

BEING AN ENGLISH TEACHER IN COLOMBIA

Being an English Teacher in Colombia? EFL Students' Beliefs, Attitudes and Motivations  
about a Future Teaching Career

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### **Dedication**

To God, who has supported me in ways I have yet to comprehend. To my mother and siblings, Mairely, Karen, and Edinson, who care for me every day, no matter what. To my grandpa, Fortunato, who taught me to stand on my own feet and move forward through hardship. To my friends, who bring laughter into my life and inspire me to be better. To my teachers, who have chiselled me from the stone. And to my students, who have shown me the true meaning of gratitude.

*Bayron Rivero*

To my mom Isabel, for being for me even when I was not able to be. To my godmother Diana for always having a smile and good advice. To my sister Nataly for always having me in her heart. To myself for being persistent in my educational path and to my teachers, who have taught me the importance of a teaching career; especially teacher Luz Helena Prada, who has been a role model throughout my journey, consistently teaching me to grow for my students with her example of a remarkable educator.

*Elizabeth de León*

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**Abstract**

**Title:** Being an English Teacher in Colombia? EFL Students' Beliefs, Attitudes and Motivations about a Future Teaching Career\*

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**Keywords:** Undergraduate, students, motivations, attitudes, beliefs, teaching, career, abilities, interest, perception, pedagogy, quality, experience.

**Description:**

Previous studies on teaching motivation suggest measuring it based on three different categories: Extrinsic, Intrinsic and Altruistic motivation. With the aim of measuring and determining it mixed-methodology research is conducted, using a Likert-scale type questionnaire, a focal group and individual semi-structured interviews were implemented. Resulting in participants stating that they were attracted to the B.A in FLT with a minor in English available at UIS for the foreign languages rather than the pedagogical aspect of it. Likewise, it is noted that participants hold different beliefs regarding being a teacher in Colombia such as low salaries, emotional distress and excessive work time. Moreover, participants' main source of motivation resulted to be altruistic, as the social utility value the teaching career could offer as contributing to society and future generations seems to be a key aspect to choosing the teaching path. Meanwhile their attitudes seemed negatively affected by their beliefs and caused them not to trust in their teaching skills and impact inside and outside the classroom.

\* Bachelor Thesis

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**Resumen**

**Título:** ¿Ser Profesor de Inglés en Colombia? Creencias, Actitudes y Motivaciones de Estudiantes de ILE Sobre una Futura Carrera Docente\*

**Autores:** Bayron Enrique Rivero Velandia y Elizabeth de León León\*\*

**Palabras clave:** Estudiantes de pregrado, motivaciones, actitudes, creencias, docencia, carrera, habilidades, interés, percepción, pedagogía, calidad, experiencia.

**Descripción:**

Estudios previos sobre motivación para la enseñanza señalan clasificarla en tres categorías diferentes: motivación extrínseca, intrínseca y altruista. Con el objetivo de medirla y clasificarla se llevó a cabo la presente investigación con metodología mixta, usando un cuestionario tipo escala Likert, un grupo focal y entrevistas individuales semiestructuradas. En consecuencia, los participantes indicaron que se sentían atraídos por la licenciatura en enseñanza de lenguas extranjeras disponible en la UIS más por los idiomas extranjeros que por el aspecto pedagógico de la misma. Asimismo, se observa que los participantes tienen distintas creencias sobre ser docente en Colombia, como los bajos salarios, el desgaste emocional y excesivas horas de trabajo. Además, la principal fuente de motivación de los participantes resultó ser altruista, ya que el valor de utilidad social que la carrera de docencia podría ofrecer, como contribuir a la sociedad y a las futuras generaciones, parece ser un aspecto clave para elegir este camino. Mientras tanto, sus actitudes parecieron verse afectadas negativamente por sus creencias, lo que les generó desconfianza en sus habilidades y en el impacto de su enseñanza tanto dentro como fuera del aula.

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### Introduction

The *Universidad Industrial de Santander* (UIS) is the tenth best university in Colombia according to the Scimago Institutions Rankings (2023), being surpassed by four other public universities and five private universities. UIS offers different programs to students who pursue academic achievement in undergraduate and postgraduate programs. In the Human Sciences Faculty, there is a program in Foreign Languages Teaching called “Licenciatura en Lenguas Extranjeras con Énfasis en Inglés” (Which is translated as Bachelor of Education in Foreign Languages with a minor in English - B. A in FLT). This program has become popular among new students as can be seen in DeTodoUis (2019) which is a mobile app with data scores about any of the forty existent programs.

UIS uses the standard testing score of SABER 11 as a reference to accept students into all the offered programs. In the mobile application, the B.A in FLT with a minor in English has a margin score of 73.80 to be accepted into the program; being the third highest score for the second term of 2023 and the program at the Human Sciences faculty with the highest score (DeTodoUis, 2024); it is only being surpassed by the Medicine program with a score of 82.20 and the Microbiology and Bioanalysis program with a score of 74.10. Thus, it can be affirmed that there are new students who are interested in joining the program every semester, each with different expectations and assumptions about what it implies. Furthermore, it is notable that students might be interested in teaching, foreign languages or both, which can lead to expectations that if not met can result in dissatisfaction towards the program as well as early disinterest to keep studying due to lack of motivation.

Thus, according to a study published in the World Bank, nearly 30 percent of students drop out of the program they have chosen after four years (Ferreyra et. al, 2017). For Ferreyra (2017), in Colombia about 36 percent of all dropouts occur within their first year of studies. It

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can be understood that the lack of information and professional assessment that freshmen are being provided with is not the most appropriate for them. Consequently, it is possible to affirm that the current protocol freshmen are taking part in when making a career choice for the B.A. in FLT program may be connected to their beliefs or assumptions and possible motivations regarding the field of foreign languages and/or in the field of education.

Furthermore, it can be affirmed that students' preconceptions on their career choice can be driven by multiple reasons that are analysed through this study. These reasons may lead to dropout or a career change. Therefore, exploring freshmen's beliefs, motivations, and attitudes around their reasons to study the program may provide understanding on their future expectations and career choices, with the intention of continuity on the B.A. in FLT program at UIS.

The academic reason to carry out this research is driven by the fact of the limited literature available about this topic, specifically at Universidad Industrial de Santander. The teaching career requires not only physical but also emotional commitment, hence, "emotional labour involves the effort, planning, and control teachers need to express organizationally desired emotions during interpersonal transactions" (Bilica et al., 2017). Therefore, teachers are required to go beyond their classrooms and impact their students at a personal level too. To do so, teachers are required to always put extra effort into their professional performance.

Moreover, Donche et. al (2013) determined that although some first-year higher education students start their studies because of personal interests, they will eventually experience a lack of motivation due to the perception of their skills. Thus, it is to be acknowledged that to complete the teaching path not only motivation is required but also analysis of beliefs, attitudes and discipline around the profession. In addition, in a study by Yumarnamto (2019), it is evidenced that the number of students who study in an ELT program and do not want to be teachers is increasing. It can be stated that there are different factors that

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can influence the lack of interest that newly certificated teachers have in the teaching field. Thus, the lack of interest in pursuing a teaching career may be linked to factors such as the possibility for them to apply for better-paid positions at companies as well as context-related factors such as the extensive meeting hours that teachers have, the state of the infrastructure of schools, and the size of the class (Yumarnamto, 2019).

### **1. Research Objectives**

#### **1.1 General Objective**

To analyse FLT freshmen's beliefs, attitudes, and motivations about a future teaching career.

#### **1.2 Specific Objectives**

To explore freshmen's attitudes towards their future professional profile as part of the FLT program.

To examine the main sources of motivation behind freshmen's decisions on choosing the FLT program at UIS.

To determine freshmen's beliefs and preconceptions about pursuing a teaching career as alumni of the B.A in FLT program.

### **2. Theoretical Framework**

#### **2.1 Literature Review**

Literature in the field of motivation suggests different reasons for new teachers to choose the teaching career; and although the organization and analysis of the data vary from study to study, there is a tendency for certain answers to stay consistent through different research in the field in the last ten years.

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### ***2.1.1 Expectancy-Value Theory in Research***

It is to highlight that the theory that influences studies on this matter is often the Expectancy-value theory (EVT) (Moss, 2022; Onyefulu et al., 2022; Pizarro & Laborda, 2017). EVT considers the subjective value that people give to certain tasks and relates it with the probability of succeeding in it so that their choices can be defensible and logical (Watt and Richardson, 2007). Based on the literature reviewed, researchers analyze participants' answers by dividing them into three different subcategories: intrinsic, extrinsic and altruistic motivation so that participants' reasons can be trackable and documented (Meens and Bakx, 2019; Low et al., 2017)

### ***2.1.2 Intrinsic Factors***

Following, intrinsic factors have been found to be the most influential at the time to choose for the teaching career (Pizarro & Laborda, 2017). According to the reviewed research it can be affirmed that among the most common reasons students claim to choose the teaching career are the desire to work with children and teenagers, the money they can get from the job, the opportunity to grow in it as well as enjoying the subject and the teaching activity itself (Moss, 2020; Houdyshell, 2019; Köklü, 2022; König and Rothland, 2012; Onyefulu et al., 2022; Shak, 2022).

### ***2.1.3 Extrinsic Factors***

On the other hand, extrinsic and altruistic factors are also present although to a lesser extent. Starting by the first ones, the admiration towards a former teacher has been prominent at the time of deciding to follow this career, the comfort and financial stability that the job brings to the teachers, how nearby and recognized the university is to students, the social status and the influence of family or friends who were choosing for this career are prominent answers new teachers provide to researchers (Han and Yin, 2016; Houdyshell, 2019; Köklü, 2022;

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König and Rothland, 2012; Manuel and Hughes, 2006; Moss, 2020; Pizarro & Laborda, 2017; Shak, 2022; Suryani & George, 2021).

Following with altruistic factors, the desire for societal development and impacting children's lives turned out to be the most prominent answers (Houdyshell, 2019; Köklü, 2022; Krečić & Grmek, 2005; Moss, 2020; Pizarro & Laborda, 2017; Shak, 2022; Trent, 2018). Nevertheless, reasons such as studying a teaching related program as a stepping stone to fulfill the person's goals, entering a program because the student could not make it to their desired one, bad experiences with teachers in the past, not meeting the expectancies, low salary and attrition are also present (Suryani & George, 2021; Trent, 2018).

To sum up, teaching programs receive a wide variety of students who have specific goals and expectancies. Their reasons for choosing the career may vary and some of them may not even want to teach. However, the career seems attractive for them in one way or another. Therefore, it is important to consider what new teachers are aiming to do in their lives and what they want to do with the knowledge they acquire.

### **2.2 Theoretical Foundations**

The theoretical cornerstone for this study draws from the Expectancy-Value Theory firstly developed by Atkinson (1957) which states that motivation and achievement are related based on the probability of succeeding and the probability of failing (as cited in Schunk, 2011). For Atkinson, if the task is challenging the reward would be greater than the one which is not challenging enough and vice versa. Hence, people tend to look for a balance between both the challenge and the reward. Besides, Eccles et al. (1993, 2005) carried out profound research on career aspirations and Math finding out that values are the most important predictors of choices. Following, Richardson and Watt (2007) also studied aspirations of first year teachers and what's behind their decision to dedicate their life to teaching, developing the factors influencing teaching choice test (FIT-Choice).

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**2.2.1 Key Expectancy-Value Constructs FIT-Choice Factors**

Eccles and Wigfield (2000, as cited in Richardson and Watt, 2007) found out that in order to keep taking Math, values were utterly important in the decision and intention. Besides, Richardson and Watt (2007) proposed values and beliefs. The first one refers to how important and desirable a career is for a general public, and on the other hand, the second one is a better predictor of performance since it is based on personal ideas. From these two terms researchers developed 3 higher constructs that are (a) expectancy ability beliefs, (b) subjective task value and (c) perceived task difficulty.

**Table 1***FIT- Choice Factors*

Personal utility	It measures how important doing something is in matters of an individual's personal goal, these subjective goals are often not related to the career content but to perceptions such as more time to spend at home, better living conditions and opportunities to go on trips (Bastick, 1999; Robertson, Keith & page, 1983; Yong, 1995 as cited in Richardson and Watt, 2007)
Bludging	It is an Australian colloquialism, and it refers to taking the shortest path to do something, in this context, it could refer to beliefs about the amount of days off-duty that teachers have and the length of their working days (Richardson and Watt, 2007). Hence, the chance to have more time to dedicate to non-career related life may catch individuals' attention towards the teaching career.
Social utility value	It refers to how useful teaching is for society, meaning that it is socially rewarding for teachers to teach. Therefore, this definition englobes the called intrinsic and altruistic motivations because teaching is socially accepted and promoted.

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Task demand                      It is divided into two subcategories, expert career (which understands teaching as a demanding career in terms of mastery on specialized and technical knowledge) and high demand (in terms of the effort teachers put into planning, emotional involvement, and overall hard work).

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Task return                        It contains three subcategories, social status, teacher morale, and salary. The first is similar to the social utility value in terms that it also considers society's perceptions, however, in this case it measures how the individual rates this retribution based on his or her own experience. Teacher morale deals with the feeling of importance or relevance the teacher may feel or not by society, and salary refers to the retribution in the form of payment that the teacher receives.

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Socialization constructs                      It alludes to the positive and negative influence others have brought to individuals regarding teaching.

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Fallback career                      The term is used when teaching was not your first choice as a career but because of different reasons an individual ends up teaching.

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*Note.* Adapted from Richardson and Watt (2007).

### **2.2.2 Expectancy-Value Theory**

Another theoretical aspect, and cornerstone of the present research, to be framing this study is the Expectancy-Value Theory. This theory postulates that expectancies are useful predictors of behavior and motivation. Atkinson (1957, as cited in Schunk, 2011) proposed different components that consider different aspects in the life of an individual that influence their decision taking and motivation. For example, the tendency to avoid failure (Taf) is an umbrella term that encompasses the motive to avoid failure (Maf) and the probability of failure (Pf), which are completely subjective and vary from individual to individual.

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Furthermore, other factors such as the tendency to approach an achievement related goal (Ts), the tendency to avoid failure (Taf), the motive to succeed or achievement motivation (Ms), the subjective probability of success (Ps), the incentive value of success (Is), and the resultant achievement motivation (Ta) are also considered and stated in their project. This aforementioned theory was later further developed by Eccles and Wigfield (1992, as cited in, Richardson and Watt, 2007) where they proposed different categories that were later applied and modified by Richardson and Watt (2007) who developed the FIT-Choice and whose relation is to be explained in the following section.

### **3. Methodology**

#### **3.1 Type of research study**

In terms of the type of research study, the decision to adopt a mixed method is made to equilibrate this study. As Kervin (2000) states, driven by the Cotten et al.'s (1998) conceptual model, commonly in the traditional academic field, problem selection and methods to explore it are dictated by social paradigms; where it would be more accurate to choose what one is familiar with, in this case being only the qualitative method. However, mixed methodology research is conducted in this study to make sense of the world both according to variables when addressing the quantitative parameters and to the events and interactions found on its qualitative criteria (Bagur, S. et al., 2021). Furthermore, the nature of this study is inductive as this research involves the study of various individual cases that could end up in a hypothesis and establish a generalization (Cohen et al., 2007) regarding students' attitudes, beliefs, and aspirations behind their decision to study the B.A in FLT program.

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### 3.2 Population and Sample

After reviewing the databases of *UIS* students' webpage for 2024 first semester, there are forty-one students registered in the pre-intermediate course. Besides, there are thirty-nine students registered taking the intermediate English course. It can be affirmed that an average of eighty students is intended to be a potential population for this study. Conversely, the sample of this study is done by convenience, considering this group of students has not enrolled in any pedagogical or didactics course. Hence their perceptions of the teaching world are not influenced yet.

According to *Libertad y Orden* (Ministerio de educación Nacional, 2008), the average age to finish high school under regular circumstances is between 15 and 16 years old, and to start higher education at 17 years old. In the same path, in the last high-school year, students are required to present a standardized test called *SABER 11*. After they have taken the test, high school graduates are expected to choose an academic program as soon as possible, decision making is key. However, as *Worthy et al.* (2011) concluded, older adults count with age-based expertise in decision making situations that affect possible future outcomes, which in this case could be more beneficial as the focus is on students' future.

Moreover, on a set of surveys conducted to determine aspirations, priorities, perspectives, and necessities on young adults regarding education, job opportunities and entrepreneurship (*Barreto González, 2023*), results demonstrated that most young adults (75%) agree on the important role that mental health plays when growing up, leading to affect their proper educational or work formation. Taking this into account, literature can establish the relation of students' decisions with their age and mental state as one still in development.

Finally, all aspirants to the B.A in FLT program are measured by their results on the standardized test previously mentioned. Based on *DeTodoUis* app scores per semester, aspirants need to achieve at least a 73% per individual subject on the standardized test, with a

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general result of 350 of 500 possible points. Additionally, based on data available on UIS webpage, a total of 40 students maximum are accepted per semester. As Universidad Industrial de Santander is a public university, it is expected that most aspirants come from a low or medium social stratum, that later when applying to UIS needs to be demonstrated and based on their familiar income, the university establishes a base price for all accepted students.

### **3.3 Data collection Instruments**

Regarding the tool to collect information on the quantitative part of this research, a Likert questionnaire is selected as it establishes a direct relation to what degree the participants feel identified with the statements given, which have been previously chosen and classified considering the categories designed (Table 2). It is a useful instrument to construct a level of sensitivity and differentiation in participants' answers while it generates numbers (Cohen et al., 2007). This questionnaire has twenty statements ranked from 1 ("Strongly disagree") to 5 ("Strongly agree"), allowing students to produce meaningful answers. This data collection instrument will be implemented to all first and second semester students of the B.A in FLT program at UIS, as it is the first instrument that will guide the research to choose the students for both the interviews and the focal group since it includes the key aspects to analyse beliefs, attitudes, and motivations about a future teaching career among students.

Furthermore, to collect information on the qualitative part, a semi-structured interview is carried out, as defined by Cohen et al. (2018) for this specific tool, the topics and questions are given, but the questions are open-ended, and sequence could vary among participants depending on their responses. As well, researchers can use prompts to clarify a specific question or the topic if the participant has not understood or aims to have clarification or more direction from researchers (Cohen et al., 2018). This instrument is designed to gather as much information as possible regarding attitudes, motivations, and beliefs behind students' individual previous and future decisions on their academic choice. Thus, a maximum of six

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students are selected from the results obtained on the Likert scale questionnaire to conduct the face-to-face semi-structured interview, taking place by preference at UIS. Here, participants selected are exclusively the ones who do not want to pursue a teaching career to gather their individual thoughts on the research topic.

Finally, a focus group is conducted after analysing the results obtained on both the Likert scale questionnaire and the semi-structured interview. Here, a maximum of ten participants are selected to interact with each other building a collective view happening in an unnatural setting but centered on a specific topic, allowing the researchers to gather more data in less time (Cohen et al., 2007) and contrasting different or similar perspectives regarding the same research topic of the ongoing investigation. Students selected to conduct the face-to-face focus group allow the researchers to explore their insights as they previously expressed on the Likert scale questionnaire and the semi-structured interview their different desires regarding their career.

**Table 2**

*Items for Theorized Factors Influencing FIT- Choice Motivation Constructs*

Category Factor (s)	Item
	‘I chose to become a teacher because...’
<i>Self-Perceptions</i>	1. I have the qualities of a good teacher.
Perceived Teaching Ability	2. Teaching is a career suited to my abilities.
<i>Intrinsic Career Value</i>	3. I am interested in teaching
↓	4. I have always wanted to be a teacher
<i>Prior Teaching and Learning</i>	17. I have had inspirational teachers
<i>Experiences</i>	18. I have had positive learning experiences

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- Social Influences
- 19. My friends think I should become a teacher
  - 20. My family thinks I should become a teacher
- 

*Personal Utility Value*

- Job Security
- 6. Teaching will offer a steady career path
  - 7. Teaching will provide a reliable income
  - 8. Teaching will be a secure job
- Job Transferability
- 10. A teaching qualification is recognized everywhere
- Time for family
- 9. Teaching hours will fit the responsibilities of having a family
- 

*Social Utility Value*

- Shape of Children
- 11. Teaching will allow me to shape child and adolescents' adolescent values
  - 12. Teaching will allow me to influence the next generation
- Enhance Social Equality
- 13. Teaching will allow to benefit the socially disadvantaged
- Make Social Contribution
- 14. Teaching will allow me to provide service to society
  - 15. Teaching enables me to give it back to society

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Work with Children/Adolescents 16. I want to help children and adolescents learn

---

*Fallback Career* 5. I was unsure of what career I wanted

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*Note.* Adapted from Richardson and Watt (2007).

### 3.4 Data Analysis Resources

Memos and color-coding techniques are used to analyse the data collected through the qualitative instruments selected. Thus, researchers create categories based on the literature gathered and later, establish a color-coding process that allows to contrast, conceptualize, and organize the information obtained (Cohen et al., 2018). Besides, For Cohen et al (2018) creating memos involves organizing the data outcomes to build a theory or detect a pattern.

Moving on, the quantitative data obtained on the Likert scale questionnaire is analysed using Microsoft Excel, as this tool allows us to get meaning to several data and keeps track of information (Microsoft, n.d). The information obtained is grouped and categorized leading to conclusions.

## 4. Findings

### 4.1 Quantitative Component

Through the application of a Likert-scale questionnaire, the quantitative segment of this research aims to gather students' self-perception, beliefs, attitudes and motivations about their future career. By implementing the Theoretical model guiding development of Factors Influencing Teaching Choice (Fit-Choice) proposed by Richardson and Watt (2007); students were asked to select from 1 ("Strongly disagree") to 5 ("Strongly agree") on each statement

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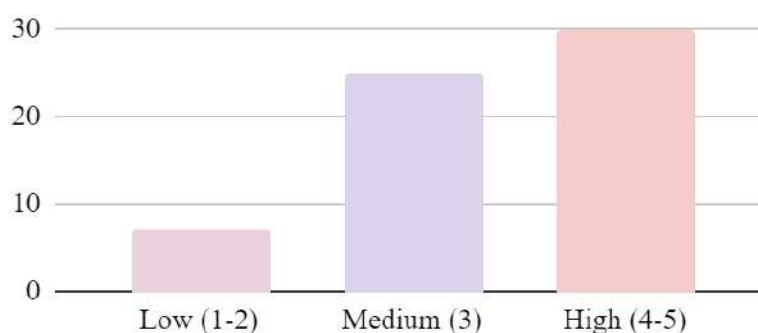
that is strategically chosen from the categories: *Self perceptions*, *Intrinsic career Value*, *Personal Utility Value*, *Social Utility Value* and *Fallback career*.

### 4.1.1 Self-perceptions

Starting with students' self-perception and abilities suiting into a teaching career (Figure 1), 11,29% of students consider their self-perception and abilities towards a teaching career in a low level, while 40,32% agree they are on a medium level and 48,39% place themselves in a high level. As Donche et. al (2013) mentioned, most students start their studies due to personal interests, which are highly influenced on their perception towards their skills and abilities. It is worth mentioning that students did not start with their pedagogical subjects at the time of this research, as teaching subjects will be taught from the third semester of the B.A. in FLT. Data reveals, several students, classified into low and medium level, are unsure of being teachers due to their self-perception of their qualities and abilities towards a teaching career, which implies that uncertainty students could eventually experience a lack of motivation because of the perception of their skills as Donche et. al (2013) stated.

### Figure 1

Self-perception towards a teaching career and Ability towards a teaching career



*Note.* This figure represents the average of the category Self Perception.

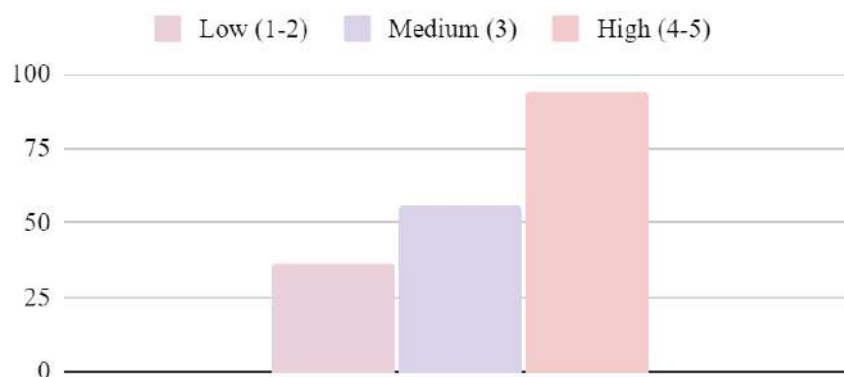
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### 4.1.2 *Intrinsic Career Value*

Moreover, this section aims to gather information about students' interest and intrinsic desire to be teachers, Prior Learning Experiences regarding inspirational teachers and positive learning experiences during their journey, as well as the Social Influence students may have due to family and friends' opinions towards their teaching career. Early studies mention that students could admire previous teachers and have them as references when deciding to enter the FLT program (Han, J., & Yin, H., 2016), which aligns with the results obtained on this research, as 50.54% participants are placed at a high level (see Figure 2). Besides, participants' decisions on their educational path in this research was highly influenced by their closed ones, which implies that even though students could be interested in teaching for several reasons (Moss, 2020); their choice was highly influenced by both friends and family and previous learning experiences; leaving behind the intrinsic factor, where students showed slight passion towards their educational path.

**Figure 2**

Intrinsic Career Value



*Note.* This figure represents the average of the category Intrinsic Career Value.

### 4.1.3 *Personal Utility Value*

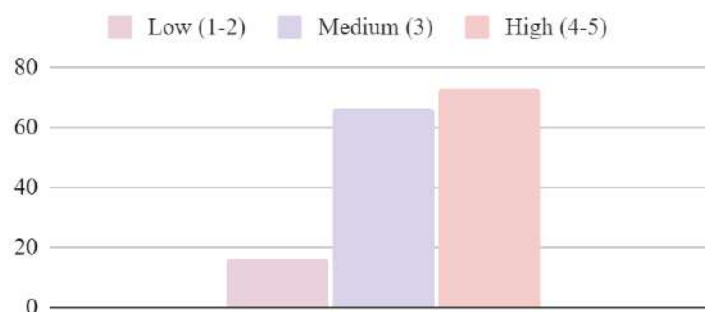
Moving on, in relation to personal goals and objectives the teaching path could offer, this section englobes teaching as a secure job with a positive income, along with its recognition

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and the time for family allotted on the educational path. Participants evidenced positive attitudes and beliefs regarding the teaching career, as 42.6% of students are in the medium level and 47.1% are in the high level and only 10.3% in the low level. It is understandable that students may present some uncertainty towards their teaching future regarding income, however, it is more directed from a neutral to positive position. Considering the Colombian context, UNIR Colombia (2024) states the hierarchy to be a part of the Colombian Teaching Ladder, that offers the opportunity for all teachers to grow in their profession, showing from its lower grade, more than a minimum wage in the public sector. Thus, students' previous knowledge regarding income and job stability is related to their current context. Moreover, participants showed as well positive thoughts regarding teaching as a job that allows to have time for a family, which agrees with Köklü (2022) as he stated some of the comforts on being a teacher include extra leisure time, time for family, holidays, flexible schedule, compatibility with being a mother and so on.

**Figure 3**

Personal Utility Value



*Note.* This figure represents the average of the category Personal Utility Value.

### 4.1.4 Social Utility Value

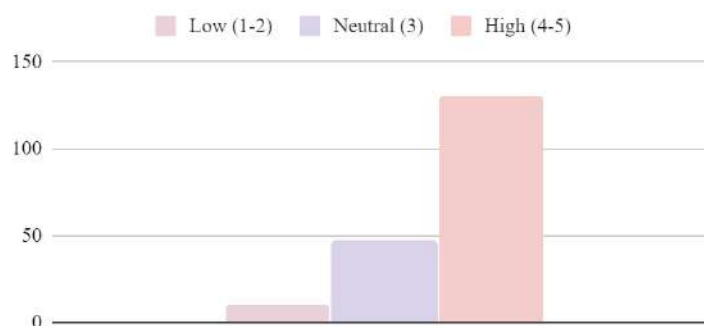
Furthermore, this category englobes how useful teaching is for society and the benefit that teachers receive from teaching. Hence, factors include teaching to influence the next generation and shape the values of children and adolescents, as well as helping them learn.

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Teaching is also seen as a tool to benefit socially disadvantaged individuals and give back to society through education. Thus, based on the results obtained, most participants (Figure 4) are prone to be part of their students' lives, as 69,9% students are part of the high level and 24,7% are placed on the medium level. Therefore, members of this research are thinking about the impact they could have not only in future generations but also in the intellectual contribution to society. (Houdyshell, 2019; Köklü, 2022; Krečić & Grmek, 2005; Moss, 2020; Pizarro & Laborda, 2017; Shak, 2022; Trent, 2018)

**Figure 4**

Social Utility Value



*Note.* This figure represents the average of the category Social Utility Value.

### 4.1.5 Fallback Career

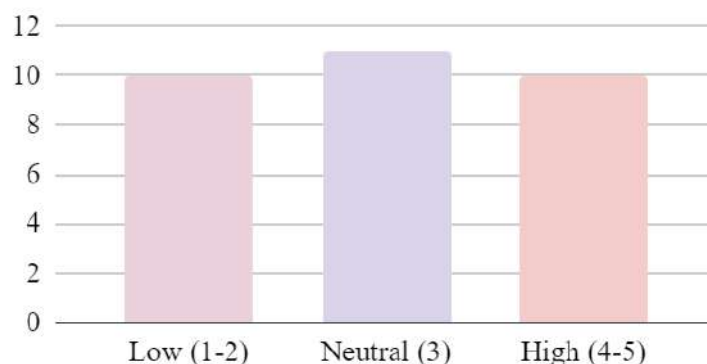
Finally, this category aims to discover if participants were sure on their career decision, where it is demonstrated that 35,5% participants were unsure and only 12,9% were certain of their decision about the career they picked (Figure 5). Therefore, it is worth mentioning that the uncertainty shown in this last category is directly related to the four categories previously reviewed. On here, *Altruistic Motivation* related to the present category and Social Utility Value demonstrates that despite the other two motivations included in this research; *Intrinsic Motivation*, related to Work and Shape children/adolescents, Job Transferability and Security and Intrinsic Career value and *Extrinsic Motivation*, related to Prior Teaching and Learning

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Experiences, Job Security, Social Influences; students present doubts regarding their career decision, concluding on various reasons behind their choice on the teaching path (Suryani & George, 2021; Trent, 2018) and yet inclined to work on the education field as it could offer financial, personal and social benefits.

**Figure 5**

Fallback Career



*Note.* This figure represents the average of the category Fallback Career.

## 4.2 Qualitative Component

### 4.2.1 Focus group

Following the analysis of the qualitative part of this study, a focus group was designed to generate a discussion around the different questions designed for it. Hence, an invitation was extended to students to get close and participate in it, resulting in a thirty-minute discussion. The results were later transcribed and analyzed by using color coding techniques. Consequently, three categories were created: Motivations about choosing a FL teaching program, the FL teaching program as a fallback career and Self efficacy and assumptions about being a teacher in Colombia.

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### ***4.1.3 Motivations about choosing a FL teaching program***

When participants were asked for their beliefs and assumptions regarding the program, they stated that their expectations were more than anything influenced by only the languages, noting that the pedagogical part of the program was not as relevant as the languages one. For example, some ideas shared were: “I was more influenced by the languages part...” (P1, in-vivo code), “[I thought that] The great part was going to be languages”, (P2, in-vivo code) “[I was inspired] more than anything, for the part of English” (P3, in-vivo code). All of this points out that languages are what motivates freshmen to enter the program. Hence, participants were led to enter the program for the personal interest they have in foreign languages rather than a teaching career. This finding is akin to what Kissau et al. (2019) found in their research where the German and American participants mentioned that their love in the language is a key aspect of what drives them to teach and wanting to be teachers.

On the other hand, participants also mentioned being aware of the pedagogical part of the program before enrolling in it. However, just one of the participants mentioned being interested in the program because they wanted to be teachers, so that they had either entered in the Bachelor of Education in Foreign Languages with Emphasis on English or a similar one also available at UIS. Moreover, participants also stated having role models in their lives which influenced their academic life decisions. One participant mentioned that “the English teacher I had at school, he is also from here” meaning that their former teacher had studied the same program at UIS. Furthermore, another participant stated that “[Their 11th grade teacher] inspired me to start studying this program”. Likewise, one volunteer was advised to join the program because of the quality and prestige the college offers. In the same vein, Suryani and George (2021) highlighted that a great extent of their participants entered teacher education because of the good reputation the college offers and how required their professionals are. Likewise, Koklu (2022) and Moss (2020) realized that, although to a lesser extent,

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“Idolization” was a reason to pursue the teaching career, meaning that having a role model influenced participants’ career choices. Hence, although pedagogy is not the main reason participants enrolled in but foreign languages, it is clear that role models had an impact in their academic and career decisions while the prestige UIS is known for is also noted and considered by the participants.

### *4.1.4 The FL teaching program as a fallback career*

When students were asked about their reasons behind choosing the B.A in FLT program at UIS besides not being interested in following a teaching path; participants mentioned having the desire to learn English up to an advanced level “to be able to do other things” (P3, in-vivo code). It can be inferred that participants believe that knowing multiple languages would allow different opportunities to happen in their lives. For example, Pizarro and Laborda (2017) found out that participants chose the teaching career because they are certain that by being English teachers their job opportunities will increase.

Additionally, they mentioned optional career paths such as arts stating that “I would also like to study the bachelor in plastic arts” (P1, in-vivo code). Likewise, another participant mentioned acknowledging that “[The program] is about pedagogy, but I do want other things”. The previous statements shed light on the fact that it is not a teaching-centered career what the participants seek towards in their professional future. Likewise, in the work of Shak (2022), participants acknowledge having other careers in mind but teaching English at the moment is “ok” or having to teach English after not succeeding in their desired paths or being lectured in an English teaching program because they simply were accepted.

Moreover, participants shared interesting opinions when asked about other career paths they were interested in too. The programs mentioned were journalism, fine arts and dancing, plastic arts, scenography, social communication and tourism.

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Besides, volunteers stated different reasons why they did not pursue those ideal career paths which could be boiled down as not having the economic resources to travel to the city the university is at and/or to pay for the expensive semesters and negative familiar influence, as a participant stated “For my family, the artistic part does not give a future” (P1, in-vivo code). In the same vein, Suryani and George (2021) recorded that new teachers weren't influenced by their families because of different reasons that range from imposition to be future head of the family and following their parents' wishes. Therefore, participants enter the program influenced by various external sources but mainly their parents. Additionally, they acknowledge that the status they will achieve after graduating allows them with enough mental stability to pursue their dreams since they have the fallback opportunity of teaching in case they fail in their desired career paths.

### ***4.1.4 Self-efficacy and assumptions about being a teacher in Colombia***

Participants shared various opinions regarding what they know and believe about pursuing a teaching career. For example, they stated that teachers at schools “do not have a good domain of speaking” (P1, in-vivo code) which causes students to fossilize bad pronunciation and not reach the supposed standardized English level. In addition, there are cases in which teachers at elementary school students must teach subjects they are not professionally prepared for, as a participant noted: “A teacher who graduated in mathematics was also teaching English to my little sister in fifth grade” (P4, in-vivo code). Similarly, Imran et al. (2024) found out that teachers tend to struggle when the subject they must teach is not familiar to them, leading to bad performances and not completing the objective of the lessons. Hence, it could be inferred that the preparation and training of the teacher does not fit the job, and the context sometimes pushes teacher boundaries out of their fields of study.

Following, participants highlighted various challenges within the teaching profession, describing it as “very challenging and poorly paid” (P2, in-vivo code) and noting that “teachers

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never get paid the minimum” (P4, in-vivo code). They emphasized that these difficulties affect not only English teachers but also others in the public sector, with specific concerns about the additional responsibilities, such as helping younger students with basic tasks like using the bathroom. This aligns with the findings of Houdyshell (2019) and Fauziah et al. (2021) which similarly revealed that participants viewed the career as underpaid, and society perceived teachers as not so financially active as other public servants. Additionally, there was significant concern about restricted and outdated curriculums, as well as traditional directors who enforce a monotonous classroom structure. Similarly, on Trent’s (2018) research, participants acknowledged letting down the career because of how docile, disciplined and controlled the director wanted the students to be, which was not right to the eyes of the participant and ended up stressing them and quitting. Therefore, participants believe the teaching career is not well-paid as others they possibly have in mind and that teachers are obliged to comply and do as the principals say with no room for suggestion or changes.

Furthermore, some participants considered working in the private sector for better financial stability, though they recognized that such positions often require prior experience. They also stressed the value of teachers’ domain and expertise, remarking that “there are some teachers who use different methodologies that make learning not frustrating, or make you feel as if you’re doing it out of obligation” (P4, in-vivo code). This observation is consistent with Sharkey et al.’s (2016) work, which found that student motivation and engagement improved through community-based and project-based pedagogies. Overall, opinions about the profession varied widely from believing that the private sector is better than the public in terms of payment and to recognizing the positive impact teachers can make by introducing diverse methodologies that enhance learning experiences.

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### ***4.1.5 Semi-structured Interviews***

Lastly, individual interviews were carried out with the aim of further understanding the beliefs and attitudes of those who do not want to be teachers. These interviews seek to dive deeper into each individual's beliefs without the influence of others' beliefs and attitudes. Six participants were chosen based on their answers from the Likert scale to conduct these interviews. As a result of the color-coding analysis two categories were created for this specific part.

### ***4.1.6 Why the B.A in FLT and future desired careers***

Participants mentioned not seeking a career related to math or not knowing what to study, while acknowledging that the B.A in FLT is of great utility for them because of personal, intrinsic reasons related to the aspect of languages the program has to offer to them. This is also present in the work of Krečić & Grmek (2005) where participants admitted enrolling in their teaching programs because of not having other options or by chance, not because they were consciously preferring it over other programs. For example, most of the participants mentioned that they find a career in translation desirable while others mentioned also wanting to work as chefs, cabin crew or even something related to the healthcare field. These results align with what was previously found in the previous sections of this same research where participants put emphasis on their personal dreams and desired future career paths. Likewise, Pizarro and Laborda (2017) made clear that it is a common belief to think that studying a teaching program will allow different job opportunities in life to happen. Hence, it can be noted that for those students of the B.A in FLT who do not want to be teachers, math is definitely not of their desire to study, while lack of determination towards what they academically want has led them to enroll a program and learn about a field they are not sure they want to work in later in life.

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### ***4.1.7 Beliefs about the teaching career***

Participants elaborated on their reasons for not pursuing a teaching career, with the most common argument being that teachers are not well paid in the country. This finding aligns with Houdyshell (2019), whose participants acknowledged the low salaries teachers receive; however, in that case, participants still expressed a desire to pursue a teaching career. Additionally, Manuel and Hughes (2006) stated that salary was not a determining factor for their participants in deciding whether to pursue a teaching career, which contrasts with the current findings where salary is relevant for those dissuaded from this path. Participants also described the teaching profession as “emotionally demanding” or “time consuming” (P1, P3, P4, P5, and P6, in-vivo code). Similarly, Pizarro and Laborda (2017) and Richardson and Watt (2006, 2012) noted that their participants believed emotional strength is a key trait for teachers. Hence, it is noted that the perception of teachers as underpaid has affected new students of the B.A in FLT. Consequently, the amount of time and stress teaching conveys to them steers them away from this career.

Moreover, participants shared personal perceptions about themselves, expressing sentiments such as “I may not have a big impact in the community” (P1, P2, in-vivo code) and “I do not feel I am good at it” (P1, P2, P3, P4, P5, and P6, in-vivo code). Additionally, other studies have highlighted the influence of altruistic motives on new teachers' decisions to pursue a career in education (Moss, 2020; Shak, 2022; Köklü, 2022; Pizarro & Laborda, 2017; Krečić & Grmek, 2005; Trent, 2018). The absence of altruistic ambitions or objectives correlates with a lack of interest in this career, as these statements suggest. Therefore, it seems that the combination of low self-trust and a lack of altruistic drive ultimately leads to their detachment from the teaching career path.

## **5. Conclusions**

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In conclusion, the motivations behind participants' choice to pursue this educational program are complex and multifaceted. While many are drawn to the field by a love for languages and the inspiration of role models, the majority view teaching not as a lifelong dream but as a steppingstone toward other career aspirations, often influenced by familial expectations.

Concerns about the quality of public-school education, including perceptions of inadequate English proficiency among teachers and low financial remuneration, complicate the attitudes they have of the teaching profession. Many participants believe in the existence of a fixed and imposed curriculum which hinders effective teaching. Despite these challenges, there remains a strong belief in the transformative power of educators who employ innovative methodologies to enhance student learning, particularly for the socially disadvantaged.

However, participants deal with self-doubt regarding their teaching capabilities and remain uncertain about their future career paths. This uncertainty, combined with the belief that teaching does not provide financial stability, has led some to question whether this profession aligns with their personal and familial aspirations. Ultimately, while the participants recognize the critical role teachers play in society, their motivations are tempered by doubts about the feasibility and desirability of a teaching career, leaving many in search of clearer direction and purpose in their educational journey.

Consequently, this research has shown that despite the Extrinsic and Altruistic motivations the teaching path could offer, participants are more guided by the Intrinsic factors of teaching, leading them to choose the educational field as a fallback career, considering their previous beliefs and attitudes towards the profession. Therefore, findings suggest the necessity of guidance towards students when choosing a career; as to shape the future educators, it is needed to have clarity towards the responsibility of being a teacher in the Colombian context.

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## Appendix A

### Focus group for students who entered the Bachelor of Education in Foreign Languages with Emphasis on English without waiting to make teaching their career

#### Objectives

##### *Research Objective*

To analyze FLT freshmen's beliefs, attitudes and motivations about a future teaching career.

##### *Specific Objectives*

- To explore freshmen' attitudes towards their future professional profile as part of the FLT program
- To examine the main sources of motivation behind freshmen's' decisions on choosing the FLT program at UIS

##### *Focal Group Objective*

- To go further into participants' opinions about the program and themselves

#### Moderator Identification

*Moderator 1:* Bayron Enrique Rivero Velandia

*Moderator 2:* Elizabeth de León León

#### Protocol

Activity	Objective	Moderator	Resources	Time

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Welcome	To inform the students of the importance of this meeting and to thank them for their presence.	Bayron	Oral	1 min
Name badges	To have the names of the interviewees at hand to be able to refer to them in an optimal way	Elizabeth	Pieces of paper	2 min
Focal Group explanation	To explain how a focus group works and how each participant should participate.	Elizabeth	Oral	3 min
Objectives presentation	To provide a general idea of what the focus group will be about.	Elizabeth	Oral	2 min
Opening question	Cuando decidiste aplicar al programa, ¿Cuáles eran tus expectativas? ¿Qué pensaste al ver el nombre del programa?	Bayron	Oral	5 min
First Question	¿Buscaste referencias antes de entrar al programa? ¿Conoces a alguien que lo haya estudiado?	Elizabeth	Oral	5 min

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Second Question	¿Checaste el plan de estudios antes de aplicar al programa?	Bayron	Oral	5 min
Third Question	¿Cómo te sientes con el programa? ¿Estás satisfecha(o) con él?)	Elizabeth	Oral	5 min
Fourth Question	¿Qué piensas de los profesores de Inglés en Colombia? ¿Cuáles son algunos mitos o realidades a las que nos enfrentamos?	Bayron	Oral	5 min
Fifth Question	Si tuvieras la oportunidad de escoger un programa académico sin preocuparte por el dinero, tu familia o la sociedad, ¿Seguirías escogiendo este programa? ¿Qué otro escogerías? ¿Por qué?	Elizabeth	Oral	5 min
Closure and Snack	To thank the members of the focus group for their collaboration and participation.	Elizabeth Bayron	Snack and drink	2 min

## Appendix B

### Color Coding Sample

**Research Question:** How do the beliefs, attitudes and motivations of first and second semester students of the Bachelor of Education in Foreign Languages with a minor in English drive their decision to pursue a teaching career?

**Categories:**

Language related

Pedagogy related

Different career path

Previous influence

Self-perception

Perception on the job

Fallback career

Social influence

**Raw Data.**

**1. Interviewer:** When you decided to submit your application to this program, what were your expectations? What did you think when you saw the name of the program? (Cuando decidiste aplicar al programa, ¿Cuáles eran tus expectativas? ¿Qué pensaste al ver el nombre del programa?)

[P1]

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Well, my expectations were more than anything influenced only by the languages. In other words, they had not put so much emphasis on the fact that I was going to do a lot of pedagogical part, but I was more influenced by the part of languages and cultures and others.

[P2]

Well, my expectation was very similar, that the great part was going to be of languages, not enough to learn different things. It was focusing on pedagogy.

[P3]

My expectations were ... I mean, I was aware that I had a lot as a pedagogical part, because I am in a normal one. So it was not a problem or something that I did not want to be aware that I was going to have to include it.

But also, more than anything, for the English part. The idea is ... well, we are just starting, but already being able to have it at an advanced level, to be able to do other things.

Because yes, it is about pedagogy, but I do want other things.

[P6]

I knew I was going to be a teacher. So... And I liked that I had a lot of options, so...

I didn't imagine that I could be a teacher and go to work in another country.

**2. Interviewer:** And now, what did you think when you saw the name of the program? What did you think it was about? What did it contain? Or did you just see the English part? What did you think?

[P1]

Mainly I had thought it was English. I mean, with the emphasis on English, but not in languages.

[P2]

Well, I did know that it was linked to pedagogy, because the English teacher I had at school, he is also from here, from the same degree. And he had told me more or less what it was about.

[P1]

I also looked at it more for the English part. Because I did say foreign languages, but as I said, with the emphasis on English, so I think it is what I know the most about the program.

[P3]

That I was going to be a teacher.

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**3. Interviewer:** Now, did you look for references before entering the program? Or do you know someone who has studied it? Let's start with, did you look for references before entering the program? Did you see? License in foreign languages with emphasis on English. What did you do?

[P4]

References, unfortunately I did not have, but someone who had studied in a similar career, yes, an English teacher from the 11th and 11th called Johnny Pedradita. Yes, really, he was mainly what inspired me to start studying this career.

[P2]

Well, as I had already said, my teacher at school is from here, he had told me. But also references, I was in one of the, in the Colombo American Center, and the teacher we had was also from here, so with that I had some reference.

[P1]

When I saw what the career was called, I did not find anyone who had studied it here and that, but my English teacher, that is, she was between the UIC and the UPC, because in the UPC it was with emphasis on both, in French and in English. So, well, she told me that because of the quality of the institution and that she would choose here. And well, she has already left, but the daughter is also leaving for another university.

[P2]

Well, when I reviewed it, I did not understand much about what the subjects that are listed were going to be treated, such as linguistics and human development, the pedagogical part. I read the name above, but I did not start to review what the subject was about and those things. I mean, it was just above the review of the plan.

I also did that, but look, It did not have any math.

[P4]

I also reviewed it and it was just what it seemed.

[P6]

It was a leap of faith, I had... ICFES told me, try to see, enter in the middle of the year. It was *the career that I liked the most.*

[P6]

**4. Interviewer:** Now, how do you feel about the program and are you satisfied with it or satisfied? Let's start with how you feel about the program. How do you feel about the program? Now that you have two semesters, you do not have only one, but you have two, how do you feel?

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[P1]

Well, when I joined, I knew that it was going to be challenging. I mean, I do not feel bad, but sometimes it is quite frustrating, certain things. Well, we are still starting, but it is something that does not say that I will not be able to continue.

[P2]

I feel confident. I mean, not everything is going very well for me, but it is something that I like. So, if I know that I have to study a lot, I do it because it is not something that I like, but it is still something that requires work.

[P4]

Well, I do not have much opinion because I am already in the first semester, I have just started, but for what I have, I feel satisfied, it is what I like.

[P2]

Well, not everything is going well, but you can work more.

[P6]

It was very weird, because I knew I was going to be a teacher. And I was like, well... And then it was like, oh my God, I did like this.

I liked the idea of being a teacher and before entering I would never have imagined it.

[P1]

**5. Interviewer:** What do you think about being English teachers in Colombia? What is your opinion on that?

[P1]

Yes. In Colombia, yes. And on the other hand, some students don't have the enough bases for the level they're in. I do not know if it would have to do with the universities, or the way they learned in the career, but they do not have very good speaking, so to speak.

So you learn as they say. And when you get here, you are quite shocked because it is complicated. Well, in terms of teachers in Colombia.

[P5]

Yes. Thank you.

[P2]

Well, being recent in Colombia already has a not so good reference, because many people see that career as something very challenging and very poorly paid. But in general, well, English teacher in particular, in public schools I think they are very limited, in general, the teachers,

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like the systematization of the curriculum, what they have to teach, like the methods they have to use, because that is how they are taught in general. But I have met quite a few teachers, well, not quite, but some teachers, who use different methodologies that make it not something frustrating, or something that makes you feel like you are doing it out of obligation. So, I mean, the majority of teachers in general, well, they are governed by what they see, because it is what they have to do, it is what their curriculum orders, and so on. But, I mean, you can become a teacher with, I mean, aspire to be a better teacher.

[P4]

Regarding the teachers in Colombia, I have more than anything the same opinion. Concerning more than anything the myths and realities, one of those is what is required to leave the work field, although according to what I see many times it is a problem in general, not specific only to English teachers.

[P2]

The myth that many have, I think that English teachers get paid better in private institutes than in public institutions, but I don't know how true that is.

[P1]

Well, it really has a lot to do with the teaching of the teacher curriculum, and if they presented the teacher curriculum, if they go to the government, I don't know about the normalization of the curriculum, how to be named and so on, but that would be one of the myths. Do you know any other? Or a reality, for example, I don't know, leaving to be a teacher is difficult, for example, the classroom management, having many students.

[P4]

Yes, leaving as a teacher, I think, I have understood that it is difficult, since many times for a teacher's job, experience is required, but there is also how to get experience as soon as you have just left, if no one gives you the opportunity.

[P1]

And another reality related to what you were saying about the curriculum, that is, how are you going to have to do the possible and the impossible to follow what is dictated by the government in public schools, and what one wants to do to teach in a good way. For example, in my school, it was possible that the teachers wanted to do more, but from above, the authorities did not allow them to do the things that they could have in a good way.

They are badly rated.

[Interviewer] (20:29 - 20:32)

**Badly rated. What do you mean by that?**

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[P6]

Even last semester's poll was this. What else is good? In Colombia, the only teachers, for example, at the public level, who are supposedly rated are those in high school.

What happens is that in elementary school the teachers are not rated and for that reason they are full-time teachers. So a teacher, for example, I graduated in mathematics, but I did all the subjects, including English. So my sister, for example, did mathematics.

The math teacher edited English with videos of Bonnie and the rabbit. Fifth. Fifth.

That was... A heavy fifth. So...

Of course, when you get there, you have to deal with English teachers who do give the grade and you get there all lost. So in the best case, the teachers have to return from the beginning. Or if they teach what is at the level that they were supposed to have, the children will be well lost.

And they will learn the same thing. Or they start from the beginning. But most of them don't even get a B1.

[P6]

But it depends on the school. For example, if... You can't compare a school like La Quinta del Puente with the one in the neighborhood of your house.

So... And... And I come from a family of teachers.

So when... I remember this. When the minimum was 600, a teacher was paid 400 because it was half-time.

They never pay the minimum. They rarely pay the minimum in a normal school. And you, besides being a teacher, you are also a service lady.

And if you are a teacher for a small child, you have to take them to the bathroom. So there are three jobs. You are an assistant teacher and a service lady.

[P5]

**6. Interviewer:** Now, this is a hypothetical situation, if you had the opportunity to choose an academic program without worrying about money, your family or society, would you continue choosing this program? What else would you choose and why?

[P1]

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If I had the opportunity to leave this, that's why I said about social repercussions, without thinking about anything, would you continue here or would you choose another? Which and why?

[P1]

I would not continue in this career, it's not that I don't like it, I mean, I like it a lot, but there are other things that I like more. So, if it weren't for the money, the family and society, I would have gone for the dance license or fine arts, that is, everything that has to do with plastic arts, scenography arts or the dance license.

[P5]

**Interesting. Which one?**

[P2]

Well, it would be, well, there are a lot of options, but then, well, if I care about the money, more than all the money, because in terms of the family and society, it's a lot of money. Well, for me it's too much. I would have gone for something that has to do with journalism or social communication, or on the other hand, some kind of tourism.

[P6]

**Ok.**

[P3]

Well, in my opinion, if it weren't for the money, the family and society, I wouldn't change it. I would change it mostly because, in fact, this was my second, in fact, this was the reason why I changed before, the science thing. Ok.

Science here, because, let's say it took me a little time, but I realized that it was good in this, so, well, why not professionalize it?

[Interviewer] (14:46 - 14:53)

**Regarding what you mentioned about beauty arts, why did you decide to go down that path? What made you choose that?**

[P1]

More than anything, my family and the money. I mean, my family, like, that artistic part, like it's something that, yes or yes, for them, doesn't give a future. So, like, nothing can be done, and like, that career doesn't fit, because it won't have a future, and that, to progress, it's going to be very difficult.

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And, well, in any career it's difficult to progress, always when, or difficult or easy, depending on, like, an army. But, **more than anything, it was because of that, because of the influence of the family**

[P1]

**Ok, so this will allow you to progress according to your family. According to my family.**

[P1]

**You didn't choose to study journalism because it's in a private university, right? Well, no, in fact, there are, I mean, there are, like, related careers, like in the national one or something like that, but the problem is that also, sometimes, going to other cities is impossible. Like, I mean, for me, going to Bogotá, to Medellín, to the state, it was something that couldn't be done because of money issues.**

So, it was like, for more or less. Yes, well, it was like, I mean, language was like, among what I wanted, the only thing that could be done. Ok.

[P5]

**And you, what do you think? If you were given the opportunity to choose an academic program, without worrying about money, your family, the society, would you continue choosing this program?**

[P1]

**We're talking about, I mean, you're given the opportunity right now, but, well, nothing happens with the money, your family won't tell you anything, no one will think anything. Would you continue here or would you choose another career?**

[P3]

**I, I, my first choice was journalism.**

[Interviewer] (16:23 - 16:24)

**Ok.**

[P3]

**But, I mean, Generacion E finished and I could not study it. But, I wanted to enroll in both.**

[P4]

**It's something 50-50. Like, in part, I want to be an English teacher, but I would also like some other variation that I can do with the career.**

[P1]

What would you do? Researcher, translator...

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[P4]

Translator.

[P1]

Yes. Or interpreter.

[P4]

Yes, interpreter. Yes, interpreter.

[P2]

Well, I do see myself exercising the career. I would like to be one of those teachers that you remember. I mean, those teachers like...

Oh, I remember this teacher because he taught me this, like this, in this way. Or like his methodology was very cool. Or I remember this teacher a lot because his classes were very fun.

Like that kind of teacher. But I would also like to complement it with some other career. I mean, I would like not to detach myself from the artistic part that I like.

And I would also like to one day be able to do one of those careers, be it plastic arts or bachelors. Any of those.

[P1]

Ok, perfect. I would also exercise the career, but suddenly outside the country. I mean, like being a teacher who teaches Spanish in another country.

Or also, suddenly, as an interpreter. But for me it's not a problem to exercise it while, let's say, one can do a master's degree. And I'm going to do it to be able to go.

But I do see myself as in another place.

[P6]

I do see myself here, but I would like to do a double degree with an education school. And maybe one day go to the public, because they pay a lot.



## Appendix C

## Google Forms Quantitative Likert Scale Questionnaire



## Reflecting on my Future Teaching Career

Dear classmates,

we are Bayron Enrique Rivero Velandia - 2201024 and Elizabeth de León León -2201472, 10th semester students from the program Licenciatura en Lenguas Extranjeras con Énfasis en Inglés. We are developing an investigation project regarding motivation and satisfaction for our thesis project.

Below, there is a questionnaire that aims to analyze FLT student's beliefs, attitudes and motivations about a future teaching career. Please answer the following questions with the utmost honesty. Your participation is greatly appreciated.

Bear in mind that the data you are about to give us will only be used for academic purposes and your identity will not be shared as it is an incognito questionnaire.

We are following the law 1581 from 2012- Ley de Protección de Datos Personales.

If you happen to have any question, you can contact us through our personal emails: bayronrivero106@gmail.com and elileon824@gmail.com

<https://forms.gle/AfcQiV2zVDYxAVrf8>