

UNIVERSIDAD SAN FRANCISCO DE QUITO USFQ

Colegio de Posgrados

Analyzing the Motivations of Second Career Teachers in Ecuador, in 2022

TANNIA ALEXANDRA ZURITA MUÑOZ

Scott Thomas Gibson, PhD
Director de Trabajo de Titulación

Trabajo de titulación de posgrado presentado como requisito
para la obtención del título de Magíster en Enseñanza de Inglés como Segundo Idioma

Quito, 28 de agosto de 2022

UNIVERSIDAD SAN FRANCISCO DE QUITO USFQ
COLEGIO DE POSGRADOS

HOJA DE APROBACIÓN DE TRABAJO DE TITULACIÓN

Analyzing the Motivations of Second Career Teachers in Ecuador, in 2022.

Tannia Alexandra Zurita Muñoz

Scott Thomas Gibson

PhD in English

Director of the Master's Program in
Teaching English as a Second Language

Paolo Emilio Moncagatta Alvarado

PhD in Political Science

Dean of the College of Social Sciences
and Humanities

Hugo Burgos Yáñez

PhD in Media Studies

Dean of the Graduate School

Quito, agosto 2022

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Nombre del estudiante: Tannia Alexandra Zurita Muñoz

Código de estudiante: 00322819

C.I.: 1802864643

Lugar y fecha: Quito, 26 de agosto de 2022.

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DEDICATION

With all my heart to my beloved and blessed son, you have always been the most beautiful, pure, and my greatest happiness. I also dedicate this work to you with much love, to Mami Sara and Papito who bless me from heaven day after day, and to my mother for her support.

ACKNOWLEDGEMENTS

To God for his endless mercy. A special acknowledgment to all my professors within the Master's in Teaching English as a Second Language Program 2022 at Universidad San Francisco de Quito, who were a good example of exceptional professionals and encouraged me not only to be a better professional but also to be a better human being.

I want to give very special recognition to my program director Scott Thomas Gibson, who with his patience, dedication, support, and acquaintance led me to reach my master's degree.

RESUMEN

El presente estudio se realiza para determinar los factores motivacionales de los futuros docentes con especial énfasis en los factores extrínsecos, intrínsecos, los cuales se discuten en cuanto a sus relaciones con los motivos de los docentes de segunda carrera para permanecer en la profesión docente. En Ecuador, el tema de la escasez de docentes, principalmente de inglés, ha abierto la oportunidad de incrementar el número de aspirantes que optan por enseñar inglés como segunda carrera. Este tema es importante porque revelaría las razones y motivaciones por las cuales los profesionales deciden cambiar de carrera y convertirse en docentes.

Comprender las motivaciones que llevan a los profesionales a convertirse en docentes de segunda carrera en lengua inglesa es necesario para brindar una nueva mirada a la literatura, especialmente en nuestro país debido a que no existe mucha investigación sobre este tema. Este estudio examina los factores motivacionales que influyen en la decisión de enseñar de los profesores de segunda carrera y cómo sus carreras anteriores influyen en su experiencia docente.

El marco teórico muestra motivaciones intrínsecas y externas. El estudio utilizó un enfoque cualitativo. Los datos fueron recolectados a través de entrevistas con los sujetos que aceptaron participar en la investigación.

Palabras clave: Enseñanza del inglés, motivación interna, motivación externa, docentes de segunda carrera, oportunidad.

ABSTRACT

The present study is conducted to determine the motivational factors of preservice teachers with a special focus on extrinsic, intrinsic, factors which are discussed in term of their relationships with the motives of second career teachers to stay in the teaching profession. In Ecuador, the issue of the shortage of teachers, mainly of English, has opened the opportunity to increase the number of applicants who choose to teach English as a second career. This topic is important because it would reveal the reasons and motivations why professionals decide to change careers and become teachers.

Understanding the motivations that lead professionals to become second-career teachers in the English language is necessary to provide new insight to the literature, especially in our country because there is not much research on this topic. This study examines the motivational factors that influence the second career teachers' decision to teach and how their previous careers influence their teaching experience.

The theoretical framework shows intrinsic and external motivations. The study used a qualitative approach. The data was collected through interviews with the subjects who agreed to participate in the research.

Keywords: English teaching, internal motivation, external motivation, second-career teachers, opportunity

TABLE OF CONTENT

RESUMEN.....	7
ABSTRACT	9
CHAPTER 1: INTRODUCTION.	11
1.1. Historical context of teaching	Error! Bookmark not defined.
1.2. Shortage of teachers as a global and local trend.	Error! Bookmark not defined.
CHAPTER 2: TEACHING AS A PROFESSION.	16
2.1 The Ancient Origins of Teaching as a Profession.....	16
2.2 Teaching as a Religious Discipline.....	17
2.3 Teaching as a Profession in Latin America	18
2.4 Teaching as a Modern Profession	20
2.5 Teaching as a Professional Opportunity for Women.	21
2.6 Factors Contributing to the Demand for Teachers.....	22
2.7 Defining First and Second Career Teachers.	23
2.8 Motivational Characteristics Related to Second Career Teachers.	24
CHAPTER 3: ENGLISH TEACHING AS A CAREER OPPORTUNITY IN ECUADOR... 28	
3.1 Ecuadorian Policies.....	30
3.2 Teacher Training in the Ecuadorian Context.	30
CHAPTER 4: RESEARCH METHODOLOGY.....	32
4.1 Participants.....	32
4.2 Inclusion and exclusion criteria.	33
4.3 Data Collection Instruments	33
4.4 Data Collection Procedure	33
CHAPTER 5: RESULTS AND ANALYSIS.	35
5.1 Motivations to enter the English teaching profession career	35
5.1.1 Frustration.....	36
5.1.2 Precarity.....	36
5.1.3 Finding teaching by happenstance.....	38
5.2 Motivations for second career teachers to remain in the profession.....	38
5.2.1 Extrinsic and intrinsic motivations.....	38
5.2.2 Discovering Talents and Passions for Teaching.....	39
5.3 Knowledge and Training for Teaching	40
5.3.1 Transferring knowledge.....	40
5.3.2 The need for training	41
CHAPTER 6: CONCLUSIONS.....	43
REFERENCES.....	48
APPENDIXES	54

CHAPTER 1: INTRODUCTION

This study examines why individuals in Ecuador decide to change professions and embrace English teaching as a second career. A valuable insight into why a person might choose teaching as a career is to understand and identify the reasons and circumstances behind their choices. In the teaching context, it provides a better understanding of teachers' characteristics, their motivations to switch to English teaching, and why they stay in this profession. It also explores the influence of previous knowledge and experience that second career teachers bring from their first careers. Better understanding the motivations that drive second career English teachers can help promote the creation of different training programs in educational institutes and universities in order to recruit and prepare second career English teachers in the country.

This project arises from my own experience as a second career English teacher. My first career is related to computer and software engineering. I worked in my area for a period of time after graduating from the University. My job consisted of developing tasks and working in an office with a fixed start time but no end time. My work was carried out in a routine and boring environment but I liked my work because I loved my career. I also used English to interact with some people in my workplace and a few years before I finished college, I had studied at the Fulbright Commission and got my English certificate. Since then, I realized that I had a passion for that language. Then when my son was born, I stopped working and I decided to take care of him full time. Years passed, my son grew up, life changed, and I decided to go back to work. However, I needed a schedule that matched with my son's schedule at school.

Therefore, the first option that came to my mind was to be an English teacher. I knew I had a good level of English, and some time ago I had given some classes to some friends and in a school and I enjoyed the experience. When I was looking an institution where to work, I

remembered my grandmother's friend who owned one and I asked for a position at the institution. I had little knowledge of the requirements to become a teacher; however, I had no problem becoming an English teacher because the only requirement in that moment was to have a good level of proficiency in the language. Since then, I have not stopped teaching because after being like a lifesaver, it became a profession that I fell in love with for all its benefits. This has been my experience becoming a second career English teacher.

For all these reasons I chose the motivations of becoming a second career English teacher as the topic of this research. There are internal and external motivations that lead professionals in different fields to become educators. This study was aimed at deepening the understanding of second-career teachers' motivations for choosing English teaching as a profession. Ecuadorian recruitment policies are seen as a solution to teacher shortages, because they offer a way to expand the pool of qualified teachers by attracting individuals who might otherwise not have become teachers. Professionals with a high level of English can be hired as teachers in public and private schools. Second-career teachers also become visible when looking at teacher education programs like Master's degree and teaching trainings. This study attends to the specific contemporary context of being a teacher in Ecuador, while also considering how teaching as a profession responds to changes in the labor market, economic conditions, social expectations (including of the role women in the workforce), and the choice and availability of different professions.

This study will provide a brief overview of the historical teaching context in order to understand how this profession has evolved through the history. The shortage of English teachers around the world and in Ecuador and how this aspect has stimulated the entrance of professionals from other careers and become second career teachers.

In Ecuador, teaching is one of the careers that people avoid when entering to the university. According to the SENECYT, the top ten careers in Ecuador are; Business

Administration, Medicine, Nursing, Law, Accounting and Auditing, Psychology, Initial education, Basic education, Civil Engineering, and Industrial Engineering. Therefore, recruiting and training English teachers is frequently difficult, especially in developing nations. However, the strong demand for English teachers in Ecuador make professionals become second career teachers. According to data from the UNESCO Institute for Statistics (UIS, 2016, pg. 1), a global problem in primary and secondary education is the “massive” shortage of teachers. They consider the need for this shortage happens in secondary schools; there will be approximately 69 million empty teacher positions by 2030. Some reasons that UIS give for the possible shortage is that historically people chose other careers because teaching is considered a low prestige profession. Another reason is the change in the size of the school-age population because classrooms have large number of students and it makes difficult to give a quality teaching, The UIS report also explains that “workforce required to achieve universal primary and secondary education also drives the demand.” Unfortunately, a shortage of teachers “translates into either overcrowded classrooms or insufficient hiring of new teachers to staff new classrooms or to replace teachers who have left the profession” (UIS, 2016) says the UNESCO Institute. On the other hand, this current teacher shortage allows individuals who have trained for other professions to become second career English teachers, who in turn can contribute to satisfying the high demand for teachers predicted by UNESCO in the coming years.

This project looks specifically at the case of second career English teachers in Ecuador, a country that, like many parts of the world, struggles to meet demand for well-trained teachers. From my own experience, being a second career English teacher has mostly positive impact on teachers, students and society. To that end, I chose to interview other people like myself who chose English teaching as a second career, with the goal of understanding what motivated and influenced their choices. I conducted semi-structured

interviews to elicit narratives from second career English teachers in Ecuador about their motivations for changing careers. The participants are currently working as second-career English teachers, or they are currently studying in a master's program in Teaching English as a Second Language to become teachers.

In order to have an idea of teaching as a profession, this study covers some facts about its development in the world and in Ecuador. This study also analyses some Ecuadorian current governmental policy for being a second career English teacher. For this reason, Chapter 2 talks about teaching as a profession and how it evolved over time. Chapter 3 relates how shortage of teachers provides an opportunity to become second career English teachers in Ecuador. Chapters 4 and 5 will review the results of the interviews and the analysis of them to find patterns, which clarify the motivations that lead professionals to switch their careers and become second career English teachers. Finally, Chapter 6 shows the conclusions of this study which can provide great insight regarding designing teacher education programs conducive for second career teachers, Ecuadorian second career English teacher motivations to become teachers, and how to improve some policies in order to recruit and maintain these professionals in the teaching field.

By understanding the motivations to become second-career English teachers, we can better understand their role in meeting the demand for English teachers in Ecuador. In addition, their stories can help inform policies and practices to make sure that second-career teachers have the necessary tools to be successful. Universities that offer master's degrees and teacher training programs may have educational agreements with schools, colleges, and other universities to put into practice the knowledge acquired during the master's program or other teacher training programs. As the result of this research, and understanding the reasons that individuals choose English teaching as a second career in Ecuador give insights that can inform and encourage the government, universities and other educational institutions to

provide teaching training and teaching programs to those professionals who want to become a second career English teachers.

CHAPTER 2: TEACHING AS A PROFESSION

Teaching is a profession that has evolved over time in response to several factors. Social values, economic conditions, prestige, requirements and expectations for training, and job market demands all contribute to the contexts in which individual may choose to pursue teaching as a profession. Seeing how teaching has evolved can help to have a better understanding the ways in which various factors determine who can become a teacher depending on the context.

2.1 The Ancient Origins of Teaching as a Profession.

Teaching has been decisive in any culture thought history because it could shape the behaviors of the different societies and empires. In the book *The History of Education*, Cubberly (2007) mentions that the Greeks, the Romans, and the medieval Christians laid the foundations for our modern western education. However, the ancient Greeks and Romans had a predominantly private and exclusive educational system, mostly for male children of aristocratic families. Teaching primarily had a political function to prepare the elites for the good government of the rest of the citizens. Although access to education was very limited, these early teachers played an important role in shaping society, a legacy that continues in modern education.

However, who becomes a teacher, and the training and expectations of the profession, have changed dramatically. For example, teachers in ancient Greece and Rome were mostly private tutors, like people who were from the lower status, conquered people in the wars or slaves and teaching as a formal profession was relatively uncommon. O'Grady (2008) claimed that in classical Athens where the sophists were considered the first teachers in history. Their name means the one who had the "profession of teaching wisdom." In ancient Rome, a school teacher was known as a *Ludi Magister* (Encyclo.co.uk.n.d), a masculine term

that refers to an elementary school teacher who was in charge of teaching reading and writing, and disciplining students.

2.2 Teaching as a Religious Discipline

During the Middle Ages, education took a religious turn that created lasting changes to the expectations and role of teachers. Cubberly clearly affirms that Christianity is the perfect element for connecting link between the ancient and modern civilizations. Religion informed every subject that students learned, and being a professional teacher was mostly reserved for religious scholars such as monks and nuns. Danylova & Hoian (2020) state that such conditions led to priests, monks, and bishops being be the most educated people of that time. However, like the Greeks and Romans, medieval education was mostly reserved for the male children of wealthy families. There were no public schools, and those who had the privilege of getting an education usually either learned at home with a tutor or from a school run by the church.

The most authoritative and representative Catholic religious philosopher and theologian of the Middle Ages was Saint Thomas Aquinas. He created a kind of encyclopedia of Catholic theology “*Summa Theologiae*”. In this piece of literature, he reinterpreted church knowledge and tried to join secular knowledge to faith-based on the ethics, logic, and Aristotle’s thoughts. According to Aquinas, scholasticism sought the theoretical and practical union of faith with reason. The philosophical and pedagogical thoughts of Thomas Aquinas are a legacy that remains these days, these principles have modeled the role of the teacher, which is to aid students in their progress and support them in order to find the best way to be happy human beings and find the truth from themselves.

Following the history, it is during the Renaissance that a new way of understanding the world and education appears, undoubtedly favored by the change of ideas in the

conception of man and of God. In the Martin Luther on Reformed Education by dr. R. Faber. (n.d.) explains how Martin Luther and John Calvin made profound changes to the education system under the Catholic Church's influence. Teachers and learners were not only focused on religion but also on science. Previous to the Reformation, clergy and aristocrats were exclusively in charge of education. Nevertheless, the reformers considered that education should be available to everyone and expanded the reach of education and made it accessible to more people. The Reformation introduces a popular, democratic, compulsory and free education.

While Martin Luther played a central role in sparking the Protestant Reformation during the 16th century, he was also an advocate of education for all children, including girls, according to Green (1979) in *The Education of Women in the Reformation*. Consequently, Luther is a motivated teacher who loves teaching, cares for his students and wants to create a better society. According to Beeke, J. R. (2009) in *Calvin for Today*, the later reformers like John Calvin “opened the way for people to raise themselves by education and by the diligent use of their knowledge and abilities.” This also makes a shift in the relationship between teachers and students. Luther strongly believed that obedience in the family and at school was essential to maintaining social and family order. He was also contrary to constrictive and violent methods, he understood that children could find studies the same pleasure as in his games.

2.3 Teaching as a Profession in Latin America

The religious role of teachers did not end in the medieval period: to the contrary, it extended well into the American colonies, especially in Latin America. Newland, C (1991) establishes that shortly after the conquest and Spain's colonialization of the Americas some Catholic orders arrived in the new world. They founded monasteries and opened schools.

Throughout the colonial period in the whole Spanish Empire, education was almost exclusively in the hands of the Catholic Church. In the beginning, one of the major goals of education was to force the indigenous population to accept Spanish language, Spanish culture and Roman Catholicism. Haring (1947) mentions that after some time education was provided for a small minority only discrimination in education was practiced against those not considered to be of “pure blood” such as the mulattoes, mestizos and blacks and the education of girls was largely neglected in the colonial period.

The main aim of teaching in the colonial period was to indoctrinate indigenous people and convert them into Christians. According to Freile (2015), in colonial Ecuador, teaching followed a similar model as the rest of the region because religious people were in charge of the education. At the beginning of the Spanish colonization, indigenous people, women, and poor creole and white people had lack of access to education. The first school was founded by the Mercedarians in 1537. San Andrés High school was founded in 1550 addressed for indigenous people to become priests. The first school founded outside the capital was in Santiago de Guayaquil in 1554, by the Dominicans. In other cities of the Real Audiencia area, such as Cuenca, Loja, Riobamba, Ibarra, Ambato and Latacunga, schools arose around churches and convents as of 1570, the first teachers were priests and doctrinaires who catechized and taught reading, writing, arts and crafts. indigenous, mestizo, creole and Spanish. However, in colonial times, education was characterized by being exclusively accessible to wealthy people and indigenous people were not allowed to access it.

As future teachers, it is important to know the educational advances that Ecuador has had since it was constituted as an independent country. The first educational transformations in the country were literacy programs, the creation, and foundation of schools and institutions in general. The former presidents Vicente Rocafuerte and Gabriel García Moreno created the first educational institutions for women. Teachers were from different religious

congregations. Gabriel García Moreno, in 1871, primary education was starting to be free and mandatory. The first Normal high schools were established within the girls' schools in Quito to train indigenous teachers (Moreira,2013). In Ecuador, universities were traditionally designed to train priests, but this began to change in 1895 when President Eloy Alfaro separated the church and the university sector, bringing liberal ideologies into higher education.

2.4 Teaching as a Modern Profession

Within this history, the formal training of teachers is relatively new. Landes (2013) explains how during the 1800s brought changes in the teaching profession, such as required training and certifications. Normal Schools, also called Teachers' Colleges, were created as institutions for the training of teachers. This school model was based on the *École normale supérieure* established in 1794 in France. The first formal teacher preparation in the USA began in the 1820s with the establishment of "normal schools" in Vermont and Massachusetts. Cornu (2015) explains the normal schools' purpose was the preparation of teachers. Normal schools were technically oriented toward the training of teaching. Normal schools were places where teachers are taught how to teach simple things like drawing, closing, opening the door, doing things, and other didactic methods. It suggests that teaching is an emergent art in which teachers stimulate students with what they already know and lead them to the acquisition of new knowledge and skills.

In order to have qualified teachers, it was necessary to start implementing training teaching programs. According to Ducharme, E. R., Ducharme, M & Dunkin, M., (n.d.), in the US, college and teacher education programs grew rapidly as qualified college teachers were needed. As high school accreditation grew, so did the need for teachers. The combination of a degree with a major in an academic subject and the completion of required education courses

were required. By 2002, most universities had teacher education programs firmly entrenched on their campuses, and university degree campus programs continue to be the primary venue for teacher preparation. Ducharme et al, affirm that during the last decades of the 20th century, periodic teacher shortages, particularly in urban and rural settings, led to the recruitment of new second career teachers.

2.5 Teaching as a Professional Opportunity for Women

In Ecuador, the existing number of women teachers-particularly in the pre-primary and primary, and secondary levels-is a significant phenomenon. As per UNESCO study, Commonwealth presence, such as Latin America and the Caribbean, it is seen a sharp difference, with both those regions having female teacher percentages over the 70th percentile, indicating high levels of feminization. This can be similarly seen in the Pacific sub-region of East Asia and the Pacific. ‘In each of these regions, female teachers constitute a high majority at the primary level in particular, with significantly lower majorities at the secondary level.

Through the beginning and the ending of the 19th, people used to choose an occupation as the result of their skilled behavior over time, and they stayed in the same job or field of work for their entire lives (Moses, 1998). The most common jobs were mainly for men because they were the conventional main source of income for their homes, while women typically played the role of the homemaker without a salary. Therefore, men had to find a job and maintain it during their lives. Most of the available jobs at this stage were a type of employment that involved manual labor.

The social composition of the teaching population written by Lotus Delta Coffman addresses the Feminization in teaching. She says that teaching was an opportunity for women to work as teachers because they have an instinct to teach. According to Little (2016), from the late 19th to early 20th centuries, there was a tremendous transformation in people's lives

brought on by industrialization. The rapid advances made life faster. This transformation moved into the social and economic realm to meet the needs of their more complex industrial societies. There was also a rapid growth in healthcare, education, and social services that opened other professional fields (Griffin, 2013).

In the early 1950s, after WWII there were labor shortages. Factories, seamstress shops and telephone companies saw an increase in women applying for positions. This juncture is the turning point for men and women to start changing professions. Men were still the primary breadwinners but diversity in the workforce was lacking and the proportion of women in the workforce as a percentage of women of working age (15-64) increased. Despite this increase in the rate of women's employment, women were still considered to be 'secondary workers' and earned lower wages working as secretaries, nurses, stewardesses, shorthand typists, teachers. Women workers continued to campaign for equal salaries through the 1950s. It is important to mention that in 1961 women teachers were the first to win equal salaries over other women with other professions. According to Moench (2020), around the turn of the twentieth century, the UK's National Union of Teachers made its Ladies Committee permanent. This Committee was designed to recruit women to the profession and form a section for female members of the union, which was supervised by men, to discuss their particular concerns in the profession.

2.6 Factors Contributing to the Demand for Teachers.

After WWII many professions started growing due to the development of new technologies, and families began to have better incomes. According to Wyatt, I. D., & Hecker, D. E. (2006), some professions such as accountants, college teachers, and healthcare workers except for physicians, as well as protective service workers among others exhibited sharp, steady growth as a percent of total employment over the entire period. The authors also

mention that as technology was spreading, computer specialists had especially sharp growth from 1960. In education, college presidents, professors, and instructors grew 12 times as a proportion of total employment between 1910 and 2000 (Wyatt & Hecker, 2006, pp. 38). The more rapid growth in the 1970s reflected the attendance of the 1946–64 baby-boom generation. The 2000s reflected another sharp rise in teachers' enrollments, as well as growth in the proportion of part-time professors and instructors due to the decreasing class size making them smaller with an average of 16 pupils per class. This change allowed greater pupil enrollments and drove the growth of schoolteachers. The adult hobby phenomenon was growing with the number of adults taking self-enrichment classes, hobbies such as cooking, dancing, and creative writing, as well as those taking remedial education, adult literacy, and English as a second language, drove the growth of adult education teachers. The researchers remark that enrollments increased faster because students remained in school for more years, on average, in 2000 than in 1910.

2.7 Defining First and Second Career Teachers.

First career teachers are defined as people pursue teaching as a first career after completing their high school diploma. On the contrary, second career teachers have completed at least one professional training prior to becoming teachers. during a long period of time people who wanted to teach English had to go to the university and get a degree for teaching the language, however in the last years it changed due to the new educational laws that allow professionals to become second career English teachers. Powell (1997) affirms that people entering the teaching profession as first career teachers are individuals who have already completed a bachelor's degree in English teaching as their first profession. These individuals are referred to as a first career teacher. On the other hand, there are some

individuals who decide to enter the teaching profession later after working within a prior profession unrelated to education or even without any working experience.

According to Tigchelaar, Vermunt, & Brouwer (2014), the development of alternative routes into teaching has expanded considerably in many countries, often combining academic curricula with work-place learning in order to efficiently qualify professionals for the teaching profession.

Williams (2013) states that professionals while working in a different career type, individuals may leave these careers and start teaching career as their second career. The concept of career change, second career, refers to one's leaving current occupation for another occupation. Career change involves an occupational transition that requires new expertise, training and additional investment in human capital. A complex combination of external processes and personal thinking based on internal conditions forces individuals to change their careers at a certain stage in life (Williams 2013).

Having the knowledge of a specific subject, or having a profession does not mean that anyone can become a teacher. Therefore, second career teachers should meet some other skills and aptitudes to be inserted in the teaching field. Chambers (2000) establishes that although second career teachers are equipped with some qualities due to their experiences and knowledge of their previous professions, it can be beneficial to the educational system that these individuals should have more support throughout the teaching process and programs with training preparation. Consequently, second career teachers need to be prepared in specific aspects related to teaching like pedagogy and methodology.

2.8 Motivational Characteristics Related to Second Career Teachers.

Numerous researchers have come to an agreement that second-career teachers base their change on internal and external motivations (Brown, 1992; Kyriacou, Kunc, Stephens, &

Hultgren, 2003; Moran, Kilpatrick, Abbot, Dallat, & McClune, 2001). Motivational factors also appear in an OECD publication such as a wish to teach, to work with children and adolescents, the chance to balance between professional and private life, to serve public needs, to obtain job security and job benefits (The Organization for Economic Co-operation and Development [OECD], 2005).

Usually, these factors are clustered into either two main types of motivation. These are the well-known "intrinsic" and "extrinsic" motivations. "Intrinsic" motivation is defined as "doing an activity for its inherent satisfaction rather than for separable consequences" (Deci, 1972; Deci & Ryan, 2000, p. 256) or "what people do without external incentives" (Malone & Lepper, 1987). "Extrinsic" motivation is defined as "doing an activity for the attainment of separable outcomes" (Deci & Ryan, 2000, p. 256), or for instrumental reasons (Malone & Lepper, 1987). Professionals find in these motivational factors a strong base to switch their careers because teaching profession provides mostly a great range of positive incentives that make them satisfied with their second career.

Intrinsic motivation can be explained by Vroom's theory which claims that the "choices made by a person among alternative courses of action are lawfully related to psychological events occurring contemporaneously with the behavior" (Vroom, 1964, p. 15). Therefore, an individual's behavior results from conscious choices among alternatives, and these choices are systematically related to psychological processes, particularly perception and the formation of beliefs and attitudes (Pinder, 1984). Personal and professional qualities and attributes of second career teachers are related to passion and commitment (Varadharajan, 2014; Williams & Forgasz, 2009). Lee et al (2011) mention that second career teachers are more likely to be influenced by value systems and other intrinsic motivators, as well as by prior work experiences.

There are some other studies that state that people are also influenced by external or extrinsic motivations extrinsic motivation is reward-driven behavior spurred by external factors. Few studies that deal with second career motivation do also consider extrinsic factors such as financial reward and time for family (Richardson & Watt, 2005), need for greater stability and security (Priyadharshini & Robinson-Pant (2003).

Other researchers have found another motivation that invites professionals to become second career teachers. The studies made by Kyriacou and Coulthard (2000) also describe three categories. Intrinsic motivation is related to aspects intellectual challenge and enjoyment. Extrinsic motivation deals with the positive consequence of the job, such as having holidays and earning a salary, schedules among others. In addition, second career teachers find the altruistic motivation which deals with the desire to improve and support students and build a better society through teaching.

Many studies emphasis motivation of second career candidates express both altruistic motivation such as sense of mission, love for children, or helping young people, serving society (Chambers, 2002; Dieterich & Panton, 1996; Powers, 2002) and preference for intrinsic motivation derived from their previous experiences (Chambers, 2002; Crow, Levine, & Nager, 1990; Dieterich & Panton, 1996, Freidus & Krasnow, 1991; Serow & Forrest, 1994). Other studies that deal with second career motivation do also consider extrinsic factors such as financial reward and time for family (Richardson & Watt, 2005), need for greater stability and security (Priyadharshini & Robinson-Pant (2003).

Multiple studies show investigations on motivational factors that influence second career teachers' decision or first career teachers or teachers in general decision to teach and there was pronounced overarching theme concerning with the intrinsic motivational factors. The main themes include family-friendly working conditions, security and flexibility of employment were important for many people, whereas financial considerations and social

status were less important (Richardson & Watt, 2006); desire to make a change and to pursue meaningful work (Lerner & Zitzman, 2002); helping or influencing pupils and emotional satisfaction (Serow & Forrest, 1994). Thomson et al (2012) identified six categories that included intrinsic value, job benefits, meaningful relationships, altruistic views, ability including personal suitability to teach, and professional opportunities provided through teaching. According to several studies, it is confirmed that most of the people join teaching as a voluntary option. Motivation is an internal condition which is based on a person's perceptions and needs (Ayub et al 2021). It is said that intrinsic motivation comprehends all type of things by doing something for the sake of personal satisfaction. The primary motivator is internal that includes that people do not expect to get anything in return. Professionals become second career teachers because they are intrinsically motivated when they do something simply because it makes them feel good, or leads to a sense of accomplishment.

Identifying the significance of teacher motivation research is a crucial factor closely related to internal and external variables that make professionals switch into second career teachers. Researchers recognize mostly internal motivations, such as student motivation, education improvement, teaching practice, and teachers' psychological fulfillment and well-being (Gul & Rafique; Gul, & Reba, 2017).

Overall, the existing research shows that professionals reconsider what they want in their lives to change their careers. Some look for more advanced opportunities, career satisfaction, a better salary, work-life balance, well-being, time for family, flexible schedules. Some people choose to change careers because some of the mentioned aspects above could be considered more important than money or other superficial benefits. When people change their careers, the concept of second-career professionals or changers emerges. They leave their current occupations and take a job within a different field. They want to transfer their skills, experiences, and maturity to a completely different career.

CHAPTER 3: ENGLISH TEACHING AS A CAREER OPPORTUNITY IN ECUADOR

As seen in the previous chapter, motivations for teaching have been linked to internal and external factors. Professionals in Ecuador find intrinsic and extrinsic motivations to enter in the teaching as a second career. Extrinsic reasons that lead to become second career English teachers may include the secure salary, time available to spend with family, among others. Those who are motivated due to intrinsic motives may always seek lifelong learning opportunities and also stand for personal satisfaction. There are some other people that pursue the altruistic motivation, for example, their love for children and are aspired to bring a change in the life of learners English teaching in Ecuador demands many teachers and it created a great opportunity to professionals to become second career English teachers if they have a high level of the language. Not only private schools need English teachers but also public schools.

Nowadays, first career teachers have to go to the university to get a degree, and second career teachers have to meet some requirements to become second career teachers. In Ecuador, for example, second career English teachers need a high level of English to start teaching the language. The opportunity to be a teacher was opened for second career English teachers, because they can meet some of the most important requirements such as a degree and a B2 level of English. Consequently, numerous professionals from other areas have joined the educational field as second career English teachers because their language level allows them to teach.

As a result, the issue of teacher shortages, mainly of English due to the lack of first English teachers, has opened the opportunity to increase the number of applicants who choose to teach English as a second career. Ecuador is among many other countries that have teacher shortages. Teacher shortages and concerns regarding teacher quality in Australia, the United

States, as well as many countries who are members of the Organization for Economic Cooperation and Development (OECD), is a major concern (Richardson and Watt 2008).

While this high demand presents for teachers' opportunities it also presents new challenges to meet the established standards. Ecuador, like Uruguay, both modeled its English language teaching standards off the Teachers of English to Speakers of Other Languages (TESOL) International Teacher Standards, which include the intersecting domains of language, culture, instruction, assessment, and professionalism (TESOL International Association, 2010). Both countries included the five domains, although with slightly different titles. Ecuador's standards include the domains of language, culture, curriculum development, assessment, and professionalism and ethical commitment, while Uruguay's include language; culture; planning, implementing, and managing instruction; assessment; and curriculum. Both countries include specific standards within each domain (Ministry of Education, 2012; Kuhlman, 2010). In this way, Ecuador has very specific expectations for English teachers, but few people who meet those expectations.

In recent years, Ecuadorian education law change in ways that required the hiring of more English teachers. According to the current regulations issued by the Ecuadorian Ministry of Education. Professionals choose to teach English because this language ranks first today and they are aware that scientific and technological progress has been largely thanks to the English language. It has also diversified so much that today there are millions of people who speak it. It is considered the language that allows better work and study opportunities. It is the language of technology and communication. Recently, the great importance of teaching English as a second language in our country has been seen as a necessity. This is why teaching English has become one of the most suitable professions for professionals who become second-career teachers. Ecuadorian laws have made changes in the recruitment of English teachers to fill teaching positions as second career English teachers.

3.1 Ecuadorian Policies

In Ecuador, there have been great advances in Ecuadorian laws and policies in education. For instance, the 2008 Constitution and the more recent reform of education laws have opened a solid way for the realization of the right to education in Ecuador and the country is going through a process of historical reforms, this allows professionals from other careers to become teachers. The English Teaching Curriculum (Ministry of Education, 2016) recommends implementing the communicative approach to develop the communicative skills (a) listening, (b) speaking, (c) reading, and (d) writing, and the evaluation according to the Common European Framework of Reference for Languages

The opportunity for become an English teacher is stated in the article 275 which declares how to fill a vacancy in the foreign language. They must take an international standardized test that certifies that the candidate has, at a minimum, level B2 of the Common European Framework of Reference for Languages or its equivalent. the Organic Law for Intercultural Education (LOEI) avails the Central Level of the National Educational Authority which is in charge of regulating the contests of the foreign language specialty and must publish a list of recognized tests for the accreditation of the level. While Ecuador does not have its own national exam, teachers may choose among various standardized international assessments to certify their proficiency level. Standardized international assessments accepted include the Pearson Test of English (PTE), the FCE, CAE, CPE, and IELTS, and the TOEFL iBT, among others. Teachers must reach a minimum of a B2 proficiency level (Ministry of Education, 2016). With any of these certificates any professional can be a second career English teacher.

3.2 Teacher Training in the Ecuadorian Context

At the beginning of the 20th century, English language teaching was introduced in some educative institutions without any technical, pedagogical and methodological strategies.

Céneppa, Dahik & Feijó (2018) state that an important breakpoint is when in 1912 some high schools around the country began to teach English. Then, in 1950 in the Government of the president Galo Plaza Lasso, the subject of English began to be part of the curriculum as an optional subject. However, in that time the lack of qualified English teachers was a big problem, therefore the students received only an hour a week in the high schools and in the primary schools, students do not have the opportunity to learn English at all.

Many years passed before English teachers started to have a formal training in a public university. Macias, Y., & Villafuerte, J. (2020) affirm that the training of English teachers begins with the first University Program in languages founded at the Central University of Ecuador in 1928, in Quito. According to Céneppa, C., Dahik C. & Feijó, K. (2018), in 1942 the British Council Academy was founded in 1942, but it was closed in 1948 and reopened in 1978 to close again in 2001. The aim of the academy was to train English teachers by distance called Curricular Reform Aimed at the Development of Learning English (CRADLE PROJECT). Until 1992, English and eventually some other foreign language such as French has been a mandatory subject in secondary schools. The Foreign Language Administration was established in 1992 under an agreement signed between the Ministry of Education and Culture (MEC) and the British Council. CRADLE is the result of a cooperative agreement between the governments of Ecuador and the United Kingdom, for the curricular reform in the English area in public and semi-public schools in Ecuador. The main purpose of the CRADLE project is to grant secondary students' fixed basis in the handling of English, and thus offer them a starting point for their future. The development of the four skills: listening, speaking, reading, and writing communicatively is attempted through a series of books adapted to the Ecuadorian reality. At the same time, this program provides teachers with technical assistance.

CHAPTER 4: RESEARCH METHODOLOGY

To understand why second career teachers decided to switch their first professions and become English teachers, I employed the narrative inquiry method which allows participants to describe their personal stories. Storytelling is a research tool to extract information that a investigator use and allows participants to convey experiences incorporated within a personal narrative. According to Paschen & Ison (2014), the process of storytelling has facility to inform the researcher through extraction of information, but also as an intervention to enable a process of ‘reflection and reworking of experience and knowledge in the research participant’. My research was framed in this method because it gave flexibility and independence to the participants to tell their experiences about what their motivations were to become a second career teacher. Specifically, they told their stories in a virtual setting using a semi-structured interview.

Participants were from a religious private school and a private liberal arts university where the participants were willing to participate in this study. Currently, these participants are professionals that are working as English teachers in second careers and some of them are studying some careers related to education at the same time. I interviewed 8 people, an equal number of men and women to have gender equality. The participants had the freedom to stop participating in the research at any time.

4.1 Participants

My sample frame was a group of professionals of different fields as well as genders who have become second-career teachers. Currently, these participants are working as English teachers at the primary and secondary levels, and some of them are studying in a graduate program related to education at the same time. They shared their experiences of becoming a second career teacher and how the academic qualifications and real-world

experience would enhance the learning experience and incorporate their previous experiences in the classroom, enriching it from a real perspective.

4.2 Inclusion and Exclusion Criteria, Informed Consent, and Confidentiality

Only adults older than 18 years old were considered for this study. All participants have to be working as second career teachers in Ecuador. Participants had a degree in an area not related to language education to qualify as a “second-career” English teacher.

People who were not allowed to participate in this research were people younger than 18 years old, and English teachers formally trained in the field. Informed consent was gathered by potential participants completing a Google Form in which the purpose of the project and their rights confidentiality were explained. They were explained that their participation would be handled anonymously. All participants accepted to be part of the study and are identified in the study with a pseudonym. Only the principal researcher has access to the participants’ real names. All data is stored on the researcher’s personal computer in a password-protected folder.

4.3 Data Collection Instruments

The narratives of participants were elicited through semi-structured interviews I asked participants questions in one-on-one conversations virtually. I used the ZOOM platform for the virtual interviews which were recorded on the same platform. The interview lasted about 30 to 40 minutes. Interviews were intended to find out the experiences, reasons, opinions, or motivations of participants about being second career teachers. An interview protocol was used and then it was conducted through a set of topics or questions to be discussed in depth.

4.4 Data Collection and Analysis

All interviews were conducted by the researcher, an interview protocol was developed with a semi-structured script. Participants were interviewed individually during virtual

ZOOM meetings of about 30 minutes; the interviews were recorded and transcribed. Each interviewee was asked to give his/her consent, stating that the transcript was indeed the input of the interviewee, and accurate for use in the study. All participants agreed to be recorded. The interview protocol and the interview were applied, the content of the protocol was explained in detail to each interviewee, and clarifications on the research participation, the recording process, as well as on the destination of the information given, the time, and disposition for the interview were respected. When the questions were not understood by the participants, they were asked in different ways. Following the Informed Consent protocol, the interviews with the participants were recorded on the researcher's laptop. After having the interviews, the recordings were transcribed into a Word document. During this process, the researcher was discovering some patterns to be discussed in the analysis within the narratives of the participants. Some patterns indicate that the theme of the reasons for choosing teaching as a second career consists of these categories: the idea that they can more easily fulfill family responsibilities in the teaching profession. After analyzing the data, two primary themes emerged. First, the decision to become a second-career teacher was largely motivated by a belief that the teaching profession could better accommodate family responsibilities and schedules. Second, second-career teachers struggled to find jobs in their primary field of study that offered stable schedules and working conditions.

CHAPTER 5: RESULTS AND ANALYSIS

The study's participants came from a wide variety of backgrounds and their narratives demonstrated different motivations and rationales for pursuing a career change. Nonetheless, participants predominantly discussed the instability and precarity of their previous work experiences as a major contributor in the decision to consider teaching as a profession. The study also reveals both intrinsic and extrinsic factors for choosing English teaching as a second career, but in many cases, these motivations are not easily separable. Interviewees expressed their motivations to become second career teachers such as how they discovered their passion for teaching and how they transmit their knowledge based on their previous experience. These experiences often combined with intrinsic motivations along with practical concerns such as job stability, schedule, personal fulfillment. The discoveries from this study reveal that second career teachers are intrinsically motivated to teach, and all of them were consistent with the literature regarding motivational factors that influence second career teachers' decisions to transition to the teaching profession such as work family balance, personal influence, and passion to teach. Others who had stable jobs were driven to quit their jobs due to heavy schedules and boredom associated to it.

5.1 Motivations to enter the English teaching profession career

Professionals who want to become English teachers also meet the same motivations as first English teachers. Intrinsic and extrinsic motivations are present when people decide to enter the English teaching profession. Participants mentioned that dealing with students leads them to enter in teaching because they want to make their students better human beings. For example, Maria thinks that being a teacher is a big responsibility because teachers are working with human beings and they are the future of the society. She said: "it is in our hands their future and the future of our society. Sandy also agrees with this statement. She declared

“I think teaching is the mother of the professions and we are working with people, with the future doctors, engineers, and so on...”. This reveals that teaching others includes a fundamental value for society and the person since essential and basic learning necessary for life is offered. For this educational work, the figure of the teacher is essential.

5.1.1 Frustration

Some participants who had stable jobs were driven to quit their jobs due to heavy schedules and boredom. In the case of Sandy, she discussed the instability and unpredictability of her job, stating “there was no defined rotating schedule, many times they worked from Sunday to Sunday and without a fixed departure time.” She found this job boring with the same things to do every day. Cris was working in customer service at an airline, like Sandy, he used to have stressful schedules and he worked from 9 am to 8 or 9 pm this means 12 or more hours per day” My job was exhausted, I did not have a stable schedule, I worked 7 day a week and had no time for my family and myself. I worked at LATAM airlines as a counter agent who helped people to buy air tickets, directed them to use the website and I did not use all the skills that I had as a professional.”

Sandy and Cris’s stories show that they wanted to find a stable job because they had fatiguing schedules and they found that having the opportunity of working as English teachers they could have stable schedules in order to have time for their family, for leisure and themselves. Being a teacher also gives the opportunity to have a different day every day because the interaction with students is different from a job in an office and they could avoid frustration in their jobs.

5.1.2 Precarity

Maria’s narrative exemplified how the precarity of her previous jobs motivated her to seek a career change. Having graduated with a degree in communications, Maria

characterized her field of work as highly competitive and providing few options for stable employment, noting that many people such as herself were required to freelance.

As precarity is a motivation to change professions, the lack of stability is another motivation that participants found to become English teachers. Drake shared his experience working in different places and different positions. During these experiences, he felt a lack of stability in his professional and personal life. One day he had the opportunity to teach English to children in a kindergarten replacing science teachers, literature teachers. The authorities of the school found in Drake he could teach and they offered him the English teacher position which he happily accepted it. In these experiences, participants like María described the difficult situation of finding a stable job due to the lack of opportunities and the competitiveness in it. Drake also commented on how hard it is to get a job in his area. However, when faced with dissatisfaction with conditions or lack of opportunities in their fields of work, the high level of the English language became a springboard for a new profession.

Some of the participants did not have employment in their first professions which made them more readily accept a career in English teaching. Aurelio explained that he could not find a job in his field of work, which is chemical engineering, neither abroad nor in Ecuador. So, he started to send his CV to any position he could, including being a teacher of math, chemistry, and English because he knew he had high proficiency in English. He mentioned that one day he received a call offering him an English teacher position and he accepted since he wanted to work and get experience as a professional. Another example is Andy. He is an environmental engineer and he had been looking for a job in his professional area but he did not find anything. In the meantime, he helped his friends and relatives to do some English homework for free. Then, he started to study a TESOL Master's program to become a teacher and the opportunity for an English teacher position appeared and he

accepted without thinking. Aurelio and Andy had never worked in any position before. They were waiting for an opportunity in their professional areas, however, that chance never came. Both of them had a high proficiency in English which let them find a job as English teachers. These are some examples of professionals who accepted and were accepted as English teachers for the first time due to their level of English even though their lack of experience.

5.1.3 Finding teaching by happenstance

The results of the interview also show that some individuals found teaching by happenstance. Cris, the former airline customer service employee, received a phone call one day from his friend with whom he shared his dissatisfaction with his job. Carla, who worked at a school, thought of Cris, who speaks English, when a teaching position opened up. Priscila has a master's in business and she had been looking for a job for a long time since she came back from Spain but she could not find a job. She had a friend who was working as the coordinator in a school and he convinced her to apply for the English teacher work because he knew her English proficiency level. She was not sure at the beginning but she finally accepted being a teacher. This shows that a potential employer recognized English proficiency as a valuable skill. It also shows that professionals become English teachers as a challenge for themselves because they trust in their capability to handle students and their skills in the language. It also suggests that there are perhaps more people who are willing to become teachers, but lack these happenstance moments.

5.2 Motivations for second career teachers to remain in the profession

5.2.1 Extrinsic and intrinsic motivations

Job satisfaction is undoubtable one of the best motivations why individuals decide to become teachers and to stay in the teaching area. Priscila shared with happiness her experience working with children. She mentioned that every class is a new experience and

sometimes when she feels down, her students spread all the positive energy and she retakes her lessons reanimated. Sandy also shared her experiences with teens. She said that she is herself when teaching, because she makes jokes, advices students and tries to make a difference as a teacher. She really wants her students learn English but enjoying as a game and she says that to be a teacher is the best choice that she made in her professional life. Priscila and Sandy are clear examples of how satisfying is to be a teacher. Second career teachers stay in the teaching field because they have found a real satisfaction doing what they love and sharing time with their students. These testimonies showed that intrinsic and extrinsic motivations also lead professionals to become and remain in the teaching area.

5.2.2 Discovering Talents and Passions for Teaching

Teaching is a vocational profession where aptitudes, interests, likes and wishes converge in this career. Some of those interviewees discovered their passion for teaching the English language after they had been given the opportunity to teach. A worthy profession to take it allows people having fun while teaching. Second career English teachers strongly agree that one of the best things about teaching is sharing time with their students. Sandy recognized that becoming a second career English teacher is the best decision she made in her professional life. She is so thrilled when she narrates her classroom day. She says every day is not the same. Her own experiences and her students' experiences in the classroom with her students are different as well. Sandy is grateful for being a teacher she affirms she is herself when she is teaching English. Most of the time they are having fun and sharing positive things at the same time they are learning English. Miry also states that dropping her first career to become a teacher has been the best choice in her life. She assured that she could finish her first career in medicine but she had not been a happy doctor. She decided to work as an English teacher despite not having the support of her family. She comments that she decided

to work as an English teacher despite not having the support of her family. She comments that it has been a decision worth making because every day is a new beginning and she enjoys sharing it with her students. She says “I am a happy teacher”. They also shared that they discovered their passion for teaching because they love the language, they love teaching they can be themselves with their students. These examples make us realize that teaching English is a worthy profession to take because it allows people to be themselves, be happy and love what they do every day by sharing quality time with their students. This guarantees a better environment for learning because a motivated teacher motivates their students and they have a better understanding.

5.3 Knowledge and Training for Teaching

5.3.1 Transferring knowledge

The results reveal that some second-career teachers of English bring with prior experiences from their first careers, motivation, and work knowledge that is transferable to the classroom environment. Cris stated that he could transfer some knowledge from his first career as a tourist guide. His ability for presenting the touristic places is a way of teaching he said. His motivation for showing our country to tourists is another skill he could have been transferred to the classroom. Finally, he also mentioned the expertise to handle groups of people when having tourists around the country is similar to handling students in class. Miry expressed that her knowledge about medicine helped her in the teaching field because she links how the brain works with the way of learning and she could apply some techniques learned in her first career to the classroom. Both Cris and Miry coincided in being responsible, having experience in planning, organizing tasks for their prior careers made them easier to adapt to the teaching area and they feel best prepared to transfer all their knowledge through positive experience for their students. All these aspects like commitment, work requirements, satisfaction, and self-efficacy, are essential in how teachers identify themselves

as professionals who can take advantage of these attributes, their knowledge and their skills to create a better learning environment. These interviewees mentioned that their first experiences as teachers were with children who transmitted their energy, positivity, and desire to learn.

5.3.2 The need for training

While many channeled skills from their past careers they also expressed the believe that all teachers should have mandatory formal training. All interviewees agreed that second career English teachers should have a mandatory teaching training in order to learn about pedagogy and teaching methodology to have better tools to teach and being well prepared for teaching profession. For instance, Andy claims, “it is necessary that every person who wants to become a second career English teacher must have a previous teaching training in order to acquire knowledge related with pedagogy to have a better understanding of teaching itself.” This states that it is necessary for second career English teachers to have access to great quality teacher training programs. These programs should follow the policies and standards that guarantee the quality of teacher training. It also necessitates compromise between the responsible institution of educational processes recruitment and the training institutions.

For those who had received some training they feel it was valuable but enough. Sandy shared her experience when she was accepted as an English teacher. She received a complete training about methodology and pedagogy. She admits that this is not common in most institutions but there are a few that prepare teachers before starting classes in order to have well prepared teachers not only in the language, but also in the classroom management and pedagogy. Drake also mentioned that he had a quick training for class management as well, however, he never was trained in pedagogy or teaching methodologies. Some other interviewees also mentioned that some training provided by their institutions has helped them with tools to integrate successfully their knowledge and practices into teaching English.

However, they also agreed that they needed more exposure to teaching programs, and the acquisition of pedagogical knowledge is necessary.

CHAPTER 6: CONCLUSIONS

This study facilitates comprehending some internal and external motivations that lead professionals to switch to second-career teachers in Ecuador, both internal and external factors were influential in the participants' decisions to change their careers. When we look at the most important reasons why participants wanted to leave their careers for another career, we can see that the most emphasized results of the interviews showed that these people found teaching in an incidental way or did not have employment in their first professions which made them accept the teacher position. The analysis also revealed that the professionals took the teaching career as the first opportunity to start working. Second career teachers love teaching and they like working with all groups of students from kindergartens to adults. All experience is an extra tool because they can manage their time, they can plan and can apply their previous knowledge in their previous professions. A stable schedule is an important factor in the moment of choosing teaching as a second career because they have time for family, friends, and themselves. All of them put their efforts to construct a professional identity during their adaptation to teaching careers.

Second-career teachers who perceive continuity between previous experiences and current demands are more successful in teaching than those who do not perceive this continuity, due to previous work and life experiences, second-career teachers are self-confident about their goals, capabilities, and desire to teach. Besides this, second-career teachers provide students with opportunities to apply their own background knowledge or prior experience, and instructors with the opportunity to assess existing student knowledge.

Second career English teachers can encourage and motivate students to have a positive attitude toward the language in order to acquire it more easily which is known to have a direct influence on motivational factors, such as student commitment to school, learning, and student satisfaction, and a more direct influence on student achievement.

In the classroom, teachers are more inclined to regard students as active participants in the process of acquiring knowledge since they put greater emphasis on ensuring that learning is well structured than on student-oriented activities which allow them to be motivated and to have more autonomy for learning.

Second career teachers have personal satisfaction gained from providing service, contributing to society and making the world and the society a better place to live (Anthony & Ord, 2008; Serow, 1993). Some researchers also comprehend that personal gain, such as intellectual growth, creativity, autonomy, employment security, plays a role (Chambers, 2002). Teachers who love their second career show the altruistic motivation through taking care for students. The intrinsic motive of an intellectual challenge and that of obtaining personal fulfillment, in addition to the extrinsic motive of compatibility with family life, are probably the reasons that attract and retain. The study also allowed to reaffirm that with Kyriacou and Coulthard (2000) claims that describe the three motivation categories such as the altruistic motivation which defines the desire to help society to improve and to help children, the intrinsic motivation which deals with aspects related to personal fulfillment, intellectual challenge and enjoyment and extrinsic motivation that deals with aspects not inherent in the job activity itself, but rather as a consequence of doing it, the study explored that teacher's career transition is based on a stable schedule. The analysis of the interviews revealed that the motivational factors are grouped into either two or three types of motivation. In classical motivational literature, only two types appear – "intrinsic" and "extrinsic." "Intrinsic" motivation is defined as "doing an activity for its inherent satisfaction rather than for separable consequences" (Deci, 1972; Deci & Ryan, 2000, p. 256) or "what people do without external incentives" (Malone & Lepper, 1987). "Extrinsic" motivation is defined as "doing an activity for the attainment of separable outcomes" (Deci & Ryan, 2000, p. 256), or for instrumental reasons (Malone & Lepper, 1987).

This research focuses specifically on those professionals who change careers and turn to the teaching field. However, the study also confirmed that first and second career English teachers in Ecuador are looking for better conditions in terms of personal satisfaction as Tigchelaar, Brouwer, and Vermunt (2010) claimed on their study related to first career teachers with respect to motivation skills, knowledge, beliefs, and autonomy to turn into second career teachers. The findings from the study allowed us to understand that Ecuadorian second-career English teachers stay in the teaching field based on their intrinsic motivations such as passion for teaching the language, interacting with their students in a positive way, doing their best to build a better society, and making better human beings. Despite the fact that teaching in Ecuador is not seen as a rewarded profession because the salaries are low, second career teachers continue working as teachers because they love this profession. The most relevant external motivation was time. They have a balance between work and family. They benefit from stable schedules to do leisure activities, share activities with family and have time for themselves.

This research also provides essential information that can serve as useful background information for new teaching policies, teaching recruitment bodies, training programs, and teacher educators. It is crucial that second career teachers remain motivated to teach within the educational system. On this foundation, it is of absolutely importance that universities, institutes, and other educational institutions offering teaching programs take into account the intrinsic and extrinsic motivations that professionals have to change into second-career teachers to support them in their transition with suitable teaching programs in order to make easier for second career English teachers to achieve all the requisites for their recruitment in public and private institutions. This study also wants to conscientize teachers who enter to the teaching area about the necessity of finding training in subjects related to education such as Pedagogy, Teaching Methodology, Didactic, Educational Psychology, etc. The knowledge of

these subjects will help the new teachers to have a better teaching development within the classroom with their students.

Another issue to take into account is the lack of preparation of second career English teachers in teaching matters to be confident when using proper methodologies that distinguishes first and second career English teachers. Therefore, policy makers must take necessary precautions in these matters and create proper policies to recruit second career teachers. This research let us think about the future of our education and the role of the second career English teachers in the educational system is indispensable. The future will depend on how much the government and institutions are willing to invest in school personnel and all this additional support in the teaching field that essentially makes learning possible. Advocating for sustained increases in teachers' salaries and improved resources is also essential to improve teacher conditions as well as providing bonuses or subsidies to teachers with the relevant skills and knowledge. And the last idea is that new knowledge and innovative research must be part of the policies and practices that affect the future of education and how they can address to make different teaching programs for professionals who want to become second career English teachers.

Although participants had work experience, they experienced the same adaptation problems as beginner teachers since the teaching profession requires the knowledge of pedagogic and didactic methodology. Consequently, the process of adaptation to the teaching process, the participants experienced the most difficulties were: how to manage students, how to stablish healthy communication with students in order to have a successful teaching process for students, how to have healthy communication with parents and the lack of knowledge in methodology. These issues are inherent in the teaching process for first and second career English teachers. All these factors are important when second career teachers are involved in the real classroom work. It is recommended that teacher education programs

should support beginning second career teachers to identify that the transition into the teaching profession involves more than converging the competencies they bring from their pre-teaching careers to specific classroom tasks. Teaching programs can help to prepare by providing specific training for second career English teachers that integrates second language acquisition research and pedagogy and strong language proficiency. Second career teachers should recognize and be able to face potential difficulties that may arise from in and out the classroom. Therefore, teaching programs for second career teachers should provide all the tools so that they acquire the enough confidence they need to establish great basis to stay in the education field and to interact with all the education community. students, colleagues, parents and authorities.

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APPENDIXES

APPENDIX A: RESEARCH PROTOCOL APPROVAL



UNIVERSIDAD SAN FRANCISCO DE QUITO USFQ



Certificado de exención

N°. CE012-2022-P2022-011TPG

Quito, 26 de abril de 2022

Señorita
Tania Alexandra Zurita Muñoz
Investigadora Principal
Universidad San Francisco de Quito USFQ
Ciudad

Referencia: Protocolo 2022-011-TPG

Informe de evaluación: IE02-E024-2022-CEISH-USFQ

De nuestra consideración:

El Comité de Ética de Investigación en Seres Humanos de la Universidad San Francisco de Quito (CEISH-USFQ), notifica a usted que analizó la investigación que se describe a continuación:

Study-code	CEISH-USFQ: 2022-011TPG HUB: 56589		
No. evaluation report	IE02-E024-2022-CEISH-USFQ	Date	April 26, 2022
Title of the study	Analyzing the Motivations of Second Career Teachers in Ecuador, 2022		
Type of study	Observational Research with anonymized data-collection		
Research team	Name of researcher	Institution	Role in research
	1. Tania Alexandra Zurita Muñoz 2. Scott T. Gibson	Universidad San Francisco de Quito USFQ	Principal investigador Tutor
Research sites	Zone	Province	City
	09	Pichincha	DMQ
Life of the project	Research-site		
	1. Unidad Educativa San Vicente de Paúl 2. USFQ		

Este estudio se cataloga como "exempt", de acuerdo con las regulaciones internacionales que rigen las investigaciones en seres humanos.

El CEISH-USFQ otorga este certificado, toda vez que la investigación cumple con uno o más criterios elegibles para una exención:

Investigación con recopilación y/o análisis de datos anonimizados, obtenidos de registros existentes.	<input type="checkbox"/>
Investigación in-vitro, con piezas dentarias extraídas previamente, donadas voluntariamente y anonimizadas.	<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"/>



INSTITUTO DEL TERCERO DE QUITO - USFQ



Documento que sustentan y que se utilizarán en la investigación	Versión	Fecha	# pgs
1. Protocolo de investigación	E02	18 feb 2022	06
2. Formulario de consentimiento modificado, para aplicación digital	E02	18 feb 2022	02
3. Instrumentos a ser utilizados para el desarrollo de la investigación: Encuesta a profesores de inglés como segunda lengua	I02	18 feb 2022	02

Este certificado tiene una vigencia de tres meses, desde el 26 de abril de 2022 hasta el 25 de julio de 2022, tomando en cuenta el periodo de duración del estudio especificado en el Protocolo de investigación presentado y aprobado con este certificado (versión E02).

Esta certificación aplica solo para las actividades descritas en los documentos revisados según el informe de evaluación No. IE02-E024-2022-CEISH-USFQ. Cualquier modificación a los documentos antes aprobados debe ser notificada a este Comité, para un nuevo análisis y determinación del nivel de riesgo.

El CEISH-USFQ deslinda cualquier responsabilidad en cuanto a la veracidad de la información presentada.

Atentamente,

Iván Sisa, MD, MPH, MS
 Presidente CEISH-USFQ
 Correo electrónico: comitebioetica@usfq.edu.ec



Adjunto: Informe de evaluación del P22-011770

cc: Archivo digital del estudio
 IG/iamm

APPENDIX B. INVITATION TO PARTICIPATE IN THE STUDY

Consentimiento Informado Digital

Me dirijo a usted para invitarlo a participar en la investigación "Analyzing the Motivations of Second Career English Teachers in Ecuador, in 2022". Antes de que decida participar lea cuidadosamente toda la información que se le ofrece. Tome el tiempo que requiera para decidirse, puede consultar con su familia y/o amigos.

El presente trabajo de investigación tiene como propósito, conocer las motivaciones por las cuales muchos profesionales de distintas áreas deciden incursionar en la docencia tomándola como segunda profesión. Este estudio también desea desmitificar algunos estigmas como por ejemplo que alguien se ha hecho profesor porque no tuvo otra opción, sino todo lo contrario, que quienes han decidido ser docentes de segunda profesión son capaces de aportar mayor conocimiento debido a todo el bagaje profesional de su primera carrera.

Esperamos que en este estudio participen aproximadamente 10 personas de la "Universidad San Francisco de Quito" y la "Unidad Educativa San Vicente de Paúl". La investigación tendrá una duración aproximada de 3 meses.

Si decide participar en esta investigación le pediremos que acceda a una entrevista vía ZOOM, que durará aproximadamente una hora en la cual usted La investigación usará la técnica de la entrevista la cual será grabada en audio. Yo estaré a cargo de realizar la entrevista. Para esta entrevista usted estará protegido con un pseudónimo que será usado durante todas las fases de la investigación para proteger y precautelar su identidad.

Adoptaremos las medidas necesarias para asegurar la seguridad y confidencialidad de sus datos:
 La entrevista es anónima usando un pseudónimo No se recopilarán datos que puedan identificarlo.
 Sólo los investigadores de este estudio tendrán acceso a la información recopilada.
 El investigador principal será el responsable de la custodia de la información.
 La información se almacenará en el disco duro de una computadora personal del investigador por un periodo de 12 meses. Una vez concluido este tiempo la información será destruida.

Recuerde, su participación en esta investigación es libre y voluntaria. Usted puede negarse a participar, responder cualquier pregunta que no sea de su agrado, o de ser el caso usted puede interrumpir la entrevista en cualquier momento y dejar de participar en la investigación. En este caso la entrevista se interrumpirá inmediatamente agradeciendo su participación y se procederá a borrar toda la información recogida hasta el momento. Usted debe saber que las grabaciones serán borradas una vez que se transcriban, así como su información personal recogida se mantendrá hasta el final de la investigación y su aprobación luego de lo cual también será borrada. Usted cuenta con días para revocar su participación dentro del estudio luego de haber sido entrevistado. Luego de este tiempo no será posible borrar la información recolectada y se procederá a analizarla. Para la revocatoria se solicita comedidamente se lo haga mediante correo electrónico dirigido hacia el investigador principal dentro del plazo establecido (2 días)

El número telefónico y el email del investigador serán enviados a su correo electrónico en el caso de existir dudas acerca de su participación o si desea revocar su participación. En el caso de que desee revocar su participación le solicitamos muy comedidamente se notifique vía email al investigador.

Declaratoria de consentimiento: respuestas orales SI-NO

Entiendo que mi consentimiento y participación serán grabados.

Me han explicado el propósito, alcance, riesgos-beneficios del estudio.

Entiendo mis opciones al participar.

Me han asegurado que se adoptarán medidas para asegurar la confidencialidad y seguridad de mis datos

Han contestado satisfactoriamente a todas mis preguntas

Si tiene dudas sobre la investigación o sus procedimientos, por favor contáctese con nosotros a través del número 0983677406 o a través del correo electrónico tzurita@estud.usfq.edu.ec.

Puede también contactarse con el [señor Iván Sisa](#), presidente del [Comité de Ética](#) de Investigación en Seres Humanos de la Universidad San Francisco de Quito, CEISHUSFQ [Correo electrónico comitebioetica@usfq.edu.ec](mailto:comitebioetica@usfq.edu.ec)

Acepto voluntariamente Participar en esta investigación *

SI

No

Nombres y apellido *

Texto de respuesta breve

e-mail *

Texto de respuesta breve

Deseo usar el siguiente pseudónimo durante la investigación. *

Texto de respuesta breve

Que se grabe mi participación *

SI

No

Deseo tener acceso a los resultados del estudio *

SI

No

Número de Celular *

Texto de respuesta breve
.....

Solicito se me envíen los resultados del estudio al siguiente e-mail (opcional):.

Texto de respuesta breve
.....

APPENDIX C. INTERVIEW

Interview

Hola, agradezco mucho que te tomes el tiempo para conversar conmigo, Mi nombre es Tannia Alexandra Zurita Muñoz, y deseo realizar una investigación acerca de los principales motivos que tienen los profesionales en diferentes carreras para cambiarse a la carrera de la docencia. He elegido este tema porque he sido testigo del incremento de docentes de segunda carrera que se han incorporado al Magisterio. Luego de conversar y entrevistar a maestros de segunda carrera tendré la oportunidad de entender las motivaciones y razones que los llevaron a convertirse en maestros.

Es importante darte a conocer que todo lo compartido en la entrevista será confidencial y solo para propósitos académicos. Finalmente me gustaría informarte que cualquier participante puede parar la entrevista, así como dejar de ser parte del estudio en cualquier momento.

Con tu permiso, empezaré a grabar nuestra reunión desde este momento, deseo recordarte que eres libre de interrumpir la grabación y la entrevista en cualquier momento. También es importante recordar que la información compartida es confidencial con propósitos académicos. Si tienes alguna pregunta o inquietud estaré gustosa de atenderla.

Me gustaría empezar contándote un poco acerca de mí, soy una ingeniera de ciencias de la informática que se enamoró de la docencia desde hace unos 12 años aproximadamente, trabajo con los años de bachillerato impartiendo la materia de Lengua extranjera en una institución privada, soy estudiante del último semestre de la maestría de TESOL de la USFQ la cual me ha dado muchas herramientas para poder ser una mejor docente del idioma inglés. Es por todo esto que he decidido investigar acerca las motivaciones que tienen muchos profesionales para convertirse en profesores, y contribuir con un poco de literatura acerca de este interesante tema ya que no existe mucha información en nuestro país relacionado a este fenómeno que durante los últimos años ha ido tomando fuerza.

So let's get to know you better.

So, let's get to know you better.

- a. Tell me a little bit about yourself.
- b. How do you feel today?
- c. Tell me something about your first career.
- d. Why did you consider turning into a second-career teacher?
- e. Did you have personal reasons? Which ones?
- f. When you considered changing your career. What teaching aspects did you consider for choosing to be a second-teacher?
- g. Do you prefer the schedules in the schools, and educational institutions because they can be flexible? Why?
- h. Do you think you can make a difference as a teacher because you had a bad/good experience when you were a student? How?
- i. Do you enjoy teaching children, teens, and adults? Why?
- j. Do you think your previous knowledge from the first career is a differentiator from being a second-career teacher?
 - When you teach do you feel well prepared for teaching?
 - Do you consider pedagogical training should be mandatory before turning into a second-career teacher? Why?
 - Do you believe the lack of experience as a teacher does not matter? Why?
 - Do you know which requirements are needed to be a teacher? Name some if you know them.

- Do you fulfill the teacher requirements in your institution?
- Do you think that you made the best choice turning into an English teacher? Why?
- Do you think your students enjoy your lessons? Can you give examples of situations in which they might show their joyful experiences?
- Do you enjoy being a teacher? Why?
- If you were to give advice to someone who is turning into a second-career teacher, what would it be?
- Do you consider yourself a good example of being a second-career teacher? why?
- Do you consider teachers are worthily recognized?
- If you were the owner of any educational institution would you hire second career teachers?
- What do you consider being a good teacher?
- Do you think that everyone who has any career can be a teacher?
- What are you going to do after classes?

Agradezco tu tiempo y tu buena predisposición para realizar esta entrevista. Ha sido un placer compartir ideas, experiencias y más acerca de las motivaciones para cambiar de carrera y convertirse en docente, pero sobre todo he podido identificar algunos aspectos de importancia que me ayudarán a conducir la investigación. Reitero mi agradecimiento y hasta una próxima oportunidad. Hasta aquí la grabación de nuestra entrevista.