

OUT-OF-FIELD TEACHING IN BILINGUAL EDUCATION: REFLECTIONS ON THE
ROLE OF ENGLISH TEACHERS AND NON-ENGLISH MAJOR TEACHERS

Lorena Janeth Castillo López, Pablo César Orjuela Soche and Heyder Jair Murcia Antonio

Facultad de Educación, Universidad Santo Tomás.
Maestría en Ambientes Bilingües de Aprendizaje

Director

Maura Imelda Diaz Castiblanco

Author's Note

Lorena Janeth Castillo López
<https://orcid.org/0009-0009-3266-3080>
(lorena.lopezcas@usantotomas.edu.)

Pablo César Orjuela Soche
<https://orcid.org/0009-0006-3254-4012>
(pablo.socheorj@usantotomas.edu.co)

Heyder Jair Murcia Antonio
<https://orcid.org/0009-0001-2958-9379>
(heyder.antoniomur@usantotomas.edu.co)

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Abstract

The implementation of bilingual programs in educational institutions has increased the non-English major teachers hiring to assume learning process within bilingual educational contexts. This phenomenon is known as out-of-field teaching, which questions their pedagogical and professional implications in scholar institutions.

In such manner, the present research aimed to analyze the influence of non-English major teachers on English major teachers' role and responsibilities from first to fifth grade in three private bilingual schools located in Bogota. For that, an investigation with a mixed approach was developed, integrating quantitative and qualitative tools; a survey, interviews, and a Padlet. Also, twelve teachers participated: six English major teachers and six non-English major teachers.

The data collected evidenced that, although some non-English major teachers might performance similar functions and show compromise with the teaching process, they also presented limitations related to linguistic knowledge, didactic strategies, and specific pedagogy to teach a second language. Besides, the increasing on English major teachers' responsibilities was identified since they tend to be mentors and pedagogical support to the other educators.

All in all, the research displayed that the presence of non-English major teachers may cause tensions in the English learning process, affect the professional perception of English major teachers and evidence the necessity of strengthening the hiring process and teachers' training in school bilingualism programs.

Key words: Out-of-field teaching; Bilingual education; Non-English major teachers and English major teachers

Resumen

La implementación de programas bilingües en instituciones educativas ha incrementado la contratación de docentes no especializados en inglés para asumir el proceso de enseñanza en contextos bilingües. Este fenómeno, conocido como docencia fuera de la especialidad, plantea interrogantes sobre sus implicaciones pedagógicas y profesionales en las instituciones académicas.

En este sentido, la presente investigación tuvo como objetivo analizar la influencia de docentes no especializados en inglés en el rol y las responsabilidades de los docentes especializados en inglés, desde primero hasta quinto grado, en tres escuelas bilingües privadas ubicadas en Bogotá. Para ello, se desarrolló una investigación con un enfoque mixto, integrando herramientas cuantitativas y cualitativas: una encuesta, entrevistas y un Padlet. Participaron doce docentes: seis especializados en inglés y seis no especializados en inglés.

Los datos recopilados evidenciaron que, si bien algunos docentes no especializados en inglés podrían desempeñar funciones similares y mostrar cierta adaptación al proceso de enseñanza, también presentaron limitaciones relacionadas con el conocimiento lingüístico, las estrategias didácticas y la pedagogía específica para la enseñanza de una segunda lengua. Además, se identificó un aumento en las responsabilidades de los docentes especializados en inglés, ya que tienden a actuar como mentores y brindar apoyo pedagógico a los demás docentes.

En resumen, la investigación demostró que la presencia de docentes no especializados en inglés puede generar tensiones en el proceso de aprendizaje del idioma, afectar la percepción profesional de los docentes especializados en inglés y evidenciar la necesidad de fortalecer el proceso de contratación y la formación docente en los programas de bilingüismo escolar.

Palabras clave: Docencia fuera de la especialidad; Educación bilingüe; Docentes no especializados en inglés y docentes especializados en inglés



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1. Introduction

Bilingualism is the process of being able to understand and communicate in two languages. It is not limited to how much you know of one language; it is how you use it and integrate it with your first language and culture. According to Grosjean (2020), bilingualism might be considered as individuals' ability to communicate in two different languages depending on their context and situation. However, this is linked to the educational institution's processes and how these are focused on adapting bilingual academic environments. That is why, nowadays, it is possible to find the non-English major teachers in many schools that are looking for their bilingual certification. Nevertheless, there are some implications that might be analyzed when the government applies bilingual programs in schools and language institutions. The need of being a bilingual institution could lead to assign a non-English major teacher for teaching English classes without consciousness of its implications.

Currently, bilingual education has a strong impact on the field of education. Most of the institutions are looking for bilingual certification to increase the opportunities of their students in a globalized world (Inter-American Dialogue, n.d.). In Colombia, for example, the Secretaría de Educación de Bogotá (2024), has implemented “*el plan distrital de bilinguismo*” (PDB) to strengthen competences in second languages such as English and French. As a result, the PDB supported 67 urban schools and 9 rural schools, benefiting more than 8,000 students in learning a second language. Additionally, in Latin America, there are teaching opportunities for non-native English speakers and individuals without degrees in languages due to the demanding of English teachers in private educational schools and language institutions such as academies, call centers, among others (BBE

Languages, n.d.). So, this has caused that any person with an English certification could become an English teacher, thus generating different problematics.

Also, there are implications presented in school contexts, different educational institutions still placing non-English major teachers in the bilingual area leaving aside the consequences. For example, low-performing students especially fared even worse when educated by out-of-field teachers (Nakar, Du Plessis, 2023). Likewise, in the second language acquisition process, there are some implications for the English teachers that are displaced by other professionals. The number of job opportunities and the relevance of their role tend to decrease. Consequently, the practice of out-of-field teaching has been linked to negative outcomes such as increased teacher stress, reduced self-efficacy, and higher attrition rates. Besides, there might be an affectation of the role of specialized English teachers. They may be required to mentor or support out-of-field colleagues, adding to their workload and diverting time from their primary teaching responsibilities (Linh H., 2023).

From our own experience, we have observed that, in most cases, non-English major teachers are hired due to limited conditions that private schools can guarantee for them. Usually, these teachers demonstrate good English language skills but lack of formal pedagogical training for teaching English. As a result, clear differences arise between English major teachers and non-English major teachers, reflected in their teaching practices, their empathy toward the school environment, and their understanding of institutional responsibilities. This situation often creates an additional load for bachelor teachers, who must enhance their colleagues' performance to help them carry out the daily tasks of the school.

Additionally, the bilingualism process has led educational institutions to look for bilingual certifications. During this process, many institutions have implemented bilingual sessions led by non-English major teachers. It is possible to find teachers of other subjects with a high level of English teaching English. For example, in Bogotá, based on our experience, it is possible to find some non-English major teachers in primary section. As a result, English major teachers may feel frustrated since the presence of non-English major teachers can undermine the value of the teacher who has a specific training (Hobbs, 2024). Also, underqualified English teachers might not have enough pedagogical tools to satisfactorily guide students' second language acquisition, so creating gaps in the learners' learning processes (Jong, et al. 2023). Besides, when there is an out-of-field teaching practice, there are some implications for teachers' job satisfaction, workload, perceptions of self-efficacy, and well-being (Nakar, Du Plessis, 2023). Based on this, it becomes essential to ask: What is the influence of non-English major teachers on the role and responsibilities of English major teachers in grades first through fifth in private schools in Bogotá?

2. Theoretical framework

2.1. Background

The role of English teachers, in the middle of the schools' bilingualism process, has been studied from many perspectives. There are some investigations related to identifying and defining how this role is presented nowadays. For the development of this research, that is trying to highlight the consequences of having non-English major teachers in Bogotá's schools in the role of the English major teachers, there were analyzed some investigations about the role of the English teachers, the non-English major teachers, and

out-of-field teaching. A review of no more than ten years of recent research related to these aspects was conducted. Below are the general aspects of each of the works found.

The first study is called “*“Unveling” English teachers' identities. A comparative study with licensed and non-licensed teachers*” by Maria Camila Ruiz Gonzales. In this research, it is possible to determine how the identity of an English teacher is created through its experiences. Also, there is a consideration about how the role of an English teacher is linked with the context where it teaches. However, there are some differences between this investigation and the one held in this document. Firstly, there is not any comparison among licensed teachers. The contrast is made with non-licensed teachers. Secondly, it is possible to identify the consequences for English learners where there is not a major English teacher leading the classes. Finally, there is not a consideration about the implications for English teachers where there are non-English teachers teaching English (Ruiz, 2024).

The second research is named “*Non-English Major Teachers’ Experiences of Teaching English for Young Learners (TEYL): A Phenomenological Study*” by Galuh Elga Romadhon, Dzulfikri Dzulfikri, and Faruq Ubaidillah. In this investigation, there are some difficulties presented when a non-English teacher faces the task of leading an English course. This is related to the current investigation because it is necessary to detail some of these difficulties. However, there is not a relation between these teachers and the English teachers. There is not mention on how this could impact the role of the English teacher in a School and the implications for a teacher whose bachelor's degree is in English (Romadho, Dzulfikri, Ubaidillah, 2024).

Also, the study “*In-Field vs. Out-of-Field EFL Teachers’ Self-Efficacy, Classroom Management Styles and Students’ Performance*” by Sima Modirghamene and Kamran Hassanzad was found to enrich the background of this project. The study provides meaningful, clear, and authentic insights into the implications of involving in-field versus out-of-field EFL teachers in a bilingual educational setting. It is interesting to observe how the roles of English major teachers differ from those of non-English major teachers, especially in terms of classroom management, teaching performance, and students’ outcomes. These differences highlight the importance of pedagogical training in language instruction. Nevertheless, since the research was conducted in Iran, the findings may not fully reflect the reality of the context presented in this study. Cultural, educational, and institutional differences can lead to distinct results. Therefore, it would be valuable to conduct similar studies in Colombia to better understand the specific implications of involving non-English major teachers in bilingual education within the local context (2023).

The fourth research named “*Empowering Non-Specialist English Teachers: Self-Efficacy Enhancement Through Classroom English Proficiency and Collaborative Support*” was also considered for this section. Although the research attempts to obtain and apply strategies that help non-specialist English teachers, it is important to critically analyze and reflect on the outcomes that this situation means. Clearly, the presence of non-major English teachers is a reality in different contexts, and it is crucial to look for procedures to enhance their role in the teaching field, as the research displays. However, avoiding negative outcomes is not possible. For instance, in the research, the non-specialist English teachers face several issues related to their performance and proficiency, which

means an extra work for specialist teachers. Thus, it is valuable to empower non-specialist English teachers, as doing so can lead to more authentic and effective results without ignoring the implications this may entail.

Now, the following research called “*Out-of-field Teaching: English Teachers’ Experiences and Practices*” helps to recognize this phenomenon taken from some teachers’ experiences who have taught English despite not being their knowledge field. This is relevant since getting closer to the experiences and challenges that out-of-field teachers have faced is an opportunity to understand the implications it could have (De La Cruz, Alda, 2023). Therefore, this approach is essential for this research since it is investigated by people who have faced this phenomenon at a specific moment. This is relevant since teachers are viewed not only from a theoretical perspective, but also from their experiential perspective.

Finally, the last research named “*Teaching out-of-field: challenges for teacher education*” allows us to follow the phenomenon of out-of-field teaching in different spaces and scenarios. In this way, it helps to understand why it is possible to evidence this kind of situation in schools, where it is more common to see this phenomenon around the world, and which consequences could be noticed (Hobbs and Porsch, 2021). So, this research is relevant for this research since it shows a perspective about the implications that out-of-field teaching could have in different scenarios and to recognize, from different views and experiences, what kind of causes and consequences it has.

2.2. Conceptualization

This section outlines the concepts underlying this investigation. The following lines present a conceptual overview that will support this research.

2.2.1. Bilingualism

Traditionally, bilingualism has been considered as individuals' ability to apply two languages separately and depending on the context (Grosjean, 1989). Nonetheless, this traditional perspective limits educational settings and people's knowledge, so a dynamic position was considered more coherent with the current research. According to Garcia and Wei (2014), "bilingualism is not the compartmentalized knowledge of two separate languages, but rather a dynamic process of using linguistic resources flexibly". From this perspective, bilingualism is understood as people's ability to use two languages without separating them. Thus, this holistic perspective highlights the importance of both languages without minimizing any of them. For this project, bilingualism is worked from a wide vision avoiding a simple conceptualization of it and its implications in educational settings.

In Colombia, bilingualism is also understood as a program developed by Ministerio de Educación Nacional. According to Rojas (2012) "The National Bilingualism Program NBP has been created under the parameters of the Common European framework, in order to give the citizens more opportunities to be active agents in a globalize world." (p. 119). It means, bilingualism tries to contribute to the society by using English to obtain more and better opportunities and to be more competitive in the current world. Consequently, institutions have created different alternatives to strengthen their process in the bilingualism path; for instance: to adapt their curriculums, intensify the hours of English, aim the use of English more constantly between students, train teachers, and certificate them.

In this way, it is possible to notice how bilingualism has become a common point for educational institutions. It implies that teachers must make a great effort to achieve the different requirements the bilingualism program asks. According to this, Rojas states that

“teachers have to be prepared enough to match with the requirements of foreign languages schools” (2012, p. 125) As it was mentioned previously, this program produces that teachers have to train in order to please the varied demands related to English education in the different institutions around the country.

2.2.2. Out-of-Field Teaching

The definition of out-of-field Teaching is a phenomenon where teachers are assigned to teach subjects for which they have inadequate training and qualifications (Ingersoll, 1999 quoted by Hobbs, 2013). This may refer to teaching subjects, year levels, or school types without the necessary qualifications, certification, or specialization. In that way, it is assumed that this is a phenomenon where one teacher is teaching a subject that is not related to its degree. In some cases, in this phenomenon, there are teachers without the qualifications needed for the learning processes inside the classroom. This concept is relevant for the investigation carried out here.

2.2.3. English Major Teacher

An English major teacher should “possess strong content knowledge in English language arts and are able to apply pedagogical strategies that foster critical reading, writing, and thinking” (Darling-Hammond et al.2020). From this definition, the pedagogical strategies are understood as part of an English major, which relates to the focus of the research. Since the study aims to reflect on and analyze the roles of both non-major and major English teachers, it is relevant to address the pedagogical tools that English teachers should have to provide authentic and effective bilingual education.



2.2.4. Non-English major teacher

The concept of a non-English major teacher can be understood as a professional who teaches English without having formal training or academic specialization in English language education. This type of teacher falls under the phenomenon of Out-of-Field Teaching (Olmos, 2010). These teachers often lack both pedagogical content knowledge and subject matter content knowledge required for effective instruction in English (Shulman as cited in Zhou, 2012). Considering this, non-English major teachers are teachers who do not have a degree in English, but they are teaching it in the schools. This is linked with the out-of-field teaching that is very relevant for the topic presented in this investigation.

2.2.5. Teacher Qualifications

Teacher qualifications can be considered as a set of competences, knowledge, and skills that a teacher should possess to adequately address the diversity of the student population and ensure meaningful learning. These qualifications include a deep mastery of the academic content, as well as a solid background in pedagogical strategies that allow instruction to be adapted to different learning styles and levels of understanding (Darling-Hammond, 2000). Moreover, a qualified teacher may motivate students and foster activities that are intellectually challenging, encourage critical thinking, and promote problem-solving, naturally involving students in their own learning process.

Another central aspect of teacher qualification is the ability to transform complex concepts into clear and accessible explanations, facilitating students' comprehension of abstract ideas and enabling them to construct knowledge autonomously and meaningfully.

Research shows that teaching effectiveness largely depends on these skills, since well-

trained teachers do not merely transmit knowledge, but also create an inclusive, stimulating, and student-centered learning environment (National Research Council, 2001). Therefore, teacher training is not limited to theoretical knowledge; it also encompasses pedagogical, emotional, and communicative skills that directly impact students' learning and holistic development.

2.2.6. Pedagogical Strategies

The pedagogical strategies are relevant to carrying out this research due to the comparison between non-English major teachers and English major teachers in private schools. According to Gamboa, Garcia, and Beltran (2013), pedagogical strategies are all the actions done by teachers to facilitate the student's learning process. These must be adapted to the student's context, needs, and interests, following the institutional vision and the demands of the organization and the globalized world. The main goal of these strategies is the development of skills necessary to perform successfully during their professional training and subsequently in the workplace.

2.2.7. First language acquisition (FLA)

First language acquisition (L1) is a natural, dynamic, and complex process that allows human beings to comprehend and produce language from their early years. This process arises from the interaction of biological, cognitive, and social factors that enable individuals to build their communicative competence through constant contact with more experienced speakers (Brown, 2000; Hoff, 2006). From a nativist perspective, Chomsky (1965) proposed the existence of a *language acquisition device*, also known as “Universal Grammar,” which provides humans with the necessary mental structure to learn any language. However, more recent approaches have highlighted the role of context and social

interaction in language development. Current research shows that not only the quality and quantity of linguistic input, but also meaningful communicative opportunities determine the success of L1 acquisition (Hart & Risley, 1995; Rowe, 2012; Rowe & Snow, 2020).

According to sociocultural theory, Vygotsky (1978) and Bruner (1983) claim that language is constructed through interaction, and the linguistic tools provided by adults enrich both linguistic and cognitive development. Furthermore, contemporary studies reveal that a solid foundation in L1 facilitates the learning of a second language (L2), as metalinguistic skills and communicative strategies are transferred between the two (Cummins, 2000; De Houwer, 2021). Therefore, understanding the theoretical and current foundations of L1 acquisition is essential for analyzing bilingual education processes and the implications that arise when English teaching is assigned to non-English major teachers, which may affect the quality of linguistic input and students' language development.

2.2.8. Second language acquisition (SLA)

Second language acquisition is an important term to study since it involves the different processes of learning a new language. According to Saville-Troike, in her book *Introducing second language acquisition* (2005), the author mentions this term alludes to the study of individuals or groups who are learning a new language subsequently of the first language they already knew. "This new language acquisition could be called a second language, even if it is a third language, or a target language" (Pag. 2). As is possible to see, second language acquisition implies knowing at least one language, in most cases the *lingua mater*. Likewise, in the second language acquisition the person who is learning is more conscious about the process, what could hinder the process.

Moreover, the author states that “The scope of SLA includes informal L2 learning that takes place in naturalistic contexts, formal L2 learning that takes place in classrooms, and L2 learning that involves a mixture of these” (Saville-Troike, 2005. Pag. 2) In this case, the term alludes to the way in which a second language could be learned, and the author proposes three different learning process: informal, it means in real circumstances with native people without a pedagogical vision; formal, in a classroom with clear objectives of learning and acquisition; mixture, the combination of both situations and circumstances.

3. Objectives

3.1. General Objective

Analyze the influence of non-English major teachers on the role and responsibilities of English major teachers in grades first through fifth in three private schools in Bogota.

3.2. Specific objectives

Establish the English major teachers’ perspective about the educational and teaching processes carry out by non-English major teachers.

Settle the implications of non-English major teachers on English teachers’ job satisfaction, workload, perceptions of self-efficacy, and well-being.

Determine the non-English major teachers and English major teachers’ roles and responsibilities that they have faced during their professional practice in terms of difficulties or challenging experiences in private schools of Bogota.

4. Methodology

The following investigation is supported by mixed method research. According to Roberto Hernandez Sampieri, Carlos Fernandez Collado, and Pilar Baptista Lucio (2014),

this kind of research is the integration of qualitative and quantitative methods in one investigation. The main purpose is to get a whole “picture” of the phenomenon. Additionally, Anthony J. Onwuegbuzie and Nancy L. Johnson (2007) state that this type of research uses quantitative and qualitative viewpoints, data collection, analysis, and inference techniques to go beyond and depth in the understanding of the phenomenon. Finally, John W. Creswell and Vicki L. Plano Clark (2007) determined that the main goal of this type of research is to provide a better understanding of research problems than approaching alone. This happens because it is designed with philosophical assumptions and methods of inquiry during the many phases of the research project.

Based on the above, the mixed approach contributes to the development of the following research because through it a certain phenomenon is explored in depth, considering the context where it occurs, and the impacts that would have. Regarding what the previous authors said, in the moment of analyze the influence of non-English major teachers on the role and responsibilities of English major teachers in grades first through fifth in private schools in Bogota, the mixed approach offers the necessary mechanisms to measure this incidence since it focuses on understanding the phenomenon in depth through data correlation methods such as description, observation, and interviews. It is also flexible and moves between events and interpretation. Thus, to analyze and identify the variants of a problem, the mixed approach is relevant.

4.1. Population

The participants of this research were six English major teachers (EMT) and six non-English major teachers (NEMT) from three different schools from Bogotá, Colombia. They were also carrying out the English process in primary level, from first to fifth grades

in these schools. For the pertinence of the investigation, they were all graduated with more than a year experience teaching English. Additionally, both type of teachers had certifications to constate their English proficiency.

4.2. Information gathering instruments

4.2.1. Instrument 1: Survey

Survey was an ideal instrument since it allowed us to systematically and standardized gather information considering a representative number of English major teachers, asking them about educational practices and training of non-English major teachers. Through closed questions, key variables are possible to measure, for example, evaluation of pedagogical practices, classroom management, language use, interaction with the educational community, etc. Moreover, a survey facilitated quantitative analysis, and it contributed to the triangulation of results obtained from other qualitative instruments. (Creswell & Creswell, 2018; Cohen, Manion, & Morrison, 2018). ([See annex 1.](#))

4.2.2 Instrument 2: semi-structured interview

A semi-structured interview was implemented to determine the implications of non-English major teachers on English teachers' job satisfaction, workload, perceived self-efficacy, and overall well-being. This happens because English learning in contexts where it is not the native language involves various challenges, both pedagogical and personal, for teachers. In educational institutions, where some teachers are not English majors but are required to teach the subject, significant differences arise in terms of training, professional confidence, and perceived competence. These differences can directly affect teachers' job satisfaction, perceived workload, and overall well-being. As a result, the semis-structured

interview allowed to consider and know both perspectives English Major Teachers and non-English Major teachers. ([See annex 2.](#))

4.2.3 Instrument 3: Artifact – Padlet

The third instrument is a forum hosted on a platform called Padlet. In this forum, the participants of the research (non-English major teachers and English major teachers) express their experiences teaching English in educational scenarios, placing special emphasis on the varied responsibilities they must assume during their classes. Through this artifact, teachers could share some narratives about their roles as English teachers, using the language as a bridge to communicate the difficult or challenging moments they have experienced while teaching English. At the same time, due to the format of the Padlet platform, they could read and comment on each other's contributions. In this way, it was possible to obtain information about the difficulties these teachers may have faced in their professional practice and to compare the findings between the groups involved in this research. ([See annex 3.](#))

5. Data collection

Considering the different instruments applied with the English major teachers and non-English major teachers, it was considered that: the survey held six participants at all and established the English major teachers' perspective about the educational and teaching processes carried out by non-English major teachers; the interview settled the implications of non-English major teachers in English teachers' job satisfaction, workload, perceptions of self-efficacy, and well-being, with 12 participants which were four teachers per each institution; finally, the artifact (Padlet) determined the non-English major teachers and English major teachers' roles and responsibilities that they have faced

during their professional practice in terms of difficulties or challenging experiences, and it was submitted by four teachers per institution. Based on that, in the paragraphs below, there is a deep analysis based on authentic data collection.

6. Data analysis

Given the participation of three different institutions, and based on the results obtained, the data were analyzed as a whole, regarding each instrument. In that way, the following paragraphs present a deep analysis, considering the specific goal of each data collection tool.

6.1. Survey analysis

To establish the English major teachers' perspective about the educational and teaching processes carried out by non-English major teachers there was applied a survey with six English major teachers. In the following paragraphs, an analysis will be developed based on the answers given by the teachers. This was done considering four main categories determined by English major teachers' answers summarize in the table 1 and graphic 1.

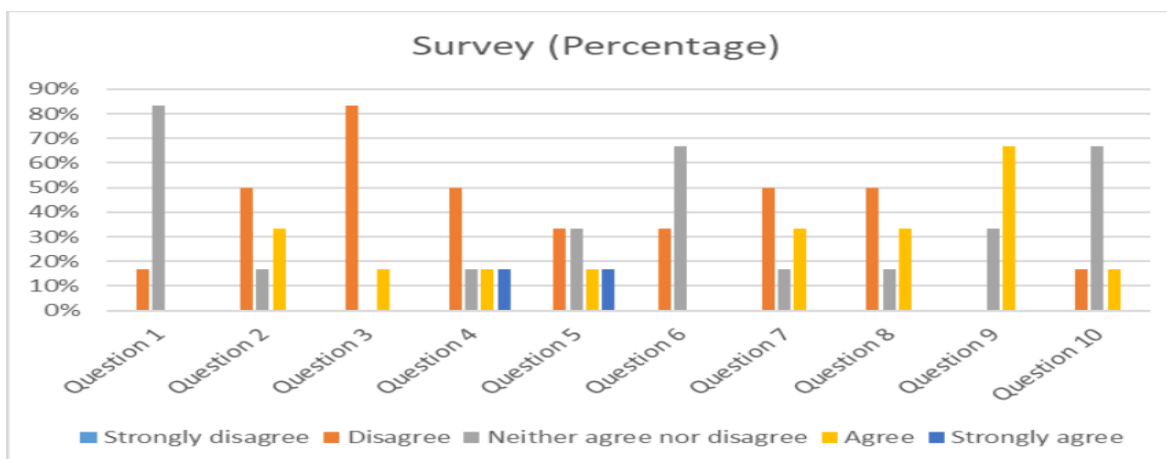
Table 1: Survey Results

Question	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. Non-English major teachers have enough bilingual level to teach content subjects in primary	0%	16,6%	83,3%	0%	0%
2. Teaching methods used by non-English major teachers are adequate for students' primary level.	0%	50%	16,6%	33,3%	0%
3. Non-English major teachers plan their classes in an organized	0%	83,3%	0%	16,6%	0%



manner considering the bilingual content.					
4. Activities proposed by non-English major teachers enrich the students' English learning.	0%	50%	16,6%	16,6%	16,6%
5. Non-English major teachers have a good time class management.	0%	33,3%	33,3%	16,6%	16,6%
6. Non-English major teachers use appropriate educational resources and materials to teach English.	0%	33,3%	66,7%	0%	0%
7. Students show improvement in their learning when they are guided by non-English major teachers	0%	50%	16,6%	33,3%	0%
8. Non-English major teachers have bilingual qualifications to foster learners' active participation	0%	50%	16,6%	33,3%	0%
9. Non-English major teachers follow the institutional orientations for their pedagogical practices	0%	0%	33,3%	66,7%	0%
10. In general terms, I consider that non-English major teachers develop pedagogical bilingual processes satisfactorily	0%	16,6%	66,7%	16,6%	0%

Graphic 1: Survey Results



Perceived Linguistic Qualification of Non-English Major Teachers (based on questions 1 and 8)

According to the answers given by EMTs in the survey, it is possible to identify that for them it is not completely clear if NEMTs are able to teach in primary grades in terms of bilingual level. As proof, the first question shows that 83,3% do not agree or disagree; in this way, this neutral position suggests that they do not clearly evidence if the NEMTs have the proper level to carry out a class in primary grades. At the same time, there is a limited view of whether the NEMTs foster active participation because of their bilingual qualifications. It is possible to notice that, according to the survey, 50% of EMTs think the NEMTs might not have the skills to foster active participation in the target language. This result could come from the perspective of the lack of special training to NEMTs. For instance, this can be analyzed in the light of out-of-field teaching due to the gaps between the training process of English major teachers and non-English major teachers. As Hobbs (2013) mentioned, this phenomenon leads teachers to guide processes where they have inadequate training and qualifications.

Perceived Pedagogical Competence (based on questions 2, 3, 4, 5 and 6)

This category alludes to the different methods, strategies, and activities NEMTs could implement to their classes. Firstly, in terms of methods used by these teachers in primary grades to teach English, EMTs answered that NEMTs might not have enough methods to teach the target language. As proof, 50% of the respondents disagree with this question, and the rest show a neutral vision about it. This point of view reflects concern

since is vital to recognize the importance of pedagogical mediation in learning processes, as Lev Vygotsky (1978) states, since teachers play a fundamental role in guiding and supporting students' learning through appropriate instructional strategies and interaction.

The following part alludes to the NEMTs' ability to plan classes according to the bilingual context, in which 83.3% EMTs disagree because it is possible to perceive a negative position about the abilities these teachers have to plan an English class. This perception could be generated due to the lack of preparation and knowledge about English policies, teaching strategies, approaches, methods, and specific knowledge of the subject. These results suggest that, from EMTs' perception, NEMTs' linguistic competence might represent a challenge in bilingual educational contexts. This aspect is relevant for the processes of teaching and learning a foreign language, as Stephen Krashen (1985) highlights the importance of providing clear input in the acquisition of a second language. The fourth question is about activities proposed by NEMTs to enrich English learning in which EMTs show a diverse position since 50% of them answer they disagree, and the rest have a varied perception about it. In this way, this tenuous position let to see EMTs are not sure about the activities implemented by NEMTs to enrich the English learning process.

In the case of the fifth question, the answers reflect diverse opinions about the NEMTs' time management. As proof, it is possible to notice according to the EMTs' answers, 33% of "disagree", 33% "neither agree not disagree" and 33% "agree and strongly agree". In this way, these varied perceptions reflect that EMTs are not completely conscious about this skill, or they have evidenced that NEMTs are able to correctly distribute the parts of the class and the time to execute the activities. In the case of the sixth

question about the appropriate use of educational resources and materials to teach English, EMTs answer most “neither agree nor disagree” with a 66,7%. It shows a neutral position, and this perception could be generated since some of these teachers are educators and therefore, they are able to find the necessary resources to develop a class in a good way. The last two questions and the neutral and positive EMTs’ opinion let to see what Darling-Hammond (2000) pointed, the solid background in pedagogical strategies allows to adapt the classes to different styles and level of understanding. In this way, NEMTs can direct and develop a class using, as a basis, what they know about their area of knowledge.

Perceived Impact on Students’ Learning (based on questions 7 and 10)

In the case of the seventh question, it is possible to notice a disagreement tendency. The 50% consider that possibly students who work with NEMTs do not show a remarkable improvement in their English learning process and only the 33,3% consider it is possible to notice the improvement. Therefore, the EMTs’ opinion displays a position in which they are not completely convinced about the student’s enhancement in the English subject. This point of view could come from what Alma (2024) states “non-language major teachers often face challenges in effectively communicating complex concepts and facilitating language-rich classroom interactions” (P. 286). At the same time, question number 10 wants to explore the EMTs’ general perception about the development of pedagogical processes brought about by EMTs. In this case, 66,7% correspond to “neither agree nor disagree”. This result shows a neutral position; that is why, it is possible to infer that for EMTs there is not a whole and clear view about the pedagogical processes of NEMTs in English classes or they consider NEMTs could develop good pedagogical processes since many of them know about pedagogical strategies and methods.

Institutional Alignment and Policy Coherence (based on question 9)

The last category alludes to the NEMTs' institutional orientations considering their pedagogical practices, and the results show their point of view. In this case, the 66,7% reflects agreement in this category. It means that EMTs consider NEMTs can follow the different guidelines, orientations, and directions given by the institution. This opinion could be generated since some NEMTs are educators who know these aspects and therefore, they follow parameters without problem. Therefore, this result suggests the importance of educational institutions since this establishes consistent policies with teachers' professional development where disciplinary and pedagogical training directly influences the quality of teaching and learning processes (Lee Shulman, 1987).

6.2. Interview Analysis

To settle the implications of non-English major teachers in English teachers' job satisfaction, workload, perceptions of self-efficacy, and well-being, semi-structured interviews were conducted with 6 major English teachers and 6 non-English major teachers. In the following paragraphs, there is an analysis based on the answers given. Considering data collected from interviews with English Major Teachers (EMT) and Non-English Major Teachers (NEMT), categories emerged. The categories were also aligned with the instrument's objective and theoretical framework. This is shown in Table 1.

Table 2: Categories of the interview

Category	English Major Teachers (EMT)	Non-English Major Teachers (NEMT)	Theoretical Interpretation
Teacher's training and self-efficacy	EMTs show more security in teaching English due to their discipline and pedagogical	NEMTs express compromise with English teaching, however they display doubts related to	Results evidence that academic training has implications for teachers' competence perspective. This is related to the concept of pedagogical knowledge of the



	training. Also, their academic background lets them explain linguistic contents with clarity, anticipate learning challenges and design activities that facilitate the comprehension of the language.	aspects such as linguistics, grammar, pronunciation, and solving students' questions. Usually, their confidence is constructed from their experiences in the classroom.	content stated by Shulman (1987), which suggests that the good management of content and pedagogy allows teachers to do their job more effectively. Besides, the perception of self-efficacy explains how professional security shapes the way in which teachers face teaching challenges (Bandura, 1997)
Practices and Strategies	ETMs tend to implement essential strategies related to acquisition theories of a second language. Frequently, they use English as the main language to give instructions, adapt activities according to students' necessities and foster interactions that enrich the use of the language in authentic contexts.	NEMTs apply pedagogical strategies that emerge from teacher practice. For example, they tend to use translation, gestures, repetition, and visual aids to facilitate students' comprehension. These strategies allow them to keep pupils' participation and ensure content's understanding.	Teachers' pedagogical practices present two distinct approaches of teaching English. While EMTs tend to plan their lessons based on second language acquisition instruction and fostering constant use of the language, NEMTs often resort to other strategies using translation, gestures, or visual aids. This may be interpreted from Krashen's concept (1982) of comprehensible input. Since EMTs seek to increase exposure to the target language at the same time as NEMTs prioritize ensuring understanding through additional resources. Furthermore, the adaptation of activities to the pupils' needs reflects Vygotsky's Zone of Proximal Development (1978), where the teacher guides learning by supporting tasks, created based on students' level.
Professional Well-Being and Occupational Impact	Usually, these teachers express more comfort and security when talking about their role as English teachers. Their professional training contributes to building their teachers' identity. Therefore, they construct a strong sense of stability in	NEMTs show uncertain feelings towards English teaching. Although they are motivated and compromised with students, in some cases, they experience insecurity owing to their limited training in the area. Nevertheless, experience and continuous practice enrich their	Data suggest that teachers' professional well-being is influenced by both academic training and classroom experience. EMTs demonstrate greater security and stability when teaching English; on the contrary, NEMTs develop their confidence gradually by practicing and interacting with other teachers and classroom experiences. This aligns with Hammond's assertion (2000) about the importance of teachers' preparation for professional security, as well as Wenger's



	their pedagogical practice.	professional development.	perspective (1998), which points out that teachers' identity is built through participation in communities of practice.
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Teacher's Training and Self-Efficacy

This category analyzes teachers' academic background to identify its influence on their confidence, competence, and how they faced challenges and perceived job satisfaction. EMTs' responses demonstrated their commitment to involving linguistic and pedagogical knowledge to provide meaningful learning experiences. According to Shulman (1987), this was an important characteristic of effective teaching when professionals apply their educational and content knowledge. For instance, EMTs expressed satisfaction when students understood topics due to the activities and preparation of the lessons. One teacher mentioned:

“I was working with a fourth-grade group on modal verbs. We spent about two weeks on that topic, and I tried to approach it through practical and interactive activities instead of just worksheets. At first, they were a bit unsure, but as the days passed, I started noticing real progress” (EMT1, interview, 2025).

Besides, although EMTs sometimes struggled with linguistic or grammar explanations, they showed control over those challenges through pedagogical tools. This suggested that EMTs generally did not feel anxious when a topic was difficult to teach. However, they also mentioned difficulties related to institutional demands, workload, or curriculum expectations.

On the other hand, NEMTs, despite showing commitment and responsibility, indicated insecurities related to language and pedagogical tools. Explaining grammar rules, correcting pronunciation, and answering linguistic doubts were some areas where NEMTs demonstrated uncertainty. Bandura (1997) explained that low perceived competence could generate stress and difficulty when facing challenges even if teachers were performing adequately. Consequently, their job satisfaction and confidence appeared to come more from emotional aspects of teaching, interaction with students, or classroom management rather than linguistic preparation. One teacher explained this situation by saying:

“If I’m very sincere, at the beginning I often feel a little afraid. I’m aware that I don’t have formal professional training specifically in English teaching, so sometimes that makes me doubt myself. I feel some anxiety, especially because I know I need to review the content beforehand to make sure I explain it correctly” (NEMT2, interview, 2025).

Both groups of teachers showed commitment and teaching efficacy. However, EMTs generally demonstrated more stable confidence due to their academic training, while NEMTs developed confidence gradually through classroom experience. Therefore, teacher preparation significantly influenced not only instructional practices but also how teachers perceived challenges and experienced job satisfaction.

Practices and Strategies

This category analyzed how EMTs and NEMTs implemented instructional strategies, managed classroom language, and adapted teaching practices to students’ needs. English Major Teachers demonstrated stronger connections between theory and

pedagogical practice. Their actions were related to the principles of second language acquisition. According to Krashen (1982), effective language learning occurs when students are exposed to comprehensible input appropriate to their cognitive and linguistic level. In this regard, one teacher expressed: “It means that we need to adapt classes depending on the level, age or even the students’ learning style” (EMT4, interview, 2025).

EMTs’ responses suggested awareness of how to adapt lessons and provide real-life examples while using English as the main language for classroom instructions. Additionally, their practices align with the concept of the Zone of Proximal Development proposed by Vygotsky (1978), where teachers create learning situations that challenge students while providing guidance and support. In this way, EMTs promote guided interaction, authentic communication, and the gradual development of learner autonomy.

In contrast, Non-English Major Teachers also apply effective classroom strategies; however, these strategies often emerge more from practical classroom experience than from theoretical knowledge. Their responses showed the use of code-switching, translation, repetition, gestures, and visual aids to ensure comprehension, which reduced students’ exposure to continuous English input (Krashen, 1982).

Regarding classroom decision-making, NEMTs relied on intuitive responses to classroom dynamics. As one teacher mentioned: “When a student has good behavior... that helps me a lot because I think that if they like something they are going to be able to understand it better” (NEMT3, interview, 2025). These responses suggested that instead of relying primarily on theoretical frameworks, NEMTs responded to immediate classroom needs and student engagement.

Overall, EMTs maintain English as the primary instructional language while providing scaffolding, whereas NEMTs balance English and Spanish to maintain comprehension and classroom participation. Despite these differences, both groups contribute to students' learning processes, demonstrating that effective teaching emerges from different professional pathways.

Professional Well-Being and Occupational Impact

This category analyzes how EMTs and NEMTs feel about teaching English and how these perceptions influence their classroom practices and professional experiences. EMTs generally reported feelings of confidence, excitement, and professional comfort when teaching English. This situation was associated with their academic preparation, which included strong linguistic knowledge and pedagogical training that allowed them to adapt instruction to different learning styles and levels of understanding (Darling-Hammond, 2000). Additionally, their training enabled them to apply pedagogical strategies that encouraged critical thinking, reading, and writing skills (Darling-Hammond et al., 2020).

As a result, EMTs created structured learning environments where students developed language skills through meaningful interaction and guided learning experiences. This reflects the idea that well-prepared teachers do not only transmit knowledge but also creates inclusive and stimulating learning environments (National Research Council, 2001).

In contrast, NEMTs expressed more ambivalent feelings regarding teaching English. Their confidence often depended on the topic taught or the characteristics of the student

group. This was understandable since these teachers lacked both pedagogical content knowledge and subject-matter knowledge specifically related to English teaching (Shulman as cited in Zhou, 2012). Consequently, NEMTs sometimes experience insecurity when explaining linguistic concepts or answering students' questions.

However, classroom experience played an important role in helping them overcome these difficulties. One teacher described this process as follows:

"I've improved a lot with daily practice, and I've corrected several aspects of my teaching. At the same time, I'm very aware that I'm not an expert, and I think that awareness pushes me to continue learning and improving" (NEMT2, interview, 2025).

Despite these insecurities, NEMTs also demonstrated the ability to develop creative pedagogical strategies that supported students' learning processes. Teachers adapted lessons to students' contexts, needs, and interests while responding to institutional expectations and broader educational demands (Gamboa, García, & Beltrán, 2013).

Overall, the data showed a clear difference in the level of confidence between EMTs and NEMTs. EMTs demonstrated greater professional security due to their academic preparation, while NEMTs developed confidence progressively through experience. Nevertheless, both groups shared a common objective: creating meaningful learning environments that support students' language development despite the challenges they might face.

6.3. Artifact analysis

Now, to determine the non-English major teachers and English major teachers' roles and responsibilities they have faced during their professional practice in terms of

difficulties or challenging experiences in private schools of Bogotá, a Padlet was created the answers given are presented in the following link: [Padlet - Answers](#)

In that way, there were three main categories to be analyzed: Linguistic Analysis, Time and Preparation, and Roles and Responsibilities. Firstly, considering the Linguistic analysis, the EMTs were concerned about how to teach and apply their knowledge to their students' necessities; though, rather than focusing on linguistic difficulties, they thought about pedagogical strategies to apply in their classrooms. They mentioned *"teaching certain topics in English can be difficult because linguistic analysis requires a level of abstraction that is not easy for young learners"* (EMT1, Padlet response) or *"I might use strategies or activities that are too simple for that level, and sometimes I don't provide enough information about the topic"* (EMT2, Padlet response). Moreover, it was very eye-catching to notice how EMTs alluded to one of the biggest problems in terms of English teaching: people trying to translate or think of the target language as their Lingua Mater. For instance, they mention topics like phrasal verbs or idioms as the difficult ones: *"I have experienced some difficulties teaching English topics such as Phrasal verbs or idioms, especially because students try to translate them into Spanish"* (EMT 6, Padlet response) At the same time, something very similar about grammar topics, in this case, focusing on complex tenses. According to this *"because Spanish speakers rely on tenses like "pluscuamperfecto" because learners usually transfer L1 patterns and avoid the real use in English."* (EMT 5, Padlet response). It depicted a real and crucial challenge for teachers; therefore, they mention this kind of habit as a remarkable issue. On the other hand, the NEMTs described their challenges with linguistics in terms of phonetics and some grammar rules. They mentioned that some phrases or expressions are difficult to teach since students

try to translate them constantly. They expressed “*some grammatical or phonological concepts can be complex to explain to students in a simple way, especially when they require comparisons between the structure of English and Spanish*”(NEMT1) or “*I have experienced some difficulties teaching English topics such as Phrasal verbs or idioms, specially because students try to translate them into Spanish*”(NEMT2). Also, they expressed that verb tenses like the present simple and present perfect are difficult to teach since students might mix or confuse them. Therefore, they needed to study more to give a clearer explanation of them. These actions reflect that teachers were concerned about their language and pedagogical skills, which is a common aspect of out-of-field teaching when professionals might struggle with some qualifications in a specific field. According to the theoretical framework, teachers who do not have formal preparation in English language education may experience difficulties related to linguistic and pedagogical content. In such a manner, these challenges reflect the additional effort non-English major teachers must make to guarantee effective teaching and learning.

Regarding the second category, Time and Preparation, all the participants mentioned that they need time to prepare clearly and successfully a class, mainly when the topic to teach is difficult. In this way, it was possible to realize that, for a teacher, it is relevant to have topics completely clear to expose and teach them. However, EMTs seemed to use extra time to adapt explanations, design meaningful activities, and ensuring students’ comprehension. To exemplify, one of the teachers mentions “*When doubts arise, it is essential to invest time in explaining topics that are hard to understand*” (EMT5, Padlet response). Similarly, another teacher writes that “*sometimes I spend more time teaching a topic when it is complex*” (NEMT5, Padlet response). According to Shulman (1987), applying pedagogical

content knowledge means transforming content to be accessible for students. Thus, teaching practice goes deeper than understanding the subject since teachers are adapting content pedagogically. Conversely, NEMTs were using extra time to prepare themselves because they may feel insecure giving a lesson, as an out-of-field teaching concept state. This was evident when they mentioned *“it takes extra time to analyze and confirm the correct explanations before presenting them to students”* (EMT1, Padlet response) or *“sometimes I spend more time on a topic because I realize that my students haven’t understood it well enough, and I need to create or think of new ways to teach”* (EMT2, Padlet response). When professionals are working outside their area of specialization, they can require additional preparation time to fill gaps in disciplinary knowledge or, in this case, pedagogical content also. EMTs seemed to spend more time adjusting pedagogical strategies to their students, while NEMTs indicated that their additional preparation time was used to work on self-disciplinary knowledge.

Finally, considering the third category, Roles and Responsibilities, EMTs mentioned that their work was difficult because being a teacher goes beyond teaching English, such as class management, communication with parents, and assessing students. So, they based their work in pedagogical knowledge mainly. They said, *“I am not only in charge of planning and teaching lessons, but also of evaluating students, guiding their behavior, supporting them emotionally, and keeping close communication with their families”* (EMT3, Padlet response) and *“I believe that teaching is not only about sharing academic knowledge, but also about changing and improving lives”* (EMT4, Padlet response). Although NEMTs stated the importance of involving different tasks to their practice, they emphasized covering content and solving linguistic doubts. Those differences were aligned with the theoretical framework.

First, according to Jeremy Harmer (2007), language teachers assume multiple roles such as planners, facilitators, assessors, and motivators, which are more related to EMTs' perspectives. On the contrary, NEMTs often make additional effort since they might fill out professional qualifications necessary to improve their performance (Shulman, 1987). Consequently, both groups assumed similar responsibilities, but the way they experience these roles can be shaped by their academic background and professional training. In that way, it is necessary to mention that, for the participant teachers, teaching is an action which requires commitment and dedication due to its characteristics of this role. They have diverse responsibilities to face, which are not only related to teaching a topic and explaining one thing, but also the work they have to do with each student. Therefore, it is possible to notice that for NEMTs it is very difficult to carry out all the responsibilities and duties facing their role.

Conclusions

1. It is possible to say that EMTs considered that NEMTs could assume similar responsibilities as an English teacher inside the different institution, but NEMTs will be conditioned based on their major degree, their professional experience, and their training in the second language. As a result, teaching English is an action that will require dedication and allegiance to be carried out by NEMTs due to the characteristics of this role.
2. It is established that working in a different area of specialization demands extra preparation. In the case of NEMTs, their time was invested in improving disciplinary knowledge and the pedagogical content to be explained. On the other hand, EMT

spent their pedagogical spaces planning strategies to teach the students. As a result, NEMTs have to learn first to teach later.

3. There is a remarkable difference between the challenges faced by NEMTs and the ones assumed by EMTs. The first ones must deal with the lack of knowledge in terms of linguistics, semantics, and other disciplinary aspects. On the other hand, EMTs have to confront pedagogical challenges related to how to teach different thematics. Therefore, it is evident how preparation in a specific area of knowledge would help to reduce workload and improve job satisfaction and self-efficacy.
4. It is settled that NEMTs can teach the different topics presented in the second language acquisition process since they use their pedagogical background in their major as the basis to carry out activities and teaching exercises.
5. The research shows that the presence of teachers who do not have the specific training in English teaching within bilingual programs generate different tensions in a school context. These situations affect the role of the English major teacher since, most of the time, they need to assume additional responsibilities as supporting non-English major teachers work, which increases their workload, so affecting their professional perception.
6. Likewise, the study suggests that even though some NEMTs have good English level, they lack on didactic preparation to teach the language, which can impact the quality in the process of students' acquisition of the second language. This evidence the importance of pedagogical training to guarantee teaching practices more effective in educational bilingual programs.

Recommendations and conclusions MABA

1. Out-of-field teaching is a phenomenon that must be analyzed in the light of the misalignment presented when non-major teachers lead teaching practices, where they have inadequate training and qualifications, to fulfill the educational institutions' demands and the national programs or policies.
2. It is important to recognize the relevance of pedagogical mediation in learning processes, because teachers are fundamental in guiding and supporting students' learning through appropriate instructional strategies and interaction, reducing the rush hiring of unsuitable teachers for some specific activities such as second language acquisition processes.
3. There is a need to create and implement different strategies to prepare teachers when they assume a role different from their degree, improving their didactics and competences that have a direct incidence in the input's quality given to the students in the second language acquisition processes.
4. The bilingual processes implemented within educational institutions should be analyzed from a perspective that reflects coherence with the standard guidelines and processes carried out; these cannot be separate from schools' reality and cannot fall solely on English teachers.
5. Bilingual learning environments must analyze the phenomenon of out-of-field teaching as a product of the desire to achieve a level of institutional bilingualism. Thus, design strategies that allow the adaptation and appropriate transformation of educational spaces without negative consequences for NEMTs.
6. Educational institutions should foster conscious hiring and role development processes in bilingual programs. Therefore, teachers with specific training in teaching



English will be selected. This can allow a better coherence between bilingual programs' aims and pedagogical competences of teachers in charge of it.

7. Encouraging training spaces where NEMTs work on their pedagogical training will be pertinent. Thus, NEMTs challenges, related to out-of-field teaching, might be reduced and generate collaborative work between NEMTs and METs.

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Annexes

Annex 1. Survey

SURVEY

Name: _____

Degree: _____

Years of experience: _____

English Level Certification: _____

Levels of teaching: _____

Teaching Subject: _____

Instruction:

Please answer the following statements using a five-point **Likert scale**: 1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree

1. Non-English major teachers have enough bilingual level to teach content subjects in primary
1 2 3 4 5
2. Teaching methods used by non-English major teachers are adequate for students' primary level.
1 2 3 4 5
3. Non-English major teachers plan their classes in an organized manner considering the bilingual content.
1 2 3 4 5
4. Activities proposed by non-English major teachers enrich the students' English learning.
1 2 3 4 5
5. Non-English major teachers have a good time class management.
1 2 3 4 5
6. Non-English major teachers use appropriate educational resources and materials to teach English.



- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
7. Students show improvement in their learning when they are guided by non-English major teachers
- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
8. Non-English major teachers have bilingual qualifications to foster learners' active participation
- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
9. Non-English major teachers follow the institutional orientations for their pedagogical practices
- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
10. In general terms, I consider that non-English major teachers develop pedagogical bilingual processes satisfactorily
- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

We sincerely thank you for taking part in this survey. Your participation is highly appreciated, as the information you have provided will serve as a valuable input for the research study currently being conducted. Your contribution is essential to better understand the perspectives and experiences that this study aims to explore.

Annex 2. Semi-structured interview

DATE: _____

PARTICIPANT'S NAME: _____

START TIME: _____

END TIME: _____

INTERVIEWER SCRIPT

Greetings and Introduction

"Good morning/afternoon. My name is [Interviewer's Name]. I am a student in the master's Program in Bilingual Learning Environments at Santo Tomás University.

Thank you very much for agreeing to participate in this interview."

Purpose of Research

"We are conducting research on the perceptions of non-English major teachers regarding their experience teaching English in private bilingual schools in Bogotá. We seek to understand how this experience influences teachers' job satisfaction, workload, self-efficacy, and overall well-being.

Explanation of the Procedure

"The interview will last approximately 20 to 25 minutes and will be recorded solely for transcription and data analysis purposes. Your responses will be treated confidentially and anonymously."

Informed Consent

"Before we begin, I would like to confirm that you understand that your participation is voluntary, that you may skip any question or withdraw at any time without any

consequences. Furthermore, your data will be treated confidentially and anonymously.

Do you agree to participate and for the interview to be recorded?"

Beginning of the Interview

"Perfect, thank you very much. We'll start with some general questions and then delve into specific aspects of your experience teaching English at school."

Introductory Question: Tell me from your experience, how has the process of being an English teacher?

Block 1 –Specific Objective 1-Job Satisfaction

1. How do you usually feel about working in English classes?
2. Can you tell me about a time you felt really motivated or proud during your English lessons?
3. Are there situations in your English teaching that you find challenging or less enjoyable?

Block 2 – Specific Objective 2- Workload and Responsibilities

4. How do you organize your tasks when teaching English alongside other teachers?
5. What are some of the biggest challenges you face when teaching English, and how do you usually handle them?
6. Can you tell me about a situation in class that was challenging and how you dealt with it?

Block 3 – Specific Objective 3-Self-Efficacy and Emotional Well-Being

7. How confident do you feel when teaching English?
8. How do you usually feel emotionally during your English classes? :



- a. Excited
 - b. Stressed
 - c. Other
9. Is there anything that helps you feel more comfortable and confident while teaching?
10. **Reflection Question:** Looking back at your experience teaching English, what have you enjoyed the most, and what would you like to improve in the future?

Closing / Thank You:

“Thank you so much for taking the time to share your experiences with me. Your insights are valuable and will help us understand more about teaching English in collaboration with non-English major teachers. I really appreciate your honesty and reflections!”

Annex 3. Artifact – Padlet

Link of the Padlet: <https://padlet.com/pcorjuela/experiences-teaching-english-zrddx495a6vmovoc>