reassembling (arraying), 4) interpreting and 5) concluding. No computer software will be used for data analysis. Data will be transcribed and organized into the emerging categories to identify trends and common experiences that will arise during the analysis.

### **Data collection tool**

The interviews for this study were conducted using zoom as a tool to enable synchronous interaction between the researcher and each participant. The interview was conducted in English and will be transcribe verbatim. This technological tool allows recording audio and video that will provide the data for further analysis. The researcher was the only person conducting the interviews and took notes while the conversations were taking place in order to facilitate the future data analysis process. The interviews were recorded and saved on to password protected computer of the principal investigator. All recorded files were saved using coded names (participant 1, 2, etc.) to ensure confidentiality.

### **Participants Description**

The participants of this study are all consenting adults that were selected using purposeful sampling using the following selection criteria:

1. All participants are adults.

2. Non-native English speakers currently teaching English as a second language in a non-English speaking context
3. Completed or in process of completion of graduate studies in teaching English

All non-native English-speaking students who are enrolled in an MA in Teaching English program at USFQ were invited to participate in this study, and a few other people that met the same criteria were contacted and invited to participate in order to explore English teacher's diverse life experiences. The invitation to participate was sent to 16 possible participants who met the criteria for selection. The participants for this study were selected from the people who met the criteria, show interest to participate and submitted on time their informed consent. 10 people from all the people invited showed interest to participate, but only 6 sent the informed consent to participate in the study within the timeframe required. From the participants that submitted the informed consent 4 were selected randomly to participate in the study.

All participants were invited to participate in this study via email (Appendix B), the text of the email requested a reply if they were interested to participate. Once the participants showed their interest the informed consent was sent via e-mail with a request for three possible dates and times for the interview to take place, request for basic information about their graduate degree and years of experience as English teachers to make sure all the participants formally meet the criteria for selection established for this (Appendix C). Once the participant replied with the interview possible schedule times the researcher created an invitation for a zoom meeting on one of the proposed times and send the interview prompts to get the participants familiarized with the topics of discussion. This will allow the participant to reflect on their own time about their experiences ensuring that the data gathered during the



interview includes details and descriptions that truly represent their life experiences, rather than improvised remembrances of the participants past.

### **Researchers Positionality**

The researcher's experience as a graduate student in a Teaching English as a Second Language provides her with a first-hand engagement with the field of study. As an English native speaker pursuing a graduate degree in teaching English she was confronted with most of her peers in the graduate program for whom English was not their native language and held English teaching positions in different educational settings in Ecuador. The research interest emerged as she began to question the process in which non-native English speakers developed their English teaching skills and confidence to teach their second language, and more over to pursue a graduate degree in Teaching English as Second Language.

### **Credibility, Trustworthiness and Confidentiality**

For qualitative studies Creswell & Poth (2018) states that the term credibility is more applicable than validity. Maxwell (2015) explains that the credibility to the conclusions in qualitative studies can be attributed to the methods and procedures described in the research process, nevertheless that does not guarantee validity. Sousa (2014) states that in qualitative research the study design must show adequacy among the research question, the methodology and the analysis process in order to establish trustworthiness. The ethical validation of this study relies on its protocol approval by the CEIHS board at USFQ and the authentic interest that the researcher has about non-native English speakers teaching English.

Purposeful sampling ensures that all participants experiences are consistent with the research questions to ensure the data gathered will contribute in understanding the phenomena being studied. The named investigator in this study will have no personal or political gain from this study. Conducting an in-depth interview to different participants allows

understanding the phenomena from unique perspectives that allow to identify common experiences that allow to create new meanings about the phenomena being studied.

Only the researcher had access to the data collected which was stored in a password protected computer. Once that the project itself was finalized, the data was saved on the personal computer of the principal investigator. Participants were coded with a number and reported as participant 1,2, 3... to protect their identity and personal information.

### **Data Analysis process**

As a qualitative study, variables for analysis will emerge from the participant's responses and will be categorized for further analysis and conclusions. The data analysis used Yin's (2016) a five phased analysis cycle:

1. **Compiling:** all data from interviews was transcribed into word processing files.
2. **Disassembling:** fragments and phrases of each interview were categorized into three initial categories based on the research questions in order to align the analysis with the purpose of the study.
3. **Reassembling (arraying):** a matrix was constructed in which the data from all the participants was reassembled by each initial category to identify commonalities and emerging categories for analysis.
4. **Interpreting:** based on the commonalities and emerging categories data was interpreted in an effort to respond the research questions.
5. **Concluding:** after analyzing the data conclusions arose based on what the participants' experiences reflect about teaching English as nonnative English speakers.

No computer software was used for data analysis. Data was transcribed and organized into the emerging categories to identify trends and common experiences that arose during the analysis. The following chapter presents the data collected during this research study. It has been organized into categories using the described data analysis process.

## DATA ANALYSIS

This chapter presents the data collected from the study participant through the interview conducted as part of the research protocol. It starts with a brief description of the participants profile, followed by an explanation of how the data analysis process took place in order to determine the data analysis categories that allowed to reach the conclusions presented in the following chapter. Data will be analyzed within three main emergent categories: experiences as English learners, becoming English Teachers, and the challenges confronted as non-native English speakers teaching English.

### Participant Profiles

Data was collected from 4 participants who met the criteria for selection and were randomly selected from those who show willingness to participate in the study. Each participants' brief profile is described below:

- Participant 1 has 12 years of teaching experience as an English teacher in a private school setting in Ecuador and holds a graduate degree in Early Education from a university in the U.S.A.
- Participant 2 has 4 years of teaching experience as an English as a Second Language at higher education in a private school setting and holds a graduate degree in Teaching English to Speakers of Other Languages from a university in Canada.
- Participant 3 has 8 years of teaching experience as an English teacher in a public-school setting in Ecuador and is currently enrolled to obtain a graduate degree in Teaching English as Second Language from a university in Ecuador.

- Participant 4 has 21 years of teaching experience as an English teacher in a private school setting in Ecuador and holds a graduate degree in Teaching English from a university in the U.S.A.

### **Data Analysis Process**

Data was collected using one recorded video conferences with each participant. Each interview lasted between 40 and 70 minutes. The data collected was analyzed exclusively by the main researcher. During the interview, notes were taken in order to identify relevant information that the participants may share during the interviews. After listening all the recording for several times, during the disassembling process three main categories for analysis emerged within each the participants shared different perspectives and experiences as they reflected upon their own paths to become English teachers and pursue a graduate degree in English.

A matrix was created using a spreadsheet in which the participants interviews were transcribed using as a guide the three main categories for analysis: experiences as English learners, becoming English Teachers and the challenges confronted as non-native English speakers teaching English. This matrix revealed commonalities that helped to interpret the participants experiences in order to create subcategories for analysis. After identifying the elements from each interview that will contribute for the elaboration of new meanings in each subcategory the chapter was written and the conclusions for each category were created.

### **Experiences as English Learners**

Most participants declared during the interview that they had been formally exposed to English language learning during their early years; they claimed that attending bilingual schools helped them become exposed to the English language since very young. Participant 2

mentioned, *"I was exposed to English for the first time around the age of five, I was in a bilingual school my whole life"*. Accordingly, Participant 4 claims, *"I think at school when I was four years old, I was exposed to it before that when my father did his master's degree in Boston Massachusetts, when I was one year old"*. Formal English instruction for the participants began at the age of 4 or 5 years old, as they started early childhood education. Akcay, Butuner, & Arikan, (2015) & Moon (2005) affirm that early exposition to English language fosters the development of language acquisition and encourages people to become bilingual. Participants in this study stated that being exposed to English at an early age permitted them to be interested in learning more about the language. Participant 1 brought to light, *"I don't know if it was the first time, but I remember being in intensive exposure to English when I was in elementary school and then I moved for high school to a different school and I needed to have extra classes to have the super level of English required by the school"*. The takeaway from experiences as English learners was that for non-native English-speakers it was a challenge to learn the language from teacher for whom English was not their first language. It was also learned that being exposed to English at an early age helped them understand the language.

### **English language enriched environment as students**

Two out of the four participants in the study wanted to become teachers, without being aware that later they will be teaching in English. Participant 2 explains, *"I became a teacher because I wanted to spread the skills of good English to others"*. Considering that English is currently a dominant language in the educational community, most participants understood the relevance of teaching English to their students as way to prepare them to cope with the globalized society. Participant 3 mentions, *"I think this is a profession that allows you to be*

*closer to people and be in touch with students*". The success on foreign language learning is infused with many factors as intelligence, attitudes, abilities and motivation (Mantiri, 2015; Santana et al., 2016; Støen and Haugan, 2016). Being part of an English language enriched environment as students was a benefit for them to be immersed in the language, which would later on permit them become English teachers.

### **Opportunity to live or visit English speaking countries**

Participants mentioned that the opportunity to live or visit English speaking countries improved their chances of learning English as a second language. Participant 4 describes, *"...when I was in eighth grade, I lived in Buffalo, New York for two months as an exchange student with a family for two months and that was the only time, she spoke English outside of school"*. Participant 3 mentioned, *"the program Go Teacher from the Ecuadorian government allowed me to experience the culture of the United States and become a better teacher"*. The idea that living or studying in the target language country is essential to improve linguistic knowledge and understand its culture is widespread. One reason why study abroad is considered the best context for language learning is the belief that students will be constantly exposed to the L2, and they will receive real input more intensely than in a regular language course in their own country. Moreover, it is assumed the learners will find more opportunities to use the L2 outside of the classroom and interact with native speakers, thereby putting into practice what they have learned and developing communication strategies in real-life communicative situations (Collentine & Freed, 2004). Oder & Eisenschmidt (2018) clarify the importance of learning English as a tool to access in achieving new knowledge and opportunities in a global context. Also, English is widely used in every continent that uses English for their day-to-day needs, totals over 250 million (Broughton, Burmfit, Flavell, Hill



& Pincas, 2003). Their beliefs and motives do align with the real-world implications because the Go Teacher program allowed them to see the world and be immersed in a different culture which enriched their learning experiences as teachers.

## **Becoming English Teachers**

Most of the participants in the study wanted to become teachers without knowing that they will become English teachers, they mentioned that becoming English teachers will enable them to have opportunities for career advancement and implicitly they perceived English teaching as more up-to-date with educational trends than the traditional curriculum content areas. Participant 1 said, *“I wanted to be an early childhood teacher, but after my practicum at a bilingual school environment, I knew that was what I wanted to do and be, mostly to transfer the learning experiences from the bilingual learning environment to other schools”*. Participant 4 declared, *“I wanted teach my students English because it was more interactive”*. Effective teaching involves the ability to provide instruction that helps students to develop the knowledge, skills, and understandings intended by curriculum objectives, create an instructional climate that causes students to develop positive attitudes toward school and self, adjust instruction so that all students learn, irrespective of their ability, ethnicity, or other characteristics, manage the classroom so that students are engaged in learning all or most of the time, make sound decisions and plans that maximize students’ opportunity to learn, and respond to initiatives for curriculum change so that the new curriculum’s intents are fully realized (Husbands, 2011).

## **The impact of English teacher role models**

Some participants stated that when they were learning English themselves, they were motivated by either a family member being a teacher, a neighbor, or by a specific teacher they had throughout their schooling. Two out of the four participants in the study, stated that they were inspired by other teachers to become English teachers. Participant 1 mentioned, *“my mom being a teacher also influenced me in becoming a teacher”*. Participant 2 stated, *“I was*

*influenced by a neighbor who was an English teacher and because I had an excellent teacher in high school*". Being innately subjective, human inspiration is not easy to predict, measure or describe. Furthermore, it may be only much later that a person or event is recognized as being inspiring. Perhaps for these reasons, inspiration is not a term much used in the research literature on second language (L2) motivation, nor in well-known guides for new English language teachers such as Scrivener (2011) and Harmer (2007) which understandably focus on describing professional methods and techniques that can be predicted to develop their learners' L2 knowledge and skills in a broadly motivating way.

### **Commitment to their students' future**

Most of the participants in the study declared that it was important be committed to prepare their students for an English-speaking world. Participant 2 mentioned "*I wanted to transfer the teaching from my experience at the bilingual school where I did my internship to other schools, there is great English teaching and that very few people have access to that*". Participant 3 brought to light, "*my students were my motivation to be a better teacher and be committed to their future*". Effective teaching in primary schools is a major concern in many countries of the world. For effective teaching to take place, we need torch lighters (Lacina & Block, 2011), teachers who distinguish themselves and set themselves apart from the rest. It is argued that effective teaching also takes place where there is reflective practice (Delvin, Kift & Nelson, 2012; Nolan & Hoover, 2008). Participants in the study were very interested in making a big impact on the lives of their students. Some of them felt that it was important to keep the students engaged, motivated, and very participative during class. To achieve this the participants stated that they would do activities that were more interactive more dynamic but most of all focused-on learning English as a second language. The learning experience is particularly powerful when students are engaged in activities that have personal relevance in

understanding oneself as well as others; exploring individual previous experiences, interests and understandings ignites the learners' ability to activate their motivation towards learning through the ignition of the connection between the individual and the new knowledge (Fink, 2003). There is perhaps no better way to capture and keep your students' attention than by sharing your experiences as a learner, or your passion for a particular topic and then letting them share their interests and experiences as a way to ignite the motivation towards learning.

Teachers must be enthusiastic about their subject matter if they wish their students to become interested studying the subject matter. There is no single best way for teachers to express their passion in the classroom; it differs for all of us. However, aspects of our personal presence in the classroom such as facial expression, voice inflection, hand gestures, and body posture often suggest to students that we are particularly excited about the material we are sharing with them (Keeley, Smit & Buskist, 2006). We might do well to heed Brewer's (2002) oft-quoted advice: "For all your learning and teaching, develop a passion that approaches religious fervor" (p. 504).

### **Opportunities confronted as non-native English speakers teaching English**

Participants in this study, found that by being English teachers and yearly trainings poured them I was going to allow them to have better opportunities in the workplace. Despite these opportunities of training, some participants felt that because they were not native English speakers that the opportunities will not take place. It has been established that experienced teachers differ from novice teachers in their knowledge, skills, and beliefs. Thus, it may be inferred that they also differ from novice teachers in their professional development needs. Nonetheless, most of the research on teacher learning focuses on teacher training at the preservice level (Waters, 2006). Teacher training is a good way for professionals in the

teaching field to be able to improve not only their personal goals, but also their teaching goals and be able to advance within their teaching career. One can say that professional development conferences workshops and online classes for teachers such as DELTA certification and CELTA certification can help them be able to be more professional and allow them to have opportunities to advance within their institution, but also boost their levels of confidence and motivation towards teaching. Researchers found that students' lack of proficiency was impacting both academic and social life of students and, as a result, concluded that NNES students would benefit from language support that will enable them to acquire proficiency as an element that will influence in their motivation towards teaching English (Myles & Cheng, 2003; Berman & Cheng, 2001).

Participants were very motivated to pursue a career in teaching English as a Second Language that they were searching for master programs in TESOL. Some found programs in Alabama, others found MA in TESOL programs in Ecuador. Some of the participants stated that the main struggle to access a MA in TESOL program was pricing of the programs themselves. However, some of the participants tried to find scholarships and other financial aid programs to help them access graduate programs in English. As the number of non-native English-speaking (NNES) international students has steadily increased at English-medium universities, previous studies have examined how well those students adapted and what impact their English proficiency had on their success.

### **Challenges confronted as non-native English speakers teaching English**

Academic literature is consistent when identifying the challenges confronted by non-native English speakers teaching English, Martinez Argudo (2017) presents compelling evidence about the still existing prejudice against non-native English speakers teaching

English, but also authors such as Guerra (2017), Marlina (2018) and Xu (2018) discuss how English teaching should be embraced and strengthened focusing in the teachers' ability to teach and commitment towards their students' learning process regardless of their native language. The data collected for this study is consistent with the literature, when identifying that the major challenges confronted by non-native English speakers teaching English are related to their self-perception, formal production of English writing and pronunciation (Lee, Schutz & van Vlack, 2017). Participants also faced some challenges on their path to becoming English teachers. Some of these challenges were insufficient or subpar learning materials, lack of self-confidence, and struggles with pronunciation. The native speaker fallacy has created a number of challenges with which NNESTs must contend in the workplace and in their daily lives. Although the majority of English teachers in the world are not native speakers of English (Matsuda & Matsuda, 2001), NNESTs struggle for equal treatment in the ELT profession. They face a number of challenges, including those related to accent and credibility in the workplace.

### **Written English is a challenge for the participants**

Some of the participants mentioned that they had to overcome some barriers as non-native English speakers teaching English. Some of the challenges that participants in this study had when it came to writing in English was the writing of essays because several of them mentioned that they had issues with articles, nouns, verbs, sentence structure, word form, order, choice, wordiness, punctuation, mechanics amongst other issues. Participant 2 mentioned "*I was always focusing on comprehension, pronunciation, vocabulary and reading, but I never thought about writing, and when I was in my master's degree, I noticed that I was not strong in writing and that it needed certain structure in English*". Participant 3 mentioned, "*I struggle with writing essays, so I practice writing them by watching internet*

*videos about how to write essays and I practice writing them*". Teachers encounter various difficulties when they transition from the learning community to teach in a classroom (Broadley, Martin, Curtis, 2019; Kayi-Aydar, 2015). There is a vast amount of literature, which has stated several challenges faced by teachers in teaching English. Firstly, there is a shortage of trained and qualified English teachers in primary school due to numerous factors (Y. Hu, 2007; G. Hu, 2005).

Over the last few decades, the study of English language has become essential as it is considered to be the most widely learnt second language in the world. This has become increasingly apparent as English as a Second Language (ESL) courses have rapidly increased in popularity at Spanish universities in recent years. Despite the fact that the majority of students have been studying English for several years, most Spanish learners of English as a Foreign Language (EFL) tend to make errors when writing academic English as they find it a difficult task. Most of these errors are due to the transfer of linguistic features between languages because the majority of students tend to apply the rules of their first language when writing the second language (Goodman, 2014).

### **Overcoming personal insecurities**

A few of the participants in this study brought to light that the two biggest challenges that they encountered were speaking and writing in English. When it came to speaking in English, participants mentioned that they had a fear of having bad pronunciation and had a fear of not being understood when they spoke. The relevance of this to language teaching can only increase as English continues to grow well beyond the domain of any one speech community. Participants mentioned that they were faced with insecurities when they were introduced to teaching. Participant 2 brought to light that, "*personal insecurities, am I good*

*enough, do I have the good amount of knowledge to be a good English teacher, good pronunciation to be an English teacher?"* Participant 4 mentioned *"I did not have a good English level, felt it was hard and challenging"*. Pronunciation is a key element of the learning of oral skills in a second language, but the role it plays in English language programs for adults varies, and the amount of time and effort devoted to it seems to depend, to a large degree, on the individual teacher. This means that it may or may not form part of regular classroom activities or student self-study. It was brought to light that EFL teachers have a fear of distorting words or committing grammar errors when writing because they have not had enough professional training, or development in these two areas. An outstanding problem of teaching pronunciation is what to teach about it. There are important pronunciation aspects that EFL teachers should consider. Firstly, they should be aware that they will find as many different pronunciation problems as they have students. Secondly, teachers have to be aware of the first language phonetic system interference and thirdly, that they are supposed to have a satisfactory knowledge about variations and differences as well as possess proper theoretical pronunciation knowledge (Nation & Macalister, 2019). Teachers are seldomly offered training in both writing and pronunciation, it is difficult for NNS to feel comfortable within the classroom when they are teaching if they have not received proper training in pronunciation or writing outside of the school environment.

### **Lack of context responsive learning resources**

Culturally responsive teaching, also known as CTR, is a research-based approach that "invites students to bring their expertise to the table" (Fleming, 2019) by identifying and harnessing the assets of students who have historically been underserved in schools or cultural contexts. Most of English teaching resources are designed and developed for English



speaking contexts that serve a population of non-English speaking students. Teaching resources, guides and materials often present examples, images and situations that do not respond to other linguistic contexts in which English is being taught. Several participants made it known that the teaching resources that are offered are designed to serve as part of the formal language instruction for native speakers, or for ESL students attending English speaking educational contexts. Curriculum resources available disregard the existence of English learners that may be acquiring a second language within a non-English context. Participant 3 mentioned “*I think I have confronted many barriers, the first one was when I was in the university and I saw that the teachers did not have enough resources to teach us*”, she was referring to the lack of resources available to meet their particular needs as English teachers in a Spanish speaking context within the Ecuadorian educational context. Participant 2 stated “*I would say the limited input, the type of resources that are used, have little speaking and other skills*” in regard to the emphasis that teaching resources give to reading and writing in contrast to speaking and understanding. Participants within this study mentioned that textbooks or educational resources for that matter were more focused towards native speakers of English and avoided cultural context within the books or materials themselves, which hindered the teaching process. Matching instruction with learning style requires that the teacher’s knowledge of cultural diversity goes beyond mere awareness of, respect for, and general recognition of the fact that diverse groups have different values or express similar values in various ways (Ladson-Billings, 2021).

Teachers must acquire detailed, research-based information about the cultural particularities of specific groups they teach. There are many teachers and teacher educators who think that their subjects (particularly math and science) are incompatible with culturally responsive teaching practice or that using these practices creates too much of a conceptual and

substantive stretch for their subjects to maintain disciplinary integrity. This is simply not true. There is a place for cultural diversity in every subject taught in schools (Sleeter & Flores Carmona, 2017). After analyzing the data for this study, the participants' experiences allowed me to understand the relevance and importance of good, flexible teaching materials in an ESL classroom. It was also rewarding to see that participants were going above and beyond to better the learning of their students (Ladson-Billings, 2021). As teachers, non-native English speakers often must overcome their own personal insecurities (Lee, Schutz & van Vlack, 2017) and most schools do not provide enough support for them to construct their own new English teacher professional identity (Darling- Hammond, Hylar & Gardener, 2017; Cochran-Smith 2019). After listening to the participants testimonies, it is easy to claim that most English teachers show an enormous concern for their students and a strong commitment towards preparing them to become citizens of the world.

## CONCLUSIONS

When exploring the possible factors that motivated non-native English speakers to teach English as a second language this study focused on the participants life experiences as students, as teachers and in the challenges the participants confront when teaching as non-native speakers. During individual interviews participants were asked to recall personal and professional experiences that enabled them to become English teachers and later pursue a graduate degree in English. Participants were also asked to identify the challenges and opportunities that they have encountered in the process of becoming non-native English speakers teaching English.

### **Findings and Results**

Constantly, during the interviews all the participants claimed to have had early experiences that enabled them to become exposed to English or to want to learn the language. Literature often mentions that teachers tend to replicate their experiences as students when teaching, particularly when teachers have not received formal teaching training or their training resemble what they experienced as students. Similarly, the literature supports the idea that early exposure to the language or willingness to learn the language during early years fosters the students' motivation to learn a second language (Akçay, Butuner & Arikan, 2015). Participants in this study, sought to improve their teaching skills because they want their students to become better citizens of the world. They also looked for different methods or approaches to expand their skills of teaching within the classroom. For some of them teaching can turn into a burnout if no new technologies of teaching are used to improve the learning of their students within the classroom itself. Reflective teaching is effective for professional

teacher development in that it encourages the teacher to look at ways of managing the classroom and children from differing perspectives, based on assessment data. When prompted to comment about their experiences as English teachers, most participant mentioned the lack of culturally responsive English teaching resources as one of the challenges they confront in the classroom. They claim that most of the resources are designed for non-native English-speaking students in an English-speaking educational context (Fleming, 2019, Darling- Hammond, Hyler & Gardener, 2017). Consistent, with Guerra (2019), the participants in this study declared their personal insecurities as a challenge when teaching English as non-native speakers, they claimed feeling insecure about their pronunciation while teaching English classes. The participants consistently declared being able to travel to and live-in English-speaking countries as an experience that will enable them to overcome their insecurities, strengthen their fluency and allow them to improve their pronunciation.

When asked about their graduate studies in English, the participants share diverse motivations, some of them declared that the pursued a graduate degree in English as a way to open more opportunities for professional development and career advancement, others claimed that they pursued the degree after appreciating the importance of English for the future generations and create an impact in their student's lives. These factors are steppingstones and good motivators for non-native English-speaking teachers to start teaching English as a second language. Participants also felt that by attaining a master's degree in teaching would allow them to advance in their careers and allow them to advance into an administrative or higher-level job. The participants in this study were searching for ways to better themselves and advance in their careers, which lead them to enroll in master's degree programs allowing them to not only enrich their minds, but giving them better chances, or opportunities to move up the academic ladder.

## **Limitations**

Every research study faces different limitations, which can vary from one study to the next. Some of the limitations that this study faced were the approval from the IRB, time frame to conduct the study which limited the number of participants that could have been interviewed, limited research in EFL in Ecuador. Another limitation was the lack of official and current information about education in Ecuador. Statistics about Education in Ecuador are shared in public government pages, but due to the pandemic some of the data has not been updated. The scarcity of academic research on Ecuadorian education, and specifically about English education reduces the number of sources and forces the researcher to consult references from other academic contexts. Future studies about Ecuadorian education, the effectiveness of programs such as the Go Teacher initiative should be assessed to determine if the investment was worthy.

## **Conclusions**

The study covered the most important topics regarding the learning process, the teaching experiences and the opportunities and challenges that the participants confronted as EFL teachers in Ecuador. As learners, the participants clearly stated the relevance of exposing children to opportunities to learn English during their early years as a way to ignite their curiosity towards understanding and using a new language. They also mentioned the influence of exceptional teachers during their early years as students as a determining factor to become teachers themselves (Lasso, 2018). As teachers, participants mentioned the impact of professional development opportunities in their workplaces and access to graduate studies as opportunities to career advancement and professional development and the constant need for

culturally responsive resources for EFL students. The study also covered how pronunciation self-confidence can affect the way English teachers interact with their students in the classroom. Two factors that stood out during the interview process of the study were that speaking, writing and lack of training for English teachers can affect their career advancement. There are opportunities to strengthen the confidence of non-native English-speakers teaching in English, some opportunities can be workshops, conferences, being able to travel abroad, amongst others. However, it was noted that in 2013, that the Go Teacher program allowed for instructors of English to travel to the United States and be immersed in the language and culture which permitted non-native English teachers to learn more about the language. Non-native speakers of English can improve their confidence by practicing speaking with native speakers of English, taking courses that encourage them to speak and write more in English. The scarcity of academic research on Ecuadorian education, and specifically about English education reduces the number of sources and forces the researcher to consult references from other academic contexts. Future studies about Ecuadorian education, the effectiveness of programs such as the Go Teacher initiative should be assessed to determine if the investment was worthy.

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## APPENDIX A: RESEARCH PROTOCOL APPROVAL



UNIVERSIDAD SAN FRANCISCO DE QUITO USFQ



IE01-E061-2021-CEISH-USFQ

## Revisión Exenta de protocolos de investigación

A. DATOS IDENTIFICATIVOS			
<b>Título de la Investigación</b>	Non-native English speakers and their confidence to pursue a master's degree in Teaching English as a Second Language		
<b>Código CEISH-USFQ</b>	2021-028TPG		
<b>Área de Investigación</b>	Educación		
<b>Duración de la investigación</b>	Tres (3) meses		
<b>Investigadores e instituciones participantes</b>	María Margarita Coloma Escobar, USFQ María Dolores Lasso, USFQ		
<b>Financiamiento-Monto</b>	N/A		
<b>Evaluadores</b>	ANMM, IS		
<b>Código informe de evaluación</b>	IE01-E061-2021-CEISH-USFQ	<b>Versión</b>	001
		<b>Fecha:</b>	19 marzo 2021
<b>Historial de evaluación</b>	<i>Recepción de documentos:</i>	25-Feb, 2021	
	<i>Inicio de evaluación:</i>	Check list: 01 marzo 2021 IE01: 19 marzo 2021	
	<i>Envío IE al IP:</i>	Check list: 01 marzo 2021	
	<i>Respuestas del IP:</i>	Check List: 03 marzo 2021	

Tipo de Investigación exenta	
Investigación con recopilación y/o análisis de datos anonimizados, obtenidos de registros existentes.	<input type="checkbox"/>
Investigación con recopilación y/o análisis de datos disponibles públicamente.	<input type="checkbox"/>
Investigación con recolección de datos de manera anonimizada.	<input checked="" type="checkbox"/>
Investigación que evalúe anónimamente programas públicos o prácticas educativas.	<input type="checkbox"/>
Investigación que evalúe anónimamente el sabor y/o calidad de alimentos, o estudios de aceptación del consumidor.	<input type="checkbox"/>

B. DOCUMENTOS REVISADOS		Versión	Fecha Doc.	# Pág.	Evaluación	Observaciones Pre-revisión
1	Solicitud de evaluación ética del protocolo de investigación suscrita por el investigador principal	v1	3 mar 2021	1	Adecuado	
2	Protocolo de investigación	v1	3 mar 2021	7	Adecuado	
3	Justificación de no aplicación de Consentimiento informado	-	-	-	NA	
4	Instrumentos a ser utilizados para el desarrollo de la investigación (entrevistas, encuestas, instrucciones escritas, manuales, guías, entre otros).	v1	3 mar 2021	1	Adecuado	
5	Hoja de vida del investigador principal que evidencie su experiencia en el área de investigación.	v1	3 mar 2021	2	Adecuado	
6	Certificado de capacitación en bioética de la investigación.	v1	3 mar 2021	2	Adecuado	
				<b>Total</b>	<b>13</b>	

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<b>C. ASPECTOS METODOLÓGICOS</b>		
<b>Criterio de evaluación</b>	<b>Evaluación</b>	<b>Observaciones</b>
1. La solicitud incluye todos los documentos necesarios, firmas y fechas.	Adecuado	
2. El protocolo incluye los datos de identificación completos: nombre de investigador principal, director de tesis (si aplica), datos de contacto, financiamiento)	Adecuado	
3. El título describe claramente el propósito del estudio, el lugar, el periodo de ejecución y la población.	No Adecuado	Falta describir el lugar y periodo de ejecución.
4. El periodo de duración del estudio está bien especificado. Para la estimación de la fecha de inicio de ejecución de la investigación se tomó en consideración los tiempos de aprobación del CEISH.	Adecuado	
5. Se justifica la relevancia científica/social de la investigación.	Adecuado	
6. Las metas y objetivos son claros, de acuerdo con el problema de investigación, y medibles en el tiempo que dura el estudio.	Adecuado	
7. El tipo de estudio corresponde a lo descrito en el diseño de la investigación.	Adecuado	
8. Describe la población objeto (universo) del estudio, y la muestra mínima que requiere el estudio.	Adecuado	Estudio cualitativo que usa una muestra a conveniencia.



9. Describe los criterios de inclusión-exclusión y los procesos de reclutamiento de los participantes	Adecuado	
10. Describe las variables a analizar, y el procedimiento de análisis de datos.	Adecuado	Pag. #3
11. Se explica breve, pero claramente, el proceso de recolección y análisis de datos.	Adecuado	
12. Describe todos los procedimientos que se realizarán durante la investigación.	No Adecuado	Falta describir por cuánto tiempo se almacenará la información, y luego que se hará con la misma.
13. Describe los recursos humanos y materiales necesarios para alcanzar los objetivos del estudio.	No Adecuado	En el documento "Digital Consent Form" se solicita se elimine la frase que señala que es un estudio llevado a cabo por la USFQ, ya que dicha afirmación no es cierta.
14. Incluye un cronograma factible.	Adecuado	

#### D. ASPECTOS ÉTICOS

Criterio de evaluación	Evaluación	Observaciones
1. Se describe como se han tomado en cuenta los principios bioéticos para la selección de los participantes	Adecuado	
2. Los beneficios que ofrece el estudio justifican los riesgos que pudieran presentarse, y se describe el proceso para minimizarlos.	Adecuado	
3. Detalla los beneficios para la población o comunidad.	Adecuado	
4. Explica claramente los procesos para asegurar la confidencialidad de los datos que se recolectan en cada fase de la investigación.	No Adecuado	Falta describir el tiempo que se almacenará la información, y que se hará con la misma luego de este tiempo.




5. Describe claramente el proceso para almacenar los datos en la fase postestudio, garantizando su seguridad y estipulando el tiempo que se guardará la información, lugar, custodios y qué se hará con la información al finalizar el tiempo estipulado de almacenamiento.	No Adecuado	Mirar comentario #4.
6. Describe las medidas adoptadas para garantizar la autonomía y los derechos de los participantes.	Adecuado	Se aplica consentimiento informado antes de la participación.
7. Justifica de manera sustentada las razones por las que el estudio no requiere de la aplicación de un formulario de consentimiento informado.	NA	
8. Se evidencia la idoneidad ética del investigador principal.	Adecuado	Adjunta dos certificados de CITI (Protección sujetos humanos y conducta responsable en investigación).
9. Se evidencia la experticia técnica del investigador principal.	NA	Tesis para maestría.

**E. ASPECTOS JURÍDICOS**

Criterio de evaluación	Evaluación	Observaciones
1. La investigación contempla y aplica la legislación y normativa nacional e internacional vigente.	Adecuado	

**G. RESOLUCIÓN Y JUSTIFICACIÓN**

Período de evaluación:

Evaluador	Resolución	Justificación
Iván Sisa	Aprobado	Estudio exento.
Firma de evaluadores		Fecha evaluación
R1 		19-marzo, 2021



## APPENDIX B: INVITATION TO PARTICIPATE IN THE STUDY

### Invitación a participar en estudio de investigación

María Margarita Coloma Escobar <mcolomae@estud.usfq.edu.ec>

Mié 07/04/2021 12:12

Para:

CC: María Dolores Lasso <mlasso@usfq.edu.ec>

Estimado Cristian;

Mi nombre es Maria Margarita Coloma. A través de María Dolores Lasso (mi Directora de Tesis) me refirió tu nombre para invitarte a participar en mi estudio de investigación que servirá como tesis para mi Maestría en Enseñanza de Inglés como Segunda Lengua.

El estudio se denomina: ***Non-native English-speaking teachers and their confidence to pursue a master's degree in Teaching English as a Second Language in Quito, Ecuador***

Tu participación consiste en mantener una entrevista vía zoom que durará entre 40 y 50 minutos donde tu compartirías tus experiencias al aprender inglés como segunda lengua y los retos que has enfrentado en el proceso. La hora y fecha de la entrevista se adaptará a tu disponibilidad de tiempo.

Para mí sería un gusto enorme que tus valiosas experiencias sirvan como base para esta investigación. Toda la información que proporciones será anónima. **Si tienes interés en participar en este estudio te agradezco respondas a este correo** para enviarte el documento con toda la información del estudio donde debes responder consintiendo tu participación.

Desde ya agradezco mucho tu respuesta.

Saludos

María Margarita Coloma

## APPENDIX C: INFORMED CONSENT & INTERVIEW SCHEDULE

### RE: Informed Consent

[REDACTED]

Jue 08/04/2021 21:01

Para: María Margarita Coloma Escobar <mcolomae@estud.usfq.edu.ec>

My name is [REDACTED] and I AGREE TO PARTICIPATE IN THE STUDY.

I UNDERSTAND MY PARTICIPATION CONSISTS IN 1 INTERVIEW (40-50MIN), THE INTERVIEW MUST TAKE PLACE BETWEEN APRIL 12 AND APRIL 20 HERE I PROVIDE THREE POSSIBLE DATES AND TIMES FOR THE INTERVIEW TO TAKE PLACE BASED ON MY AVAILABILITY:

Wednesday, April 14 TIME: 16h00

---

De: María Margarita Coloma Escobar <mcolomae@estud.usfq.edu.ec>

Enviado: jueves, 8 de abril de 2021 19:16

Para: [REDACTED]

Cc: María Dolores Lasso <mlasso@usfq.edu.ec>

Asunto: Informed Consent

Dear [REDACTED]

Thank you very much for showing interest in participating in my research study. Below you will find the consent information read it carefully and thoroughly, please let me know if you have any questions or concerns.

It is important to mention that as much as I appreciate your intention to participate, the approved protocol limits the number of participants to 4 to 6 people maximum. Participants will be chosen based on ensuring a diverse sample, as soon as the participants selection takes place I will get in touch with you to let you know if you were selected or if your participation in this study is no longer required.

Your participation in this study is very valuable to develop academic literature about teaching and learning English in the Ecuadorian context, I really appreciate your willingness to participate and to support my effort to obtain my master's degree in Teaching English as a Second Language.

Yours truly,  
María Margarita Coloma