LANGUAGE TEACHERS' IDENTITY CONSTRUCTION WHEN

MOONLIGHTING

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Abstract

This research study turned its attention into a phenomenon called "moonlighting" in 6 Colombian English teachers. Their particular characteristic and primary element of this research is their simultaneous work as teachers in two different socio-economic contexts in the city of Bogotá: a public school and a private English teaching institution. On account of this, the main objective of this research was to unveil in which ways working at the same time in a public and private context shapes English language teachers' identity construction.

In order to achieve this objective, a qualitative approach was used and three data collection instruments were employed: questionnaire, interview and focus group. After analyzing the data, four ways were unveiled. The first way is related to engagement and commitment; the second has to deal with personality traits; these two ways correspond to similarities EFL teachers find in both contexts. The third way links to differences in both contexts, which have an effect on teachers' emotions. Finally, the fourth way applies to teachers' goal to provide students with tools for their life and teachings that go further teaching English.

The identification of the causes of moonlighting, as well as similarities and differences related to the labor conditions, work environment in each context, the perceptions teachers have on themselves, and aspects of the students, permitted to reach the general objective of the present research study. It also permitted to bring out a phenomenon so common in teaching, which is moonlighting, to glimpse the benefits when working in two contexts that have different and particular characteristics, and to hear teachers' voices that express what they want and need when doing something they really like: teaching, but they have to do it in two places.

Keywords: moonlighting, teachers' identity, public and private educative contexts.

Resumen

Este estudio de investigación centró su atención en un fenómeno denominado "pluriempleo" en 6 profesores de inglés colombianos. Su característica particular y elemento primordial de esta investigación es su trabajo simultáneo como docentes en dos contextos socioeconómicos diferentes en la ciudad de Bogotá: un colegio público y una institución privada de enseñanza de inglés. Debido a esto, el objetivo principal de esta investigación fue develar de qué manera el hecho de trabajar al mismo tiempo en un contexto público y privado moldea la construcción de identidad de los docentes de inglés.

Para alcanzar este objetivo, se utilizó un enfoque cualitativo y se emplearon tres instrumentos de recolección de datos: cuestionario, entrevista y grupo focal. Tras analizar los datos, se desvelaron cuatro formas en las que el puriempleo tiene un efecto en la construcción de identidad de los docentes de inglés; la primera esta relaciona con la implicación y el compromiso; la segunda tiene que ver con los rasgos de personalidad; estas dos maneras corresponden a las similitudes que los profesores de EFL encuentran en ambos contextos. La tercera está relacionada con las diferencias en ambos contextos, que influyen en las emociones de los profesores. Por último, la cuarta forma responde al deseo de los profesores de proporcionar a los estudiantes herramientas para su vida y enseñanzas que van más allá de la enseñanza del inglés.

La identificación de las causas del pluriempleo, así como las similitudes y diferencias relacionadas con las condiciones laborales, el ambiente de trabajo en cada contexto, las percepciones que los profesores tienen sobre sí mismos y aspectos de los estudiantes, permitió alcanzar el objetivo general del presente estudio de investigación. También permitió poner de manifiesto un fenómeno tan común en la docencia como es el pluriempleo, vislumbrar los

beneficios que se obtienen cuando se trabaja en dos contextos que tienen características diferentes y particulares, y escuchar las voces de los docentes que expresan lo que quieren y necesitan cuando hacen algo que realmente les gusta: enseñar, pero tienen que hacerlo en dos lugares.

Palabras clave: pluriempleo, identidad docente, contextos educativos público y privado.

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"Pienso que en cada contexto se es feliz siempre y cuando se disfrute y guste uno de su lugar de trabajo y de lo que hace".

DOCENTE A

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Chapter 1

In this chapter, generalities of the research study are presented, including a brief introduction of the research interest, the statement of the problem, and the research question, as well as the general and specific objectives.

1.1 Introduction

One way of characterizing a person is based on their job. If that person is a doctor, lawyer, nurse, builder, or teacher, they might believe, think, feel, and behave in a certain way. But these ways of believing, thinking, feeling, behaving might also change according to the working context. As instance, is it the same believing, thinking, feeling, behaving if a teacher works at a public educative institution than if he or she works at a private institution?

Who a person is, who a person is as a teacher; it is what can be called identity. As Gee (2001) presents identity as "a kind of person in a given context" (p.99). Teachers can move in different contexts, for example, as personal instructors, in kindergartens, schools, universities, institutions, or even at home. Each one of these contexts varies in characteristics such as how they are economically supported, where they are located, if they are recognized, what their goals are, and other aspects that each context can have. But not only contexts differ, teachers also differ, and one of the principal way of categorizing teachers is their area of expertise; there are Spanish, Science, Math, Physics, English teachers, and a lot of more areas teachers can teach.

This big spectrum of being someone performing a job, in a specific context with specific characteristics was narrowed down in this research to English language teachers. Who an English teacher is, what he or she believes, thinks, feels, in two specific working contexts- private and public institutions will be the core of this research.

From the previous statement two important aspects come into light, *English* as a language to be taught, also as a working tool; and the role of teachers.

Regarding English as one of the aspects, in this connected and globalized world, *English* is one of the languages that has been considered a tool to keep that connection. To this regard Dunton-Downer (2010) mentions that English is the selected language for almost everything, such as businesses, education, diplomacy, science and it has attracted millions of users.

However, this attraction has come from education; from the beginning of early stages, such as the kindergarten, students are taught English and their English language learning process continues for most of their lives, for example in their primary, secondary, undergraduate programs, and even while they are working they need to study English. The objective of learning English has been forced, promoted or reinforced indirectly by the Ministry of Education in Colombia (MEN) in its law 115, 1994 which presents in article 23 the obligatory areas that have to be included in all the schools, and one of them is Foreign Languages. Although English is not mentioned explicitly, it is the most common foreign language taught and the MEN (2006) recognizes it as a language that has an important role in business, labor, culture and entertainment. This idea is also supported by The National Bilingualism Program (NBP) which aims to "achieve citizens capable of communicating in English, so that they can insert the country into the processes of universal communication, in the global economy and cultural openness, with internationally comparable standards (MEN, 2006, p. 6).

The NBP also has as main goals to strengthen foreign languages' teaching and learning, to develop in students the English competences in formal education which comprise primary, secondary school and in no formal education. On the one hand primary and secondary schools are led in public or private educative institutions; the former refers to the education service

offered by the state, it means that education is supported by state budget so students' legal representatives do not pay a fee to study at the institution or it is cheaper compared to the private sector; the latter has to do with institutions that are economically supported by students' parents or legal representative, so they pay a fee. In both institutions, private or public, students in eleventh grade must take the Prueba Saber 11 which evaluates them in five areas and one of them is English; so although English is not directly mentioned by MEN in its law 115, it is the language people have been led to learn.

On the other hand, no formal education, according to the Ministry of Education (MEN) in its article 114, refers to those activities which are not organized in grades, as it is in formal education, and whose main purposes are to update and complement knowledge that can be further used in an academic, labor and community setting.

It is evident that when learning English two principal actors are present, teachers and students. As it was stated before, students initiate their learning English process at school; however, they can complement their English learning at other private language institutions. At the same time English teachers have multiple identities in construction, one of them is an institutional identity as stated by Gee (2001), which is given by a specific institution that holds its power in a person or group of people that determine the subject "teacher" as who a person is. Who are you? I am a university, school or any other institution *teacher,* for example I am a Friedrich Naumann *teacher* or a Centro Colombo Americano *teacher.* In that regard, the institutions English teachers work are part of one of the ways identity is seen.

So nowadays it is common to find English teachers in Colombia who have two or more jobs, sometimes in different fields, for example as some colleagues have manifested in informal conversations, they can work at a school on weekdays, but on weekends they can be waiters,

drivers; the spectrum of possibilities is wide; but there are other language teachers who work in the same field of teaching. This situation happens not only in Colombia, but as Murillo and Roman (2013) express, in Latin America, one out of three teachers has a second job, which is mainly in the teaching contexts.

However, in Colombia there are some regulations regarding having more than one job in the teaching field, on the one hand, teachers who work in public educative institutions are regulated by the Law 4, 1992 in its article 19 which stipulates that no one may simultaneously hold more than one public job, either receive more than one allowance from the Public Treasury, or from companies or institutions in which the State has a majority shareholding. (Congreso de Colombia, 1992). On the other hand, some English teaching institutions present, in their working contracts, a limitation to work or develop the same activity of teaching, in language centers or extension programs offered to the general public, considered as direct competition.

Having into account the policies described previously, in Colombia, teachers have the possibility to work not only at a private or public school, but also at a non-public institution which can go into the category of no formal education. In this sense, it is important to clarify that in Colombia, education is classified into two modalities: formal and non-formal education; the former is that which is imparted in approved educational institutions, to which preschool, elementary and secondary, middle and higher education belong. The later, non-formal education is offered with the purpose of complementing, updating, supplementing knowledge and training in academic or labor aspects without being subject to the system of levels and grades established for formal education.(MEN, 1994).

Taking this context into account, this research interest started as a personal experience in which the researcher has worked at a public school in Bogota and at the same time at a private

institution teaching English, mainly to adolescents. Although this is a key factor of this project, teachers who work at two places at the same time, a term known as "moonlight"; and that has been a source of investigation related to causes and consequences (Ballou, 1995), there is another important factor regarding teachers' moonlight or working in two places, and this is their identity construction because, as Beijaaard, Meijer and Verloop (2004) say, identity is an ongoing, dynamic process, and it includes a person and a context (Beauchamp and Thomas, 2009). And in this case, the person is the English teacher and the contexts are the public and private working places or as Gee (2001) mentions I-Identity "Institutional identity". This concern comes from the researcher's self-reflection in the way she believes, thinks, feels, behaves and interacts with colleagues and students in the two teaching-working contexts, public and private.

1.2 Statement of the problem

Being a moonlighter or a teacher who works at two places at the same time, and specifically a public school and a private institution, has made the researcher reflect upon her identity as a teacher, and specifically as an English teacher. Does the way of being, feeling, behaving, acting, that is identity, change according to the place a teacher is working at? This is one initial question that aroused the interest for English teacher's identity shaping in two working places; for Gee (2001) identity is to be recognized as a kind of person in a specific context, so as we move in different contexts we have multiple identities connected to the way we are in society.

As a result of working in two contexts, with specific characteristics, teachers construct their identities because teachers' identity is dynamic and changes according to internal and external factors, such as the context, workplace they are in (Beauchamp & Thomas, 2009). Although most of the literature regarding teacher's identity mentions that identity is constructed

and is constantly changing, as mentioned by Beauchamp and Thomas (2009) there are other aspects to investigate in this regard; and one of these aspects is to know in which ways public and private institutions, with two different socio-economic settings may shape English teachers' identities. As it is the case of teachers who work at the Centro Colombo Americano (CCA), a bicultural center in Bogotá endorsed by the U.S embassy in Colombia, where English has been taught for about 80 years, and which complements English language teaching with cultural activities; but at the same time teachers who work at public schools in Bogota- Colombia whose main characteristic is that they receive funding from the government; this funding covers the cost of infrastructure, teachers' salaries, and educational materials. As it is funded by the government, students' families do not pay any fee, so it is considered as free education.

Either private or public teaching institution, teachers are a fundamental component of education and as it is stated by Secretaría de Educación del Distrito (2020) "teachers play a decisive role in the teaching and learning processes that occur in educational institutions…In other words, the teacher is essential in any quality education model" (p. 6), but sometimes they are not really heard, so it is necessary to know why teachers, specifically English teachers have two jobs in the field of teaching, what benefits and/ or disadvantages it has, what teachers take from each context to their teaching practices, what they feel, think in each one of the context. To sum up it is necessary to know these teachers' realities. These former pieces of insight are aimed to be analyzed in this research.

By doing so, the field of teacher identity would broaden its perspectives, which is not only English language teachers' identities, or pre-service English teachers' identities, or queer English language teachers' identities, to mention some, but there are English language teachers

who have two jobs in the teaching field and as this phenomenon has become more common among teachers, it requires researches interest and attention.

1.3 Research Question

What ways does moonlighting in public and private working contexts shape English language teachers' identity construction?

1.4 Research Objectives

General:

To unveil what ways moonlighting in public and private working contexts shapes English language teachers' identity construction.

Specific:

- To evidence the relationship between the causes of moonlighting and the shaping of English language teachers' identity.
- To point out how moonlighters' personal and contextual commonalities and differences shape their teachers' identity.

1.5 Rationale of the Study

Three main points underpin the rationale for developing this research, first the topic of teachers' identity has been a central category in English language Teaching (Ubaque, 2021, p. 200) from different views or perspectives such as gender and its connection to teacher professional identity (Ubaque & Castañeda, 2021), preservice teacher's identities (Fajardo, 2014; Li, 2022), high school teacher's identity and language requirements (Torres,

2017) or rural language teachers' identities (Cruz, 2020). Acosta (2023) presents a diagram *(See Table 1)*, a product of his research, in which he examined how the concept of identity has been explored in Colombia, in the field of English Language Teaching and Learning (ELT&L) during the first two decades of the 21st century; in this diagram (*Table 1*) he presents the main authors and topics of identity research:

Table 1

Topics of Identity research studies and authors

No.	AREAS OF STUDY	TOTAL	ARTICLE
1.	Cultural identity	6	Guerrero Moya *et al.,* (2016), Gómez Rodríguez (2015), Escobar Alméciga & Gómez Lobatón (2010), Zuluaga Corrales. *et al.,* (2009), Cruz Arcila (2007), and Taylor (2007)
2.	ELT teachers' professional identity	6	Torres-Rocha (2019), Castañeda-Londoño (2017), Torres-Rocha (2017), Guerrero Nieto & Meadows (2015), Fajardo Castañeda (2014), and Quintero Polo & Guerrero Nieto (2013)
3.	Language learners' identity	4	Ortiz Medina (2017), Caviedes *et al.,* (2016), Galvis (2015), and Gómez Lobatón (2012)
4.	Pre-service teachers' identities	4	Torres-Cepeda & Ramos-Holguín (2019), Díaz Benavides (2013), Castillo & Díaz Cortés (2012), and Hernández Castro & Samacá Bohórquez (2006)
5.	Queer/LGBT/sexual/gender identity	4	Lander (2018), Rojas (2012), Rondón Cárdenas (2012), Castañeda Peña (2008)
6.	National/regional/local identity	3	Flórez González (2018), Carreño Bolívar (2018), and Zwisler (2018)
7.	Identity	2	Guerrero (2011) and Mejía (2006)
8.	Linguistic/language identity	2	Arias (2014), Escobar Alméciga (2013)
9.	Social identity	2	Benavides Buitrago (2017) and Jiménez Guamán (2012)
10.	Ethnic identity	1	Soler (2012)
11.	Youth identity	1	Bonilla-Salazar (2019)
	TOTAL	35	

Note. Table done by Acosta, Pablo Enrique (2023- Review article)

The previous table can be considered a source to point out that the topic of identity has been a central point of interest for ELT, but at the same time there are not national Colombia studies about teachers' identities when they work in two places simultaneously (moonlighting), that is why this study will shed some lights about this issue that is so common nowadays.

Second, by means of this study as a researcher I want to emphasize on the importance of *being* a teacher. As it was said by Zabala (2023) "If we look at the messages and texts about teachers, we can easily see that their main concern is to point out what teachers do and how they should do it. In other words, in recent years, as teaching has become more and more technical, the focus has shifted to doing. The figure is the doing, the being remains in the background, as something intangible" (p.15)

Thirdly, as a teacher who has two jobs; and as a researcher I want to highlight the reasons and effects this situation has on the person, not only as a teacher, but also as a human being and how this is part of teacher's identity.

Chapter 2: Theoretical Framework and Literature Review

In chapter 2, I introduce the theoretical groundwork that helped lighten this research. First, I present the conceptualization and characterization of moonlighting or having an additional job, and some of the effects it might have on the teaching field. Second, I expose the concept of identity and teacher's identity as professionals. Third, I provide a general overview of public and private working contexts. Fourth, I review related research in accordance with the constructs: moonlighting and teachers' identities.

2.1 Moonlighting-Having an additional job

It is conceived that a person has a single or primary job in which time, effort, commitment, knowledge are applied, however nowadays there are many people, in many fields, who have one or more jobs to their primary one. Moonlighting is the common term used for having an additional job (Ballou, 1995; Dickey and Theodossiou, 2004). Hussain (2014, cited by Hamila, 2021) defines moonlighting as "having a second job, part time or full time, in addition to a primary full-time job. The job may or may not be in the same line with the first one" (p. 18) Historically, moonlighting often involved working after regular daytime employment, which is why the term came to represent taking noon extra work outside the primary job.

Teaching is a field in which this phenomenon is present. Parham and Gordon (2011) refer to these phenomena as something common among teachers "it is clear that those who moonlight are a significant subculture in the teacher profession" (p.47)

Ballou (1995) mentions that there is not a specific or typical moonlighter, but there is a common characteristic which is to look for extra income when unexpected or temporary expenses appear. This seems the principal reason for finding a second job, however Kimmel and Conway (2001) make evident that there could be other causes not related to money that benefit the person and are not available in the primary job; for example, some satisfaction can be gotten in the secondary job which is not received from the primary job, working in the primary job can provide credentials to find a higher-paying second job. The previous characteristics or reasons for a second job are called job-packaging by Kimmel and Conway (2001), they also mention the constrained- moonlighters are those who work in a second job for shorter periods of time compared to job-packaging moonlighters.

In the field of teaching, Ballou (1995) states in his research that although teachers express that the principal reason for moonlighting is to have an increase in their income, when their salaries rise, teachers do not moonlight less.

Apart from the possible causes of moonlighting, there have been other aspects taken into consideration such as teachers' gender and age, students' age or grade. According to Ballou (1995), in regards to teachers' gender, men are more likely to have a second job; older teachers tend to spend less time in a second job, it was inferred that they give priority to leisure activities; and in relation to students' grade, those teachers who are self-contained, which means that teach most of the classes in a single group, are less likely to have a second job due to the overwhelming energy required to carry out their teaching responsibilities.

So far, it has been presented the investigated causes of moonlighting and other aspects found in previous research (Ballou, 1995; Kimmel and Conway, 2001; Parham and Gordon, 2011), but there has been some concern about the effects of moonlighting on teaching; in Parham and Gordon's (2011) research, the first answer gathered from teachers was that moonlighting did not have an effect on their primary job as teachers. Sangwan (2014 cited by Hamila 2021) mentions some advantages of moonlighting, for instance, teachers may have a strong network due to being in contact with more people, can reinforce or improve in some skills or gain new skills and expertise; finally, as it was said before, it provides additional income for the family. However, after a deep look it was found that it can also have negative effects, some teachers were affected in instruction, in collaboration with other teachers and in teachers' attitudes, careers and personal lives because they did not have enough time for their personal issues. Regarding negative effects Raffel and Groff (1990 cited by Hamila 2021) report that family and social activities are the ones most affected, and spare activities like reading, studying, exercising

due to the lack of time; they also mention overworking or workload because of the number of

teaching hours and the amount of time preparing lessons, well-being and mental health are also

affected when moonlighting. Besides, according to Elacqua and Marotta (2020) found in their

study in Rio de Janeiro that multiple teaching jobs are more detrimental for women because they

are more likely than men to be in charge of domestic chores which become a significant

workload burden. As a result, it is noticed that moonlighting has both advantages or benefits and

limitations or negative effects.

2.2 Identity

Beijaard, Meijer and Verloop (2000) determined that identity is a continuing process, and

it is dynamic rather than stable. It involves a person and a context. As well as, Gee (2001) who

presents identity as a "kind of person in a given context" (p. 99). He presents that "kind of

person" as being at a specific time and place, so in that sense people have multiple identities

connected to the way they perform in society. These previous definitions have as a common

element the context; so in this regard the context where any teacher is, represents the context of

their profession. Although Gee (2001) emphasizes on the fact that people have multiple identities

connected to their performances in society, not to their internal states, he mentions what is called

core identity, which is related to what we generally recognize as how someone is, for example

being a leader, or intelligent or charismatic, however for Gee (2001) these characteristics which

can be seen as the property of individuals, are tied to specific discourses through time, with

specific experiences, that people have built. He points out that "the discourses are historical and

social because it comes from the dialogue or discourse of other people, but the person's

trajectory and narrativization are individual" (p. 11).

The previous identity, core identity or Discourse identity, is one of the four ways Gee (2001) views identity or to be a certain kind of person. Apart from Discourse identity, there is Natural-identity which we had no control, it is something based on our genes, for example being a woman or a man at the chromosomal level, or being a twin; natural identities can only become identities because they are recognized by ourselves or others; Institutional-identity refers to the position people occupy in society, for example being a teacher is a position giving by some others; and the fourth way of seeing identity is Affinity-identity which is explained as we are what we are because of the experiences we have had with some affinity groups in which the person participates and shares. These four ways of considering identity has something in common which is recognition, if I am not recognized as a woman or teacher or being patience, those are not my identities. That recognition can come from the person or by others, but there must be a recognition of any source.

In a similar line, Liebkind (2010 cited by Torres-Rocha, 2016) states that identity includes a personal identity and a social identity; the first one consists of the person's biography, likes, interests, knowledge, beliefs, personal theories, and the latter refers to being member of group, for example member of a community of teachers. Similarly, Burns and Edwards (2015 cited by Li, 2020) also mention that part of a person inner life is their beliefs, knowledge, and emotions; thus these beliefs, knowledge, emotions interact with each other.

Mora, Trejo and Roux (2014) emphasize on four key elements that influence the construction of identity: culture, society, agency and subjectivity. On the one hand, they affirm that as social beings, everyday experiences, and the way society and culture respond to our everyday actions, shape the way we are or the way the self is constructed. On the other hand, in

relation to subjectivity, people constantly reflect and act, by doing so, people construct themselves.

As a common pattern, each person has an inner aspect called discourse identity or core identiy (Gee, 2001) or personal identity (Liebkind, 2010, Burns & Edwards, 2015) or subjectivity (Mora, Trejo & Roux,2014) which is built, recognized, shown in an institution or affinity group (Gee, 2001) or in a social context (Liebkind, 2010). A person cannot be a person if she or he is not in a group of people; identity cannot be understood as an isolated part of a person, identity is the different ways a person is when socializing or interacting with different people in different context, or as Norton says (2013) identity as the way a person understands his or her relationship to the world (p.4). Likewise, Wenger (1998) refers that talking about identity in a social sphere it does not mean denying individuality, but to view identity and the individual as something that is part of the practices of specific communities. He makes clear that "our practices, our languages, our artifacts, and our world views all reflect our social relations. Even our most private thoughts make use of concepts, images, and perspectives that we understand through our participation in social communities" (p. 146)

In this way, identity refers the ways a person sees himself or herself based on the interactions within a context, thus, identity requires an individual to be and interact with others, but the charming aspect of identity is that a person does not have only one place or contexts of interaction, on the contrary a person socializes continuously in different settings, therefore an individual has multiple identities.

2.2.1 Teacher identity

The conceptions of identity (Beijaard, 2000; Gee, 2001, Liebkind, 2010) have a characteristic in common which is the context or social communities a teacher is involved. It is also presented that there is a relation, without doubt between teachers' professional identities and their social constructed identity.

Teacher's identity changes over time under the influence of internal factors as emotions and external such as life experiences in different contexts. (Beauchamp and Thomas, 2009).

What they argue is that "emotion may alter a teacher's identity in relation to the profession, but may also be altered by aspects of the profession" (p.180), for example the caring aspect of teaching has an influence on teacher's identity, but when there are some educational reforms, that also affects teacher's identity.

It is not easy to find a single definition or specific features on teacher's identity, but something that is a fact is its multi-faceted and dynamic nature (Beauchamp and Thomas, 2009). Multi-faceted, in the sense that Gee (2001) presents four ways in which identity can be distinguished: nature identity, institution-identity which derives from someone with authority, discourse-identity that comes from the discourse of others about oneself, and affinity-identity which is determined in the way the practices are carried out in relation to external groups.

Although, there is not a single definition on teacher's identity, Yazan (2018) identifies five common aspects regarding the conceptualization of it, the first one corresponds to the presence of teachers' conceptions and beliefs about themselves. This is also what it is called as "core identity" by Gee (2001) which corresponds to those features that mark how a person is, in this case a teacher, for example a teacher has the personal conception or belief of being active, intelligent or responsible.

The second one refers to the idea that teacher identity has to do with others' expectation and social position. So in this regard, the present research study presents what social position derives from working in a public school led by the State and working in a private English teaching institute. The third aspect embraces Beauchamp and Thomas' (2009) conception of identity as dynamic and which evolves constantly.

The fourth aspect reinforces one of the pivotal aspect of the present research due to the fact that teacher's identity is constructed in social contexts and interactions, which connects with the social contexts the participants of this study share: working in a public school and in a private English teaching institution, CCA.

Finally, the fifth aspect mentioned by Yazan (2018) refers to the commitment, engagement, participation and investment in the profession teachers have. That commitment is shown in teachers' desire to not only teach English but to help students or provide some tools for their life project construction.

Because of the five previous aspects mentioned, identity is important in the profession of teaching because as Sachs (2005, cited by Beauchamp & Thomas, 2009) identity "gives a framework for teachers to construct their own ideas of how to be, how to act, and how to understand their work and their place in society" In this sense, tackling identity allows teacher an understanding of the self and a notion of that self in an outside context, such as school or working places. A teacher's identity is shaped and reshaped in the interaction with others in a professional context (Beauchamp & Thomas, 2009). In this respect, Wenger (1998) calls this a community of professional or community of practice in which a teacher is subject to the influence of this community on their identity development.

To sum up, teachers' identity is a dynamic concept that encompasses how teachers perceive themselves both professionally and personally. This includes their interactions with students, colleagues, as well as their overall stance towards the teaching environment, and how these interactions are reflected in their thoughts, feelings, and actions. And it is precisely in this research study that teachers who moonlight in two teaching contexts, private and public, express their perceptions of those multiple interactions that occurs in two different contexts.

2.2.1.1 Teacher identity and emotions

Emotions play an important role in shaping teachers' identities because they influence how teachers view themselves and their role in the classroom. Emotions can influence teachers' confidence, motivation, and sense of belonging to a community of practice, ultimately affecting their professional development and interactions with students (Singh and Richards, 2006)

To Benesh (2012, cited by Wolff & DeCosta,2017) identity and emotion are closely related because as mentioned by Maria Assunça Flores and Christopher Day's study (2006) teachers experience a range of positive and negative emotions in the classroom. These emotions can influence teachers' attitudes and practices toward teaching, as well as their overall job satisfaction and engagement. This last factor, engagement, is one of the aspects mentioned by Yazan (2018) which is common in the conceptualization of teacher's identity.

2.2.1.2 Community of practice.

Wenger (1998) mentions the term "community of practice (CoP) to refer to a group of people who share something in common, a concern, a passion for something they do and learn how to do it better as they interact regularly. This term of community of practice is related to identity because according to Wenger (1998) building an identity consists of negotiating the

meanings of our experience of membership in social communities (p. 145). The communities of practices teachers are part of in this research are the public school and the private institution (CCA); in these two communities, teachers are familiar with what goes on there, they feel part of those communities because they share a common goal which is to teach English to a common public that is children and teenagers. Each one of the contexts or communities of practice has specific characteristics, and when making part of them "We are in familiar territory. We can handle ourselves competently. We experience competence and we are recognized as competent, We know how to engage with others. We share the resources they use to communicate and go about their activities" (Wenger, 1998).

In this same path, Singh and Richards (2006) mentions that the formation of identity is intricately linked to communities of practice, as individuals shape their sense of self by engaging in social interactions, activities, and relationships within a specific community. So, it can be said that communities of practice can be delimited because of their specificity in interactions, relations, resources; for example, in the community of practice found in a public school teachers have a perspective from the position of public education, interact with colleagues who have their own idea of being a teacher; and the community of practice in the Centro Colombo Americano (CCA) is characterized by specific English teaching- learning programs and principles.

The participants of this research study were part either first of the CCA or a public school, and as Sing and Richards (2006) remark "becoming a member of a new community of practice is not just about learning new content but also about acquiring new practices, values, and way of thinking which enable particular identities to be realized (p.158)

2.3 Public and Private setting

In the teaching field teachers can work specifically in three contexts, public, private or personalized or as a personal tutor which would correspond to the private sector because there is not interference from the state. The public and private educative institutions differ in terms of ownership, funding, governance and way of students' registration. In terms of ownership and funding, public schools are owned and operated by the government; they are funded by taxes and government subsidies. Private institutions are owned and operated by private individuals or organizations. They are funded through tuition, donations and foundations. Regarding governance, public institutions have regulations and guidelines set by the government or local school board, in the case of Bogotá-Colombia, the principal guidelines are provided by the Ministry of Education (MEN) and the Distric Secretary of Education (SED). Private institutions have more autonomy in governance and can be run by a board of directors or a for-profit corporation. In relation to registration the public institutions are open to all students, and it is tuition-free whereas private institutions have selective admission criteria, students might take an admission exam.

However, the previous ones correspond to some differences seen from an administrative point of view, but there are some differences from the way teachers, specifically English teachers, belonging to each one of the setting or contexts, are perceived. González et al. (2016) mention that EFL teachers from private and public contexts see themselves differently in some aspects such as language proficiency, access to teaching materials, students' motivation, the social problems they face in their classroom and the working conditions. In the first place, there is a stereotype or common belief (González et al. 2016) that English teachers in public schools have a low language proficiency because limited practice of

the language inside and outside the classroom was found to be the main reason to decrease their language proficiency.

Second, it is also considered that public school teachers (PST) do not have sufficient resources for their classes, going from access to printed or copied material, to computer or internet access. Third, in terms of motivation in private educative institutions teachers make evident that most of the students like to learn English because it is considered a need more than an obligation, which differs from public students who see learning English as something they have to do and they do not find the importance of learning it in their lives. Fourth, in private institutions teachers recognize that they have to face issues regarding students or family problems, but they also recognize that PST are more likely to face more severe problems such as violence, abandonment, depression, pregnancy (González et al. 2016. p.31). Finally, the working conditions are related to the overload of work private teachers might face when they claim they work more hours or they have to comply with a lot of paper work, parents' meetings or training sessions.

There are differences between these two contexts, public and private, in terms of administrative and academic perspectives. However, those aspects are not intended to be considered good or bad, only to point out the differences between them.

2.4 Literature Review

First, it is presented 3 articles about the construct of teachers' moonlighting. The first two emphasize on the disadvantages or negatives aspects about it, and on the contrary the third one, describes the positive outcomes for teachers when moonlighting. They will be described as follows:

The article *"Is working one job better than many? Assessing the impact of multiple school jobs on teacher performance in Rio de Janeiro"* was written by Elacqua and Marotta (2020) and mentions how having multiple jobs is more common in developing countries and among teachers who teach specific subject areas. It also has as an objective to examine if students' achievement in Rio de Janeiro is affected when teachers work at more than one place. The study used data from 2,304 teachers who taught grades 6 to 9 in urban schools from 2011 to 2017. The main results of the study were the proportion of teachers who have worked in multiple schools at least once is 66.10%, of which 31.51% have worked in three or more schools at least once. Teachers who work at multiple schools teach longer and are more likely to teach specific grade levels and subjects. The study found that working at multiple schools was negatively related to students' test scores, with the greatest differences in workload between working in a single school and working in multiple schools (two, three or more). The impact of working in multiple schools on the teacher performance is different. Some teachers experience that they are less effective because of the amount and diversity of job tasks, and that multiple school jobs are more detrimental for female teaches because probably women take more responsibilities outside of work. While other teachers consider they are not affected because their jobs do not lead to an increase in teachers' workload and they find strategies, such as trying to teach easier classes, in order to cope with the situation of working in two places or more.

Another article that discusses the topic of moonlighting is *"Moonlighting and Morale: The Impact on Educators Who Moonlight and How Classroom Teaching Suffers"* by Brown, Sullivan and Maninger (2019). It explores the impact of moonlighting on teachers in Texas, U.S.A. It discusses the findings of a voluntary, online survey that indicated a negative impact

on instruction when teachers moonlighted. The research mentions some causes, consequences and needs from teacher; first it highlights the financial necessity for some teachers to moonlight, which is one of the principal causes to moonlight, and the associated challenges. Second, it suggests that as consequences moonlighting leads to emotional exhaustion and reduced teaching effectiveness. Third, the study emphasizes the need for support from district and the community to reduce burnout and improve teaching quality. The research underscores the importance of addressing the negative consequences of moonlighting on teachers' well-being and classroom performance.

Both previous articles make evident the negative effects of moonlighting for the teachers' well-being and for the students' performance or achievement; however, the following article *"Teachers with Multiple Jobs: A Preliminary Typology on the Basis of Estonian Teachers' Life Stories"* by Teder and Mikser (2019), delves into a small-scale narrative study involving teachers from Estonia who have multiple jobs and reveals the positive aspects of having another job. Teder and Mikser's study gives certain light into teachers' identities by means of their life stories.

The article puts forth a preliminary typology that categorizes teachers who hold multiple jobs and take into account two general dimensions "permanence" which refers to how long a teacher takes a second job (temporarily or continuously) and "self-actualization" that is related to how the additional job can contribute to professional development. The four types of teachers with multiple jobs on the basis of the two previous dimensions are: first, teachers holding multiple jobs permanently and found self-actualization at school, second, teachers who found self-actualization at school and held multiple jobs temporarily, third, teachers who held temporary additional jobs for self-actualization; and fourth type, teachers with permanent

multiple jobs and receiving self-actualization outside school. Ultimately, the article seeks to challenge the prevailing perception of "moonlighting" as a drawback, and instead highlights its potential to contribute to teachers' professionalism.

Continuing with the second construct, teachers' identity, the first two following articles tackle the topic of identity in teachers, later some other articles that emphasize their interest in EFL teachers' identity are presented.

Maria Assunça Flores and Christopher Day's study (2006) "*Contexts that shape and reshape new teacher identities: A multiperspective study,*" examines the development of professional identities among new teachers during their first careers. The study explores the interplay between contextual, cultural and biographical factors that shape teaching practice, and the ways in which new teacher identities are formed and reshaped over time. Some of the key findings from the study include identity and emotions. They highlight the importance of emotions in the teaching profession, as teachers experience a range of positive and negative emotions in the classroom These emotions can influence teachers' attitudes and practices toward teaching, as well as their overall job satisfaction and engagement.

The study was carried out with 14 new teachers in Portugal and it discusses the way their professional identity was shaped and reshaped during their first 2 years of teaching in different school settings. The findings show that teacher's identity is influenced by 3 aspects: prior influences, initial training and teaching practice; and context of teaching. In regards to the first influence it was found that the personal experience as student whether positive or negative was influential in the way participants perceived themselves as teachers. The authors highlight that former teachers and their way of teaching were seen as point of reference. On the contrary, regarding the second aspect the training or pre-service teacher education had a relatively weak

impact on the way new teachers saw themselves as teachers. Finally, the most remarkable influence was in the workplace due to the fact that teachers who worked in collaborative cultures were more likely to develop and demonstrate positive attitudes towards teaching. As a conclusion, the authors pointed out that the influence of workplace plays a key role in constructing the identities as teachers.

Likewise, Beijaard, Verloop, and Vermunt (2000) in *"Teachers' perceptions of professional identity: an exploratory study from a personal knowledge perspective"* delve into the perceptions of professional identity among experienced secondary school teachers in Netherlands. This study focuses on their roles as subject matter experts, pedagogical experts, and didactical experts. The primary objective is to comprehend how teachers perceive their professional identity and the factors that influence these perceptions. Moreover, the study aims to shed light on teachers' professional self-image and their capacity to adapt to educational changes and implement innovations in their teaching practice.

The research asked teachers to allocate or give points to different aspects of their professional identity, in terms of their roles as subject matter experts, pedagogical experts, and didactical experts, and provide explanations for their choices. It also examined the teachers' relevant learning experiences and how teaching context, experience, and biography shaped their perceptions. The findings revealed that the teachers placed the highest value on subject matter expertise, followed by pedagogical and didactical expertise which means that teachers who viewed themselves as subject matter experts emphasized the importance of expertise in their subject, while those who saw themselves as didactical experts focused on student learning and lesson planning. Additionally, the study identified that the teaching context, experience, and biography all played a role in shaping the teachers' professional identity; and uncovered

differences in perceptions based on background variables such as subject area, sex, and teaching experience.

Next, there will be presented some research studies which specifically looked into EFL Teachers' identities, mainly in Colombia.

Mosquera-Pérez and Losada-Rivas' study, "*EFL Teachers' Professional Identities: A Narrative Study of Colombian Graduate Students*" (2022), examines the identity trajectories of four English as a Foreign Language (EFL) teachers before and after they participated in training for the Master's Program in English Teaching (ELT). The study employed a qualitative narrative research approach, utilizing oral narratives and narrative interviews to collect and analyze data on participants' experiences The authors found that the identity construction process is dynamic and ongoing, even influenced by various life experiences of participants before they became teachers, and how the Master program in ELT provides the opportunity to further develop identities, enabling teachers to reflect and think critically about their role in education, to increase their social engagement, critical reflection engagement, and research-oriented practice. In fact, this study highlights the importance of understanding teachers' experiences and how they shape professional identities. It also emphasizes the role of graduate education in promoting critical and reflective practice among teachers, which ultimately helps to improve their teaching.

When being an EFL teacher, there are some optional situation teachers can take, as previous mentioned in the former article, like studying a Master, but there are other aspects in the teachers' field that language teachers are forced to be part of, as it is the case of the language requirements and language policy. This topic is reflected in the article "*High school EFL teachers' identity and their emotions towards language requirements*" by Torres-Rocha

(2017) who carried out a study of the impact of language policy on the professional identity of English as a foreign language (EFL) secondary school' teachers in Colombia.

The author uses an interpretive research approach to examine the impact of national bilingual programs on teacher identity reconstruction. In order to carry out his objective he presents some theoretical frameworks of communities of practice, identity and language policies; and uses qualitative methods such as surveys, autobiographical reports and interviews to examine personal and social aspects of teacher identity and the impact of language policy.

The findings indicate that language policies have both positive and negative impacts on teachers' professional development and emotions. It affects their careers as language learners and professionals and leads to the development of their identities.

In this respect, the author presents five ways that his study has contributed to the understanding of the constructions of teacher identity. The first one is that being an English teacher was not the first option of the participants; however, now they are committed educators, that was a form to reinforce the idea that identity is dynamic. Second, teachers knew about language policies and language requirements but they did not feel they had access to opportunities for development, so that shows how power relations shape identity. Third, feelings towards English language requirements are also factors that influence teachers' identity construction because the subject matter (English) was an important part of the participants' identities, but other factors such English requirements, or being member of communities of practice (COP) influence their identities. Fourth, teachers' trajectories have changed their identities. And finally, foreign language polices in Colombia do not only have a negative side, but they have encouraged teachers to become better language users, reflective practitioners and therefore better language teachers.

To sum up, the first three presented articles Elacqua and Marotta (2020), Brown, Sullivan and Maninger (2019), and Teder and Mikser (2019) discuss about one of the important constructs of this research which is *teachers' moonlighting or having more than one job*. The contribution of these lies in foreseeing or inferring that although this is a common phenomenon in Colombia, there has not been much writing about it.

One article found that presents some aspects of Moonlighting in Colombia is titled "*Docentes de Educacion Primaria en America Latina, con más de una actividad laboral. Situaciones e implicaciones*" (Murillo & Roman, 2013) which takes into account the data from "Segundo Estudio Regional Comparativo y Explicativo" by Unesco in third and sixth- grade teachers. This article shows some statistics about the number of teachers with a second job, type of job, time spent in the second job, genre of teachers with a second job, teachers' age, tasks teachers have and the time they spent in the teachers' task.

Furthermore, the articles of Elacqua and Marotta (2020), Brown, Sullivan and Maninger (2019), and Teder and Mikser (2019) make evident some of the reasons of moonlighting, which may be similar to the ones presented in this research study and it is one of its objectives: to identify the causes of working in two settings at the same time (moonlighting). It also presents some negative aspects which may weigh more when talking about moonlighting than the positive ones or advantages which is a factor probably mention by the participants in this research.

The other articles Flores and Day (2006), Beijaard, Verloop, and Vermunt (2000), Mosquera and Losada (2022); and Torres-Rocha (2017) refer to the second important construct of this research which is *language teachers' identities* and provide insights on the importance of the context of teaching, subject matter expertise, being member of communities of practice

(COP) on identity construction and the fact the identity construction process is dynamic and ongoing.

In this study "Language Teaches' Identity constructions when moonlighting" is pivotal in the topics of context, public and private schools, which have specific characteristics, and therefore are two different, but complementary, communities of practice for teachers who moonlight according to the participants of this research.

Chapter 3: Methodology

3.1 Methodological Approach

This research goes with the aim of a qualitative approach because as Marshall (1996) mentions this kind of study has as objective to understand complex psychosocial issues and answer humanistic questions. In the case of this study, it describes the ways English teachers' identity is shaped in two different working places, a public and private one; and to what extent it differs based on the fact teachers work in two different socio-economic settings at the same time. Therefore, it can be stated that the concern of this research is psychosocial because as Beauchamp and Thomas (2009) support "identity involves an understanding of the self and a notion of that self within an outside context, necessitating an examination of the self in relation to others" (p. 178)

Qualitative data was collected to identify, describe an analyze the influence of these public and private working settings on English teachers' identity construction. The former idea supports Marshall (1996) when characterizing qualitative approach as naturalistic because it studies real people in real settings.

3.2 Type of study

      This research project belongs to the exploratory qualitative research type of study since it aims at using the constructs of moonlighting and English teachers' identities to find a relation between them and the ways moonlighting shapes language teachers' identity constructions. Considering that exploratory research is when a study is undertaken with the objective either to explore an area where little is known or to investigate the possibilities of undertaking a particular research study (Swaraj, 2019), the objectives of this research are intended to study the relation between working in two different contexts (moonlighting), its causes, differences and similarities of both contexts and how they shape ELT identities

3.3 Setting

      This research takes place at a private English teaching institution and different public schools in Bogotá, Colombia. The private institution is categorized as non-formal education, according to the Ministry of Education in its article 114 because its main purpose is to complement knowledge, in this specific case to complement students' English knowledge. The private institution, Centro Colombo Americano (CCA) offers English learning programs for children, teenagers and adults on weekdays and Saturdays. Its teaching proposal is organized into levels according to 2 aspects: students' age and the Common European Framework of Reference for Languages (CEFR). On the one hand according to students age it is organized in two programs, one for Kids and Teenagers which is called KTP, and the second program is for adults (AEP). The KTP is organized into 3 groups: Kids, Preteenagers, and Teenagers; the AEP is organized as semi-intensive, intensive or weekend, depending on the frequency of classes per week. On the other hand, the CCA also takes into account the CEFR as a standard used to

measure an individual's proficiency in a particular language. It is organized into six levels, from A1 for beginners to C2.

At the same time, the public schools are located in Bogota and are characterized by having a population ofi 805.865 students in 2022, from 3 to 16 year-old (Secretaria de Educación Distrital, 2022) They are economically supported by the Colombian state budget, classes are held from Monday to Friday, and teachers and students can attend the school in three moments: morning shift that usually goes from 6:30 am to 12: 30, afternoon shift which comprises from 12:30 to 6:30 pm or "unica" shif; the last one corresponds to a unique schedule in which students start classes at 6:30 in the morning and finish at 2:30 in the afternoon.

Each participant of this research works in a public school, described as following (Red Academica):

IED Cecid Guillermo Cano Isaza located in Ciudad Bolivar locality. It offers morning and afternoon shifts. It includes preschool, primary, and secondary education level, and in eleventh grade student benefit from an articulation agreement with SENA (National Training Service -Servicio Nacional de Aprendizaje) which offers technical and technological training.

IED Colegio Técnico Menorah located in Los mártires locality. It offers morning and afternoon shifts, and it is in the process of getting the "unica shift". It includes preschool, primary, and secondary education level with an agreement with SENA. It is a female school.

IE El Bosque located in Soacha. It offers morning and afternoon shifts to preschool, primary and secondary students.

IED Alejandro Obregon located in Rafael Uribe locality. It provides morning and afternoon shifts and its pedagogical model is based on competences and follows the approach "Teaching for Understanding"

IED Policarpa Salavarrieta located in Santafe locality. It has a shift in the morning and the other one in the afternoon. Its teaching levels go from preschool to secondary. It emphasizes on sports, Physical Education class and Arts.

IED Maria Cano located in Rafel Uribe locality. It has "unica" shift. It has three principal lines which are communication, art and life project.

All the former schools offer their service in preschool, primary and secondary level.

3.4 Participants and sampling

The population comprises 6 English teachers who work in the private English teaching institution and the sampling are those teachers who work at the same time for the private institution and a public school. They might work as English teachers in the mornings at the public school as English teachers and in the afternoons and/or on Saturdays in the private institution, Centro Colombo Americano. They can also work the other way around, they work in the afternoons at the public school and in the mornings and Saturdays at the private institution. All the participants work simultaneously in two places, a public school in Bogota-Colombia and a private institution (Centro Colombo Americano-CCA), all of them have a Master´s degree which implies to have a wider perspective and knowledge in relation to education. Regarding the kind of work contract, they work for the state indefinitely, until they want to quit, or they reach the age to retire, on the contrary, they have a short-term contract with the CCA, which means that the contract finishes every 6 or 12 months. In regards to the salary, the state teachers have 3 levels depending on the studies or qualifications they present at the beginning, for instance the level 1 corresponds to a technician in Education, level 2 is for those who have a Bachelor's degree and level 3 corresponds to teachers who have a postgraduate degree; these

levels have subdivisions labelled in letters A, B, C, D, being A the lowest and D the highest. In order to go up from one letter to the other, teachers must be part of an evaluation artifact which is determined by the Ministry of Education (MEN). In this study, most of the participants are in the 2A level which corresponds to an intermediate salary level in the salary ranking for public teachers and although they refer to have a postgraduate degree, they finished their Master's degree after they had started to work for the state, thus it does not represent an important increase in their wage

The participants selected a pseudonyms such as Stephany (S), Andromeda (A), Kim (K), Docente A (DA), Rolando (R) and Docente ? (D?)

Stephany is an English teacher who has been working in the public school for 6 years with secondary students and in the CCA she has been working for a year with children and teenagers on Saturdays. Her age rank goes from 36-40. She has a Master degree and she is in the 2A level of State teacher salary.

Andromeda has been an English teacher for 19 years in the secondary level public school. She has been working at the CCA for 16 years in the Kids and Teens program on Saturdays. She has a master degree and regarding her salary at the school she is in level 3A. Her age rank goes from 41-45.

Kim has been working for 5 years with secondary students as an English teacher, and 2 years in the CCA with children and teenagers on Saturdays. Her age rank goes from 31-35. She got a Master degree, and her salary with the state is in the 2A level.

Docente A has been a teacher for 13 years with secondary students and 2 years and a half in the CCA in the Kids and Teens program. His age goes from 36 to 40. He has a master degree and his salary level in the public school is 3B.

Rolando has been an English teacher in the public sector for 20 years and 10 years with the CCA, currently he is a teacher for the Adult English Program on weekdays. Her age rank goes from 36-40 and he got a Master degree.

Docente ?'s age is from 31 to 35. She has a Master degree and she has a 2A level salary. She has been working in the public school for 4 years and 1 year with the CCA in the Kids and Teens program on Saturdays.

Taking into account the previous participants characterization it can be mentioned as similarities their educative level, which refers to the fact that all of them have a Master degree, and their age rank goes from 30 to 45; three out of six (50%) teachers are from 36 to 40 years old.

Five out of six teachers work in the CCA in the Kids and Teens program on Saturdays and with secondary students in the school.

The most evident difference lies on the years teachers have worked in each one of the contexts; having two teachers, Andromeda and Rolando who have been English teachers at the Centro Colombo Americano and the public education sector for the longest, whereas Docente A who has also been a teacher in a public school for 13 years, he has been a teacher at CCA for 2 years, similar to Kim, Stephany, Docente ? who have been in CCA for 1 or 2 years and in the public sector less than 10 years.

The strategies used for the selection were criterion sampling that refers to the selection of participants that meet pre-determined criteria of importance, and convenience sampling which are participants that are easily available. At the beginning of the study it was asked a supervisor of the CCA a list of teachers who work there and also in a public school. Eleven teachers, from that list, were contacted through Colombo institutional mail, explaining the purpose of the mail which was

to invite them to participate in a research study. Seven teachers replied to the mail showing willingness to be participants of the research.

The next stage was to ask them to read and sign the consent form, but only 6 teachers consented to participate, and continued in the process of data gathering.

3.5 Pilot Testing

The pilot testing of this research was applied to 2 English teachers who fall into the population and have the same characteristics of the sampling which is working simultaneously in a public school and in the private institution (CCA). Both of them were adults between 35-40 years old. According to (Merriam, 2009) sample selection in qualitative research is usually, but not always, nonrandom, purposeful, and small, as opposed to larger, more random sampling in quantitative research. Thus, the characteristics that made these two teachers suitable for the pilot testing of the data collection instruments were: availability and willingness to answer and be part of a questionnaire and interview; moreover, as it was mentioned before they work as English teacher at a public school in Bogotá and the private institution (CCA). Based on the results of these tests, modifications were made to the research instrument to make it clear, well-designed, practical, and consistent with the research questions, objectives, and participants. This process allowed me as - e researcher to reflect on the effectiveness and usefulness of the tools selected for the data collection process.

3.6 Researcher's role

In exploratory qualitative research, the researcher is an observer, but also an active participant who contributes to the description and understanding of a phenomenon (Swaraj,

2019). It is a participant in the sense that frames the research question and objectives, gathers detailed data that holds meaning, monitors the research study, and takes a reflexive position due to the fact that the researcher, in this specific study, is also a moonlighter who feels identified with what the participants mention, but do not include her personal answers of the proposed questions. And, draws conclusions, posts contributions, limitations and possible further research.

3.7 Ethical Perspective

A consent form was delivered to and accepted by the English teachers in order to ask for their participation and permission to use their provided information (see Appendix 1). This consent was delivered to the participants before they answered the questionnaire.

Furthermore, at the beginning of the interview and focus group, I informed the participants that I guarantee the safety and protection of the data they provide. All this on the basis of Law 1581 of 2021 on data protection. Following ethical considerations, the participants' names were changed for the protection of their identities, so that their real names were not used but instead their pseudonymous: Stephany (S), Andromeda (A), Kim (K), Docente A (DA), Rolando (R) and Docente ? (D?)

To gain support from participants, a qualitative researcher conveys to participants that they are participating in a study and explained the purpose of it (Creswell, 2007)

3.8 Data collection instruments and procedures

In this study, the instruments that were used to gather data are interviews, questionnaires and focus group. To ensure validity and reliability different tools were used, and triangulation was crucial. Assessing validity and reliability are two critical components when conducting a

study, so in that sense, accuracy is key in determining validity, while consistency is key in

determining reliability. Boosting reliability and credibility of data involves triangulation,

which acquires information from diverse sources. The different tools to get data were a

questionnaire, interview and focal group. The three data collection instruments were

implemented in Spanish as a way to allow participants to fully express their thoughts, feelings,

beliefs and answers in an easier way, without thinking about the grammatical and lexical

aspect of English, because as Bakić, & Škifić, (2017) mention, sometimes although people are

bilingual or employ two languages, they feel there is a problem of vocabulary when it comes to

expressing in a certain way in their non-dominant language (p.44). In their study, they also found

that participants think about their dominant language or L1 as more emotional and it is the way

they can sincerely utter a sentence that expresses emotion. So, although the data collection

instruments and participants' responses were in Spanish, some translation was necessary.

3.8.1 Questionnaires

As interviews are time-consuming, it is suggested to carry out questionnaires because

they allow to collect a lot of data in a short time (Gay, et al. 2010). In a questionnaire the

participants answer some questions in the form provided. In this research, the way to ask

teachers the questions was by means of a Google forms questionnaire that facilitated participants

to provide answers in their chosen time and facilitated the researcher to get the graphics for the

quantitative questions.

However, it is also stated that it is common that researchers use questionnaires at first and

then conduct follow-up interviews to clarify, confirm or deepen some data. So taking this

suggestion into account, in this research it was planned to carry out a questionnaire that would

allow to gather some demographic information related to their age, gender, number of people the

participant is economically in charge of, education background, and labor aspects such as salary, type of contract, years of experience in each one of the contexts and population they work with

Moreover, teacher's perception questions were asked in the questionnaire, for instance "If someone defines you as a public school teacher, how will this person describe you?, If someone defines you as a CCA teacher, how will this person describe you? These questions were asked by taking into account one of the pivotal elements of identity which is *social* because as Gee (2001) says "the discourses are historical and social because it comes from the dialogue or discourse of other people" (p. 11); Wenger (1998) also states in this concern "even our most private thoughts make use of concepts, images, and perspectives that we understand through our participation in social communities" (p. 146). That is the reason why the questions were not structured as "how would you describe as public school or CCA teacher?, but instead it was aimed to make participants think what other people would say, but at the end their answer would correspond to the social interactions they have had in both contexts.

Then and interview was carried out to deepen on some information. (See appendix 2: Questionnaire questions)

3.8.2 *Interview*

According to Gay et al. (2012) interviews are interaction moments whose main purpose is to collect information that cannot be gotten from observation only. By means of interviews, feelings, emotions, attitudes, concerns and values can be gathered more easily than through observation. In that sense, having interviews is necessary when the researcher cannot observe feelings, emotions or how participants see the world (Merriam, 2009). Interviews can happen a single or multiple times, in an individual or group mode, and with unstructured, and structured approach. In this research the interview was carried out once, in an individual mode with a semi-

structured approach because as Merriam (2009) mentions in this type of interviews although you have the questions organized or a list of questions that are your guide, they are more flexibly worded. The purpose of the interview in this research was to glimpse the teachers' characteristics, similarities, differences when working in two places (moonlighting) as a way to find out elements of their identity's construction. Some examples of these questions were: "What characterizes a teacher who works in a public school?, What characterizes a teacher who works in the CCA? What differences and similarities do you see in yourself when working in a public school and when working in the CCA?

The questions were not limited with a frame of reference, for instance questions like: What characterizes a teacher who works in a public school or CCA in terms of their personal features, or methodological approach? Or what differences and similarities do you see in yourself when working in a public school or working in the CCA related to your teaching practices or thoughts, feelings, emotions? were not included because as a researcher I wanted to give participants the possibility to mention any aspect or reference they wanted; that is why they were structured in a general mode. (See appendix 3: Interview questions)

3.8.3 *Focus group*

A focus group is an interview with a group of people who have knowledge about the topic (Krueger, 2008, Stewart, Shamdasani & Rook, 2006 cited by Merriam, 2009). On the one hand, in this group of people, the participants have a kind of conversation because as Patton (2002) says, they have the opportunity to listen to each other, make comments; and although they do not have to agree or disagree with others, they have the possibility to reflect on their own perspectives in the context of the perspective of others. On the other hand, in the focus group the

participants know about the topic, in this study the topic is working in two specific and different places teaching English and to what extent this situation shapes teachers' identity.

It is essential to clarify that either in the questionnaire, interview or focus group the participants were not directly asked about the topic of identity, but instead they were asked about their self-perception as teachers at public schools and the private institution; owing to identity includes a personal identity which consists of the person's biography, likes, interests, knowledge, beliefs, personal theories (Liebkind, 2010). The focus group was carried out virtually, taking into account that the participants have different schedules and using a virtual platform allowed the participants and the researcher to meet from anywhere at a convenient time for everybody (See appendix 4: Focus group questions)

Questionnaires, interviews, and focus groups are valuable tools used together to gain comprehensive insights into teachers' identities construction when moonlighting due to their strength and unique characteristics.

Firstly, the questionnaire allowed the research to get some data that could be presented statistically and then compared with other studies related to moonlighting such as participants' age, gender, people in charge, level of study. These questions also helped into the characterization of the participants. However, in the questionnaire it was possible to get some ideas that would lead to some findings regarding language teachers' identities from a discourse identity as it is labeled by Gee (2001)

Second, the interview allowed to deepen in some information such as the reason of consider either the job at school or at CCA as a primary job and to gain insights into their beliefs, thoughts and challenges they face as teachers in both contexts. The general

characteristic of the questions allowed the participants to express any aspect they wanted such as their personal features, teaching practices, desires, and class dynamics.

Finally, the focus group enabled the participants to exchange ideas, opinions and experiences. This collaborative environment fosters interaction and encourages participants to build on each other's thinking, leading to new insights and perspectives that might not emerge from either questionnaires or interviews alone, regarding those similarities, differences, feelings, thoughts, personal traits actions in both contexts.

Chapter 4: Data Analysis and Findings

In this chapter, there will be presented and described the procedure for data analysis, some quantitative results from the questionnaire, and the qualitative categories found from the triangulation between the questionnaire, individual interview and focus group.

4.1 Procedure for data analysis

To facilitate a comprehensive analysis of the data, the findings will be thoroughly examined and elucidated following the steps used in Grounded Theory, a methodology established by Strauss & Corbin in 1967.

The data have a quantitative part that corresponds to demographic information and information regarding the working context, such as kind of contract, average salary, years working at each one of the places. Those data were presented in graphs by a Google forms that was the questionnaire first asked to the participants. Although it does not guide to an answer of the research question of this study, it allows to make a comparison between previous studies regarding moonlighting, a key factor of the present research.

Then the qualitative part involves a meticulous analysis and thorough examination of the data collected, which included questionnaires, interviews, and a focus group, to find recurrences. After having gotten all the information, the interview and focus group answers were transcribed and then, as suggested by Creswell and Poth (2017) "the analysis of data has stages: in open coding, the researcher forms categories of information about the phenomenon being studied. Within each category, the investigator finds properties or subcategories" (p.67). So there was a step of open coding where the researcher read through the data and identified concepts, themes, assigning codes to them; in this respect, as a researcher color coding was used, which means that data are highlighted using different colors, to elicit the categories and subcategories which corresponds to axial coding. The categories and subcategories were assigned according to the general and specific objectives of this present research and the constructs of moonlighting, language teachers' identity and public and private working contexts. (See Appendix 5: Color coding sample).

4.2 Quantitative Data findings from the questionnaire

The main purpose of some of the quantitative questions presented in the questionnaire is to compare the information presented in some previous moonlighting studies (Hamila, 2021; Vedastus & Skeeter, 2017; Ballou,1995), regarding aspects such as age, gender, number of people the participant is in charge of. This information also helps to characterize the participants and to mention their similarities and differences regarding age, educative level, public school salary and years of experience in each one the contexts, public schools and the private English teaching institution CCA.
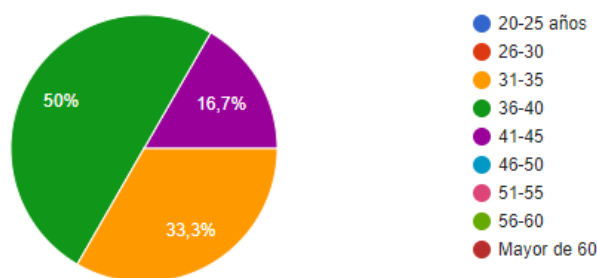
4.2.1 *Age of teachers who moonlight*

In Hamila (2021), a study carried out in educational zones in Batticaloa district of SriLanka, shows the highest percentage (47.27%) are from an age average 35 and 44 (p.19); Vedastus & Skeeter, (2017) carried out a research in urban Tanzania and mentioned that "moonlight workers are on the average younger than non-moonlighters" with regard to age, 36.9% are between 35 and 44 (p. 4); to some extent Ballou (1995) refers that "older teachers spend less time on a second job, presumably reflecting a higher value placed on leisure" (p.9); and in this research (*Figure 1*) shows that 50% of teachers are between 36 and 40 years old. This comparison points out a special characteristic when moonlighting which is people who are in an age range of 35 and 45 are most likely to work in two places simultaneously.

Figure 1

Participants' age

Note. Data collected by author on May, 2023

**4.2.2** *Gender of teachers who moonlight*

Hamila (2021, p.19) presents that when moonlighting 60.90% are women; similarly in Brown, Sullivan, Maninger, (2019) where 90% were women, whereas in Vedastus & Skeeter's,

study (2017) it is found that "male teachers have a higher proportion of moonlighters than their female counterparts. The result suggests that male teachers are about twice more likely to moonlight than female teachers. Almost 62% of the male teachers moonlight, while about 35% of female teacher moonlight." (p.2); similarly, Ballou (1995) mentions that men are more likely to have a second job. In this present research (*Figure 2*), 66.7% women are the ones who moonlight.

Based on the findings of the studies presented, there is a relation to what Raffel and Groff (1990 cited by Hamila, 2021) mentions "the more a teacher is in the role of breadwinner, the more likely he or she is to moonlight" (p.18), so there is not a clear evidence nowadays if it is men or women who moonlight the most or there is a similar proportion or percentage among them

Figure 2

Participants' gender
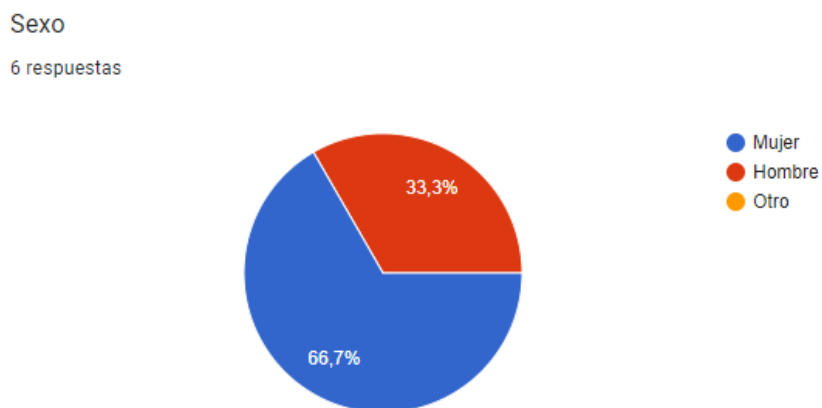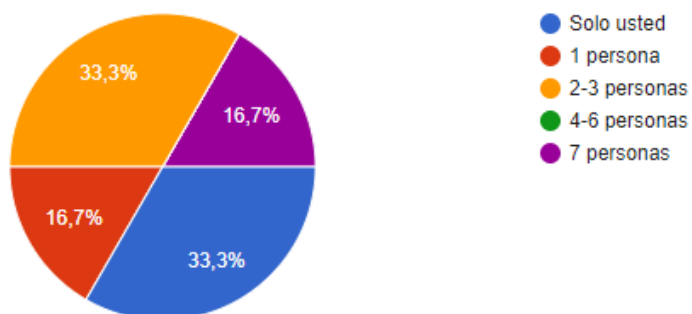

Note. Data collected by author on May, 2023

4.2.3 *Number of people the moonlighter teacher is in charge of*

Regarding the number of people the teacher, who moonlights, is in charge of, Vedastus & Skeeter (2017) refers that 51.9% had from 2-3 members (p.5) ; Hamila (2021) presents that 43.63% have 1 or 2 members (p.22); similarly in this research (*Figure 3*) there is not a higher percentage, the same 33.3% of people supports themselves economically maximum 3 people. As a way of conclusion people who work in two places are in charge of maximum 3 people. However, it also catches the attention that in this research 33,3% of teachers are only in charge of themselves which makes evident that although getting extra money matters, it is not only to support their families, but to support themselves.

Figure 3

The number of people the teacher is in charge of

Note. Data collected by author on May, 2023

4.2.4 *Additional quantitative data from the research*

Other data from the participants will be presented in Table 2 as a way to contextualize their working context and to take a look of factors that might aid to clarify the reasons and effects of moonlighting on teacher's identity shaping.

Table 2

Additional quantitative data

Factor	Answer with the highest percentage	Highest percentage among the participants
Highest educational attainment	Master degree	100%
Kind of contract with Secretaria de Educación Distrital (SED) – Public school	Indefinite-term contract	100%
Salary level in SED-Public School	2A	60%
Years working with SED – Public School	3-5 years 16-20 years	50 % 33.3%
Kind of contract with the private institution	Fixed-term contract	100%
Range of salary in the private institution	Legal minimum wage	66.7%
Years working with the private institution	Less than a year 1-2 years	33.3% 33.3%

Note. Own elaboration. Data collected by author on May, 2023.

4.3 Findings from the Qualitative data

This section presents the outcomes and findings from the qualitative study phase. Initially, I made familiar with the data and generated initial codes across the entire data by using color coding, then categories and subcategories arose from the analysis.

The analysis of the grounded theory is displayed, highlighting the importance of selected responses and excerpts from the open-ended items of the questionnaire, interviews, and focus group. These examples serve to illustrate key discussion points and establish a solid foundation

for the emerging explanatory theory derived from the findings. Quotations were carefully chosen based on their relevance, frequency, and unique characteristics, effectively showcasing the significance and diversity within the data. Additionally, English translations, done by me, were provided for the excerpts, as the original data was collected in the participants' native language, Spanish, to give participants the possibility to express their ideas naturally in their mother tongue, not worrying about grammar, vocabulary or pronunciation issues.

As a result of analysis, all the qualitative findings are shown together under three final categories with their corresponding interrelated subcategories presented in Table 3 aimed to answer the research question and to accomplish the proposed objectives.

Table 3

List of emerging categories and subcategories regarding moonlighting and teachers' identity construction

General objective	Research question	Specific Objectives	Categories	Subcategories
To unveil what ways moonlighting in public and private working contexts shapes English language teachers' identity construction	What ways does moonlighting in public and private working contexts shape English language teachers' identity construction?	To evidence the relationship between the causes of moonlighting and the shaping of English language teachers' identity?	1. ELT Teachers' labor desires	1.1 Employment stability
				1.2 Money matters
				1.3 Teachers' learning and updating
				1.4 Work Environment-Partnership
		To point out how moonlighters' personal and contextual commonalities and differences shape their teachers' identity	2. The being of a teacher	2.1 Self-recognition
				2.2 Teachers' feelings
			3.It goes beyond	3.1 Not only teaching English
				3.2 Teaching including other elements

Note. Own elaboration.

4.3.1 *Codes of the research*

Specific codes were used to identify each one of the excerpts of information taken from the data collected and included in the findings in order to illustrate them and to ensure validity.

The presented codes took into account two components: kind of collecting data instrument, additionally every instrument has a number of open-ended questions which are numbered, and participants' pseudonym which were selected by them. *(See Figure 4).*

For example, to refer to the answer given by Andromeda to question 4 from the interview, the excerpt will be coded as IQ4A (interview- question 4- Andromeda)

Figure 4

Codes of research presented in the findings
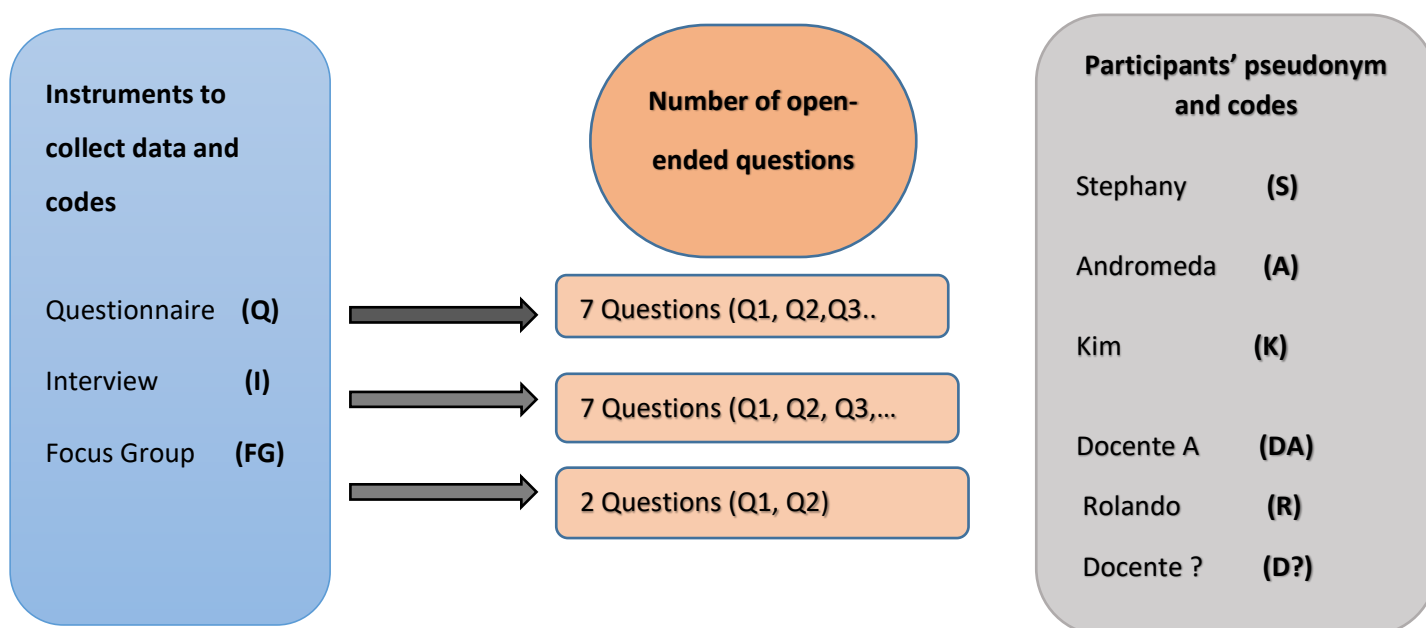
4.4 Categories of analysis

4.4.1 *Category 1: EFL Teachers' labor desires*

In this category some features are presented in relation to what is positive when working at a public school and at the private institution and what teachers consider important in a working place. When something is positive or important for a worker in a working place, people appreciate it and keep them hooked in the place. Sometimes that aspect that teachers want or consider important is not found in one place, so that is why it is looked for or complemented in

another one. This category and its four emerging subcategories related to stability, salary issues, teachers' learning and updating and work environment aid to reach the two specific objectives of the present study which are "To identify how the causes of working in a public and private settings at the same time (moonlighting- two jobs) shape English language teachers' identities and to point out how similarities and differences English teachers find when working in two different socio-economic settings mold English language teachers' identity construction.

4.4.1.1 Subcategory 1.1: Employment stability.

In Colombia in the education sector, there are mainly two kinds of job contract for teachers at schools or institutions, one that is commonly found in private institutions like the CCA which is a fixed-term contract or contract for a specific term; and the second kind which is commonly found in the jobs with the state or in this case the teachers who work at a public school have an indefinite-term "kind" of contract, I use the term "kind" of contract because teachers in Colombia who work at public schools do not sign a contract at such, but instead they get involved into the "teaching profession" which is framed in 1278 law (MEN, 2002) and get all the benefits and responsibilities of a public or civil worker. In that sense, teachers who work for the state have a job, year after year, they do not have to think about the possibility of not getting hired the following year. Conversely, teachers at CCA sign a new contract semester after semester or year after year, so there are certain months of the year, usually June, July, December, January, people do not have a contract that guarantees an income. So, employment stability refers to the certainty of having a job every month of a year, and year after year. This is what the participants of this research make evident it is important and it is desired when working at a public school which is administered by the State.

In the questionnaire, Docente A, Stephany, Andromeda, Docente? and Rolando mentioned as a positive factor of working in a public school the employment stability they have there. Additionally, this aspect was also mentioned in the interview.

"The public school where I work is my primary job because it is the school where I have job stability, in addition to 12 months' pay; and other benefits. On the other hand, in the private institution I have contract renewal every semester, it is a fixed term" **(IQ1A)**

"Well, in relation to the first question. Eh well, I established that my public school is my primary job, taking into account that it is a... a position eh where I am a permanent teacher. Eh which implies that I have a job stability, an indefinite term contract and that I have some benefits for being a public servant" **(IQ1K)**

When referring to moonlighting literature (Elacqua & Marotta, 2020; Hamila, 2021; Teder &Mikser, 2019) it is defined as having a second, part time or full time, in addition to a primary job. All the participants consider their primary job the one they have at the public school, because it is the one that offers employment stability as it was mentioned in the above excerpts. Additionally, a participant also mentions the tranquility or peace that gives that stability provided by the public school job.

"In general terms, being a teacher at the SED compared to the CCA gives you more guarantees, security, economic stability, less workload, better remuneration... all of this gives you more peace of mind" **(FGQ1DA)**

"Both places have their pros and cons. At an emotional level, also at Colombo we could say that a negative aspect is the instability of the job because sometimes you may have a large number of courses, so you have a good salary, but that also generates an emotional concern about whether suddenly the next year or the following semester or not you will have the same amount of academic assignment. And that is directly related to the salary one receives. **(FGQ1D?)**

It might be considered that if the participants of this research have already a job that offers employment stability which is the one from the public context, and that at the Colombo they find some uncertainty regarding number of classes, that affect their peace of mind, there must be something else they are looking for or they desire. This idea leads to the subcategory 2.

4.4.1.2 Subcategory 1.2: Money matters.

As it was stated before, job or employment stability is one of the most appealing factors regarding working for the State or being a teacher at a public school because it affects positively what it is related to accessing to bank loans or any kind of process, such as getting a visa, that takes into account the kind of contract a person has. Nevertheless, when teachers have that stability, there is another important factor which is the salary. In that regard, participants mention

that the wage they get from the public school is not enough, so they need to look for extra income.

"The main reason why my public school job is my primary job is because it gives me so much more stability, at the job level at such. Eh, based on the type of contract I have and at the salary level, because I am guaranteed two monthly salaries, not necessarily as is the... the common belief that teachers earn too much, but with the faithful conviction that it is a job that generates me, eh 12 months of salary and not a constant worry about the renewal of the contract. Or the termination of the same year to year or month to month.**(IQ1R).**

"Both jobs compensate my financial stability" **(QQ5A)**

"There are personal projects that need credit worthiness and the salary from just a job does not solve that situation" **(QQ5D?).**

The previous participants' comments support Hamila (2021); Ballou, (1995); Kimmel & Conway's, (2001) notion that one of the reasons teachers moonlight is because of a source of extra income and it is thought that extra money is required to support family members which is true but not exclusively because two participants (33.3%) of this research answered they are in charged economically of only themselves. So it widens the perspective that Raffel and Groff (1990, cited by Hamila, 2021) has "the more a teacher is in the role of breadwinner, the more likely he or she is to moonlight (p. 18). Teachers moonlight to get extra money, but not only

because they have to support a lot of family members or because they are the breadwinners, but because they also think of themselves.

"Because the job in the school, public school, does not generate enough income for my expenses and likes" **(QQ5R).**

4.4.1.3 Subcategory 1.3: Teachers' learning and updating.

Based on teachers' responses when moonlighting money matters, and this is what is called "economical approach" (Betts, 2006 cited by Hamila, 2021), but there are other reasons to moonlight, and they are called by the same author "dispositional approach".

It was found that teachers moonlight not only for economic reasons, but also for the desire to update and improve in their teaching practices, what it is called by Teder and Mikser (2019) as self-actualization and it refers to the pursuit of personal growth and fulfillment. In the context of this research, language teacher search for keeping their language level, but also to be updated in the teaching process.

"Both jobs compensate for my economic stability. The public school offers me job stability and the Centro Colombo Americano offers me to keep my English level up to date" **(QQ5A).**

"But I also like the fact that in the Centro Colombo Americano I can be continuously learning, updating myself in the way of the, that's why the training that they

give us. Uh, I like the fact that I can generate, so different classes that I have the resources and that the resources are being updated." **(FCQ2R)**

I think it is also an opportunity for us, as teachers to grow professionally. To learn new dynamics and obviously to give the best of ourselves professionally **(IQ3K).**

In both places, public schools and CCA, teachers comment on the possibility they have to grow professionally. On the one hand, teachers who work for the State, in a public school, might apply to get some financial aids to study in postgraduate programs. These were some of the answer when they were asked positive aspects in the public school:

"studying possibilities, participation in academic events and projects" **(QQ2DA)**

"academic and professional growth" **(QQ2D?)**

On the other hand, it is more recurrent when they refer to the CCA as a place where they can share knowledge and they receive constant feedback. They also emphasize on the fact that there are opportunities to work with colleagues, peers who can give them ideas, advice, or they receive it from them; it is seen as a cooperative environment. These were some positive aspects mentioned by the participants when taking about the private institution (CCA):

"The characteristics of the CCA teacher are constant learning and teacher training" **(IQ3S).**

"Constant feedback and support in the development of pedagogical strategies" **(QQ4K).**

"Constant updating of my pedagogical work and English level. Peer-to-peer work with the Team- Teaching program" **(QQ4A)**

On the whole, language teachers look for opportunities to keep their English level, to get feedback, to learn in regards to their teaching practice, to update their knowledge in a pedagogical context.

4.4.1.4 Subcategory 1.4: Work Environment-Partnership.

Teachers mentioned the importance of peer support or peer work. That is why it is evident teachers value the people who are around, their work environment. In this regard in this study, work environment is considered within two dimensions: on the one hand, it is related to colleagues, partners who are in the working contexts and how good teachers feel their relation is, as well as the common objectives they might be sharing. On the other hand, it is related to the aspects that can be found in the class, with the students, in terms of number of students, knowledge or interest they have towards the fact of learning English.

Regarding the first dimension, relation with peers and people they share their working contexts, most of the teachers in this study perceive the private institution as a place with a pleasing environment where they are constantly considered and reminded as an important participant for the institution.

"The work environment is rewarding. It is an institution that rewards and exalts the teaching work." **(QQ4A and QQ5A)**

In contrast, in the public school, it is seen that there is a good work environment, however not all the colleagues want to achieve the goal of having a good competence in their students.

"The similarity I see is that in both I am part of an excellent work environment, collaboration and fellowship" **(IQ5S).**

"Mm the work environment, eh, although I have a very nice work environment, my colleagues are very nice, I think that sometimes I feel that I am rowing alone to reach the level of English that I want to achieve**" (IQ4A).**

In connection with the second dimension, the aspects that can be found within the class, with the students, most teachers consider the number of students at the public school is too much and generates stress which affects also their physical and mental health.

"Well to have such large groups, at this moment I have groups of 35 children. Ehh, well, it is a little more complex, since these groups or this population does not have the adequate basis to, for example, develop 100% oral production during all the classes. There are many shortcomings, the children have many gaps in grammar, vocabulary, expressions, so that makes the process a little bit more difficult. On the other hand, when we started working at Colombo, well, the difference is abysmal. I have children, for example, I have a group, a group of 15, a group of 18, they are much smaller groups, the children with whom I work there, they have a good basis, **(IQ4D?)**

"I would consider that at the Colombo I feel a little calmer because the level of stress that is handled there is much lower than at school, at the school I have a population of 35 where all of them are quite different, they have very different social, emotional and family conditions, sometimes very difficult. So all this, this set of emotions and situations, makes the stress levels very high. And at Colombo, this does not happen because it has a very small population of a maximum of 15 students" **(FGQ1D?)**

It is also found that students at a public school study English because it is an obligatory subject, different from the reason students at the private institution who study because they find English as a tool to achieve other objectives.

"I have always seen as that duality in which the students of the public school, I find few, it is a minority who want to learn. Because we know that the language is not learned by force. There are few who want to learn and pay attention to the class and participate, while there are others who only go because it is a space to socialize. It is a space where they can feel comfortable, away from the problems of their home and society. On the other hand, at the Centro Colombo Americano things flow very fast and the level of learning is quite noticeable. Although it is every 8 days on Saturdays and it is only 2 hours. 100 minutes exactly. The students who attend class there, have aspirations, they feel that they can achieve many things by learning English, they worry about their performance to be the best, more than the grade is to know how to express themselves in English" **(IQ4A)**

Not only the number of students is an issue that concerns teachers at public schools, but also the available resources they can get, or the red tape that public servants need to follow when asking for anything, for copies, materials to field trips. Conversely, the private institution manages what it is needed in terms of material, resources in a faster way because it depends on fewer people who get the process or requests done since it is something that benefits the institution.

"Sometimes it is the lack of resources, because it takes a long time to request a material, and it takes a long time to receive it, and you are always depending on the Ministry of Education or Secretary of Education and there is a lot of bureaucracy that really makes it very difficult" **(IQ4R).**

"the feeling of frustration is very high when we see that the state does not invest in the implementation of technologies and resources for the real process of bilingualism, a situation that does happen in the CCA". **(FGQ1S)**

Evidently, according to the first specific objective of this research, "To evidence the relationship between the causes of moonlighting and the shaping of English language teachers' identity", it was possible to evince that teachers moonlight because of economic reasons, it means to have extra income not only because they are breadwinners, but also because they want to have the necessary money for themselves. They also moonlight because they are looking for a place to improve and keep their teaching process and English level up to date, they consider important to receive feedback and to be able to help others to improve their teaching practice.

Regarding, teachers' identity and the first category "Teachers' labor desires", these two concepts are related in the sense of commitment as mention by Yazan (2018) who refers to the commitment, engagement, participation and investment in the profession teachers have, and it is a common characteristic in teachers' identity construction. It means that teachers who are satisfied with their jobs, because of their stability given by the kind of contract they have, the salary they earn, the possibilities to be updated in the teaching field and the favorable relation they find in the working contexts, English language teachers demonstrate a greater commitment, therefore a good working relationship with their students, colleagues, bosses; being this commitment given by some aspects more than others what shapes teachers' identities.

In relation to the second specific objective, "to point out how similarities and differences English teachers find when working in two different socio-economic settings mold English language teachers' identity construction, as some differences, teachers express the working stability the public school offers, the constant feedback and updating the private institution provides, the number of students per class, whereas in a public school a teacher can have 35 students per class, in the CCA they have maximum 15 students per class; the interest and reason most of the students study English in the public school is because of obligation, while in the private institution students have different reasons to study English; and the difficulty to get resources for the class in the public school.

While some similarities refer to the possibility teachers have to grow professionally in both places. On the one hand, being a public servant gives teachers the option to take some courses and to receive financial help to study a postgraduate program. On the other hand, being a teacher at the private institution allow them to be immerse in current topics of pedagogy and didactics. Moreover, another similarity is that both places are perceived to have a good working

environment, however they highlight that the private institution is a place with a rewarding work environment.

So, moonlighter teachers are public school teachers, and CCA teachers, as called by Gee (2001) Institutional identity. They recognize themselves as being teachers of these two working places, which present similarities and differences, but where teacher feel part of. They make part of these two communities of practice where they share a familiar territory. (Wenger, 1998)

4.4.2 *Category 2: The being of a teacher*

This second category tackles two aspects of identity which are the self-perception in terms of qualities or characteristics a teacher has, or in terms of what Gee (2001) calls "discourse identity"; he states that the qualities a person, in this case teachers, refers to "it is an individual trait, a matter of one's individuality" (p.103) but it comes from the interaction with others who have treated, talked to that person and have considered a person to have certain characteristics. The second aspect considered in this category is teachers' feelings or emotions because as Song (2016, cited by Li, 2022) refers teacher identity is related to this dimension. The two aspects previously mentioned are the two subcategories that will be presented as follows.

4.4.2.1 Subcategory 2.1: Self-recognition.

When asking teachers how people define them as teachers at a public school and as teachers at private institution or what the characteristics of a public school or private institution teacher are, there was a similarity when teachers refer to personal traits or features. The common traits were a *committed, responsible, creative, dynamic and empathetic teacher.* This kind of features or personal traits is what Gee (2001) mentions as part of discourse identity (D-Identity).

"A committed, responsible, creative, dynamic, empathetic teacher - experienced - hardworking – proactive".**(QQ3DA)**

The personal characteristics mentioned by the participants of this research: committed, creative, responsible, dynamic, are perceived in both working contexts. Therefore, teachers do not perceive themselves as different subjects, in relation to their personal features, depending on the context, but they consider this is what distinguishes an English teacher wherever their context is a public school or a private institution.

"I think that's the essential similarity that I have within the school and with the Colombo. Eh. Additionally eee I think the commitment and the dedication that uh. Eh I think that's another similarity. I am a very dedicated person, very committed. And I try to give the best of me in every single class." **(IQ5K)**

"At Colombo and at the school, I could say that I keep the same personality, I consider myself a very active, dynamic, creative teacher.
I am very caring and empathetic towards my students and their learning process**"**
(FGQ2D?).

Although teachers consider that their personality traits are the same in both contexts, the working contexts (public school and private institution) are the ones that demand teachers to be in a certain way. In other words, it is true that teachers consider themselves to be in certain way, as dedicated, responsible, creative teachers; but it is the context that demands or boost teachers'

personal features or qualities that is in accordance with what it needs in terms of the institution philosophy, or how it needs a teacher to be.

"The teacher of the Centro Colombo Americano, I can say that he or she is a teacher eager to get knowledge, dynamic, proactive. He or she is innovative. And, above all, very committed to his work" **(IQ3K).**

"A teacher who works at a public school has to be tough, has to have a certain strength because he has to deal with a lot of things that have to do with the emotional and sometimes teaching in the same classroom, so it is quite challenging. You have to be resourceful because you not only have to come up with different strategies, but at the same time, he has to deal with the lack of resources, so the teacher has to find the best way to develop his classes, taking into account the limitations...to be patient, to be a compassionate and empathetic person to understand the needs of others and to put himself in someone else's shoes" **(IQ2R)**

4.4.2.2 Subcategory 2.2: Teachers' feelings.

Teachers' identities are shaped by different factors and one of them is their perceptions of themselves, but also their emotions that come from experiences, their roles, and their relationships with students and the educational community. In this subcategory, the different feelings teachers have in the two contexts of this research are analyzed The feelings that they are able to compare because of their special characteristic of moonlighting at a public school and a private institution.

"I sometimes feel that I am rowing alone towards an English level that I want to reach. First, because in the administrative part, even though there are many policies of the Bilingualism plan, we are in a targeting program, they are reviewing the curriculum, the design of the classes. I feel that my work does not have enough impact because the socioeconomic conditions of my students do not allow it 100%. I have seen progress in my students, I have seen that they like English, they like my subject, they like the way I teach them English, the methodology I use. I try to get them to communicate in English, but I have not made much progress. Because it is always a school environment where there are many socioeconomic, personal or social difficulties" **(IQ4A)**

In the previous and following extracts it is evident teachers feel certain disappointment, frustration, and stress because students are not advancing in the English language learning process at school due to there are other factors that affect students, such as economic, family, social, and emotional ones. Different from what they experience in the private institution CCA where they feel calmer because they do not have to deal with those factors and the English language progress of students is more evident.

"I think that as teachers, we carry a lot of emotions from our students and from the context. Many times we leave the class, and I feel and ask what I am doing here, I think my students are not going, they are not advancing, they are not showing and generating progress in them" **(IQ7D?).**

"I would consider that at Colombo I feel a little calmer because the level of stress that is handled there is much lower than at school, at the school I have a population of 35, and all of them are quite different, they have very different social, emotional and family conditions, sometimes very difficult.

So all of this, this union, this set of emotions and situations, makes the stress levels very high." **(FGQ2D?)**

Despite the fact teachers at this study spotlight those feelings of disappointment, frustration, stress at the public school, there is also a feeling of satisfaction, not as recurrent as the previously mentioned ones, when students get to understand and achieve certain objective.

"it is rewarding the fact that, for example, one sees that a primary school student learns to read, and write or follows an attitude or a recommendation made, just as in the Colombo there may be a student who uses the strategies or follows a certain strategy given by the teacher, for one it is very, very, very rewarding" **(FGQ2R).**

"I was also thinking that it is very gratifying to see that what one does with so much love and effort, dedication to planning, gives results in the students that one sees progress in their learning, but I was thinking that suddenly at the public school one feels some sadness, yes, when the students do not receive with the same pleasure as in Colombo, the instructions, the teachings, the guides that one gives to the children to learn English." **(FGQ2A)**

The previous category "the being of a teacher" and the subcategories related to the qualities or personality features and feelings teachers express, contribute to the main objective of this research- "To unveil what ways moonlighting in public and private contexts shapes English language teachers' identity construction" and to the specific objective – "To point out how moonlighters' personal and contextual commonalities and differences shape their teachers' identity.

On the one hand, the participants' responses unveil that moonlighting at a public and at a private institution teachers do not change their personality features, needed in both places, which were common in the answers of all the participants. All of them say that they are responsible, active, committed, creative and dynamic in both contexts. These personality traits are part of the teachers' identity wherever they are, either a public school or a private institution, so this becomes a similarity they find when working in two different socio-economic settings. However, it is relevant to mention that is the working place that boost or make more essential certain personal characteristics; for instance, at the CCA it is required to have all the classes prepared in slides, whereas at a public school teachers are usually in charge of different grades, so they must prepare the classes according to the course, which implies responsibility and commitment, not only to the students English learning process, but to other factors that students have in their lives.

On the other hand, as a difference in both working contexts, and as a representation of teachers' identity is the feelings they have. Also to a great extent, working at a private institution (CCA) and at a public school, makes evident to teachers that although having similar age groups in both places, the economic, family, social, and emotional factors that public school students face affect the way students go into the way of learning English. So this particularity of students

in a public school generates feelings of sadness, frustration, stress in teachers who do not see the progress of their students when learning English, and have to deal with situations not related to the language; which is different from what they do in the private institution where they feel calmer because students' learning is notorious in a faster way. Although the visibility of English learning progress is different in both contexts, slower in the public school and faster in the private institution, teachers feel satisfied when they are witness of their students' learning.

To Benesh (2012, cited by Wolff & DeCosta,2017) identity and emotion are closely related because as mentioned by Maria Assunça Flores and Christopher Day's study (2006) teachers experience a range of positive and negative emotions in the classroom. These emotions can influence teachers' attitudes and practices toward teaching, as well as their overall job satisfaction and engagement.

4.4.3 Category 3: It goes beyond

In this final category it is presented how English teachers go beyond just teaching English, because it is reasonable to think that the prime objective of English teachers, no matter which context they are, is to teach English; but in this category there is a subcategory that makes evident that for teachers there is more than teaching English. Besides, the second subcategory will consider other elements teachers use in their classes which they have learned and taken from the private institution.

4.4.3.1 Subcategory 3.1: Not only teaching English.

Being an "English" teacher is part of identity, and being a public English teacher and a CCA English teacher is what is called "institutional-identity" by Gee (2001). These two kinds of

people have as main objective to teach a foreign language, English, and there is a commonality in these two working contexts and it is the desire to teach well and give the best to students.

"I like to give the best to my students, to be thinking that what they receive will make them fall in love with the English language" **(IQ5A)**

"And I try to give my best in every class." **(IQ5K)**

But teachers in this research, who moonlight, do care about teaching English in a good way, but at the public school an important element emerges which is the desire to teach not only English, but to teach or guide students to learn about values, manners, to be good people and to acquire the competences and visions to construct their life project. At the public school is where teachers are witnesses of the limitations some students have, regarding family interest, love, money, attention, so it is there where teachers have a more social goal to help students, not only to acquire knowledge in certain subject, but to have a positive effect on their lives. And in the private institution, teachers do not only teach elements of the language, but how this language can be a tool for students' life.

"Well, similarities, I think it is like the same thing, it is the constant, like the constant concern, mainly for the integral formation of students. Yes, I think that is a similarity in terms of, as we, as teachers to develop in students not only as how I tell you, competencies in terms of contents, well, the approach, contents and things like that, no, but to try precisely to make them good people, good citizens, not more than anything else, I think it is more in that sense."
(FGQ2K)

"it is not about teaching English for the sake of teaching English, but about teaching something beyond English. Yes, you are an English teacher and therefore it is assumed that you are going to teach English. So a little bit, a lot, yes, but what else are you going to teach besides English? And then let's say that one of the main characteristics of the English classes is that we are not only teaching English, but we go beyond that to try to form integral students, yes, to try to form students with social conscience focused on the use of TICs, focused on the use of skills, or well, knowledge and skills of the 21st century, soft skills, socioemotional competences" **(IQ2DA)**

4.4.3.2 Subcategory 3.2: Teaching including other elements.

The previous and last extract from the participant "docente A" in the subcategory "Not only teaching English" presents some elements that are key in the private institution (CCA) within their learning process. They are present in its student handbook by Centro Colombo Americano (2022) as it is showed as follows:

The English programs develop learning skills, effective interaction, global skills, technological and technical competences. Each program offers specific training in learning strategies, communication, autonomous work, management of technological tools, and develops all the competences and skills required to learn face-to-face and at a distance and perform in today's world. (p.6)

Although these elements, learning strategies, global skills, 21st century skills, and competences are a core element in the teaching and learning sphere of the private institution, it is recognizable that teachers who work also at a public school, it means they moonlight, have the possibility to use in the school, what they have learned and appropriated in the private institution

because they have noticed the positive effect that the application of strategies, skills and competences have, not only in the English learning process, but also as part of students' life.

"The Colombo has been a school for me, I have learned a lot and I have been able to put it into practice in the public school in some aspects, ways of teaching English, to use a more student-centered approach, and at the school I give as much as I can to students knowing that many are born without opportunities, that they have a nice time at school, want to come and learn basic life skills" **(QQ6A)**.

"O or, well, the fact that one has to be always trying to generate different strategies to achieve the learning objective as such. Whether it is English, English learning, but also in other areas. So one has to be always like, you have to be like in that constant questioning of what to do more and better to make more effective in these two scenarios**" (IQ5R)**

Moonlighting has given teachers the opportunity to teach not only English, but also to guide students into something else that it is going to be beneficial in their lives. Moonlighting has provided teachers with what Teder and Mikser (2019) calls "self-actualization" and has reinforced or improved in some teaching skills or gain new skills. So it can be said that to a great extent moonlighting has allowed teachers to feel proud of themselves and happy with the job they are doing.

"Being a CCA teacher in comparison to the SED, gives you the opportunity to stay at the forefront, academically speaking, given the high demand and high standards and excellent results

in learning a second language ... that gives you peace of mind and serves as "fuel" to feel proud, professionally speaking". **(FGQ1DA)**

"Well, I feel happy with what I am doing, I feel that I am doing a good job. So I feel comfortable in both places". **(FGQ2A)**

Chapter 5

After analyzing the findings, and the results, this final chapter presents the conclusions taking into account the information provided by the data presented in some questions of the questionnaire. In addition, it sets out implications for the ELT community, the District Secretary of Education (SED), and the private institution where participants of this research work. This chapter also reflects upon some limitations encountered throughout this study and gives recommendations for further research.

5.1 Conclusions

The present research aimed to unveil to what ways moonlighting in a public and private contexts shapes English language teachers' identity construction, for doing so it was important to set two specific objectives that intend to evidence the relationship between the causes of moonlighting and the shaping of English language teachers' identity; and to point out how moonlighters' personal and contextual commonalities and differences shape their teachers' identity

In regards to the first specific objective related to the relations hip between the causes of moonlighting and the shaping of English language teachers' identities, two were the principal

causes provided by the Colombian English teachers participants. On the one hand, they do it because they need extra income, this supports Ballou (1995), Hamila (2021), Elacqua and Marotta, (2020), Teder and Mikser (2019) who mentioned one of the motives of moonlighting is the necessity of increasing income. Nevertheless, one of the reasons teachers moonlight is because of a source of extra income and it is thought that extra money is required to support family members; this fact is true to a certain extent because two participants of this research answered they are in charged economically of only them, and the other 2 participants are in charged maximum of three people. So it widens the perspective that Raffel and Groff (1990, cited by Hamila, 2021) have "the more a teacher is in the role of breadwinner, the more likely he or she is to moonlight (p. 18), because teachers moonlight to get extra money, but not only because they have to support a lot of family members or because they are the breadwinners, but due to the fact they also think of them, to get what they need, like or would like to have; so part of their identity is that they are self-caring teachers.

If getting extra money is one of the reasons to moonlight, it means that teachers' salary provided by the District Secretary of Education (SED) is not enough. 4 participants are in the salary level 2A which means they are still in the medium level of salary ranking for teachers who work for the State, and although all of them (100%) have a Master degree, it does not represent a significant increase in salary.

Hence it can be concluded that in spite of the fact that the State, it means working at a public school, provides job stability, labor benefits, teachers encounter a good partnership environment, and academic freedom; the salary is not enough for supporting their families, themselves or what they need or want, and that is why they look for a second job (moonlight).

On the other hand, the second cause or reason to moonlight is the desire to learn, improve, work with peers, receive feedback in the teaching field and keep their English language level up to date. This is something teachers consider do not find when working at a public school; they mention they feel that although the Bilingualism program exists and teachers and schools are invited to participate in some training sessions, there is not a real and constructive feedback. Besides, as there is freedom to teach as every teacher wants to do it in a public school, what it is called academic freedom, teachers consider they are "rowing" alone to get or achieve some objectives such as certain English level performance. Unlike what teachers perceive in the private institution (CCA) where they are receiving constant training, feedback and there is a way to work with colleagues in a special assignment called "team-teaching".

And in regards to keeping their English level up to date, it is the private institution where they can do it because they are constantly speaking in English and interacting with students in English. So, the English teachers who moonlight in the same teaching field are academic, knowledgeable and inquiring teachers who believe in a constant improvement in their teaching practices, what it is called by Teder and Mikser (2019) as self-actualization and it refers to the pursuit of personal growth and fulfillment, therefore they look for or complement it in the private institution.

In connection to the general objective and the research question- "what ways does moonlighting in public and private working contexts shape English language teachers' identity construction?", and the specific objective of pointing out how moonlighters' personal and contextual commonalities and differences shape their teacher identity led to unveil that English language teachers' identity is shaped in four ways by moonlighting in a public and private context.

First, identity is shaped in the way engagement, and commitment is fostered, as mention by Yazan (2018) who refers to the commitment, engagement, participation and investment in the profession teachers have, and it is common in the characterization of teachers' identity construction. Teachers engage and commit to their public and private contexts, because from each one of them, they receive specific benefits, for instance they get employment stability in the public school because the State assures the kind of contract that leads to job stability. From the CCA they find possibilities to be updated in their English level, and in their teaching practices.

These engagement and commitment is revealed as a similarity in the teachers' personal traits or features in both contexts, which leads to the second way English teachers' identity is shaped by moonlighting. Teachers see themselves as committed, responsible, creative, dynamic and empathetic professionals. This last personality feature is enhanced by the situations teachers encounter at the public school with their students who have social, family, economic problems; so by being empathetic teachers understand the emotions and feelings of their students, based on recognizing the other as similar but with their own mind and experiences. Thus, it might happen that empathy would not be so evident if teachers did not work at a public school because as one difference from these situations, it is not so recognizable in the private institution students. Despite this, creativity and dynamism are boosted in the private institution (CCA), but it is taken to the classroom in the school.

On the whole, teachers perceive themselves as dedicated, responsible, and creative individuals; however, it is the specific context that dictates and enhances their personal attributes and qualities in alignment with the institution's philosophy and its expectations of a teacher. Identity and context are inseparable as Beauchamp and Thomas (2009) state for identity which

includes a person and a context. The public school and the private institution have provided teacher with a situation or opportunities to see in themselves those personality traits.

In addition to this similarity in teachers' self-recognition, there are also differences that teachers encounter in the two contexts, which is the third way moonlighting shapes English teachers' identity construction. For instance, the number of students teachers have in a public school which goes between 30 and 35, different from the number per classroom at the private institution which is maximum 15 students. That difference has an effect on teachers' feelings, because at the public school teachers feel more stressed to have that number of students, but also to have to deal some complicated social issues. Additionally, they express feelings of disappointment, frustration when encountering the fact that their students do not advance in the English learning process or take really longer time compared to what they see at the private institution. Even so, there is always space for rewarding feelings when they witness the understanding or use of some language element or strategy. Feelings are also an element of teachers' identities (Song, 2016, cited by Li, 2022); hence the fact of moonlighting in two different contexts (public and private) defines to a large extent that possibility of feeling mixed emotions of frustration, stress, calm and reward; it makes possible to see how social factors have a great impact on the process of learning English.

Finally, what evidences that working in two places has a great impact on EFL teachers' identity and is the fourth way of shaping identity construction, corresponds to the permanent objective of not only teaching English, but to go further and try to guide students to obtain tools for their life in both contexts, such as 21st century skills, socio-emotional skills, competences that will be useful to build their life project. This English teachers' desire and the way to contribute to students' life is given by the possibility of being participative subjects in two

different socio-economic working places; and be able to see and compare their positive aspects and downsides. If they were not moonlighters in two different socio-economic contexts, they would not have expressed their feelings, thoughts, desires which constitute at the same time the differences and similarities of the public schools and the private institution of this research and are components of the teachers' identity construction.

5.2 Implications

Different implications arose after carrying out this research study. In the first part of this section, I focus on The District Secretary of Education (SED) and Ministry of Education, second, there are some implications for the private institution (CCA) where English is taught as a foreign language regarding the labor aspects. Finally, I present the implications for English teachers moonlighters.

Firstly, getting a job with the State, specifically with a Secretary of Education around Colombia is a highly prized opportunity because it gives teachers labor stability and benefits, despite this, there are many aspects related to students' social conditions and within the classes themselves as the number of students per class, that teachers encounter in the public schools. Consequently, the Secretaries of Education, but mainly the Ministry of Education in Colombia needs to generate some changes or mechanisms to improve those situations that are affecting the most important participants in education: students and teachers.

Another call, for the District Secretary of Education is to generate a program that really provides EFL teachers' with updating opportunities and accompanying throughout all the school year, including what is necessary for students to get familiar with and learn, such as skills and competences like the ones mentioned by the participants: 21st and socio-emotional skills and

competences. And a further appeal goes with the possibility for teachers who work for the State and are public employees to moonlight in other public organizations such as universities; due to the fact that according to article 128 of the political constitution of Colombia no one can simultaneously hold more than one public job or receive more than one allowance from the public treasury. The positive complement that arises from working in two different contexts (moonlighting) in the same field (teaching field), as observed in this research through the participants' responses, is the source of this reasoning.

The second target for implications of this research is the private institution because teachers who moonlight or work at the private institution CCA, highlight the constant learning related to the teaching field they get, and the possibility to keep their English level up to date. They feel calmer by having a reduced number of students and satisfied to see the effect on students from what they are doing through teaching English. That is why it is fundamental to keep those elements and keep teachers feeling and believing the fact they are excellent teachers. Yet, reconsideration should be done related to the kind of contract teachers have in order not to get them worried about thinking in a possible contract year after year.

Finally, as an English moonlighter teacher and as a researcher about this topic and how this fact of moonlighting shapes language teachers' identity construction, I strongly suggest moonlighters to keep doing it as much as they enjoy it and feel they are contributing to their students in both contexts. To my colleagues I ask them to continue reflecting on their practices, feelings, thoughts; continue taking the best of every context, fighting for what can be better in each one of them, continue expressing, because all those thoughts, feelings, desires, actions are part of what a teacher is.

5.3 Contributions

This research study contributes to broadening the findings about teachers' identity and confirms that identity is an ongoing process, dynamic and in constant change (Beijaaard, Meijer and Verloop, 2004), that includes a person and a context (Beauchamp and Thomas, 2009) because what is said about identity depends on where it is analyzed. For instance, identity's findings are some if it is researched from queer teacher´s identity (Ubaque & Castañeda, 2021) or rural teachers' identity (Cruz, 2020), and in my case some relevant findings about teachers' identity come from those teachers who have two jobs at the same time, concept that is known as moonlighting.

The second contribution is related to this so common phenomenon in the Colombian teacher context, who may have two jobs at the same time, but there is not so much research or writing about it in Colombia, so this research "Language teachers' identity construction when moonlighting**"** is a starting point to continue investigating and writing about it. Besides, it is a way to present or emphasize on the positive aspects of teachers' moonlighting in the same field of teaching because it allows them to reflect and compare the different contexts and how those working places, possibly unconsciously, shape what they feel, think, desire and enrich their working practice and make them stronger inquiring teachers who want to improve themselves to provide the best to their students.

5.4 Limitations

In relation to identity if I am asked who I am, I say "I am a mother who has 2 underage children, I am a wife and housewife, I am an English teacher at a public school and at a private institution CCA (I am a moonlighter), I am a friend, I am a daughter, and I am a Master's degree

student". Each one of these identities has different responsibilities, feelings, thoughts, desires; but all of them lead to one of the limitations I encounter while doing this research study, and it is time. For each one of my identities I had to readjust my time, getting to a point that I had to reduce time for being a present mother, or a dedicated wife or Master student.

As I adjusted my time, my participants also had to adjust their time. I got to know only some of their identities, as English teachers at the public school, teachers at the CCA, and as colleagues who were willing to help in my research, but with some limited time, but as a researcher I patiently waited and respectfully looked for the opportunities to meet and listen to them.

Time was not the principal limitation, one of the main limitation is the socio economic context that forces me and my participants to work in two places because we do not get enough money from only one job, we need money not only for our families, but for ourselves, for what we like, and in my case I wanted to study a Master degree. Therefore I do not want to be interpreted that moonlighting was my limitation, on the contrary moonlighting is the trigger that led me to carry out this research study and pointed my participants and me to keep ourselves updated in our English language level, but also in our teaching practices.

Another principal limitation in this research from my own life was to be everything a mentioned in the first paragraph at the same time. I can say it was my "forced" election in some of them, but I could not, but mainly I did not want to quit any of those.

5.5 Further research

This research study aimed at unveiling what ways working at the same time at a public and private context, specifically related to public schools and a private institution where English is taught as a foreign language, shapes English language teachers' identity construction.

Nonetheless, further exploration in this field could include teachers' identities when moonlighting at the university level, private university and public university. Another interest of research could be the effects of moonlighting at any education level on students' learning in our Colombia context.

It could also possible to research about teachers moonlighting but not in the same teaching field, for instance those teachers who work as teachers, but also perform other jobs.

Whereas this research study emphasizes on English teacher moonlighters, another topic of further research might include teachers from other subjects or areas who moonlight.

Finally, knowing that when moonlighting there is the possibility to leave one of the jobs or contexts, it could be possible to research about those teaches who have had two jobs, but have quitted one of them, such as those teachers who have left the CCA or have left the public school.

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APPENDICES

APPENDIX 1- CONSENT FORM

Digital format: https://forms.gle/UHiwDey9GiHthp1g7

Physical format

	FORMATO		
(logo) UNIVERSIDAD PEDAGÓGICA NACIONAL	CONSENTIMIENTO INFORMADO PARA PROYECTOS DE INVESTIGACIÓN		
Código: FOR032INV	Fecha de Aprobación: 26-08-2019	Versión: 02	Página 2 de 3

PARTE DOS: CONSENTIMIENTO INFORMADO

Yo :_____

Identificado con Cédula de Ciudadanía_____.

Declaro que:

1. He sido invitado a participar en la investigación y de manera voluntaria he decidido hacer parte de este estudio.
2. He sido informado sobre los temas en que se desarrollará el estudio, han sido resueltas todas mis inquietudes y entiendo que puedo dejar de participar en cualquier momento si así lo deseo.
3. Sobre esta investigación me asisten los derechos de acceso, rectificación y oposición que podré ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.
4. Conozco el mecanismo mediante el cual los investigadores garantizan la custodia y confidencialidad de mis datos.
5. La información obtenida de mi participación será parte del estudio y mi anonimato se garantizará. Sin embargo, si así lo deseo, autorizaré de manera escrita que la información personal o institucional se mencione en el estudio.
6. Autorizo a los investigadores para que divulguen la información y las grabaciones de audio, video o imágenes que se generen en el marco del proyecto y que no comprometan lo enunciado en el punto 4.

En constancia, manifiesto que he leído y entendido el presente documento.

Firma,

_____

Nombres y Apellidos : _____
Identificación: _____
Fecha: _____
Con domicilio en la ciudad de: _____
Dirección: _____
Teléfono y N° de celular: _____

Correo electrónico: _____

El nombre o seudónimo que deseo que aparezca en los resultados de la investigación
es_____

La Universidad Pedagógica Nacional agradece sus aportes y su decidida participación

_____

Documento Oficial. Universidad Pedagógica Nacional.

APPENDIX 2- QUESTIONNAIRE

https://forms.gle/RRv8Kg53wVQyUrxS6

Cuestionario Tesis

Como investigadora y colega agradezco su tiempo y responda a estas preguntas que harán parte de mi recolección de datos para mi tesis de maestría.

INFORMACIÓN PERSONAL

1. Seudónimo que ha decidido usar para la investigación

   _____

2. Edad

   Marca solo un óvalo.

   ○ 20-23 años
   ○ 24-30
   ○ 31-33
   ○ 34-40
   ○ 41-43
   ○ 44-50
   ○ 51-53
   ○ 54-60
   ○ Mayor de 60

3. Sexo

   Marca solo un óvalo.

   ○ Mujer
   ○ Hombre
   ○ Otro

4. ¿Cuántas personas están a su cargo?

   Marca solo un óvalo.

   ○ Solo usted
   ○ 1 persona
   ○ 2-3 personas
   ○ 4-6 personas
   ○ 7 personas

FORMACIÓN ACADÉMICA

5. Último nivel educativo alcanzado

   Marca solo un óvalo.

   ○ Bachiller
   ○ Pregrado
   ○ Especialización
   ○ Maestría
   ○ Doctorado

6. ¿Ha realizado otros estudios o cursos? ¿Cuáles?

   _____
   _____
   _____
   _____
   _____

INFORMACIÓN LABORAL

13. ¿Hace cuánto tiempo trabaja como docente para el Centro Colombo Americano?

Marca solo un óvalo.

- Menos de un año
- 1-2 años
- 3-5 años
- 5-10 años
- 11-15 años
- 16-20 años
- 21 o más años

14. ¿Con qué grupo de estudiantes trabaja en el Centro Colombo Americano?

Marca solo un óvalo.

- Niños/as
- Preadolescentes
- Adolescentes
- Jóvenes adultos/ Adultos

PERCEPCIÓN DOCENTE

15. Si alguien lo definiera como **profesor/a de un colegio público** ¿Cómo lo definiría?

_____
_____
_____
_____

16. Mencione aspectos positivos de trabajar como profesor/a en un **colegio público**

_____
_____
_____
_____

17. Si alguien lo definiera como **profesor/a del Centro Colombo Americano** ¿Cómo lo definiría?

_____
_____
_____
_____

18. Mencione aspectos positivos de trabajar como profesor/a en el **Centro Colombo Americano.**

_____
_____
_____
_____

19. ¿Por qué tiene dos trabajos como docente, uno en un colegio público y otro en el Centro Colombo Americano?

_____
_____
_____
_____

20. ¿Cuál considera que es su trabajo primario?

Marca solo un óvalo.

- Centro Colombo Americano
- Colegio Público

21. ¿Existe algún aspecto metodológico (estrategias, actividades, enfoques, etc) que inicio usando en uno de sus contextos laborales y luego lo utilizo o utiliza en su otro contexto laboral? ¿Cuáles?

_____
_____
_____
_____

22. ¿Por qué escogió trabajar en el Centro Colombo Americano, y no en otro lugar donde también se podía desempeñar como docente de inglés?

_____
_____
_____
_____

MUCHAS GRACIAS POR SU TIEMPO Y RESPUESTAS

APPENDIX 3- INTERVIEW QUESTIONS

1. En la encuesta, menciono que su trabajo primario es el colegio público ¿Por qué?

2. ¿Qué caracteriza a un docente que labora en un colegio público?

3. ¿Qué caracteriza a un docente que labora en el Centro Colombo Americano?

4. ¿Qué diferencias ve en usted cuando está trabajando en el colegio público y cuando está trabajando en el Centro Colombo Americano?

5. ¿Qué similitudes ve en usted cuando está trabajando en el colegio público y cuando está trabajando en el Centro Colombo Americano?

6. Si tuviera que escoger su trabajo ideal ¿Cómo sería?

7. ¿Ha pensado en dejar alguno de sus dos trabajos? ¿Por qué?

APPENDIX 4- FOCUS GROUP GUIDING QUESTIONS

1. ¿Qué similitudes y diferencias encuentra en **USTED COMO DOCENTE** del Centro Colombo Americano y de un colegio público?

2. Teniendo en cuenta lo que mencionó anteriormente, ¿cómo describiría sus sentimientos, pensamientos, personalidad, acciones siendo docente del CCA y de un colegio público?

APPENDIX 5- COLOR CODING SAMPLE

https://docs.google.com/spreadsheets/d/1kgrDssU-

BL9kLK05i9zPz6AE_9zkK2q9/edit?usp=sharing&ouid=105373494692543047720&rtpof=t

rue&sd=true

General Object	Research quest	Specific Obj	Categories		Subcategories	Questionnaire (Q)	Interview (I)	Focal Group (FG)
To unveil to what extent working at the same time in a public and private contexts shapes English language teachers' identity construction.	To what extent moonlighting in a public and private working contexts shapes English language teachers' identity construction?	· To identify the causes of working in a public and private settings at the same time (moonlighting)			Employment stability (kind of contract)	Estabilidad laboral (QQ2A) Estabilidad laboral (QQ2R) Estabilidad laboral (QQ2D?) Estabilidad laboral (QQ2DA) la estabilidad laboral (QQ2S) Ambos trabajos compensan mi estabilidad económica. El colegio público me ofrece estabilidad laboral y el Centro Colombo Americano me ofrece mantener mi nivel de inglés actualizado (QQ5A)	El colegio público en el que trabajo es mi colegio primario porque es el colegio donde tengo estabilidad laboral, además de pago de 12 meses. Y otros beneficios, en cambio, en el colegio privado tengo renovación de contrato cada semestre es a término fijo. (IQ1A) Bien con relación a la primera pregunta. Ehh bueno, yo establecí que mi colegio público es mi trabajo primario, teniendo en cuenta que es una... una plaza eh en donde estoy como docente de planta. Eh lo que implica que tenga una estabilidad laboral. Un contrato a término indefinido y pues que tenga algunos beneficios por ser servidora pública, (IQ1K) Mi trabajo primario es el colegio porque es el trabajo que tengo hace 5 años y medio, tiene garantías de estabilidad hasta obtener la pensión (IQ1S) Bueno, porque es el puesto que tengo a término indefinido, es un trabajo. Que puedo tener o sea a 30 años Sí, es un trabajo de por vida, si así lo quiero. (IQ1DA) en el año 2013 me nombraron como docente en	Ambos lugares tienen sus pro y sus contra. A nivel emocional, también en el Colombo podríamos decir que un aspecto negativo es la inestabilidad que tiene el trabajo porque pues a veces puede que 1 tenga gran cantidad de cursos, entonces tiene un buen salario, pero pues eso también genera a nivel emocional una preocupación por saber si de pronto el otro año o el siguiente semestre o no va a tener la misma cantidad de asignación académica. Y pues eso directamente está relacionado al sueldo que uno recibe. (FGQ1D?) En líneas generales, ser docente de la SED a comparación del CCA te da más garantías, seguridad, estabilidad económica, menos carga laboral, mejor remuneración... todo ello te más tranquilidad. (FGQ1DA)
					Money matters	Aspectos positivos de trabajar en colegio público (Colegio público)Garantías laborales y salariales (QQ2K) (Colegio Publico)Mejores salarios a mayores estudios (QQ2DA) (CCA) Buena remuneración económica (QQ4D?) Ambos trabajos compensan mi estabilidad económica (QQ5A) Porque el del distrito no me genera suficientes ingresos para mis gastos y gustos (QQ5R)	La razón principal por la cual eh mi trabajo en la escuela pública es mi prioridad, es porque este trabajo me genera muchísima más estabilidad tanto. A nivel laboral como tal. Eh, con base al tipo de contrato que tengo y a nivel salarial, porque se me garantizan dos salarios mensuales, no necesariamente como es el... el común o la creencia común de que los maestros ganan demasiado, pero sí con la fiel convicción de que es un trabajo que me genera, eh 12 meses de salario y no una preocupación constante por la renovación del contrato. O la finalización del mismo año a año o mes a mes. (IQ1R) La verdad, no he pensado en dejar ninguno de mis	Ambos lugares tienen sus pro y sus contra. A nivel emocional, también en el Colombo podríamos decir que un aspecto negativo es la inestabilidad que tiene el trabajo porque pues a veces puede que uno tenga gran cantidad de cursos, entonces tiene un buen salario, pero pues eso también genera a nivel emocional una preocupación por saber si de pronto el otro año o el siguiente semestre o no va a tener la misma cantidad de asignación académica. Y pues eso directamente está relacionado al sueldo que uno recibe. (FGQ1D?)
			The being of a teacher		Self-recognition Teachers' qualities	Una docente responsable, cumplida, dinámica, abierta a sugerencias y dispuesta a aprender (QQ3K) Una profesora activa y comprometida (QQ1A) Una profesora alegre, dinámica, comprometida. (QQ3A) Comprometido y responsable que le toca duro por la cantidad de problemáticas en la escuela publica (QQ1R) Divertido y conocedor del tema (QQ3R) Dinámica (QQ1D?) Dinámica (QQ3D?) Docente comprometido con el proceso de enseñanza del Inglés. Un docente muy proactivo y dinámico. Un docente con bastante experiencia en el uso de las TIC, metodologías de la enseñanza del Inglés. Una persona muy compañerista, comprometida y líder. (QQ1DA) Un docente comprometido, responsable, creativo, dinámico, con mucha empatía con sus estudiantes - experimentado - trabajador - proactivo.(QQ3DA) Comprometida (QQ1S) Very good me dijo mi supervisor en la última observación (QQ3S)	principios éticos. Ehh Frente a su labor docente, frente al impacto que puede tener con cada uno de los estudiantes en su labor con sus enseñanzas, con su propio ejemplo. (IQ2A) Las características del docente de institución pública tienen muchas variables, estas pueden estar ligadas a su decreto de contratación, a su edad, y a su compromiso ético (IQ2S) Así mismo, podemos encontrar docentes con características de vocación social, preparación académica, recursividad, y mucho compromiso (IQ2S) Que trabaja en un colegio público en una escuela pública, tiene que tener temple, tiene que tener cierta fortaleza porque se lidian con muchísimas cosas que tienen que ver con lo emocional y a veces la enseñanza en la misma aula de clase es bastante em, digamos challenging. Debe ser recursivo porque no solamente tiene que idear diferentes estrategias, sino que al mismo tiempo. Tiene que lidiar con la falta de recursos, por lo tanto tiene que mirar la mejor forma de de generar sus clases, teniendo en cuenta las limitaciones...llenarse de	mantengo la misma personalidad, me considero una profesora muy activa, dinámica, creativa. Cariñosa y empática hacia mis estudiantes y hacia su proceso de aprendizaje. (FGQ2D?) Me siento feliz, siempre estoy alegre, tanto en el Colombo como en el colegio público. (FGQ2A) en ambos sitios trato de impregnar mi entusiasmo por qué los niños quieran aprender inglés, adicionalmente la estimulación que recibo para la creación de contenidos y formas de llevar la clase exigidos y orientados por el CCA la intento poner en práctica con los estudiantes de la institución educativa pública.(FGQ2S) Como profesional y como persona me comporto igual en cualquier contexto académico, es decir, en mi caso, siendo muy proactivo, motivador, optimista, alegre de lo que hago (FGQ2DA)
					Teachers' feelings	Comprometido y responsable por que le toca duro por la cantidad de problemáticas en la escuela publica (QQ1R) trabajo humano y social con la comunidad - empatía y agradecimiento de la comunidad (QQ2DA) Un docente comprometido, responsable, creativo, dinámico, con mucha empatía con sus estudiantes - experimentado - trabajador - proactivo.(QQ3DA) estudiantes con metas claras y fijas en cuanto al aprendizaje del idioma Inglés (QQ4DA)	que a veces siento que estoy remando sola frente a un nivel de inglés que quiero alcanzar. Primero porque en la parte administrativa, aunque sea, aunque haya muchas políticas de plan distrital, de bilingüismo, estemos en programa de focalización, nos estén revisando las mallas, el diseño de las clases. Eh siento que que mi labor de pronto no impacta lo suficiente porque las condiciones, eh socio económicas de mis estudiantes no lo permiten al 100%. He visto avances en mis estudiantes, he visto que les gusta el el inglés les gusta, mi asignatura les gusta cómo les enseño el inglés, la metodología que utilizo. Trato que ellos puedan comunicarse en inglés, pero no avanzó mucho. Porque siempre eh es un ambiente escolar donde hay muchas dificultades socioeconómicas, personales o sociales.(IQ4A)	, consideraría que en el Colombo me siento un poco más tranquila porque el nivel de estrés que se maneja ahí es muchísimo menor al que manejo en el colegio, en el Colegio tengo una población de 35 donde todos ellos son bastante diferentes, tienen unas condiciones sociales, emocionales y familiares muy diferentes, en algunas ocasiones muy difíciles. Entonces todo eso, esa Unión, ese conjunto de emociones y situaciones, pues hace que los niveles de estrés sean muy elevados. (FGQ2D?) También podría decir que, como lo mencioné anteriormente, uno de los sentimientos que prevalece más es como a veces la frustración en el ámbito público, puesto que en muchas

			Not only teaching English	formas y en diversos contextos mis conocimiento (QQ5D?) El colombo ha sido una escuela para mi, he aprendido muchísimo y he logrado ponerlo en práctica en el colegio público en algunos aspectos, formas de enseñar el inglés, darle más centralismo al estudiante, y del distrito a dar lo que mas pueda a los niños sabiendo que muchos nace de una vez sin oportunidades, que pasen un rato agradable en la escuela, quieran venir y aprendan habilidades básicas para la vida (QQ6A)	persona.. que debe primero tener muy claros sus principios éticos. Ehh Frente a su labor docente, frente al impacto que puede tener con cada uno de los estudiantes en su labor con sus enseñanzas, con su propio ejemplo (IQ2A) el docente del colegio público tiene el perfil y no solo de docente, sino también de psicólogo, de familiar de los estudiantes. Ehh Hace las veces de consejero de orientador. Eh cumple muchas, muchas facetas, no solamente en el en el aula como docente. (IQ2A) . Y por lo general, el docente del centro Colombo americano es una persona que que que busca siempre hacer lo mejor. Eh en su en su faceta como docente de inglés. (IQ3A) consideró que un docente de inglés de un colegio público debe ser un docente eh que tenga. Eh claridad en cuanto al tipo de población que está, **con el que está trabajando para dar posibilidades a sus niños que de pronto tienen eh ciertas condiciones vulnerada**s en cuanto al acceso a la educación y especialmente el acceso a a una educación	siempre ha sido lograr de alguna manera aportar en el proceso de formación, educación en general YY de enseñanza aprendizaje del educando. (FGQ2R) bueno, similitudes, pienso que es como lo mismo, es el constante, como la constante preocupación, principalmente por la formación integral de los estudiantes. Sí, creo que esa es una similitud en términos de de que pues como nosotros, como docentes. Desarrollar en los estudiantes un no solamente como cómo te digo como competencias en términos de. Los contenidos bueno, el abordaje, contenidos y cosas así, no, si no procurar precisamente que que sean unas buenas personas unas personas. Buenos ciudadanos, no más que todo, pienso que es más en ese sentido. (FGQ2K) Hola, bueno entre las similitudes, en ambos sitios trato de impregnar mi entusiasmo por qué los niños quieran aprender inglés, adicionalmente la
			Teaching including other elements	Me motiva la idea de poder aplicar de diversas formas y en diversos contextos mis conocimiento (QQ5D?) El colombo ha sido una escuela para mi, he aprendido muchísimo y he logrado ponerlo en práctica en el colegio público en algunos aspectos, formas de enseñar el inglés, darle más centralismo al estudiante, y del distrito a dar lo que mas pueda a los niños sabiendo que muchos nace de una vez sin oportunidades, que pasen un rato agradable en la escuela, quieran venir y aprendan habilidades básicas para la vida (QQ6A)	se le pueda trabajar las diferentes habilidades comunicativas que pueda acceder, no solamente a la típica clase de inglés en donde se le enseña gramática y vocabulario de manera aislada, sino que pues obviamente pueda empezar a tener unas bases en cuanto a la parte comunicativa en una lengua extranjera, (IQ2K) Ubicada en el programa de de niños y adolescentes KTP. Yo pensaría que pues lo principal es que son o somos personas que o somos pocos de los que tratamos de implementar, de hacer que la teoría. Se veía en la práctica. Sí y en ese sentido, pues tratamos de de implementar y llevar a cabo diferentes estrategias y herramientas que desde la teoría en la enseñanza del inglés (IQ3DA)	Hola, bueno entre las similitudes, en ambos sitios trato de impregnar mi entusiasmo por qué los niños quieran aprender inglés, adicionalmente la estimulación que recibo para la creación de contenidos y formas de llevar la clase exigidos y orientados por el CCA la intento poner en práctica con los estudiantes de la institución educativa pública.(FGQ2S)