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Exploring Mexican English Teachers' Emotional Experiences in Private and Public Schools. A Narrative Study

A Thesis Submitted to the Faculty of Languages for the Degree of Maestría en la Enseñanza Del Inglés

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"EXPLORING ENGLISH MEXICAN TEACHERS' EMOTIONAL EXPERIENCES IN PRIVATE AND PUBLIC SCHOOLS. A NARRATIVE STUDY"

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ABSTRACT

This thesis reports a narrative study about the influence and impact of the teachers´ emotional experiences during critical moments in teaching with 1) students, 2) parents, 3) colleagues, 4) school authorities. The purposes of this study are to identify the most common emotional experiences for teachers in secondary and high school; to comprehend the coping strategies teachers used to deal with their emotional experiences; to understand the influence of the teachers´ personal and professional backgrounds in the sociocultural construction of relationships in the teaching practice.

The data were collected via survey, a professional timeline and personal online interviews. The first two instruments provide a general understanding of participants' background; thus, the personal interviews provide description about the most meaningful emotional experiences for teachers. This study found first a set of three emotional experiences categories faced by teachers; second, a group of strategical attitudes developed in order to overcome the circumstances and finally, the understanding of the importance of interpersonal relationships for teaching. Using a framework proposed by Hargreaves (2001): emotional geographies, findings reveal that the easiest and most meaningful interactions in teaching is between teachers and students. The interaction between teachers and colleagues are perceived as solidarity and collaboration. Also the most difficult and harsh interaction in teaching is between teachers and school authorities. The findings of this paper provides implications for teachers' professional development.

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Chapter 1:

INTRODUCTION

1.0 Overview

For around 7 years, I worked in a junior high school in a private institution. Working with adolescents is very demanding and challenging. Therefore, one needs to use all kinds of resources to succeed. Every day is a new opportunity to discover, plan, provide and learn from an experience with adolescents. There is a worldwide variety of situations that may impact within the teaching-learning environmental context: on one side, some situations may depend on external factors such as the degree of difficulty, schedule, class-time, material, methods, furniture, and sources availability and so on. On the other side, there are personal interactional relationships that affect not only the main class participants: teachers and students, but also all the individuals involved in the language teaching- learning process.

As a classroom language teacher of adolescents, it is essential to understand the importance of teaching all students in the same fairway, understanding that students' learning is important. Understanding students are human beings who carry personal life stories, with individual ideas, values and perceptions interacting within a whole sociocultural micro context and context: the classroom and the school are more central to teaching.

Consequently, our language teaching practice is the result of these interactional relationships among participants. When a recently graduated teacher has the opportunity to put into practice his/her teaching skills at any level; they tend to forget to establish personal connections with students. As their job function is teaching, teachers tend to focus on planning, finding the best activities, methods, and/ or strategies that would guide students to the acquisition of the language. However, there are other interpersonal interactional aspects

that are fundamental in the teaching practice, as well as, in the students' language acquisition: Emotional interactions.

During my years of teaching practice in junior high school, I observed that most of my colleagues dealt with their emotions in different moments in their teaching practice. I witnessed teachers´ intense emotional expressions aroused because of different interactional circumstances with students, students´ parents, other colleagues and even institutional authorities. Once, I lived the most frustrating situation ever when the school authority demanded me to give extra credits to students who did not want to earn them to avoid confrontation with parents:

It was the end of the school year. I had a nice relationship with the students; most of them were aware of the class demanding issues and none of them complained about misunderstandings in grades or any similar situation. Students were notified about their final grades on time and there were even extra assignments to get better grades in case they were not satisfied with their grades. However, one day the school principal asked for me to go to his office; when I arrived, he said I should do something in order to increase some students' grades because their parents had complained about their children's grades in my class.

Parents argued that their children have always had excellent grades in the school and in all their classes; therefore, most of the students had scholarships that needed to be renewed and kept. Parents suggested there must be something wrong with me or my class, as it was the only class with this situation. I was worried about the situation. Thus, I talked to colleagues about the situation of these students in their classes and the strategies they use to get better results.

To my surprise, most of my co-workers agreed with me about the class attitudes, development and even grades of the mentioned students. However, the parents only complained about my class. Following the principal´s suggestion I proposed a new assignment in order to help students to improve their grades. Two days later, the principal called me to his office again. He seemed very upset and disappointed. He asked me about what I did, in regards to his previous demands. I explained about the new assignment designed for these students. He turned red with anger, he said he did not mean that when he said I needed to do something. He also said that the students' parents complained again and asked him to do something.

Then, he asked me to give extra credits to those students to avoid more problems with the parents and save the situation. I argued that doing it would not be ethically appropriate, that it would not teach students to assume responsibilities to their actions and that students would no longer respect authority. The principal was so angry that he did not reflect about what he was asking me to do. In spite of my disappointment, I had to obey and give the students the extra credits they had asked for.

I was devastated, I was sad, angry and so frustrated: all my time and energy invested in planning, researching, designing and grading classes and material for students was literally thrown to the trash. I questioned my teaching skills based on people who were not part of the classroom and whose opinions I hardly knew but whose opinions were worthy. These kinds of emotional situations had a strong impact on my professional development.

1.1 Significance of the study

This project is poised to contribute to the field of teachers' professional development in the Mexican context; by analyzing the emotions teachers deal with along their teaching practice, as well as the conditions that triggered those emotions. Moreover, the content of the project might inform teachers about the roles of emotions in their teaching to raise teachers´ awareness about the importance in order to enhance students´ learning.

It seems natural to consider teachers´ emotions as an individual property that needs to be managed in a personal and isolated mood and the result of them over us is an individual effect that only concerns the person involved. Nevertheless, without proper management and coping, emotional experiences are events that modify many aspects at each individual level: attitudes, behaviors, beliefs, ideas and relationships. Teaching is not the exception, as it has been stated by Pianta, Hamre and Allen (2012, p.369), the personal relationships with each other are "emotionally, instrumentally and psychologically fundamental supports to their experience in the classroom setting for furthering development".

Thus, the teaching practice would benefit or be hindered by the quality and harmonious emotional relationships among all the participants of the teaching-learning process: students, teachers, parents, colleagues and institutional authorities. Nevertheless, most of the recent research information in the field of emotions belongs to psychological studies that analyze the emotional influence of the situations on individuals (American Psychological Association [APA], 2019).

For this reason, I am interested in studying the most salient emotional experiences that teachers' face from the interactional relationships with others and how they manage these experiences to modify their teaching practice. Teachers need to be aware of the impact of the emotional experience over their teaching practice and consequently on students and on

language acquisition. Besides, they need to raise their awareness of the importance of interactional interpersonal relationships with the different individuals involved in the teaching-learning process.

1.2 The context of the research

Classrooms are not isolated contexts where students interact, learn and develop skills. In fact, classrooms are a complex socio-cultural environment; which main purpose is to promote the acquisition of academic knowledge and the development of skills. However, it is necessary to recognize what was stated by Prabhu (1992) about classrooms that are a cultural and social space where different complex events take place. These events depend on social aspects such as "personality, motivations, self-image, fears, level of tolerance and degree of maturity" (Prabhu, 1992 p.229) and the cultural meaning/recognition that the socio-historical context provides in reference to specific feelings/emotions (Hochschild, 1983).

The theoretical background of this study derives from a sociocultural approach. Vigotskian sociocultural theory/approach, states the individuals' interpretation and the social meaning of certain emotions are culturally constructed. This theory suggests that the interactional relationships are a path for developing individual learning, beliefs, attitudes and emotions within the culture in which the individual lives. It also states that the individuals' emotional development is a long lived process that integrates the new information at personal and social levels. Human emotions are a response to each society's goals, (Rubin, 1998). Thus, there is a strong connection between emotions, language and the historical-cultural reality.
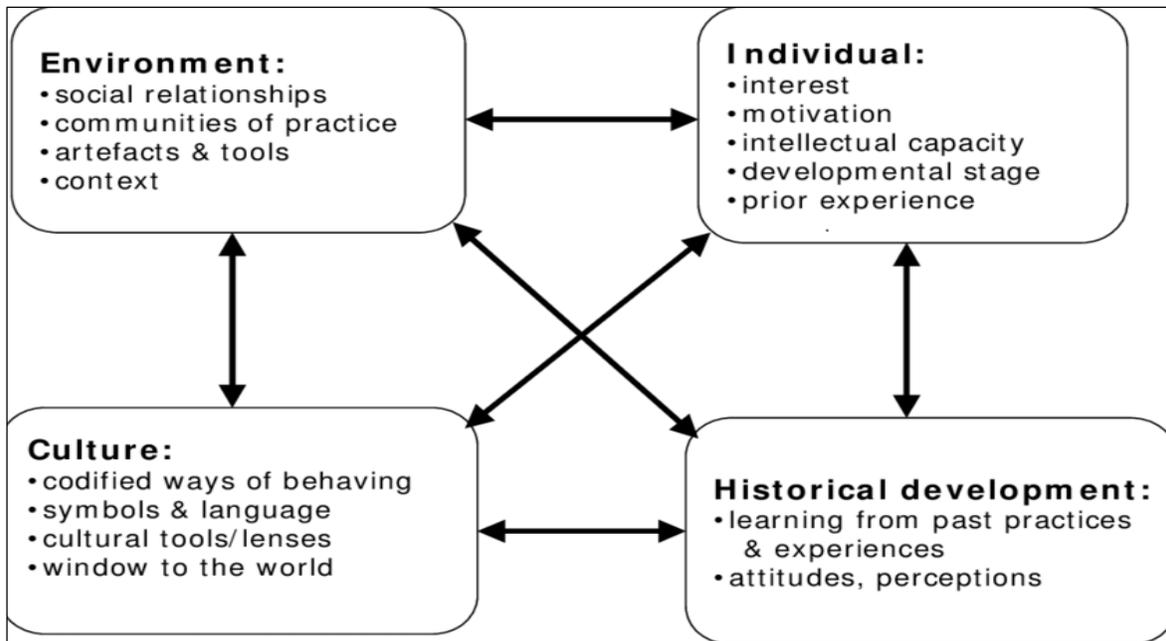
Fig. 1 Sociocultural Theory elements (taken from Kelly, 2007)

This study also follows emotional geographies as a theoretical framework. Hargreaves (1998; 2001) proposed the term *emotional geographies* to refer to the "the spatial and experiential patterns of closeness and /or distance in human interactions and relationships that help create, configure and color the feelings and emotions we experience about ourselves, our world and each other" (2001, p.1061). Therefore, for this study, emotional geographies provide an analytic description of five categories of the emotional interrelationships in schools' culture: sociocultural, moral, professional, physical and political. (See Chapter2).

1.3 The Aims

In light of the previous mention, this study mainly aimed at identifying and understanding the most meaningful emotional experiences for teachers in secondary and high school level. The next purpose of this study was to explore and comprehend the coping process raised

from the teachers´ emotional experiences. Finally, the third and last aim of this study was to understand the influence relation of the teachers´ personal and professional backgrounds in the sociocultural construction of relationships in the teaching practice, which implies the recognition of sociocultural context (school, personal background), where some phenomena take place (emotional experiences), and the effects it arouses. This is an important aspect of the research because it allows the researcher to gain insights into how the participants perceive, reflect and react to emotional experiences in their professional development.

1.4 Research Questions

This study will address the following research questions:

RQ1. What emotional experiences do teachers report to be more meaningful for their teaching practice in schools?

RQ1.1 How do the teachers cope with the emotional challenges arising from these understandings/ misunderstandings in their teaching practice?

RQ2. How do teachers' personal and professional backgrounds shape their perspectives of the emotional understandings / misunderstanding experiences?

1.5 Conclusions

This study will focus on teachers' emotional experiences during interpersonal relationships based on academic issues, which will also address the impact of the emotions in the teaching practice by using emotional geographies that determine the type of closeness or distance that prevails in the interactions among students, parents, teachers and institutional authorities.

The first chapter provides background information to support the research questions and aims of this study. Chapter two offers the theoretical framework on which this study is based: emotional geographies. It also approaches literature regarding professional development, and some other related concepts: emotional understanding, emotional labor, and teacher agency. Chapter three describes the design and the approach of this research, on the one hand; on the other, it describes the data collection strategies used as well as the way data were analyzed. Chapter four presents the results obtained from the analysis. Finally, chapter five discusses the findings regarding the literature presented in chapter II and its possible pedagogical implications.

Chapter 2:

THEORETICAL FRAMEWORK AND REVIEW OF THE LITERATURE

2.0 Introduction

> In order to name, imagine and materialize a better world, we need an account
> of how Western discourses of emotion shape our scholarly work, as well as
> pedagogical recognition of how emotions shape our classroom interactions.

Boler (1999) preface.

Teaching is a complex process that implies the understanding of multidimensional factors such as personal thoughts (cognitive factors), interactional factors (social factors) and environmental conditions (sociocultural factors). Studies have established that teaching is also an emotional practice (Hargreaves, 2001; Schutz & Zembylas, 2009; Golombeck & Johnson, 2017). Therefore, it is essential to reconstruct the idea about teaching as an action of scaffolding and knowledge construction or skills acquisition. In fact, Vygotsky (1926; 1978) established a connection between emotions and cognition, arguing that intellectual feelings such as interest or curiosity are evidence of the way thinking drives emotion and vice versa.

As social beings, people base their interactions with others on emotional relationships; teaching is not the exception. According to Northouse (2015) every situation related to schools requires some degree of emotional relation behavior. Moreover, teachers have the role of shaping interaction and modeling supportive behaviors in the classroom (Frisby & Martin, 2010). Hargreaves (2001) applied Denzin's concept of emotional practice to teaching by describing teachers as creators of mask emotions to meet the demands of the changing teaching contexts. Furthermore, Boler (1999; cited in Meyer, 2009) highlights that

emotions need to be rethought collaboratively as constructors of knowledge rather than as simple individualized phenomena.

There is little research about the role of emotions in teaching in Mexico (Lengelin & Mora Pablo; 2016) and in the way emotions, especially teachers´ emotions, are related to teaching performance (Schutz & Zembylas, 2009). Therefore, the aim of this study is to classify teachers' data about the common situations which trigger their emotional experiences in secondary and high school in Mexico. To further understand the relationship of these emotions in the teachers' practices, a sociocultural approach is used as a framework.

This chapter, then, reviews the sociocultural approach as the theoretical framework for this thesis. Firstly, by clarifying and explaining how it is related to emotions in teaching. Next, the role of emotions at the different levels of the teaching context: social, cultural, environmental and the interactional relationships in teaching practice in classrooms are discussed. Then, a general overview of the previous research on emotions in the last two decades of study is presented. Finally, suggested lines of inquiry to explore emotions in the current teaching environment with adolescents are provided.

2.1 Emotions from a Sociocultural Approach

Teaching is a complex and multidimensional task and working with adolescents is no exception: there are different situations that may occur within an adolescents' language teaching classroom. On the one hand, there are external factors that affect a language classroom such as the degree of class difficulty, schedule, evaluations, class time, material, methods, furniture, the availability of resources, and so on. On the other hand, there are inherent psychological individual conditions that involve the teaching-learning participants along with the sociocultural conditions of the teaching context.

Participants involved in education: school administrators, teachers, parents and students need to raise their awareness of the strong impact that each of their attitudes, behaviors, beliefs and especially their emotions have over the teaching practice and mainly the students' learning processes. As stated by Pianta, Hamre and Allen (2012, p. 369) the relationship between the student and the teacher, as well as, the relationships of students with each other are "emotionally… and psychologically fundamental supports to their experience in the classroom". Taking this as a basis, students' backgrounds and abilities may benefit from high quality emotional relationships. Thus, there is a need to understand the relationship between emotions and communities that led me to a sociocultural framework.

2.1.1 Socio Cultural Approach

Hochschild, (1983 cited in Kuen-Tsang, 2014) was the pioneer to propose the term emotional management to describe an individual activity developed within a society; where the society is immersed in a larger culture which is simultaneously part of interrelated cultures. Therefore, the understanding of personal emotions has its origins in the socio-cultural environment in which the emotion takes place (Vigotsky, 1987).

Vigotsky's (1987) sociocultural development theory states that the social community and language play a central role in personal learning or 'making meaning'. Individual development is influenced by the physical and social settings in which individuals' lives, culturally regulated by practices and a belief system of the society (Harkness & Super, 1995; cited in Rubin, 1998). The role of the sociocultural context is so important that it can potentiate or reduce the individuals' possibilities to acquire skills or cognitive processes.

This theory claims that an individual´s higher mental development is a response to social interactions. Individuals' behavior/development is perceived as being constituted in the interactions of its activities in the cultural context (Mesquita, 2012). In other words, if the behavior is viewed as acceptable, the society encourages its development in individuals; on the other hand, if the behavior is perceived as abnormal, the society rejects the behavior and stops its development. Encouraging and discouraging behavior is culturally determined and defined (Rubin, 1998).

Vygotsky claimed that social interaction guides continuous personal cognitive development, behaviors and emotional expressions might vary slightly or greatly from culture to culture. For a number of authors (Golombeck & Johnson, 2004, 2017; Schutz & Zembylas 2009; Fried, Mansfield & Dodozy, 2015) emotions are socially constructed experiences, where the personal thoughts, the individual goals or beliefs are established by the sociocultural environment at a conscious or unconscious level. For Vygotsky (1930: cited in 1987, P118), emotions cannot be considered as a "purely passive experience of the body"; indeed, they need to be understood as internal reaction organizers of human behavior.

Therefore, Vygotsky (1987) proposes that social interaction is necessary to construct a new structure of thought. A human being becomes a complete and conscious individual by being in contact with others. As a consequence, biological nature and sociocultural interaction are in a reciprocal relationship of mutual determination: an individual is neither predominantly shaped by culture nor entirely programmed by nature. Based on this perspective, it is possible to make observations on human emotions as an integral phenomenon.

For Vygotsky (1987), emotions cannot be reduced to biological use only because it would not be possible to understand different perspectives from emotions around the world

and the way these perspectives change through history. Therefore, Vygotsky (1999, cited in Mesquita, 2012) was aware that emotions are not static: "complex emotions appear only historically and are a combination of relationships that arise as a result of historical life…" (p. 127). Studies on cultural differences in the language of emotion, demonstrate that human emotions are a response to each society's goals (Rubin, 1998). Thus, there is a strong connection between emotions, language and the historical-cultural reality.

Suggested first by Vygotsky (1929) and ratified by Rubin, (1998) there is a group of genetically programmed basic emotions selected by evolution, whereas other emotions, called secondary, have been developed during socialization and as an enculturation cognitive articulation process. These emotions have a higher brain correspondence when compared to primary emotions: Studies with children, who have not been in contact with symbols, values and cultural meanings, provide evidence that children have a limited visible repertoire of emotions (Rubin, 1998). In other words, emotions are meant to meet social demands but are supported by biological basis (Rubin, 1998).

Teaching according to this theory is a socially mediated activity, where the unconsciousness development depends on the conventional activities they are immersed in. According to Sutton and Wheatley (2003), the different teachers´ emotional perceptions are understood as the result of systematic cultural differences in the participants' interaction. In other words, teachers´ emotions cannot be kept inside forever. Although it seems that the relationship between teachers and students is the most relevant interaction in teaching as this constitutes the basis for classroom management and students' engagement (Rodrigo-Ruiz, 2016), teaching is a complex emotional combination of personal relationship interactions that need to be discussed further more in depth.

2.1.1.1 Sociocultural relationships at school

As emotional practitioners, teachers can make the learning environment exciting or dull. Teaching and learning processes are always irretrievably emotional in character, in a good or a bad way, by design or default (Hargreaves, 2001 p. 812). Emotions are much more than a set of technical or transferable `intelligences' (Goleman, 1995; cited in Lasky & Moore, 2000). They are interrelated to personal relationships, purposes and levels of power. Emotions are also developed through cultures or communities into which people socialized since the beginning of their lives (Lasky & Moore, 2000).

According to the sociocultural framework, teaching is a socially mediated activity that takes place in a certain institutional environment that is co-constructed among social groups' interactions and a national cultural environment. North (1990) compares institutions with the rules of a game by saying that they are the humanly devised constraints that shape human interactions. Therefore, he claims that institutions in any culture have the purpose to create a stable structure for human interaction that regulates societal behavior: these social behaviors/structures have permeated over the time and cannot be separated from the culture.

Thus, culture determines the way society perceives emotions felt in certain conditions, the structure of ways to act in situations but mainly the interactional communication with others. Through this social interaction, individuals learn the values that identify them as members of certain cultures, cultural values (Gorodnichenko & Roland, 2017). Cultural values shape and justify individual and group beliefs, actions and goals: institutional arrangements, policies and practices are based on this cultural value from society (Gorodnichenko & Roland, 2017). These cultural values are held and shaped to create a sense of communal harmony (Triandis, Bontempo, Villareal, Asai, & Lucca, 1988).

A dimension to distinguish cultural variability is individualism-collectivism. In the words of Triandis, Bontempo, Villareal, Asai, and Lucca, (1988) an individualistic society is guided by personal goals. Thus, individuals are encouraged to pursue and develop their abilities and aptitudes and are emotionally disconnected from in-groups such as the family. Collectivism societies are characterized by extended primary groups such as the family, neighborhood, or occupational group in which members have mutual obligations and expectations based on their status or rank. Within a more collectivistic society tendency, as in the case of Mexico (Schwartz, 2009); there are groups considered individualistic and vice versa, as cultures are dynamic and continuously evolving.

Society is formed by groups that are shaped by their constituent relationships and definitely by the types and diversity of interactions that are characteristic of the cultural values determined in the interactional relationships of participants.

2.2 Emotional Geographies Framework

Teaching used to be considered as an isolated activity in the classroom. Yet, recently teachers found themselves engaging in collaborative working environments ready to face new challenges in the teaching-learning process (Liu, 2016). The physical and social proximity between members of this environment can cause 'understandings and misunderstandings´ of different aspects of schooling (Hargreaves, 2005, p 969).

Cultural beliefs and conventionalism help individuals to interpret the acceptability of attitudes and behaviors, as well as the range of interaction and relationship that are permissible (Hargreaves, 1998). Culture in this study, refers to "the set of attitudes, values, beliefs, and behaviors shared by a group of people, communicated from one generation to the next" (Matsumoto, 1997, p. 5: cited in Hargreaves, 2001). Definitely, these

understandings and misunderstandings, as consequence, create different emotions: both positive and negative, and constitute what Hargreaves calls 'emotional geographies' (Hargreaves 1998; 2001, p1061).

> Emotional understanding and misunderstanding in teaching result from what I term emotional geographies. These consist of the spatial experiential patterns of closeness and/or distance in human interactions and relationships that help create, configure and color the feelings and emotions we experience about ourselves, our world and each other.

Emotions are a more complex theme than just feelings. Emotion is a medium and a message of socialization (Lasky & Moore, 2000). Individuals of different cultures display sociocultural and ideological standards to express, behave, and feel emotions (Heise & O'Brien, 1993p. 493; cited in Lasky & Moore, 2000) in the different individual context they interact with to hold membership in their groups. Each membership provides goals, roles, motives and levels of interaction. In the case of formal educational development, the classroom needs to be understood as a micro socio-cultural environment where the basis for constructing knowledge takes place (Brown, 2011).

For the purpose of the study, it is relevant to draw a key distinction between two similar terms: Interaction and relationship. Interaction is episodic, 'rule bound,' and formalistic communication (Walker & MacLure, 1999; cited in Lasky & Moore, 2000). While 'Relationship' is a kind of communication that involves more sustained contact, equality, spontaneity, increased depth of shared meaning, values, goals and affinity (Lasky & Moore, 2000). The social conventions are still present in the relationships to be fluid; although the depth in the shared meaning is the main clue.

2.2.1 Emotional Geographies

In relation to the participants involved in the teaching-learning process: students, teachers, peers, parents and school administrators. Hargreaves (2001) identified five types of emotional geographies: socio-cultural, moral, professional, political and physical. These are described below:

Sociocultural geography is focused on the closeness or distance that can be derived from participants' social differences, such as; social context, cultural backgrounds and values, economical status, mother tongue, ethno-cultural diversity and even physical appearance (Liu, 2016). This distinctiveness can easily be manifested and magnified in the teachers´ interaction with students, peers, administrators and parents, and can produce different emotional connections or disconnections.

Moral geography, as stated by Hargreaves (2001, p.1067) "emotions are moral phenomena". Emotions are closely connected and originated in personal purposes or goals. Therefore, this aspect refers to the closeness and/or distance created by different purposes and sense of accomplishment in professional life. Coming from different social and educational systems creates a different state of moral standards (Liu, 2016). A new working place implies the need to deconstruct and construct beliefs in order to understand the new moral legitimacy of practice.

Professional geography refers to the closeness or distance created by different understanding of the norms of professionalism and professional practice (Liu, 2016). In other words, different institutions or social groups have different cultures of teaching- learning and professional standards are understood in different ways. The classical idea that there should be a professional distance in the personal relationship between participants might not be

necessarily appropriate in all contexts of teaching (Hargreaves, 2001). The situation is complex, due to the fact that teachers need to be close enough to students in order to motivate and support them while keeping personal distance at the same time.

Physical geography is the most evident one. It refers to the closeness or distance created by time and physical space (Hargreaves, 1998). Hargreaves (2001) expresses that especially in the upper educational levels such as secondary and high school context, teachers and parents' main concern is other than being in touch with each other. Indeed, he claimed that in this relationship there is not frequent interaction except for formal events or mandatory situations. The lack of this interactional opportunity is likely to cause misunderstanding of different aspects of schooling (Liu, 2016).

Political geography refers to the distance or closeness in relation to the understanding of power among participants. In the teaching context, professional authorities provide the basis for a power structure that determines the order and level of interaction and practice. Hargreaves (2001) suggested that many emotions can be understood as a response to power imposition, especially authoritarian administrator or superiority attitudes towards teachers. "Misunderstanding or breaking these rules could lead to various negative emotions such as guilt, shame and embarrassment, from self and others" (Liu, 2016, p. 5).

2.2.2 Emotional Geographies in Practice

Additionally, to the definition and function of each emotional geography, Hargreaves (2001) made three important assertions about them in teaching: The first of these assertions suggests that there are no "universal" rules for emotional geographies in teaching. This means, there is no optimal closeness or distance in teaching what fits all cultures and interaction between

teachers and other participants in the various teaching-learning contexts. Therefore, there is no one single precise measurement way or culture for emotions. The second assertion suggests that emotions have imaginary geographies (Shields, 1991: cited in Hargreaves, 2001) of psychological and physical closeness or distance; in other words, emotional geographies are subjective and objective in nature. The third of the assertions expresses that the closeness and distance are not only structural or cultural conditions that shape the interaction between people. In fact, teachers invest emotional labor in achieving emotional closeness or distance with students, parents and administrators (Ashforth & Hamphrey, 1993: cited in Hargreaves, 2001).

Therefore, emotional geographies of teaching are significant achievements by teachers who structure and enculture their work (Hargreaves, 2001). Thus, teachers make and remake their interactional relationships with other participants in the way that circumstances are presented in their professional life.

2.2.3 Related Concepts

Interpreting others' emotional experience from a personal standpoint is the key to understanding them. Teaching and learning process require important terms to interpret and untangle instantaneous reactions or responses to others: *emotional understanding, emotional labor, teachers' agency, and teacher training and professional development.*

Emotional understanding refers to the participants´ understanding of the nature, causes and control of emotions (Harris & Spillane, 2008). It is vital in close relationships such as teaching and learning; thus, teachers can easily avoid misunderstanding attitudes that create a hostile environment in the classroom (Hargreaves, 1998). In some situations,

students' emotions are stereotypically attributed to typical standards such as; grade levels, economic conditions, age, high or low tracks, etc.

Hargreaves suggested (2001 P. 1061) "If we misunderstand how students are responding, we misunderstand how they learn." Thus, succeeding in teaching and promoting students' learning strongly depends on the close relationship and clear emotional understanding of the participants involved in the process. Emotional understanding supports four key insights about the teaching-learning process: Teaching is an emotional practice; teaching and learning need emotional understanding to construct strong relationships, teaching is a form of emotional labor and teachers cannot be separated from their emotions and moral purposes.

Emotional labor refers to the deliberate suppression of emotional expressions from an individual to meet the goals of an institution (Hochschild, 1983), imagine an employee in the customer service area of a department store. The employee is constantly having complaints about an immense number of daily issues, which evidently could make the employee mad; however, as part of the job duties and conventions, customers and the institution expect to have an answer with a good and positive attitude. No matter, if the employee is mistreated by another customer. The institution and the rest of customers expect to have a respectful and nice solution for their complaint beside personal emotions raised.

Just as in any job, the employee works in order to achieve the organization goals; in teaching the same happens. Teachers' main purpose is the development of cognition, abilities and values for life. However, in the everyday interactional relationships among teaching-learning participants' different emotions might emerge as well. Therefore, teachers, as employees in the example, need to be aware of the expected behaviors to certain situations according to the institutional standards rules (Brown, 2011).

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Teachers' agency refers to the teachers' ability to act to solve pedagogical problems and/or challenges (Priestley, Biesta & Robinson, 2015; Schon, 2018). However, agency is not an innate ability an individual has; in fact, it is more a developed skill to successfully progress the challenges they encounter (Jenkins, 2019). Jenkins (2019) distinguishes three ways in which agency is manifested: P*roactive*, where teachers plan and initiate changes in curriculum as personal desire. R*eactive*, when teachers plan and initiate changes in curriculum as a result of environmental needs. *Passive*, when the teachers decide to resist a required curriculum change yet may have appeared to their leadership to have implemented it.

Teachers' agency is developed through a complex interplay of influences involved: a teacher's individual qualities and the combination of environmental, personal and behavioral contextual factors (Bandura, 2006: cited in Jenkins, 2019). On the environmental factors there are aspects to consider such as; the school's historical evolving environment, school leaderships' approach and roles and even collegial relationships. There is an expectation from education authorities that teachers should have the knowledge and capacity to either develop or adjust formal curriculum to meet school context and engage with curriculum development at the school level (Biesta et al. 2015; Leite et al. 2018: cited in Jenkins 2019).

T*eacher training and professional development.* Although all pre-service teachers in this study have received training in teaching, this cannot be expected to prepare them to deal and overcome all challenges along their professional life. Indeed, education systems around the world constantly seek to provide opportunities for in-services teachers to develop high standards of teaching and as a result high-quality teacher workforce (Teaching and Learning International Survey [TALIS], 2009). In-service teachers training refers to the

understanding of concepts and principles to be applied into teaching, as well as the ability to demonstrate their skills in the classroom (Boudersa, 2016) either in teachers´ knowledge, beliefs or strategies.

Continuing professional development for in-service teachers is acquired through attending training activities that fulfill their own context-specific professional needs and challenges, such as, updating individuals' knowledge of a subject in light of recent advances in the area; updating individuals' skills, attitudes and approaches in light of the development of new teaching techniques and objectives, new circumstances and new educational research; enabling individuals to apply changes made to curricula or other aspects of teaching practice; enabling schools to develop and apply new strategies concerning the curriculum and other aspects of teaching practice; exchanging information and expertise among teachers and others, *e.g.* academics; and helping weaker teachers become more effective (Teaching and Learning International Survey [TALIS], 2009).

Richards and Farrell (2005: cited in Boudersa, 2016) distinguished two types of professional development: the personal and the institutional one. It is usually provided by external expertise in the form of courses, workshops or programs. Assadi, Murad, and Khalil (2019) express that all training must have the quality to be qualitative, relevant and significant for teachers.

Plenty studies reported positive impact of in-service training on teachers and students (Teaching and Learning International Survey [TALIS], 2009; Boudersa, 2016; Assadi, Murad, & Khalil, 2019) identifies two clear and direct positive aspects in the financial aspect; the first one, the direct payment of the cost activities or the salary supplements for undertaking development activities, this includes the institutional support in the form of time scheduled to allow for development activities. Boudersa (2016) claimed that the alignment

between the curriculum and the teachers' actual experiences in teaching is another benefit from in-service training. According to Dufour and Eaker (1998: cited in Boudersa, 2016), teachers' isolation is one of great roadblocks standing against professional development. (Boudersa, 2016); therefore, a collaborative school climate impacts positively on teachers because professional development is not an individual activity, but mutual benefits for the institution and the teachers alike (Önalan & Gürsoy, 2020).

On the contrary, others demonstrated ineffectiveness in the state- held in-service programs when the expertise merely transfers theoretical information without the practical aspect in teaching (Önalan & Gürsoy, 2020). In the same study (Önalan & Gürsoy, 2020), many teachers reported that they do not consider that training activities help them in theoretical knowledge, however, teachers considered necessary that training be organized in a regular way but with a voluntary participation depending on interests or needs. Due to when the training is too theoretical, participants reported feeling unsatisfied and question their attendance.

Önalan and Gürsoy (2020), identify the general characteristics that teachers reported to be important for them to reach their aims in training activities and are considered as effective: 1) The Content of the activity needs to be informative, transferable, up-to-date, relevant to the teachers´ needs, innovative, practical, concrete, and exemplify the way theory can be put into practice. 2) The Organization of the training activities requires it to be interactive, fun, in small groups, with lots of activities and materials. 3) Finally, the trainers should be experts in the area and have experience providing feedback.

2.3 Previous Research on Emotions

During the last two decades, emotions have received increasing attention in education (Kuen-Tsang, 2014; Rodrigo-Ruiz, 2016; Stephanou & Oikonomou, 2018; Sutton, Mudrey-camino & Knight, 2009). When reading about emotions, I identified that there has been a significant historical evolution in the studies' perspectives. First, using a cognitive perspective: analyzing the implication of emotions in classroom management as well as their effects over students. Then with a more socio-cognitive perspective: in the role of self –regulation or as a burnout detonator or effects. At present, there are a number of studies which adopt a more sociocultural approach. Therefore, this section seeks to briefly review some studies on emotions since researchers realized their importance in the teaching and learning practices.

The first approach founded on teacher's emotions began until the early 1980´s, creating such a new revolutionary concept in the psychology area: emotions management (Hochschild, 1983). Therefore, there was a significant development into these areas of knowledge: these studies focused on teachers' emotional development and emotional teaching strategies. The findings greatly increased the understanding of how teachers learn to teach (Sutton & Wheatley, 2003).

Over the following years, there was a tendency to include the social medium in which emotions took place as part of the research in the educational field. Sutton, Mudrey-Camino and Knight (2009), attempt to identify how their emotions were expressed in the classroom: as a result, emotion regulation practice was believed to be more effective in classrooms, discipline, and the relationships with students. For Meyer (2009), emotions in the teaching practice have implications for teacher identity and development. Seiza, Vossb and Kuntera (2015) explained that the interaction between teachers' cognitive and emotional

resources can predict their classroom management. However, teachers' knowledge is not related to classroom management, especially during high levels of exhaustion.

Rodrigo-Ruiz (2016) compiles some of the different effects that professorial emotions have upon students by searching scientific literature. As a result, a series of influences, classified in six areas of effects, were identified: students' emotions, emotional competence, motivation, academic performance, classroom discipline, and social behavior. In more recent studies, Chen (2018), identified two positive factors (Joy and Love) and three negative factors (sadness, anger, and fear); Structural equation modelling demonstrated that student-centered approaches in teaching are the consequence of positive teacher emotions while a teacher-centered approach is the consequence of negative teacher emotions.

In most recent times, another concept related to emotions in education arose, culture: providing a new perspective to the studies in the area. Golombeck and Johnson (2004) deem that teacher development is socially situated and culturally mediated. This suggests an interwoven connection between cognition and emotion, which drives teachers to search for mediational tools to help them externalize their experiences throughout their careers. Swain (2013) stated the importance of emotional expressions in social and cultural aspects of teaching needs to be considered. Kuen-Tsan (2014), reviews the sociological theories commonly applied to study teachers' emotions: he suggested that the theories are constructed and conditioned by teacher agency and a sociocultural structure. Golombeck and Doran (2014) established a dialectical relationship among emotion, cognition, and social activity, in order to orient teacher educators' approaches. Fried et al. (2015: p. 427) define five distinct functions that teacher's emotions involve in teaching and learning processes "information provision, giving quality to experience, influencing cognitive processes, regulating internal and external processes, and providing motivation". These functions

operate in both the intrapersonal and interpersonal level of the teacher. That is, if teachers experience positive emotions, they might generate more teaching ideas and strategies that contribute to students' learning development.

Unfortunately, in the secondary and high school level, there is little research on emotions. Lasky and Moore (2000), examine the power, culture and purpose that affect the interaction between teachers and parents, finding that this engagement gradually diminishes from children's early years through adolescence. Meyer (2009) describes that due to the short interactional time within classrooms in upper levels, teachers and students' relationships are influenced by emotional understanding. When teachers experience positive indicators of agreements and support from participants towards their teaching practice, their emotions reflect closeness to students and parents. On the contrary, there are negative emotions when the teaching practices are being threatened by parents or authorities. Teachers experienced a variety of emotions ranging from positive to negative and to mixed emotions. These emotions are shaped and reshaped by social, cultural and political influences (Fried, Mansfield, & Dodozy, 2015) and impact on teachers' well-being and vulnerability. Moreover, it is essential to redefine/ reinterpret the roles of the participants involved in the teaching-learning process.

2.4 Conclusions

In chapter two, the theoretical framework and the literature review were presented. First, a brief description of the approach was presented. Then, a description of the theoretical framework to be used in this study; this was followed by the description of the related relevant concepts for this study. Later on, previous studies in the field of emotions and teaching are reviewed. Now on, the methodology used in this study will be presented.

Chapter 3:

METHODOLOGY

3.0 Introduction

This chapter outlines the research procedures in order to obtain the finding of the study. First, it describes the study's approach. Then, it will continue with the description of the data collection strategies for the study. The setting and the participants of the study will be presented in the next part. Then a detailed explanation of the data collection procedures will be described. Finally, the description and procedure of the data analysis will be presented.

3.1 Context of the study

3.1.1 Setting

The data for this study was gathered at a specific region of southern central Mexico in the city of Puebla for over a period of one month during the pandemic lockdown situation. After analyzing literature review, I found that most of the studies conducted in relation to emotional interactions were focused on primary schools. Therefore, this study took place in the upper level of junior high school/ middle school/ secondary school (*Secundaria)* and high school *(bachillerato)* considering the two educational sectors in Mexico: public and private institutions, where English is taught as a foreign language. For the purpose of the study, the data was not either reflected or analyzed based on levels but on the significance of experiences described in a sociocultural environment (teaching English as foreign language).

3.1.2 Participants

The participants in this study were nine English language teachers who taught in different educational levels including junior high school and high school with 8 to 15 years of teaching practice. Their ages vary from 30 to 38 years old. They belong to different sociocultural backgrounds and to different locations along the state of Puebla.

All the participants were raised in a religion, the Catholic Church being the most common one (7out of 9). However, 72% of participants stopped practicing their religion. The majority of the participants (8/9) report they belong to a typical and traditional Mexican family, where the main economic support was the father or both parents, to a minor extent.

Four out of nine participants studied only in public schools, two out of nine participants received education only from the private sector, while the other 3 participants received a combination of both sectors: private and public education. In relation to the professional education, eight out of nine participants graduated from different programs in languages from two different universities mainly the *Benemérita Universidad Autónoma de Puebla* (BUAP), either *Licenciatura en Lenguas Modernas* (LEMO- English and French); or *Licenciatura en Enseñanza del Inglés* (LEI), and only one participant graduated form a biology program at the Benemérita Universidad Autónoma de Puebla (BUAP). Most of the participants evaluate the education received as good; because of the good and committed teachers and to personal achievements as well.

3.2 Research approach

Humans have different interpretations of the world. These interpretations provide the basis for the way each individual lives, understands, constructs and perceives the reality around

each other: worldview. The chosen worldview for this study is the constructivism which according to Creswell (2007; 2012) from its epistemological view its purpose is to find knowledge as a result of the processes of the interaction among individuals within specific context. Constructivism's aim is to understand and reconstruct the processes of interaction to understand the impact of it over participants.

This study focuses on emotional experiences generated by the interactional relationships among the teaching language participants: teachers, students, parents and school staff. Therefore, the current study properly fits into this worldview. The aim of this study is to identify the most common situations in secondary and high school that trigger emotional critical moments taking into consideration the sociocultural teaching-learning context, as well as the teachers' emotions, to further understand them in their teaching practice. This implies the identification of sociocultural context (school) where some phenomena (critical moments) take place within teachers' interpersonal relationships.

As explained above, this study follows a qualitative approach; because its aim is the understanding of teachers' emotional experiences in interpersonal relationships and the effect of these in their teaching practice. In words of Richards (2003) qualitative research helps to explore and understand the complexities of social worlds to get closer to what really happens. According to Creswell (2012), qualitative research explores the words/ideas of people to create deep meanings which explain social interactions. Summarizing, qualitative research seeks to comprehend social attitudes/responses through individual people's actions based on emotions. Therefore, qualitative research is appropriate for this study.

3.2.1 Research Design

Creswell (2012) states that research design describes the specific idea about the nature of the study considering the way the data are to be collected, to be analyzed and further to be reported; considering these previous aspects and the aims of this study, a narrative inquiry design was followed in order to understand the perspectives of teachers´ emotions during critical moments and the impact of these emotions over the teaching practice. Narrative can be used as a predominant way of understanding what teachers know and feel, what they do with what they know and the sociocultural contexts within which they interact (Golombeck & Johnson, 2004; 2017).

For authors such as Clandinin and Connelly (2000), narrative inquiry is a form of qualitative research that uses various tools that elicit and illustrate the storied lives of teachers and the way teachers use stories to make sense of their experiences. It is important to mention that this approach does not reflect what happened (events); however, it seeks to understand the meaning that the individual makes from what happened. In other words, it attempts to explore and understand the inner world of certain individuals.

As expressed by Gee (1999), narratives cannot be understood only as isolated events; indeed, narratives are considered as social relational collective events that cannot be separated from the sociocultural context from which they emerge. Narratives provide an increasing control over individual thoughts allowing the experiences to be enriched, deepened meaning and more mindful in the teachers´ teaching labor (Johnson & Golombeck, 2002, pp. 6-7: 20017) or context; specially "by identifying and describing the participants' practices "(Gay, Mills & Airasian, 2012). This allowed a complete, deep understanding of the professional experiences and behaviors towards emotions in the teaching practice.

3.3 Data collection strategies

Griffee (2012) states data is the bridge that links the theory with what is happening in real life. In the case of narrative inquiry, as stated by Lieblich, Tuval-Mashiach, and Zilber (1998), the data can be collected as a story (a life story provided in an interview or a literary work) or in a different manner such as field notes of an anthropologist who writes up his or her observations as a narrative or in personal letters or journal. It can be the object of the research or a means for the study of another question.

Thus, narrative inquiry offered favorable conditions to understand teachers' emotions in their teaching practice. The three different instruments served as tools to gather data from participants were the following: survey, professional timeline, semi structured open question interview. These data sources will be presented in detail below.

3.3.1 Survey

This first survey attempts to indicate the participants' origins and could help to understand the teachers' emotions in their teaching practice. This first instrument seeks to include aspects to understand each of the participants' sociocultural background, such as; family origins, family socioeconomic status, formal education received, and informal education received (values, traditions). Therefore, a personal google forms survey was designed in order to collect the data about participants' origins which would later help to understand their emotional interactional distance/closeness (emotional geographies, Hargreaves, 2001) in their junior high school and high school students' contexts (see appendix A).

3.3.2 Professional Timeline

The second instrument has the structure of a timeline chart. It has the purpose to chronologically determine a detailed description of the participants' professional development. Participants fulfill a word document that comprises general information about their working places and labor conditions; such as, period of working time, education sector (considering that in the context of the study, there are only two main types: public and private sector), location area of the school, teaching level, a general description of their main activities as member of certain school, an average number of students per class, the working environment within the institution and relations with coworkers, as well as, the salary / income conditions that the school offer (see appendix B).

3.3.3 Semi structured open questions interview

In order to identify the origins of the most common and meaningful situations for English teachers at the different personal interactional levels, a semi structured open questions interview was conducted. Participants described two meaningful situations and/or incidents that occurred in the junior high school or high school levels. They were asked to include key aspects such as the event itself; time or duration period of the event; the causes of the event; participants involved in the incident; the teachers´ emotions; a description of the way the teachers managed those emotions and incidents; and finally, a description about the personal perspective they have about the effects of those emotions and incidents over their teaching practice and interpersonal relationships. Participants included personal opinions about the easiness or difficulty of dealing with certain aspects during teaching. The interviews were conducted online and recorded for further analysis (see appendix C).

3.4 Data Collection Procedures

As mentioned before, the data collection strategies were formed by three elements for the purpose of the study: a google forms survey, a professional development timeline and a semi-structured personal online interview. The data collection started by piloting the first two instruments: the socio demographic survey and the professional life timeline; first with researcher personal information and then with other two randomly chosen participants. The next step was to contact the participants in order to receive their permission for the transcription and analysis of data content. This section describes the procedures and steps followed in order to gather the relevant data for this study.

The data collection procedure had two main steps. First of all, the first two data collection instruments: Survey and timeline were simultaneously sent to be answered and reviewed before the second stage: the online interview.

3.4.1 Survey

The procedure started by piloting and adjusting the google forms survey named background. Then participants were notified to receive an invitation for answering it. The sociocultural background survey was sent by different media such as via e-mail, text message, by WhatsApp. Due to the current sanitary conditions and the easiness in time and data collection, this first stage was short and easy.

3.4.2 Timeline

The participant received simultaneously to the survey an example of the information to be included in the timeline. They were asked to fill the timeline with their own professional

experiences. The timeline sample and chart was also sent by two different media: via e-mail and text message by WhatsApp. When the participants' completed the timeline and the survey they sent it back to the researcher by different means too.

3.4.3 Interviews

After these simultaneous instruments compilation, participants were contacted to arrange a date and time for the personal interviews. At this point it is relevant to mention that the interviews were all individual in an on-line format due to the worldwide sanitary situation with covid-19. These interviews took into consideration the content of the previous instruments results: sociocultural background information and professional experience. All the interviews were applied during the last two weeks of April and the first week of May. The interviews described two meaningful situations that changed their teaching practice and they lasted from 45 minutes to 1 hour.

3.5 Data Analysis

Data collection strategies in qualitative research as in this study, obtain data from words in the stories of the participants' narratives in the interviews. Since the main source of data were the narratives, it was necessary to analyze them to categorize them into groups that project larger meanings in order to allow patterns and purposes in actions and behaviors that provide clear understanding of the sociocultural atmosphere in their junior high school and high school.

For the purpose of this study, a categorical-content approach was used. This type of approach, traditionally known as "content analysis" focuses on content of narratives and it has the

purpose of organizing the information from narratives into narrow categories without considering context (Lieblich, Tuval-Mashiach, & Zilber, 1998).

The approach of content analysis has different variations, depending on the purpose of the study and the nature of the narratives. In the case of this particular study, a prototypical series of steps are followed: The steps to be considered are summarized in the following lines (Lieblich, Tuval-Mashiach, & Zilber, 1998).

1. *The selection of subtext*.

Once the interviews have been transcribed, it is important to make selections of the subtext within the narratives. In this case, the subtext was the description of two meaningful situations described by each participant.

2. *The definition of the content categories*

These categories refer to narrow themes or perspectives inside the selected subtext that need to be classified in smaller units that can be words, sentences, utterances. For the purpose of this study, four categories raised: 1) (mis) understandings situation; 2) emotions provoked by (mis) understanding; 3) the relationship of emotional (mis) understanding with personal and professional development, and finally 4) the effects of the emotional (mis) understanding over their teaching practice. *Emotional experience, type of area experience, emotions provoked on teachers, the effect on teaching practice.*

3. *Sorting the material into the categories.*

At this stage, all the data obtained from the interview transcriptions, as well as the one from survey and the timeline, need to be separated into the categories. This section will be described in the next chapter.

4. *Drawing conclusions from the results*

Once the information from each category is labeled, the data can be tabulated, ordered by frequency and used as a descriptive way to formulate proposals for the context or a bigger context too.

After such patterns were identified and analyzed, it was necessary to gather data to consider possible options to the findings.

3.6 Conclusion

The main purpose of this chapter was to present essential information about the approach, the research design, the data collection strategies, the procedures, and the analysis procedure used in this study. In the following chapter, results obtained from the strategies described in this chapter will be presented.

Chapter 4:

FINDINGS AND DISCUSSION

4.0 Introduction

This chapter describes the findings of the analysis of the data collected with the three different data collection strategies: personal background survey, professional timeline and the semi-structure opened questions interview in order to answer this study´s research questions. Firstly, a description of the participants´ personal background and professional experiences is presented. Then a description of the most meaningful situations described by participants is included. This portrayal displays the way emotional experiences triggered on teachers working with adolescents. This provides a wider panorama on the teacher's meaningful practice. Secondly, this emotional panorama shows the effects of the different emotions in the real teaching practice. Thirdly, the interactional relationships described are categorized into emotional geographies (Hargreaves. 2001). Finally, the emergent insights in regards to participants' interpersonal relationships were portrayed.

The research questions that guided this study, also presented in chapter 1, are the following:

RQ1. What emotional experiences do teachers report to be more meaningful for their teaching practice in schools?

RQ1.1 How do the teachers cope with the emotional challenges arising from these understandings/ misunderstandings in their teaching practice?

RQ2. How do teachers' personal and professional backgrounds shape their perspectives of the emotional understandings / misunderstanding experiences?

4.1 Teachers' Emotional Experiences

This first section of findings attempts to provide answers to the first research question by understanding what emotional experiences teachers reported to be more meaningful for them in their teaching practice: the way these experiences affect them emotionally and finally a description of the actions accomplished by teachers in order to cope with the experiences. For this section of the study three main segments of each interview were chosen; first, the section where teachers had been asked to describe two relevant experiences that they considered to have impacted their teaching practice. The second section, where teachers had been asked to reflect about the emotions raised for the particular experiences described. And finally, when teachers reflect about the adaptations, changes and strategies implemented as a result of facing those experiences.

From the data obtained in the interviews two analyses were used; deductive and inductive; 18 different experiences from English teachers were analyzed, building three options to categorize them in relation to English teachers' meaningful experiences in secondary and high school. These categories are:

1. The in-service professional development course (3 experiences)

2. The challenges on the teaching online modality (2 experiences)

3. The interactional relationships (15 experiences)

Interestingly from the three articles read that use emotional geographies as framework (Hargreaves; 1998; Lasky & Moore, 2000; Liu, 2016), none of them uses more than one participant as subject of study and due to the amount of data collected from the interviews that I decided to analyze only four emotional experiences in depth: one per interactional relationship.

The description and analysis of the categories and experiences are detailed in the following sections.

4.1.1 The In-service Professional Development Courses

Participants reported that their most positive experiences associated with their professional development refer to the continuing in-service courses in the teaching education system. For his study, in-service teachers' courses are as the acquisition of concepts and principles to be applied into teaching, as well as the ability to demonstrate their skills in the classroom either in teachers´ knowledge, beliefs or strategies (Boudersa, 2016). The idea of adopting or adapting something beneficial and good for their work provides teachers with a higher level of satisfaction, comfort and happiness.

Teachers mentioned that the most rewarding experiences for them in their teaching practice was finding more or new resources and tools that support them to improve or change their teaching practice especially when the resources fulfil their own context-specific needs and challenges. Two types of professional development have been distinguished by Richards and Farrell (2005: cited in Boudersa, 2016): the personal and the institutional one. In the case of the participants, both types were mentioned, when the teacher individually seeks and attends training course activities and when it is the institution that seeks and even selects the participants based on certain characteristics such as years of service in the institution.

The most frequent action done by teachers was taking courses in different areas, such as; teaching strategies, alternative methodologies, competences, technology, ICT´s (information and communication technologies), teaching itself and so on. According to Teaching and Learning International Survey ([TALIS], 2009) some of the courses considered important for teachers relate to updating individuals' skills, attitudes and approaches in light

of the development of new teaching techniques, new circumstances and new educational research; exchanging information and expertise among teachers.

Contrary to what Önalan and Gürsoy (2020) suggest about the ineffectiveness of the courses. Participants in this study reported that these activities have a positive effect in their teaching practice by having options to control different scenarios in the teaching environment such as: being prepare for difficult circumstances, giving teachers the possibilities for improvisation, maximizing time and resources at school, empowering abilities and self-stem, changing perspectives about other context realities, connecting with students and finally motivating them to continue doing their best at work. As Boudersa (2016) claimed, the alignment between the curriculum and the teachers' actual experiences in teaching is another benefit from In-service training courses. One teacher explicitly reported a financial benefit obtained as a result of these activities as mentioned by Teaching and Learning International Survey ([TALIS], (2009).

In-service professional development courses made teachers aware about actions that could help them improve their teaching practice or to control a specific situation they were experiencing; which supports the answers obtained in Önalan and Gürsoy (2020), that point out the fact they have increased awareness on their professional needs, give importance to collaborative work and as a result benefit to their students' needs.

4.1.2 The challenges on the teaching online modality

Due to the current pandemic conditions around the world, society had to change most working conditions and teachers were not the exception. As in most cases, teachers were sent home to change to an online modality that pushed them into the application or

modification of methodologies, strategies and sources that helped them achieve their class learning outcomes.

Teachers expressed that this experience was difficult and frustrating at different levels. Participants suggest that the most difficult part was at the beginning of the pandemic lockdown when they were sent home and they were not used to this modality and they needed to adapt many things as fast as possible to the new conditions of teaching. Teachers expressed to have experienced a lot of emotions during this time, which evolved from frustration, hopelessness and tiredness to a feeling of relief, solidarity and confidence. At the moment of the interviews, teachers expressed they felt confident and satisfied with their development.

The first and most affected aspect was the physical contact. Most teachers expressed their need and concern about not having a physical contact with students to assure their students are listening to them, understanding the lecture, paying attention to their instructions, or at least avoid daydreaming in class which was not as easy as in face-to-face modality due to students´ active participation, technological issues or even personal circumstances in each students' house life.

In second place, teachers highlighted the importance of the social interaction as part of the connecting and solidarity among the class participants, which became more complex during this period due to class time, connectivity issues or circumstances out of their hands. On a lower level, some participants expressed their concern about their students' safety at home; especially in the public sector, where the students´ living conditions in some cases are considered as harmful, and because of the lack of contact with students. There was a thought about the chaotic living conditions that some students might face and a concern about possible reasons that explain some students' lack of participation, delays in delivering tasks or interest in the class.

Finally, in the case of a teacher, finding a balance in this online modality was difficult for her. Her first assumption and concern at the beginning of the lockdown was to find all possible strategies and digital material available for this new online modality, these actions made her overwhelm her students with several materials, activities and sources that consumed class time and created an excess amount of work for teacher and for students too, which in the end, was not effective for learning.

Teachers reported to react to these experiences in different ways: the teachers, who have had the chance to teach on face-to-face online sessions, tried to provide their students with a positive environment where students could feel comfortable beside the modality. For most teachers, there was a need to become more flexible and tolerant in the delivery of tasks, the quality of activities and even with the feedback provided to students, as there were conditions they could not manage or were not aware of. Other teachers dealt with the complexity of finding balance control among the sources and material available and their real and useful students´ needs. Finally, most teachers recognize there are students' conditions they did not know, they could not change and they could not help unless students ask for them, although it has not been an easy situation for teachers to recognize the few interventional options they have in these modality conditions.

4.2 Closeness and Distance in Interactional Relationships (Emotional Geographies)

The following section describes the findings in relation to the interactional relationships which according to Hargreaves´ emotional geographies model (2001) considers as the main actors in the teaching-learning process to; students, teachers, colleagues, parents and school administrators. It is also important to mention that there are varied ways for data to be analyzed; however, for the purpose of this study and considering to teachers as the main

element in the interactions, there are four main types of interactional relationships to be discussed along this section: Teacher-student, Teacher-colleagues, Teacher-parents, and Teacher-school administrators.

This analysis correlates with the sociocultural approach (Vygotsky, 1987), that suggest there is a strong and direct connection between the levels of cognitive development in each individual and the social interaction in the dominant cultural framework or socialization process. For this study some of the experiences analyzed, refer to different types of interactional relationships at different levels simultaneously; therefore, in some cases the same experience is considered in more than one single category.

In the following sections, there will be a brief and general description about the type of interactional relationship describe, as well as the data reported by participants in that specific type of interaction. Then, in order to clarify and exemplify the function of the emotional geographies, the most significant emotional experience per interaction was chosen to be described: First by describing the participant´s background, then continuing with the narrative of the emotional experience and finally with a detailed analysis and discussion of the experience.

4.2.1 Teacher and students' interactional relationships

This was the first type of interactional relationship analyzed and from the emerging data comparison and analysis, it represents for most of the participants the most significant and direct interaction. Participants reported that teacher- students' interactional experiences refer to a close relationship in the majority of cases.

Participant/interaction	T- students	
Participant name	Closeness	Distance

Jacky		X
Gael		X
Juan	X	
Sonia	X	
Vicky	X	X
Lizzy	X	
Betty		X
Alex	X	
Cindy		

Fig. 2 Teacher and students' Interactional relationships

Participants expressed that in the case of the close relationship, when they are more open and willing to interact and connect with their students, as a consequence there is a feeling of solidarity, emotional understanding and rapport that pushed students to accept the language and take part of the English culture.

On the distance interactional experience, teachers reported to face fewer experiences that vary from educational sector and social circumstances. In this aspect, teachers mentioned to anticipate students' possible actions by creating the idea of professional boundaries between teacher and students; despite, the personal interrelationship. Participants also expressed to be aware about the generational gap between their students and them, as well as the difficulties raised from them at the moment of connecting with students. Teachers also reported their concern about a distant interactional relationship due to the big number of students especially in the public sector, which made connecting and teaching become a huge job.

4.2.1.1 Participant´s Background (Vicky)

In order to exemplify the interactional relationships according to the emotional geographies framework (Hargreaves, 1998; 2001) which considers the influence of each individual's

personal background in the interactional professional relationships at teaching, participant Vicky´s background needs to be described.

Vicky is a 35 years old teacher who is Christian. She studied all her basic education in private institutions in Puebla and Modern Languages at BUAP. She speaks four languages: English, French, German and Spanish.

Vicky has taught for 12 years, starting with preschoolers in a private school in 2008. Then, she moved to a private secondary school, where she taught for about seven years. Since 2016, she's been teaching in a selective public High school at Puebla.

Her main activities at school include teaching English classes, writing academic reports from students, evaluating students' development, improving academic programs, searching for teaching techniques, taking and giving updated courses and preparing students for international certifications.

Vicky´s personal perceptions about her current job at the high school where she works include a regular salary, but excellent benefits from the institution; good communication with coworkers and coordinator; excellent relationship with students; regular communication with the principal.

4.2.1.2 Emotional experience: Sociocultural and Moral Distance

The following experience took place at the classroom inter relational sociocultural level between an English teacher (Vicky) and a high school student. Vicky had been teaching in high school for about three and a half years at the moment of the incident.

Vicky has always tried to have good communication and relationships with students. She had observed that a girl had a negative attitude towards the class and refused to

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participate mainly in speaking activities. She constantly asked the girl what was happening but the girl never said anything. It was almost the time for the certificate exam when Vicky sat with the girl and asked her directly to explain her refusal to speak in class. Vicky finally heard her answers, which dramatically changed her perspectives about her teaching practice.

> I am very picky about checking pronunciation of the students until a student told me she felt I was mocking her. When I made gestures when students mispronounced words…***I grew up in a prestigious German school and it was normal for me to be tough*** in pronunciation and to be pushed to improve my accent. Otherwise, students and some German teachers made fun of me.

Growing and learning a language in a specific sociocultural context influences the way individuals, in this case Vicky, perceive reality. As stated by Liu (2016), there are social differences, such as coming from different social and educational systems that create different states of moral standards. In the case of Vicky, the disciplinary and academic standards learnt in her childhood and adolescence in the context of a prestigious German school which were perceived for her as common or normal did not have the same effect in some of her students.

> What she just said to me was shocking because I never realized about that. And when she told me that, I paid attention to my reactions when people talk. And, of course!! ***she was right. I was not aware of it, until she told me.*** So from that moment until today, I am trying to stop doing that.

Teachers need to be aware of the students' responses to their teaching practice in order to guide and balance the class content in the most appropriate way for students (a more students-centered approach). Vicky could perceive a refusal, Vicky thought the girl refused the English class in general; however, this girl refused Vicky's unconscious responses (attitudes)

in the classroom. Vicky makes gestures such as smile, especially when students mispronounce words and say something completely different and funny for example: "when they say *t-shirt* instead of *teacher"* and the context of the idea changed to something funny.

Therefore, teachers need to be aware of their attitudes to avoid misunderstanding attitudes that create a hostile environment in the classroom (Hargreaves, 1998). In fact, teachers need to follow the principle stated by Hargreaves (2001 p. 1061) "If we misunderstand how students are responding, we misunderstand how they learn". Therefore, it is important to consider personal and other individuals' emotional understanding as a tool for constructing strong interactional relationships among teaching-learning participants.

Brown (2011) claimed the need to understand the classroom as a micro socio-cultural environment, where the more basic interactions for constructing knowledge takes place. These interactions between participants are the basis that help to maximize the potential of students' skills.

> Since then, I had to rephrase my whole speech to her and to my classes by saying the purpose of speaking a language is to communicate, not to have a perfect accent. At first*, I fell into the other side and I stopped correcting any pronunciation at all,* but that is almost impossible, pronunciation is in every class all the time and it is part of the learning process. It has taken me about two and a half years to find a balance in my activities and classes, to stop making gestures and always remind my students that if I make gestures it is not to annoy them.

As a teacher, Vicky had never faced a situation where her perceptions of the reality were threatened, until her teaching context changed to a different reality: the public sector. Therefore, it was difficult for her to recognize she was acting that way unconsciously, then she became aware about her attitudes and the effects over her students, the she accepted she

needed to change her behavior to the new sociocultural context, until she finally found the areas where she could improve in order to maximize her students' potential.

At first her perspectives and the students' reality differed. She needed to construct a new teachers' agency or ability to act to solve pedagogical problems and/or challenges in this different context (Priestley, Biesta & Robinson, 2016: Schon, 2018). As part of the Process of rebuilding her agency, she first focused on a more teacher-centered approach as a consequence of very first negative teacher emotions; sadness/ fear (Chen, 2018). During the process of trying to find the proper balance for her classes, she moves from negative to positive emotions which ratifies Jenkins' (2019) idea that agency is more a developed skill progression as challenges are encountered. As claimed by Liu (2016), facing a different or new reality implies the need to construct and deconstruct new beliefs in order to understand the students' perception of teaching practice.

4.2.2   Teacher and colleagues' interactional relationships

This section refers to the second type of interactional relationships: teachers and colleagues, which interestingly, fewer participants reported to have significant experiences with peers at work. However, in this type of interaction there is a more balanced amount of experiences that reflect closeness and distance in interaction.

Interaction	Colleagues	
Participant name	closeness	Distance
Jacky		
Gael		X
Juan		
Sonia		
Vicky	X	X
Lizzy		
Betty	X	

| Alex | | |
| Cindy | | |

Fig.3 Teacher- colleagues' interactional experiences.

In the case of distant experiences, both teachers referred to situations when they had the chance to provide updated courses for other teachers in the same school or level. Teachers could perceive a reluctant attitude from pupils to be taught by younger teachers than them, who evidently lack experience. During the courses, participants perceived changes in pupils' attitudes after realizing their control and management in the topic taught. The recognition in topic control by their own colleagues developed in teachers a feeling of motivation, pride, success and satisfaction that motivates them to continue improving their teaching.

Both of these distant experiences evolved into close interactional relationships after some time but mainly after pupils' direct recognition of teachers' knowledge, skills and control in the area beside their physical appearance, and also with pupils' attitude to learn and improve from a colleague who is well-prepared in the subject.

Finally, one teacher highlighted the importance of sharing and exchanging other teachers' experiences in order to promote a solidarity environment in difficult times. Teachers reported that teachers' collaboration contributes to teaching progress at different levels: providing motivation for teaching, support in stressful situations, understanding and providing comprehension in difficulties, but mainly showing solidarity in the idea that teachers are isolated in their teaching practice.

4.2.2.1 Participant´s Background (Betty)

This is the general description of the participant's background (Betty) and her emotional experience with colleagues.

Betty is 38 years old. She is Mormon. She studied her basic education in the public and private sectors in Puebla. She studied Modern languages at a private institution. She speaks English and Spanish fluently although she studied three more languages: Italian, Portuguese and German.

She has taught for 15 years, starting her teaching practice in 2006 in a private institution, where she attended to different levels from pre-school, elementary and junior high school levels. Since 2012 she moved to another private institution, where she has been teaching to secondary level; she started teaching English classes only, but she has also taught content classes, such as history and Ethics, for the past 6 years to fulfill the school needs.

The main activities she has to develop as part of her duties at secondary level include and are not limited to teaching English classes, evaluating students' development, attending parent- teachers' meetings, participating and coordinating events, tutoring a group in order to support school advisers, and taking updating courses.

Betty's personal perceptions about her job and professional development in secondary levels are considered to have low salary in comparison to other teachers with similar duties and responsibilities, good relationships with most of her co-workers and students, good collaboration teamwork with most of her co-workers, finally Betty evaluates her job as a constant stressful experience.

4.2.2.2 Emotional experience: Professional and Physical Closeness

The following participant's experience takes place at the classroom and also institutional sociocultural level at a more personal interaction between an English teacher and her Colleagues. Betty has taught at a secondary level for around 8 years.

She has taught different subjects; history of Mexico, World history, Civics and Ethics and English mainly. She tries to be creative when the topics allow it. However, she constantly faces rejection of the history subject in general, as it is considered to be boring or useless for teenagers. The following institutional experience took place at the end of an evaluating period as a consequence of a stressful situation within the classroom.

> I remember, I was very stressed at the time. I don't remember why, but I was crying in the teachers' room. Then another teacher arrived, she saw me and helped me to calm down. In my opinion that experience has helped me to grow. I was devastated by the situation in the classroom, however, her pieces of advice, humor sense, jokes and mainly *her understanding and support about what was happening really helped me to feel better and recognized what I was doing.*

Working with adolescents implies a complex interactional relationship for teachers, as many students deal with emotional aspects and with authority threatened during this life stage. Therefore, teachers sometimes are pushed to their limits by students' actions or not. Those hard situations experienced by teachers simply break them down. As in the case of Betty, crying shows a sign of hopelessness and desperation; negative emotional signs (Chen, 2018). However, being accompanied and understood by a person who knows all the elements involved in the situation first hand (a teacher colleague), provided this teacher the perception of being understood (Sutton & Wheatley, 2003).

In Betty's experience, the action of being heard, understood and calmed by another teacher displays a sociocultural emotional standard expressed in that specific context (Heise

& O'Brien, 1993 p. 493; cited in Lasky & Moore, 2000). This is understood as a way to hold membership in their groups (Triandis, Bontempo, Villareal, Asai, & Lucca, 1988) contributing to ratify collectivist society; characterized by extended primary groups (work companionship). Where the members have similar obligations and expectations based on their status or rank.

> ***I strongly believe that collaborative work and emotional support among teachers is an important element in job motivation.*** Sometimes, the exchange and sharing of experiences either positive or negative, contribute to our classes´ progress because we share different ideas. For me, it is like the antidote for teachers' isolation in the classroom. Especially in difficult situations, when we need to be understood about the specific situations that happen in the classroom with certain students. There is a need for social and emotional support in teaching…

In teaching, it is necessary for teachers to be aware of the expected behaviors to certain situations according to the institutional standards rules (Brown, 2011). In Betty´s experience, the teacher could not express her feelings in the classroom, as this was not the expected reaction for frustration or anger from a teacher. Indeed, it clearly describes an example of emotional labor, when the teacher is not able to show her emotions and she needs to suppress her feelings in order to meet the institution's professional goals (Hochschild, 1983). As a way of understanding the norms of professionalism and professional practice (Liu, 2016).

As mentioned by Betty and ratified by Dufour and Eaker (1998: cited in Boudersa, 2016), teachers' isolation is a significant problem that demotivates their professional development and overcoming this situation involves the collaborative work and support of the school. A positive school climate impacts positively on teachers´ professional development and with a benefit for the school too (Önalan & Gürsoy, 2020).

4.2.3 Teacher and parents' interactional relationships

This section refers to the third interactional relationship: between teachers' and parents. There were important findings emerging from the interactional relationships with parents or family. Few participants reported having meaningful experiences that could directly impact their teaching; however, these experiences refer to different areas in the educational sector, social circumstances, interests and power evidence.

Interaction	Family (parents)	
Participant name	Closeness	Distance
Jacky		X
Gael	X	
Juan	X	
Sonia		
Vicky		
Lizzy		
Betty		X
Alex		
Cindy		X

Fig. 4 Teacher and parents' interactional experiences.

The few participants who expressed to have a close interactional relationship with parents, reported to have a satisfied and easy teaching experience with the students that promotes rapport and as consequence, learning.

From the distant experiences reported, teachers reported that in higher educational levels, such as high school, parents tend to be absent in the academic development of their children, consequently there is little or even null interaction with parents at this level. Betty reported receiving negative written comments about her teaching practice only at the end of the school year in an anonymous way, which did not help her understand the real idea of the comment. Finally, Cindy reported to perceive particular threatened attitudes from parents

especially in the private sector, as they pay for educational services that made them forget about extra-curricular situations that occur in the classroom.

4.2.3.1 Parents level of interaction at schools

This section describes two distinct experiences form two different teachers: Juan and Bianca. These experiences did not contain a deep participants' background as it did not seem relevant for the discussion. In fact, the following experiences exemplify what Hargreaves stated about parents' interrelationship with upper educational levels. Hargreaves (2001) expresses that in a secondary and high school context, the relationship between teachers and parents' is not a frequent interaction except for formal events or mandatory situations, such as meetings.

> Participant Juan, who has taught for 10 years in secondary levels in the public sector describes the interpersonal relationship between the parents of a deaf student and him in the following excerpt.

> ***They were always in touch with me***, with the other teachers and with the School... got it! ***So we had the parents' support***. So I'm sure that this kid developed such good learning skills and these competences because he had the help of his family.

The student condition might be a factor that determines the level of parental involvement in the school. However, there is not concrete and full information that clearly states that. What is clearly exemplified what Liu (2016) claims about the good interaction between parents and students and the way it triggers to the understanding of different aspects of schooling

> On the other hand, participant Jacky who has taught for 5 years in high school levels in the public sector describes her interpersonal relationship between her students´ parents and her in the following excerpt.

Well… we don't have a lot of contact with the parents, maybe because of the modality of the school or I don't know but I think that *parents are not involved with their children's activities at school, at least at this level.* I haven't received any comment from the parents, no!

This data ratifies what Lasky and Moore (2000) stated about the power, culture and purpose that affect the interaction between teachers and parents, finding that along early childhood years through adolescence, parents gradually diminish the level of involvement in their children's academic development.

4.2.4   Teacher and School authorities' interactional relationships

This section conforms the last interactional relationship, where interesting findings were observed. Most of the experiences with school authorities were reported to reflect a distance in understanding. The experiences demonstrate differences in perspectives at different levels and context, but with a huge impact in participants' teaching practice.

Interaction	School authorities	
Participant name	closeness	Distance
Jacky		
Gael		X
Juan		
Sonia		X
Vicky		
Lizzy	X	
Betty		X
Alex		
Cindy		X

Fig. 5 Teacher and school authorities' interactional experiences.

Until now and based on these teachers' coping strategies in their different experiences, most of these experiences were endurable and manageable for most teachers.

However, this had not been the case with interactional relationships with school authorities. In two of the three distant experiences, participants reported they were either pushed to quit their job or were not hired by the school again.

Teachers reported that these experiences are due to: 1) different perception of priorities in teaching; such as authorities' expectancy for teachers to accomplish the school requirements or needs first, over teachers' activities with the class. 2) A lack of effective communication and recognition, as when authorities are dissatisfied with a particular characteristic for teacher and dialogue is not considered at all. 3) The recognition and the lack of tolerance to diverse opinions, when a teacher evidences his otherwise-minded ideas in areas of academic development, political opinions, and evident favoritism attitudes.

On the other hand, Lizzy, the teacher who reported to experience a close interactional relationship with her school authorities, expressed that it was a result of two characteristics. The first one, fulfilling the school needs to have an English teacher who was really able to speak the language and the second to have a leader who was willing to recognize the solidarity, confidence and commitment from the teacher.

4.2.4.1 Participant Background (Gael) Experience

The following participant's experience takes place at the Institutional relational sociocultural level between an institutional authority, the English teacher and his coworkers, after the principal election period. Thus, it is necessary to provide a general description of the participant's background.

Gael is a 37 years old English teacher who is Catholic. He studied all her basic and professional education in public institutions in Puebla. He studied Modern languages at a public university. He speaks English and Spanish.

He has taught for 14 years, starting teaching at professional level in the private sector in 2006. Then, in 2008, he entered the public sector education at secondary level. He has also been professor in a public high school in Puebla from 2014- 2016.

The main activities at secondary and high school levels include but were not limited to teaching English classes, writing academic reports from students, evaluating students' development, modifying academic programs, searching for teaching techniques, taking and giving updated courses.

Gael's personal perceptions about his job and development at secondary and high school level include considering a good salary, nice interactions with students, in certain situations there were difficulties interacting with co-workers and a basic or null communication with the school principal.

4.2.4.2 Emotional Experience: Political and Physical Distance

Gael had taught English for this institution for about a year. He had tried to be a proactive and purposeful teacher, proposing different models to implement in language teaching in order to motivate and improve students' language development. There was a period for principal election; thus, there were several candidates to become the new principal. Gael followed his personal values and decided to support one of the candidates. His experience took place after this event.

After a few years of experience and studying for a master's degree, I got the opportunity to work in a public high school. I was so happy to work there; I was happy to

engage in a new place, as it has been my alma Mater. After a while, the elections for principals took place. I didn't vote for the principal in charge, who was re-elected. In fact, I openly show my support to the other candidate, who I felt identified with his proposals. Suddenly without any explanation, *I wasn't hired anymore for the next school.* The principal had a negative attitude towards me, since he noticed I wasn't supporting him, until he simply did not update my contract any more.

Social interactions among individuals is a complex action determined by multifactorial elements; such as, personal interpretations, social environment and cultural traits. In the Mexican society, there is a tendency to please the people in power: in this case, to be well-seen for the person in charge of the school in order to promote a communal harmony (Triandis, Bontempo, Villareal, Asai, & Lucca, 1988) as part of the process of a group membership. Therefore, it is not common enough for people to express their emotional disagreement or discomfort in relation to some purposes or levels of power (Lasky & Moore, 2000), such as political ideologies that determine the path for educational institutions.

Therefore, it is relevant to consider the role of educational institutions in the shaping action of social interactions among participants and also the role of the institutional authorities in the determination of the type of personal interactional relationships within institutions and the way it affects or benefits the teaching-learning process participants. Because, as stated by North (1991, p.5), institutions are the humanly devised constraints that shape human interactions; thus, institutions and their members condition the formal and informal rules that settle the personal interactions inside and outside the institution, as an ordering and certainty tool.

I was uncomfortable with the situation when I got to *derechos universitarios* and exposed my situation, then, I was hired for another campus in the same institution for another school year.

In this school's new campus, ***I could perceive that being proactive and purposeful was actually considered as negative in this kind of institution, because other teachers can see you as threatened.***

In a sociocultural environment that has the tendency to work in a collectivistic way (Schwartz, 2009), such as Mexico, there is a sense to believe the most appropriate way to fit into the membership is equality; which is very significant for the majority of teachers in this context. This ideology highlights the importance of communal harmony (Triandis, Bontempo, Villareal, Asai, & Lucca, 1988) considering being different, in this case, being proactive and purposeful, as a sign of breaking the institutional harmony.

As a result, teachers' development at the emotional level is affected by the surroundings and consequently at the professional level too. As mentioned by Seiza, Vossb, and Kuntera (2015) teachers' knowledge is not only related to classroom management, especially during high levels of exhaustion. In fact, these high levels of exhaustion increasingly determine the type of social interaction at different levels and with different participants; personal, institutional, social. North (1991) also claims that institutions in any culture have the purpose to create a stable structure for human interaction that regulates societal behavior. In this particular situation, the institution (school) has created a structure of solidarity to the principal in charge that controls the behavior of the individuals (co-workers).

At first, I was sad, angry and disappointed. ***I was shocked because in any other contexts I have worked, working a bit more than expected was acceptable, admirable and***

recognized but not here. Indeed, it caused me problems, like psychological harassment from co-workers and authority.

Cultural values found in a context shape and justify individual and group beliefs, actions and goals: institutional arrangements, policies and practices are based on this cultural value from society (Gorodnichenko & Roland, 2017). As Brown (2011) claimed, the importance for understanding the components of the different micro socio-cultural environments, where interactions are being constructed.

> It made me realize the importance of institutional culture. When only some students are able to recognize your effort as a teacher, *negative emotions arise and affect the teacher personally and professionally.* I didn't want to change the institution, I wanted to improve my teaching practice. Now, I know *I needed to understand the institutional culture,* so that my actions did not pay me back in a negative way.

On the other hand, Gael expressed a clear misunderstanding of the socio-cultural environment, where he was working: *I needed to understand the institutional culture…* Thus, he needs to reconstruct his ability to face challenges based on the new contextual features (Priestley, Biesta & Robinson, 2016: Schon, 2018); By adapting his teacher agency to the context required.

Gael describes himself as a proactive teacher. Jenkins (2019) distinguishes *proactive* as a way to manifest teachers´ agency and defines it as a teacher who plans and promotes changes in curriculum as a personal desire. However, the cultural values and the environmental features of the institution at the moment of the experience, may forge teachers to adapt their agency to be *Reactive* (Jenkins, 2019) that is the need to promote changes in curriculum as a result of the environmental needs. Therefore, Gael's attitudes were perceived as a threat for communal harmony, when the school authority did not perceive an engagement

from himself to meet the school contextual needs (Biesta et al. 2015; Leite et al. 2018: cited in Jenkins 2019).

4.2.5. General overview

This final section and chart describes a general panorama of the interactional relationships presented in the emotional experiences analyzed in this study. At this point, it is relevant to mention that the eighteen emotional experiences analyzed are not reflected in the number of interactional relationships presented in this chart, because this chart represents the closeness and distance in interactional relationships. There are some cases that one single experience had different interactional relationship with different participants. In other cases, one single experience considered as distant at the beginning evolve into a close interactional relationship or vice versa; therefore, they are represented more than once in the chart.

Interactional Relationships								
	T- Students		**T- Colleagues**		**T- Parents**		**T-School authorities**	
Name	Closeness	Distance	Closeness	Distance	Closeness	Distance	Closeness	Distance
Jacky		x				x		
Gael		x		x	x			x
Juan	x				x			
Sonia	x							x
Vicky	x	x	x	x				
Lizzy	x						x	
Betty		x	x			x		x
Alex	x							
Cindy						x		x

This data presented ratifies the second assertion from emotional geographies about emotions, which suggest that emotions are psychological subjective and objective in nature (Shields, 1991: cited in Hargreaves, 2001). It also exemplifies the third assertion which express that the closeness or distance in any interactional relationships does not depend only on cultural conditions; indeed, it depends a lot on the teachers' emotional investment (Ashforth & Hamphrey, 1993: cited in Hargreaves, 2001), because emotions are shaped and reshaped by social, cultural and political influences (Fried, Mansfield, & Dodozy, 2015) and impact on teachers' well-being and vulnerability. Therefore, it is essential to reinterpret the roles of the participants involved in the teaching-learning process; also understand that emotional geographies are significant achievements by teachers who structure and enculture their work (Hargreaves, 2001).

4.3 Conclusion

The purpose of this chapter was to identify and understand emotional experiences generated by the interactional relationships among the teaching language participants: teachers, students, parents and school authorities by identifying the common meaningful experiences for English teachers in secondary and high school levels considering the sociocultural teaching-learning context, as well as the teachers' emotional responses, to further understand their impact in their teaching practice.

Chapter 5

CONCLUSIONS

5.0 Introduction

This final chapter delimits in first place the summary of the findings along with the aims of the study as introduced in chapter one. It will continue with the pedagogical implications for in-service teacher programs. Then, the limitations of the study will be described to continue with the suggestions for further research. Finally, the chapter will conclude with the final reflection from the author about the study as a whole.

5.1 Summary of the findings

The results of this study were detailed in chapter 4. Therefore, the findings that are being presented in the following section refers to the summaries of the former 4.1 and 4.1. In order to get the results and answer the research questions, three different instruments were used in this study.

5.1.1 RQ1 What are the most meaningful emotional experiences for in-service teachers at schools?

Based on the analyses of specific sections from each participant' interview, the researcher seeks to create a general idea about the significance of the emotional experiences in teaching, whether the perception of these influences in their teaching and if so, what the impact is. The evidence from this study points toward the idea that the emotional experiences faced by participants are plenty and vary depending on many circumstances; however, they can be classified into three main categories:

- The in-service professional development training

- The challenges on the teaching online modality

- The interactional relationships

This first category of the emotional experiences presented by participants refers to updating actions taken by participants in order to be or keep updated, improve or learn different knowledge, skills and competences that help them to efficiently manage the classroom activities and effectively use the time, resources and materials available. Participants reported that these actions made them feel satisfaction and rewarding emotions about their teaching practice, as a result all participants seek to find ways to improve or change their teaching practice especially when the resources fulfil their own context-specific needs and challenges.

The second category; the teaching online modality challenges, refer to the current sanitary situation that forces all teaching participants to move to a new online modality. Although some participants expressed to be prepared for this type of education, the truth is that none of the participants were 100% ready for the online modality. Therefore, participants reported certain concerns such as; the need of physical interaction with their students to show care and engagement with them, the importance of the social interaction as a way to establish personal connection and solidarity, their concern about their students' safety at home, where the circumstances are not the best, and finally, participants concern about getting the proper balance to use all available tools in the most efficient way.

The third category describes the different interactional relationships among the participants in the teaching- learning process: teacher, students, parents, colleagues and school authorities. The type of interaction among the participants and the influence of these interactional relationships in the second language acquisition process. This section will be detailed in depth in the following sections.

5.1.2 RQ2. How do the teachers cope with the emotional challenges arising from these understandings/ misunderstandings in their teaching practice?

As described above, the emotional experiences described by participants in this study are very diverse and different from each other. Therefore, each participant develops individual strategies to cope with each of the situations described. However, there are certain attitudes or actions developed by participants that can be described.

The first attitude observed in most of the participants was that all in-service teachers face an overwhelming feeling at some point in the situation, especially at the beginning or during the situation. This emotional discomfort creates in most in-service teachers, participants in this study, the second attitude: the need to do something different. Thus, participants wonder about the possibilities and in order to move to this next attitude, the participants, in this study, reported to reflect on the situation they were experiencing to find the causes to the problem, the problem and possible solutions, the time. In some cases, this reflection stage took more time than in others. In most of the cases, participants realized that the situations could have a positive impact on their professional development. As a consequence, participants had the need to adapt or change attitudes, class conditions, methodologies or strategies necessary to the circumstances they lived in or in the worst of the scenarios when they cannot do anything to change the conditions of the situation; they leave the job.

There is no key formula that helps to solve each of the emotional experiences faced by in-service teachers, because each situation depends on particular circumstances such as sociocultural context, personal background, values and skills. However, changing personal attitudes could help overcome difficult experiences.

5.1.3 RQ3 How do teachers' background (personal and professional) shape their perspectives of the interactional experiences?

This section describes the different interpersonal relationships among the participants involved in the teaching-learning process and the way these interpersonal relationships impact in the second teaching-learning acquisition process.

The first interactional relationship to be described in the closest and the most direct and important between participants: teacher and students. For in-service teachers, it is a priority to connect and have a good relationship with students. Definitively, there are some differences especially in the sociocultural aspect due to different experiences in specific contexts and circumstances; As suggested by Liu (2016), there are social differences, such as differences in the original social and educational systems that create different states of moral standards. However, all in-service teachers in this study were willing to adapt and reshape their teaching to fulfill their students´ requirements.

The second interactional relationship to be described is the one between the language teacher and their colleagues. This type of interactional relationship is the most balanced interaction. There is a sense of equity and collaboration. There are some hard situations as in all human interactional relationships but with a minimum impact in professional development. However, it is interesting to observe that collaboration plus solidarity between colleagues creates a positive impact in the collectivistic society of the school and as a result the sense of an effective communal harmony for the school. In the words of Önalan and Gürsoy, (2020) a positive climate impacts positively on teachers' professional development and to the school too.

The third of the interactional relationships to be described is between language teachers and parents. Participants reported to have few and in some cases null interaction with students´ parents except for mandatory situations such as meetings, or events when they see each other as it has been mentioned by Hargreaves (2001). The reported data also supported the ideas of Lasky and Moore (2000) that suggest that the interaction between parents and students gradually reduces as the student grows.

The last of these four interactional relationships to be described is the one between teacher and school authorities. This is the most complex interactional relationship because it implies a strong relationship of power and needs to be accomplished. Therefore, this relationship highly affects the social interaction and behavior of participants inside and outside the classroom, as it impacts in many interactional issues such as; communal harmony (Triandis, Bontempo, Villareal, Asai, & Lucca, 1988), the cultural value from society (Gorodnichenko & Roland, 2017), the institutional culture for human interactions (North, 1991), and the understanding the components of the micro socio-cultural environments (Brown, 2011).

5.2 Pedagogical implications for in-service teacher program

Teaching is a complex action that involves many different situational factors. This study has shown some differences in interpersonal interactional relationships as part of teachers´ professional development. The findings of this study might help some in-service teachers in the future to effectively manage difficult emotional experiences or to identify the positive situations to take advantage of them. Therefore, some useful implications for in-service teacher programs have been raised.

First of all, it is necessary in all the teaching areas to raise awareness of the importance of emotional issues in the teaching practice, considering all the sociocultural aspects of each of the contexts. As teachers, our main concern in many cases is to find the proper methodology, strategies, skills to reach all the subjects' learning outcomes by all the students and forget about the importance of emotional impact it has on teachers and students. Another implication refers to the ability to develop in teachers a sense of flexibility, adaptability and reflection as part of teaching practice. Becoming a teacher implies the reconstruction of beliefs about the ways a teacher needs to behave, act or be; however, the different situations in-service teachers face in the practice require teachers to be flexible and adaptable enough to the new or different requirements from their students.

Finally, it is also relevant to include an institutional understanding as part of professional development. Our data suggest that many of the differences in ideologies, values and thought could be significantly reduced if all the people involved have a plenty and clear understanding of the institution guidelines in all aspects: social, cultural, ideological, political, emotional and even religious in order to avoid significant differences.

5.3 Limitations of the study

The main limitation for this study was the pandemic situation as a result of the covid-19. Definitely many issues could have been done differently. The first issue that could be different and would definitely impact the data and the finding is the data collection strategy. Due to the social distancing all the interviews had to be done in an online version. All participants were willing and open to share their experiences; however, physical contact and social proximity would create another level of confidentiality that could modify some of the results.

Another limitation of this study was the number of participants, although it was a considerable number of participants, it was difficult to find teachers that fit into the requirements settle by researcher such as, experienced teachers, who have taught in secondary level in public or private sector; thus, it was necessary to broad up the options to experience teachers, who have taught to adolescents in secondary or high school levels in public or private sectors in Puebla.

Finally, the access to participants was complicated. It was difficult to find participants who fit the requirements, then due to pandemic situations all participants were at home, but the number of activities they had to do either from their jobs, houses, children or other activities made it complex to find the time and the space for an interview. Some of them were in a hurry and could not share all the details as they would have liked to or I would need to. Some others had so many things in their minds that after some time, they started recalling important details.

5.4 Suggestions for Further Research

This study describes important findings in the emotional aspects of interactional relationships. It has described the extent to which emotional distance and closeness impact socio cultural interaction in the teaching-learning process. Due to the very few studies on teachers' emotions in Mexico, there is a need to understand emotional interactional relationships in our context to analyze meaningful experiences in teaching. Future studies could expand in the area of sociocultural approach, emotional geographies, and emotional understandings in teaching practice.

Some of the few studies found in the teaching of emotional interactional relationships focused on novice teachers mainly. Therefore, it would be interesting to

compare the impact of the emotional experiences at different teachers' professional trajectory moments. Furthermore, considering teachers´ professional trajectory, studies on the impact of these experiences in the teaching practice would expand our understanding of teacher trajectories. The author observed that most of the empirical material used to understand the topic and concepts belongs to psychological areas. Thus, it will be recommended to generate material focusing on the teaching context, considering that teachers are not psychological experts, and adding the explanation of information, terms and vocabulary needed to understand this field.

5.5 Final reflection

Writing a thesis project has not been an easy task. In summer 2020, I started this new complex and difficult journey especially for unexpected situations around the world such as the pandemic lockdown and the complexity of the project itself. The experience has provided satisfactory results, new skills and knowledge for me in different aspects. In this final reflection, I would like to sum up the experience of developing and writing a master thesis.

The first aspect I want to highlight is the way I found my research topic, which at first was a complete mess with no clear goals and objectives. Regarding this, at first I could define my perspective about emotional experiences as negative due to my personal previous experience mentioned in chapter one and the effects it had on me. The whole situation threatened my teacher agency, made me feel powerless, helpless and questioned my professional development as a teacher. Therefore, this study pretends to provide an answer to this concern.

The path to find the proper topic in my case started by reading. Reading plenty of articles and information about studies done in similar areas. However, the first articles I found

belonged to the psychological area with more quantitative based analysis and findings. This information provided ideas about possible studies. However, it was difficult for me to understand some issues as most articles did not belong to my field. Then, I decided to go to the very beginning, understanding their basis: approaches. Most of the academic papers are written and read by experts in the field, thus, I had to go to the very basic sources that were virtual presentations, YouTube explanation videos, or infographic files that helped me understand in simple words the approaches involved in the topic.

After reading articles, reflecting on personal interests, concerns and options, and definitely with the guidance and support from teachers, I could reach a clearer idea about the proper topic for me and the kind of study I would like to develop. Nevertheless, the key point that brightened my mind was finding a theoretical framework that included most of my previous ideas: emotional experiences and sociocultural approach. The emotional geographies from Hargreaves suited my needs and provided a new sense to the information I had read. Therefore, the very last topic was a need to seek and understand my previous work experiences in a more integral way.

The second aspect to describe is the process of developing and accomplishing this research project that seems to be a roller coaster with ups and downs that implies challenges, new experiences and a lot of emotions. In my personal situation with the loss of directions (topic), then with the mixture of ideas (options), after some time finding a cue (topic). At this point I realize I have read a lot of information that was not clear. Thus, with the suggestion of my thesis supervisor; I rearranged all the reading I had done, I did and I could realize that the reading had a historical order based on the approaches they followed. This new order opened up my mind and organized my ideas in a way that helped me to distinguish the relevant information for my study from the irrelevant one.

In the methodology section, I had the clear idea that I wanted participants to describe and express their emotional experiences; thus, narrative Inquiry was the most suitable option for me. Nevertheless, the format was a concern due to time and pandemic situations. Then, the interview was the fastest and best option for me. However, learning to develop a good interview takes time and practice. Once more, my thesis supervisor supported me and made the proper suggestions for improvement. As a result, interesting data was found for the analysis in this study.

The findings section was another unexpected moment, fortunately the theoretical framework that this study follows is very clear. When analyzing the data, I realized that many studies provide clear and small examples of each of the emotional geographies in isolation; however, when there was a complex situation that considers internal and external factors I detected that the different emotional geographies overlapped in one single experience. This was a surprising fact.

I could say that writing a research project is an experience that has changed me in many ways. However, there are significant points that marked me as a learner, as teacher and person. As a learner, finding a proper theoretical framework that could suited my needs and beliefs was the key to clarify the study objectives. As a teacher, the understanding of interpersonal relationships in work context, as well as the perception of workplace, colleagues, students, parents and authorities as components of one's professional development. As a person, the recognition of the importance of emotional experiences in many aspects of life including professional life.

Finally, after developing this research study, I can perceive a different reality. A new perspective about emotional situations has raised me. At first I saw myself as the only victim from injustice, now I can see that many situations are circumstantial. They definitely

affect and impact us in a collateral way but they are the result from the contextual factors involved in the situation. Thus, understanding the teaching context is key for teachers´ professional development.

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Appendix A

Socio cultural background Survey

The following survey seeks to gather a general sociocultural background about the participants of the study called Exploring Mexican Teachers' Emotions and their relationships with their English Teaching Practice: Narrative Study.
Please complete the following questions
5 minutes approximately

1. What is your full name? *

   _____

2. Where were you born? *

   _____

3. Where do you live now? *

   _____

4. How old are you? *

   _____

5. Who do you live with nowadays? *

   _____

6. Do you have children? *

   Marca solo un óvalo.

   ⬭ Yes

   ⬭ No

This section gathers information about the type of family you grew in

7. Who did you live with when you were a kid? *

_____

8. Where did you live when you were a kid? *

_____

9. What is/was your mother occupation? *

_____

10. What is /was your father ocupation? *

_____

11. How many people in your family work?

_____

12. How many sibblings do you have? *

_____

13. Did you live with all your siblings? *

Marca solo un óvalo.

◯ Yes

◯ No

This section gathers the family origins and traditions in which you grew up

14. What religion were you raise? *

_____

15. Do you still practicing the same religion nowadays? *

Marca solo un óvalo.

◯ No

◯ Yes

16. Where were your parents born? (both if possible) *

_____

17. Does your family practice any of these traditions?

Selecciona todos los que correspondan.

☐ Christmas
☐ Quinceañeras
☐ Pilgrimage to a church or sanctuarium
☐ taken part in prehispanic rite
☐ Posadas
☐ Dia de muertos
☐ Birthday parties
☐ Opción 8

18. Do you have a current special tradition with your family? *

Marca solo un óvalo.

◯ Yes

◯ No

Education and current situation

this section gather information about the education received along childhood and adolescence

19. What type of schools did you attend to? *

Marca solo un óvalo.

- ◯ Private only
- ◯ Public only
- ◯ Private and public

20. How would you evaluate the type of education you received? *

Marca solo un óvalo.

- ◯ excellent
- ◯ Good
- ◯ Fair
- ◯ Poor

21. 45. When you were growing up, were you expected to go to University?

Marca solo un óvalo.

- ◯ Yes
- ◯ No
- ◯ Maybe

22. Where did you study your BA?

_____

23. **What are your currrent daily activies/ responsabilities?** *

Selecciona todos los que correspondan.

☐ Working full time only

☐ Working part-time and home/children

☐ Full-time student

☐ Looking for work

☐ Keeping house or raising children full-time

Appendix B

Professional Timeline

This timeline seeks to obtain the general information about your teaching professional development experience to have a broader view of personal and professional perspectives similarities or differences.

The first chart is **an example** of the information that needs to be filled out.

Participant name: ____Lupita Reyes_____

Graduation year ___2009___

Period	Type of school	Location	Teaching level	Average number of sts per class	Main activities	Work environment/salary conditions
2008-2012	Public	Rural area	Elementary	35	Classes/ coordinate festivals/ develop mocks for certification	Good interaction with students/ co-workers/ bad relation with coordination (low salary)

Appendix C

<div align="center">

Interview guide

</div>

Hello, good day professor …

The purpose of this interview is to talk about emotional experiences when working with adolescents: the emotions provoked, the way these experiences were coped and the effects it has over your teaching practice.

The information provided here will be confidential and used only for the purpose of being analyzed for a thesis project.

1. I could see you have _____ years of experience working in secondary/ high school level. Can you describe two critical incidents that changed you consider that your teaching?

Let's talk about the first /second one experience …

2. What would you say that was the reason for the situation?
3. Did anybody else take place in the situation?
4. What did you feel?
5. Why would you consider it as critical event?
6. What was happing during this event?
7. How do/ did you manage/cope this incident?
8. How did it change you teaching? What changed after it?

These are optional questions to keep the rhythm and fluency of the interview

- What did you think about the situation?
- What did you learn about the situation?
- Did anybody else know about the situation?
- What was happening with the rest of the class?
- Was the situation related to any of your personal previous experience?
- What did (the student, teacher, parents or principal) do /say about the situation?
- What people (parents, students, teachers, principal) say about your reaction?
- What kind of experiences are easier to cope in teaching? Why?
- What kind of experiences are more difficult to cope in teaching? Why?

Thank you very much.

I really appreciate you time and engagement for this interview and for sharing your experiences.

Appendix D

Cyndy's Interview Transcription

Interviewee: 00:00:09

Sorry for the interruption. Are you ready? Can we start with your name?

Cyndy: 00:00:15

Sure. My name is Cyndy S… V...

Interviewee: 00:00:18

Thank you, Cyndy. Well, this interview is part of a study called "Exploring English Mexican Teachers' Emotional Experiences in private and public schools. A narrative study"

I have seen you have around six years of teaching experience with adolescents, so I would like to ask you to describe two experiences or situations in which you have experienced emotions and the way they have influence in your teaching practice.

Cyndy: 00:01:02

That's what it was, a positive experience overall. I like to learn, so I would always pay for courses, and in this case it was always nice to gain something extra that would motivate me into my teaching practice. So. I would listen to whatever I was learning I would. Take different courses all the time, I would pay for most of them. Others were give could be very investible. As I learned something new, I was always trying to think of how I would apply it. I like the experience of being a learner. So that was one thing. But I was trying to see how this could be used for me as a teacher and to facilitate my students learning. So this was on the positive side.

I was always trying to incorporate it. It's not very easy to teach science. I teach sciences in English, so it was a double effort to do it. The language plus the… the actual topic teaching, it's not an easy subject, a lot of students don't really like it. So also incorporate a little bit of motivation there. It was a very hard work, hardworking experience, but I try to incorporate all of this constant knowledge into the lessons and make them easier for them and make them focused on what was more important. So for me, that was the positive part as I want to change things.

And for me, the negative one was when I noticed that no matter how hard I worked, it was not being recognized. So even though I was putting in all this extra time, all this extra effort, building new materials, making things with my own money, incorporating so much, I wasn't either given material where other teachers were. I wasn't either being considered into things that I was actually good at. And when I was asking for being a little bit more given a little bit more time or given a little bit more space to do my own work, I was always denied that chance, that opportunity. So it wasn't giving me any positives to do all the work that I was doing.

So instead I started learning also how to be more efficient, do less, stress myself less, but basically be on the average as everybody else, because it was burning me out completely. I was starting to get too emotional. I was starting to get completely stressed and burnt out. And that was making me my hair. It was making my hair fall out. It was making my hair grow thinner. I gained too much weight. So many different things started affecting me. I wasn't sleeping well. And when I slept, I would wake up thinking of work and it still didn't make me feel good because I knew I wasn't doing my best. So either way, it was still not giving me the satisfaction that it should have given me.

Interviewee: 00:04:32

Thank you, Cyndy for sharing your experiences. And now let's talk about the first situation, the one you define as positive. When you were taking courses…how did this situation make you feel?

Cyndy: 00:04:52

Thank you. It made me feel better because I was at least I was stressed, but I was doing something that I enjoyed. I mean, I was having to my head works so much, but I was still getting some happiness out of it. So, yes, stress body wise, it was still happening. But I was still feeling good about something. I was doing good in my course. I was actually participating. I was feeling like I was actually having conversations with these people or at least getting some something in exchange for what I was giving. But in the case of the other one, I'm guessing that would be a next question, the negative one, I didn't feel like I was getting anything out of it, definitely because I was I was trying just to feel better and I still wasn't feeling good about it.

Interviewee: 00:05:51

And how do you balance this situation between working a lot and trying to do your best and making extra effort and trying to be less stressed at the same time?

Cyndy: 00:06:14

So I made a big change, I, I quit, I quit my job, my regular job, and now I only worked four hours. So less income, that was the sacrifice that I made. Less income but choosing. Who do I work for, what I do? And limit my hours, that was the balance that I had to do, I had to sacrifice the income to actually feel better about what I was doing. So I'm still teaching a subject in English on my area. I choose how I do it. It's more of a free a free building curriculum than the second one is. I'm teaching the language. I'm focusing less on the subject, but I'm teaching more of the language, which is actually a lot easier for me right now. It's a lot of distressing in my body. Just teaching English for me is a lot easier than teaching biology for obvious reasons.
And also it gives me a lot of more freedom because I have more time. I know the subject. I can prepare quicker. I am faster at understanding how to explain it. I can switch it into many ways. It's more versatile for me. So that meant that I was working a lot less. And right now that is that extra time that I gain. I can have my own personal studies. I can also start learning in my own time whatever courses I want to do. So I am administrating my time a lot more. I am only working three to four days a week. And that helps a lot.

Interviewee: 00:08:04

Big changes. And now what about in the teaching practice, how to do these changes affect your teaching practice?

Cyndy: 00:08:19

For once, I can say that even though I was always trying, I felt like it was forced to I was forced to look like I was happy all the time with the kids. Now I really feel that way. I feel more relaxed. I can be standing as a teacher. And so I am able to be very attentive to what they are doing. So I can understand when they are being there at a certain way because of their surroundings maybe. And now that it's digital, I need to pay a lot of attention to these things. I can never notice where it's more because they are being lazy.

I am also having that extra benefit of being more sensible to what they are saying just by typing so I can correspond more with them. Sometimes they will write to me at ten o'clock and I'm still awake, so I still have the calmness to say, OK, I will answer, that's OK. Rather than if they would have written to me maybe a month ago, I would have been like, nope, sorry, I'm tired. I cannot do this anymore. At this point. I think it has helped because I am transmitting more peacefulness, understanding, and that I feel that children, children and adults, because I am teaching adults, they feel more, more, they feel that I am more accessible at that point. Just the less stress is noticeable, so they are always reaching out and even actually coworkers, I've noticed that they've been reaching out more because I seeing more balanced. So it's been an interesting thing.

Interviewee: 00:10:09

Thank you.

Now, when you were in these two situations, how do the people around you react to your actions? I mean, when you were taking these courses, what would the people around you say or think?

Cyndy: 00:10:29

For mostly, it was about how I'm crazy for spending so much time in and that extra work, right, because I think it's not a common thing, because I was already saying or manifesting how stressed I was. Again, I repeat, that was the only thing that I was getting was at least that it was for me. I felt happy doing it. I could stay an extra one, two, three, four hours. Nobody was forcing me. It was my decision and that was empowering for me.
But other people didn't feel like that was a good thing. Or sometimes they would feel like I was very strange about it because I was investing too much into it again. It was again, I think it was the timing for me. It was it was good. It was at the beginning. It was working for me. But then it just kept it kept getting more tiring. And then my interaction started to get affected because even though maybe some people would be asking me out, I wouldn't have the time. And then since I didn't go with them, I would feel a little bit left out. So a lot of these things would happen that I guess were actually quite normal. But it did start to take it all on general Interaction's.
My mom knew that I wasn't going to be visiting her as often because I was taking these courses. So family was also getting affected on the earth. The only reason that I still kept a relationship with my boyfriend is because I was living with him. But seriously, I would just really arrive collapse. People still refer to that time as a very dark time in my life because I was just dragging myself home. Obviously, the more I spent away, I will take longer to get home, I would take longer to arrive and the traffic would be even more intense and it would take me that much more time to just actually get here. I wasn't eating well. So many things were adding up, so it wasn't as good as it should have been in the second case in my interactions, I guess.
 Or I would say that it was also affecting because since I started to try to do more, it did affect in a positive way, as a matter of fact, because people started noticing that I wasn't doing as much. But then it was hurting the interaction with the boss because it was like clear that I was not doing as much as I could have been doing because they had seen what I was doing before and they kept leaving things for me to do until. That point reached where I decided just to no longer do it, so I kept thinking, OK, so this is me, this is my next year, I'm not doing as much, but my pile is still adding up for next year. If I continue this, this is just going to be served for me, plus the extra ones that I was having. So I decided that was not good. And my mom, again, my mom was completely understanding, but she knew that I was becoming a workaholic at that point.

Interviewee: 00:13:45

How long does it take you to change your… your attitude? To stop doing too much.

Cyndy: 00:13:58

To get to the point where I'm at over a year. To be a little bit more relaxed in the whole sense of feeling, feeling comfortable with myself, feeling comfortable with the effort that I'm doing a year but full on a year dedicated to me, I don't have children. So that was a good thing. I didn't have to split myself into doing other activities, but it was a year of one. OK, so I don't like how my hair is so thin. I don't like how I'm eating. I don't like the weight that I'm at. I don't like this. I don't like that.
OK, now let's do something about it. Let's leave work. I stopped working for a full. One month, like, completely and said, OK, let's get things in order. And so I cleaned everything, try to clean a little bit, my head clean a little bit with my expectations. I had to focus, start on me and to definitely start saying, OK, so what do I want to do with my life? Because at the beginning it was always about giving back to to country, to the society to feel like I was helping in a certain way. But then it was like, OK, you can't just give and not receive. So what do I want? Do I want the money? OK, maybe not so much, what are my priorities, what do I need to do and from there started to move all the things until they are fitting a little bit more now.

Interviewee00:15:40:

And which do you think that are the easiest situations to cope in a in a school?

Cyndy 00:15:57:

I think as teachers, it becomes easy to manage classrooms, OK, so I manage my time there, manage the activities that we do there, I think we have that nailed. I mean, you can give us you can change us in any classroom, but we tend to control we understand the kids. We know the interactions. That is easy for us. I think that is that's supposed to be the job. And that is super easy for almost every single one that I am that I've met. Obviously, there are some exceptions. Some people have difficulty engaging with their students. I think that's where it starts becoming a little bit of a problem.
But controlling of the general aspects and maybe even giving the learning, I don't think that's a problem with most teachers. I think the real problem becomes when we start moving towards the outside, what do you need to be working with parents when you need to be working with other groups, when you need to be working with the academics, with the administrative aspects?
I think that is when it becomes more troublesome because we have administrators that want to do whatever they want without taking into account what we are doing. So we have this really nice little controlled box and always there somebody doing this like putting issues into our little box that was perfect and working. So of course that becomes an issue. For me, it's that for me, it's I don't buy it, just leave me in my little bubble and I'm fine, I am perfect, but start putting me all of these extra little things, and that's where it becomes too much. You burst my bubble.

Interviewee: 00:17:44

And which will be the most difficult? You mentioned parents, you mentioned other classroom, you mentioned you mentioned administrators, which will be the the most difficult to manage.

Cyndy 00:17:59:

Definitely. Definitely administrators. Why so, why administrators, because they don't really have an idea what is going on in our bubble, so they don't really pay attention to that. They are in their own little bubble and they don't have maybe they had the experience a long time ago, but the now and then

is very particular for each of us. And we know it as teachers that switch around because we do that a lot. Maybe if we're high school teachers, we are switching classrooms not with not kids.

We don't change as much like elementary teachers. They stay with their groups. That's fine. But for us, that switch, we gain a certain level of control. We still, even though we're changing, we still understand what needs to be done in each classroom. That does not happen with administrators, administrators don't know what is happening in that classroom, what is happening in this classroom, what is happening here, what is happening with this teacher? And I don't care how you do it.

Second thing that I learned from exactly one of those courses is we have a list of priorities. Every person, every living being has priorities, things that are urgent and things that look urgent but are not. And that is where the administrators come. They put a lot of urgent stuff into our things and they are not urgent for us, but we are having to force them on top of our list and that leaves us our priorities in second place. And that is terrible because then that means that you cannot deal with your stuff. You're dealing with other people. And of course, there's no satisfaction from it.

For me, that is the biggest realization that hit me, why do I have to stress about something that is not for me if the administrators came and told me to do something in these five minutes, it's urgent for him, but is that urgent for me? That's not why should I have to be forced to do this? If he's calling me on the phone, if she is calling me on the phone, why do I have to answer at that precise time if I'm doing my job, if I'm attending to these things that I should be doing? It doesn't make sense. And that's why I think overall in all of the jobs that I have done, administrators are the biggest issue there.

Interviewee: [00:19:42]

Do you think that there is a general a general situation?

Cyndy: [00:19:51]

Unfortunately, I think we have a country that thrives on administrators, less people to do the actual work and more people in management. So, yes, I can say that right now I'm very happy with how administrative things occur, but I still think they could be more efficient if there were less people there. And that's the problem if you have so many people in the structure. You're going to get contradictions everywhere.

So maybe this one says something, but this one says no. And then they're kind of like whispering to you, but you don't know who to listen because they're both above you. That's the problem. Our country has too much of this bureaucracy, too much of this administration management, so too many levels of interaction, too many points of interaction. So that always ends up being a burden in the long run.

Interviewee: [00:20:54]

How do students perceive this situation? Do you think they are really aware of all this contradiction?

Cyndy: [00:21:09]

That's a good question. I think it depends it depends a lot on the students, it depends a lot on the size of the school. So one of the smaller schools that I worked for, it was pretty obvious. I remember there was this human resources girl that kept inspecting my classes and my children got completely upset and annoyed because they didn't understand, first of all, what she was doing there. Second of all, why she was always giving opinions when they made no sense and they were high school students. So, of course, they had much more of a understanding of what was going on. They knew that it was just about power. So that person was there to prove their power over me and. It didn't make any sense for her to be there, so that one was easy, but in big schools, for example, they just think that that's how it works.

So I don't think it's very easy. Of course, it depends on students and students are very, very perceptive. So they will notice that and they will engage. And, of course, those students, if they have supportive parents, they might voice these things out loud. But overall, in private sector, I think this is very hard because the sensibility that the students have towards their teachers is not as much as you would expect.

They think that. They're paying for a service. So this is what they expect from the service and they don't care what happens beyond the walls. Again, that's another thing that tends to happen. It depends private is depends on the public sector. It depends on big schools. It depends on small schools. Honestly, on the average or overall, I don't think that students notice it that much. Some very few. Well, that's what also I think affects us as teachers, because we're not really heard by anyone. Nobody notices our struggles because we're always putting on a nice face for our students. And so it becomes really hard to recognize when we're just pretending and when it's real, what we're feeling.

Interviewee: [00:23:43]

You have really surprised me with this comment that you are making a big difference between public and private schools. Why do you have this perception, I read that you have only gone to private schools, right?

Cyndy: [00:24:10]

Yes, I have gone to private schools. I've taught at private schools. But when I was doing my my thesis for my masters, I was working at at a community very, very towards the outskirts of Puebla in Sierra Negra and I had this wonderful opportunity where their teachers never arrived. So every day that I was there, the students would come.

They would allow me to sleep on the offices that were very close by the school to the school. So early in the morning, the kids would come and knock on my door because the teacher wasn't there and I was there and I would teach them something. They would always come to visit me and I would normally sleep in the mornings and go out to work towards the midday and then also during the night for my thesis because it was on biology.

So they would come and look and we would spend these hours learning different things. So I would teach them about the work that I was learning, what we would learn a little bit, the math they would speak they were teaching me. Now what? And I would be very noticeable how that. Public, but super tiny school had so much of a bond with their teachers, the opportunity there was amazing. And I think that some teachers were not appreciating what they did. So the people there would give them free housing, free food as long as they came and talked to their students.

Of course, they were not arriving. So I got to experience firsthand what they were doing and they would tell me what they would do during their lessons. What were they acting like that they noticed that their teacher was like this and that she had problems with this and they would tell you absolutely everything. So you could see that the contact was very, very tight. I may not have taught officially, but I could feel the bond that was there. And I visited a few more times after that. And they would recognize me immediately, say you were here. You taught us about the insects that you told us about the snakes and you told us about I remember you gave us sweets one time. One time in the whole months that I stayed there. One time I gave them a sweet and they remembered that. So I'm pretty sure that it really depends.

I also see my colleagues that work in public schools and again, the bond there is completely different. My aunts are teachers and they work in public schools and again, very different. But the parents still look to them, even though they have retired, even though they have finished, they are still looking up towards them and have so much more respect than I think us in the private sector.

Interviewee: [00:27:18]

Do you think that then it is? A social problem.

Cyndy: [00:27:33]

Yes, I'm a bit of an idealistic person, so I think socially, culturally, so if you think you are above average, then you expect things to be handed to you, whether people that don't consider themselves as much are willing to give more. People tend to be more generous. On the lower levels than on the higher levels. That is a fact that I have noticed as. Oh, we're in different aspects. When I was working in airports, I noticed that the administrator, because I had light colored eyes and if I looked very decent with a shirt on, but when I started working with the people lower level, they wouldn't trust me as much until I proved myself that I wasn't acting like everybody else.
As I started working side by side people, they would trust me more and they would understand that the look wasn't everything. So again, classist wise, we are also racial racist. We are in so many different levels affecting our interactions with others. I think that is also rather unfortunate. I see amazing teachers that unfortunately don't have the looks of being white and so tend to be passed over. I see that some people are not treated well just because they are shorter which makes no sense. It's for me, the whole system. Socially, it's abusive.
I don't I don't like the situation that we live in. I don't like this. And I try to take away from this sometimes I were handed everything to you, but people don't know the work that I had to go through. They don't know that I worked for scholars. They don't know that I work. They don't know what I do to actually earn my own money. So just by thinking, OK, but minus white privilege, I'm still over privileged. If I see another person in the completely different situation, I know they look so much worse.

Interviewee: [00:30:15]

Thank you. I definitely agree with you as well I am. Did you think that you have learned something from these two situations? As a teacher or as a professional, I mean, as something personal or professional,

Cyndy: [00:30:45]

Both, I think that is definitely said in in the Spanish saying "ni tanto que queme al santo, ni tanto que no lo alumbre", But I think that is the one thing that I learned. Definitely. I think they're both extremes of the same, those two sides of the same coin ended me and realizing that I can't do as much. And second, that I shouldn't have to. So realizing those things is having been a crucial part in me growing both as a person. But also as a professional, but also as a member of a family, I know that now that I have to limit what I give to every aspect of my life, I cannot do too much in one. So balance is the key at that point. I'm still fighting it.
I think I was raised to be a workaholic. My dad wasn't very good at balancing either. So I but I'm still fighting it. I'm still trying. That is balance. And it's really hard. It's a struggle every day. But I think I'm getting better. I'm trying to. Get there in the end. Still have time.

Interviewee: [00:32:30]

And what about in the classes? So from what did you learn from your classes, from your teaching experience? Did you change something, I know, from the class itself?

Cyndy: [00:32:59]

That is actually more recent, one of the final courses that I got to take this was actually work provided was a new strategy that was growing at different countries. I have heard of it, but I was really afraid to incorporate it until I was finally forced to do so in the actual job that I was working. So when they presented me, you have to work with the strategy, I realized that that was perfect for what I was always trying to do. It just gave a name to what I was trying to aim to do.

What was my goal here? So in this case, it made me that much more efficient giving me the skills to just finally do what I wanted to do. And so that made it so much more efficient. Learning also in this picking up skills, picking up different tools as well. I've gone to a point where if somebody saw my class, they would this is just so easy now that I can use five different tools, five different strategies. This is not working. Let's try this and switch in a matter of minutes. And I still feel very comfortable with what I'm doing.

So I think that, yes, this is definitely helped me build and feel much more comfortable. And I feel actually great just by no matter what is thrown at me, I feel completely dynamic. I feel very versatile. So. Living with what I lift, then you can throw anything at me, I can handle it. If I didn't break then, or maybe I did break, but a little, I, I feel a little bit stronger because of it.

Interviewee: [00:34:52]

What is the name of this of this strategy or method or whatever?

Cyndy: [00:34:59]

For me, flipped classroom. Flip classroom, where you flip it to the students. The student is focusing on doing it, of course it's also work because it doesn't mean that you just give everything to them. No, it's actually it's structuring the work, preparing them to work with you, and then it just becomes so much easier. It feels like it's fake.
 It basically looks like it's fake when you're working the final lessons because somebody looks at it and they would think that you had the memorize everything, that you had everything prepared for that lesson if somebody were observing it. But no, it just works its starts rolling on its own. That's what I have loved about it. And it has worked for me, definitely.

Interviewee: [00:35:45]

Do you continue applying it?

Cyndy: [00:35:48]

Yes, flipped has begun to be my basic focus, I also am starting to incorporate a flipped classroom, the project based learning. So I'm leaving projects, I'm making them learn the things by doing it, and so I am definitely I feel like now it's just getting easier. I'm just building and building and building and building, and it's getting a lot easier where before I just felt like I couldn't even build the first the first paddle.

I was just fighting to get this done because I was building here and then something would happen and they would tumble it down and I was trying to build here and it would tumble down. So that was me before. Now I just feel like I'm doing this. And it feels a lot easier and it also feels a lot. Not many easier, but also. How do I say it? Just overall, more engaging, more. I don't even know how to explain it, it's just it just works, at least for me.

Interviewee: [00:37:01]

How long does it take you to make it work?

Cyndy: [00:37:10]

It depends, so if I'm building a project, I'm going, it will take me a few lessons because I only to see my kids twice a week. But if I'm talking about preparing a lesson where I want them to give me something, by the end of it, I prepare my lesson and we will take me maybe an hour to synchronize all the things that I want to do. It just becomes like a mega collage, like a big vision board, and then it's just putting the things together once they're together, it just takes me no time to implement it.

This is just kind of like my presentations are like seven slides, that's it. Seven slides, no information at all, but we're just doing this and that and this and that and do it on this, do it on the chat. Let's go to this application. Also, the questions. What do you think? Put it there. Let's do this. OK, tell me about this. So it's it's just coming together, really. I think it was very hard for me to be working with high schoolers. I was working mostly with middle, but now it's just gotten too easy.

And now I even looked for teaching the next level, which OK, I'm I feel very energized, so much so that I can take the bigger students on again. Honestly, I wasn't working with college students because they were stressing me out too much. I would feel like I would have to argument my way all the time. But now I feel so relaxed that I'm like, OK, I can take them, bring them at me. So let's fight. You guys have a different definitely. Is that the next step? Yeah, I'm taking right now. I will be teaching simultaneously middle sorry kids, high school and also uni levels, plus my adult that I'm teaching in the afternoons.

So with some It's interesting how you find yourself doing things maybe that worked with kids and suddenly it works with adults and it's still it's interesting, I'm still learning from the whole process because I know the things that I that work with adults that I cannot use with kids, but things that I never thought that you did with kids would work with adults and they're working. So something is happening there.

Interviewee: [00:39:49]

So would you say that this this collapsing situation will give you something good?

Cyndy: [00:39:59]

Yes, again, it's all about the attitude. I think if I wanted to throw myself into a pit and cry, I'd blame it. All of the things that happened to me, I would get nothing out of it. So instead. The only other way that we have is move forward, move onwards, and that was it, see, what can I do? What can I get from the situation? OK. At least I know what I don't want. And let's focus on what I do. It so definitely builds me up.

Interviewee: [00:40:33]

Thank you. It will I think you have answered all of my questions and you have really give me a new perspective of something that I haven't even consider. And thank you so much for your time. Thank you for your experiences. Thank you for sharing these new methods that you are finding. And I really hope you the best. I know you're capable of doing this and even more because I know you I know that you're an excellent a hard worker, even though you're a workaholic. Yes, I am. But I know that you are capable of this and more. Thank you. Thank you. Thank you for your time and for everything.

Cyndy: [00:41:25]

No, thank you for being our therapist for so many teachers, and I'm really looking forward to reading your thesis, so I hope you can share it with in the future.

Interviewee: [00:43:37]

Thank you, I will. And you are the second person that say the same, that you are taking this interview as a therapy for you. It is a flattery.

Cyndy: [00:43:55]

Now, it's always good and especially now that we're starved from interaction. I think this is also it's good. But it's I think it also would benefit a lot more if this got done, because, as you said, we don't talk this stuff. Sometimes we feel like we're bitching about work, but I don't think that's it. I think that sometimes we need to discuss these things because if they're not talk, we tend to make them disappear. And these are issues that need to be discussed. Things have to change because it's happening everywhere right now.
We can see it in the US. The US is losing teachers super quickly because they're not they didn't address these issues when they should have. And that is our future. If we don't address them now, there's going to be a collapse in teachers that is going to definitely affect the society overall because we do form everyone. So it's it shouldn't be that way. I think it's it should it be used as a therapy?
I think we should discuss this. But just like people because everybody has this. People have syndicates, people have unions, people have everything to get control of this. And we don't have it. We don't have a way to exteriorization. These issues, we just take it because that's how it's that's normal and it shouldn't be normal. So I really that's what it makes me wonder how you're going to be uniting all of this. It's very interesting for me and it's been a pleasure to, you know, that anything I can do to help up here. But thank you for having us and thank you for doing this work. Somebody had to do it.

Interviewee: [00:45:48]

I hope it will have a happy and good ending.

Cyndy: [00:45:55]

Hopefully it will. I have my fingers crossed for you. I wish you the best for this and let me know if there's anything I can do. I can help.

Interviewee: [00:46:07]

Thank you, I will.