

**Real feelings from real English teachers:
Emotional obstacles faced by English teachers of 3 schools from Jamundi and 2 schools
from Santander de Quilichao.**



Marlen Salinas

Laura Marcela Ramírez

Kate Angelique Dorado

Universidad del Cauca

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Marlen Salinas

Laura Marcela Ramírez

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Advisor

Mg. Julián David Guevara León

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APPROVAL
UNIVERSIDAD DEL CAUCA

The Undersigned Committee of Human and Social Sciences School approves the project developed by Marlen Salinas, Laura Marcela Ramírez, and Kate Angelique Dorado:

Real feelings from real English teachers:

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Judge: _____

Mg. Yareth Martínez López

Judge: _____

Mg. Sandra Liliana Chacón Flor

Advisor: _____

Mg. Julián David Guevara León

Oral defense location and date:

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Kate A. Dorado, Marlen D. Salinas & Laura M. Ramírez

Lic. en Lenguas Modernas, Inglés - Francés, Universidad del Cauca

Énfasis III

Julián David Guevara Leon

Marzo de 2024

Abstract

The present research paper provides a detailed examination of the main emotional obstacles that some English teachers in three public educational institutions in Jamundí and two in Santander de Quilichao must deal with daily during their teaching practice. Drawing on a qualitative perspective and utilizing a descriptive methodology, we were able to elucidate the primary causes that generate negative emotions among English teachers and the lack of Emotional Education available to teachers in these public institutions. A common sentiment among all interviewed teachers is the frustration stemming from various scenarios in the classrooms. However, unexpectedly, the research also yielded a completely unforeseen result. Some teachers explained that these negative emotions are not perceived as obstacles but rather as opportunities to enhance their teaching methods and personal growth, so they perceive these challenges as personal feedback, instead of perceiving them as a negative field of their work.

Keywords: *Emotional obstacles, public educational institutions, emotional education, classrooms, personal growth, perception of challenges.*

Resumen

El presente trabajo de investigación presenta de manera detallada los principales obstáculos emocionales con los que deben lidiar diariamente durante la práctica docente, algunos profesores de Inglés de tres Instituciones educativas públicas de Jamundí, y dos en Santander de Quilichao, apoyándonos en un punto de vista cualitativo y con una metodología descriptiva, logramos exponer las principales causales que generan emociones negativas en los docentes de Inglés, y la falta de Educación Emocional con la que los docentes de estas instituciones públicas cuentan, pues se evidencia que un sentimiento general presente en

todos los docentes entrevistados, es la frustración generada por diversos escenarios en las aulas. Sin embargo, también se logró obtener un resultado totalmente inesperado, pues algunos de las respuestas generadas por los docentes, explican que estas emociones negativas no son percibidas como un obstáculo, sino como una oportunidad para enriquecer sus métodos de enseñanza, y su personalidad, por lo que ven estos desafíos como formas de retroalimentación personal.

Palabras clave: *Obstáculos emocionales, instituciones educativas públicas, educación emocional, aulas, crecimiento personal, percepción de desafíos.*

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Introduction

Teaching English as a foreign language represents a complex challenge that goes beyond teaching language skills. In today's environment of globalization and the increasing importance of intercultural communication, mastering English has become a fundamental skill for academic, professional, and social success. As a result, working as an English teacher has become one of the most sought-after jobs, both for schools, freelancer institutes, and even virtual platforms. Despite all the benefits that being an English teacher can bring, teaching this language as a foreign language is not without challenges.

We as English teachers face a variety of situations during our practices which is why we understand and focus our project on those teachers who face a diversity of situations every day that require not only a solid command of linguistic content but also pedagogical and emotional skills to maintain an effective learning environment. Whether responding to students' lack of interest or addressing individual differences in pace and learning styles, English teachers must be able to adapt and respond flexibly to the needs and challenges of their students.

In this respect, emotions play a fundamental role in the process of teaching and learning English. English teachers often experience a variety of emotions, and they range from satisfaction and contentment to stress and frustration. These feelings can occur as a result of different situations, including a lack of student engagement, pressure to meet curriculum objectives or lack of organizational resources and support.

Our project focuses on investigating the negative emotions experienced by English teachers from public schools, and how they could affect, in some cases, their teaching work and personal lives. Moreover, it presents a deeper understanding of these emotional barriers, that is to say: exposes the main reasons why teachers' mental health could be affected while teaching, and also exposes their impact on their teaching practice and learning process can

help support the emotional and professional well-being of English teachers, improving the quality of English language teaching.

Through in-depth research and analysis, this study aims to identify the emotional challenges faced by English teachers, especially in public schools. In addition, it aims to investigate the impact of these emotions on teaching practices and teachers' physical and mental health. A deeper understanding of these dynamics allows us to promote healthier and more productive educational environments for both teachers and students.

This study not only contributes to existing knowledge about teaching English as a foreign language but also provides practical and useful information to improve teachers' working conditions and optimize the learning process for students. Ultimately, addressing emotional challenges in English language education will help create a more fair, inclusive, and effective educational system for all involved.

Problem Description

Teachers who teach or guide English as a foreign language in public schools, in their daily practice, often go through situations that can morally destabilize them, such as those postures in which their students are not interested in learning or do not understand what is being explained to them. Emotional obstacles can be defined as those psychosocial problems humans face daily, such as stress, anxiety, frustration, etc. As an example, in the teaching field, which is the one we are going to expose in this study, those problems are very common if we have not been encouraged to have an emotional intelligence with which to control these situations. We focus on describing the different obstacles that English teachers may face and how these may or may not affect the course of their high school classes.

Now then, we emphasize the relevance of having studies on the emotional health of English teachers, since they are the ones who often feel the most significant frustration in their work, most of all, those teachers who lack interest in teaching English, or who do not have much knowledge regarding this subject. Thanks to studies and analyses such as those of the Botín Foundation (2007), it has been shown that emotions play an essential role in learning, therefore, the good emotional health of teachers is prioritized for good student learning. As Ruta Maestra mentions in its article, students need to learn a new language but must feel motivated to learn. The teacher is in charge of transmitting this positive energy to their students. However, English teachers often face daily emotional obstacles that directly influence their foreign language teaching process. For this reason, many teachers see their pedagogical practice affected due to a lack of good emotional management, lack of motivation, work stress, and often, lack of self-esteem.

In addition, Manen (2004) mentions that the teacher must have knowledge that comes from both the head and the heart, referring to the need to support educational activities with

learning situations and environments that are meaningful, sensitive, and humane that teachers must provide. It is necessary to emphasize that pedagogical practices depend not only on teachers' knowledge, skills, and abilities but also on the mental health with which teachers come to the classroom. It is also indispensable to recognize this, since teachers transmit knowledge and positive and negative emotions in the classroom, creating an ethical and academic learning environment.

That is the main reason why Emotional health is vital in teaching work, therefore, we can define Emotional health as a psychological state that deals with feelings and the ability to manage emotions in the face of these feelings. This state is affected in teachers mainly by burnout syndrome as a result of excessive work wear and tear, this syndrome affects both physical and emotional health. (Freudenberg, 1974). Taking into account the emotional problems of English teachers, it is necessary to highlight the context in which teachers who teach English in the schools of Santander de Quilichao and Jamundí have to develop their classes because not all schools (most of all in public Education) have the same educational environment.

Since several of these schools do not have the support of a social worker or psychologist in the institution, this situation has caused teachers to face a hostile environment without any emotional education base that they can implement in the development of their teachings. Psychological support in education is crucial for reinforcing learning and teaching tools, creating effective teacher-training lesson plans, and implementing strategies for developing essential social skills. These skills include anger management, self-control, and assertive communication, which are vital for interaction in both educational and social environments.

This kind of support is also required given that English teachers must develop strategies for emotional support in the classroom. Without this item, all the negative load

generated at work, which affects the health and safety of the teachers falls on them. In addition, their emotions will be affected, resulting in a problem in the student's learning process in a second language and, even causing negative feelings in some cases.

Based on the previous statements, we decided to investigate the emotional field that is faced during the teaching of English in some public schools in Jamundí and Santander de Quilichao. To achieve this, we used the following research question as a guide:

What are the emotional obstacles of English teachers, in their practice of teaching English as a foreign language, in 3 public schools in Jamundí and 2 in Santander de Quilichao?

Justification

This research is necessary to highlight the relevance of a problem that has often been ignored in public institutions, but emphasizing that it has not been ignored in the objects of study, since there is research on the topic of emotions in the role of the English teacher. An example of a study is proposed by Eggen and Kauchak (1999) who mentions that some teaching characteristics such as good humor and warmth, guide students to obtain better academic results. However, due to the problems experienced during and after the pandemic, emotional health in the classroom has been greatly affected, both by students and teachers.

This research is developed to provide a guide of information on the dimensions of personal and labor Burnout, among other emotional obstacles, faced by English teachers in two public schools of Santander de Quilichao and three in Jamundí.

The educational field is, without a doubt, one of those that have been most impacted by changes, transformations, analysis, reflection, reforms, proposals, paradigms, and theories that have allowed it to develop great advances. This is how teachers are flooded with innovations and policies in education, but it is clear that even with all this, there is still far from a pleasant or satisfactory image of the teaching job. (Hernández, 2017, p. 81)

Likewise, this research focuses on studying the emotions that affect English teachers in Santander de Quilichao and Jamundí in public schools, and the variants that influence the development of teachers' work stress. It also seeks to demonstrate the impact generated by emotional instability and work stress, as well as to prove how they influence the physical and mental health of teachers due to the different demands they face.

This study identifies whether emotional and mental instability and work stress are an imminent danger for English teachers who face daily problematic situations in public schools

of Santander de Quilichao and Jamundí, to analyze the causes and effects of this problem. Finally, this research's transcendence lies in teachers' work performance, how emotions are reflected in their work environment, and how the emotional health of the teacher affects students. Pérez et al., (2022) highlighted the definition of Navarro (2017) as:

Numerous investigations show the positive effect of Emotional Education programs on students in aspects such as empathy, school climate, or academic performance. While it does not happen the same in the case of teachers, as there are far fewer studies in this regard. It is possible to list several scientific works highlighting the importance of teacher training in emotional competencies to achieve a positive effect on academic performance, classroom climate, and quality of relationships. (p. 70).

That is why this study is mainly addressed to foreign language graduates, to show the impact of a teacher's motivation and emotional control on the effectiveness of language teaching. The previously reviewed article's evidence supports the problem of the lack of educational efficacy of language teaching and the relationship it has with the control of emotions and motivation. Therefore, it is essential to study this problem, since Burnout and demotivation are constantly increasing, which creates a hostile environment for language teaching and learning.

Furthermore, this can contribute significantly to the academic areas of the public institutions of Santander de Quilichao and Jamundi, where the research developed, since it highlights the difficulties faced by English teachers that affect their teaching, thus creating a research report that can help future investigations in the subject.

And, finally, the collection of this data and information is required to confront the English teachers' emotional difficulties to inspire efficient and deep learning.

General Objective

To present the emotional obstacles teachers face when teaching English as a foreign language in three public schools of Jamundí and two of Santander de Quilichao.

Specific Objectives

- To identify the possible emotional obstacles teachers face while teaching English in the classroom.
- To analyze if there are issues in the classroom that affect in some way the teacher's natural state and cause difficulties for him/her, in the correct development of their English class.
- To organize the information obtained from the interviews and the observations and then analyze it and present the results.

Conceptual Framework

Emotional Obstacles

In the teaching field, an environment can often seem hostile and discourage most teachers due to the burden they have to cope with in their work. According to Hernández (2017): "Everyday difficulties arise in classrooms such as non-attendance, lack of motivation and interest in the study, inadequate interpersonal relationships, and an environment that does not favor learning" (p. 80). This concerns students but is closely linked to how teachers give their classes.

According to Hernandez (2017), a teacher who has an emotional attitude will set the course and make it more enjoyable for her students. For her, such emotional obstacles that teachers go through may be the cause of a lack of interest on the part of students in classes; according to Cubeiro (2018), regarding "Fear and other emotional obstacles to undertaking", some of the most common obstacles may be: discouragement, anxiety/stress, loneliness, immaturity/inexperience, worry, panic, fear of change and leaving the comfort zone.

Emotional Education

According to Schmelkes (1995), "the improvement in the quality of education depends more on the quality of the people who work as teachers than on the curricula" (Schmelkes, 1995:80). Emotional education is a pedagogical process aimed at strengthening the affective sphere as a complement to cognitive skills to facilitate the integral development of the personality. It promotes knowledge and emotional management so that the person can assertively face the challenges of daily life and improve their well-being.

According to the North American Association CASEL (Collaboration for Academic, Social and Emotional Learning), emotional education research is necessary because it allows

teachers to develop the required attitudes to understand their own and other people's emotions.

Self-concept

Refers to how each person perceives themselves, how they perceive their behaviors and abilities and identifies themselves as an individual with unique characteristics. Self-perception involves how one's beliefs are perceived, how one's feelings, likes and dislikes, and acceptances of oneself are developed, and at the same time, self-esteem is developed. "Self-concept is a powerful construct that lies at the center of an individual's psychology connecting various dimensions such as motivation, affective attitudes, motivation, goals, and strategic behaviors" (Denissen, Zarrett, & Eccles, 2007; Marsh, 2006).

Self-concept develops through our interaction with others, and people in our lives can contribute to our self-identity. One study found that the more a teacher believes in a high-performing student's abilities, the higher that student's self-concept. (Pesu et al., 2016)

Reference Framework

Emotional management in the teaching field is a process that is generally overlooked within educational institutions, particularly in public institutions, as they often reside in sectors that are not highly recognized or prioritized by governments, especially in Latin American countries. This is even more pronounced in institutions located in rural areas or far from urban centers. These conditions often hinder teachers' willingness to teach or can even lead to low spirits when planning classes, as they lack professional support to guide them when they feel frustrated due to various classroom situations. Therefore, public institutions need to provide psychological support within their premises. Often, these emotions and the lack of education in managing them lead teachers to experience numerous personal and interpersonal issues in the classroom, burdening them with emotional stress they shouldn't have to carry. An example of the outcome of inadequate emotional education is the work stress caused by the emotional challenges teachers face. Hence, it's crucial to deeply understand the context in which these teachers must conduct their classes to identify the possible causes of issues that may trigger emotions affecting them.

Often English teachers face the dilemma of feeling frustrated in their classes because some students, taking Colombia as the main example for this research, find English to be a boring subject or simply feel uninterested in learning the language. Consequently, they show little interest in receiving this particular class or view it as unnecessary for their lives. These two factors create an emotional clash for the teacher. As English educators, they understand the potential usefulness of this language for their students' future. It can be frustrating and disheartening when students don't see this option as valuable, choosing instead to focus on activities that may not bring much benefit to their lives.

In light of this, it is asserted that having psychological support in the public educational environment (the main focus of this research) is of utmost importance. This support aids in strengthening both teaching and learning tools for both the teacher and the student. Additionally, it is considered vital to create study plans in teacher training programs to identify possible shortcomings and implement strategies for the development of emotional skills such as anger management, self-control, and assertive communication, among many other essential skills for interacting in a healthy educational and social environment.

Theoretical Background

In the context of emotional obstacles during teaching practice in public institutions, we conducted a rigorous search for previous studies that could shed light on the main objective of the research. From that exploration, we decided to select five articles that had in common the topic of emotions and teachers. Four of these studies are International (Chile, Croatia, Germany, and two from China).

One of them is National (Colombia), considering the latter as a replacement for local studies, since one of the main challenges was to find similar studies conducted in our localities, it could even be mentioned that, although the selected studies are very complete since they comply with the elements of an academic article, it was difficult to find more recent studies about the object of the research.

The following is a summary of the information gathered from each of the articles chosen to support our work:

First of all, during our research about emotions and teaching, it is pertinent to discuss the following data obtained by Bächler, Pozo, and Scheue (2018), which aims to identify different discursive uses by teachers when discussing emotions and their role in teaching and learning processes. It analyzes and describes the connections between the discursive profiles and the conceptions of the relationship between emotions, teaching, and learning processes, describes the profiles identified according to the kind of educational agent around whom the discourses revolve: students or teachers, the predominant emotional valence in each of them, how dynamic management in the classroom is viewed.

This study analyzed the characteristics of the discourse of thirty-two primary school teachers in the public education system of Chile who, according to a survey, presented different conceptions about emotions and their role in the teaching-learning process. The article mentions that they have done a previous analysis using qualitative interviews.

In this article, a lexicometrics method is employed for a second analysis, utilizing a quantitative approach to examine textual data from prior studies on teaching conceptions. The goal is to identify lexical groups or profiles characterized by chains of characteristic words and assess their association with participants' variables, specifically their conceptions of the relationships between emotions and teaching and learning processes.

The analysis identified four discourse profiles on emotions in teaching and learning processes. The categorical statistical analysis and methodology employed in the study facilitated the understanding of conceptions, considering both conceptual and cognitive features, as well as the phenomenological or affective component of beliefs.

Another article by Franco et al., (2018) has the purpose to present the results of the measurement of current teacher motivation in fifty-one secondary schools located in the metropolitan area of Medellín. This research also includes certain factors that cause anxiety in teachers, such as applying new methodologies and changing their learning style, which ends up affecting their motivation to teach.

The approach was carried out through a broad theoretical framework, because they expose in detail the different existing types of motivation, studies, and theories about it, taking as a starting point a special theory about motivation: the internal and external ones.

In the same way, they explain other terms that cause demotivation or uneasiness in teachers, such as burnout syndrome, which, as the study highlights, is one of the factors that afflict mostly secondary school teachers. In addition, the research arose due to certain issues that generated concern among teachers, since, as explained in the document, when students finished high school, many had low academic levels, so the ideal of this study is to confirm whether or not teacher motivation affects student learning.

The methodology used was based on a categorical system relevant to quantitative research designed by Galeano (2004), which resulted in two categories of analysis: intrinsic

factors (satisfaction with "what one does") and extrinsic factors (incentives and rewards) that mainly impair motivation. The methodological instruments used to collect the information were: a survey of twenty-nine questions rated according to the Likert-type scale, which was used in a sample of 51 secondary schools (17 private and 34 public), that in turn was applied to four hundred and eighty-four teachers from 9 municipalities or localities in the area. Also, Excel and SPSS programs were used to analyze the data. The results obtained show that vocation is the intrinsic factor that has the most significant impact on teacher motivation and that economic recognition has the least effect.

Continuing with these concepts, the article by Burić and Frenzel (2020) explores links between teachers' emotional labor, class-perceived instructional strategies, and students' self-reported academic engagement. The present study seeks to address this gap by investigating the association between teachers' emotional labor, class-perceived instructional strategies, and students' self-reported intellectual employment.

To this end, a multilevel study design was implemented. More precisely, data from teachers who provided self-reports on emotional labor strategies, students who provided reports on their teacher's instructional strategies, and self-reports on their academic engagement were obtained. Data on emotional labor from $N = 95$ high-school teachers and their students ($N = 2,111$) perceptions of instructional strategies and self-reported academic engagement was analyzed through doubly latent multilevel SEM.

The results indicate systematic links between teachers' emotional work strategies, perceived classroom teaching strategies, and self-reported student engagement. The more often teachers reported hiding or suppressing their feelings in class, the lower the instructional strategies perceived by students. The results imply that interventions that promote emotional regulation strategies for teachers can be very promising since they are likely to be beneficial for the well-being of teachers and teaching performance.

Also, this article by Zhu et al., (2018), has the purpose of extending previous work on self-perceived predictors of teacher burnout by simultaneously investigating teacher self-concept and efficacy to detect the possibility of teacher efficacy, being a mediator between teacher self-concept and burnout as well as whether such a relationship remains constant across all groups of teachers with different gender and teaching experience.

This study uses a quantitative method; in which they randomly collect data. Based on the Educational Statistics Yearbook of China for 2016. A sample of 1892 teachers from 74 schools across seven regions of China voluntarily participated. Teachers with more than five years of teaching experience were regarded as experienced teachers, while teachers with less than five years of teaching experience were considered novice teachers. Questionnaires were put in an envelope and handed over to all teachers presented during data collection. They were instructed to respond independently, express their true feelings freely, and seal the envelope after returning the finished questionnaires to ensure privacy. They measured with items from different evaluation scales that measured teachers' overall self-assessment of their competence; the responses were provided on a 6-point scale ranging from 1 = strongly disagree to 6 = strongly agree, where some questions were reverse-scored. The answers were provided on a 6-point scale ranging from 1 = strongly disagree to 6 = strongly agree, where some questions were reverse scored.

Structural equation modeling indicated that teacher self-concept influenced the burnout dimensions of emotional exhaustion, depersonalization, and reduced personal accomplishment via teacher efficacy. Further multi-group analysis suggested that this mechanism worked equally across different gender and teaching experience groups. With a non-western teacher sample, teacher efficacy was found to mediate between teacher self-concept and burnout. The finding mainly contributes to the knowledge in the teacher efficacy literature.

Likewise, an article written by Lei (2019) analyzes the problems such as enrollment pressures, the teachers' teaching methods, and students' lack of learning motivation because most of the students have negative emotions and anxiety during the English learning process, which not only reduces the efficiency of English learning but also seriously affects their mental health. The positive emotions of English learners can improve their learning efficiency and academic performance. This paper introduces positive psychology into English language teaching (ELT) and empirically applies psych health guidance and behavioral suggestions in the ELT based on the feedback effect of positive emotions.

This paper selects the non-English foremost teachers and students in Grades 1-3 of a university in Shenzhen as the research objects, every 300 students for each grade. Using the questionnaire, the situation of ELT in colleges and universities from the perspective of students and teachers analyzes the main problems according to the survey results. This paper puts forward countermeasures for applying positive psycho-health guidance and behavioral suggestions from three aspects: teachers, students, and the environment.

Teachers: teachers should first possess a positive working attitude, that is, taking a positive view of the problems encountered in daily work, adjusting their work mentality, and maintaining their positive and healthy physical and mental development.

Students: The positive evaluation and encouragement of students' performance, direct evaluation of students without using grades, and positive encouragement and praise enable the students to regain interest and confidence in English.

Environments: With the prerequisite of a good teacher-student relationship, teachers should always care about the students, listen to their hearts, maintain their friendly relationship, and influence students through their excellent words and deeds as well as personality. A positive learning atmosphere also has a more significant impact on students.

The results reveal issues in current College English teaching, including inadequate learning motivation, low classroom participation, teachers lacking positive education concepts, and neglect of students' personality training. Proposed countermeasures focus on applying positive psycho-health guidance and behavior suggestions in ELT, addressing teachers, students, and environments. The integration of positive psychology enhances students' positive emotions and boosts their English performance.

As mentioned in previous articles, it is essential to identify whether emotional instability, which leads to job stress, is an imminent danger for teachers who face problematic situations daily. This is because, in different investigations, it has been shown that not knowing how to control emotions in the classroom can affect the excellent continuity of the class and also harm students, especially when it comes to teaching a second language since, as some of the studies mentioned, is during these classes that the most significant emotional conflicts arise, both in students and teachers.

Therefore, it is necessary to have good emotional health; otherwise, teachers will acquire diseases, not only mental but also physical. As a clear example, we have work stress, which has generated a severe burnout syndrome, thus influencing teachers' work and family life.

We emphasize that these studies also illustrate the importance of the classroom environment and the teacher's motivation for the student. Therefore, we consider it of utmost importance to consider these previous studies because they support and give a reason for the different cases in which the lack of emotional intelligence on the part of the teacher ends up having negative effects within the classroom, even, in some cases, ends up exhausting the teacher's vocation, resulting in his or her resignation from the institution. Likewise, we emphasize that these studies largely clarify the theory of the project, in addition to providing an adequate basis for the development of this research.

Context and participant's description

This project involves teachers from two public schools in Santander de Quilichao, a Colombian municipality located in the northern sector of the department of Cauca, 97 km north of Popayán and 45 km south of Cali;

Figure 1: Map of Santander de Quilichao

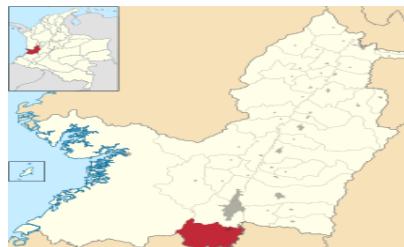


Wikipedia. (n.d.) Santander de Quilichao. Retrieved from

https://es.wikipedia.org/wiki/Santander_de_Quilichao

And three in Jamundí, one of the 42 Colombian municipalities that make up the department of Valle del Cauca, located in the southern region of the department, within the Cali metropolitan area.

Figure 2: Map of Jamundí



Wikipedia. (n.d.). Jamundí. Retrieved from

<https://es.wikipedia.org/wiki/Jamund%C3%AD>

It is important to emphasize that each teacher handles a group of approximately 35 to 40 students per classroom. However, the space allocated to teachers tends to be smaller for the large number of students they must attend to. Also, we can highlight that there is a lack of adequate lighting, ventilation, work materials, seating, and even sanitary conditions within the educational institutions chosen for the research.

Next, we present the schools that were part of the project:

Institución Educativa Ana Josefa Morales Duque: It is a public school in Santander de Quilichao located at Carrera 25 No. 5 - 200, Barrio Morales Duque. It is an institution that seeks to contribute to the creation of the life project of students through the internalization and production of values, technical and academic knowledge, and the development of skills and abilities from their cultural reality and scientific knowledge. This institution has a teacher who teaches and guides the subject of English for all afternoon grades. The school has grades from sixth to eleventh grade, with children of different ages in each grade. It also has a library, computers, and an internet connection. The Institution is located on the city's outskirts where there are children from rural and urban areas.

Figure 3:



Ana Josefa Morales Duque Educational Institute. (n.d.). Homepage. Retrieved from <https://www.ieajmd.edu.co/inicio>

Institución Educativa Instituto Técnico: It is an establishment of an official and mixed character, legally approved by the Ministry of National Education by Ordinance on April 13, 1913, which offers formal education at the levels of Preschool, Elementary Basic, Secondary Basic, and High School, in the Academic Calendar A. Located at Calle 3 No. 7-68, in the Municipality of Santander de Quilichao. It has 2 teachers who teach or guide the subject of English in morning grades and has a large number of students, access to computers with internet, a playground, and a vast infrastructure. This school is almost at the municipal border, next to the new Francisco de Paula hospital, with students from different socioeconomic conditions.

Figure 4:



Instituto Técnico Industrial. (2017). Retrieved from

<http://www.instecnico.edu.co/nosotros.html>

Instituto Técnico Comercial LITECOM: From an ethno-educational conception, this institution seeks to comprehensively train technical-commercial high school graduates suitable to enter higher education. Individuals educated in human rights and values, competent in the use of ICTs and the use of a second language; people who, are educated in critical thinking, socio-environmental sensitivity, and entrepreneurship, can build their life projects, practicing active and committed citizenship. It is a public school in Jamundí located at Carrera 11 No 11-05 Juan de Ampudia neighborhood. It has 5 teachers who teach or guide the subject of English, the school has children of different ages in each group. It has computers and internet access. The school is located in one of the municipality's neighborhoods, with children from urban and rural areas.

Figure 4:



Ayala, H. O. (2017). School context. Retrieved from

<http://maestrialitecom.blogspot.com/2017/03/contexto-escolar.html>

Institución Educativa Simón Bolívar: Sedes Ciro Velasco and Paulo Sexto, these are public schools located at Carrera 12 # 12 -38 in Jamundí with 3 teachers who teach or guide the subject of English. The schools have children of different ages in each group. These, also do not have a library, computers, or internet access. The schools are located in the center of the municipality, where there are children from the urban area.

Figure 5:



I.E. Simón Bolívar - Jamundí. (2024). Institucion. Retrieved from <https://simonbolivarjamundi.edu.co/institucion/>

Institución Educativa Central de Bachillerato Integrado: La Institución Educativa Central de Bachillerato Integrado is located in the urban area, municipal head of the municipality of Jamundí, has approximately 1,800 students, including elementary school, junior high school, and technical high school. Their ages range from 4 to 18 years old. The student population is multicultural (indigenous, Afro-descendants, foreigners, mestizos, and majority) within the framework of an ethno-educational municipality. The families in the

educational community base their economy on informal work, professional work in the urban area, and agricultural and mining activities in the rural area. Their economic strata vary from stratum two to stratum four, the former being the majority. It has 12 (between the primary and secondary school) teachers who teach or guide the subject of English. Both the school and the Institution have large green areas, and small classrooms for several students, in the elementary school there is no computer room, it is located in the urban area of Jamundí. Grades range from 0 to 11.

Figure 6:



Alcaldía de Jamundí. (2024). Adecuaciones de infraestructura en instituciones educativas. Retrieved from <https://www.jamundi.gov.co/NuestraAlcaldia/SaladePrensa>

We can emphasize that in each one of the schools where we carried out the research, 6 teachers only guide the subject of English but do not have a bachelor's degree, and, there are about 13 teachers who do have a bachelor's degree.

All the schools are located in urban areas and are relatively easy to access for the children who live in the municipality; for the children in rural areas, the location is distant, but there is transportation to take them to the municipality.

Methodological framework

This research corresponds to a qualitative study, as it aims to understand the problem by interpreting the phenomena that compose it. This approach is useful because the main idea of the research is to analyze the generated results and to find answers or discard proposed hypotheses regarding the research problem. The primary objective is to identify the emotional obstacles prevalent among English teachers who will be studied. Qualitative research can be defined also as research that “strives to improve our understanding of a problem, with the intent of contributing to the solution of that problem” (Bickman & Rog, 2009, p. x).

Also, according to (Blasco and Pérez, 2007, p. 17) “qualitative research studies reality in its natural context and how it happens, extracting and interpreting phenomena according to the people involved. People are studied in the context of their past and the current situations in which they find themselves”. It can be stated that this research seeks to approach the individual to understand the problem and the elements that compose it through the different experiences and their meaning. This section describes the approach, the type of research involved in the study, and the instruments that are used for data collection.

Qualitative method

Qualitative research methods are usually introduced to answer the why and how of human behavior, opinion, and experience. This type of information can be challenging to obtain through more quantitative research or data collection methods that are part of that research. Thanks to the qualitative method, we can address questions about people’s ways of organizing, relating, and interacting with the world. This is why qualitative research is very useful when conducting research that aims to describe the reason for the development of the problem.

There is as much definition of qualitative research as there is literature on it. Some authors emphasize the purpose and intent of the research, for example, one of them says that “Qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world” (Merriam, 2009, p. 13). This type of research is based on the search for a strategy that allows interaction with the subject flexibly, being more descriptive and interpretive according to individual experiences and the meanings attributed to them. For this reason, qualitative research aims to describe and analyze problem statements from the perspective of the researcher. Other definitions of qualitative research indicate that:

Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret, phenomena in terms of the meanings people bring to them. (Denzin & Lincoln, 2005, p. 3).

Despite the number of definitions and authors that we can find describing what a qualitative method is, we decided to choose this method since this allows us to investigate a little more the human side of our research, and allows us to talk about different human aspects such as emotional obstacles. We focus on descriptive research through which we can develop interviews and expose those emotional obstacles that teachers may face when teaching. Our research seeks to understand and explain the behavior of the individuals facing the problem. For this reason, the qualitative method has been selected as it allows us to

advance our research by obtaining a general view of people's behavior and perception of the problem to be addressed.

Descriptive research

Our work is focused on descriptive research as it aims to describe in detail a population, situation, or phenomenon. It is useful to answer the questions of what, where, when, and how, but not the why. Descriptive research designs can use research methods to examine one or more variables. Unlike experimental research, researchers do not control or manipulate any variables but also observe and measure them (McCombes, 2019).

Therefore, this approach allows us to develop our question of "what" obstacles teachers face when teaching English in two public institutions in Santander de Quilichao and three in Jamundí, without the need to manipulate any of the variables during the research and expose in detail the results we will find. To confirm the existence of emotional obstacles in the public domain and identify the main causes behind the generation of these obstacles.

Procedure

The first step was to gather data provided by the teachers through interviews and recordings. It was decided to conduct these interviews on days when the teachers had free time without interrupting their work. The interviews included questions related to the teacher's performance in the classroom based on their mood, the effect that these negative emotions had on their classes, or even their personal lives if it was affected. The aim was to obtain information that would confirm or refute whether emotions hindered the proper teaching process in the classrooms.

Instruments For Data Collection

To carry out our research, and taking into account the purpose of the work, we decided to collect data from unstructured interviews, taking into account that with this style of interview, the interviewee has more freedom to express him/herself, and while this process, we decided to record them and then write the scripts.

Interview

We decided to create a selected list of questions, nine in total, that allow teachers to express in the best way possible their experience while teaching and the feelings they experienced while doing this job. Then, the main idea was to think about how to organize these questions, so that could help teachers understand their feelings while teaching English in these public spaces, and how they faced them, or, if it was the case, how they faced a real obstacle that did not allow them to continue with a class.

The previous was given that, while our practices, we could feel that specific work in these specific Institutions, could be awful, and annoying, so we wanted to know more about the source or sources of the problem.

The next questions were what we asked each English teacher during the research:

1. What are the factors that cause you the most frustration when teaching English?
2. What negative emotions have you experienced throughout your career teaching English?
3. What positive emotions have you experienced throughout your career teaching English?
4. Describe stressful situations you have had taking English classes and how you faced them.
5. Did you ever make a big mistake teaching English, as you faced it?
6. Can you tell me about a time when you received negative comments from your students?
How did you feel?
7. Could you mention any conflicts while teaching that made you feel disappointed?
8. Have you ever lost interest in teaching?
9. Do you feel overloaded with the classes you have to teach?

Results

Analysis

Question 1: Classroom Frustrations

The first question in the survey was: "What factors cause you the most frustration when teaching English?" The main objective of this question was to understand the factors that demotivate teachers when teaching English broadly. From the total responses collected, the following findings were identified: the field of English teaching in public schools unfolds in a challenging scenario that instills deep concern among educators. These challenges range from a lack of interest and commitment from students to fundamental resource shortages and teacher insecurity, painting a complex and daunting landscape.

During the analysis, we observed students' demotivation and lack of enthusiasm when learning a foreign language, such as English. This fact raises questions about the importance they place on this skill in their future endeavors. Furthermore, this disconnection with the program content could negatively impact the quality of teaching and the willingness of educators to impart knowledge. Regarding this aspect, we are going to present two statements from two different teachers:

"...sería la despreocupación que tienen los estudiantes, la falta de compromiso y la falta de responsabilidad que ellos tienen en su proceso educativo porque no hacen tareas no estudian para sus exámenes, entonces eso es lo que me causa más frustración". T.2

"El desinterés de los estudiantes a la hora de aprender inglés. Este desinterés se siente cuando ellos no quieren entregar trabajos o durante la clase no escriben y no prestan atención." T.3

Additionally, the lack of essential resources, such as internet access, updated libraries, and language labs, has limited the teachers' ability to design engaging and contextualized

learning experiences. This resource scarcity reveals a gap between educational needs and the conditions in which schools find themselves, subsequently affecting the effectiveness of education, as expressed by one of the teachers:

“Como docente del área de Inglés, en un colegio de carácter oficial, en donde no hay las herramientas institucionales básicas, como lo es la internet y una biblioteca actualizada, no existen”. T1.

Furthermore, the lack of specific training and teachers' linguistic insecurity emphasizes the importance of continuous training and the necessary support to enhance their skills. Pronunciation and communication-related self-doubt among interviewed teachers were palpable, potentially leading to decreased confidence in the classroom and affecting instruction quality.

“La falta de confianza, muchas veces uno desconfía de sí mismo debido a la poca preparación que le han dado, yo pienso que para poder enseñar inglés uno tiene que estudiar toda una carrera pero uno da la clase con poca preparación”. T8.

Additionally, we highlight frustration related to classroom size and the diversity of student attitudes, underscoring the importance of personalized attention and understanding the various motivations and challenges students face in their learning journey.

“Los factores que me causan frustración es la cantidad de estudiantes por aula ya que son muy numerosos, ya que se obtienen mejores resultados cuando son menos estudiantes y al evaluar no es igual”. T4.

After conducting a thorough analysis of the responses generated by English teachers for this question, we observed three overarching and distinct reasons why teachers may experience frustration in their practice:

1. Lack of interest and disrespect from students.
2. Inadequate and uncomfortable spaces for conducting English classes.

3. The distrust teachers have regarding their language proficiency, particularly in pronunciation or vocabulary.

It can be asserted that the professional environment in a public institution is far from easy. In addition to the absence of an enriching learning environment, teachers deliver classes with intrinsic fears about their knowledge. Furthermore, they must grapple with the frustration of realizing that their students are not interested in learning the language or, at the very least, respecting the class. Through this question, we were able to identify the primary causes that impact or have the potential to impact the motivation of teachers when delivering their classes.

Moreover, these sources of frustration are not merely theoretical; they are based on our direct experiences during our practice. We often found ourselves experiencing the same sentiments described by experienced teachers in their responses. Therefore, the sentiments expressed are highly corroborated and truthful.

Ultimately, the profound conclusion from this analysis lies in the urgent need for a complete transformation of the education system. This transformation must focus on students' intrinsic motivation, appropriate allocation of resources to create conducive learning environments, and continuous support for teachers. This implies not only improving their language skills but also developing pedagogical and emotional strategies to face the challenges of teaching in difficult circumstances. We can identify that the frustration expressed by teachers not only reveals the obstacles they face but also their passion and commitment to overcoming them. Despite the difficulties, they continue to strive to overcome these challenges, improving the experience for their students.

“No, no me gusta categorizar porque me frustra, lo que hago es ponerme retos para mejorar”. T19.

This passion must be harnessed to drive an educational change that allows students to develop relevant skills in an enriching learning environment and enables teachers to perform their duties with confidence, success, and satisfaction.

Question 2: Between language and emotional challenges

The data extracted from question 2, which asked about the negative emotions experienced throughout their English teaching career, provided a vivid portrait of the negative emotions English teachers have faced throughout their careers. These emotions, as revealed, have their roots in a series of challenges and circumstances that extend beyond the classroom.

Firstly, personal and contextual difficulties that teachers face add a layer of complexity to their work. They bear the emotional burden of dealing with students facing family problems, economic hardships, or health issues, resulting in feelings of helplessness and frustration. What is demotivating in this situation is that, despite their dedication, they are limited by circumstances beyond their control.

“Tener que atender las diferentes “Culturas” que se presentan en un salón de clases, como lo es el del estudiante que llega al salón a dormir, porque se trasnochó, ya que su papá llegó borracho a pegarle a la mamá a la madrugada. O, como es el caso de la estudiante que estaba con mareos, en clase, porque llevaba dos días sin comer nada, ya que la situación económica en casa era difícil y no había dinero para el mercado” T.1.

Secondly, students' lack of respect and disinterest in learning English also inflicts a significant emotional toll on teachers. It was also mentioned that observing how students' attitudes have changed over time can be bewildering and, in some cases, trigger feelings of anger and helplessness.

“He tenido muchas situaciones de irrespeto hacia mi, de los estudiantes. Entonces esas son las emociones negativas que he tenido y me han causado mucho enojo, esto ha

influenciado en mi vida personal también porque una situación de éstas influye no solamente en el área del trabajo sino también en el transcurso del día”. T2.

Thirdly, the feeling of inefficacy is another emotional burden some teachers experience. This occurs when their efforts do not result in the enthusiasm and motivation expected from students, making them feel undervalued or underutilized.

“La frustración, desilusión y tristeza porque cuando uno trata de mejorar el inglés con ellos, ellos no tienen bases para hacerlo. Otras veces se cogen de burla cuando un compañero pronuncia mal y eso me pone muy triste”. T13.

Fourthly, the limitation of resources, whether in terms of teaching materials or technology, further complicates the situation. The frustration and sadness arising from the inability to provide a quality education due to these limitations affect both the quality of teaching and the teachers' self-confidence.

“La frustración ante no poder brindar una clase significativa para el estudiante porque siempre hay limitantes, como la falta de speakers, de internet etc.” T.6

Despite these negative emotions, there is a glimmer of hope in the form of these teachers' persistent desire to make a positive impact on their students' lives. Their passion for teaching drives them to overcome obstacles and seek creative solutions.

Regarding the negative emotions that may be present in the professional lives of English teachers, we have analyzed that one of the main causes is a sense of helplessness. As many teachers have shared, the public sector is susceptible to receiving students with serious issues such as substance abuse, family mistreatment, and various forms of abuse.

“Cuando una niña tomó unas pastillas para drogarse y se quedó sin conocimiento durante mi clase” T.14

Consequently, teachers find themselves limited in their ability to significantly improve the situation for every student within this context. This reality poses a considerable

challenge for both teachers and students alike, acknowledging our shared humanity and inherent limitations.

On the students' side, it is understandable that those facing significant challenges at home may struggle to pay attention in class. On the teachers' side, recognizing that the student's situation is the root cause of their lack of interest and, above all, understanding that there is limited action they can take, becomes a significant burden on the mental well-being of the teacher.

However, this is not the sole cause for teachers experiencing negative emotions, as previously mentioned. The fear of failure among teachers is another factor that, in many cases, undermines the confidence of educators in their abilities. There is a noticeable lack of emotional support in the public sector, as indicated by the responses and comments provided by teachers. Additionally, we would like to highlight a deficiency in training or workshops designed to enhance the pre-existing knowledge of teachers in the field of English, aiming to prevent these challenges from arising.

In conclusion, this analysis reveals the pressing need for comprehensive support for teachers. Beyond content and pedagogical training, it is essential to provide them with tools to manage negative emotions and the stress they face in their daily work. Therefore, building a support network, creating spaces for dialogue, and promoting self-reflection can significantly contribute to a more balanced and satisfying teaching experience. This way, these and other educators can face emotional challenges with resilience and continue being agents of change in their students' lives.

Question 3: Between classes and joys

The narratives derived from the data extracted from question 3, which asked about the positive emotions experienced throughout their English teaching career, transported us to a

world of genuinely positive emotions that these English teachers have lived through. These emotions, in contrast to the previously mentioned negative ones, serve as an inspiring source that helps emphasize the importance and intrinsic value of teaching English as a foreign language.

One of the primary sources of satisfaction for these educators is the positive impact they have on their students' lives. The perception that their classes have been a catalyst for students to continue their education or achieve high academic performance nourishes their sense of purpose and commitment.

Furthermore, the gratitude and recognition expressed by the students generate deep and encouraging emotions in the teachers. Knowing that their work has left a positive mark on these young people's lives, coupled with being recognized and valued, becomes an essential motivating factor for their work.

“Una de las cosas más bonitas que uno puede experimentar como docente es la gratitud, tengo muchos estudiantes que estudian lenguas y para mi es una gran satisfacción el saber que he aportado a su proceso de desarrollo y que ellos puedan expresar ese agradecimiento”. T3.

It was determined that satisfaction also lies in the teaching process itself. The joy they feel when they see students motivated and engaged in learning reinforces their belief in the value of education and fills them with satisfaction.

Similarly, the personal and professional development they experience in teaching English is another source of satisfaction. Knowing that they have influenced students' linguistic and cognitive progress nurtures their sense of accomplishment and contribution.

This specific "emotional connection" with students, in the form of empathy and affection, generates positive feelings of connection and appreciation. The perception that

students value their efforts and respond positively to their methods and approaches reinforces their motivation and self-esteem.

These positive emotions paint a promising picture regarding English teaching. Beyond curricula and methodologies, what truly resonates in the hearts of these educators is the sense of purpose and transformation they can achieve in their students' lives. We emphasize that motivated and satisfied teachers are better equipped to create a stimulating learning environment, nurturing students' motivation. This synergy contributes to a more enriching educational process and the formation of individuals who acquire not only knowledge but also values and a broader worldview.

“Alegría, entusiasmo porque he sentido que los chicos tienen empatía conmigo y me aprecian y cuando dicen cosas bonitas me siento muy feliz”. T16.

Furthermore, through the feedback provided by English teachers, we were able to confirm that despite the educational landscape often being clouded by challenging circumstances, teachers exhibit positivity and motivation. They view challenges as opportunities to enhance their professional and social standing. It became evident that these educators derive greater satisfaction from their practice when they perceive their students learning through their teaching methods, and even more so when students express gratitude for the knowledge imparted. Such situations should be actively promoted in public-sector institutions, as observed, as they imbue teachers with motivation, subsequently transmitting this feeling to their students, thereby enhancing the overall learning experience.

Ultimately, these narratives of positive emotions underscore that teaching English is much more than the transfer of linguistic information. It is an act of inspiration, connection, and empowerment that transcends classroom boundaries and enriches students' lives. In a world where emotions can sometimes be volatile, these positive emotions are precisely the

glue that firmly holds the commitment and passion of teachers toward the noble mission of educating and enriching lives.

Question 4: Learning from adversity

With question 4, we aimed to explore stressful situations English teachers have encountered while teaching English and how they handled them. The objective was to understand the situations in which educators identified stress and the details of how they managed that emotion. The narratives about stressful situations experienced by teachers while teaching English immerse us in a world of emotional and practical challenges they face in their daily work. These situations, diverse in nature, reveal common patterns of stress that shed light on the complexity of being an educator and the crucial role of adaptability in the educational environment.

One of the most prominent points of tension is the commitment and responsibility of the students. Lack of preparation and disinterest in learning generate frustration and stress since teachers have invested time and effort in class preparation. This situation poses challenges on how to achieve greater student participation and commitment.

“Situaciones estresantes como estudiantes que te faltan el respeto, estudiantes que son demasiado relajados, que no quieren copiar a pesar de que ya son grandes y uno tiene que estarle diciendo: mira toma apuntes, mira copia, vea preste atención, y se distrae mucho. Entonces pues sabes que la atención es sumamente importante para aprender cualquier cosa y me estresa mucho que no presten atención”. T2.

External factors and the physical environment also add a pinch of stress to teaching. Noise from other classrooms or the street, along with lack of ventilation in hot environments, can affect both the quality of teaching and students' attention. This highlights the importance of the physical environment in the educational process.

“La mayoría de las personas piensan que los docentes se estresan pero no es muy cierto, el estrés viene de factores externos como por ejemplo la cantidad de estudiantes o la falta de ventiladores al dar una clase en medio de un clima tan caluroso, esto también afecta el aprendizaje de los estudiantes ya que bajo estas circunstancias existe menos probabilidad de que atiendan la clase”. T3.

Lack of access to technology and teaching resources is another source of stress, especially when teachers must find improvised solutions to maintain the flow of the class. This demands creativity and adaptability to ensure teaching objectives are met.

Other elements, such as situations where students demonstrate a higher command of the language, like correcting the teacher's pronunciation or knowledge, can generate insecurity and stress. This was a point mentioned by most teachers; however, they affirmed that facing these situations requires a positive attitude and the ability to see them as opportunities to learn and grow together.

“En una ocasión hubo un estudiante que sabía más inglés que yo y fue algo frustrante, lo que hice fue hablar con él y aprovecharlo para que me ayudara en la clase”. T8.

Similarly, inclusive teaching, involving students with special needs, presents additional challenges. Teachers must empathetically address students' individual needs, requiring differentiated pedagogical strategies.

Regarding the responses generated for this question, we can confirm through our own experiences that the most common causes of stress in the classroom are:

- Inadequate spaces for conducting classes.
- Lack of interest and attention from students.
- Fear of making grammatical or pronunciation mistakes.

Of these three points, we consider the first one to be the most challenging to overcome. Implementing changes in classrooms to make them more suitable for teaching requires a budget, which is often lacking in public institutions. Additionally, there is a perceived lack of importance placed by higher authorities on improving education. This situation proves to be quite frustrating to confront, as it is beyond the control of teachers. They can only work with the resources available in their institutions and demonstrate a willingness to provide the best education possible for their students.

However, as mentioned in responses related to negative emotions, these efforts are often not appreciated by students, resulting in frustration for the teachers.

In summary, these stressful situations highlight the inherent complexity of educational work. Teachers are not only knowledge transmitters but also emotional managers, adaptive leaders, and facilitators of learning. The ability to deal with these tensions calmly and resiliently is fundamental, as well as adaptability, creativity, and empathy.

Furthermore, these stressful situations can turn into opportunities for growth for both teachers and students. By handling stress constructively, teachers can model coping skills for their students and foster an environment where adaptability and resilience are valued. In the intricate world of education, these tensions are elements that forge teachers' ability to navigate the turbulent waters of the educational process, guiding their students toward the shore of successful and meaningful learning.

Question 5: Between letters and stumbles

Question 5 aimed to explore if English teachers have ever made a significant mistake while teaching English and how they dealt with it. The objective was to understand situations where teachers found themselves in the dilemma of making mistakes in their English usage or committing ethical errors and how they confronted them. The analysis revealed that the

acknowledgment of mistakes made by teachers while teaching English immerses us in a world of humility and constant learning, intrinsic aspects of the teaching profession. These errors, which can manifest in areas such as pronunciation, grammar, or handling classroom situations, emphasize the importance of a flexible approach and unwavering commitment to continuous improvement in teaching.

One of the most notable facets is how teachers have openly embraced their mistakes as opportunities for growth. Instead of hiding their failures, teachers mentioned that they faced them with a constructive attitude, considering them valuable lessons learned through experience.

“Si, como no soy docente especializada en inglés puedo cometer muchos errores en cuanto a la pronunciación pero estos se pueden superar con ayuda de audios y del traductor, otras veces pido ayuda a personas que sí son del área”. T5.

Challenges arising from multidisciplinary are also evident, especially for teachers without specialized training in English. The tendency to explain in the native language is cited as a common error, underscoring the importance of immersing oneself in the target language to facilitate more effective learning.

Another factor affecting the teacher-student relationship is the mistake of scolding or making negative comments, which has been recognized as a challenging situation. However, teachers have shown genuine openness to correct themselves and improve their approach, demonstrating a sincere desire to maintain a positive and productive atmosphere in the classroom.

“Trato siempre de repasar y/o estudiar los temas en el que tenga algunos vacíos, para no llegar a improvisar las clases. Cuando desconozco o no recuerdo algún apunte o tema, el cuál sea motivo de pregunta de los estudiantes, simplemente respondo: “Déjenme consultarlo y en la próxima clase les traigo la respuesta”. T. 1.

Personal challenges, such as mental blocks or insecurities, have also been faced with determination. Teachers have sought strategies to overcome these obstacles, whether by collaborating with colleagues, using external resources, or investing time in improving their pronunciation. This proactive attitude towards problem-solving is impressive.

Therefore, thanks to the obtained responses, we can ascertain that English teachers perceive mistakes made in the classroom as areas of opportunity for intellectual growth. Often, these errors are corrected by their students, leading to feedback and a learning dynamic akin to a quasi-flipped classroom model, where teachers learn from their students. Consequently, they view these mistakes as sources of learning for future lessons.

While emotions of embarrassment, frustration, or stress may be evident, teachers feel the responsibility of being knowledge generators. Being corrected by their students can be perceived as a source of shame for some teachers, while for others, it represents an opportunity for professional growth and motivation to continue evolving or enhancing the knowledge needed for their English classes.

In summary, the revelation of mistakes made by teachers while teaching English highlights their genuine commitment to continuous improvement and learning. They view mistakes as opportunities to grow and adapt. This attitude not only sets a valuable example for their students but also demonstrates that resilience and adaptability are fundamental qualities in education.

Question 6: Constructive criticism

Question 6 aimed to explore English teachers' emotions when receiving negative feedback from their students while teaching English. The objective was to understand the emotions teachers experience when receiving negative comments from their students and how they cope with these situations. The experience of receiving negative feedback from

students highlight the emotional complexity that can accompany the teaching profession. These comments can impact both self-esteem and the teacher's perception of their effectiveness in the classroom. However, the narratives also demonstrate that teachers have responded in various ways to these comments, using feedback as an opportunity for personal and professional reflection and growth.

The emotional and relational impact is one of the most notable aspects. Most teachers admit to experiencing negative emotions such as sadness, frustration, or stress when receiving negative student comments. These comments seem to have a profound emotional effect, especially when they relate to personal aspects, teaching style, or the perceived relationship between the teacher and students.

Teachers also point out that some negative comments may be linked to disrespect and disobedience towards the teaching authority. This highlights how certain student behaviors, such as lack of respect or defiant attitude, can negatively influence the classroom dynamics and the teacher's perception.

“Pues comentarios negativos de parte de ellos no, pero yo creo que cuando un estudiante no te respeta, ya es negativo. Entonces cuando un estudiante te grita o te trata mal o uno le llama la atención y te contesta es muy negativo. Yo entiendo que somos diferentes generaciones, pero el respeto debe perdurar por siempre, sea la generación antigua o la generación de ahora, y esas son las cosas que me han hecho sentir mal.” T.2.

Despite the initial negative impact, several teachers have adopted a learning attitude towards negative feedback. They have used these moments as opportunities to reflect on their pedagogical approach, communication style, and interaction with students. This adaptability suggests a proactive approach to continuous improvement.

Generational differences are also mentioned as a factor influencing negative feedback. Teachers acknowledge that current generations may have different expectations and

behaviors compared to previous generations. This emphasizes the importance of understanding and addressing generational dynamics in the classroom.

Therefore, considering the comments provided by the teachers, we can perceive that educators feel disheartened when they receive negative feedback from their students. They are human beings with emotions, and there are instances where a teacher is highly enthusiastic about their classes and genuinely concerned about ensuring their students receive a quality education. However, they are also impacted by these unfavorable comments, as it is disheartening that despite their efforts, students are not respectful.

Fortunately, teachers recognize these situations as opportunities for change, a chance to adapt to their students' learning methods. Moreover, they view these negative comments as a means for self-reflection, enabling them to identify areas where they may have been lacking and subsequently improve. Notably, we did not encounter a situation where a teacher expressed a desire to leave their career due to negative comments; quite the opposite, they aspire to enhance their teaching practices to provide their students with a quality learning experience.

“Si, cuando recibo un comentario negativo me estreso y trato de mirar cómo cambiar, analizo si tienen la razón y trato de mejorar cada vez más.” T.13.

In summary, negative feedback from students is a reality in teaching and can trigger a range of emotions in teachers. Despite this, how teachers respond to these comments reflects their commitment to continuous improvement and student well-being. Their willingness to reflect, adapt their approach, and consider generational expectations shows a mature and professional approach to teaching. These narratives also underscore the importance of effective communication, mutual respect, and empathy in the teacher-student relationship. In conclusion, negative feedback, although challenging, can become a catalyst for growth and the development of more effective pedagogical skills.

Question 7: Between classrooms and challenges

For the question: could you mention a conflict while teaching that made you feel disappointed? The objective was to learn about situations or experiences in which teachers feel disappointed, being this an emotional obstacle. The analysis resulted in the following insights:

The narratives of conflicts and disappointments experienced by teachers while teaching provide a profound insight into the emotional and professional challenges they face in their work. These conflicts can arise from various sources, such as students' attitudes, the perception of the value of the subject matter, and limitations in teacher training. What is evident in teachers' responses to these challenges is a variety of coping strategies, ranging from adaptation and problem-solving to recognizing their limitations and the importance of communication with students and parents.

“Cuando los estudiantes no ven el interés y la importancia de los idiomas, esto es frustrante porque los estudiantes piensan que ven el inglés como una materia de relleno y no tiene el interés adecuado para la clase”. T.3.

It was detailed that frustration due to students' lack of interest is a recurring theme. Teachers often experience disappointment and frustration when students do not value or show interest in learning a foreign language like English. This lack of interest can hinder the teacher's motivation and diminish their sense of achievement.

Conflicts can also arise due to behavioral difficulties and attitudes from students. Lack of respect, negative attitudes, and classroom discipline problems can lead to conflict situations that affect the quality of teaching.

Some teachers mentioned feeling disappointed due to their limitations in English training. Although they have tried to improve, they acknowledge that their knowledge may

not be ideal for the subject they teach, leading to insecurity and concern about students' learning.

Furthermore, parents' expectations and communication with them can also generate conflicts and disappointments. Lack of understanding of the learning process and difficulties in the classroom can lead to tensions and misunderstandings.

We can confirm that for teachers, it is challenging to deliver a class meticulously planned with the best expectations to a classroom where the majority of students show little interest or respect for the lesson. These situations greatly demotivate English teachers, as the effort invested in preparing and delivering their classes seems to be in vain. For this reason, public institutions must conduct workshops for both students and teachers, emphasizing the importance of respect and cooperation. This ensures that classes can be conducted successfully, as a successful class is one in which both the teacher and the student gain new knowledge and engage in constant knowledge feedback. In this way, both parties fill the gaps where there are doubts or a lack of understanding.

“Si y se da mucho en estos niños que no están acostumbrados a ver clases de inglés y no están acostumbrados a una maestra que todo el tiempo les hable en inglés y esto genera un conflicto porque aun los padres de familia no comprenden que todo es un proceso y reclaman el hecho de que dejen tareas y que ellos no saben inglés”. T.19.

However, as evidenced in the responses to this question, refer to annex numeral 7*, the lack of empathy demonstrated by students causes classes to lose their direction. Despite the teacher's efforts to deliver the best possible class, distracted students ultimately do not receive the knowledge the teacher intended to impart.

In summary, conflicts and disappointments are integral parts of the teaching experience, but they also present opportunities for growth and continuous learning. Teachers, when facing these challenges, must resort to adaptability, creative problem-solving, and

effective communication with students and parents. Resilience and willingness to improve and learn are crucial aspects of the teaching profession. These narratives also highlight the importance of empathy, mutual understanding, and collaboration in the educational community to address conflicts and overcome disappointments in the teaching process.

Question 8: Emerging from disillusionment

For the question: have you ever lost interest in teaching? The main objective was to understand the teacher's opinion about teaching English and how students react to English classes. The analysis yielded the following insights:

The testimonials from teachers about whether they have lost interest in teaching reflect a diversity of perspectives and attitudes toward their profession. Despite the challenges and complicated situations, most teachers have maintained their commitment and vocation for teaching. We emphasize passion, the desire for constant learning, and the willingness to improve, as these factors contribute to not losing interest in their educational role.

It was evident that most teachers mention that their choice to be educators is driven by love and vocation for teaching. This intrinsic passion and emotional connection to teaching are factors that contribute to maintaining their interest despite the challenges.

Similarly, some teachers indicate that their interest in teaching is fueled by their constant desire to learn and improve because they see education as a path of personal and professional growth, allowing them to stay motivated and engaged.

"No. A pesar, en ocasiones, de las decepciones que se han presentado, como en la anterior respuesta lo describí, no he perdido el interés por la enseñanza. Ya que esta ha sido una elección personal, a partir del AMOR y la VOCACIÓN, por la docencia". T.1.

Adaptability and the willingness to face difficult situations seem to be common among teachers. Despite conflicts, lack of resources, or difficulties in the teaching process, teachers find ways to overcome these obstacles and move forward.

Some teachers acknowledge that, although they face anxiety or concern, these feelings do not make them lose interest. Instead, they use these moments as opportunities for self-reflection, learning, and growth in their educational approach.

In this manner, after reviewing the responses from each English teacher, we can deduce that teaching, more than just a job, represents a vocation for these educators. Despite the various challenges embedded in the realm of public education, they persist driven by love and dedication to their profession, prioritizing intrinsic motivation over financial considerations. They demonstrate a genuine interest in ensuring their students achieve meaningful learning and establish a strong foundation in understanding the English language. Recognizing the global significance of this language and the potential career opportunities it may offer in the students' future, these teachers are committed to their mission.

For this reason, except for one case, the teachers have not shown any inclination to abandon their profession. Beyond the emotional obstacles they may encounter in this field, their overarching desire is to assist their students in achieving success and ensuring that each class contributes to the enrichment of their learning journey.

In summary, passion, vocation, the desire for learning, and resilience are fundamental pillars in the mindset of teachers. Even when facing challenges and difficulties, these testimonials demonstrate that most educators maintain their commitment to teaching and constantly seek ways to improve their teaching methods. The combination of these positive attitudes contributes to the quality and effectiveness of the education they provide to their students.

Question 9: Decoding the teaching workload

For the question: Do you feel overloaded with the classes you have to teach? The objective was to understand their feelings when preparing for English classes, and if they felt overloaded with that, we obtained the following analysis:

The responses from teachers about whether they feel overloaded with the classes they have to teach reflect a variety of perspectives based on workload, the number of groups, and the nature of the subjects they teach. While some teachers feel that their workload is manageable and are organized to cope with it, others express concern about the number of hours and groups they are responsible for. The distribution of time, organization, and the relationship with areas of specialization seem to influence the perception of overload.

Some teachers mention that their workload is manageable and do not feel overloaded. This could be due to the allocation of a reasonable number of hours and the ability to efficiently distribute the time dedicated to teaching. Those who have multiple groups under their charge might feel more overloaded due to the need to prepare and teach classes for different groups. The variety of levels and needs of each group can increase the complexity of the teaching job.

“Con relación a la pregunta, me atrevo a decir que los docentes (Desde el ente Oficial) obedecemos a una ASIGNACIÓN ACADÉMICA SEMANAL con su respectiva intensidad horaria (22 horas semanales). Por tanto, la sobrecarga académica, en nosotros los docentes, no creo que se dé”. T.I.

The need to teach subjects that are not in their area of specialization can increase the feeling of overload for some teachers, as it requires additional effort to familiarize themselves with the content and plan the classes. Teachers who have implemented effective teaching strategies and methods might feel less overloaded, as they have found ways to optimize their time and resources.

Regarding this question, we were able to confirm that, in many cases, the emotional obstacles faced by teachers are not caused by a potential overload in their schedules. English teachers express that their schedules are well-distributed. Also, some teachers mention feeling a bit tired due to having commitments both in the morning and afternoon, exceeding the stipulated time. However, such cases are few, and in general, English teachers teach 2 to 4 hours of English daily across various courses or grades, as reported by the majority of interviewees.

As an additional point, there are situations where English teachers are compelled to teach classes in a subject that does not fall within their domain. This creates discomfort as it is an area they should not be responsible for. Consequently, they must better allocate their time to plan both their English and other subject classes. However, this issue is internal to each institution. Ideally, there should be a dedicated teacher for each subject area to prevent these situations, enabling English teachers to focus solely on their subject matter.

“Cuando recién llegué al sector público fue difícil porque me asignaban materias que no eran mi área de trabajo, entonces me tocaba hacer una planeación para las áreas y estudiarlas y muchas veces no sabía cosas sobre los temas. Ahora es más fácil porque solo estoy en inglés y ese es mi campo de trabajo”. T.19.

In summary, the perception of overload among teachers varies depending on factors such as workload, the number of groups, and subject preparation. Those who feel less overloaded have often found ways to manage their time and optimize their teaching methods. To address this issue, educational institutions need to consider equitable workload assignments and provide the necessary support to ensure that teachers can effectively fulfill their educational responsibilities.

Discussion

Analysis of teacher responses reveals that primary emotional obstacles include students' lack of attention and respect, teachers' fear of making mistakes or lacking confidence in English proficiency, and inadequate spaces and materials for comfortable class delivery.

The identified causes of emotional obstacles in the English teaching field, reveal a notable disinterest of Principals from public sector institutions but also, the lack of support from the Secretary of Education to improve the mental health of teachers and students. The insufficient supply of Emotional Education in this sector prevents the effective absorption of learning, as pointed out by Hernández (2017), "A teacher with a positive emotional attitude improves the learning experience of students" (p. 82).

This statement asserts that student learning, particularly in English classes, is closely tied to the emotional state of teachers. The teacher's disposition during class significantly influences students' motivation and attention, particularly in cases where students may question the relevance of learning English.

From the previous paragraph, it is relevant to stress the last sentence since, among the interviewed teachers, many of them mentioned that their students were not interested in learning the language because they did not know how it would be useful for them, or in severe cases, their community forbade them to have contact with this language. As an example of the situation described above, we present below the case of one of the English teachers interviewed (see Annex A, question 4), whose professional experience was marked when she was assigned to teach a group of children belonging to the Nasa Yuwe community, because the community was located in a small village and they saw relevance only in learning their native language and Spanish, so English was strictly forbidden. The following is an excerpt from the interview with the teacher:

“Yo empecé la educación en una zona rural y tenía niños de cabildos y yo les enseñaba inglés y ellos aprendían pero cuando volvían a sus casas los padres los regañaban por aprender un idioma extranjero, ellos no aceptaban que los niños aprendieran otro idioma a parte de su lengua y el español”. T.14.

Despite this, the teacher was methodical and creative in adapting her classes to the cultural environment, thus demonstrating to both her students, and the community at large the relevance that learning English can have in people's everyday lives, and how it could be useful.

However, based on the answers provided by some teachers, having a positive disposition by itself is not enough. As mentioned by one of the teachers:

“Cuando me esfuerzo mucho en explicar a los chicos y repito la pronunciación y los muchachos no participan porque les da pena hablar o recochan en clase”. T.13.

Often, this lack of interest arises because, even with the most dedicated teachers striving for their students' learning, when students come with problems from home and other concerns in their minds, it becomes challenging for them to feel comfortable in a classroom where they perceive that the information is neither relevant nor contributes to solving home problems.

Another reason why teachers start experiencing negative emotions such as frustration or helplessness is in cases such as the one mentioned in the previous paragraph, given that it is a highly outsourced situation to their circumstances, and they cannot do something to assist their students. This is evident in the case that occurred to one of the teachers:

“...esto genera un conflicto porque aun los padres de familia no comprenden que todo es un proceso y reclaman el hecho de que dejo tareas y que ellos no saben ingles”. T.19.

Instances like these, and even more serious ones where students are already consumers of hallucinogenic substances, greatly impact the mental health of English teachers. However, this poses a positive challenge for them as it sparks a desire to help these students break away from these realities. They aim to achieve this through engaging and enriching classes that, in the near or distant future, could potentially change their lives.

These scenarios resonate with (2012) Ji Y Hong's research, which highlights self-sufficiency, beliefs, and emotions as key factors in teacher development. The results suggest that these elements are fundamental to understanding the emotional complexities faced by English teachers, especially when situations extend beyond the classroom.

For this reason, public institutions need to prioritize the highest possible quality of mental health for all members of the institution, thereby enhancing collective well-being. Additionally, it underscores the lack of interest demonstrated by the government in entities responsible for educating the future professionals of our country.

The daily reality of English teachers in the classroom reveals feelings of insecurity, frustration, stress, sadness, demotivation, and, in some cases, anger. Teachers feel disrespected, undervalued, and powerless in the face of situations they cannot remedy in their professional lives within these public institutions.

This scenario finds resonance in (2018) Zhu, Liu, et al.'s research, which highlights the mediating role of teacher self-efficacy in teacher burnout. The relationship between teachers' self-image, self-efficacy, and burnout can shed light on how to address the emotional concerns of English teachers in the public sector, providing opportunities to strengthen resilience and reduce emotional burden.

Thanks to the results obtained in interviews, we observe that the current state of the public sector concerning education is precarious, hindering effective student learning. Issues such as overcrowded classrooms, heat waves, and external noise primarily affect class

development and, in turn, the emotional health of the English teacher. Teachers must make a greater effort to retain or attract students' attention, dealing not only with those who do not want to learn English but also with those who want to learn but face situations that prevent them from paying attention for extended periods.

In this challenging environment in which public sector teachers must operate, teaching students with behavioral problems that can be threatening becomes an additional task. However, the importance that teachers place on impacting their students and wanting to change these behaviors through their classes is evident. Teachers express that, often, more than the knowledge imparted, what matters most is positively influencing the student. This way, they can change their social perspective, and see more possibilities or options, and through English, teachers can even help their students secure a well-paying job in the future.

However, considering the chosen methodology for our research, which was descriptive, we can affirm that it proved to be highly useful. It facilitated the analysis of the emotional obstacles faced by English teachers in the mentioned institutions during their classroom practice. This method, coupled with the materials used for data collection, enabled us to establish close contact with the teachers, obtaining sincere and descriptive responses that were useful in identifying the emotions affecting English teachers. In addition, based on the initial thesis that these emotions can be obstacles for teachers, we found that for most of the teachers, these emotional problems could be draining. In some cases, teachers would come home stressed by issues that were not their concern, and the emotional burden of being in uncomfortable spaces could lead to a lot of stress. For instance, as expressed by one of the teachers:

“... la primera vez que tuve un grupo muy difícil y tenían muchos conflictos entonces perdía mucho tiempo de mi clase de inglés resolviendo esos problemas, entonces eso afectó mucho el aprendizaje y no pude avanzar con el área de inglés. Esto me afectaba mucho y

llegaba con mucho estrés a mi casa y me ponía a llorar, llegó un punto en el que yo me estaba enfermando y fue cuando decidí no llenarme tanto de problemas y aprendí a manejar las situaciones”. T.12.

Despite situations like these, we also found that for teachers, going through these emotions was also synonymous with professional and personal growth, as expressed by one teacher with the following phrase:

“He sentido frustración porque a veces no logro llegar al estudiantes porque quiero que los estudiantes lleguen a una meta de aprender inglés. Pero las emociones negativas son necesarias para lograr algo positivo”. T.15.

Therefore, we can conclude that despite the emotional burden these English teachers have to deal with, it does not represent, as such, an obstacle for them when it comes to finding the motivation to prepare for their classes again. We can ascertain, thanks to the teachers' responses, that amidst the classes, they may feel low-spirited due to students' disrespect and the extremely poor conditions in which they have to work. However, this does not mean they want to give up; quite the contrary, it fills them with the courage to improve their skills and deliver English classes to their students with the highest possible quality.

Limitations

During the development of our research on the emotional obstacles faced by English teachers in public schools in Jamundí and Santander de Quilichao, we encountered several limitations that significantly influenced data collection and the implementation of our recommendations. Delving into these limitations provides a more detailed understanding of the complexities that arose during our work.

One of the most notable limitations was the lack of interest and commitment from some participating teachers. Despite our efforts to ensure equitable participation, we encountered cases of disinterest and a reluctance to provide detailed responses. This directly affected the representativeness of the collected opinions and constrained the breadth and depth of our conclusions. Future strategies might include personalized incentives and more effective awareness campaigns to address this limitation.

In addition, we faced restrictions on teachers' time availability. Workloads and daily responsibilities limited the participation of some teachers in our interviews and surveys, affecting both the quantity and quality of information collected. This limitation highlights a systemic problem within the educational system, where teachers are overworked, leaving little time for additional activities such as research participation. Future research could explore more flexible data collection methods to accommodate teachers' changing schedules.

The lack of physical space during teachers' classes also emerged as a significant limitation. This hindered the effective conduct of interviews, limiting both the time and space available to explore teachers' responses. It is worth considering that the current infrastructure and resource allocation in public schools may not adequately support research initiatives. In future investigations, it might be crucial to coordinate with schools to secure dedicated interview spaces and plan more thoroughly.

Another noteworthy limitation was the need to adapt to short responses from some teachers. While concise answers are common, they limit the acquisition of detailed information about teachers' emotional experiences and specific challenges. This limitation indicates the need for a more nuanced approach to data collection, perhaps incorporating follow-up sessions or alternative methods to encourage deeper responses.

The lack of interest and commitment could be indicative of an institutional culture that does not prioritize research or recognize its importance. When examining why the current situation persists, especially within the Colombian educational context, these limitations highlight systemic challenges that hinder teachers' full participation in research initiatives. Lack of adequate resources, inflexibility in educational structures, and the absence of compelling incentives contribute to the prevailing scenario.

Teachers in Colombia often deal with rigid schedules, heavy workloads, and standardized curricula that leave little room for additional commitments. The emphasis on meeting academic requirements and adhering to a predefined curriculum leaves educators with little time and flexibility to engage in research activities. A cultural shift toward recognizing and accommodating research as an integral part of the teaching profession is crucial to fostering an environment conducive to teachers' active participation in research.

The institutional culture within Colombian education plays a fundamental role in the formation of attitudes toward research. If the prevailing culture does not prioritize and recognize the importance of research to improve teaching practices and educational outcomes, a disconnection is created between educators and research initiatives. Cultivating a culture that values and actively supports research within educational institutions is essential to overcoming the identified limitations.

In conclusion, our research into the emotional obstacles faced by English teachers in public schools in Jamundí and Santander de Quilichao has provided valuable insights despite

encountering significant limitations. The lack of interest and commitment from some participating teachers, time constraints, limited physical space during classes, and the need to adapt to short responses have underscored the systemic challenges within the Colombian educational context.

The identified limitations point towards a broader issue rooted in the institutional culture that fails to prioritize research or recognize its importance within the teaching profession. The prevailing scenario, characterized by rigid schedules, heavy workloads, and inadequate resources, hinders teachers' active participation in research initiatives. To address these challenges, future strategies should incorporate personalized incentives, effective awareness campaigns, and a more nuanced approach to data collection. Additionally, fostering a cultural shift within Colombian education to value and support research is essential for creating an environment conducive to teachers' engagement in meaningful research activities. Only through such transformative changes can we hope to bridge the existing gap between educators and research initiatives, ultimately enhancing teaching practices and educational outcomes in Colombia.

Future Research

Our research on the emotional obstacles experienced by English teachers in public institutions in Jamundí and Santander de Quilichao lays the groundwork for extensive exploration in various domains, unveiling a rich and promising field. One pivotal aspect ripe for investigation involves a nuanced exploration of the intricate relationship between a teacher's self-confidence and the language barrier they grapple with.

A comprehensive inquiry into how language proficiency, or the lack thereof, significantly impacts not only classroom performance but also the ability to establish effective communicative connections with students and colleagues is imperative. The linguistic challenges faced by teachers can impede accurate expression, leading to feelings of insecurity that subsequently affect their authority and teaching effectiveness. Moreover, these barriers limit effective communication with students, hindering a teacher's understanding of their needs and making it challenging to convey knowledge and build robust teacher-student relationships. The resultant limited language proficiency can induce stress and anxiety in teachers as they continually grapple with the challenge of expressing themselves correctly, impacting their emotional well-being and job satisfaction.

Additionally, language barriers may have implications for professional growth, potentially acting as a perceived obstacle to career development and access to certain educational opportunities. The emotional weight of this perception undeniably influences overall well-being and warrants in-depth exploration to unveil significant findings applicable in an educational context.

Another crucial avenue for future research centers on the emotional burden emanating from the expectation to deliver flawless English. The perpetual pressure to meet exceptionally high linguistic standards places a significant emotional toll on teachers, influencing both their professional and personal lives. This pressure, stemming from internal

and external expectations, shapes their self-evaluation and self-confidence. Teachers constantly question their language proficiency, which, in turn, determines their confidence in the classroom and their self-esteem as educators.

The emotional burden associated with delivering perfect English extends into heightened levels of stress and anxiety. The preoccupation with meeting stringent linguistic standards generates tensions that can detrimentally impact overall well-being and, consequently, the ability to perform effectively in the educational environment. Moreover, this pressure can stifle pedagogical creativity, constraining teachers from exploring innovative teaching methods due to the fear of linguistic mistakes, thereby limiting learning opportunities in the classroom.

Furthermore, the pressure for linguistic perfection also influences the teacher-student relationship. The fear of making errors can hinder open and relaxed communication, impeding the creation of a nurturing learning environment and the establishment of emotional connections between teachers and students. Delving into how this idealistic standard impacts teachers' mental health, shapes their professional self-evaluation, and translates into teaching practices is crucial for a profound understanding of the daily challenges faced by these professionals.

In this context, exploring specific coping strategies at both the individual and institutional levels emerges as a critical piece of the puzzle. Identifying and understanding effective emotional support programs, along with studying stress management techniques, represents pathways to illuminate how teachers can face and overcome these challenges, thereby enhancing their emotional well-being and effectiveness in the educational setting.

Finally, an integral aspect deserving attention in future research is understanding how these emotional challenges directly influence students' academic performance and their relationship with language. A comprehensive examination of the interconnection between

teachers' emotional obstacles and the learning environment could lead to the creation and implementation of more effective strategies aimed at improving both educational quality and holistic well-being in English classrooms. This in-depth analysis is vital for developing a more responsive and effective educational approach geared toward the progress of both teachers and their students.

Conclusions

This comprehensive study on the emotional challenges faced by English teachers in public schools in Jamundí and Santander de Quilichao has yielded noteworthy findings that directly impact teaching practices and teacher well-being. Across the nine points of analysis, a range of common emotional obstacles affecting teachers in their educational roles has been underscored, encompassing frustration, stress, insecurity, negative emotions, and challenges in interacting with students and the school community.

The discerned results, coupled with the thorough analysis conducted, have successfully addressed initial uncertainties and directly aligned with the established objectives. Initially, the study identified the emotional hurdles teachers encounter when instructing in English. The narratives provided by participating teachers painted a real picture of the emotional challenges they confront in the classroom, from grappling with students' lack of engagement to dealing with insecurities in language instruction.

Subsequently, an analysis was conducted to examine how these emotional obstacles exert an influence on teachers' practices, revealing their direct impact on the quality of teaching and the overall educational environment. The findings illuminated that factors such as student disinterest and negative emotions like stress or frustration can diminish teachers' motivation, consequently affecting the efficacy of their classes.

Building upon these insights, the conclusion presents recommendations aimed at assisting educational institutions in enhancing the management of emotional obstacles faced by English teachers. These recommendations encompass strategies to address student disengagement, provide support and training for teacher well-being, foster effective communication and empathy within the educational environment, and advocate for equitable workload distribution. Together, these recommendations pave the way for improved

emotional obstacle management, ultimately enhancing the quality of English language instruction.

The results underscore the imperative of addressing the emotional dimensions within teaching. Teachers grapple with not only academic challenges but also emotional ones, influencing their motivation, well-being, the quality of education imparted, and, ultimately, their physical and mental health. Consequently, support and training strategies must be developed to aid teachers in navigating these emotional hurdles, promoting resilience and satisfaction in teaching English.

Moreover, the significance of cultivating an educational environment grounded in communication, empathy, and respect becomes apparent, benefiting both teachers and students alike. The interactions between teachers and students, as well as with parents, emerge as pivotal elements in the emotional well-being of all involved in the educational process.

This research underscores the importance of not only considering academic content but also recognizing and addressing the emotional dimensions in the training and support of teachers. By doing so, this study contributes to the enhancement of educational quality in the public schools of Jamundí and Santander de Quilichao that generously participated in the development of this project.

Recommendations

Based on the above analysis and to help Educational Institutions address and improve the management of emotional obstacles faced by teachers in English courses, the following recommendations are proposed:

Emotional Intelligence Training Programs: these programs can include workshops and courses designed to help teachers recognize, understand, and manage their emotions. In them, teachers can learn techniques for emotional self-management, effective communication, and empathy, which will enable them to deal more constructively with difficult emotional situations in the classroom. In addition, they can also learn to develop strategies to maintain motivation and self-esteem, even in times of challenge.

Professional Development Support: Educational Institutions can offer ongoing professional development opportunities that focus on teaching English. Such opportunities may include participation in workshops, conferences, and refresher courses on pedagogical methods, educational technology, and trends in language teaching. This is to prophesy the motto that teachers who are more confident in their pedagogical skills are less likely to experience emotional obstacles.

Promoting Effective Communication: Open and effective communication channels can be established between teachers, students, and parents. Regular meetings, constructive feedback, and active listening can prevent misunderstandings and conflicts, which in turn reduces the emotional burden. Similarly, training in communication skills can also be beneficial for English teachers.

Workload Management Support: Educational Institutions should evaluate and distribute workload equitably among teachers. This involves considering the number of groups and teaching hours assigned to each teacher. A fairer distribution can help reduce the feeling of overload and allow teachers to manage their time more efficiently.

Promoting Resilience: Wellness and psychological support programs can help teachers develop emotional resilience. These programs can include counseling, on-site and off-site support groups, and stress management activities. The key to resilience is that it will enable them to face challenges more calmly and recover from difficult situations.

Encourage Student Involvement: Consider implementing specific strategies to engage students in the English language learning process. This may include interactive activities, creative projects, and a focus on topics relevant to the students. The goal would be that if students are motivated and actively engaged, teachers will tend to experience fewer emotional obstacles.

Promote Classroom Management: Teachers can be trained in effective classroom management techniques. These strategies include establishing clear rules, managing challenging behaviors, and promoting a positive learning environment. Efficient classroom management can reduce conflict and, therefore, emotional baggage.

Foster Collaboration and Peer Support: Educational Institutions can facilitate the creation of communities of practice where teachers can share experiences, challenges, and successful strategies. Collaboration and mutual support among peers can be a valuable source of emotional and professional support.

Promoting Social-Emotional Competency-Based Education: Introduce social-emotional education programs into the curriculum for students to develop emotional skills. This can help students understand and support the emotional needs of teachers, promoting a more harmonious relationship in the classroom.

The implementation of these recommendations will require a commitment from both educational institutions and English teachers and thanks to their implementation, the result will be a healthier and more productive teaching environment, where emotional obstacles are effectively managed, which will benefit the whole educational community. Finally, it should

be noted that investing in the emotional well-being of teachers is essential to ensure quality education and an enriching learning environment.

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List of Appendices

Appendix A: Interviews

1. ¿Cuáles son los factores que le causan más frustración a la hora de enseñar inglés?

T1: Como docente del área de Inglés, en un colegio de carácter oficial, en donde no hay las herramientas institucionales básicas, como lo es la internet y una biblioteca actualizada, no existen.

T2: Bueno, yo creo que no solamente en la enseñanza del idioma extranjero, sino también como docente y también si fue docente otras áreas sería la despreocupación que tienen los estudiantes, la falta de compromiso y la falta de responsabilidad que ellos tienen en su proceso educativo porque no hacen tareas no estudian para sus exámenes, entonces eso es lo que me causa más frustración.

T3: Uno de los factores que más se puede encontrar es el desinterés de los estudiantes a la hora de aprender inglés. Este desinterés se siente cuando ellos no quieren entregar trabajos o durante la clase no escriben y no prestan atención.

T4: Los factores que me causan frustración es la cantidad de estudiantes por aula ya que son muy numerosos, ya que se obtienen mejores resultados cuando son menos estudiantes y al evaluar no es igual.

T5: La no disposición de los estudiantes en clase, la falta de actividad.

T6: Los primeros factores para mi son los no factibles ya que no contamos con un

laboratorio adecuado de inglés para poder tener una clase más amena, segundo es el complique a veces para que los estudiantes escuchen los videos de ingles, para mi lo frustrante es que no se cuente con los recursos adecuados para la clase.

T7: Los factores que me causan más frustración a la hora de enseñar inglés. Es que no poseo la formación en el área, más que la adquirida durante mi formación de bachillerato y algunos cursos que de manera autónoma he tomado por internet y juegos interactivos.

T8: La falta de confianza, muchas veces uno desconfía de sí mismo debido a la poca preparación que le han dado, yo pienso que para poder enseñar inglés uno tiene que estudiar toda una carrera pero uno da la clase con poca preparación.

T9: Uno de los factores es la pronunciación que uno como docente se siente inseguro de que lo que uno diga esté mal dicho.

T10: La frustración ha radicado en que los niños no muestran interés en una segunda lengua y hay que realizar demasiados procesos.

T11: Muchas veces no tenemos una grabadora o un material que podamos traer para que ellos escuchen entonces toca solo fotocopias y tablero.

T12: La pronunciación.

T13: Cuando me esfuerzo mucho en explicar a los chicos y repito la pronunciación y los muchachos no participan porque les da pena hablar o recochan en clase.

T14: La falta de concentración y la falta de interés de los estudiantes, ya que muchos creen que es algo que no van a utilizar, aunque hoy en día hay algunos estudiantes que sí se interesan, pero me frustra porque yo me preparo para dar la clase pero los estudiantes

no prestan atención.

T15: Que los niños muestran actitudes negativas porque les da miedo cuando uno les habla en inglés.

T16: La desmotivación, los estudiantes han perdido mucho interés en aprender inglés.

T17: A mi me gusta que mi grupo avance y cuando no lo hace me siento frustrado pero igualmente trato de buscar estrategias para ayudarlos.

T18: La pronunciación me queda difícil y me siento frustrada.

T19: No, no me gusta categorizar porque me frustra, lo que hago es ponerme retos para mejorar.

2. ¿Qué emociones negativas ha experimentado a lo largo de su carrera como profesor de inglés?

T1: Tener que atender las diferentes “Culturas” que se presentan en un salón de clases, como lo es el del estudiante que llega al salón a dormir, porque se trasnóchó, ya que su papá llegó borracho a pegarle a la mamá a la madrugada. O, como es el caso de la estudiante que estaba con mareos, en clase, porque llevaba dos días sin comer nada, ya que la situación económica en casa era difícil y no había dinero para el mercado. Por lo anterior, no hay respuesta ante lo que se pretende en clase.

T2: Bueno, como los tiempos han cambiado tanto, anteriormente el respeto hacia el docente era lo primordial, fue lo que nos enseñaron en la casa, en la escuela y nos enseñaban mucho

el respeto hacia los docentes y hacia los mayores. He tenido muchas situaciones de irrespeto hacia mi, de los estudiantes. Entonces esas son las emociones negativas que he tenido y me han causado mucho enojo, esto ha influenciado en mi vida personal también porque una situación de éstas influye no solamente en el área del trabajo sino también en el transcurso del día.

T3: Durante la carrera docente se sienten muchas emociones negativas al ver que los estudiantes no tienen interés y no sienten las mismas ganas de aprender cómo el profesor las tiene de enseñar, ya que los estudiantes no se interesan y no ven mucho más allá de lo que aprender un idioma te puede aportar.

T4: Las emociones negativas son cuando el estudiante no tiene conciencia de la importancia que tiene el idioma debido a la globalización del inglés.

T5: Impotencia de que los estudiantes que tienen todas las posibilidades y no den lo que pueden dar.

T6: La frustración ante no poder brindar una clase significativa para el estudiante porque siempre hay limitantes, como la falta de speakers, de internet etc.

T7: No recuerdo haber experimentado emociones negativas.

T8: La desconfianza cuando enseño inglés porque muchas veces no sé cómo se pronuncian las cosas y me confundo.

T9: Los nervios y la inseguridad por fallarle a los estudiantes.

T10: He tenido un estado ansioso para poder cumplir las expectativas que se generan o que uno genera para poder cumplir todo un ejercicio de enseñanza.

T11: Que a veces toca repetir muchas veces y uno se cansa de tanto pronunciar.

T12: Me cuesta mucho trabajo pronunciar.

T13: La frustración, desilusión y tristeza porque cuando uno trata de mejorar el inglés con ellos, ellos no tienen bases para hacerlo. Otras veces se cogen de burla cuando un compañero pronuncia mal y eso me pone muy triste.

T14: Algunas veces son las cosas que me frustran.

T15: He sentido frustración porque a veces no logro llegar al estudiantes porque quiero que los estudiantes lleguen a una meta de aprender inglés. Pero las emociones negativas son necesarias para lograr algo positivo.

T16: Muchas, tristeza, rabia y las he experimentado pero no las he demostrado durante las clases y trato de manejar mis emociones y cuando me quedo sola me desahogo llorando.

T17: He experimentado emociones negativas en cuanto a lo disciplinario pero he aprendido a manejarlo.

T18: La frustración cuando se me olvidan las palabras.

T19: No, porque no llevo mucho enseñando, apenas inicié este año.

3. ¿Qué emociones positivas ha experimentado a lo largo de su carrera enseñando inglés?

T1: Ver que las clases de inglés, en el colegio, han sido un motivo inspirador en los estudiantes, para hacer o desarrollar esta Licenciatura en la universidad.

T2: Hace 2 años que estábamos en virtualidad un niño me escribió por correo electrónico, decía que me agradecía porque conmigo había aprendido mucho y que él antes no había aprendido con los docentes que tenía y que él me daba las gracias por haberle enseñado tanto. Este año de apertura una niña, en esta semana, me dijo: profe me encantan tus clases, me gustan mucho y estoy muy contenta en sus clases inglés.

Otras cosas positivas que también te llenan es el rendimiento escolar de los niños cuando tú ves que te rinde, te sacan buenas notas y que han comprendido los temas, también lo llena de felicidad. En el otro colegio donde trabajaba, también los niños me valoraban mucho porque yo soy como muy estricta y cuando yo me vine para acá me decía uno de ellos: profe vamos a perder el nivel que llevamos contigo de aprendizaje y yo le dije, no te preocupes que llega también un muy buen docente y no van a perder el ritmo de aprendizaje.

T3: Una de las cosas más bonitas que uno puede experimentar como docente es la gratitud, tengo muchos estudiantes que estudian lenguas y para mi es una gran satisfacción el saber que he aportado a su proceso de desarrollo y que ellos puedan expresar ese agradecimiento.

T4: La adecuada actitud del estudiante, la falta de concentración, la falta de recursos didácticos en las instituciones y además que los jóvenes actualmente tienen muchas distracciones, tienen las herramientas adecuadas para aprender pero las usan inadecuadamente.

T5: A algunos estudiantes les encanta el área y siempre están dispuestos a participar, esto siempre lo llena mucho a uno.

T6: La alegría y la satisfacción que se da cuando uno logra tener una conversación con los chicos en inglés con lo poco que uno les pueda transmitir y que ellos puedan responder bien.

T7: En cuanto a las emociones positivas las he experimentado cuando veo motivados a mis estudiantes por aprender y se apropian de las enseñanzas.

T8: Lo poco que uno sabe los niños lo aprenden y uno recibe esa gratificación de parte de ellos.

T9: A la mayoría de los niños les gusta el inglés y eso es muy bueno porque ellos participan mucho.

T10: Todos los días me gusta lo que hago y cuando he tenido la oportunidad de trabajar el inglés me parece que lo positivo es ver que los niños alcanzan a familiarizarse con la segunda lengua.

T11: A los niños les gusta el inglés y siempre están atentos.

T12: Me gusta cuando veo que ellos lo hacen bien y a pesar de que tengo problemas de pronunciación les doy todos los días 3 o 4 palabras claves.

T13: Me encanta el inglés, soy feliz enseñando y me gusta estar con los chicos, porque uno les brinda la posibilidad a ellos para que puedan tener otras oportunidades.

T14: Yo amo mi carrera y me gusta mucho, por cosas del destino empecé a estudiar idiomas y comencé a trabajar como profesor y me gusta mucho lo que hago.

T15: Alegría, satisfacción, euforia, ganas de hacer cosas nuevas y aprender más.

T16: Alegría, entusiasmo porque he sentido que los chicos tienen empatía conmigo y me aprecian y cuando dicen cosas bonitas me siento muy feliz.

T17: La alegría de que los estudiantes aprendan fácilmente o cuando me entienden un tema, me hace sentir feliz.

T18: Me gusta cuando aplican lo que hemos visto en clase.

T19: Muchas, porque hay factores que involucran en este proceso y hay que desaprender para aprender nuevas cosas, entonces estoy a la expectativa de este proceso.

4. Describa situaciones estresantes que haya tenido dando clases de inglés y cómo las afrontó.

T1: En el momento que unos pocos alumnos, no asumen con responsabilidad y compromiso el proceso de enseñanza-aprendizaje, ya que el docente prepara muy bien la temática a trabajar con los estudiantes, realiza la respectiva retroalimentación, para saber su diagnóstico, y en esta prueba uno se da cuenta que no repasaron, en casa, los contenidos, por tanto, se pierde tiempo, para poder avanzar.

T2: Situaciones estresantes como estudiantes que te faltan el respeto, estudiantes que son demasiado relajados, que no quieren copiar a pesar de que ya son grandes y uno tiene que estarle diciendo: mira toma apuntes, mira copia, vea preste atención, y se distrae mucho. Entonces pues sabes que la atención es sumamente importante para aprender cualquier cosa y me estresa mucho que no presten atención.

T3: La mayoría de las personas piensan que los docentes se estresan pero no es muy cierto, el estrés viene de factores externos como por ejemplo la cantidad de estudiantes o la falta de ventiladores al dar una clase en medio de un clima tan caluroso, esto también afecta el aprendizaje de los estudiantes ya que bajo estas circunstancias existe menos probabilidad de que atiendan la clase.

T4: No, de pronto algunas faltas de indisciplina pero no del área de inglés.

T5: A veces la situación estresante es el ruido de los demás salones y de la calle que no permiten que la clase se pueda escuchar bien.

T6: Las situaciones estresantes han sido cuando las ayudas tecnológicas como proyector de video, u otros recursos que quiero para la clase no están disponibles o se me dificulta el manejo. Lo afronto empleando mi celular ampliando el sonido con un parlante para salir del impasse.

T7: Una situación estresante es cuando no sé cómo escribir una palabra en inglés o cuando tengo que pronunciarla.

T8: En una ocasión hubo un estudiante que sabía más inglés que yo y fue algo frustrante, lo que hice fue hablar con él y aprovecharlo para que me ayudara en la clase.

T9: El afán que uno como maestro espera ver resultados rápidos y a veces no los consigue pero no es estresante sino un estado de inquietud.

T10: No he sentido estrés.

T11: Cuando hay niños que tienen mejor pronunciación que yo pero lo tomo como guía.

T12: Lo más estresante es cuando los estudiantes te miran mal y no te responden cuando

les haces preguntas y la manera en que yo respondí fue exigiendo más en los trabajos.

T13: Los grupos supremamente grandes, el calor de la tarde, que no me presten atención y todo eso me causa frustración y estrés.

T14: Yo empecé la educación en una zona rural y tenía niños de cabildos y yo les enseñaba inglés y ellos aprendían pero cuando volvían a sus casas los padres los regañaban por aprender un idioma extranjero, ellos no aceptaban que los niños aprendieran otro idioma a parte de su lengua y el español.

Para afrontar esto usé material didáctico alusivo a su entorno, usé loterías con el tipo de vivienda, dibujos de sus instrumentos, de sus vestuario, sus alimentos, comencé a usar cosas alusivas al entono de ellos para que fueran aceptando más el aprendizaje de inglés. también tuve que hacer una reunión con los padres y les expliqué que aprendíamos inglés con el ambiente de ellos y que eso no les iba a cambiar sus ideales como pueblo indigena.

También hacíamos fugas y trueques en inglés, entonces implementaremos cosas típicas de ellos en inglés.

Ademas también tenían el plan padrino y habían muchos niños que estaban en contacto con el inglés porque los apadrinaban personas extranjeras.

T15: Si, cuando hay niños que tienen déficit de atención o alguna otra dificultad, ha sido muy difícil para mí porque no he podido manejarlo bien.

T16: Cuando tengo que salir del salón para resolver otros problemas de comportamiento y me hace perder tiempo de mi clase, me hace sentir frustrado.

T17: Cuando tengo algunos estudiantes que están en una academia de inglés y comienzan a corregirme.

T18: A veces en las pronunciaciones de palabras que reflejan lo mismo pero hay que mirar el contexto de las palabras, por medio del error aprendizaje y lo afronto de una manera muy tranquila y dinámica para saber entender.

T19: Para mi era muy estresante que niños de 5to grado y no supieran leer y escribir, entonces esto me era muy difícil de manejar en la clase.

5. ¿Alguna vez cometió un gran error enseñando inglés y cómo lo enfrentó?

T1: Trato siempre de repasar y/o estudiar los temas en el que tenga algunos vacíos, para no llegar a improvisar las clases. Cuando desconozco o no recuerdo algún apunte o tema, el cuál sea motivo de pregunta de los estudiantes, simplemente respondo: “Déjenme consultarlo y en la próxima clase les traigo la respuesta”.

T2: He cometido errores en varias ocasiones y yo le digo a los niños que yo o no me las vi todas. Entonces cualquier situación o cualquier error que haya cometido yo voy a consultarlo, miramos y corregimos. También con lo que tiene que ver con lo comportamental, los he regañado y les he llamado la atención, y cuándo he sido demasiado regañona les pido disculpas.

T3: El gran error que un docente puede cometer en la enseñanza de inglés es enseñar la lengua extranjera a través de la lengua materna ya que esto es un obstáculo para el aprendizaje, es decir tu no puedes enseñar inglés explicando en español, de lo contrario sería un fracaso.

T4: Muchas veces, no soy perfecta.

T5: Si, como no soy docente especializada en inglés puedo cometer muchos errores en

cuanto a la pronunciación pero estos se pueden superar con ayuda de audios y del traductor, otras veces pido ayuda a personas que sí son del área.

T6: Considero que al no tener la formación los errores han sido muchos, pero gracias a Dios soy abierta para preguntar a los que saben y así salgo de las dudas, para luego hacer la corrección a mis estudiantes.

T7: Si cometo errores en la enseñanza de inglés y paro la clase y la dejo para otro día porque me bloqueo.

T8: Si cometo errores muchas veces porque yo no soy Licenciada en inglés.

T9: Si, en pronunciación porque soy licenciada en básica y en inglés tengo los conocimientos que me dieron en el colegio.

T10: Si en la pronunciación.

T11: Si en la pronunciación.

T12: Algunas veces les digo a los de grado noveno que tienen un nivel muy bajo y los hago sentir mal.

T13: Si, yo considero que soy un poco malgeniado y hay algunos estudiantes que tienen la habilidad de sacarle a uno la paciencia y anteriormente tenía problemas con los estudiantes pero ahora he aprendido a ser más comprensivo.

T14: He tenido errores gramaticales, pero siempre trato de corregir, y en cuanto al llamado de atención normalmente no tengo muchos problemas.

T15: Si, he cometido errores gramaticales y al hablar pero yo misma trato de corregirlo, y

en cuanto al momento de corregir a los estudiantes yo algunas veces subo el tono de voz pero jamás soy grosera.

T16: No, porque yo siempre he sido muy pacifico y siempre busco hablar las cosas.

T17: Si varias veces, la pronunciación y la escritura me resulta muy difícil y cometo muchos errores.

T18: Si, en la pronunciación muchas veces.

T19: Si claro, muchos errores, sobre todo los primeros años cuando recién me gradué y llegué a grado 9no y yo estaba dando la ronda, revisando el ejercicio pero era muy estresante porque era muy grande y cuando me preguntaron el significado de una palabra y yo le dije algo que no era pero luego me dio pena corregirme.

6. ¿Puede contarme alguna ocasión en la que haya recibido comentarios negativos de sus alumnos? ¿Cómo se sintió?

T1: Los comentarios negativos, obviamente, los hacen. El asunto es que no lo hacen de manera directa al docente, puesto que creen que en torno a los mismos, habrá represalias.

T2: Pues comentarios negativos de parte de ellos no, pero yo creo que cuando un estudiante no te respeta, ya es negativo. Entonces cuando un estudiante te grita o te trata mal o uno le llama la atención y te contesta es muy negativo. Yo entiendo que somos diferentes generaciones, pero el respeto debe perdurar por siempre, sea la generación antigua o la generación de ahora, y esas son las cosas que me han hecho sentir mal.

T3: En algún momento unos estudiantes me dijeron que yo era muy mal docente, pero al

ver el nivel académico en los que yo los encontré ese semestre en la universidad me di cuenta que yo no era el mal profesor sino que ellos habían llegado a ese nivel con un nivel de inglés muy malo y me sentí muy triste ante esto.

T4: Si, por el carácter.

T5: Hasta el momento no he recibido comentarios negativos en mi carrera como docente.

T6: Gracias a Dios hasta la fecha no he escuchado comentarios negativos.

T7: Los estudiantes no hacen comentarios negativos, nunca he recibido comentarios negativos.

T8: Gracias a dios son niños de primaria y trato de que las clases sean agradables y no he tenido ningún mal comentario.

T9: Los niños se emocionan mucho en las clases y nunca he recibido comentarios negativos.

T10: No he recibido comentarios negativos.

T11: No

T12: Si, me dicen que soy jodida, que soy muy estricta, que los molesto mucho y ellos me lo dicen todo con la mirada y yo puedo sentirlo.

T13: Si, cuando recibo un comentario negativo me estreso y trato de mirar cómo cambiar, analizo si tienen la razón y trato de mejorar cada vez más.

T14: Claro, el año pasado fue la primera vez y unos niños estaban confundidos porque yo estaba haciendo un repaso y ellos se sintieron mal y me escribieron unos mensajes muy

fuerzas, entonces los llamé aparte y les pregunté sobre lo que pasaba y ellos me explicaron y traté de resolverlo.

T15: No

T16: No, en realidad creo que fue una vez pero fue una estudiante que expresó que yo “se la monto” pero realmente no es así solo que exijo en mis clases para que mis estudiantes aprendan.

T17: Cuando me dicen comentarios de que otro profesor dijo que yo no sé enseñar inglés y yo entiendo, pero si me hace sentir mal.

T18: No, hasta el momento no.

T19: Yo me siento frustrada cuando los estudiantes me dicen que no pueden, cuando sabiendo desde la experiencia ellos sí pueden aprender.

7. ¿Podría mencionar algún conflicto mientras enseñaba que le hiciera sentir decepcionado?

T1: Conflicto, como tal, No. Las decepciones, desde el ejercicio profesional, en ocasiones se presentan, por diferentes circunstancias. En mi caso, se ha presentado con relación al resultado, en algunas ocasiones, con las Pruebas Saber Grado 11.o. Desde el área de Inglés.

T2: Una niña resulta que estaba calificando una tarea, un ejercicio en clase, no y resulta que la niña tenía actitudes de niña mimada. Un día en clase le decía a los niños que pasarán al frente para irlos revisando pues lo que habían realizado y ella me dijo profesora mire que me están doliendo las piernas, venga usted y mire acá acá en mi calificación, entonces yo le

dije: No yo no voy a ir hasta allá, si todos los niños están viniendo acá, pues tú también tienes que venir acá y entonces pues ya la salte y seguí con el estudiante que estaba en la parte de atrás. Entonces se levantó y fue sumamente grosera conmigo porque yo no fui a calificarle allá a ella sentadita porque le estaban doliendo la piernas y precisamente pues no lo hice porque yo sabía que ella tiene como esas actitudes de que si yo te digo que me están doliendo las piernas, tú tienes que venir hasta acá no? Entonces si hubiese sido otra situación y si no hubiese sido una persona tan prepotente y tan grosera te aseguro que yo hubiera ido hasta tu casa, pero era cuestión de actitudes dentro del salón y decir a la profesora que debe hacer lo que yo diga.

T3: Cuando los estudiantes no ven el interés y la importancia de los idiomas, esto es frustrante porque los estudiantes piensan que ven el inglés como una materia de relleno y no tiene el interés adecuado para la clase.

T4: Me decepciona la falta de confianza de los estudiantes para aprender y el temor que tienen de poner en práctica el idioma extranjero.

T5: Lo único que me frustra es que la gente no quiera trabajar.

T6: Como decía anteriormente no soy licenciada en idiomas pero he tenido una vasta formación en inglés y esto me ha permitido avanzar en la enseñanza de inglés, además he participado en capacitaciones que el ministerio ha hecho y eso me da estrategias para generar buenos ambientes y buenas estrategias de aprendizaje.

No me he sentido frustrada ni tampoco decepcionada, siempre he encontrado la manera de resolver las dificultades.

T7: Tampoco me he sentido frustrada, ya que he tratado de entregar lo que esté a mi

alcance y hacerlo con responsabilidad.

T8: Si, en este momento estoy viviendo porque he hecho lo posible para capacitarme en inglés y la institución me ha asignado más horas de inglés pero no soy la adecuada para esta área.

T9: No, lo normal de esa frustración que a veces uno experimenta porque no logra desarrollar los objetivos de aprendizaje.

T10: A veces uno se frustra por la pronunciación y porque no hay los medios necesarios para enseñar.

T11: No

T12: No, pero la primera vez que tuve un grupo muy difícil y tenían muchos conflictos entonces perdía mucho tiempo de mi clase de inglés resolviendo esos problemas, entonces eso afectó mucho el aprendizaje y no pude avanzar con el área de inglés. Esto me afectaba mucho y llegaba con mucho estrés a mi casa y me ponía a llorar, llegó un punto en el que yo me estaba enfermando y fue cuando decidí no llenarme tanto de problemas y aprendí a manejar las situaciones.

T13: No, la verdad no recuerdo uno en especial, cosas pasan todos los días pero hay que aprenderlas a manejar.

T14: Cuando una niña tomó unas pastillas para drogarse y se quedó sin conocimiento durante mi clase.

T15: No

T16: No

T17: Cuando una niña me dijo que no quería aprender inglés porque ella no vivía en Estados Unidos.

T18: A veces la negación de los niños porque dicen que tienen dificultad en español y ahora para aprender otra lengua extranjera, a veces también la burla mientras alguien está hablando y los demás se ríen.

T19: Si y se da mucho en estos niños que no están acostumbrados a ver clases de inglés y no están acostumbrados a una maestra que todo el tiempo les hable en inglés y esto genera un conflicto porque aun los padres de familia no comprenden que todo es un proceso y reclaman el hecho de que dejo tareas y que ellos no saben inglés.

8. ¿Ha perdido alguna vez el interés por la enseñanza?

T1: No. A pesar, en ocasiones, de las decepciones que se han presentado, como en la anterior respuesta lo describí, no he perdido el interés por la enseñanza. Ya que esta ha sido una elección personal, a partir del AMOR y la VOCACIÓN, por la docencia.

T2: No, nunca me he sentido así.

T3: No, he buscado estrategias diferentes para enseñar y esto me ha permitido seguir motivado con la enseñanza.

T4: No nunca, antes quiero aprender más.

T5: No, jamás he perdido el interés, antes al contrario siempre busco la forma de aprender más.

T6: Nunca he perdido el interés por enseñar.

T7: Si he perdido interés porque soy una persona de la tercera edad y muchas veces se me olvidan las cosas y me doy cuenta de que los niños aprenden en una hora lo que yo aprendo en una semana y es difícil.

T8: No, siempre trato de seguir aprendiendo.

T9: No perder el interés pero si he tenido estados de ansiedad.

T10: No

T11: No

T12: No, cada situación me motiva y siento que tengo que prepararme aún más.

T13: En esta época de mi vida a veces en la mañana me da algo de pereza pero luego me levanto y me animo a enseñar, además todos los días siento el nervio de pararme frente a un grupo y algo que me da miedo es quedar mal ante mis estudiantes. Además hay muchos estudiantes que estudian inglés entonces me da miedo fallarles.

T14: No, nunca.

T15: No, incluso cada día encuentro más interés en la enseñanza.

T16: La verdad me motiva el hecho de que soy bueno enseñando y que me han entendido fácilmente, en el momento me siento bien porque estoy dando mi 100% pero no sé si en el futuro siga en la enseñanza.

T17: Por la enseñanza sí, por todo lo que pasa y las situaciones encontradas que uno vive.

T18: No, yo siempre me enfoco, estudie y me prepare para ser lo que soy hoy en dia y por esto no tengo que dejar que personas externas invadan mi tranquilidad y afectan mi trabajo.

T19: No, nunca.

9. ¿Se siente sobrecargado con las clases que tiene que dar?

T1: Con relación a la pregunta, me atrevo a decir que los docentes (Desde el ente Oficial) obedecemos a una ASIGNACIÓN ACADÉMICA SEMANAL con su respectiva intensidad horaria (22 horas semanales). Por tanto, la sobrecarga académica, en nosotros los docentes, no creo que se dé.

T2: No, anteriormente sí, cuando me sobrecargaba calificando talleres y exámenes, pero ahora he cambiado mi metodología y eso ha permitido que distribuya mejor mi tiempo y no me sienta sobrecargada.

T3: En ocasiones los horarios son muy pesados cuando tienes muchas horas con diferentes grupos numerosos, esto es algo difícil y se vuelve muy pesado de sobrellevar ya que pierdes mucha energía y muchas veces llegas cansado, agotado y puede causar estrés.

T4: No, apenas son 4 horas.

T5: No para nada, en este momento estoy trabajando con segundo grado y esto me obliga a buscar estrategias para enseñar y desarrollar bien las clases.

T6: No me he sentido sobrecargada con las clases ya que en primaria estamos acostumbrados los docentes a impartir la enseñanza de todas las áreas del conocimiento.

T7: No me siento sobrecargada sino el temor a dictar una clase que no domino bien .

T8: En este momento sí porque me toca estar rotando entre dos quintos y es bastante difícil.

T9: No, la intensidad horaria que se maneja en el nivel de primaria no es estresante.

T10: No
T11: A veces sí
T12: Si porque yo estoy en la jornada de la tarde y siento que hay que administrar muy bien, porque la mañana va muy rápido y siento que el tiempo no alcanza, pero ahora he tratado de organizar todo y madrugar más.
T13: No, cuando trabajaba en la jornada de la mañana y de la tarde si me sentía muy saturado y era estresante, pero ahora solo estoy trabajando en el público y no me siento tan saturado.
T14: No, porque es de mi asignatura y normalmente los de inglés tenemos solo 21 horas de inglés y una de ética y religión.
T15: No.
T16: Si, algunas veces me siento muy sobrecargado y cuando necesito sacar notas es difícil.
T17: No, porque este año vamos a empezar por bloques.
T18: No, dentro de mi carga académica voy a dar inglés, ciencias naturales y artística y siento que es fácil.
T19: Cuando recién llegué al sector público fue difícil porque me asignaban materias que no eran mi área de trabajo, entonces me tocaba hacer una planeación para las áreas y estudiarlas y muchas veces no sabía cosas sobre los temas. Ahora es más fácil porque solo estoy en ingles y ese es mi campo de trabajo.

Appendix B: Project Timeline and Budget Plan

Project Timeline

Table 2: Schedule of activities

Activities 2022	Months and weeks											
	September			October			November			December		
Pre-project elaboration												

Activities 2023	Months and weeks																	
	February			March			April			May			June					
Interviews and observations																		
Data collection																		
Analysis and interpretation																		
Conclusions																		

Activities	Months and weeks														
	August			September			October			November			December		
Preparation of a report															
Presentation															

Budget plan**Table 3:** *Costs and expenses*

Items	Cost
Stationery (pencils, printing, photocopies)	8.900
Field diary template	2.000
Transportation expenses	217.000
Lunch	128.000
Total	355.900