English Teachers' Mental Well-being Perspectives During English Instruction in a Public and a Private Bilingual School

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Resumen

Esta investigación analiza los factores que pueden afectar al bienestar mental de los profesores de inglés durante la enseñanza en dos entornos educativos diferentes: un instituto público y un colegio bilingüe privado en Suba, Bogotá. En primer lugar, se presentan estudios que respaldan nuestra investigación sobre el bienestar mental de los profesores de inglés durante las clases de esta asignatura, lo que nos ayuda a identificar factores comunes relacionados con su salud mental. Utilizando un enfoque narrativo cualitativo, se recopilaron datos a través de encuestas, entrevistas y observaciones en el aula para examinar cómo los entornos laborales podrían afectar al desempeño pedagógico y al bienestar mental de los docentes de inglés. El estudio también destaca un gran contraste entre los profesores de la escuela pública, que se enfrentan a un agotamiento extremo debido al hacinamiento en las aulas y a la falta de recursos, y que a menudo se sienten más como «cuidadores» que como educadores. A pesar de trabajar en el sector privado, los profesores siguen lidiando con altas expectativas de rendimiento y con interacciones exigentes con los padres. Por lo tanto, los docentes sufren síntomas como insomnio, ansiedad y agotamiento físico. El estudio concluye que la estabilidad mental de los docentes es una herramienta pedagógica fundamental y que es necesario priorizar el bienestar mental para apoyar el desarrollo de la enseñanza y el aprendizaje del inglés, tanto para los estudiantes como para los docentes.

*Palabras clave***:** bienestar de los docentes, estrés laboral, síndrome de burnout, desempeño pedagógico y apoyo institucional

Abstract

This research analyzes the factors that may affect the mental well-being of English teachers during instruction in two different educational settings: a public secondary school and a private bilingual school in Suba, Bogotá. First, by presenting studies that support our research on the mental well-being of English teachers during English classes, helping us identify common factors related to their mental health. Using a qualitative narrative approach, data were collected through surveys, interviews, and classroom observations to examine how work environments could impact the pedagogical performance and mental well-being of English educators. The study also highlights a big contrast between public school teachers facing extreme exhaustion due to overcrowded classrooms and a lack of resources, often feeling more like "babysitters" than educators. Despite working in the private sector, teachers still struggle with high-pressure performance expectations and demanding interactions with parents. Therefore, teachers suffer from symptoms such as insomnia, anxiety, and physical collapse. The study concludes that teachers' mental stability is a fundamental pedagogical tool and that prioritizing mental well-being is necessary to support the development of English teaching and learning for both students and teachers.

Keywords: teachers' well-being, work-related stress, burnout syndrome, pedagogical performance, and institutional support

Chapter I

Introduction

A primary focus on student well-being often overshadows mental health. However, teachers in Bogotá face significant challenges during the English class, including stress, anxiety, burnout, and excessive workloads. This project analyzes the factors that influence English teachers' mental well-being during instruction in two distinct settings: first, a public secondary school in Suba, Bogotá; and second, a private bilingual secondary school in the same sector. It also examines how exhausting work environments impact the pedagogical performance of educators.

The motivation behind this research comes from the realization that while students' well-being is frequently researched, the mental stability of teachers remains a secondary priority in the academic context. We are driven by the need to highlight the vital space where learning is produced and is deeply connected to the teachers' emotional state. This project aims to provide institutions with the necessary insights to prioritize teacher stability.

Regarding the structure of this document, it is organize into six chapters, the first chapter presents the statement of the problem, the research question and the objectives, the second and third chapters cover the literature review and the theoretical framework, exploring key concepts such as work-related stress, burnout and more in the classroom environment, the fourth chapter details the research design, which utilizes qualitative and narrative approach to collect stories and experiences from interviewed teachers in both public and private secondary schools in Suba, Bogotá, through surveys, classroom observation and interviews. The fifth chapter provides a detailed analysis of the saved data and principal findings, and finally, the sixth chapter presents the conclusions and recommendations for improving teachers' well-being and better pedagogical

practice during the English class.

Statement of the Problem

In the current educational context, teachers face considerable challenges that may impact their class performance and mental well-being. In both private bilingual and public schools, there is an evident problem of institutional support and disinterest from administrators. This is reflected in poor working conditions, including insufficient resources, class environment, difficulties maintaining their level of English, and, in some cases, violations of labor rights. The above is drawn from audiovisual material featuring teachers who share firsthand accounts of their classroom experiences. In particular, student behavior has been identified as a key source of stress, as "behavioral challenges represent one of the main causes of time loss in the educational environment, negatively affecting students' learning opportunities and generating emotional distress for teachers" (Fonseca, 2023, p. 31). In addition, teachers face stress due to difficulties managing student groups and excessive workloads, factors that not only affect their physical and mental well-being but also the quality of teaching. Indeed, "Teachers who perceive ambiguity in their role at work had 95% more chances to develop CMDs. Similarly, those who perceive excessive workload had twice as much chance to develop CMDs. Those who think they have little social support at work and think they have low self-efficacy in the occupational context, in turn, present 74% and 96% more chances of CMDs than their peers" (Carlotto, 2015, p. 203). What is more, in some schools, academic evaluations of teachers fail to adequately address their educational approaches or classroom interventions; as a result, these issues leave teachers in exhausting environments, frustrated, or even sick. According to Moriana (2004), "regarding personal consequences, there is an inability to disconnect from work, sleep problems, fatigue that increases susceptibility to illness, gastrointestinal issues, back and neck pain,

headaches […] as well as generalized anxiety, social phobia, and agoraphobia" (pp.605-606). Over time, this hurts not only teachers but also students, affecting the teaching performance and consequently, the learning process.

The situations presented above highlight the challenges of education not only for teachers but also for students who are immersed in various scenarios that may affect educators. Students are often the main focus of mental well-being research, rather than teachers, as maintaining a healthy mind is crucial, since "mental hygiene refers to all activities and techniques that promote and maintain mental health" (Navarro, 2021, p. 20). This research connects to the current issue of the importance of mental wellness for teachers, specifically English teachers, who, due to their discipline, may have some distinguishing characteristics when discussing mental health. Additionally, this research aims to assess the stability of teachers as a tool for institutions or academic groups, so they can dedicate efforts to the mental well-being of their educators, as neglecting this could lead to future problems for the teaching staff of the institution or academic group.

Unlike other projects, our research focuses on the differences and similarities between a private bilingual secondary school and a public school in Bogotá, specifically targeting language teachers and the factors that may affect their inner balance and, consequently, their teaching performance in these schools. This topic has not been widely explored and lacks sufficient information or research. We also highlight some common effects that may impact teachers' mental health, such as poor working conditions, students' parents' demands, lack of emotional and institutional support, and difficulties in maintaining a work-life balance. In this way, we aim to identify the key factors that may affect the mental health of language teachers during instruction, across both public and private settings.

Question

What are the main factors that may affect language teachers' mental well-being in private bilingual and public secondary schools in Bogotá during instruction?

General objective:

Analyze the factors affecting English teachers' mental well-being during instruction in a private bilingual and a public secondary school in Bogotá.

Specific Objectives:

- Examine what are the main factors that may affect the language teacher's mental well-being during English instruction in a public and a private bilingual school.
- Characterize the main causes that affect English Teachers' mental well-being during English instruction in a public and a private bilingual school in Bogotá, and their relevance in the teaching process.
- Describe strategies to improve teachers' mental well-being in private bilingual and public secondary schools.

Justification

This research is important because it helps us understand that mental health is a fundamental pillar of a focused and effective teaching practice. As future educators, this study offers the opportunity to examine how our emotional state and feelings during the English class directly influence our pedagogical performance. By focusing on this, we can recognize that teachers' well-being is not just a personal matter, it is also a pedagogical tool; a mentally healthy teacher is better prepared to manage the classroom and face the daily challenges of the profession with energy and enthusiasm, while, teachers who do not demonstrate optimal mental health, may face difficulties to deliver effective instruction, affecting their pedagogical performance and

students’ academic success.

On the other hand, by including the selected schools in Suba, this project recognizes teacher stability as a strategic pedagogical tool by identifying how feelings of stress or exhaustion during English class affect the pedagogical mediation through which learning is produce, which is why schools must implement better support strategies. The research emphasizes that investing in teachers' emotional health is an investment in students' academic success. Finally, this project makes a significant contribution by addressing a topic that lacks sufficient research: the direct impact of mental well-being on the teaching-learning process during the English class. While most research focuses on students, this research enriches the field by contrasting how different environments, public and private schools, affect the pedagogical outcomes and the quality of instruction during the English class.

Chapter II Literature review

Our research interest is focused on the mental well-being of language teachers in both private and public schools. Previous studies have shown that stress within the educational system is not necessarily caused by the intensity of teaching itself, but rather by students' psychological and behavioral difficulties (Granados, 1999). This perspective helps contextualize the experiences described by the teachers in our study. In this text, we address the current state of our research on teachers' mental wellness, with a specific focus on language teachers in a public and private secondary school. Besides, we show how this specific focus contributes to the development of knowledge on the topic. The current state of research on teachers' mental health is an ongoing area of investigation, but our specific focus on language teachers enriches the study of their mental stability.

Teachers' Mental Well-being

Mental health, in general, is important for every individual. However, when focusing on the mental well-being of teachers, we find Professor Longwell (2018), who provides a precise analysis of the stress that teachers may experience. In a survey that received 501 responses from English language teachers worldwide, the findings revealed that a significant number of teachers have experienced mental health issues. For that reason, this study is relevant, as it is focused on English language teachers' mental stability and provides evidence of factors related to their mental health. On the other hand, Gonzales (2018) highlights a significant connection, with mental health disorders, particularly: Anxiety and anguish, additionally, it offers some consequences of Teacher Distress as, anxiety and depression which is why it proves to be appropriate to our study owing to providing specific information about the mental health symptoms in teachers, and consequences that may affect the teaching performance, additionally, offers information of action plans similarly to the study of Fernández, (2014), where mentions that "this clinical picture of emotional exhaustion tends toward an incomplete form of depression known as anergic depression, whose fundamental characteristic, as the name suggests, is a lack of energy or drive" (Fernández, 2014, p. 25). Thus, offers actionable plans that we can implement in our research to prevent such issues, additionally, in the study of Cruz & Ruíz, Oriana (2022), we evidence a focus on Latin America where it mentions that "Mental health cannot be understood as a static phenomenon, but rather as a dynamic process that continuously shifts with changes in internal and/or external circumstances"(Cruz, 2022, p. 184), this it is significant to our study, because, it demonstrates that mental health does not depend solely on institutional conditions but also on personal ones, leading to complex situations for mental balance.

Work stress

Regarding occupational stress within our research interest, we identify COVID-19 as playing a significant role. According to Ballester (2022), this event forced teachers to transition to a novel environment for in-person education: virtual learning. This shift posed challenges that disrupted educators' equilibrium. On top of that, this study is relevant to our investigation, helping us identify key aspects of teachers' mental well-being during instruction. It is important to identify the main causes of mental health issues in language teachers specifically. We also find Navarro (2021), who examines work-related stress and anxiety in teachers, emphasizing their impact on mental health, it was conducted at Colegio Agustina Ferro in Ocaña, Norte de Santander, using two validated self-administered surveys: the Maslach Burnout Inventory (MBI) and the Beck Anxiety Inventory (BAI), and the results indicate that 50% of the teachers show signs of burnout with emotional exhaustion.This is consistent with local research conducted in Colombia, where "50% of the sample studied showed signs of burnout in the sub scales of emotional exhaustion and depersonalization" (Navarro, 2021, p. 34), and "46.2% of the sample was found to be in a severe state of anxiety" (Navarro, 2021, p. 34). These findings reinforce the prevalence of burnout and anxiety among teachers in similar educational contexts. as a result, it is pertinent to our study since it provides a deeper explanation about the Burnout Syndrome that is common in the teachers of the school and can help us to analyze some of the solutions or actions plans to provide a better mental well-being on teachers.

Additionally, Coral (2022) identifies work-related stress as a major issue for public school teachers, stating that "workload overload is one of the main causes of work-related stress, understood as the condition in which job duties are too many for the time assigned within the work schedule" (p. 33). Furthermore, the study highlights other contributing factors such as

conflicts with colleagues, superiors, and student misbehavior, as well as the need for improved working conditions to reduce teacher stress and enhance well-being.

Therefore, this study is relevant to our research, as it provides context-specific evidence from public schools and identifies key factors that may affect teachers' mental health. To conclude, in the study of Guevara, Astrid & Parra, Liliana (2014), a high level of work-related stress was identified among teachers at an unspecified school in Colombia in 2012, where the most relevant factors affecting mental health were somatization, anxiety, and depression. On the other hand, the study compares its findings with another study titled "Work-related stress and health in teachers" by Matud (2002), conducted in Spain, which primarily concentrates on secondary school teachers. Additionally, the study references a theory titled "Warr's Theory" from 1987, which states, paraphrasing the author, that the feeling of well-being at work should be understood in terms of the general environmental events of mental health, the foundation of psychological well-being (p. 31). This perspective helps us explore another dimension regarding the relationship between work-related stress, mental health, and the mental well-being of language teachers, which forms the basis of our study.

Pedagogical mediation

For this section, we trace the research conducted by Díaz Granados (1999), who posits mental health as a mediation for teaching, with crisis as a key axis to discern. This highlights the significance of our research. We can contribute to expanding our understanding of pedagogical mediation by reading and analyzing other perspectives on pedagogy as a form of mediation. Below, we present this author's contributions and discussions to the development of our research. Besides, this study is relevant to our research as it offers a perspective on teacher mediation, where Granados (1999) explains that mediation in learning does not occur in isolation, but within various environments as institutional settings, teachers, and instructional means, which may promote or restrict development depending on social and cultural dynamics. This supports our research as it reveals key points, such as the direct relationship between pedagogical mediation and mental health issues, including nervous and concentration disorders.

Chapter III: Theoretical framework

Mental Health

Mental health constitutes a fundamental pillar of human well-being, where technological mediation distorts the importance of mental health. Focusing specifically on the field of language teachers, a high emotional demand is suggested. According to McKenzie (2014), “mental health is defined as a state of well-being in which every individual realizes his or her own potential” (p. 3). In this way, mental health cannot be considered secondary or of lesser priority than physical health. The above highlights the importance of emotional resilience and social significance, which are essential aspects in the educational field. Dinesh Bhugra (2013) adds that “the state of mental health implies that the individual can form and maintain affectionate relationships with others, to perform in the social roles.” (p. 3) Moreover, it is important to emphasize that those who enjoy good mental health have a balance between social interaction and personal autonomy without being limited in their relationships, a fundamental capacity for teachers who must combine their work with personal needs.

In this regard, “good mental health will have a strong sense of self and others; they will be able to form positive relationships and yet be comfortable in their own company.” (Dinesh Bhugra, 2013, p. 3) It must not be understood solely as the absence of illness or of any type of medicated intervention, but as the active presence of emotional, social, and cognitive well-being that allows teachers to face the daily challenges of their profession. In this way, our approach to mental health has a particular emphasis on teachers, since they are the foundation of the research and represent for us a fundamental point to investigate, as it is possible to achieve a more focused, honest, and fulfilled teaching practice with the help of mental health.

Work-Related Stress

In both private and public educational fields, work-related stress represents one of the main factors that threaten the mental health of teachers, given that they are continually immersed in dynamics that demand interaction with people, students, parents, administrators, and colleagues. Otero (2012) expands on the situation and tells us that "anxiety, tension, fatigue, existential boredom, financial and work-related difficulties, illness of a loved one... these would be some of the many masks under which the phenomenon could be hidden" (p. 43), meaning that work-related stress, if present, affects not only life within work dynamics, but also impacts everyday relationships. This diversity of manifestations often causes stress to go unnoticed until it reaches critical levels, at which point it may not find a solution or an effective procedure for the teacher to return to work completely and healthily.

Thus, Zúñiga and Pizarro (2018) conceptualize teacher stress as "an emotional, physiological, and behavioral response, potentially pathogenic, that influences teachers' work activity and their pedagogical outcomes." (p. 11), meaning that it affects not only the well-being of the teacher, but also their pedagogical performance, since it can become an illness as harmful as any other in the field of psychology or the workplace. Similarly, Zúñiga and Pizarro (2018) describe it as "a loss of motivation, deterioration in health and in interpersonal relationships, both inside and outside the workplace" (p. 11), which often becomes evident in unexpected moments when the person is overwhelmed by the situation.

Therefore, it is necessary to urgently address it preventively in school settings, since teachers are in constant interaction with people and must relate healthily for their teaching to be effective.

Burnout Syndrome

When work-related stress persists over time, it can lead to burnout syndrome.

Álvarez Gallego (1991) defines this syndrome as "the consequence of high levels of work-related tension, personal frustration, and inadequate coping attitudes toward conflictive situations" (p. 11), meaning that the person's long-term health is compromised. This phenomenon not only reduces the professional effectiveness of the teacher but also wears down their identity and vocation, thus changing their own professional motivations and personal interests. In this way, burnout is the peak or limit situation to which a person can arrive under stress and work overload, resulting in a disinterested and null performance both professionally and personally.

On the other hand, Moriana (2004) defines burnout syndrome as "a chronic stress response of three fundamental factors: emotional exhaustion, depersonalization, and low personal accomplishment" (p. 598), so this situation can manifest as a total collapse of the person. Exhaustion translates into deep emotional fatigue that progressively consumes professional and personal inspiration; depersonalization implies cynical attitudes toward students, as a kind of personal detachment where there is no interest in personal growth or knowledge development, but rather a complete lack of interest. In this way, low personal fulfillment is reflected in feelings of professional inefficacy. If these dimensions are not addressed promptly, they can even lead to the abandonment of the teaching career, given that there is neither personal nor professional interest in continuing to grow in the teaching field.

Teachers' Mental Well-being

Teachers' mental stability affects not only their personal and professional well-being but also directly impacts the quality of education offered, as they are at the forefront of the educational guidance of young people and adolescents. As Bertolini (2023) points out, "the teacher is an individual whose personal satisfaction and mental well-being are fundamental aspects to motivate students to improve and to create a conducive learning environment" (p. 3), and if the teacher does not focus properly on their health, they cannot positively impact students' education. This statement shows that the school cannot be considered an isolated system from its human resources; on the contrary, it must take responsibility for actively caring for the emotional health of its teachers so they can manage students and their development properly. Thus, investing in teachers' mental well-being is also investing in the academic success of students, reinforcing the link between teachers' job satisfaction and students' educational achievements.

Various studies have shown that teachers are particularly vulnerable to common mental disorders due to their constant human interaction, a situation that affects their performance and quality of life if proper health control is not maintained by the teacher and especially by the educational institution. "Common Mental Disorders (CMDs) are a group of distress states manifested with anxiety, depressive, and unexplained somatic symptoms" (Carlotto, 2015, as cited in Goldberg and Huxley, 1992, p. 202), which are commonly not considered important enough to be treated as fundamental. In this regard, "their main health complaints were headaches and migraines, depression, stress, nervousness, irritability and mood swings, insomnia, discouragement and lack of motivation to work, mental fatigue, forgetfulness, and difficulty concentrating." (Carlotto, 2015, as cited in Oliveira, 2010, p. 202), symptoms that are often ignored or normalized due to the high workload.

Language Teachers

Language teachers face specific challenges, as their field of knowledge is situated in a global environment with applicable and fundamental situations in the current state of knowledge and professional performance. Pérez (2014) emphasizes that "teachers must assume new roles in the context of a changing reality, and their training must be adjusted to provide the required skills" (p. 216), where language teaching also involves transmitting cultural values and understanding identity.

Pérez (2014) adds that being a foreign language teacher means "producing meaning in another language, crossing borders, understanding difference, and interpreting otherness are some of the statements that shape the identity narratives of what it means to be a foreign language teacher" (p. 230). In this way, language teachers are immersed in needing a clear understanding of global dynamics such as economics, politics, news, ethics, etc., to provide contextual and up-to-date knowledge. However, although this work is enriching, it can also increase the risk of emotional exhaustion due to the high demands for intercultural adaptation and communication, which require a constant commitment from the teacher to stay updated and aligned with linguistic and academic trends. Therefore, it is crucial to consider specific emotional and educational support strategies for this group of teachers, who play a vital role in building intercultural bridges.

Classroom Environment

The physical and organizational environment of the school has a direct impact on the emotional state of teachers, given that it is the place where most of their teaching action takes place. “classrooms are both physical and organizational units and that the physical characteristics of a setting can influence both behavior and educational program” (Edwards, J, 2005, as cited in Rivlin and Weinstein 1984 p. 23), meaning that this is not a minor issue in terms of its impact on physical and clearly mental health, which is directly affected if the environment is not optimal and adequate, both for teachers and students.

Similarly, “the environment of the classroom is a direct expression of the educational philosophy, and it takes an active part in the educational process.” (Edwards, J, 2005, as cited in Proshansky and Wolfe, 1975, p. 19). Thus, a welcoming and well-structured classroom not only favors student learning but also encourages the desire to learn and to care for optimal personal development. On the other hand, it also reduces teacher stress, creating a link between the physical environment, emotional well-being, and pedagogical performance, which supports knowledge integrity and the strength of personal development.

Private and Public Schools

The type of educational institution also affects the teachers' work experience, since private education prioritizes the knowledge that is paid for and the innovative way of sharing knowledge, while public education favors the certification of the greatest number of students, regardless of the actual learning achieved during their education. Coleman (1981) argues that private schools promote greater personality development and academic interest in their students, since the higher their quality catalog, the more it can translate into enrollments and possibly greater development of the teaching and structural staff, possibly due to more controlled working conditions and stronger institutional support.

On the other hand, Knight (2011) defines public schools as "a school that is funded by tax dollars, overseen by elected officials, operating with open admissions within its district, and so on" (p. 365). Although they fulfill a fundamental social mission of integration and equality, they do not perform their role in the best way, as their structure and teaching staff are not well treated or show little interest in development. They also face greater challenges, such as the diversity of student needs, limited resources, and higher demands. In this way, public education only seeks accelerated certification instead of prioritized learning. These conditions can increase teacher stress and burnout if adequate support strategies are not in place, as the demands grow, given the conditions in which knowledge must be supported, which often becomes about numbers (students) rather than the strengths of the students.

Chapter IV: Research Design

Our research examines the key factors that affect the mental well-being of English teachers in both public and private secondary schools in Suba, Bogotá, through a qualitative research framework. Similarly, this chapter outlines the research design, specifically adopting a narrative approach to explore the lived experiences of educators from schools in Suba, Bogotá. The study defines the geographical context and the specific population being studied, as well as details the methods and tools used for data collection. Additionally, it assesses the validity, trustworthiness, and importance of the theoretical framework supporting our findings.

Research Approach

To address the research objectives, this project employs a qualitative narrative approach as described by Connelly & Clandinin (1990), which involves collecting individual narrative stories to explore people's lives and experiences. This methodology is particularly effective for uncovering the meanings and interpretations of human experiences. The study follows a sequence of steps to apply the narrative approach. First, identifying the phenomenon mentioned above; second, selecting the participants for the study; third, collecting their stories; fourth, retelling those stories and collaborating with the participants; and finally, writing the narrative and validating the story. (Creswell, 2012, pp. 501-502).

According to the article presenting the "Story Circles" method, it is important to highlight the clarity of narrative research, as it can sometimes lead to confusion it is essential to situate it within the larger field of approaches, and by providing some arguments to defend the quality of results. (Parks, 2023, p. 69). This approach helps to gaina deeper understanding of the educators' feelings during instruction and how this impact their pedagogical performance.

Study Context

This study is situated in Suba, Bogotá, Colombia, and it is focused on two contexts: a private bilingual secondary school and a public secondary school. These two types of institutions contrast realities in terms of working conditions and institutional support, which creates a significant setting to explore the factors that affect teachers' mental health.

Teachers face multiple challenges, such as excessive workloads, limited resources, lack of institutional support, and more. Both contexts present different but equally important conditions that may impact teachers' well-being. Furthermore, by analyzing teachers' experiences in both private and public secondary schools, this research helps us to understand the similarities and differences in the factors that affect mental health and well-being, highlighting the importance of institutional and social support for teachers.

Participants

The main participants of this research will be ten English teachers: five from a public secondary school and five from a private bilingual secondary school in Suba, Bogotá. For the survey, eight of those English teachers participated, four from the public sector and four from the private sector located in Suba, Bogotá. For the observation, we selected just six of those teachers, three from a public secondary school and three from a private bilingual secondary school in Suba, Bogotá. We chose these participants since they represent two contrasting educational contexts that help us to compare and analyze the main factors that may influence English teachers' mental health in both public and private institutions during their English class performance.

Data collection methods

The following data collection methods provide a way to organize and contextualize data. At the beginning of the study, we implemented a survey defined by Schreiber (2011) “a survey is used to describe attitudes, buying habits, voting preferences, and other types of phenomena or behaviors” (p. 15) to ten English teachers, five from a public secondary school and five from a private bilingual secondary school, to identify the main factors that may affect the English teachers' mental health during their English class performance.

Later, we implement an interview, which is “a particularly useful way to gather people’s views as one formulates research hypotheses” (Powney & Watts, M. 2018, p. 2), with eight English teachers, four from the public sector and four from the private sector, to evaluate their different feelings, experiences, and situations that may affect their mental well-being in their English class performance. Finally, we conducted classroom observations, defined as reporting activities that people carry out in different social settings and situations, to understand what those activities and situations mean to people, focusing on how they feel during their class and understanding their different experiences (Birmingham & Wilkinson, 2003, p. 116).

Trustworthiness and generalizability

In qualitative research, it is important to validate findings. In qualitative research, credibility refers to "confidence in the 'truth' of the findings" (Lincoln & Guba, 1985, p. 290), which can be enhanced through strategies such as triangulation and member checking. The research addresses each criterion through specific strategies during the research process.

We triangulate data through three different methods: surveys, observation, and interviews, which allows for the comparison of teachers' experiences across both private and public school contexts.

This study does not aim for statistical generalization. Instead, it aspires to naturalistic generalization where readers may identify similarities with their own experiences. The insights gained from teachers' experiences can also contribute to analytical generalization, enriching theories on teacher well-being and classroom practices.

Ethical considerations

This study adhered to ethical principles to ensure the protection and respect of the participants. Informed consent is obtained before data collection, after explaining the purpose and voluntary nature of the study. Data from surveys, observation, and interviews were stored securely with restricted access. The study also protects the participants' identities with anonymous pseudonyms and institutional references to ensure confidentiality. Finally, the study followed a protocol that was reviewed by a supervising professor to guarantee ethical guidelines.

Table 1

Schedule of activities

Technique	Instrument	Execution Time	Channel
Survey	Survey	1st week	Google Forms
Interviewing	Interview	4th week	In person
Observation	Field notes	2nd week	Notes

Nota: Elaboración propia (2026)

This chapter has detailed the qualitative research design and the narrative approach used to examine the factors influencing English teachers' mental well-being in Suba, Bogotá, through methods such as surveys, classroom observations, and interviews it also describes the strategies used to ensure trustworthiness, reliability, and adherence to ethical principles through data triangulation, providing a comprehensive understanding of how factors such as workload and burnout affect pedagogical performance, thereby making the study clear and reliable. This provides the necessary tools to explore the lived experiences of teachers in both public and private schools, with an emphasis on the learning process during English instruction. The following chapter presents the data analysis and results, showing teachers' perspectives and feelings during their classroom experiences.

Chapter V

Data analysis and findings

The next chapter presents a comprehensive overview of the research context for data analysis and management, as well as the principal findings of the research project. The analysis aligns with the research design, presenting three instruments: a survey, interviews, and classroom observations. Finally, it is important to note that researchers presented the analysis in three stages, corresponding to the instruments designed for the research.

Research context for data analysis

This study is based on a qualitative research framework that focuses on understanding human experiences through data collection and interpretation. "Qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual (i.e., nonnumerical) data" (Mills, 2015, p. 5). Mills (2015) emphasizes that the qualitative research design evolves as understanding through the research context and participants' personal situations. Besides, qualitative researchers tend to avoid stating hypotheses before data are collected to examine a particular phenomenon. Therefore, this approach examines English teachers' perceptions and practices during English class performances.

Additionally, the author emphasizes that the context is not controlled or manipulated by the researcher, which allows us to understand participants' perspectives through qualitative methods that involve interacting with participants during the study (Mills, 2015).

Narrative analysis of Findings

The research analyzes the professional well-being and pedagogical experiences of English teachers, based on data collected from English educators in the public and private bilingual sectors in Suba, Bogotá. Rather than focusing on clinical and psychological aspects, this section explores how the daily realities of the classroom and institutional demands may affect the mental well-being of English teachers. By examining their testimonies, we aim to understand the human side of English language teaching and the main factors that may affect the educator's mental well-being, passion, and effectiveness in today's diverse educational environments. This perspective aligns with Diaz-Granados (1999), who argues that teachers' mental health serves as a mediating factor in the teaching-learning process, deeply influenced by institutional and social conditions.

Survey analysis

The survey was conducted with ten English teachers in Suba, Bogotá, all of whom provided informed consent to participate in this research. Equally, distributed with 50% of participants teaching in public institutions and 50% in private institutions, allowing for a comparative understanding of how different institutional contexts influence teachers' mental well-being and effectiveness during classes.

The findings reveal that a significant 70% of participants reported that their professional well-being has been affected during the last six months, representing not only an isolated perception but a shared experience among teachers. Participants commonly describe feelings of constant exhaustion, anxiety and emotional overload, suggesting that these conditions are part of their professional lives, besides, some teachers expressed situations such as "I feel exhausted most of the time" (refer to annex 1) and "there is too much pressure every day" (refer to annex 1), reflecting not temporary stress, but a persistence of stress-related symptoms.

Additionally, 80% of participants pointed the classroom environment as the major factor that affects their well-being. Educators described classroom dynamics as demanding, noisy, and difficult to manage, particularly in contexts with large groups. This suggests that emotional exhaustion does not come from pedagogical practice but emerges directly from the dynamics of teaching. Similarly, 60% of participants highlighted workload overload as a key factor influencing their well-being. These results indicate that those factors directly impact their ability, since some teachers described having "too many responsibilities and not enough time" (refer to annex 1) to connect with their students during English class.

These findings are consistent with Benavides and Coral (2022), who identify work overload, students' misbehavior, and low professional recognition as primary social causes of

occupational stress among public school teachers. This suggests that teachers' mental well-being and mental health are inseparable from the pedagogical conditions in which they work.

In the public sector (5 responses), the data reveal a profound struggle with the teachers' professional identity. Teachers from these institutions find their pedagogical role overshadowed and exhausting by disciplinary demands; for example, one teacher expressed, "I feel more like a babysitter than an English teacher." (refer to annex 1) while managing groups of 44 students. This reveals more than simple frustration, and it reflects a gradual deterioration of their pedagogical identity, driven by the lack of resources and the constant need to prioritize discipline and behavioral correction over language development. In addition, most of these teachers mention a gradual decline in their own English proficiency over time, attributing it to the limited language level used in the classroom, highlighting the students' low English proficiency. In this context, the teachers' mental well-being is affected not by the act of teaching itself, but by their inability to develop their profession properly during English class.

In contrast, teachers in the private sector (5 responses) reported having access to technological resources, using platforms such as Pearson and other digital tools. One teacher explained that having these tools makes the class "more structured and easier to manage" (refer to annex 1). Additionally, teachers reported feeling more confident due to their C1 level in English. As one teacher stated, "I feel secure with my English level" (refer to annex 1), which helps them feel more secure during class working as a supportive factor against classroom anxiety, providing confidence and linguistic authority. However, teachers also described other sources of stress. Some teachers described interactions with parents as "very demanding" (refer to annex 1) while others mentioned "having too many things to do and too little time" (refer to annex 1). Extensive writing tasks, constant evaluation processes, and institutional standards were

also identified as sources of exhaustion. In this sector, stress is less related to discipline and more connected with high expectations from the institution.

Overall, the survey results show that teachers' mental well-being is connected with institutional conditions in which they work. Although stress is present in both sectors, its impact is not the same and the way it is expressed are different, which leads to different professional experiences.

Interview analysis

The interviews conducted with eight English teachers from both the public and private sectors, whose experience ranges from 6 to 29 years, show that teachers' emotional well-being is influenced by what happens daily inside the classroom. The testimonies narrate repetitive experiences that progressively affect their stability during English class and where teachers referred to the constant lack of students' attention as a central difficulty, explaining that they are forced to implement some “exhausting” (refer to annex 2), strategies, such as “raising my voice” (refer to annex 2) or even using “a whistle” (refer to annex 2) to be heard. These comments do not only describe classroom management techniques but also, they reveal the physical and emotional effort require to keep control during the English class. Moreover, teachers shared heavy emotional situations from their students’ personal lives. These narratives demonstrate that English teachers are not only managing pedagogical challenges but also acting as emotional leaders for their students and often putting their own mental well-being in second place, without sufficient institutional support. At the same time, they feel they need to “maintain that image” and “losing composure” (refer to annex 2), even in overwhelming situations.

In the public sector (four responses), teachers with 8 to 22 years of experience describe a particularly demanding reality. During classes, teachers report managing overcrowded groups of 47 to 50, and in some historical cases, 60 students in a single room. One teacher described this situation as “impossible to manage properly” (refer to annex 2), explaining that “you cannot give real attention to each student” (refer to annex 2). Many educators express that they spend significant time correcting basic behavior, such as eating habits or following instructions, which they believe should be taught at home, often having to resort to “raising my voice, sometimes even shouting” (refer to annex 2) or making noise with objects to get students’ attention, which

they find “really exhausting” (refer to annex 2). This repetition of vocal strain reflects not only a disciplinary strategy but also accumulated physical and emotional tiredness. Furthermore, they face challenges teaching students with disabilities or disorders without adequate specialized training, requiring them to constantly “keep an eye on them” (refer to annex 2). A particular experience shared by a teacher regarding her first years highlights the physical risks: “I am short, the students are taller than me, they grabbed me between several, by my arms and legs, they threw me out and looked the door, so it was the heaviest thing I have experienced” (refer to annex 2).

This narrative illustrates that classroom management in certain contexts goes beyond pedagogical difficulty and can become a matter of physical vulnerability. Additionally, educators noted the difficulty of separating their personal and emotional lives from the classroom. The emotional load is heavy, especially with teenagers; one of the teachers shared how students’ loneliness affects her, citing a child who said, “Teacher, I wish you would adopt me” (refer to annex 2).

The teacher explained that situations like this remain in her thoughts even after class, demonstrating that these hard realities directly affect teachers’ mental well-being. Regarding physical and emotional well-being, teachers describe symptoms that they have accept as “part of the Job” (refer to annex 2), including chronic exhaustion, heel and foot pain from standing, sore throats or colds (especially after breaks), and heavy eyes. They also suffer from insomnia and anxiety due to the accumulation of work and the stress of crowded groups. These findings are consistent with Diaz-Granados (1999), who reports that teachers frequently experienced physical and psychological symptoms such as exhaustion, nervousness, and sleep disturbances, often associated with institutional conditions like overcrowded classrooms and adverse working

conditions. This reinforces the idea that teachers' mental well-being is closely linked to the realities of the educational context.

Following these findings, we asked the teachers about strategies they use to manage negative emotions during class. They mentioned strategies such as counting to ten, deep breathing, asking a colleague for a "relief" or walking around the school. Besides, most of the interviewed teachers feel a responsibility to "maintain that image" (refer to annex 2) of being the adult and not "losing composure" (refer to annex 2), even if students are aggressive, they feel fully responsible for everything, no matter how much of it is the student's fault. However, these strategies function as individual mechanisms rather than institutional solutions, passing the responsibility regulation entirely on the teacher.

What is more, 100% of educators manifested that they have never received institutional mental support. This indicates the absence of structured mental health policies directed at teachers in their institutions. While some received generic advice, they find school counselors are often too busy with "more significant" problems to provide close accompaniment. Consequently, they think it is important to have direct support addressed to their needs and specific training to protect not just the students but also the teachers.

Finally, teachers communicated a risk of stagnation in English level because they must reduce vocabulary to basic commands for low-level students. To prevent a decline in their fluency, they must be "self-critical" (refer to annex 2) and seek external spaces for practice and improvement, such as the Korean embassy, private classes, working with foreigners, or self-taught methods.

Nevertheless, teachers in the private sector (four responses) experience a different reality. Unlike the public sector's focus on overcrowded classrooms, these educators from the private

sector emphasize emotional challenges such as a lack of students' respect, the pressure of “having too many things to do” (refer to annex 2) and “too little time”(refer to annex 2), besides, they often face a deep sense of frustration when students do not progress despite the teacher “giving it their all”(refer to annex 2). Additionally, the teachers struggle with low student motivation and have to put in more effort to capture their attention and motivate them. They also carry a heavy emotional load regarding students' psychosocial and family problems, observing that when a child lacks a “safe environment, which is the family” (refer to annex 2), it inevitably hinders their academic performances. Consequently, most teachers feel they must correct mistakes resulting from a lack of proper education at home.

Regarding physical and emotional well-being, chronic exhaustion is the most reported symptom. One teacher shared an experience of physical collapse, “I am sitting down because I am not ok, because if I don't do it, I can't manage” (refer to annex 2). This statement reveals that teachers sometimes reach their physical limits before they fully recognize their emotional exhaustion, also, the constant pressure to prepare various materials to prevent students from getting bored is also mentioned as a primary source of fatigue. In addition, there is a contrast in this sector, one teacher reported never feeling anxiety or lack of motivation, viewing tiredness as “normal” and simply “part of the journey” (refer to annex 2).

To manage these negative emotions, private sector teachers employ personal strategies such us environmental control by starting class with specific exercises to maintain an organized and clean classroom to help them be focus during class, equally, they use motivational tools by implementing a “point system” (refer to annex 2) during the class to keeping the students engaged, they also use emotional boundaries, preserving a clear conscience by focusing on what they can control rather than external factor like students attitude, and finally they look for

external support. One teacher emphasized the importance of having a partner who is also an educator at another institution to engage in “sincere sharing” and “catharsis” to release the day’s stress (refer to annex 2).

Notably, 100% of the interviewed teachers stated that they have never received institutional mental support. They argue that schools should provide a “psychologist not only for students, but also for teachers,” (refer to annex 2) so that teachers can feel protected and heard. One teacher suggested improving institutional dynamics by involving students in teachers' meetings, “Uff, it would be really great if the kids attended the teachers' meetings. Why? Because they repeat the instructions to you a thousand times, but what they need to understand is something I don't.” (refer to annex 2) to bridge the gap in understanding.

Finally, regarding professional skills, most teachers feel that their English proficiency has improved because their jobs require them to study and stay informed about the world; they generally view their classroom practice as an enriching experience that provides them with more knowledge and tools. This contrast between emotional exhaustion and professional growth highlights the complexity of teachers’ experiences, where development and burnout coexist simultaneously.

Observation analysis

Moving forward to the classroom observations conducted across six English sessions in Bogotá allowed us to observe how institutional conditions shape teachers' emotional expression and physical presence in real time, providing a direct perspective into how class size and class performance shape the teachers' physical presence and the influence on their mental well-being, besides, the findings highlight a big contrast between the public and private sector, teachers in public sector frequently displayed visible signs of stress and physical tiredness, such as "growing tiredly", "sighing" (refer to annex 3) and more. In contrast, educators in the private sector were observed to be "excited", "smiling a lot", and having a "comfortable position" (refer to annex 3) while teaching. What is more, the data suggest that overcrowded classrooms in the public sector lead to greater use of Spanish (up to 80%) and a need to repeat instructions more than seven times, while smaller classrooms in the private sector facilitate high levels of English immersion and creative engagement strategies. To analyze these differences and provide a structured, comprehensive set of findings, we conducted three separate observations in three different English courses and organized them into four key categories: class management, body language, interaction with students, and the amount of English.

During the public school observations, classroom management and interaction with students appeared physically and emotionally demanding, the observations reveal a detailed look at the real-time findings regarding educators who manage groups ranging from

twenty-five to forty-five students, that creates a continuous physical and mental tiredness for educators, they must frequently have to "speak loud" to be heard over the noise of the students(refer to annex 3), often repeating a single instruction more than seven times in Spanish due to student inattention. In several moments, the teacher paused, sighed, and repeated the same

instruction while students continued talking, which visibly slowed the rhythm of the lesson. Additionally, the interaction with the students is characterized by a discipline and emotional support, while some teachers use “looks” and specific body languages messages to correct students’ behavior, other teachers show an emotional transparency where students notice their distress, asking questions such as “Teacher, are you sad?” or “How are you?” (refer to annex 3). This moment showed that the teacher’s emotional state was noticeable to students, making stress part of the visible classroom dynamic. Despite the heavy workload, the teachers maintain a positive attitude toward the students by laughing and making jokes, helping with activities, and using platforms and group work. Furthermore, academic frustration is evident when teachers have to repeat topics, such as the present simple or present continuous, because most students failed a quiz; this situation affects educators' patience and mental energy.

On the other hand, the quantity of English teachers use in class tends to vary with students' comprehension levels. One 7th-grade teacher maintained 80% English, though her nervousness led to confused instructions. Another teacher maintained a 60% English and 40% Spanish split because some students failed to understand the instruction in English.

Finally, the most notable case was the 10th-grade teacher, whose English usage dropped to only 10%, while 80% was in Spanish. In this case, the classroom shifted from language immersion to basic communication management. This happened because many students "didn't understand” the target language, which forced the teacher to use Spanish as the primary language for basic communication and instruction.

What is more, Body language became one of the most visible indicators of accumulated tension, anxiety and professional burnout; some signs we observed were licking their lips, touching their head or legs, and sighing, these small gestures appeared repeatedly throughout the

lesson, especially during moments of noise or confusion. (refer to annex 3). One teacher walked through the room not only to monitor students but specifically to try staying calm and been less nervous, in the case of the profesional burnout we observed that the 10th- grade teacher walked to slowly, sat at his desk, yawned, and frowned tiredly while looking down, besides, he explicitly told students he was “sad and tired” and that his “foot hurts”, (refer to annex 3) this verbal acknowledgment of exhaustion reflected a reduced emotional filter and visible fatigue, due to the workload.

Those physical manifestations illustrated the heavy, difficult environment that public-sector teachers face every day. These findings align with Fonseca (2023), who identifies lack of institutional support, excessive workload, and behavioral problems as major sources of teacher stress. The author explains that teachers experience emotional exhaustion when they perceive insufficient management support and an overload of responsibilities that directly affect their well-being and classroom performance.

In contrast, private school observations showed a calmer classroom environment and, regarding interactions with students, the observation reveals that private-sector teachers work with fewer students than their public-sector counterparts, with class sizes ranging from 20 to 27 students. The relationship between teachers and students tends to be more friendly and closer. We noticed that the teachers maintain their authority while also having the confidence to discuss personal matters with students and, moved confidently around the room and maintained a steady tone of voice, even when correcting students.

Additionally, students are likely to work in class and have good behavior. A few times, the teacher gives a warning to the students about their conduct, but normally they are moderated during the class, and many of them show interest in learning English, asking questions to the

teacher, and talking about their likes and dislikes because they see the teacher as a guide rather than a teacher, and even ask questions such as “How are you?”, “How are you doing, teacher?” “Teacher, can I tell you something that happened to me?” (refer to annex 3) or questions about their motivation for learning English, like “Teacher, what are we going to do today?” “Teacher, can we have speaking time?” “Teacher, can you explain to me how to do this point?” (refer to annex 3). Those questions reflect the good relationship and confidence that the educators have with the students.

As well as the amount of English, unlike the public sector, teachers give instructions and speak almost all the time in English, and the use of Spanish is almost zero. Instructions were delivered fluently, and students responded immediately without requiring repetition. Additionally, during the observation, we noticed that many students also speak to the teacher in English, and when they don't know how to say something, they always ask the teacher, showing interest in their learning and making the class more pleasant for both the teacher and the students.

To sum up, regarding the body language during the observation, we could observe that unlike the public sector, private school teachers generally maintained a relaxed posture and consistent pace during instruction, due to their good relationship with the students and even makes jokes with them and most of the time smiled, besides during the classes there are not a lot of demanding situations where they can be stress, in few moments they have to speak loudly but the students understand immediately and continue with the activities also the teachers tend to have a comfortable position and don't look tense or nervous. This contrast illustrates how classroom conditions directly influence not only instructional practices but also teachers’ emotional expression and physical behavior during class.

Chapter VI

Conclusions

The survey results reveal a critical need for preventive institutional intervention. In response to the research question, the main factors that affect English teachers' mental well-being during instruction in both public and private secondary schools in Bogotá are:

- Overcrowded classrooms, especially in the public sector, where teachers manage up to 47–50 students.
- Excessive workload, including additional groups, replacing colleagues, and limited time for planning and assessment.
- Students' behavioral difficulties, which force teachers to prioritize discipline over language development.
- Emotional burden derived from students' psychosocial realities, where teachers act as emotional guides.
- Institutional pressure and high-performance standards, particularly in the private sector.
- The absence of structured mental health support for teachers in both contexts.

The alarming fact that half of the participating teachers have considered abandoning their profession is a direct signal of burnout driven by excessive workload and challenging classroom environments. Whether facing social challenges or overcrowded classrooms, English teachers in both sectors are demanding structural changes and a culture that prioritizes their mental health and well-being as a fundamental component of the educational process, recognizing that their professional well-being is directly connected to their pedagogical effectiveness.

The data obtained from the interviews revealed that teachers often act as "emotional

guides" for students facing severe psychosocial issues, such as poverty or lack of affection. These emotional situations, combined with the pressure of managing crowded groups, result in severe physical and psychological symptoms, including chronic insomnia, anxiety, and sore throat. Additionally, some teachers reported that their "body says I can't do it anymore" (refer to annex 2). Furthermore, there is an evident absence of institutional support, with most of the interviewed teachers expressing that they have "never received personalized mental health support." (refer to annex 2). Consequently, teachers are forced to use mechanisms such as breathing exercises or peer talks, which are insufficient to address the root of their mental well-being and professional distress, something that many of the interviewed teachers have normalized.

Moreover, the classroom observations confirmed the physical effort and the different realities between private and public institutions. In the public school, teachers were observed managing between forty-five and forty-seven students in one classroom, often yawning or sitting down due to extreme tiredness and physical pain caused by the workload. While private sector teachers frequently displayed more dynamic body language and used resources such as music and games to reduce tension, they still faced stress from "students' naughtiness" and the constant need to gain attention.

These observations reveal a common thread: in both sectors, teachers work in environments where classroom management and the constant repetition of instructions consume significant emotional energy. This reflects that, without institutional support, even the most dedicated educators' risk physical and emotional exhaustion during English instruction.

Furthermore, it is pertinent to consider a student distribution in accordance with Article 11 of Decree 3020: "Students per teacher. For the allocation of teaching staff, the average number of students per teacher in the territorial entity should be at least 32 in urban areas and 22

in rural areas" (Ministry of National Education, 2002). This would help reduce the number of students per classroom in the public sector. However, in both public and private settings, it is essential to regulate teachers' workloads, based on data from interviews and observations that revealed significant overload. These spaces described situations in which teachers must replace colleagues, attend additional groups they do not usually teach, prepare assessments within very limited timeframes, and design remedial activities for students. These are some of the scenarios reported by teachers and require priority attention, as they represent one of the main stress factors identified in this research.

On the other hand, continuous support from the psychology department is requested, providing emotional assistance as well as institutional backing through resources that can be used during classes to mitigate one of the identified issues: the lack of resources. In the private sector, it is also crucial to prioritize teacher well-being and provide ongoing support in situations such as work overload or constant demands from parents. Along these lines, it is important to promote professional recognition systems and programs that strengthen teachers' sense of value and belonging. Equally, the implementation of follow-up strategies, such as training sessions on emotional self-regulation and coping with complex situations, along with professional development initiatives, would enable teachers to have practical tools to face demanding educational contexts.

- In response to the third specific objective, this research proposes the following strategies:
- Implementation of structured mental well-being support programs specifically designed for teachers, different from student services.
- Regulation and monitoring of teachers' workload to prevent overload and burnout.

- Ensuring a regulation that would help reduce overcrowding in public institutions.
- Development of continuous stress-management and emotional self-regulation workshops for educators.
- Strengthening of professional recognition and institutional support systems to reinforce teachers' sense of value and belonging.
- Provision of adequate pedagogical resources to reduce frustration caused by lack of materials.
- In conclusion, teachers' mental well-being should be prioritized not as an optional initiative but as a fundamental pillar to ensure educational quality and strengthen teaching processes in the long term.

Limitations, Implications, and Future Studies

Limitations

Although this research provides an understanding of the factors that affect the mental well-being of English teachers in Suba, corresponding to one private and one public school in the sector, it is necessary to recognize certain limitations to contextualize the scope of the findings. In the first place, the sample size, although appropriate for a qualitative narrative study that seeks depth rather than breadth, does not aim to generalize findings, but rather to provide an in-depth understanding of teachers' experiences within specific educational contexts, as it includes only two schools from the locality of Suba. The experiences of the ten participants reveal specific institutional differences that may vary depending on where the research exercises were conducted.

Secondly, it is stated that the research was conducted with secondary school students rather than primary school students. The two populations (primary and secondary) differ and pose distinct challenges, which is why it is relevant to limit our population in light of the results obtained.

Implications

The implications of this study are significant for both the pedagogical field and institutional management. One of the most impactful revelations is that teacher stability is vital for the development and support of the topics to achieve optimal results. When a teacher's mental health is compromised, the learning space may not be appropriate.

In the public sector, the implication is a clear degradation of the area's objectives; if a teacher is forced to use Spanish 90% of the time due to emotional exhaustion and

classroom overcrowding, the promise of basic competence for students becomes almost null. From the above, the need for institutional and pedagogical support spaces for English teachers that consider their emotional well-being is evident, not a taboo, but a space that ensures the mental well-being of each one.

These findings imply an urgent need to move from a well-being model focused solely on the student to one that also accounts for teachers in the English area in this particular case of our research. The fact that 100% of the participants reported a lack of institutional support suggests that current institutional support strategies for teachers are not effectively implemented in the educational context during teaching practice.

For the private sector, the implication is to reevaluate performance pressure and parental demands for close accompaniment, since these lead teachers to professional stagnation and abandonment of the profession. Finally, this research implies that the teachers' physical and emotional exhaustion becomes an indicator of challenges within the educational system failing from within, and it is proposed that it receive priority follow-up in institutions.

Further research

Future studies, through a multidisciplinary approach that integrates educational and psychological perspectives that integrates educational and psychological perspectives, could expand this research by incorporating an extended approach, carrying out a follow-up of teachers' well-being and its impact on teaching performance during a full academic year in order to identify specific periods of "maximum stress" and articulate tools and strategies to provide solutions to the problem.

Likewise, another line of research could focus on Initial Teacher Education. That is, to investigate how universities prepare future language graduates to manage emotional demands and the professional and emotional challenges faced during teaching practice, providing better tools to ensure a stable academic process and constant growth in their profession, hand in hand with their mental well-being, a situation that directly impacts their performance and achievement of objectives.

However, this study has great potential to be extended across different subject areas, to address teacher well-being. The results of these investigations would not only enrich education but also prompt action to address these often-overlooked challenges among the teaching staff. Thus, providing a more complete support in all fronts of teacher management.

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Annex

Annex 1

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Mental health issues
psychological support
Activities that help to reduce the level
of anxiety Students behaviour
English level

In what way do you feel your English level has influenced the way you feel during English class?

1. It hasn't affected me. I just feel good about it, as it is my main resource
2. It does not influence my feel
3. My English level has been affected because I used to work with high school students in a bilingual school, where I had to speak English all day. However, in my current job with elementary students, the amount of English I speak is minimal due to their low level of English.
4. I think it has not influenced my mood in class at all.
5. At the moment I need to teach children and they do not understand, then I see I need more sources but I don't have them. So, students don't pay attention and they don't work anymore.
6. I tend to get confused due to the excessive amount of time I spend marking writing tasks and listening to students asking “how do you say” type of questions.
7. As the English teacher for grades 8A, 9A, 9B, and 10,I feel that my level of English has had a positive impact on the way I experience the class environment. Having a solid command of the language allows me to guide students with confidence,provide clear explanations, and model accurate pronunciation and structure during each lesson. This contributes to a sense of security and fluency when addressing doubts, giving instructions, or managing classroom interactions.Additionally, feeling comfortable with the language helps me create a more dynamic learning environment, where students sense that the class is both approachable and academically rigorous. It also allows me

to adapt activities, support different learning paces, and respond more effectively to the challenges that arise at each grade level.Overall, my English level plays a key role in fostering a positive, supportive, and productive atmosphere for my students.

8. I feel comfortable enough with my English level, so it has provided me with the opportunity of having a positive effect inside the classroom
9. My English level, which is C1, definitely influences how I feel in class. On one hand, it gives me a lot of confidence: I can communicate clearly, understand

nuances, and respond to my students' questions without feeling pressured That confidence helps me enjoy the lesson more and focus on teaching rather than worrying about my own English.At the same time, even with a high level, I'm aware that there's always room to grow. That feeling of still being a learner helps me stay empathetic. I understand what it's like to face linguistic challenges, so I try to create an atmosphere where making mistakes feels natural and safe. In short, my C1 level gives me a sense of ease, but it also keeps me connected to my students and their own learning experience.

10. I think that if you are not prepared for an english class, you will have a lot of challenges like stress, anxiety etc. For this reason as teachers we have to be prepared and study a lot to feel us better in a class. ,

How have you felt during these last six months teaching English to secondary students?

1. I love it, but it is stressing because of things I have to do besides teaching
2. Sometimes I ask myself if it is important in their lives
3. I work with elementary students.

5. Exhausted and disappointment
6. Oberwhelmed

7. During the last six months teaching English to secondary students,I have experienced a mix of positive and challenging moments,I have experienced a mix of positive and challenging moments. Each group is different, and I value the diversity and the conversational nature of my students, as it enriches classroom interaction and creates opportunities for meaningful communication in English.At the same time, some groups find it difficult to follow instructions consistently, which requires extra guidance, repetition, and classroom management strategies. Working with mixed groups—both in levels and personalities—has also demanded flexibility and continuous adaptation of activities and approaches.Overall, I have felt engaged and committed to supporting their learning process. Although there have been moments that require patience and structure, the experience has been rewarding and has strengthened my ability to manage diverse classroom dynamics

4. Somewhat comfortable

8. During this year, I didn't teach to secondary students.
9. Over the last six months, I've felt mostly motivated and fulfilled while teaching secondary students. Seeing their progress and growing confidence has been very rewarding. Although there were moments of tiredness or challenges, the experience overall has strengthened my passion for teaching and helped me grow as a teacher.
10. It was a bit difficult because as I am a new teacher in this school I have to learn a lot of things but I think that all is a process and every time is easier and better.

What tools, activities, or practices have helped you reduce your level of anxiety or stress during English classes?

1. Music, time to chill or take a pause, eating or drinking something I like, talking to people I love.
2. Games
3. I include songs, games, flashcards, and drawings to make the class fun and interactive. These practices allow me to focus on communication instead of perfection, and that makes me feel more relaxed and confident.
4. Peer Talks about our insights in how to develop better practices to cope with unwanted situations
5. Using technological sources: computer and videobean. Using books and workbooks, Reading books. Playing games with physical material
6. Running, sleeping and hanging out with friends.
7. One of the practices that has helped me reduce anxiety or stress during English classes is the use of a wide variety of resources not only the Pearson platform. While Pearson provides clear structure, interactive activities, and well-sequenced content that supports lesson flow, I also rely on other tools that enrich the learning process.Incorporating readers has been especially helpful, as they encourage reading comprehension, allow students to engage with meaningful stories, and create calmer moments in class. Additionally, I use videos, collaborative activities, visual aids, worksheets, and conversation prompts, which help diversify the lessons and keep students focused and engaged.Using multiple resources allows me to adapt to the needs of different groups, maintain student interest, and reduce classroom tension. Altogether, these tools contribute to a smoother, more organized, and less stressful teaching experience.

8. Walking after the school day has been an excellent option for me
9. Using clear lesson plans, incorporating engaging activities like pair work, and keeping a calm classroom routine have helped reduce my anxiety. Taking a few minutes to breathe before class and reminding myself to be flexible also makes a big difference in keeping stress levels low.
10. Games, technology, Just dance

Do you think you need psychological support because of your feelings during your English classes? Why?

1. DIDN'T ANSWER

2. Because I can manage it

3. Yes, I think I need psychological support because sometimes I feel more like a babysitter than an English teacher. I work with groups of 44 students, and I have to focus more on correcting behaviors that should be taught at home, making sure they eat their snacks and lunch properly, and at the same time, completing all the reports and documents required by the institution. All of this makes me feel overwhelmed and stressed.
4. I don't think my stress has gone that far.
5. Because I do not have problems with myself as a teacher, I think I need better sources and children attitude of students
6. Need to time to unwind.
7. Although teaching can sometimes be demanding and certain situations in English classes may generate stress or emotional fatigue, I feel thatI am able to manage these moments through organization, classroom strategies, and the use of different resources. I recognize the challenges, but they have not affected me to the point of needing psychological support. Instead, I stay attentive to my well-being and use healthy practices to maintain balance and continue performing effectively in my role.
8. In my case, I feel comfortable with my job and with what I do. However,there have been some situations that have had a negative impact on my well-being and in consequence my motivation and my performance have been affected as well, especially because of the interactions that I have had with some student's parents, during those situations I have felt the need of talking to someone about it.
9. No, I don't feel I need psychological support because the emotions I

experience during class are manageable. They're normal ups and downs of teaching, and I've found strategies that help me stay balanced and comfortable in the classroom.

10. I think that I have a good management of my mental mind.

Do you think that institutions should give psychological support? Why?

1. Yes, since we (teachers) have one of the most challenging jobs and tend to suffer many diseases.
2. Yes. It can
3. Yes, I consider that institutions should give psychological support because teaching psychological support would help us manage stress in a healthy way, improve our

can be very demanding and stressful. Teachers often face large groups, heavy

workloads, and emotional challenges that affect their well-being. aving

4. Sure. Psychological Talks that show teachers how to deal with scenarios that comprise certain levels of stress.
5. No, it is not necessary. They must give me more and better sources, and ask students respect and responsibility to study.
6. Definitely
7. Yes, I do. I believe institutions should provide psychological support because teachers often face high levels of stress, emotional demands, and complex classroom situations that can impact their well-being. Having access to professional support helps educators manage these challenges more effectively,promotes a healthier work environment, and ultimately benefits both teachers and students. When institutions invest in teachers' mental health, they strengthen the overall quality of the educational process.
8. Yes, I think that teachers could use some support at some point of the

   to deal with stress, especially because I don't see the psychological support as something that has to be exclusively corrective, but as a preventive practice that could make that teachers learn some strategies for dealing with daily situations that may go beyond their control. Besides, it's evident that we care for student's mental health and help them with what we can, but we rarely take care of ourselves, and we even normalize some situations that shouldn't be part of our daily life activities.
9. Yes, I think institutions should offer psychological support because teaching can be emotionally demanding. Having access to professional guidance helps teachers manage stress, maintain their well-being, and ultimately create a healthier learning environment for students.
10. Yes, If we have a problem they help us a lot.

What do you consider to be the main causes of work stress as an English

- Excessive workload (8)
- Class environment (9)
- Limited resources (4)

- Students' parents demands(4)
- Anxiety (2)
- Lack of institutional support(3)
- physical pain related to work stress

Ann

ex 2

Interview

Teaching Experience

Emotional Wellbeing in the Classroom Strategies

Professional Development in English level

1. How long have you been teaching English and in what kind of institutions, public, private, or both?

French, and other subjects in a second language. Math, Science, Physical Education,

Miss from public sector: I have been a teacher for 22 years, both in Spanish, English, among others. In both formal and informal education, and also at universities, up to the third semester of university.

Mister from public sector: Well, I have been studying and working as a teacher since 2018, it's been eight years already. I have had the opportunity to work in both sectors, in the private sector at first, and now I am in the public sector. Therefore, I have had the fortunate opportunity to have both experiences.

Miss from public sector: I have been teaching for almost 16 years. I have experience because I graduated in 2009.

Mister from public sector: Both, and I have been teaching for more than 10 years.

Miss from private sector: I have been teaching English for almost 29 years, and all of it has been in private institutions.

Miss from private sector: I have been teaching English for six years. I have always worked in the private sector. I have taught from preschool up to ninth grade.

Mister from private sector: I have been a teacher for 22 years, and during those 22 years, I have worked in 5 private institutions, they have always been private.

Miss from private sector: Well, regarding the first question, I have taught English in both private and public institutions.

2. What are the main situations inside the classroom that you consider affect your emotional well-being?

Miss from public sector: When the students are not paying attention in class, and no matter how much I may try to tell them in a nice way, there comes a point where I have to

occasions, because it has happened to me, with a whistle, or with a stick, I have resort to other types of strategies like raising my voice, sometimes even shouting. On

other

some sort of noise that makes the students settle down to pay attention. So that is really exhausting.

Mister from public sector: Well, I would say that when you come to know the personal situations of the students, when you have been accompanying them for several days, several years, that affects you to some extent. And also there are frustrating situations, for

instance, when you explain something, and you have dedicated yourself to and suddenly not seeing the results can also generate some impact. Or sometimes

personal factors, since we are human beings, and even though we try to maintain professionalism, it is difficult to separate ourselves from our personal matters, our family, our sentimental and emotional lives, and sometimes that can affect us a bit at work.

Miss from public sector: The main situations in the classroom that affect emotional well-being are, for example, sometimes when you have... I always try to have a good relationship with the students. Especially when they are adolescents and you see them as so lonely, like they are not understood, like they are demanded too much. It's noticeable that

they feel alone. So, that really affects me. Because I think, oh my God, how is this kid
doing? How is that girl doing? They tell me, "teacher, look, there are even kids who have
said to me, 'teacher, I wish you would adopt me.'" Imagine that. And also when there are
very problematic students. Those who don't follow instructions and are always angry,
annoyed by everything you say and don't want to do anything at all. And you reach out to

the parents, and the situation is worse because the parents defend them. Although

is that it hasn't happened to me that when I make a complaint to a parent, they

me, "yes, teacher, I will do this, I will do that." And I also tell them that I am also a mom, that I also have children. So, I understand them because I put myself in the parents' shoes.

Mister from public sector: Trying to teach the children who have some disabilities, it's hard

Miss from private sector: The lack of respect from the students, when there are too many things to do and too little time, and the frustration because you see that the student is not progressing, and you are giving your all.

Miss from private sector: Sometimes the lack of willingness. Many times they don't have the same willingness all the time. I have to make more effort to capture their attention and to motivate them.

Mister from private sector: the truth is that there is no situation that particularly affects my emotional well-being; I always remain very positive and assertive in what I do. I am more concerned about the emotional well-being of the students; that worries me more,

really. But no, I am always in a very good mood, always have a good attitude, and I come with the best ideas.

Miss from private sector: The main situations that I believe affect my emotional health are when I see situations involving students who have problems at the family level, at the psychosocial level, because obviously when a student does not have their closest environment—their safe environment, which is their family—well, obviously they are not going to be able to perform in their responsibilities, and this obviously affects not only their academic performance and their well-being, but it also

affects their environment, everything they experience, and what they think.

So, those are situations that really distress me because many times in the classroom teachers suddenly encounter students with economic problems, problems where they do not have enough money to be properly fed. One sometimes sees a possible solution, which is to help, but in these types of situations it is really very complex.

3. Have you experienced symptoms such as exhaustion, anxiety, insomnia or lack of motivation during the class performance? Could you share an experience?

Miss from public sector: Yes, in the same way, because sometimes, and this is more evident in public schools, where the groups are quite large, we are talking about 47, 50, actually my first group, which was almost 20 years ago, had 60 in one classroom. So it is a bit difficult to manage this kind of situation, where students are not paying attention are talking about that happened 20 years ago, the management with them tough, I remember it was a ninth-grade class, so much so that, because I am short, the students are taller than me, they grabbed me between several, by arms and legs, they threw me out and locked the door. We are talking about 20 years ago. So that is like the heaviest thing I have experienced.

Mister from public sector: Well, yes, I think all of them. Perhaps the issue of motivation, more because of what I mentioned before, because that frustration of seeing that your initial effort does not bear fruit or does not yield the results you expect or perhaps does not go at the pace you would like, well, I have experienced that. The physical aspect, I believe, will always be present; standing for long periods of time, for example, has been a lot lately, my heels, the tips of my feet, issues with my voice when you are starting again, coming from a break, I don't know, from vacation, when you are about to start the year and you begin to talk—it's guaranteed to cause a cold or a sore throat because while you get used to it, that kind of thing happens. Sometimes, even with reading, your eyes get heavy, you feel a bit tired, that kind of stuff, and I guess those are normal or we have normalized them, I don't know.

Miss from public sector: Let me tell you that yes. Exhaustion, yes. Terrible. Anxiety, when you have so many things to submit and maybe you haven't managed to do them. So,

Wednesday, I have to submit evaluations. I have to fill out the form. There are too many things. Now that I have been working at this school for four years, there are children with many disorders or disabilities. So, you have to keep an eye on them, be attentive. And that's quite exhausting. Insomnia, yes, I have also had when I have a lot of work. I sometimes wake up at night and say, oh my God, I have to keep that in mind. And I get up, and that this is affecting me because when I wake up, I think about that group. For example, a group that I haven't worked with or that I know doesn't want me to teach them. They are always negative.

Mister from public sector: Yes, insomnia and anxiety due to the accumulation of work.

Miss from private sector: Exhaustion. Basically, exhaustion. There comes a point where it hits me. I am not the kind of teacher who sits down, but I have had to sit down because I say I can't do it anymore. I mean, my body tells me, hey, wait, wait, wait, because you won't make it, you won't finish the day. So, I am very honest with my students, them, guys, five minutes, I'm sitting down because I am not okay. And I take that time because if I don't do it, I can't manage.

Miss from private sector: Exhaustion. Because normally our sessions are six hours long. Or five, perhaps five. So usually there are three classes a week. I have to make a lot of effort. When it comes to the subject, I can't have them writing all the time, or speaking all the time, or listening all the time because they get bored very quickly. So the preparing material is exhausting. And sometimes dismotivation because not it seriously. I mean, here in this school, they are very respectful, but there is always that student who literally doesn't like the subject at all.

Mister from private sector: no, I have never felt exhaustion, anxiety, insomnia, or lack of motivation. Maybe the emotion I sometimes manage is a bit of concern for the students, but it never affects my personal life outside of school; my concern stays there. I do my best to give the best in the classroom; I obviously care about my kids, but no, no. Fatigue is normal; fatigue is part of the journey, but I have not experienced any of those mentioned.

Miss from private sector: I think exhaustion, because during grading periods, end-of-term closures, end-of-year activities, and institutional events, one feels tired—but I mean the normal tiredness of the , the normal fatigue from fulfilling institutional processes. However, I have never experienced any other type of situation that affects my environment.

4. What personal strategies do you use to deal with negative emotions and feelings during class?

Miss from public sector: At that moment, if it is something negative and the idea is not to show that to the students, it is simply to tell them I'll be right back, stay quiet, I don't feel

school, if I see a colleague, any situation that I see is already distressing, I ask for a well, I'm going to step out for a moment. I go out, I don't know, I take a walk around the

say, no, teacher, I'm sorry, I don't feel well in this classroom, this situation happened to me, can someone else cover for me for a moment, I don't feel well, or well, I ask one of my superiors, like what is the most appropriate thing.

Mister from public sector: Well, I understand that I am the adult, and I have to be a guide in that sense. If I lose my composure or if I fall apart, I will immediately send a message that does not correspond, so it's also about trying to maintain that image. Even though it's not easy to always keep the posture of who I am, who I represent, especially concerning the importance of the work that I do, I also try to understand that not all situations are personal. Sometimes, as human beings, we often interpret things as being directed at us, as if it is because of me, but it is not; there are many situations that are spontaneous, that happen, that the students are like that, and that every day is different. So, I try to mentally focus on those kinds of things.

Miss from public sector: In my opinion, you always have to remember that we are the adults and they are children, adolescents. So, as an adult, you can never forget that you are fully responsible for everything. No matter how much it's their fault, no matter how rude they are, that they are sometimes... but it hasn't happened to me, but that they are aggressive. Look, if they hit you, you can't even raise your hand because it will be your fault for not controlling yourself. So, always remember to never reach that extreme, but always remember that if the child responds badly, it is not because they are bad. Or because the child... yes, maybe they are rude, they lack education at home, they

lack boundaries.

But it's not because they have something against you. And if they have something against you, that shouldn't matter to you because you are not there to be liked. You are there for them to be able to change something, to transform their life in some way with what you teach them. So, it's very important to also have some affinity, to understand that you also went through that age. That you may not have children, but you have siblings, cousins, who are also that age. And you treat them like a person who interests you, that they realize that you are listening to them, that they realize that you respect them. Occasionally, you have to recognize that we are all human. And no matter how difficult it is, because it has been very difficult to try to have, to never be afraid of them. Go into the classroom and walk around, and stand wherever you want and ask them what their problem is. Because you can't pay attention. So, also having a lot of character.

Mister from public sector: I use to Breath and counting to 10, when I feel stress.

Miss from private sector: First, I focus on thinking positively. Starting the class with an exercise. For them, it's a waste of time, but for me, it's creating a conducive environment

for myself. Because the first one that needs to be okay is me, and if not,

manage? The third strategy is keeping the classroom in order. If your

organized, clean, with bags where they should be, it prepares the student to see that their class is different, that English is something else, that it should be organized and focused, and that helps me a lot.

Miss from private sector: Normally, I use a point system in my classes. I have never seen someone get unmotivated in my class; rather, I have to give more, you know? For example,

if someone is doing poorly in the subject and has a certain amount of points, they

fear in the relationship. So there is always that motivation. Although sometimes, when someone doesn't understand and couldn't gain points, I try to help. Normally, I have this mindset. I don't arrive unmotivated. It's a mindset you have to have, of course, there are some things from home, other things from love, and everything else, and other things from school, and I can't transmit that.

Mister from private sector: The strategy I dominate to deal with emotions is to think that I have a clear conscience and I do the best I can. I also think that there are things I cannot control, like things at home or the attitudes of the kids that don't work. That has worked very well for me, honestly.

Miss from private sector: what I do is that I am blessed that my husband also works in an institution—he is also a teacher in a public institution—and so we sit down every night, we talk about how our day went, and we have that kind of catharsis, that release of emotions. It is a very beautiful and sincere sharing because we do it from our experiences, from respect, and also from the everyday situations that I can share with him.

So it is really very comforting, and I feel that it is a very nice and relieving way to release the many situations one faces in daily life as a teacher.

5. **Have you ever received institutional mental support due to your experience in the classroom?**

Miss from public sector: No. Never

Mister from public sector: No, perhaps they give us advice, maybe they provide some guidelines, but it is always very general, very much based on things that one might already know due to their profession, their experience, or what they studied. There hasn't been a specific, personalized, close support that directly addresses the needs you are facing at the moment, not until now.

Miss from public sector: Well, in the sense that when you see that, wow, this is too difficult, I'm going to ask for support. With the counselors, they will immediately assist you as much as they can, in the opportunity they can. But one understands that they have many more responsibilities, and sometimes they realize, well, they don't manage that well, so I won't accompany you so quickly. I prefer to handle other problems that are more significant. So, you always have to wait.

Mister from public sector: No,

never. **Miss from private sector:** No, I

have not. **Miss from private sector:**

No.Never.

Mister from private sector: no, I have never received psychological support for those types of experiences.

Miss from private sector: no, I have never received any kind of psychological

support.

6. **What kind of additional support do you consider important to manage your**

feelings during the class performance?

Miss from public sector: Something additional, that there be support from my superiors, always, also from my colleagues, that would be good, that type of help, if we can, I don't know, have someone else cover me for a bit, or, between peers that we help each among superiors, to put themselves in my situation so they can obviously me in the situation.

Mister from public sector: Well, as I mentioned a little earlier, it's about separating the personal from the professional, being able to manage that kind of thing because it is very difficult to eliminate what you feel, what you live. But it is important to be able to, I don't know, stop thinking about your work, certain things, and to be able to assimilate certain signs, certain attitudes. I think that kind of thing is also important.

Miss from public sector: I think one type of support is that you have someone outside. So, maybe you don't have children, but you have your spouse, or boyfriend, or parents, or siblings. To have a life of your own, that your life is not just work, but that your happiness is elsewhere. That you work and obviously spend a lot of time with those children, and you have to give them the importance they deserve. But knowing that they are not your complete responsibility, that no matter how much you have to endure, they will only be hours, and the rest of the time other people have to take care of them. So, that's very different because it's not your role as a parent; it's your role as a teacher. Always keep that in mind.

Mister from public sector: I think we need psychological support.

Miss from private sector: Uff, it would be really great if the kids attended the teachers' meetings. Why? Because they repeat the instructions to you a thousand times, but what they need to understand is something I don't. So, it would be great if, for example, the representative of... the student council, now that we have a student council, would be involved. Teachers are being called out because you come with complaints and in the handbook. One tells them, but I think it would be great to involve them in that piece. It would be really nice.

Miss from private sector: Yes. Perhaps training, although here they do not provide training on definitions, as such, I haven't felt the need for it, but training on that manual because many times it is directed towards children, not towards the teacher.

Mister from private sector: for example, I am a head of department, and for most of my experience, I have always been a head of department. I care a lot about the well-being of my teachers, but beyond the classroom aspect, it's more about their personal things, right? That they rest well, that they sleep well, that they eat well, that they feel comfortable with their work, that they feel at ease. I think well-being is the only additional support I provide and that maybe I would like to receive, you know? It's a more friendly support, you know, more camaraderie, like, well, how are you? But it has nothing to do with the feelings in the classroom. What I do is help the young teachers I have in charge to regulate those types of emotions and to understand that we do a job and that there are things we cannot control.

Miss from private sector: I believe that in educational institutions there should be a psychologist not only for students, but also for teachers, because many times teachers are faced with many situations where we end up carrying the weight of all these circumstances, which are often not easy to handle in the classroom. We face multiple challenges because nowadays parents do not educate in the same way; instead, they allow their children many things, and we teachers are the ones who have to step in and correct the mistakes that result from a lack of proper upbringing at home.

For that reason, I think it is very important that this additional support should be a psychologist, so that teachers also feel protected, feel heard, and have a way to experience catharsis in a healthier way in relation to everything that happens in the classroom.

7. Do you consider that your level of English has improved or decreased during your professional experience teaching English at the school?

Miss from public sector: It has improved a lot because I have had the opportunity to work at the Korean Embassy, I have worked, aside from the school, in other private classes, where I have had the opportunity to work with foreign people, so they have helped me a lot, well, with pronunciation, with other types of words that are indigenous or native to their region and, of course, as an English teacher from Latin America, I don't use them. So, that has helped me a lot to raise my level, to have more vocabulary, to be better at oral expression.

Mister from public sector: Well, I feel that I have had ups and downs. Sometimes it is used a lot, so you find yourself in this self-demanding situation, and you realize things that need to change, and sometimes you feel good. So, in that sense, it is

important to be very aware, very self-critical, and to do whatever needs to be done.

Miss from public sector: Well, let me tell you that, for example, I have had many experiences. I have worked in bilingual schools; I have worked in schools where I love. At first, I was a teacher for eleventh grade, then I realized that I didn't like high school so much, but preferred elementary school and I would tell the people who hired me if it was possible to let me stay with elementary. But since I also have a strong character and people notice it, they would often tell me, "no, I think your character suits you to be in high school." They usually left me in high school, but I personally prefer elementary. And I feel that the level of English does change, yes. For instance, right now in the schools where one doesn't have completely English classes, completely bilingual, or the children's level is lower, then you are not with that high level all the time managing it. Instead, you with vocabulary with that. Although I feel that what you learned you never forget. And there, what's the key? You continue to prepare yourself, keep studying, keep... you are already the professional, so you already know how to maintain your level. So, you look for self-taught methods. Even if it's having an hour of English daily, half an hour of English. Those who ask you, and you answer, that you do exams. And all that helps. Alright? So I hope I have helped you. Ladies, I truly want to tell you from the bottom of my heart that I find this a very difficult career. I believe I would almost not recommend anyone to study this career at the moment. But if you got into this, the best you could have done was choose languages. In English, you never run out of work. You always have that possibility of working, improving, it is less difficult, it is more... it is less difficult than other careers that do seem very complicated, that have more... more competition, in my personal opinion.

And I wish you all the best, and that you can continue studying, learning. And there I am to help you if I can assist you with anything.

Mister from public sector: Has it improved Well, Because I practice it every day and try to practice with the courses during class.

Miss from private sector: It has improved because it has forced me to study. There are things that one forgets, and either the texts have a way of confusing you, or things have changed. So it forces you to study. And now that there are so many tools, it's like, oh, this slang helps me, this movie helps me, this Instagram helps me. So it forces me to stay more informed about everything. For example, in the case of 11th graders, I involve them with world reality. So I absolutely have to be aware of what is happening in the world. I have no option because it is their obligation to be global citizens.

Miss from private sector: Yes. Yes, you can follow the same patterns that you

have, you advance, you sit down, you stand up, you create, you cut, glue. They are patterns, they are easy imperatives to learn. And well, many times I have learned, but mostly grammar, and if I just stay in grammar, well, many times I cannot be stagnant, it's not like we are going to have a conversation where I entertain, because well, also these two years that I am teaching are games that are molded, they are still not fixed in English.

Mister from private sector: Regarding my level of English, to answer the last question, it has improved a lot. Let's say that over all this time, studying the language, using it almost daily, and having had the opportunity to go abroad, well, many things have contributed to my level improving. Yes, I have heard that there are teachers who feel frustrated when teaching in lower grades, right? I have always taught in tenth and eleventh grade for most of my career, but I feel that, indeed, in the lower grades of preschool and primary, a very good teacher needs to come in to strengthen the level of the kids.

Miss from private sector: experience enriches not only one's level of English but also teaching practices. One learns a lot through practice and through the experiences one gains, acquiring much more knowledge and more tools to be able to apply them with students.

Annex 3

Observation

Class management Interaction with students Among of English Body language

Miss from public sector class:

#students: 45
Grade: 7th

Body language:

- She was nervous at the beginning due to she has an observation, she seems to be tense but doesn't express to her students she looks confident while talking her facial expressions is serious and looks worry about something
- Her hand in her back to show authority
- She seems nervous and anxious in the socialization of the topic, her look is of a nervous to see if students understand,
- She touch her legs showing anxiety and touch her hair she lik her lips
- She sigh sometimes, put her hands in the pocket
- She tell them of with looking at them
- She checked her phone to look the time
- She seems tense due to the observation of her majors Among of English:
- 100% she speak 80% English and 20% Spanish Class management:
- Speak loud
- She gives instructions fast and clear but also with a feeling of being worry about something, due to nervous she confused some instructions and she finished class and left quickly

Interaction with students:

- Open her eyes like trying to send a message with her body about her worry of their behaviour
- She walks through all the classroom,checking their students and trying them be quiet
- She walks through the classroom not only to check the students but also to try staying calm and being less nervous, while the teacher is checking other students some of them use their cellphones, ask questions about vocabulary, some talk to each others
- She try to check what all the student are doing, due to she feel observed
- she try to give looks to students to have a good behaviour

Mister from public sector class:

#students: 25

Grade: 10th

Class management:

- He speaks loud when he gives the instruction, and repeats it more than 7 times in Spanish.
- He explained nicely when students don't understand or ask something about the activity.
- The teacher gave them instructions on how to work on the tablets from the school, and he said that they can work in groups.
- The teacher had to repeat the instruction more than 1 time, because some students didn't pay attention.
- The teacher tells them they can work in groups and listen to music while they are working.

Interaction with students:

- The students used to ask some questions to the teacher since he entered the class, questions such as "Teacher are you sad?" "How are you?" "What we are going to do today? Or some comments such as "Teacher I don't have wifi", "teacher they are using chat gpt", "Teacher I already did that activity" "Teacher what is "look" means?"
- Students that didn't pay attention, didn't ask the teacher again and decided to ask their classmates.
- The teacher told the students off, for saying bad words and treating each other badly.

- He helped the students in the activity and sometimes laughed with them. Among of English:
- The 100% he spoke was 80% Spanish and 10% English, and when he spoke in English some of the students didn't understand so he had to say it in Spanish.

Body language :

- He looked tired and he walked too slowly. He said to the students that he was sad and tired because of all the workload.
- He said that his foot hurt and he felt too tired.
- He usually sat on his desk during the class and yawned.
- He walked slowly through the class checking if the students were working.
- He usually uses his phone to get distracted and goes outside the classroom to take a breath.
- He sighs sometimes and puts his hands in his pocket.
- He frowned tiredly.
- He speaks so softly and slowly.
- He is always looking down.
- Every action he does, he does it so slowly with a lot of tiredness.

Mister from public sector class:

#stu dents: 45
Grade: 7th

Body language:

- he was tired explain the same topic again because they don't understand
- he laughed and make jokes with the students
- he walked and moved a lot from all the classroom
- he uses his phone to speak and ask some questions for other teachers
- he use his phone to look a lot the time

- he sometimes have to speak

loudly Among of English:

- 100% she speak 60% English and 40%

Spanish Class management:

- he explain the topic present continuous again because the most of the students fail the quiz
- he uses a lot the board to explain and makes a lot of examples
- he also makes work groups that helps the students to participate and complete the phrases
- he gives clear instructions to make the exercises
- he have to use spanish in some moments because some students don't

understand Interaction with students:

- students makes a lot of questions about the activity
- some students don't pay attention even if the teacher ask for pain attention

- He helped the students in the activity and sometimes laughed with them.

- he gives the space for the students to create phrases on the platform

Miss from private sector class:

#stu
dents: 20
Grade: 11th

Body
language:

- she was excited teaching the topic uses a lot of gestual expression
- She open her eyes,move her hands while she gives instructions

- she moved a lot from all the classroom
- she laughed and create a good environment with their students
- she sing a suspense song when she ask a questions to their students
- she uses low voice that helps that students pay attention to her
- sometimes she speak with a funny voice to capture the students attention
- she moved for all the classroom to explain for all the students that don't understand what to do

Class management:

- she explains active and passive voice objective pronoun
- she explains the topic with throwing a pencil case to explain the pronouns
- she gives to the students a paper with some phases in present, past to participate and with that she copy on the board and they also copy in their notebooks
- she uses a lot the board to show and explain the topic
- all students participate actively with the examples that she gives
- she gives homework and quiz about numbers because they forgot to say 1000
- she always ask if they are understand the topic and take a pause for that to teach
- she use the book that students have and with that they guide in the activity
- sometimes she uses spanish for the students that definitively dont understand
- she ask for the students for and old topic that they seen before comparatives suffixes and prefixes
- she ask for each student a question about the topic that they are learning
- she ask to compete with them in groups that do the first phrase in the book
- she ask for all the students to participate it doesn't matter their pronunciation
- she explains the instructions clearly and gives to them time to do the activity
- she traduce the unknown words that they don't find in the dictionary

- she gives a minimum word that they have to find in their book and finding in the dictionary they can use their phones

Interaction with students:

- if the students stand up she explain that she prefer that they raise their hand
- she gives the space for the students to the phrases in the book
- one student was sleeping ans she ask that he needs to dress up, comb his hair to be presentable at the class
- they always been paying attention to the teacher and take notes in their notebooks
- they ask questions to her and speak when she ask
- if one student doesn't know the answer between them they help
- they work really calm in group and dont scream and shout
- some students don't understand even if the teacher explains the activity

Miss from private sector class: #students: 20
Grade: 7th

Amount of English:

- 100% she speak 70% English and 30%

Spanish Body language:

- walking around the classroom
- scream when students don't pay attention
- she makes jokes
- She gets a little bit stressed
- She smiles and looks very calm
- She was in a comfortable position

Interaction with students:

- Students ask a lot of questions to the head teacher because they don't understand
- Some students don't do anything, but when the teachers ask if they are doing something, they say yes
- Students also talk and scream too loudly
- students laugh and make a lot of jokes
- They can't use their cellphones, which is prohibited
- Even if they talk, they start doing the activity
- The teacher talk informal with a specific groups she say that they have very interesting histories
- They start a stand-up to show the teacher that they have finished, and if it is correct, the phase that they put
- She says that she is going to check the activity to put note
- She calls one by one to put the note and see if they have mistakes
- The teacher says that today's students are very naughty
- They make jokes about six-seven

- One girl student said a gossip to the teacher

Class management:

- teacher pass for all the groups to ask if they are doing the activity
- teacher ask to the students if they are understand the activity
- teacher get a little bit stress because one student was playing with a “toy”
- teacher also read the activity because some students don’t understand
- teacher use Spanish because they dont understand
- teacher finish to put the notes to all the students
- she start to put time to finish the activity

Mister from private sector
class: #students: 25
Grade: 10th

Amount of English:

- 100% she speak 90% English and 10% Spanish

Body language:

- walking around the classroom
- he makes jokes
- he smiles a lot
- he sits on his desk to talk
- his body tent to look calm
- his voice was loud but without effort

Interaction with students:

- Some students ask a few questions about the activity
- The students participated actively in the class
- Students ask the teacher about how he is feeling and personal likes
- The teacher used to make jokes about reggaeton music, and students laughed
- They can use their cellphones only for the activity
- The teacher talk informal with the students about their likes and dislikes
- The teacher explained the activity twice or three times, no more than that
- He helped the students in the activity and laughed with them.

Class management:

- The teacher explained the topic at the beginning of the class on the board
- He asks some questions about the topic with examples from their daily day
- He put an activity to complete in the notebook
- During the activities, he played English music
- He put stamps in the students' notebooks for each activity
- He goes with the students out of the classroom or to the library to change the environment
- In a different environment of the classroom, he conducts a speaking activity with the students about an important global topic
- In the speaking activity, he gets points for students who speak the most and give their opinions.

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Escríbeme en ti

Bogotá,17 de Octubre de 2025

Rec. Rocío Velasquez

Rectora

Colegio Alvernia Bilingüe

Asunto: Solicitud de autorización para realizar observaciones y encuestas a docentes.

Cordial saludo de paz y bien,

Nosotras, estudiantes de la universitaria Uniagustiniana, del programa de **licenciatura en lenguas extranjeras con énfasis en inglés de octavo semestre,** nos dirigimos a usted de manera respetuosa para solicitar autorización con el fin de realizar observaciones de clase y aplicar una encuesta por medio de Google forms, a 5 docentes del área de inglés de su institución.

Esto con el fin de un proceso de recolección de datos para nuestro proyecto de grado, el cual tiene como fin investigar los sentimientos y experiencias centrándonos en la salud mental de los profesores durante la clase de inglés con propósitos exclusivamente académicos e investigativos. Por lo tanto, se garantiza que toda la información recopilada será tratada con absoluta confidencialidad, es decir, el nombre de la institución y los docentes participantes **no serán mencionados** en ningún momento del proyecto de grado, asegurando el anonimato y la protección de datos.

Agradecemos de antemano su atención y apoyo, así como la oportunidad de contar con la colaboración de la institución en este proceso académico. Quedamos atentas a su amable respuesta y a cualquier requisito adicional que se deba cumplir.

Atentamente,

Juana Valentina Jiménez Tabio

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Rocío Velasquez Rec. del Colegio Alvernia Bilingüe

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