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How are Teachers' Basic Psychological Needs Satisfied? An Analysis from the Self-Determination Theory perspective

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Pedagogía en Inglés

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Dedicatorias

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Abstract

Basic psychological needs encompass the cardinal aspects for the well-being and optimal functioning of individuals, yet it has not been utterly researched when it comes to education, and to a smaller extent when it comes to English teachers. Thus, the purpose of the present dissertation is not placed on carrying out an exhaustive study, since such a task requires more than a single generation to be studied. Although, it aims to contribute by investigating through data collection conducted by means of semi-structured interviews and a comprehensive analysis of case studies the extent to which English teachers in Chile are able to satisfy their basic psychological needs within their professional environment. Therefore, it seeks to provide valuable insights into the experiences of Chilean English in-service and pre-service teachers, shedding light on the factors that hinder the satisfaction of their basic psychological needs. The findings of this study will have important implications for teacher training, curriculum development, and educational policy in Chile, with the potential to enhance the well-being and effectiveness of English teachers, and ultimately, the quality of English language education in the country.

Keywords: SDT, English teachers, Chile, basic psychological needs, well-being

1. Introduction

In the context of globalization, education as well as the increasing importance of English as a lingua franca play a relevant part in the path of a more inclusive world. In this sense, the role of English teachers in Chile has been evolving rapidly; however, the satisfaction of teachers' basic psychological needs remains an overlooked area of research.

Considering English teaching in Chile, these needs take on unique dimensions due to the specific challenges and opportunities presented by the Chilean educational system, the status of English in Chilean society, and the cultural norms that shape interpersonal relationships in the workplace. For instance, Law n° 20370, General Education Law (2009), regulates the rights and duties of the educational community members; it establishes the minimum requirements that must be demanded at each educational level. It also regulates the duty of the state to ensure compliance and establishes general aspects of the educational system, focusing on equity and quality as its main priorities.

Additionally, in the year 1997, in the context of Law n° 19532, Jornada Escolar Completa (JEC) was promulgated and presented a system of student attendance at educational centers that establish the number of hours a student must be in a school and their distribution recognized by the Ministry of Education. The fulfillment of JEC and the goals and purposes of the Ministry of Education allowed an increase in the pedagogical hours of several subjects at school, among them English, seeking to improve different aspects of a student's life. Since it develops soft skills that help each student's growth as well as their own progress as human beings in ideal circumstances. Given that school is the place where the first approaches, needs, and initiatives are posed in a student's life, it is also here where they establish their first social relations and learning models (Santander & Schreiber, 2022).

According to decree N°. 81, the National Library of the Congress of Chile (2008), establishes a program with the purpose of strengthening the learning of English as a second language in elementary and high school establishments. The focus is to embrace the learning process of 5th to 12th graders from subsidized schools by defining educational standards aligned with international standards, in addition to the presence of English teachers in the classroom. The program is governed by decree with force of law N°. 2, of 1998, of the Ministry of Education, and in the context of Law N°. 3,166, of 1980.

Additionally, decree N°. 81 seeks to achieve aspects considering first, the 21st century's education has the unavoidable responsibility of including in its curricula and training strategies the development of new skills that are key to improving the cultural, social, and work lives of young people, such as learning a foreign language. Secondly, people who master basic and instrumental English will increase their job opportunities, get a better salary, succeed in college, apply for scholarships, start an overseas business, and facilitate access to new information through the Internet, among other advantages and opportunities. (Santiago, March 16, 2004)

In light of the decrees and the Chilean educational system, teachers play a fundamental role in the students' growth of not only academic attitudes but rather personal development as conscious and active members of the society. Therefore, within the engagement and permanence of English teachers in the Chilean educational system, motivation is an important aspect to be considered. Motivation refers to the process that starts, directs, and sustains goal-oriented behaviors. "It includes the biological, emotional, social, and cognitive forces that drive behavior in the direction of meeting needs or achieving objectives" (Sam, 2013). Thus, to have motivated teachers, it is essential to create healthy and caring spaces, bearing in mind how it is

often concluded that a lack of students' motivation is closely intertwined with teachers' motivation, making it hard to complete their learning process as well as difficult to reach the expected knowledge (Santander & Schreiber, 2022). Subsequently, a motivated classroom could allow them to develop professionally and engage new aspirants in the educational field. As Tournier, Chimier, and Raudonyte cited from the Development EFA Global Monitoring Report team (2015), “the perception of teaching as a profession with low social status can negatively affect the recruitment and retention of teachers”.

In the intricate ecosystem of education, teachers stand as the backbone, the catalysts who nurture and shape the minds of generations to come. Their pivotal role extends far beyond the transmission of knowledge; it encompasses the cultivation of an environment conducive to learning, growth, and holistic development. At the core of their effectiveness lies a fundamental aspect often forgotten: the satisfaction of their basic psychological needs. The quest to understand the dynamics of teacher satisfaction transcends conventional measures; it delves into the realms of Self-Determination Theory (SDT), a psychological framework that illuminates the significance of fulfilling intrinsic needs for motivation, well-being, and optimal functioning. As such, this work endeavors to dissect and analyze the nuanced landscape of teachers' basic psychological needs satisfaction through the lens of SDT. By unraveling the intricate interplay between autonomy, competence, and relatedness within the learning environment, this exploration seeks to not only comprehend but also illuminate the factors that underpin teacher satisfaction.

The present study will delve into the pedagogical area relating teachers' well-being and motivation based on Self-Determination Theory (SDT) with empirical research. Motivation as an element of educational tasks requires multiple interrelationships for reaching previously set

goals in the classroom, which is inherent to teachers and students as such. Promoting motivation is an effort between teachers, parents, caregivers, and students to integrate it into the teaching-learning process, achieving positive changes such as independence in and outside of school in order to reach the class goals. Throughout the following chapters, this research will navigate through empirical evidence, theoretical frameworks, and practical implications, constructing comprehensive tapestry that elucidates the intricate connections between teachers' basic psychological needs and their impact on the educational landscape.

1.1 General Objective

- To analyze pre-service and in-service teachers' perceptions of aspects related to SDT in their teaching experiences.

1.2 Specific Objectives

- To gather Chilean English pre-service and in-service teachers' knowledge and perceptions on their basic psychological needs (BPNs).
- To find out the relationship between the satisfaction of the basic psychological needs that make up Self-Determination Theory and the well-being of teachers according to the state of the art in a group of pre-service and in-service teachers.
- Explain the relationship between the satisfaction of the basic psychological needs of a group of in-service and pre-service teachers and their levels of well-being.

2. Theoretical background

2.1 Motivation and Performance

According to the American Psychological Association motivation is defined as: “the impetus that gives purpose or direction to behavior and operates in humans at a conscious or unconscious level” (APA, 2018.). Motivated individuals are more likely to engage in educational endeavors, seek out new experiences, and strive for self-improvement, all of which are vital components of personal growth. Furthermore, motivation is critical in resilience, enabling individuals to overcome challenges and setbacks along their developmental journey (Simpson & Balsam, 2015). Motivation is considered to be a state and/or a trait (Wasserman T. Wasserman L., 2020), depending on the origin of the motivation. According to Deci E. & Ryan R (2000), motivation can be identified into two types depending on the stimuli: internal or external, and usually, a lack of motivation is seen as an obstacle to professional growth, affecting performance and even personal life.

Among the theories that cover human motivation affected by internal and external elements, the most relevant that are up to date are:

2.1.1 Yerkes-Dodson Law. The present theory suggests that there is an optimal level of physiological or psychological satisfaction for performance on a given task. However, an excessive or insufficient level of satisfaction can have a negative effect on performance (R. & Dodson J., 1908).

2.1.2 Cognitive Dissonance Theory. CDT states that individuals have an innate need for maintaining consistency between their beliefs, attitudes, and behaviors. Inconsistency between those beliefs and behaviors might affect individuals' performance negatively (Festinger, 1968, p.3; Suls, 2017).

2.1.3 Atychiphobia. Represents the fear of failure, a common barrier that inhibits people from doing tasks. The fear of negative consequences may discourage individuals from taking risks, trying new experiences, or embracing growth. This undermines individuals and their performances in their professional and personal lives (Cleveland Clinic, 2022.).

2.1.4 Maslow Theory. Arranges human needs in a hierarchy of five levels with basic physiological and safety needs being at the bottom, and higher-order needs such as self-esteem and self-actualization at the top. As individuals move up the hierarchy, their behavior improves, and motivation rises (Green, 2000).

2.1.5 Self-determination theory (SDT). Proposes that human beings have innate psychological needs for autonomy, competence, and relatedness. When these needs are met, individuals are more likely to engage in activities, because they feel more motivated, capable, and supported (Deci & Ryan, 2000; Deci & Ryan, 2017).

All these theories address human behavior and motivation on their own, but SDT provides a framework for a better understanding of how to fulfill psychological needs and how motivation affects performance, as SDT focuses on the relationship between extrinsic and

intrinsic factors. The dynamics of motivation, psychological needs support, and thwarting of those needs are covered within SDT through multiple studies in families, classrooms, organizations, and cultures. Furthermore, SDT has been extensively studied across diverse contexts, such as those previously mentioned, yielding a wealth of insights into the complex dynamics at play. Besides, the comprehensive nature of SDT allows different points of view to investigate the intricate connections between motivation, educational practices, and desired outcomes, making it an ideal framework for the present piece of work.

2.2 Self Determination Theory

As previously stated, self-determination theory, (or SDT), is a widely used theoretical framework that seeks to explain why people engage in an activity (Ábos et al., 2019). Hence, it states about a person's ability to make choices and manage their own life, taking into consideration, or not, external influences. This theory encompasses concepts such as motivation and basic psychological needs. For teachers and pre-service teachers, the theory and the concepts linked to it are crucial in order to describe their influence on teachers' well-being, since “teacher motivation is an essential indicator of the teaching-learning process, keeping in view that a greater degree of motivation exhibits a higher level of teacher engagement” (Bukhari, 2021, p. 2).

According to Deci & Ryan (2000); Deci & Ryan (2017), SDT comprises six different sub-theories:

2.2.1 Cognitive Evaluation Theory (CET). Concerns intrinsic motivation and specifically addresses the effects of external rewards and social contexts and how these affect intrinsic motivation and interest. CET underlines the importance of competence and autonomy support in encouraging intrinsic motivation.

2.2.2 Organismic Integration Theory (OIT). Refers to different types of extrinsic motivation and aims to produce results that are extrinsic to the behavior itself. It identifies different types of extrinsic motivation, such as external regulation, introduction, identification, and integration, or integrated regulation. These factors are concerned with the internalization of extrinsic motivation; the more internalized the motivation, the more autonomous the person can be, thus increasing motivation. OIT focuses on support for autonomy and relatedness as crucial for internalization.

2.2.3 Causality Orientation Theory (COT). Outlines individual differences in how people motivate themselves and their tendencies to move toward certain environments regarding their own personalities. COT defines three orientations regarding decision-making and the motivation forces after an individual's decision: the autonomy orientation based on individuals' interests and values; the control orientation based on rewards and different experiences with external demands, gains, and approval; and the impersonal or "amotivated" orientation, where individuals are overcome with feelings of helplessness and anxiety concerning competence; they may believe their decisions will not make an impact on their performance.

2.2.4 Basic Psychological Needs Theory (BPNT). Focuses on three evolved psychological needs that relate to intrinsic motivation, effective functioning, and psychological well-being: autonomy, competence, and relatedness. The theory posits that these three needs are essential, and if any of them is thwarted, there will be different functional damages, such as failures in interactions with other individuals and the environment and the inability to leave the comfort zone.

2.2.5 Goal Contents Theory (GCT). Emerges from the comparison of the benefits of intrinsic and extrinsic goals and their impact on motivation and psychological well-being. Different goals are differentially associated with well-being and the reasons behind an individual's goal. Individuals with extrinsic goals, such as pursuing validation from others, financial success, appearance, or fame, do not experience need satisfaction compared with those with intrinsic goals, such as creating community, close relationships, and professional development, who over time will experience need satisfaction.

2.2.6 Relationship Motivation Theory (RMT). This theory focuses primarily on relatedness, which has to do with developing and maintaining close personal relationships and other relationships, and posits that interactions are not only desirable but essential for their well-being. Once individuals have this need satisfied, their autonomy and competence needs (to a lesser degree) are also satisfied.

Among the six different sub-theories that encompass self-determination theory, this work is focused on the fourth, which is Basic Psychological Needs Theory (BPNT). BPNs are considered crucial for optimal human motivation and functioning (Collie and Perry, 2019).

When these needs are continuously satisfied in the workplace, a person will experience greater well-being, higher productivity, and lower turnover rates (Jones et al., 2020). Therefore, it fits the aims of this work relating to educators' satisfaction and/or motivation. In such, BPN compasses the concepts of relatedness, competence, and autonomy, which are crucial for understanding the theory (Deci & Ryan, 2017), and crucial for this research.

The need for relatedness is defined by Baumeister & Leary (1995, as cited by Van den Broeck et al., 2010, p. 3) as “individuals’ inherent propensity to feel connected to others, that is, to be a member of a group, to love and care and be loved and cared for”. In education, and more importantly, in the teacher’s field, it represents the connection between teachers and students, their colleagues, their leaders, and their organization. Relatedness is often considered the fundamental BPN among pre-service and early development career in-service teachers and one of the principal factors in BPN thwarting and burnout (Hobson & Maxwell, 2016). Moreover, relatedness in education goes beyond social interactions, involving the development of meaningful, supportive relationships that foster a sense of belonging and attachment. These relationships, manifesting through collaborative teaching, mentorship, and professional learning communities, enhance teachers' sense of belonging and contribute to their professional growth and job satisfaction (Baumeister & Leary, 1995; Van den Broeck et al., 2010). Relatedness is emphasized in multicultural and inclusive educational settings, requiring teachers to build relationships across diverse cultural backgrounds, fostering understanding and respect for different perspectives (Hobson & Maxwell, 2016). relatedness in the teaching context is multifaceted, encompassing emotional connections, professional collaboration, and cultural competency. It remains a vital component of teacher well-being, professional development, and the creation of a positive, inclusive educational environment (Baumeister & Leary, 1995; Van den Broeck et al., 2010; Hobson & Maxwell, 2016).

Competence emphasizes one's own perception of the capabilities within any task, job, or area of interest. Van den Broeck et al., (2010) have highlighted a conception by Deci & Ryan (2000) and White (1959) which states that competence is commonly attributed to the individual's innate desire for effectiveness when interacting with their environment and is highly influenced by it. However, Deci and Ryan (2017) also comment that competence is thwarted, that it vanishes in contexts where situations are really challenging and where there is negative feedback, and that self-perception is undermined by social implications such as criticism. Regarding teaching and adding to Deci and Ryan, competence might affect the perceptions of educators towards their performance in the classroom and their students' performance regarding their strategies and pedagogical practices (Deci & Ryan, 2000; Deci & Ryan, 2017). This understanding of competence highlights the importance of supportive and constructive environments in education where teachers feel capable and valued. The presence of positive feedback, along with opportunities for professional development, can significantly enhance teachers' sense of competence. Conversely, environments that are excessively critical or that fail to acknowledge teachers' efforts can decrease perceived competence, impacting not only their motivation but also their effectiveness in teaching (Deci & Ryan, 2000; Deci & Ryan, 2017; Broeck et al., 2010).

Autonomy entails the individual's need to express himself or herself within the desired task, job, or area. The theory states that "Autonomy considered as this sense of voluntariness is, therefore, not the same as independence" (Deci & Ryan, 2017, p. 10); autonomy is considered to be related to the individual's own interests and values. In the teaching field, autonomy refers to the ability to make important decisions based on one's own behavior and follow one's instincts regarding pedagogic critical incidents that occur inside the classroom.

Besides, autonomy is fundamental to developing workplace buoyancy, which is a great factor in increasing a teacher's motivation (Collie et al., 2019). The concept of autonomy in teaching goes beyond mere freedom in decision-making; it encompasses the empowerment and confidence that educators gain when they are trusted to lead their classroom environments effectively. This sense of autonomy is closely linked to teacher satisfaction, resilience, and professional growth. Teachers who perceive high levels of autonomy are more likely to experiment with innovative teaching methods, adapt their strategies to meet the diverse needs of students and engage in continuous professional development (Deci & Ryan, 2000; Collie et al., 2019).

Motivation represents a major aspect of SDT theory; the latter “details a multidimensional model of autonomous motivation that allows the assessment of the level as well as the type of motivation by emphasizing the individual’s proactive behavior” (Vujčić, et al., 2017, p. 3). Three major subcategories of a person’s motivation can be identified and stipulated: autonomous, controlled, and amotivation (Ábos et al., 2019). First, *autonomous motivation*. Autonomous motivation refers to engaging in activities out of genuine interest or personal value. Deci and Ryan describe this form of motivation as emanating from the self, where behaviors are self-endorsed and aligned with one's core values and interests (Ryan & Deci, 2017). Deci and Ryan (2000) emphasize that autonomous motivation leads to greater psychological well-being, as it is associated with volition, personal commitment, and a sense of choice. Individuals are more likely to experience fulfillment and well-being when their actions stem from autonomous motivation. Additionally, it presents two types of regulation within its category:

- **Intrinsic motivation.** Intrinsic motivation, as defined by Deci and Ryan, is the engagement in activities for the inherent satisfaction they bring (Ryan & Deci, 2017). It is driven by an interest in and enjoyment of the task itself rather than external outcomes or rewards. This form of motivation is characterized by a natural inclination towards assimilation, mastery, spontaneous interest, and exploration (Deci & Ryan, 2004). Intrinsic motivation is fundamental for cognitive, social, and physical development, as it fosters personal growth and new skill acquisition (Ryan & Deci, 2017).
- **Identified regulation.** Identified regulation is a form of extrinsic motivation where individuals engage in behavior that is not inherently interesting but aligns with their personal values and goals. According to Deci and Ryan (2004), it is characterized by a conscious valuing of a goal, leading to an acceptance and personal endorsement of the behavior as important. This form of motivation reflects a higher degree of autonomy compared to external regulation, as individuals identify with the reasons for their actions. As further elaborated by Ryan and Deci (2017), identified regulation involves behaviors that are instrumental but are accepted as personally important, leading to a sense of volition and commitment even though the activities themselves might not be inherently enjoyable.

The second category, *controlled motivation*, is when an individual acts because is driven by desire for external rewards or fear of punishment. Deci and Ryan describe this form of motivation as emanating from the desire for external approval. When an individual is guided by this type of motivation, they may feel coerced to act in a certain way.

Controlled motivation also presents two types of regulation that relate to the educational field, which are:

- **Introjected regulation.** It refers to a form of extrinsic motivation where individuals engage in a behavior not because they inherently enjoy it, but due to internal pressures or obligations. Deci and Ryan (2004) describe introjected regulation as being driven by internalized pressures, such as the desire to maintain self-esteem, avoid guilt, or attain ego enhancements. This type of motivation is more autonomous than external regulation but still lacks the full autonomy of intrinsic motivation. Ryan and Deci (2017) further elaborate that behaviors under introjected regulation are performed to avoid anxiety or guilt or to attain ego-enhancements or pride, thus they are not entirely self-determined but have some degree of internal compulsion.

- **External regulation.** Is a type of extrinsic motivation where individuals engage in a behavior not for its inherent satisfaction but due to external demands or potential rewards. Deci and Ryan (1985) explain that this form of motivation is characterized by compliance with external rules, standards, or regulations to avoid punishment or gain rewards. It is considered the least autonomous form of motivation within the SDT framework. Complementing this, Bukhari et al. (2021) emphasize that behaviors under external regulation are performed primarily due to external factors such as rewards, deadlines, or directives, rather than personal interest or satisfaction.

Finally, the third category of regulation is *amotivation*, which refers to a state where individuals lack intention and motivation to engage in an activity. Deci and Ryan describe amotivation as a condition where people see no benefit from their actions. In this state,

individuals do not perceive their actions as instrumental in achieving desired outcomes, leading to feelings of incompetence and a lack of connection between their efforts and results (2017). Amotivation is characterized by a sense of helplessness, a lack of interest, and an absence of value in the activity. Unlike other motivational states described in SDT, which range from controlled to autonomous, amotivation indicates a complete lack of motivation. Deci and Ryan (2000) emphasize that amotivation can lead to negative outcomes like withdrawal, disengagement, and reduced well-being, as individuals fail to see the purpose or benefit of their actions. Taking this concept that Deci & Ryan stipulated into an educational context, a teacher might feel worthless despite continuous efforts to accomplish pedagogical goals regarding the established curricula, thus neglecting the motivation acquired.

The BPNs theory also seeks to explore the connection between Strength Use (SU) and work engagement to uncover its cause and effects on basic psychological needs satisfaction in teachers (Cao et al., 2022). Strength use refers to the extent to which people apply their own strengths in their daily lives (Cao et al., 2022). Meanwhile, work engagement represents deliberate and careful distributions of the employee's resources on the multiple tasks expected of them within a specific occupation (Chukwuedo & Egbri, 2020). Thus, it is an important aspect of occupational health and, hence, an indicator of a teacher's professional quality of life. It has three subscales: vigor, dedication, and absorption. Vigor represents being highly enthusiastic and mentally flexible at work. Dedication means acquiring a sense of importance by showing enthusiasm about the job. Finally, absorption portrays a positive and happy immersion in the person's job (Chukwuedo & Egbri, 2020). Therefore, motivation represents a highly important element in work engagement.

2.3 SDT: a theory that extends throughout the world.

There are numerous international studies that refer to SDT in numerous fields. However, this investigation has been narrowed down to SDT studies in the teaching field due to our focus on pre-service and in-service teachers. As some concepts from this theory have been explained, it is mandatory to connect SDT with educators. Addressing it, Desrumaux et al. (2015) highlight that in the field of education, job demands in terms of workload, whether quantitative, qualitative, or emotional, are thought to have particularly strong effects on psychological health. Furthermore, with many studies made around the world for teachers, it is possible to find different perspectives, contexts, and findings; still, most of these studies focus on physical education teachers. Moreover, it is insightful for this work to collect research from different countries to take a look at SDT in teachers from different cultures, subjects, and school levels, among others.

Several studies have been made in countries like Spain, Croatia, and the U.S. For instance, a study conducted by Ábos, A. et al. (2019) on Physical Education (P.E) teachers suggested that the quality of motivation mattered when it came to job satisfaction, and particularly their feelings of emotional exhaustion. Hence, if teachers enjoy and value their work, they experience job satisfaction, and this is independent of whether they also feel externally or internally pressured to engage in teaching. Vujčić et al. (2016) concluded that teachers experienced more autonomous work motivation on days they experienced more challenges; consequently, teachers reported higher levels of engagement in their work in addition to a positive effect on the same day. Furthermore, Carson & Chase's study concluded that the fulfillment of PE teachers' autonomy, competence, and relatedness is positively and strongly in agreement with their self-determined motivation (2009).

Regarding aspects such as SDT and BPNs, several more studies have explored the matter. As such, this information gathered can be observed in the concepts understood as extrinsic aspects of motivation by Bukhari, S. et al. (2021) in the study on Sindh, a province of Pakistan, where teachers were mostly satisfied with the work environment in their respective schools, received support from their colleges and had opportunities to have more interpersonal relationships. This author also suggests that gender, academic, and professional qualifications are determinant factors in a teacher's intrinsic motivation, adding that female teachers are more motivated than male teachers. A Canadian study regarding teachers' psychological functioning in the workplace concluded that the perception of teachers regarding autonomy support was essential for need satisfaction, which promoted motivation and, therefore, job satisfaction and commitment (Collie et al., 2016).

Moreover, Chekwuedo and Egbri's study (2020), conducted alongside technical education teachers regarding work motivation and engagement found that the satisfaction of work-related basic psychological needs unintentionally increased the level of work motivation in Nigeria. BPNs and SDT research conducted by Collie and Martin (2015) in Sydney, Australia, aimed to advance the literature on SDT and teachers, and bring attention to the importance of paying heed to teachers' needs to promote effective teaching. Conclusively, it aimed to consider how SDT may be harnessed to promote growth goals among students, how basic psychological need satisfaction among students may help to promote the choice of growth goals, and how these, in turn, foster greater academic achievement.

Additionally, an adjacent aspect related to SDT in the educational area is teachers' burnout and its relationship with basic needs satisfaction. Romanian authors concluded that

developing social-emotional competencies and rationality in teachers in an environment that promotes and enables need satisfaction can lead to low levels of depersonalization and emotional exhaustion, avoiding burnout and keeping teachers motivated (Maior, Dobrean & Pasarelu, 2020). Following the concept of a positive environment a study by Jones et al. (2020) made in Australia researched early childhood education workplace well-being and proposed that workplace well-being is heavily predicted and influenced by the satisfaction of an educator's basic psychological needs. Finally, additional research focused on the relationship between perceived autonomy support and relatedness with students, and workplace outcomes, with a focus on gender differences in the teaching profession. The workplace outcomes examined in the studies were workplace buoyancy and organizational commitment (Collie et al., 2019).

Furthermore, there are important findings in a study conducted in the UK focused on the connection between well-being and effectiveness among early-career teachers (ECT). The research findings suggested that ECTs are not focused on autonomy as part of basic psychological needs but rather rely on the curriculum and the theory they possess, thus giving extrinsic motivation a big role in the early years of teaching. However, as teachers progress in their careers, they tend to find autonomy more important as a psychological need they must fulfill (Hobson & Maxwell, 2016).

Another important aspect of teachers' development is how prepared they feel and their professional development. There is research in China about TEFL teachers and their motivation for continuing professional development. The study focuses on the idea that professional development motivates teachers to maintain autonomous motivation, enhancing students' motivation for positive outcomes in the classroom. The study addresses the basic psychological

needs being relatedness, competence, and autonomy and mentions that when these needs are fulfilled, autonomous motivation is at its highest, facilitating the effective functioning of teachers (Yang J, 2021).

As for South America, there is a plethora of research about SDT in different working areas. These investigations could help this study to create a link in the relation between in-service teachers and their work environment, how they are involved in their area, and their satisfaction. Nonetheless, there is a limited number of studies centered on in-service or pre-service teachers, as there is a tendency to focus on students rather than teachers. Taking this into account, there are insufficient investigations about English Teachers and SDT in South America.

2.4 Chilean research

Despite the limited number of studies located in Latin America about English Teachers, there are some studies carried out in Chile about SDT that are very helpful for research. These studies are focused mostly on workers, and teachers are a part of them, but from the SDT perspective, what makes it important for this investigation.

Unanue et al. (2017) conducted a study that links Job Satisfaction and Life Satisfaction with SDT. The study aims to report the first research to date that uses both cross-sectional and longitudinal data among workers in Chile. For this, they defined life satisfaction (a person's judgment about their life in several domains) and job satisfaction (how employees feel and think about their work). Three hypotheses have been argued to explain the link between job and life satisfaction:

- **Segmentation.** It posits that there is no direct relationship between job and life satisfaction, that these two aspects exist as separate factors rather than influencing each other.
- **Compensation.** It suggests that when individuals experience dissatisfaction in one area of their life, such as their job, they compensate by seeking satisfaction in other areas of life, and vice versa.
- **Spillover Hypothesis.** It proposes a positive relationship between job and life satisfaction. It is the most supported hypothesis in the literature.

The study found a cross-sectional and causal positive bi-directional link between job satisfaction, and life satisfaction among workers from Chile; and showed that job and life satisfaction are positively related both cross-sectionally and longitudinally bi-directionally, supporting the Spillover Hypothesis. The first attempt at the research is to test the role of the psychological needs for autonomy and relatedness by SDT. The findings indicate that the fulfillment of needs plays a pivotal role in the overall procedure. Studying Chile allows the research to extend previous research mostly done in the Western world (Unanue et al., 2017).

This study specifically has as its main focus the experience of workers in Chile, not teachers. Nonetheless, it is relevant to recognize that teachers are also part of the labor system and the experiences they have are part of every teacher's process both inside and outside of the classroom.

Additionally, a similar study took place in 2019 and was carried out at the Pontificia Universidad Catolica de Valparaiso, and it aimed to create a differentiation among novice teachers' descriptions and explanations of motivation-controlling school culture and their socialization process. The questionnaire was applied to 22 preschool teachers from three different cohorts of the same undergraduate ELT program at a university in central Chile. For

the study's intent, it was decided that two participants would closely scrutinize their respective cases. In the first round of analysis, the use of extrinsic incentives was identified as a recurrent theme, so all the sections related to this issue were highlighted and selected.

The findings show, first, that according to the novice teachers' mostly negative descriptions of motivation-controlling school cultures, they seem unwilling to endorse extrinsic incentives as a motivational strategy. The move towards autonomy-supportive motivational practices depends on teachers' perceptions of facilitating or hindering conditions (Glas et. al., 2019).

However, while the literature predominantly explores the impact of SDT on educators, there remains a gap in extensive research focused on in-service and pre-service teachers in South America. This presents an opportunity for further exploration into how cultural contexts intersect with motivational theories, particularly in English language teaching. This research becomes especially meaningful in light of the scarce studies about SDT and English teachers, highlighting the need for a deeper understanding of how Self-Determination Theory manifests within the specific context of English language in South America.

To recap, Self-Determination Theory serves as an indispensable framework shedding light on the intricate interplay between motivation, basic psychological needs, and their profound implications in educational settings worldwide. With this in mind, this research aims to show the different aspects of motivation, and how motivation is crucial for teachers' performance at work while also providing a view of English teachers motivation at work through the lens of the Self-determination Theory, specifically using the Basic Psychological Needs sub-theory, and pointing out the flaws of our educational system regarding the teachers' mental health, and highlighting the diverse points of view between those preparing to enter the teaching profession and those actively engaged in it.

3. Methodology

3.1 Purpose of the study

This study will attempt to answer the research question: “How are teachers’ basic psychological needs satisfied? In order to do so, a descriptive qualitative cross-sectional design will be applied to the study. The data comprise perceptions of Chilean English pre-service and in-service teachers regarding satisfaction of basic psychological needs in their work environment. Their responses will provide a suitable background to achieve the research objectives. These objectives focus on gathering and analyzing pre-service and in-service teachers’ perceptions of aspects related to SDT in their teaching experiences. Besides discovering the relationship between the satisfaction of the BPNs that make up Self-Determination Theory and the well-being of teachers according to the state of the art in a group of pre-service and in-service teachers. Finally, explain the relationship between the satisfaction of the basic psychological needs of a group of in-service and pre-service teachers and their levels of well-being.

3.2 Participants

Participants consisted of three pre-service teachers, and three in-service teachers from subsidized schools. The choice of subsidized schools was deliberate due to their alignment with the investigators’ backgrounds since several researchers involved in this study had themselves been educated in similar subsidized school settings and had completed their final placements within this educational environment. Thus, this familiarity came in handy when it came to gathering participants for this study. Finally, subsidized education has been increasing its numbers, according to Accion Educar (2022) “Chile is one of the countries that has high enrollment in subsidized private education 55% of students, more than 1.9 million of students,

is constitutionally enshrined in a significant number of countries, and is present in most OECD countries” (p.8)

3.3 Method

Data collection was conducted through semi-structured interviews, allowing systematic exploration, and understanding of the teachers' perspectives. These interviews adhere to an emic or inductive approach, where categories and themes emerge directly from the data, aligning the analysis from the evidence to the theory. Additionally, according to Groom & Littlemore (2011), an emic perspective “attempts to view qualitative data ‘from the inside’, by capturing participants’ own understandings of what is going on, or at least interpreting qualitative data in ways that the participants might recognize and accept as being consistent with their own perspectives on events” (p.82).

Structured interviews consist of a mix of standardized questions from a list with follow-up questions, bringing up a semi-structured interview format. The interview included a standardized sequence of questioning, and systemized ratings of the participants' responses. This helps to categorize or code the participants' answers.

A semi-structured interview is an “exploratory interview used most often in the social sciences for qualitative research purposes or to gather clinical data” (Magaldi & Berler, 2020, p. 4825). It is focused on providing a general structure. This type of interview is a popular option for the qualitative collection of data since the main goal is to create a safe space for the participants to share their most personal experiences which provides an in-depth understanding of the particular area of interest. It requires the researcher to allow reciprocity with the participant which can be achieved through open-ended questions and improvised follow-up questions (Kallio et al., 2016).

The main reason for conducting methodology into a semi-structured interview is deliberate, as it aligns with the study's focus on eliciting the feelings and perceptions of the participants. Given this emphasis, these participants present the most suitable cohort for conducting these types of interviews. The advantages of structured interviews would help us to increase the validity of the study since it ensures that diagnostic criteria are covered systematically and completely (Segal et al., 2006). Taking this into consideration, structured interviews were the best option for the study. The decision of semi-structured interviews is in virtue of the core of the investigation. Participants need to be guided by some questions nonetheless, feelings are subjective and during the interview, some questions would not be exactly the same for all of the participants and may present variations according to the situation. Whilst it is necessary to have a script for the questions, during the interview itself different inquiries could be created depending on the context and responses of the participants.

3.4 Procedure

The subsequent phases of the research process entailed the transcription and analysis of the interviews. It is essential to mention that interviewees' L1 is Spanish; thus, each interview was meticulously transcribed and translated when necessary to ensure that the detailed nuances of the participants' responses are accurately captured. The choice of language used during the interviews was based on the participants' comfort and confidence in articulating their thoughts. However, most interviews were conducted in English. The transcriptions serve as the foundation for our qualitative content analysis, which is guided by a qualitative-content focus, which involves categorizing verbal or behavioral data to classify, summarize, and tabulate the data. This approach is particularly suited for studies similar to this one, where understanding the depth and complexity of individual experiences is crucial.

By analyzing the interviews in this manner, we can extract meaningful patterns and themes directly related to Self-Determination Theory (SDT) as proposed by Ryan and Deci. These themes and patterns will revolve around key aspects of SDT and how they manifest in the professional lives of the teachers we interview. For example, we will explore the importance of autonomy in class planning, understanding how teachers feel about their ability to make independent decisions and how this autonomy impacts their motivation and effectiveness. Additionally, we will examine teachers' perceptions of their competence, particularly when teaching English, to assess how their sense of skill and effectiveness influences their professional satisfaction and growth.

Another significant area of exploration will be the quality of the relationships teachers have with their students and colleagues. Understanding these interpersonal dynamics is crucial, as SDT emphasizes the role of relatedness in motivation and psychological well-being. We will delve into how these relationships contribute to or hinder the satisfaction of teachers' psychological needs. By identifying and analyzing these themes, this study aims to offer a comprehensive understanding of how the principles of SDT manifest in the real-world context of teaching. This analysis will not only shed light on the specific experiences of Chilean English teachers but also contribute to the broader understanding of teacher motivation and well-being within the framework of Self-Determination Theory.

4. Analysis & Findings

Before delving into further analysis about the findings, this process was guided by two refining procedures: first, an emerging codification based on the answers of the participants. These codes arose from similarities found in teachers' experiences that are considered worth standing mentioning. They were defined as: *Pedagogical and Language interest*, the one is focused on participants' motivation to study English Pedagogy and why they chose this career as their job, whether if they were interested on the language itself or rather pedagogical aspects; *Sense of accomplishment*, refers to teachers' own perception of how their job is getting done and their assumption of fulfilling any goals at work; *Contributing to society*, this code is interpreted as participants' motivation to not only lecture the language but also making a change in order to contribute to society; *Freedom at work*, which means, teachers' decision-making power into the methods and strategies they can and want to apply into their lessons; *Relationship with student*, related to the teacher-student relationship and how it could affect teachers' perception of themselves and confidence in the classroom; and finally, *Classroom environment*, the one entails participants' ability to create and maintain a propitious classroom environment in order to embrace learning.

Secondly, a selective codification in which the categories were already planned according to the Basic Psychological Needs Theory. Furthermore, questionnaire's questions related to *Autonomy*, *Competence* and *Relatedness* were created based on the statements of the Basic Psychological Satisfaction at Work Scale made by Deci & Ryan (2000). According to the aforementioned information, the following findings were retrieved and classified into two different sections: one for the emerging codification and another one for the selective codification.

4.1 Findings Emerging Coding

The emerging codification was made to find categories that, as the name suggests, emerged from the answers of the participants. The idea of this codification is to find similarities and differences between the experiences of the participants but not necessarily ruled by the Basic Psychological Needs principles.

4.1.1 Pedagogical and Language Interest

One of the categories that emerged during this research was Pedagogical and Language interest, which consists of the teachers first motivation to study English Pedagogy. Due to the answers of the participants two main reasons and categories were discovered: *Pedagogical Interest* referring to the desires of the interviewed of being teachers and *Language Interest* referring to the desires of acquiring a new language. Regarding the former, participants stated:

“I think the main motivation for me to become a teacher was to be a teacher, not to be an English teacher”.

Teacher 1

*“Pedagogy was always my my *eeh* my decision, but English was like the last idea that I had”.*

Teacher 2

“I think the main motivation was... mmhh like to be someone who can help people, and bring them all the skills and abilities that they require to grow as a person”.

Teacher 4

“I wanted to be a teacher from a really young age, a history teacher, but my mom didn’t let me because “I was going to be poor if I was a teacher””.

Teacher 5

Regarding the latter, participants declared:

“I think the...at the beginning was more related to English, not because I don't love the pedagogy thing, but I wasn't sure about my way and you see [...] really about my future”.

Teacher 3

“My first motivation was only the language, the English language [...] Only to learn the language”.

Teacher 6

Taking this into consideration, the factors pedagogical and language interests have a strong relationship with Deci & Ryan Theory about *Intrinsic* and *Extrinsic* motivation (1985) mentioning that *Intrinsic motivation* is associated with the interest and enjoyment of the task itself. “Intrinsic motivation primary rewards are the experiences of affectance and autonomy” (Deci & Ryan, 1985, p. 34). Taking this into account, *Intrinsic motivation* has a strong relation with the *Pedagogical Interest* presented in the participants, where they mention that the main goal of their decision was to teach. On the other hand, *Language Interest* is related to *Extrinsic Motivation* which “refers to the performance of an activity in order to attain some separable outcome” (Deci & Ryan, 2000, p. 71). What the authors explain is that the main interest is not the enjoyment of the task, it is the effects these tasks can give you.

4.1.2 Sense of Accomplishment

This category emerged in a close relationship with Competence. A sense of accomplishment is strictly related to autonomous motivation, and it is defined by Seligman (2012), as the result of working toward and reaching goals, with self-motivation and attaining well-being because individuals can look to their lives with a sense of pride for what they achieved. The results showed a subtle difference that emerged between pre-service teachers and in-service teachers regarding this category, therefore, it will be further analyzed later.

4.1.3 Contributing to society

As shown by the results from pre-service and in-service teachers, it is possible to observe that most pre-service teachers consider that teaching gives them a sense of contributing to society, the educational environment and/or their students.

“I think my main motivation is still to be a teacher, to be a contribution to society for my students as well [...] So they (the school) were trying to make children and people who could contribute to society in the future”.

Teacher 1

“The thing that motivated me was me trying to make a change in at least a few students”.

Teacher 2

In this sense, it is possible to report that apart from teaching the language, pre-service teachers are interested in contributing to their students' development to become active participants in society. This aligns with Deci and Ryan's explanations of identified regulation

that is characterized by a conscious valuing of a goal, leading to an acceptance and personal endorsement of the behavior as important. Specifically, teachers encounter a relevance and applicability, for example, to promote something to the feeling of being motivated to perform a specific task.

4.1.4 Freedom at work

This category refers to the power of decision about teaching methods and tasks in the classroom. The responses reflect a positive balance of guidance and autonomy in the workplace, as well as a strong need to have complete control and autonomy over their workplace's duties. As teachers feel they "can make a lot of inputs to deciding how my job gets done" as portrayed on the Basic Psychological Satisfaction at Work Scale (Deci & Ryan, 2000). In-service teachers expressed:

"When working alone, I can always put in practice my ideas and create my own lessons, there is no problem".

Teacher 5

"Well I decide the types of tasks I do, all the types of exercises I do in class to achieve my objectives".

Teacher 6

Similarly, an impression of a pre-service teacher in the matter:

"The first part of the class, the warm up, It was always just mine. I could do whatever I want to, to warm up and the closures too"

Teacher 3

Among the statements of both pre-service and in-service teachers there is a clear highlight of intrinsic motivation related to the control of the teacher over their plannings and class duties. It is fundamental, then, to connect this sense of control with the need for autonomy for individuals. Deci & Ryan (1985) found that choice, self-direction and acknowledgment of feelings can enhance intrinsic motivation in individuals as it promotes the sense of autonomy in people. However, negative perception of freedom at work was also perceived by pre-service teachers in response to their practicums and how their decisions were affected. In such, they stated:

“It's really weird that someone would change because of someone that is in the school for four months.”

Teacher 2

“I'm going to stick to what you are doing. I'm not going to try anything new because that would mess up with the schedule” because they had a very tight schedule at school.”

Teacher 1 (referring to guide teacher)

The previous statements in pre-service teachers relate with the concept of CET proposed by Deci and Ryan (1985). In this regard, meanwhile the sense of freedom is enhanced by teachers' autonomy, pre-service teachers get their sense of freedom in their practicums thwarted by the lack of freedom in their pedagogical decisions and actions. When teachers feel controlled or overly directed, intrinsic motivation is likely to diminish. In this case, pre-service teachers are under the guidance of another teacher, which can lead to thoughts of not property over their actions. (Ryan & Deci, 2000).

For in-service teachers, a similar factor can be found but related to the interaction with colleagues and directives, and their time disposed to impart classes. In such, the following statements give further insights:

“...Everyone is stressed to be honest, sometimes you can speak, and at other moments you cannot. And you cannot express yourself too much, because if you do so stating you are dissatisfied or in disagreement, no, forget about it, you will not be looked at again”

Teacher 5

“...teachers' feelings? I think like we work, work, work all the time and we don't have time to express so much.”

Teacher 6

For experiences that are not novel for individuals, CET does not longer apply as those experiences are not intrinsically motivating in the first place (Ryan & Deci, 2000). In the case of in-service teachers, autonomy is no longer a key element in their motivation as it is for novelty pre-service teachers. Apparently, in-service teachers do have autonomy, however, their relatedness is fundamental for extrinsic motivation and the sense of freedom at work. Considering that extrinsically motivation is not typically interesting, people tend to act because their actions are modeled and valued from others whom they feel attached to, therefore, relatedness is a key fundamental for internalization of motivation (Ryan & Deci, 2000). In this regard, interviewed teachers feel negative relatedness inputs from the directive and colleagues, which can result in a negative sense of freedom in their workplaces, and thwart their internalization of motivation.

4.1.5 Relationship with students

This can be interpreted as the connection between the students and the teacher, whether it is positive or negative. Teacher-student relationships are crucial in order to build a good classroom environment. As it is closely related to Relatedness, it will be further discussed later.

4.1.6 Classroom Environment

This category that emerged in the study consists mainly of the relationship between the teacher and students but frequently could be interpreted as the relationship between peers in the classroom, but it also depends on the technical aspects of a class, expanding across the basic psychological needs. Taking this in consideration, participants said:

“...I learned that stickers. Even when they are old, like older, in high school. They love stickers and motivate them.”

Teacher 3

“...There are some students that used to not be very good at expressing themselves in English because of different issues with classmates, but currently, they seem very happy that now they are able to respond to the questions without making fun of them, if you call their attention, and so on.”

Teacher 5

Seems evident that teachers try to create a good classroom environment through different methods to build a good relationship with the students. With a good classroom environment, we nourish the opportunity for teachers to feel accomplished with the desired activities created for the class. Both statements can be encased with Jones et al. (2020) where “satisfaction of SDT’s three basic psychological needs served as a powerful factor on

educators' workplace well-being" (p. 10). Additionally, it may have a positive impact when it comes to competence since "the need for competence is defined as individuals' inherent desire to feel effective in interacting with the environment". (Deci & Ryan, 2000; White, 1959, p. 2)

Nonetheless, some teachers also mention a negative aspects of classroom environment:

"...I wasn't able to do something like TPR activities, many TPR activities because there were many students that is not something that you can work with when you have 45 people 45 ten years or eleven years old".

Teacher 1

"I think that depends on the grade. Because with some grades I feel more comfortable with, like I can express myself totally".

Teacher 4

This points out to a conception that a sense of accomplishment is detrimental because the teacher is not able to perform the desired activities due to the classroom environment which could translate to higher levels of stress and lower well-being. According to Aldrup et al., (2016) "daily stress exposure in class and outside class is negatively associated with teachers' well-being" (p. 7). This demonstrates that a disturbing classroom environment could affect teachers negatively.

4.2 Findings Selective Coding

The selective codification was executed based on the Basic Psychological Needs principles. It was constructed upon the positive and negative perceptions of Autonomy,

Competence and Relatedness according to the participants' responses. Therefore, six categories were taken into consideration.

The introductory question of the interview was “If you recall the time when you signed in to study English Pedagogy, what would you say motivated you to become a teacher?”. This question was created to determine if there are any changes in the satisfaction of their Basic Psychological Needs over the years; thus, to gather participants' information about their first motivation to study pedagogy. Teachers' responses were:

“I think the main motivation for me to become a teacher was to be a teacher, not to be an English teacher”.

Teacher 1

*“Pedagogy was always my my *eeh* my decision, but English was like the last idea that I had”.*

Teacher 2

“I think the...at the beginning was more related to English, not because I don't love the pedagogy thing, but I wasn't sure about my way and you see [...] really about my future”.

Teacher 3

“I think the main motivation was... mmhh like to be someone who can help people, and bring them all the skills and abilities that they require to grow as a person”.

Teacher 4

“I wanted to be a teacher from a really young age, a history teacher, but my mom didn't let me because “I was going to be poor if I was a teacher””.

Teacher 5

“My first motivation was only the language, the English language [...] Only to learn the language”.

Teacher 6

Taking this into consideration the answers were divided into two emerging codifications: Pedagogical and Language Interest.

4.2.1 Autonomy

In accordance with the question “How much say do you have in determining how your teaching tasks and methods are carried out in your classroom?”, teachers expressed they consider they “can make a lot of inputs to deciding how my job gets done” as portrayed on the Basic Psychological Satisfaction at Work Scale (Deci & Ryan, 2000)

“I was able to do whatever I want. Like planning my class whatever I want, but they have a structure...”.

Teacher 3

“...everything that I do is because I want to, and no one, like, forbids me from doing so”.

Teacher 4

“I decide the types of tasks I do, all the types of exercises I do in class to achieve my objectives”.

Teacher 6

Teachers’ perceptions coincide with the notion of perceived social–emotional autonomy defined on Collie and Perry’s work (2019) the one “reflects teachers’ sense that they

have choice in how to be socially and emotionally competent at work, that their social and emotional choices reflect who they really are (e.g. how to think, behave, and feel)” (p. 6).

Nonetheless, most pre-service teachers argue that they had to comply to mandatory tasks:

“I had a lot of saying, but every time I got too far off, my guide teacher told me like: “No! you know that won’t work here””.

Teacher 2

“They have a structure so I should work with the book for example. I was...it was mandatory for me”.

Teacher 3

Situation that is better illustrated by Washburn, Richards, and Sinelnikov (2020) as “teachers may experience frustration of the need for autonomy when they feel as if they have little say in what they teach and how they teach it” (p. 6).

In general, most teachers agree that they are able to express their ideas and opinions at work.

“I was free and able to give opinions to say “I think we could do this, or we could do that””.

Teacher 1

“In my practicum I had every opportunity of questioning the methods that the teacher used [...] I had the confidence to say to him things that I didn't agree with”.

Teacher 2

“At the school I feel the freedom to make changes and do what I want to do”.

Teacher 5

As stated by Corkin, Ekmekci and Parr (2018), “autonomy can be described as having the power to choose one’s behavior whereas control can be described as being pressed to behave a certain way” (p. 52). In this sense, when their voice is being heard and this one is being valued, teachers tend to feel that their need for autonomy is satisfied.

As for the last question of the autonomy section, participants had different experiences. On one hand, most in-service teachers agree on the statement that their feelings are not taken into consideration at work:

“Lately, regarding teachers, everyone is stressed to be honest, sometimes you can speak, and at other moments you cannot. And you cannot express yourself too much”.

Teacher 5

“We take in consideration the children’s feelings perhaps. But teachers' feelings? I think like we work, we work, we work all the time and we don’t have time to express so much”.

Teacher 6

Observations that could be complemented with Bartholomew’s idea et al. (2014) who “found that the frustration of each of the basic needs at work, but mostly autonomy frustration, mediated the relationship between work pressure (e.g. from school authorities) and burnout” (Ebersold, Rahm and Heise, 2019, p. 5)

On the other hand, most teachers (pre-service and in-service) recognize they can be their true selves at work.

“I was mostly myself at school”.

Teacher 1

“I’ll be myself and I’ll care for the students I’m really worried about”.

Teacher 2

“I have with my friends we have this conversation because all of them are teachers and I told them that I can really like, make fun, and be myself with the students”.

Teacher 4

“I can be myself”.

Teacher 5

These comments acknowledged that “when teachers engage in socially and emotionally competent behaviors, this then impacts their need satisfaction positively because such behaviors help teachers to experience perceived autonomy” (Collie and Perry, 2019, p. 8).

4.2.2 Competence

The first question was “Have you had the opportunity to explore new teaching techniques or strategies in your current position? To what extent have they nourished your teaching practices?”. Teachers did not fully agree with the statement “I have been able to learn interesting new skills on my job.” suggested by the Basic Psychological Satisfaction at Work Scale (Deci & Ryan, 2000). Based on this, they mentioned that:

“Mmhh, sincerely, no. No, literally; well, we are taught methodologies with their famous workshops and so on, but as I tell you, implementing those strategies in the classroom is complicated because they are far from reality”.

Teacher 5

“Yes, I have had the opportunity some years ago. With some courses we did, and we learned new strategies and sometimes we have applied those techniques in the school [...] But, many of them are very good on paper but not to apply”.

Teacher 6

According to Aldrup, K. et al. (2016), it was mentioned that “the need for competence is fulfilled when one feels able to apply or develop one's abilities and to achieve desired goals.” (p. 3). Thus, despite workshops being implemented and in-service teachers acquiring new skills, that might not necessarily represent an improvement to their competence levels since they are not being able to apply those new strategies appropriately.

Regarding the same question, pre-service teachers commented:

“I have experiences, like, more innovative, but outside of my professional placement”.

Teacher 1

*“I felt that uhm I could try a lot of things but. I mean it's really difficult to do it actually, in a sense of *eeh* there's not a lot to do in a school that you won't belong in”*

Teacher 2

According to their experience, they might not face circumstances that allow an enrichment of their skills or acquisition of new ones specifically during their final placements, which may lead to competence frustration over the time.

It is prominent in the propensity to explore and manipulate the environment and to engage in challenging tasks to test and extend one's skills. Competence satisfaction allows individuals to adapt to complex and changing environments, whereas competence frustration is likely to result in helplessness and a lack of motivation. (Deci & Ryan, 2000, p. 2)

To the question “Do you generally experience a sense of accomplishment from your teaching on most days? Could you explain this feeling?”. In-service teachers presented divergent ideas when it came to “feeling a sense of accomplishment from working”. On a positive note, they mentioned:

“Yes, on most days. Because when the students say, “oh, this was that easy”, Oh “yes, I mean, it was that easy”. Or for example, the other day a student told me “I didn't get English until you were my teacher”, and that was like, oh so sweet”.

Teacher 4

“What happens is that, and in the evaluations you can notice it or even in the same lessons when using Canva or PPT, uhm the students seem to be motivated, most likely in 9th grade. Then, we get good results”.

Teacher 5

At the same time and according to the in-service teachers' interpretation, there are some negative perceptions:

“...on other occasions, for example when I... when I'm exhausted, the class is not at its finest. So it depends on the mood and the emotions and the external factors...”

Teacher 4

“...I do have to update my teaching methodologies just as new generation teachers, and learn new ICTs and more of those strange things, but yes. I've been trying to acquire them but because of the lack of time, it actually is a lot to work 44 hours in a school and at the end you just end up doing the same thing...”

Teacher 5

Pre-service teachers also highlighted a negative perception related to having a sense of accomplishment:

“No, absolutely not. No, I always think that no one ever learns anything. In my practicum and nowadays I feel like what am I even doing?”.

Teacher 2

*“No, I didn't have that sense of accomplishment. I left every class saying I did everything wrong *laughs*. Oh, I'm so stupid. I shouldn't. I shouldn't have.”*

Teacher 3

Nonetheless, when focusing their sense of accomplishment on their “teacher-student relationship”, pre-service teachers' mentioned that:

“I think I feel a sense of accomplishment but not because of what I'm teaching but because of the bond that I have with my students”.

Teacher 1

“There are students that come to you and other times not in the classroom, maybe in recess or whatever. And they ask you things about class, or they tell you things in English, and it's always blowing my mind. So, there is a sense of accomplishment, but not in classes”.

Teacher 2

In this context, a growing body of research has identified a wide range of factors that are positively associated with teacher thriving, such as principal support and high-quality teacher–student relationships (e.g. Collie et al. 2016; Klassen et al. 2012: p.2) It is relevant to highlight this situation since it was only pre-service teachers the ones who made a distinction when it comes to a “sense of accomplishment”, and what holds meaning is the connection of this factor with the teacher-student relationship, rather than solely with the nature of the work itself. This teacher-student relationship extends beyond the Competence need, and delves into Relatedness, but it is only perceived with pre-service teachers.

The last question in this section was “Have your colleagues or supervisors at school given you feedback about your teaching performance? If so, what have they said?”

“Yes, once. Once I was observed by the supervisor and [...] She said. Like for example writing the objective in the board, it's great, you have to do it always [...] She told me about classroom management, yes, because in that grade there are a lot of

relationships [...] I would say that it helped me because I realized that it was not appropriate”.

Teacher 4

*“Mmh, nothing *laughs* I am being honest. Look, this year I haven’t even been supervised, so, just nothing. I haven’t received any critical feedback from other teachers either nor the parents of the school. So, I haven’t had to face any difficulties in that sense. There are no complaints, so I haven’t received anything, neither good nor bad.”*

Teacher 5

“Yes, some times, in some occasions [...] I am in this school for 18 years so I think I am not doing too bad [...] I don’t know if I’m doing great, but I have things to do better”.

Teacher 6

Pre-service teachers commented on the role of their “guide teachers during final placements”.

“She was atenta (thoughtful), I don't know, to what I was doing and what I could do to improve so she gave me real feedback, things that I could use to improve my teaching and also the use of the language”.

Teacher 1

“One thing they said to me is I tend to be a little, like, I don't know. I have this feeling of being a head teacher always. Like I'm always caring about the little things about kids”.

Teacher 2

“She always gave me tips and I think it is very helpful to give the exact helpful exact need, in the moment.”

Teacher 3

As reported by Van den Broeck et al. (2010) SDT maintains that, for instance, positively perceived feedback is beneficial for all employees as it satisfies their inborn need for competence.

4.2.3 Relatedness

The first question about relatedness was “How well do you get along with other teachers and staff, and what factors contribute to your positive relationships?”. Most of the participants have a positive perception according to the statement “I get along with people at work.” according to the Basic Psychological Satisfaction at Work Scale. (Deci & Ryan, 2000). Taking this into consideration, they stated that:

“I think I usually have a good relationship with colleagues and staff because, I don't know, it's easy for me”.

Teacher 1

“So, we got some some things in common. I was, uhm, she was clearly like my type of person”.

Teacher 3

“Really good, I have a great relationship I would say with 99,9% of the people”.

Teacher 5

“I think that I get along very well with other teachers, we have good relationships”.

Teacher 6

Carson and Chase (2009) state that supportive and caring behaviors improve the levels of motivation and sense of belonging to the workplace, which indicates beneficial relationships with their colleagues and can be reflected in these teachers’ experiences through the previous responses.

To the question “How do you perceive the level of care and support you receive from your colleagues and administrators in your school?”. Regarding this question, there were a plethora of statements from the participants both positive and negative. First, regarding about colleagues, they said:

“I was doing things as practicante (an intern), but still I was respected in the classroom by my students but also by my colleagues. And I think that's not very common”.

Teacher 1

“One of my colleagues helped me and supported me and I felt very listened”.

Teacher 4

“From my colleagues, I don't anything to say, we are always supporting each other”

Teacher 6

Also, about colleagues but from a negative perspective, they said:

“No, it's like I care, but not really”

Teacher 2

“But it is not like there’s someone offering you support and communicating constantly, it is not like that”.

Teacher 5

About positive experiences with administrators, they said:

“They knew who I was and what I was doing at the school, so I never had any problems. I had a lot of feedback from them as well”.

Teacher 1

*“*sub director*, let's say. uhm *sub director. eeh. Una sub directora* eeh She helped me with that. And she always asks how I've been doing.”*

Teacher 3

“I have had many situations, many problems with my grade throughout the year and the administrators have support me a lot”.

Teacher 4

Even though there are mostly positive statements about school administrators, there are two particular negative statements that are important to mention. About this they said:

“From the administratives if you ask for something related to an issue with a class in particular, they are going to help you, but there’s no immediate help, that’s really difficult”

Teacher 5

“From the administrations, when we have a problem, with the students or parents, we receive help. Perhaps sometimes it is not the help I expect”

Teacher 6

The role that the administration plays in satisfying the need of relatedness is essential in the creation of a caring environment that is inclusive for teachers, and provides emotional support (Collie & Perry, 2019), this includes the accessibility of leaders and managers to teachers’ complications, fair treat to employees, commitment to protect interests, and demonstration of their trust. Thus, the majority of participants feel supported by the administrators, which represent the positive reality of these teachers. However, the negative perceptions might be contributing to burnout and BPN thwarting (Hobson & Maxwell, 2016) when administrators do not deliver right or instant aid to teachers in need.

When it comes to teacher-students’ relationships, participants indicated that they felt comfortable being themselves around their students. In this context, participants mentioned that:

“I think mostly, yeah [...] but I was mostly myself at school”

Teacher 1

“...and I told them that I can really like, make fun, and be myself with the students“

Teacher 4

“I can be myself [...] But I feel comfortable being the same inside and outside the classroom.”

Teacher 5

According to Jin et al. (2022) using one's strengths can positively amplify teachers' awareness, enabling them to align their actions with personal goals, cultivate meaningful connections with students, colleagues, or family members and achieve a competitive advantage in the educational workplace; and all this together can satisfy the feel of autonomy, relatedness, and competence. These elements contribute to heightened work engagement and depth in their professional endeavors. Therefore, being themselves or using one's strengths can be seen as a beneficial tool in:

*“They are making me part of the process because they trust me
[...] I think that's the feeling of accomplishment that I feel
because of my students”*

Teacher 1

“I'll be myself and I'll care for the students”

Teacher 2

*“And that helped me a lot with the students, they value, they
value so much when you call them by their name”*

Teacher 3

It is also widely believed that teachers often enter and stay in the profession due to the significant impact of strong, meaningful connections they cultivate with their students (Watt & Richardson, 2007). Moreover, research outcomes indicate that the constructive feedback teachers receive from their students, as well as their peers, significantly contribute to their intrinsic motivation.

Finally, the last question “How would you describe the friendliness of the people you work with at your school? Do you genuinely enjoy working with them?”. Focus on the

affirmation “People at work are pretty friendly towards me.” From the Basic Psychological Satisfaction at Work Scale (Deci & Ryan, 2000). It is possible to perceive a good work environment because they said:

“I really enjoyed working with them”.

Teacher 1

“I would say it's very supportive, as I explained later. They really care about you and if you have some problem, they will help you”.

Teacher 4

“Yes, with the majority I do. I really enjoy it”.

Teacher 5

“We try to support each other with information or emotional support”.

Teacher 6

The development of friendship networks, alongside support and care from colleagues, contributes positively to a proper sense of relatedness (Hobson & Maxwell, 2016). These responses demonstrate that teachers are immersed in a support network inside and outside the school. The previously mentioned is exhibited in the responses that participants gave:

“We share breakfast, we share the [...] breaks and all of that. So we're always all day long together”.

Teacher 4

“We support each other. Not only in the school, but also emotionally, because we see each other everyday”.

Teacher 6

5. Discussions and Conclusions

Self Determination Theory has helped us understand more specifically how teachers' motivation works. This theory states that human beings seek to improve and develop their potential in the field of their interest through the satisfaction of three basic psychological needs: Autonomy, Competence, and Relatedness (Rothmann & Fouché, 2018). Taking this into consideration, the discussion was shaped according to teachers' perceptions regarding their experiences in the workplace. Generally, participants tended to express their ideas and thoughts honestly, and seemed to communicate the level of satisfaction of their BPNs effectively. The responses contributed positively to the creation of the conclusions of the research, which helps to better understand teachers' levels of well-being.

Firstly, when it comes to teachers feeling empowered to actively shape how their work is going to be executed, most of the teachers affirm feeling free in determining the methods through which they conduct their classes. This relates directly to the autonomy of teachers according to Basic Psychological Needs Theory. As stated by Brady and Wilson (2020) people might choose pedagogy as their lifelong job because of such sense of autonomy they discover whenever schools' managers recognize their work and trust in them in terms of their classrooms and teaching judgment. These results exhibit that when teachers are allowed to make decisions about their class structure or teaching methods, they tend to feel both accomplished and autonomous. Additionally, pre-service teachers argued that they did have a voice in the matter but only to some extent. This happens as they had mandatory activities to fulfill or simply because they would not be staying in the school for more than a couple of months. From this perspective, Coterón et. al (2020) emphasized that when teachers consider their opinions are not taken into consideration at work or feel pressured to act or teach in a specific way, their

need for autonomy perhaps could not be fulfilled. According to the authors, this might clarify why pre-service teachers experience a diminished sense of autonomy, as during their professional placement process, they are not the primary decision-makers concerning their teaching tasks and methods. This could be detrimental to the experience of pre-service teachers since these instances will be the closest to overseeing a group before graduating.

Looking at autonomy from a different angle, among the participants there is a distinct aspect of having the freedom to articulate their thoughts and viewpoints. In light of their responses, it is also possible to deduce that most teachers are their true selves at school, as most teachers felt free to share their opinions, ask questions, and instigate changes. According to Doménech-Betoret et. al, (2015), to strengthen teachers' levels of engagement to their work and diminish levels of burnout, it is crucial for them to count on support resources with the aim of fulfilling not only basic psychological needs, but also specific teacher psychological needs. This and teachers' perspectives act as evidence that when teachers feel supported and free, they are most likely to feel that their Basic Psychological Needs are covered and to reach well-being.

In the matter of colleagues and supervisors feedback, in-service teachers acknowledge differences that go according to their experiences and living conditions in their respective educational establishments. The vast majority of in-service teachers mentioned the feedback of supervisors, while one of the participants mentioned the absence of it in their institution. As reported by Clément et. al. (2020) the implementation and evaluation of programs in education are crucial for the development of the establishment and teachers must implement them in the classroom. Taking this into consideration, the constant supervision and feedback to in-service teachers is relevant for the guidance and administration of the content teachers are teaching. The lack of it might be counterproductive for teachers and the establishment itself.

On the other hand, pre-service teachers shared positive thoughts about their respective guidance teachers. Mentioning the relevance of this constant feedback and their own improvement in the course of their placements. As Eyal & Roth (2011) mention, there exist two different types of leaderships, transformational and transactional. Transformational leadership is explained as the inspiration they provide to others to exceed their expected behavior and tend to serve as a model providing attention and consideration to followers. Transactional leadership focuses on the exchange process between the leader and the followers, they are not expected to think innovatively. On this account, the link between these leaderships and the pre-service teachers' answers are their respective guidance teachers and the relevance of their feedback. The existence of a leader in the process of final placement is crucial for pre-service teachers, and the use of proper feedback affects the way they are going to improve and create a self-reflection of their pedagogy skills. If pre-service teachers are guided by a transformational leader, the inspiration and improvement can be beyond the evaluations. If they are led by transactional teachers, they could improve and learn according to what is expected, without the motivation to increase beyond it.

In order to understand the relationship between the satisfaction of BPNs and the well-being of teachers, it was determined to first gather information regarding the 'first motivation' of teachers to study English pedagogy. The prior, since autonomy refers to the need people have to express themselves within a desired task, job or area. As well as pedagogically speaking, alluding to the ability to make decisions based on personal instincts. Thus, it has a relation with teachers' decision-making, empowerment and confidence; hence, it might be linked to teachers' professional growth. In this sense, it was found that four out of the six teachers interviewed mentioned that their first motivation had a relation with Pedagogy and the

remaining two teachers were motivated by the Language at the beginning of this journey. As the findings mention, these answers have a strong relationship with Deci & Ryan's Theory about Intrinsic and Extrinsic Motivation (1985) where the Pedagogical Interest relates to Intrinsic Motivation and the Language Interest relates to Extrinsic Motivation. On one hand, it is plausible to say that to participants whose decision relates to Pedagogical Interest, their main purpose was in the act of teaching; hence, on the enjoyment of the task itself as intrinsic motivation suggests. This would also agree with autonomy in SDT as it gives a glimpse of independence in their choice and initial intentions to become teachers. On the other hand, as far as Language Interest goes, the participants' main motivation is not the enjoyment of the task, but the effects these tasks have on others. In this case, the focus is placed on the language and its personal or professional beneficial use; thus, the reason for the chosen career.

The relationship with Extrinsic Motivation is on their socializing agents (Deci & Ryan, 1985), where the socializing agent is the selection of a career. “SDT proposes that extrinsic motivation can vary greatly in its relative autonomy” (Deci & Ryan, 2000, p. 71). Intrinsic motivation, as previously mentioned, is a term used to describe the incentive we feel to complete a task because we find it interesting or enjoyable (Falk, 2023). When engaging in an activity or task, an individual has a perception of their own capabilities to complete that activity or task, and when that activity or task is completed, the individual may feel a satisfaction related to their own abilities, boosting their motivation, fulfilling the basic psychological need of competence, and raising a new concept called “sense of accomplishment” or “sense of achievement”. As stated by Seligman (2011), a sense of accomplishment is the result of working with a goal in mind and achieving that goal while having self-motivation to finish what you set out to do in order to attain well-being. Now, regarding SDT, a sense of

accomplishment is related to autonomous motivation, which is engaging in an activity for the sole purpose of personal enjoyment and fulfillment.

According to the findings, in-service teachers tend to relate their sense of accomplishment in a positive and negative way with competence, with how well they were able to perform, whereas pre-service teachers tend to associate it positively with relatedness, and negatively with competence. On one hand, pre-service teachers showed a favorable attitude towards fostering relationships by actively engaging with their students. At the same time, they associated a positive classroom environment with their students being involved in the class, and their students' gratitude towards them. On the other hand, some pre-service teachers showed their negative feelings being related with their performances and their teaching techniques application showing that for them, confidence regarding competence is vital for them to perform propitiously, or at least, to feel that they are performing in an encouraging way for learning. Whether one or another, intrinsic rewards related to autonomous motivation are essential to attain well-being (Ryan & Deci, 2017); thus, part of this study illustrates that it is crucial to find a sense of accomplishment at work, as it may increase positive feelings, motivation and bring well-being close to the individual which translates in a good performance in the classroom.

Following the same idea, in-service teachers detailed mixed feelings regarding the sense of accomplishment in teaching. Teachers that experience this sense of accomplishment mention that they can notice it on formative or summative evaluations, as stated by T5. Conversely, there are educators who harbor negative sentiments about their teaching experiences and methodologies they have acquired, as T6 said, portraying that the perception of competence might be undermined by the teacher's self-criticism. As mentioned by Deci &

Ryan (2000; 2007), competence is a desire for effectiveness when interacting with the environment, and when this desire is thwarted by internal or external factors, teachers' perception of their performance is affected. In this case, it is not strange that the negative perception is related to teachers' pressure upon themselves regarding their own abilities to implement an old or new teaching technique and that it may affect the outcome of their lessons.

Within the SDT frame, it is also explained that competence is crucial for intrinsic motivation, not only for teachers but also for students. When teachers are not confident enough in their abilities, students are affected by it, and this may thwart their intrinsic motivation too (Niemiec & Ryan, 2009); hence, affecting the outcome of every class, because the teachers do not feel comfortable nor capable, and students are not comfortable either. According to Rothmann and Fouché (2018) teachers' sense of connection is fulfilled when they experience fairness, a commitment to safeguard their interests, follow-through on promises made, demonstrate reliability, maintain accessibility, and exhibit trust in their own capabilities. This sense of connection appeared in several forms throughout the answers, primarily through fostering positive bonds with students (in class and through extracurricular activities), as T2 stated; and establishing strong connections with fellow teachers. This was notably evident in the support, guidance and care received from mentors, supervisors, and other colleagues. It was additionally mentioned that friendships were made during their teaching experiences, as T3 highlights, due to personality traits that pre-service teachers had in common with their guide teachers specifically.

As claimed by participants in the findings, the relationship between the satisfaction of their basic psychological needs and levels of well-being is explained based on the teachers' experiences. By means of doing so, when teachers were asked about the consideration of their feelings it is demonstrated that the emotions of teachers are not taken into consideration and

that schools tend to prioritize students' emotions over those of teachers. The aforementioned results show that even though it is positive that schools worry and care about students' emotions, the focus must expand to their teachers to make them feel important and motivate them. Coterón et. al. (2020) states that motivational factors among educators could significantly contribute to understanding the behavioral outcomes observed in students and that both teachers' satisfaction and frustration with BPN were examined as predictors of students' engagement. Thus, in order to see positive effects on students, the schools must prioritize that teachers' BPNs are satisfied. Looking at all the results from an autonomy perception. Autonomy is crucial for teachers, to have better well-being at work and to satisfy the rest of the BPNs. In agreement Kaplan, H. (2021), states that “teachers with autonomous motivation experience a sense of profound satisfaction from teaching (intrinsic motivation)” (p. 2), it could be agreed that with higher autonomy in teachers, higher well-being, and satisfaction of BPNs.

Contributing to the previous conception with pedagogical and personal growth, teachers illustrate a divergence upon the implementation of ICTs and chances to apply them in the classroom. Respecting the opportunities teachers have to explore new teaching techniques and the learning of them, it is acknowledged the employment of workshops to acquire new and innovative teaching strategies but when asked to implement them in a classroom, it ended up being counterproductive. Aelterman et al., (2016) posit that when teachers consider specific teaching strategies effective, they are likely to view them as more meaningful, resulting in a greater inclination to endorse and internalize these strategies. Taking this into consideration and as participants mentioned, the realization of workshops does not represent the reality of a classroom. Pre-service teachers add the lack of circumstances as an obstacle to the development of their placements, which is unfavorable for their quality of teaching causing stress. Since Aldrup et al., (2016) proposes that for teachers to achieve well-being, it is essential for them to

encounter minimal levels of stress and burnout, if pre-service and in-service teachers do not have the freedom to implement and to explore new teaching techniques in the classroom, the level of stress and burnouts will rise; in this sense, creating a negative perception of their performances in the classroom.

Furthermore, regarding teachers' relationship with administrators it can be interpreted as generally positive concerning support, connection, and collaboration when requested. This aspect is known as relatedness, the one answers to the need for meaningful connections, supportive relationships, and a sense of belonging within the school environment. For teachers, relatedness involves feeling connected to their colleagues, students, and the broader school community. Additionally, it is about fostering positive relationships, experiencing a sense of belonging, and feeling valued and understood within the educational setting. When teachers have opportunities to build rapport with colleagues and students, it can significantly impact their motivation, satisfaction, and overall well-being within the school context. Moreover, when teachers feel connected, supported, and part of a community, they are more likely to be motivated, satisfied, and less prone to burnout. Hence, most teachers expressed their perception about having enough confidence with supervisors, which benefits their professional development at work and strengthens teachers' sense of belonging to the workplace. The previously mentioned can be exhibited through T4 statements that mentioned the collaborative work that was done between the administration and the teacher regarding PTA meetings; and T1 which declared the recognition and support that the whole school community gave them, once more affirming the appreciation they have perceived during their teaching experience. Nevertheless, the interviews revealed the deficient or inaccurate assistance that the administrative team could have when delivering support to teachers on some occasions. As evidenced above, school supervisors may not be properly involved in teachers' complications

in cases of disruptive class behaviors or troubles with parents. There is a delayed or unsuitable response from authorities, which represents an unfavorable contribution to teachers' satisfaction of relatedness.

Overall, participants' perceptions helped to better analyze aspects of the Self-Determination Theory and the satisfaction of Basic Psychological Needs in accordance with their teaching practices and experiences. Initially, it was thought that the satisfaction of merely the three BPNs (autonomy, competence, and relatedness) would indicate that an educator is happy, motivated, and fulfilled by their work. However, results have shown that it is considered undeniable to achieve that sense of satisfaction without the accomplishment of the different factors that emerged from the teachers' responses. The fulfillment of the three BPNs is closely intertwined to the pedagogical and/or language interest teachers may have, the sense of accomplishment they might feel regarding their work done or for their performances, the contribution participants want to be or become their students to society, the freedom they have at work, their relationship with students as well as colleagues and schools' administration, and finally, the classroom environment teachers seek to maintain to the development of their lessons.

6. Limitations and Suggestions for Future Research

6.1 Limitations of the Study

Based on the study and investigation conducted, there are some limitations that should be acknowledged. First, the lack of research focused on English teachers is a fact, even if this theory is not based on pedagogy, there are many studies that focus on Physical Education (PE) teachers. Even if those studies helped in the research, they were not representative of second language education due to the difference of the subjects. This element added complexity to the research concerning other frameworks about English teachers. Considering the above, the lack of studies made in Chile increased this limitation. Although SDT studies were found, they could not fully represent the Chilean educational context, due to this lack of studies, the embrace of different realities was unsuccessful.

Another limitation was the number of participants and the similarity of contexts they came from. As mentioned above the lack of realities is a fact and affected this study. The participants not only were from the same city and country but also worked in subsidized schools. This implied that the findings only reflected a limited portion of society, where public and private schools are not part of the study.

Working only with English teachers is a limitation that might avoid getting more general insights of the psychological needs satisfaction of the Chilean teachers in general. This is important as the lack of investigation regarding teachers outside the physical education field has already functioned as a limitation, which was previously mentioned. In this regard, EFL teachers are few and difficult to contact, therefore it resulted in a smaller sample that limited

the information gathered. The previous is important due to the possibility of extending the information about EFL Chilean teachers to facilitate further research in the topic.

Finally, as a Chilean context, all the participants primarily spoke Spanish as their mother tongue and yet during the interviews the vast majority answered in English. This was deemed a limitation due to the difference of expression someone can have when they try to express their ideas in a second language. Responding in their native language might have allowed the teachers to express themselves more effectively.

6.2 Suggestions for Future Research

For future research it is crucial to keep diving into SDT from English teachers' perspectives to extend the studies in this field. In an international and national context. Considering the national context, the implementation of public schools, private schools, and participants of different regions to achieve a substantial sample size is essential to extend and obtain results that accurately reflect most of the teacher population in Chile. Focusing on different levels of education and schools would be beneficial not only for teachers but also for students to encourage public policies about equal opportunities, and teachers' well-being among others. Incorporating the use of the participant's mother tongue in interviews would prove advantageous in eliciting more natural and sincere responses, as well as capturing diverse experiences from teachers.

Furthermore, expanding the sample and background of interviewees could represent a great improvement in the finding of insights regarding the Chilean educational field, as a bigger investigation could cover more areas of the teachers' well-being and workplace elements. In

this regard, a wider sample could facilitate the composition of an effective and more general discussion of the situation, providing different perspectives and opinions that could resonate with a bigger part of the English teacher's population.

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Appendix A

EXPERT JUDGEMENT

➤ **Basic Psychological Need Satisfaction at Work Scale**

Scale description: Central to self-determination theory is the concept of basic psychological needs that are assumed to be innate and universal. According to the theory, these needs--the needs for competence, autonomy, and relatedness--must be ongoingly satisfied for people to develop and function in healthy or optimal ways (Deci & Ryan, 2000). Many of the propositions of SDT derive from the postulate of fundamental psychological needs, and the concept has proven essential for making meaningful interpretations of a wide range of empirically isolated phenomena. This 21-item scale addresses need satisfaction at work and has been used often (Deci, Ryan, Gagné, Leone, Usunov, & Kornazheva, 2001; Ilardi, Leone, Kasser, & Ryan, 1993; Kasser, Davey, & Ryan, 1992). The scale has evolved and changed since its first use in Kasser, Davey, and Ryan (1992).

Basic Need Satisfaction at Work: When I Am At Work

The following questions concern your feelings about your job during the last year. (If you have been on this job for less than a year, this concerns the entire time you have been at this job.) Please indicate how true each of the following statements is for you given your experiences on this job. Remember that your boss will never know how you responded to the questions. Please use the following scale in responding to the items.

1	2	3	4	5	6	7
not at all			somewhat			very true

true			true			
------	--	--	------	--	--	--

1. I feel like I can make a lot of input to deciding how my job gets done.
2. I really like the people I work with.
3. I do not feel very competent when I am at work.
4. People at work tell me I am good at what I do.
5. I feel pressured at work.
6. I get along with people at work.
7. I pretty much keep to myself when I am at work.
8. I am free to express my ideas and opinions on the job.
9. I consider the people I work with to be my friends.
10. I have been able to learn interesting new skills on my job.
11. When I am at work, I have to do what I am told.
12. Most days I feel a sense of accomplishment from working.
13. My feelings are taken into consideration at work.
14. At my job I do not get much of a chance to show how capable I am.
15. People at work care about me.
16. There are not many people at work that I am close to.

17. I feel like I can pretty much be myself at work.

18. The people I work with do not seem to like me much.

19. When I am working I often do not feel very capable.

20. There is not much opportunity for me to decide for myself how to go about my work.

21. People at work are pretty friendly towards me.

Scoring Information. Form three subscale scores by averaging item responses for each subscale after reverse scoring the items that were worded in the negative direction. Specifically, any item that has (R) after it in the code below should be reverse scored by subtracting the person's response from 8. The subscales are:

Autonomy: 1, 5(R), 8, 11(R), 13, 17, 20(R)

Competence: 3(R), 4, 10, 12, 14(R), 19(R)

Relatedness: 2, 6, 7(R), 9, 15, 16(R), 18(R), 21

➤ Specification table

	A	B	C	D	E
	BPN	BPNs at Work Scale	Questions	General objective	Specific Objectives
1					
2		This question was created by us in order to determine if there are changes on the satisfaction of their basic psychological needs (BPNs) over the years	If you recall the time when you signed in to study English pedagogy, what would you say motivated you to become a teacher? How has your motivation evolved over time?	To analyze pre-service and in-service teachers' perceptions of aspects related to SDT in their teaching experiences.	To gather Chilean English pre-service and in-service teachers' knowledge and perceptions on their basic psychological needs (BPNs).
3	OPENING QUEST	I feel like I can make a lot of inputs to deciding how my job gets done.	How much say do you have in determining how your teaching tasks and methods are carried out in your classroom?	To analyze pre-service and in-service teachers' perceptions of aspects related to SDT in their teaching experiences.	To gather Chilean English pre-service and in-service teachers' knowledge and perceptions on their basic psychological needs (BPNs).
4	AUTONOMY	I am free to express my ideas and opinions on the job.	To what extent are you free to express your ideas and opinions about teaching and educational methods?	To analyze pre-service and in-service teachers' perceptions of aspects related to SDT in their teaching experiences.	To gather Chilean English pre-service and in-service teachers' knowledge and perceptions on their basic psychological needs (BPNs).
5	AUTONOMY	My feelings are taken into consideration at work.	In what ways are your feelings and emotions taken into consideration in your school environment? Can you be your true self at school?	To analyze pre-service and in-service teachers' perceptions of aspects related to SDT in their teaching experiences.	To gather Chilean English pre-service and in-service teachers' knowledge and perceptions on their basic psychological needs (BPNs).
6	COMPETENCE	I have been able to learn interesting new skills on my job.	Have you had the opportunity to explore new teaching techniques or strategies in your current position? To what extent have they nourished your teaching practices?	To analyze pre-service and in-service teachers' perceptions of aspects related to SDT in their teaching experiences.	To find out the relationship between the satisfaction of the basic psychological needs that make up Self-Determination Theory and the wellbeing of teachers according to the state of the art in a group of pre-service and in-service teachers
7	COMPETENCE	Most days I feel a sense of accomplishment from working.	Do you generally experience a sense of accomplishment from your teaching on most days? Could you explain this feeling?	To analyze pre-service and in-service teachers' perceptions of aspects related to SDT in their teaching experiences.	To find out the relationship between the satisfaction of the basic psychological needs that make up Self-Determination Theory and the wellbeing of teachers according to the state of the art in a group of pre-service and in-service teachers
8	COMPETENCE	People at work tell me I am good at what I do.	Have your colleagues or supervisors at school given you feedback about your teaching performance? If so, what have they said?	To analyze pre-service and in-service teachers' perceptions of aspects related to SDT in their teaching experiences.	To find out the relationship between the satisfaction of the basic psychological needs that make up Self-Determination Theory and the wellbeing of teachers according to the state of the art in a group of pre-service and in-service teachers
9	RELATEDNESS	I get along with people at work.	How well do you get along with other teachers and staff, and what factors contribute to your positive relationships?	To analyze pre-service and in-service teachers' perceptions of aspects related to SDT in their teaching experiences.	Explain the relationship between the satisfaction of the basic psychological needs of a group of in-service and pre-service teachers and their levels of well-being.
10	RELATEDNESS	People at work care about me.	How do you perceive the level of care and support you receive from your colleagues and administrators in your school?	To analyze pre-service and in-service teachers' perceptions of aspects related to SDT in their teaching experiences.	Explain the relationship between the satisfaction of the basic psychological needs of a group of in-service and pre-service teachers and their levels of well-being.
11	RELATEDNESS	People at work are pretty friendly towards me.	How would you describe the friendliness of the people you work with at your school? Do you genuinely enjoy working with them?	To analyze pre-service and in-service teachers' perceptions of aspects related to SDT in their teaching experiences.	Explain the relationship between the satisfaction of the basic psychological needs of a group of in-service and pre-service teachers and their levels of well-being.

➤ **Semi-structured interview**

The present interview seeks to gather information, experiences and perceptions from Chilean English pre-service and in-service teachers regarding the satisfaction of their Basic Psychological Needs (BPNs) in accordance with the Self-Determination Theory (Deci E. L. & Ryan R, 2000; Deci E. L. & Ryan R., 2017). The previous in order to illustrate how the fulfillment of their BPNs impacts on their motivation in a work environment. Hence, the below presented questions will play a crucial role when encountering the general and specific objectives aimed to reach the research's goal.

General Objective.

To analyze pre-service and in-service teachers' perceptions of aspects related to SDT in their teaching experiences.

Specific Objectives.

1. To gather Chilean English pre-service and in-service teachers' knowledge and perceptions on their Basic Psychological Needs (BPNs).
2. To find out the relationship between the satisfaction of the basic psychological needs that make up Self-Determination Theory and the well-being of teachers according to the state of the art in a group of pre-service and in-service teachers.
3. Explain the relationship between the satisfaction of the basic psychological needs of a group of in-service and pre-service teachers and their levels of well-being.

Name:	Age:
-------	------

Status: • Pre service • In service	Years of experience/ Number of internships:
Type of School: • Public • Subsidized • Private	Date:

Questions

- If you recall the time when you signed in to study English pedagogy, what would you say motivated you to become a teacher? How has your motivation evolved over time?
- How much say do you have in determining how your teaching tasks and methods are carried out in your classroom?
- To what extent are you free to express your ideas and opinions about teaching and educational methods?
- In what ways are your feelings and emotions taken into consideration in your school environment? Can you be your true self at school?
- Have you had the opportunity to explore new teaching techniques or strategies in your current position? To what extent have they nourished your teaching practices?
- Do you generally experience a sense of accomplishment from your teaching on most days? Could you explain this feeling?
- Have your colleagues or supervisors at school given you feedback about your teaching performance? If so, what have they said?

- How well do you get along with other teachers and staff?

What factors contribute to your positive relationships?

- How do you perceive the level of care and support you receive from your colleagues and administrators in your school?
- How would you describe the friendliness of the people you work with at your school?
Do you genuinely enjoy working with them?

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➤ Basic psychological needs summary

What are Basic Psychological Needs?

Deci and Ryan (2017) propose the Self Determination Theory, which includes the Basic Psychological Needs Theory and states that every human being possesses innate psychological needs for autonomy, competence, and relatedness. These three elements relate to intrinsic motivation and psychological well-being, which are crucial for optimal human functioning. In the workplace, when these needs are satisfied a person will experience greater well-being, higher productivity, and lower turnover rates (Jones et al., 2020). For teachers and pre-service teachers, the theory and the concepts linked to it are crucial in order to describe their influence on teachers' well-being, since "teacher motivation is an essential indicator of the teaching-learning process, keeping in view that a greater degree of motivation exhibits a higher level of teacher engagement" (Thoonen et al., 2011; Watt & Richardson, 2008).

Relatedness refers to an individual's inherent tendency to connect with others and/or to be part of a community or group. In the educational field, and more importantly, in the teacher's field, it represents the connection between teachers and students, their colleagues, their leaders, and their organization. Relatedness is often considered the fundamental BPN among pre-service and early development career in-service teachers and one of the principal factors in BPN thwarting and burnout (Hobson & Maxwell, 2016).

Competence emphasizes one's own perception of the capabilities within any task, job, or area of interest. Regarding teaching and adding to Deci and Ryan, competence might affect the perceptions of educators towards their performance in the classroom and their students' performance regarding their strategies and pedagogical practices.

Autonomy entails the individual's need to express himself or herself within the desired task, job, or area. In the teaching field, autonomy refers to the ability to make important decisions based on one's own behavior and follow one's instincts regarding pedagogic critical incidents that occur inside the classroom. Besides, autonomy is fundamental to develop workplace buoyancy, which is a great factor in increasing a teacher's motivation (Collie et al., 2019).

All in all, these basic psychological needs represent essential abilities and skills that provide teachers, in this case, with a better work experience and balance on their motivation, capability and support regarding educational practices and its environment.

Appendix B

INTERVIEWS TRANSCRIPTS

➤ Participant 1

Name: Teacher 1	Age: 22
Status: ● Pre service ● In service	Years of experience/ Number of internships: 5 internships
Type of School: ● Public ● Subsidized ● Private	Date: November 6th, 2023

Interviewer: Okay, the first question is: If you recall the time when you signed in to study English pedagogy, what would you say motivated you to become a teacher? How has your motivation evolved over time?

Teacher: I think the main motivation for me to become a teacher was to be a teacher, not to be an English teacher. I think that English for me was the easier subject that I could choose and I also liked it but I didn't want to be an English teacher, I just wanted to be a teacher, so that's why I signed up for pedagogy. I think that over time I realized that with English you can also do the same thing that I thought I would do with another subject like History or Philosophy or Spanish, I don't know so I think my main motivation is still to be a teacher, to be a contribution to society for my students as well. And it fulfills me as well. So that's it, I think.

Interviewer: Okay, thank you. The second question is: How much say do you have in determining how your teaching tasks and methods are carried out in your classroom?

Teacher: You mean like, how? How much power I had to do like by myself...

Interviewer: Yes.

Teacher: I had different experiences. For example, I would say that in 3rd year I had almost none, any hour to do what I wanted to do. In fact, I think I only observed what my guide teachers did and that was it. So it wasn't that much. In fourth year in the first practice I didn't have any freedom to do many things, I had to follow what my guide teacher said because we have 45 minutes for each class and I went to just one class per week. So it was very, very little time that we had to do something different. So I tried to stick to what she had to do and I told her, *"I'm going to stick to what you are doing. I'm not going to try anything new because that would mess up with the schedule"* because they had a very tight schedule at school. So that's it. On my 4th year, the second term, I had more freedom because I was in a public school that didn't have English. In my professional placement I had more freedom. But still I had a very tight schedule because my... like, my courses, my classes had like 45 minutes classes only. So in the end I have 30 minutes to do very few and to do very few activities, and I had 45 students per class, so I wasn't able to do something like TPR activities, many TPR activities because there were many students that is not something that you can work with when you have 45 people, 45 ten years or eleven years old, so. That 's it.

Interviewer: Okay, next question is: To what extent are you free to express your ideas and opinions about teaching and educational methods?

Teacher: I think I was... mmhh, I don't want to say lucky, but lucky because I did my practicum in a school that they were very like academic and they had a very organized structure at the school, but they were also seeking always innovation and doing new things and paying

attention to the details. So. I think that... I forgot the question. Could you repeat the question please?

Interviewer: Yes, of course. To what extent are you free to express your ideas and opinions about teaching and educational methods?

Teacher: OK, thank you. So I think that teachers there we're always trying to talk about what we were doing good and what we were doing wrong, what we needed to improve. So we talked about education, we talked about pedagogical practices and it was something very common in the teacher's room. So yeah, I was free and able to give opinions to say "*I think we could do this or we could do that*". With time, for example in March, I wasn't able to say we could do this because I have no idea what to do, but for example in May I was already able to say I think we could do this activity instead of this because it would be more entertaining or yeah, that's it.

Interviewer: Okay, following this idea, the next question is in what ways are your feelings and emotions taken into consideration in your school environment? Can you be your true self at school?

Teacher: I think mostly, yeah. When you're a teacher, I think that you cannot be your true self, like, really yourself teaching because sometimes we have traits that are not suitable for the school system. So, but I was mostly myself at school. I had a guide teacher who was amazing. She was very honest with me, very open, very critical as well and she was always talking to me about what I was doing right and what I needed to improve, as I told you before, so I think that I was relaxed about making mistakes, about asking things. If I didn't know something I could tell her "*hey you know, I need to talk about this because I'm not sure about what I have to do or what I can do to improve*". So I think it was mostly myself, I also made friends, I think in my practicum. So that was cool. Yeah.

Interviewer: So you consider that your feelings were taken into consideration?

Teacher: Oh, yeah, yeah, yeah, yeah. Yeah, I think they were taken into consideration by my guide teacher by my classmate, my partner, because we were two students doing our professional practicum placement. So we talked about how we felt, if we were tired, if we were angry because you're not a machine. When you leave the classroom, you're still a human being, so you still feel sorrow or sadness or happiness or whatever. So we talked about that and most of the time we said, *"you know, this is part of being a teacher. This is not like you give content and that's it. You're a person who is teaching something and creating a bond with a student, with a kid"*. So I think my feelings were valid and taken into consideration. Yeah.

Interviewer: That 's great. So next question, have you had the opportunity to explore new teaching techniques or strategies in your current position?

Teacher: I wouldn't be sure, I think I'm still very traditional at teaching. I mean, I focus on the communication techniques and the four skills and all that always, but I'm still not a very innovative teacher, I don't know, I'm very traditional at my teaching. I like my students to participate. I like them to talk. I like them to write, to listen, to do TPR. I think that's very useful because I like to work with elementary schools with an elementary education. So I think those kinds of methods are very useful with them, but I haven't done anything, like, very different from that. I have experiences, like, more innovative, but outside of my professional placement.

Interviewer: Okay, in the same question we have, to what extent have they nourished your teaching practice?

Teacher: I think that being a traditional teacher or teaching traditionally helps you because that's how the system is built, you know, so you have a whiteboard, now you have a projector as well, but you still have 20 to 30 students in a class so you have to teach them all and you have to provide the same materials and the same opportunities and sometimes when you don't have a same level of English in a classroom you cannot do, for example, you cannot create a play. Like you cannot ask a fifth grade student who speaks English very fluently and a guy or

a kid who's coming to school from the South of Chile, I don't know, or the north, which is more common, I think, from the north of Chile coming here and to create something from scratch if they don't have the vocabulary or the grammar or the speaking skills or the listening skills. So I think that being a traditional teacher helps you to provide opportunities, but these opportunities are very limited, limited sometimes. I think that's it. Yeah.

Interviewer: So the next question is, do you generally experience a sense of accomplishment from your teaching on most days? Could you explain this feeling?

Teacher: I think I feel a sense of accomplishment but not because of what I'm teaching but because of the bond that I have with my students, because most of the time they don't know what they are doing after four or five lessons so it's very difficult to build knowledge like, on the spot, you know, but they try and I think that's the feeling of accomplishment that I feel, that they are trying, that they are learning they are living a process and they are making me part of the process because they trust me, they ask me things. Yeah, I think that's the feeling of accomplishment that I feel because of my students, not because of, *"oh, they are learning the verb to be, yeah!"*, no, because they are talking about it, they have questions, they make mistakes and that's the good part, because that means that they are trying to do something.

Interviewer: Okay, the next question is: Have your colleagues or super supervisors at school giving you feedback about your teaching performance? If so, what have they said?

Teacher: Yeah, most of the time I think that my colleagues, as I told you, my friends and also my supervisors or guide teachers gave me a lot of feedback while I was doing my placement because, as I told you, my guide teacher, she was very honest and critical with what I was doing. Not because she wanted to be perfect or anything like that, but because she told me that I was a role model for kids to learn English. So for example, I remember once that she told me... **Te lo voy a decir en Español como para citarlo más exactamente...* me preguntó "Miss, usted dice `adjectives or ad`jectives" y yo le dije "adjectives" y me dice "no es `adjectives, es

adjectives, y esa parte tienes que mejorarla porque cuando los chiquillos te escuchan ellos entienden que esa es la pronunciación correcta y lo van a repetir para siempre, entonces tienes que corregir eso para que tus estudiantes sepan que es adjectives y no `adjectives”*. That was something that it's still in my mind because she was very... How can I say this? She was *atenta* (thoughtful), I don't know, to what I was doing and what I could do to improve so she gave me real feedback, things that I could use to improve my teaching and also the use of the language. Yeah, I think that those were the kind of things that she told me most of the time. For example, another time she told me *“You have to set the boundaries with 4th and 5th year students because they are going through a phase where they are becoming teenagers. So they are teasing you, how much can you take? So you have to set boundaries now and not in the future when you are not able to control them. So you have to learn how to do that now. You know that you, I don't know, love them or have affection for them, but still you cannot be like a pillow or something like that. You have to tell them this is not okay and this is okay, this is what you have to do”*. So... and that is something that I use now and I have had some issues at the school that I'm working right now because, for example, I don't allow my students to go to the recess if they haven't cleaned the classroom. But the *inspectora* tells me *“You have to let them go because they have to play”* and I'm like *“No, because they haven't done what I told them and they haven't taken care of their space.”* *y “no pero es que tienen que salir porque los están esperando”*. And I'm like, okay, I'm going to follow the instructions of the school but I don't agree with what you're doing, you know?. So I think that's it.

Interviewer: Okay, following your answer, I want to ask you how well do you get along with other teachers and staff and what factors contribute to your positive relationships?

Teacher: Okay, I think I usually have a good relationship with colleagues and staff because, I don't know, it's easy for me. I try to talk with them, to get to know the school, like through them to talk about their experiences, to project my experiences, what can I do to improve, what

do I have to avoid. For example, I always try to take into consideration the points of view of the administrative staff, like people who are not teaching because they are the people who are usually with the students in other places and know them outside of the classroom. So for example, as I told you, **las inspectoras**, they know how the kids are outside of the classroom. What do they like? What do they like to do? They know their parents, so I think you need to talk to them a lot and besides, you're working with them. I don't make a distinction between teachers and the people who work at the school. We all work at the same school, you know. So I believe we are all pursuing the same objective. So I try to build the same relationship with them and it's very easy in the end, like, you have to say hello, ask them how they are and I think that's it. It's very easy for me. That 's it.

Interviewer: OK. Next question is: how do you perceive the level of care and support you received from your colleagues and administrators in your school?

Teacher: In my experience, that was very, very good. **Como mucho apoyo** A lot of support, a lot of affection, a lot of respect of what I was doing. So for example, at the beginning I was like, knowing everyone and they were knowing me, but that was like 2 weeks and then after that I was like, “Oh the English teacher who's going with the other English teacher”. I wasn't the **practicante** I was another teacher. So, obviously I was doing things as **practicante**, but still I was respected in the classroom by my students but also by my colleagues. And I think that's not very common, it's not an experience that all people have, so I think I have been fortunate to be on a community **que me valoró** a lot, the parents, the children, the colleagues, the administrative staff, they knew me as well, like the principal of the school or the **Jefa de UTP, Jefe de UTP**. They knew who I was and what I was doing at the school, so I never had any problems. I had a lot of feedback from them as well because sometimes my guide teacher was sick, so she couldn't come to the school and she told me someone is going with you to make your class and sometimes that was the **Jefe de UTP**, and the **Jefe de UTP** helped me

to do things better or told me, “*you know? I think that I could help you by doing this instead of sitting in the back*”. So I think that the **inspectoras** as well at that school were amazing, very supportive. They were also very involved with the children because they usually take care of the children at recess, but they also participated, for example, in orientation if they had an issue, or in **consejo de curso** if they were having problems as a school or as a group. So yeah, they were very supportive, like in general, yeah.

Interviewer: OK, and the last question: How would you describe the friendliness of the people you work with at your school? Do you genuinely enjoy working with them?

Teacher: Yeah, I really enjoyed working with them because as I told you, they had a project. They were not only giving content and not only worrying about the **matrículas** or about the money they did have a **Proyecto Educativo** as a school as a **red de colegios**, you know. And they follow that a lot, at least my guide teacher follows that with her group and with the groups that we had lessons with. And part of that **Proyecto Educativo** was for example the social emotional work in the end, but they have different parts and somewhere responsibility, organization, socio emotional skills, things like that. So they were trying to make children and people who could contribute to society in the future, and not only being people who was going to work in something or were going to be a lawyer and after becoming a lawyer they were becoming a good contribution for society. They were trying to make children part of that society and to create an environment of respect at school and at home as well. So I don't know if I'm explaining myself.

Interviewer: Yes, very good. Thank you so much, ***, for your time.

Teacher: You're welcome. Thank you for the interview. It was great.

➤ **Participant 2**

Name: Teacher 2	Age: 22
Status: ● Pre service ● In service	Years of experience/ Number of internships: 5 internships
Type of School: ● Public ● Subsidized ● Private	Date: November 9th, 2023

Interviewer: OK. So, first question is: If you recall the time when you signed in to study English pedagogy, what would you say motivated you to become a teacher? How has your motivation evolved over time?

Teacher: OK, I'm going to answer the first part. So, can you repeat it for me?

Interviewer:OK: If you recall the time when you signed in to study English pedagogy, what would you say motivated you to become a teacher?

Teacher: OK, so the thing that motivated me was mh trying to make a change in at least a few students, *eeh* or trying to change lives. I have this savior complex, maybe. So, *eeh* I always feel like I can do more, and I always can do more, so English was always like my forte, but it wasn't like uh my main decision. Pedagogy was always my my *eeh* my decision, but English was like the last idea that I had.

Interviewer: OK, the second part of the question is: how has your motivation evolved over time?

Teacher: *eeh* It has been pretty crazy to see how my motivation has evolved. I was pretty motivated at first, the first few years after some practices I kind of like uh got a little burn burnout *eeh*. After my practice was pretty good, pretty amazing, I had a burst of motivation, and now that I am working, I'm constantly struggling with what I'm doing, and what I chose.

Interviewer: OK, very good. Second question is: How much say do you have in determining how your teaching tasks and methods are carried out in your classroom?

Teacher: OK, so in my practicum it was like uh 50/50, so the teacher had some ideas of what things I should do and I can do, and the other part was me trying to push things further. So *eeh* I had a lot of saying, but every time I got too far off, my guide teacher told me like: "No! you know what, that won't work here" or "That's *eemh* like too personal!, like you should focus more on every student instead of trying to make a class for one."

Interviewer: OK, Very good. Third question is: To what extent are you free to express your ideas and opinions about teaching and educational methods?

Teacher: Like in my practicum or everyday?

Interviewer: Yes

Teacher: OK. Well, in my practicum I had every opportunity of questioning the methods that the teacher used because I wasn't like, I mean he was, he is a great teacher. So, he had some methods that I agree with and some things that I thought "well that's really messed up to say to a child". So, *eeh* I had the confidence to said to him things that I didn't agree with; but, I mean, you can hear a pre-service teacher all you want, but to change things or ways that you are teaching, and has worked every single time... mh It's really weird that someone would change because of someone that is in the school like for four months. So yeah.

Interviewer: OK, the next question is: In what ways are your feelings and emotions taken into consideration in your school environment? Can you be your true self at school?

Teacher: Yeah. It's weird because this feeling of creating a teacher persona messed up my mind so many times uhm because I cannot, I cannot not be myself. So, In *eeh* that teaching environment, I tried to be someone that it wasn't me, and then I said: "you know what, screw it, I'll be myself and I'll care for the students I'm really worried about" I remember the first time I uhm like the first time I got to talk personally with the student, she told me that she was abused, so I had to activate a safety protocol, if you call it like that. *eeh* I had to talk to some teachers about it, I got to talk with Kenita (practicum directive) about it, so it was really great. *eeh* because if a student tells you that they have suffered abuse and you become a *cómplice?* so it's really difficult to be in that position. So, my emotions were very out there every single time, but I have a great and a good safenet to talk about things.

Interviewer: I'm glad you have one, really. So, the next question is: have you had the opportunity to explore new teaching techniques or strategies in your current position? To what extent have they nourished your teaching practices?

Teacher: Okay, so nourish is a great word. uhm I felt that uhm I could try a lot of things but. I mean it's really difficult to do it actually, in a sense of *eeh* there's not a lot to do in a school that you won't belong in. So, if you're there for a very short time, they'll always say, like, well, you will do this, you will try these things and you will leave. So, my students will ask for you or ask, well, "with teacher Andy we did this and we did that so I miss that" and it's not a thing that they stop you from doing it, but not do not uhm *"no lo metas en mi aula por completo"*. Try it, but don't use it always, you know. But yeah, I had the opportunity to do things and to nourish my teaching techniques.

Interviewer: That's great. In the same like line: Do you generally experience a sense of accomplishment from your teaching on most days? Could you explain this feeling?

Teacher: Okay. No, absolutely not. No, I always think that no one ever learns anything. In my practicum and nowadays I feel like what am I even doing? They are not learning, they are not.

But the feeling changes sometimes if *eeh* you get a little bit of feedback, you know? sometimes, it happened to me also, *eeh* there are students that come to you and other times not in the classroom, maybe in recess or whatever. And they ask you things about class, or they tell you things in English, and it's always blowing my mind. So, there is a sense of accomplishment, but not in classes, *eeh* in another... *eeh* I don't know in other talks, in other places, not necessarily after a class or in a classroom. One, as a teacher, don't doesn't always see an end or a reward. You cannot. You plant a seed and you maybe can see the seed grow. I don't know.

minute: 9:07

Interviewer: That's a very good example, yes. Okay, next question: Have your colleagues or supervisors at school giving you feedback about your teaching performance? If so, what have they said?

Teacher: *eeh* Only my practicum supervisor gave me like a no no, not great feedback, a proper feedback if you may say. uhm It wasn't like, totally complete. We didn't have the opportunity to talk about, like, what I could do better. One thing they said to me is I tend to be a little, like, I don't know. I have this feeling of being a head teacher always. Like I'm always caring about the little things about kids. I'm always asked. I like gossip too, so I always, I'm always asking things. So, one of my feedback was "try to do those things with only your head... You're like kids, not with all the *eeh* grades". *eehm* But it was kind of difficult because I do care about kids and I do care what they are learning, what they are lacking. So, one of those feedbacks was like, like superficial, not thorough, if you will.

Interviewer: Okay, next question is: How well do you get along with other teachers and staff? What factors contribute to your positive relationship?

Teacher: uhm the, okay, being uh uh uh someone again who is there for four months, it's difficult to make relationships with, or establish relationships with other teachers or colleagues

eeh but to me, and for Sam also, was really great. *eeh* we, after our practicum, we got to a bar with our teachers. We shared stories, we shared our realities, our plans for the future, so with the, our, supervisor teachers or the ones who were putting us the grades *eeh* and who also were English teachers we got a good feeling, but with the rest, nothing. I remember my... uhm the head teacher of the 6th grade, where I was doing my practicum, she was also great; but, I didn't have the opportunity to share something with her so I only talked with two or three teachers in the school, in a school where there were like 35 to 40 teachers. So that's right.

Interviewer: OK. Next question is: How do you perceive the level of care and support you received from your colleagues and administrators in your school?

Teacher: Colleagues okay, so in school uhm. They do care, but. No, it's like I care, but not really. If I was sick, I could say I'm going to miss this day and they would say "oh okay". So, there is a care so, I won't be there, but, it's okay if you are not here, it's not really that important. So, uh, but again with my supervisor teacher *eeh* he was really great. He was a friend, an extra friend that I had there. So, he really cared if I missed a day or what we could do to make up for this day. *eeh* If you have to leave early, don't worry, I'll check you out if you were here the entire day. uhm So, it was a great relationship and he cared if I've missed a day or so.

Interviewer: OK, and last question, how would you describe the friendliness of the people you work with at your school? Do you genuinely enjoy working with them?

Teacher: Yeah, but practicum is a really stressful moment. In UMCE, we are always doing things, and you cannot be like fully at your practicum sometimes. So, building relationships, building interest and being friendly is really difficult if you are doing a lot of things so... To me it was simple enough... ehm but I know that it was easy to struggle creating those connections and having to do things every day so... Yes and no at the same time.

Interviewer: OK. That's it, ***. Thank you very much.

Teacher: Thank you. Bye.

➤ **Participant 3**

Name: Teacher 3	Age:
Status: ● Pre service ● In service	Years of experience/ Number of internships: 5 internships
Type of School: ● Public ● Subsidized ● Private	Date: November 9th, 2023

Interviewer: So first question is, if you recall the time when you signed in to study English pedagogy, what would you say motivated you to become a teacher? How has your motivation evolved over time?

Teacher: I think the...at the beginning was more related to English, not because I don't love the pedagogy thing, but I wasn't sure about my way and you see how to really about my future. So what I was sure about it was my intention to to be related to languages and this particular moment English. So, then I started, well, in school I really love and I discovered that I learned better the things when I shared with others my ideas or what I learned. So, for example for tests in school I shared with my classmates what I learned with the book, I don't know with the lecture and things like that. I always wanted to to communicate something and also with English. I am a super fan of languages in general, but with English I got a special relationship. I guess it's because it's one of the first languages I learned in school. That 's it.

Interviewer: And how has your motivation evolved over time?

Teacher: My motivation yeah, while in the university ehm I discovered that I'm really good at this. No, I don't know if I'm really good at this, but I found joy. Joy in this thing of teaching something, it's super rewarding like having that this person that wants to learn and you provide this person to the knowledge they have. And it's not something like math that you use for a specific context, because for in math in general you need just the basics in your daily lives. But, with English you can use it like every day or with the songs that you like with the people that you love if you want to travel, so it's useful. uh It's a useful tool, and you taught them how to do that, how to communicate.

Interviewer: OK. You are good. You are, it's like a statement. Second question is how much say do you have in determining how your teaching tasks and methods are carried out in your classroom?

Teacher: Can you repeat the first part of the question, please?

Interviewer: How much say do you have in determining how your teaching tasks and methods are carried out in your classroom?

Teacher: Okay in my practicum. I think it was fifty fifty because I was able to do whatever I want. Like planning my class whatever I want, but they have a structure so I should work with the book for example. I was...it was mandatory for for me. Maybe not every cast but *ehm* most of the classes should be related to the book. And I think the that thing that I have to work with it and sometimes my classes became a little bit monotonous, like it's always the same. *ehm* But, from time to time, I permit myself to change and to work with different things with different games. uhm The first part of the class, the warm up, it was always just mine. I could do whatever I want to, to warm up and the closures too. But, the the middle part of the class, it was always related to the book and the things they have already organized with objectives; because where I was, they have already planned all the lessons by the institution, not by the school, because they are part of an institution. So, they already have their planning,

but the place where I was. They do not have that, I don't know why. For the rest of the schools, yes, but not here. But, they have the objectives or the distribution of objectives organized. So, I have to base my classes on those objectives and with that create the setting of every class and with that I could work with the book as I want, or the initial part of the class as I want. I don't know if it's clear, yeah.

Interviewer: Okay, next question. To what extent are you free to express your ideas and opinions about teaching and educational methods?

Teacher: Well, I think my guidance teacher was super open to different ways. uhm She taught me a lot. I think she was far beyond the the organization the school belongs to. In terms of, she allowed me to do whatever I want in some cases, so she values my opinion a lot. Not the same with the administration part of the school. So they wanted things as they were. Exactly. So, for what extent I think that is the answer. Maybe that answer.

Interviewer: Okay, good. Next question is: In what ways are your feelings and emotions taken into consideration in your school environment? Can you be your true self at school?

Teacher: I think yes. Again with, well, I was with Jenny. And the first part, and she got a very difficult situation with another teacher. So, we shared the space with that teacher before and after Jenny's situation. And well before, in my case, I didn't have that experience with my guidance teacher, but I shared the time with her. And well, *eeh* after that, after what happened with Jenny, do I have to explain for the extension of this of this study?. What happened with Jenny?

Interviewer: Yes, just a like a context

Teacher: She was just mistreated by the teacher. Yes she shouted at her, but mistreated. Yeah. So I didn't have the experience, but I saw that situation. And well, later when Jenny left the school. The director and the sub director and the other people *eeh* were super preoccupied about how I felt, how I feel about it, if I have something to say about my guidance teacher, if

I'm comfortable in their context. So, they were super preoccupied if I'm feeling well because they didn't want the place to be as toxic as the other teacher. So. Yeah, they were super warming in that case and the direct relation with my guidance teacher was like almost, almost friends, so we talked about many things. She helped me a lot, she questioned about, always had questions for me and how I feel, how I felt, and the things I've been doing in the university at the same time and also. Yeah, I think like a good relationship, in general. She gave me feedback all the time in a proper way. She included me in the lunchtime with her group. So I think it's, for me it's a big thing to share your table in the lunch time in the school. I think it's something relevant for them. Yeah,

Interviewer: I'm glad to hear that you had a very good experience. Really. Okay, next question is, have you had the opportunity to explore new teaching techniques or strategies in your current position? To what extent have they nourished your teaching practices?

Teacher: uh New ways. I think. Yeah, it probably. I cannot say what, exactly, because the model is the same. But ways of expressing, for example some tips, tips. She always gave me tips and I think it is very helpful to give the exact helpful exact need, in the moment. My other teacher from before practicum, the ones that is provided from university. He helped me with an idea or with learning names because I'm really really bad with names. So he helped me to use this tool with the name sticks. So, at random I chose the names and then I somehow learned all the names. And that helped me a lot with the students, they value, they value so much when you call them by their name. Something, another thing not, not technique, but *eeh* other tip, like not giving instructions and moving. If I want to give an instruction, I have to stay still in the place and that will be clearer for them. I don't know how it works, but it works. ehm What else? Yeah, those little tips help a lot. Not saying the exercise. No, only exercise. The use of my voice. Umm. I think that it is, and I learned that stickers. Even when they are old, like older, in high school. They love stickers and motivate them. Even more in elementary and I

don't know *básica*, but in high school it also works. "Miss I want the sticker" *"Miss, ya terminé"* , Really. In 10th grade, it works. And all the other things like talk, refer to them as people like ,young people, not because they are like,they look older they are more related to... more adults. So they love it when they play in the classroom. They love when we refer to them as. "Hello, how are you?"(enthusiastically) Not like a baby. That sounds like a baby, but like...taking care of them, like, consider them. Yeah.

Interviewer: Okay. I love it. Like I love it. Stickers. That's the best way.

Teacher: A sticker is the best way. Yeah. Yeah. I have lots. Sorry.

Interviewer: OK Next question is, do you generally experience a sense of accomplishment from your teaching on most days? Could you explain this feeling?

Teacher: No, I didn't have that sense of accomplishment. I left every class saying I did everything wrong *laughs*. Oh, I'm so stupid. I shouldn't. I shouldn't have. uhm That was the major part of the time, yeah. But there's some days that I said, oh, it was, today it was a good class, but this. But, in general the most cases were like, Okay, no, I did everything wrong. My voice, it was awful. I'm so tired. They are exhausting. They were impossible today. Yeah, that was me during that time.

Interviewer: Okay, next question is: Have your colleagues or supervisors at school giving you feedback about your teaching performance? If so, what have they said?

Teacher: Yeah, I have the the it was, for me talking with my guidance teacher, it was a safe space. So every time that I left and I felt that I had done everything wrong, she told me like "okay, you could work with this, with this" so, those were the times like walking from this, from the classroom to the teachers salon uhm. We talked and she told me like, "yeah, you try not to read the instructions while moving" uhm. "Don't care about this. They were, like, super crazy today. Don't worry, it wasn't you". So that was the feedback in general. uhm And with the supervisor, well, because I have two supervisors. uhm The one that is provided by the

university and the other teacher and the ones that is provided by the institution and they came to my class and saw me, so, for example they told me like... I felt very nervous the time they came to my class. And it was a surprise. I didn't know they would come. And I started to improvise just because I was super nervous. So, at the end of the class he told me that like I didn't have to improvise and do the things that I know and that I have prepared, but it was just me freaking out. Yeah, but my other supervisor, the ones provided by the university, he helped me a lot. He gave me tips also. At the end of the class, every class he supervised, he told me, like, "They're perfect. Nothing wrong. We're going to talk a little bit later, but it's perfect". And I was like, "really? I think it was awful". And "no, super great". "Okay, thank you". And he left. And then we talk and, like, in a private meeting. Yeah.

Interviewer: Okay. Very good. The next question is: How well do you get along with other teachers and staff, and what factors contribute to your positive relationship?

Teacher: I think my guidance teacher she was from Peda too. So, we got some some things in common. I was, uhm, she was clearly like my type of person and somehow because she used stickers on her computer and one of them said "I love you dear Capucha", and it was a person with a Capucha. She's my type. She wears like, I don't know how to say it, Handkerchief. A purple handkerchief for feminism. And use, like, the LGBTQ+ flag on their bag. So, I think I can relate her in many, many ways, she's young. So we talked, at first we don't talk but that much about us, about our lives beyond the things that we have to do. So, then super naturally, we start talking even more after Jenny left. Because I well, while Jenny was there, I shared more time with Jenny, but then with her. ehm I didn't have much relation with the rest of the teachers because English has its own room. So, I don't talk much with other teachers, but later I start, at lunch, I share with others and they include me in their table. And we talked a lot with math teachers, biology teachers, the other teachers. uhm So it was good, we talked a lot and

then when I returned to the school for other things. They were like, “she miss you, she misses you. She's Paulie's widow”.

Interviewer: Okay. That's very good. Next question is: How do you perceive the level of care and support you received from your colleagues and administrators in your school?

Teacher: OK. Can you repeat again please?

Interviewer: Yes. How do you perceive the level of care and support you received from your colleagues and administrators in your school?

Teacher: ehm Well, I think I talked a lot about my colleague teachers, but about the administration staff. uhm They also helped me like one time I needed something printed and one of the, I don't know how to say *sub director*, let's say. uhm *sub director. eeh. Una sub directora* eeh She helped me with that. And she always asks how I've been doing. She was part of a because they were like 4 *sub directoras*. One for *Media*, one for *Básica*, one for *formación* that is related to *como orientación?* and psychologic aspects, and other for other things that I don't remember. But for that and also the headmaster, the director. Yeah, so they helped me a lot. They always ask things, how I've been doing the same with the cleaning stuff. The *tíos and tías*, they were super, super nice. They always ask how I was, how I feel if I need something. Little chats, little jokes when walking. ehm Yeah, they always, like, gave me things. ehm The same with the administrator. She was super open when I had questions for her, for My Portfolio. Yeah, she helped me a lot with all the information I needed. If I needed a cable, she say “Please go to this, to Mr. Hector and just ask him. He had to give it to you”. And I “Okay, thank you”. So Yeah.

Interviewer: Awesome. So last question: How would you describe the friendliness of the people you work with at your school? Do you genuinely enjoy working with them?

Teacher: Yeah, at first I think it was a little bit awkward because they have all these years knowing each other and and I mean language *como*. The relationship is already poor, so you

are a strange people in this place and they know you're going to be there just for a period of time, so some of them uhm don't feel the necessity to include you as part of their team, or their relations just because they know you're going to leave and you're just a student and you're going to be there for so little. But that at first, it was a bit awkward, yeah. Or maybe it was just my perception. But then, it was super clear that I feel part of them. It was fun. We talked and we make jokes and we have fun. And not always related, having chats related to students like us or our clothes or activities. I don't, I don't know. So I think it was good. At the end, from the middle to the end.

Interviewer: Okay, ***, thank you so much. Thank you.

➤ **Participant 4**

Name: Teacher 4	Age: 24
Status: • Pre service • In service	Years of experience/ Number of internships: 2 years of experience
Type of School: • Public • Subsidized • Private	Date: November 13th, 2023

Interviewer: So, general question. What is your name?

Teacher: *** **

Interviewer: How old are you?

Teacher: I am 24 years old.

Interviewer: And how many years of teaching experience do you have?

Teacher: Two years

Interviewer: So now for the specific questions. If you recall the time when you signed in to study English pedagogy, what would you say motivated you to become a teacher?

Teacher: OK, I think the main motivation was... mmhh like to be someone who can help people, and bring them all the skills and abilities that they require to grow as a person.

Interviewer: And how has your motivation evolved over time?

Teacher: I think it hasn't changed much. I think it's the same. And yeah.

Interviewer: OK, so it's the same. OK, second question, how much say do you have in determining how your teaching tasks and methods are carried out in your classroom?

Teacher: I would say... much, much saying because everything that I do is because I want to, and no one, like, forbids me from doing so.

Interviewer: So you have the freedom to do whatever you want in your class. OK, so next question. To what extent are you free to express your ideas and opinions about teaching and educational methods?

Teacher: Yeah, I think that depends on the grade. Because with some grades I feel more comfortable with, like I can express myself totally. But for example I remember in one class, mmhh... we were talking about Frida Kahlo and I asked them the question if they think Frida Kahlo was a feminist or not, and I have different ideas, blah blah blah and... I wanted to say what I think or thought but, I allowed the students to say what they thought.

Interviewer: OK. Let's continue. You were talking about Frida Kahlo, and the opinion of your students.

Teacher: Yes, so I think it is important to allow the students to express themselves without *ehh* pursuing them in their thoughts.

Interviewer: Oh, with your personal opinion.

Teacher: Yes with my personal opinion.

Interviewer: OK. Next question, in what ways are your feelings and emotions taken into consideration in your school environment?

Teacher: Yeah, well that depends on my mood. For example, obviously the class is going to be well, if I feel well. And on other occasions, for example when I... when I'm exhausted, the class is not at its finest. So it depends on the mood and the emotions and the external factors from my personal life.

Interviewer: OK and can you be your true self at school?

Teacher: Yes, completely. Yes.

Interviewer: You think this is your real personality, like your "Teaching Persona" is almost the same as your true self.

Teacher: Yes and I have with my friends we have this conversation because all of them are teachers and I told them that I can really like, make fun, and be myself with the students. And many of them said that they couldn't. So that caught my attention and I feel happy that I can drift here.

Interviewer: OK, so do you feel happy because this school gives you the freedom to be yourself?

Teacher: Yes... and the students also not only like the administrators, but the students.

Interviewer: OK, OK, that's amazing actually. Next question, have you had the opportunity to explore new teaching techniques or strategies in your current position?

Teacher: Yeah, yeah. Mainly with this grade because it is the first time that I make classes in primary school, yes.

Interviewer: You're the head teacher of a fifth grade right?

Teacher: Yes, fifth grade. So it is the first time. And I had to explore new techniques, mainly for classroom management because they are very disruptive. So I had to search for new techniques in that matter.

Interviewer: But you have the freedom of doing that. Is it difficult, like the difference?

Teacher: Yes, yes, it's huge. I like high school more.

Interviewer: To what extent have they nourished your teaching practices?

Teacher: The techniques?

Interviewer: Yes.

Teacher: I think they made me a more complete teacher. I have learned a lot, this year, mainly. And yeah, so I think it's always good to learn new things.

Interviewer: So next question. Do you generally experience a sense of accomplishment from your teaching on most days?

Teacher: Yes, on most days. Because when the students say, *"oh, this was that easy"* *y yo* *"yes! I mean, it was that easy"*. Or for example, the other day a student told me *"I didn't get English until you were my teacher"* and that was like, oh so sweet.

Interviewer: That was a big goal.

Teacher: Yes. So yes, I feel most of the days accomplished by my career.

Interviewer: And could you explain this feeling of accomplishment?

Teacher: It's like happiness and relief.

Interviewer: Why relief?

Teacher: Because I think that what I am doing is useful and I feel relief because of that, because what I'm doing is helping others.

Interviewer: And that's what's your main goal as a teacher.

Teacher: Yes

Interviewer: OK, that's incredible. So the next question. Have your colleagues or supervisors at school given you feedback about your teaching performance?

Teacher: Yes, once. Once I was observed by the supervisor and... yes, so, I have been observed.

Interviewer: And what they said?

Teacher: Like the feedback?

Interviewer: Yes.

Teacher: She said. Like for example writing the objective in the board, it's great, you have to do it always... She told me about classroom management, yes, because in that grade there are a lot of relationships. Like, I would say more than four partners, more than five even. So they were always kissing and laid down in the chair. So she told me that I should like told them that it's not the appropriate position for studying, blah, blah, blah.

Interviewer: So she gave you a feedback of classroom management and about the objective.

Teacher: Yeah, I mean, that was a positive thing about the class.

Interviewer: OK. How do you feel about that feedback? Do you feel that was harsh? It was good for you?

Teacher: I would say that it helped me because I realized that it was not appropriate. I mean when I for example, when I see students kissing... I told them like *"stop, you're in the class"*, *"pay attention, this is for the test"*. But, it's not always so, I have to do it more often. So, I think I learned that.

Interviewer: And from your colleagues, for example, I don't know when you are having breakfast or lunch with your colleagues, did you receive feedback from them or not yet?

Teacher: I mean, not feedback itself, but I have received many tips.

Interviewer: Useful tips.

Teacher: Yes, useful tips. For example, when I first came into this school, I didn't know how to use Napsis like the digital book or... I don't know, I had many many questions, so my colleagues helped me a lot in that manner.

Interviewer: OK, so they helped you more than give you feedback?

Teacher: Yes, exactly.

Interviewer: OK, so next question, how well do you get along with other teachers and staff?

Teacher: I get along better with high school rather than primary.

Interviewer: OK, because you have more courses in high school?

Teacher: Yes, I have only one in primary, but I have to be always in the primary, like... teacher meetings. And I think the relationship with that teachers... with those teachers is different from the one I have with the high school teachers. Because... I don't know if I can say it *laughs* but...

Interviewer: It's OK.

Teachers: Primary teachers don't like my fifth grade.

Interviewer: OK.

Teacher: So I always received like negative comments about my grade and I think that also has an impact on the relationships that we have. So, that's why I think it's not like the best relationship, yes.

Interviewer: OK, And what factors contribute to your positive relationships with the other teachers?

Teacher: With the high school teachers we get along very well. I think that the factor is that we're always together because we're in the same room. We share breakfast, we share the *recreos*... breaks and all of that. So we're always all day long together. And that obviously affects the relationships that we have. We also have lunch together. So... I have made a very strong relationship with them.

Interviewer: Oh, that's very good. OK, so the next question. How do you perceive the level of care and support you receive from your colleagues and administrators in your school?

Teacher: I think that has been great because I have had many situations, many problems with my grade throughout the year and the administrators have support me a lot. For example, when I have meetings with the parents, they have accompanied me, and... what else?

Interviewer: Can I ask why?

Teacher: For example when the parent is like very, very difficult. The administrators and me made the meeting together. Because I have had experiences, very bad experiences where the parent yells at me, starts crying in the meeting. So it is very difficult to manage them. So I received this support from the administrators.

Interviewer: OK. And from your colleagues?

Teacher: No, I don't think...

Interviewer: Do you not perceive a level of care and support?

Teacher: Yes. I mean yes. Yes, yes. For example... we had four parents meeting, like a general parents meeting. And the first one was OK because it was the first time that we knew each other. The second one was awful. So I was very scared for the third one. And that was when one of my colleagues helped me and supported me and I felt very listened.

Interviewer: OK, it was like emotional support.

Teacher: Yes, Yes.

Interviewer: That's very good. And last but not least, how would you describe the friendliness of the people you work with you at school?

Teacher: Well, I would say it's very supportive, as I explained later. They really care about you and if you have some problem, they will help you. So I would say it's very positive.

Interviewer: It's very supportive.

Teacher: *Sí* Yes, very supportive.

Interviewer: Do you genuinely enjoy working with them?

Teacher: Yes, Yes. For example, the other day two of them were missing. I was alone in the room and I missed them. Like, the companionship is very helpful.

Interviewer: So, it's a very good environment.

Teacher: Yes. High school, not primary.

Interviewer: But in primary it's because of your grade?

Teacher: Yes. I think they hate my grade.... Like, really hate. No, no hate them. They don't get along. So that affects the relationship they have. For example, with me, my grade, we get along very well. And I don't have many problems with them, but with the other teachers..

Interviewer: They have a lot of problems...

Teacher: Yes.

Interviewer: And you say that because of that they maybe don't get along with you because you get well with them?

Teacher: Yes, like, yes. It is difficult.

Interviewer: OK, You want to take something else?

Teacher: Thank you.

Interviewer: Thank you!

Teacher: It was a very interesting interview.

➤ Participant 5

Name: Teacher 5	Age: Unknown
Status: • Pre service • In service	Years of experience/ Number of internships: 20 years of experience

Type of School: • Public • Subsidized • Private	Date: November 4th, 2023
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Interviewer: Ok Miss, first things first, I need you to say your name which is just for us now, then it is going to be deleted and written down as participant 1, 2, 3, etc.

Teacher: Full name, or first name and surname?

Interviewer: Yes, first name and surname.

Teacher: *** **

Interviewer: *** **, great. So, how many years do you have in pedagogy, in education?

Teacher: Mmhh, twenty.

Interviewer: In which type of educational establishment do you work? I am referring to public, subsidized or private education.

Teacher: I have been working 17 years in a subsidized school.

Interviewer: So, we are going to begin with the questions. We are going back in time, so, if you recall the time when you signed in to study English pedagogy, what would you say motivated you to become a teacher?

Teacher: Mmhh... I wanted to be a teacher from a really young age, a history teacher, but my mom didn't let me because "I was going to be poor if I was a teacher". Thus, I studied *Traducción e Idioma extranjero* specialized in English at *Universidad de Conce*. Once I finished that degree, I signed up to study English Pedagogy, also at *Universidad de Conce*, because I wanted to be a teacher *si o si*.

Interviewer: Lovely, and how has your motivation evolved over time?

Teacher: I mean, good, I have the same motivation. Maybe, when I began working, my first

years, it was difficult and you are just realizing if you like it or not, and my first job was at a really vulnerable school, so I had my doubts. Later, I kept moving forward, moved to Santiago, worked at a subsidized school, and that's it, I am still at the same school, **al pie del cañon**.

Interviewer: So, how much say do you have in determining how your teaching tasks and methods are carried out in your classroom?

Teacher: Currently, it's been a little bit complicated; sincerely, since the pandemic it has been complex and in terms of time and I don't know. Sadly, now that I am working on my Portfolio, I have realized that I have done the same thing almost every year and during the pandemic that has been more difficult. Now, I do have to update my teaching methodologies just as new generation teachers, and learn new ICTs and more of those strange things, but yes. I've been trying to acquire them but because of the lack of time, it actually is a lot to work 44 hours in a school and at the end you just end up doing the same thing. Therefore, I believe so, I have to improve my pedagogical practices after finishing my Portfolio, obviously.

Interviewer: And what about in the English department? Can you put your own ideas in practice?

Teacher: Yes, when working alone, I can always put in practice my ideas and create my own lessons, there is no problem; but, sometimes I need to work with more colleagues and then, working in a group is a bit complex, actually. There we can work in small islands, we share thoughts with secondary school teachers not with primary school teachers in this case.

Interviewer: Then, we've got, to what extent are you free to express your ideas and opinions about teaching and educational methods?

Teacher: At the school I feel the freedom to make changes and do what I want to do. Well, there's always a limit. At first, years ago, we did a lot of musicals and theater plays, and over time we have lost the space to do so. Now we only work in the classroom, and for instance 12th graders present a short story to a primary grade previously determined, but that's it, it always

has to be informed and all. So, it is difficult, since English was one of the schools' pillars, but nowadays it has been abandoned and restricted to say something.

Interviewer: In what ways are your feelings and emotions taken into consideration in your school environment?

Teacher: School environment at teachers' level or student's level?

Interviewer: In general, both administratively and scholarly.

Teacher: Ooh, I could cry haha. Lately, regarding teachers, everyone is stressed to be honest, sometimes you can speak, and at other moments you cannot. And you cannot express yourself too much, because if you do so stating you are dissatisfied or in disagreement, no, forget about it, you will not be looked at again. So, as I said, the environment now is a bit complicated, explosive. The students, well, they are pretty restless, but manageable. I feel like we are in a "bubble" to be honest when it comes to our school, because you listen to the news in other places and the school environment in general has been difficult lately, from what I believe.

Interviewer: And would you say you can be your true self at school? In and out of school.

Teacher: No, I am a completely different person! haha. Just kidding, I can be myself. It is weird because in the classroom you are who you are, it doesn't change. I mean, there are people who are completely different in a classroom and outside the classroom, whether it is a teacher or a student. But I feel comfortable being the same inside and outside the classroom.

Interviewer: Have you had the opportunity to explore new teaching techniques or strategies in your current position? To what extent have they nourished your teaching practices?

Teacher: Mmhh, sincerely, no. No, literally; well, we are taught methodologies with their famous workshops and so on, but as I tell you, implementing those strategies in the classroom is complicated because they are far from reality. It could happen to you, not even for the "English day", well, it ended up being the "English hour", as the school didn't give us a week nor a day, it was just the hour of English, you know? And then, I don't know, we wanted to

decorate the classrooms but from one minute to the other we had to throw everything into the trash can, it lasted hours. In fact, you cannot do many things and activities because the school limits you to do them.

Interviewer: Sure... so, do you generally experience a sense of accomplishment from your teaching on most days?

Teacher: Yes...

Interviewer: Could you explain this feeling?

Teacher: what happens is that, and in the evaluations you can notice it or even in the same lessons when using Canva or PPT, uhm the students seem to be motivated, most likely in 9th grade. Then, we get good results. There are some students that used to not be very good at expressing themselves in English because of different issues with classmates, but currently, they seem very happy that now they are able to respond to the questions without making fun of them, if you **call their attention**, and so on. In the last oral presentation with my grade, I felt completely pleased because I consider the students could express themselves without being afraid of failure, actually, to be wrong. Nowadays, they are very participative, for example, a group of girls that were very shy, and reluctant to answer some questions, now feel more comfortable if they make a mistake or not. I always tell them, *“you don’t have to be afraid of doing it wrong, I will just correct you”*; all in all, good, students are good.

Interviewer: Now, have your colleagues or supervisors at school given you feedback about your teaching performance? If so, what have they said?

Teacher: Mmh, nothing *laughs* I am being honest. Look, this year I haven’t even been supervised, so, just nothing. I haven’t received any critical feedback from other teachers either nor the parents of the school. So, I haven’t had to face any difficulties in that sense. There are no complaints, so I haven’t received anything, neither good nor bad.

Interviewer: What about previous years? You have never received any comments from your

colleagues?

Teacher: No, I mean, when they go to supervise a lesson, and they told me to improve the famous objective of the class, but just the formalities. Classroom routines, like greeting first, moving around the classroom, those things that we generally do, but there's always room for improvement, that's what they say. Well, I am talking about years ago, when they wouldn't let us sit down, I mean, at this school, now we can sit down a bit. Those are the things they dislike, but this year or last year, as I said I haven't received any good nor bad feedback.

Interviewer: Ok, next question, how well do you get along with other teachers and staff?

Teacher: Really good, I have a great relationship I would say with 99,9% of the people. For instance, there's one colleague that I don't get along with, however, we can still hold formal respectful communication. In fact, this person knows that I am a bit mad about her attitudes and more, we just keep our distance. With the others, no, I get along with everyone.

Interviewer: Super, what factors contribute to your positive relationships?

Teacher: First of all, you have to leave all your personal issues and concerns outside the school. Now, as we are human beings, we may transmit some feelings of anger or discomfort but if you leave it outside, you can go on without any issues. In the end, just being the way you are if people like it that's good, if they don't that's good as well. However, we have to leave those things outside or separate those issues, really. Because sometimes you may have a completely different character to another person and you just have to accept it, not like **agachando el moño** (looking at your shoes) or something like that, but not paying attention to them, but always trying to have a healthy relationship.

Interviewer: How do you perceive the level of care and support you receive from your colleagues and administrators in your school?

Teacher: Mmhh...

Interviewer: For instance, low, medium, high.

Teacher: Medium. At the school, I would describe everyone as an island, each one of us work individually or by the means of their department, which is our situation many times in the English department. However, we are like islands, of course if you need something, you can obtain it, but it is not like there's someone offering you support and communicating constantly, it is not like that. I would say it is a 50%, from the administratives if you ask for something related to an issue with a class in particular, they are going to help you, but there's no immediate help, that's really difficult, if for example you face a complex disruptive behavior in class, it is difficult to find immediate support.

Interviewer: So, we've got the last question, how would you describe the friendliness of the people you work with at your school? Do you genuinely enjoy working with them?

Teacher: In general? with all of them?

Interviewer: Yes

Teacher: In general people are very kind, but you are kind with whom...well, I always welcome kindness because I am kind, do you understand? If you are kind to the rest, you will receive what you give, really. There are people that have strong character and so on, they just stay in line and in the end being kind is saying "good morning", "see you next time", "goodbye", greeting and being respectful, is always there, I can say that in those aspects you can see 100% respectfulness. As I tell you, depending on how you are with people around you, that's how you will receive in the end; for example, the way people speak to you, how they look at you and so on.

Interviewer: So, you would say that you enjoy working with them.

Teacher: Yes, with the majority I do. I really enjoy it, in both the teacher's room for primary teachers and secondary teachers. Well, as I tell you, and working so many years in the same school where I have seen many people come and go and with new teachers always being kind but if you see that the other person doesn't transmit the same way, you just leave it aside,

without being rude, just showing politeness and greeting the person. In the end, there is a good work environment.

Interviewer: So, that would be all Miss, regarding the questions.

Teacher: Great!

➤ Participant 6

Name: Teacher 6	Age: 63
Status: • Pre service • In service	Years of experience/ Number of internships: 30 years of experience
Type of School: • Public • Subsidized • Private	Date: November 9th, 2023

Interviewer: So, what is your name?

Teacher: My name is *** **.

Interviewer: How old are you?

Teacher: I'm 63 years old.

Interviewer: How many years of teaching experience do you have?

Teacher: About 30 years.

Interviewer: Okay, that's a lot.

Teacher: Yeah, too much.

Interviewer: If you recall the time when you signed in to study English pedagogy, what would you say motivated you to become a teacher?

Teacher: My first motivation was only the language, the English language.

Interviewer: Okay that was your first motivation, the language.

Teacher: Only to learn the language.

Interviewer: And how has your motivation evolved over time?

Teacher: When I started to doing classes, so I started to be in touch with the children all of that, so ... to teaching the children to... how to express that, that the children together with me learned this language and they learn how to love the language.

Interviewer: They feel motivated?

Teacher: Yes, that the children feel motivated.

Interviewer: And that motivates you?

Teacher: Yes.

Interviewer: Ok. That happens to me sometimes. Ok, next question... how much say do you have in determining how your teaching tasks and methods are carried out in your classroom? How much, for example, power do you have in the decisions of what you do in your classroom?

Teacher: Well I decide the types of tasks I do, all the types of exercises I do in class to achieve my objectives. But, it is limited by some things, for example the time I have, the type of children I teach.

Interviewer: Okay, because you teach only to primary and secondary?

Teacher: Yes, primary school, children from 4 years old up to 11 or 12 years old. One is limited in time, mainly in time.

Interviewer: That's the major limitation.

Teacher: Yes, and the use of some elements, for example now we have in the classrooms a TV or a computer and all that, but when I started we didn't have that. So, it was very difficult

to write everything and all of that. Perhaps today it is easier because of the technology, but it is more difficult than those times because of the type of information that children have and all that.

Interviewer: Okay, so you say that also a limitation is the difference between children you taught in the beginning and the ones from these times.

Teacher: Yes, now there are other types of children.

Interviewer: Thank you. Next question... to what extent are you free to express your ideas and opinions about teaching and educational methods?

Teacher: I don't have so many opportunities to express that, because in the time we have to do classes, we have some meetings to discuss that but it is very limited, the time is limited. So I don't have too much time to do that.

Interviewer: Okay, next question. In what ways are your feelings and emotions taken into consideration in your school environment?

Teacher: That's very difficult. We take in consideration the children's feelings perhaps. But teachers' feelings? I think like we work, we work, we work all the time and we don't have time to express so much. Perhaps some times, when we have meetings with other teachers or with the direction. But, I don't know if I can say I express my emotions.

Interviewer: Okay, and can you be your true self at school?

Teacher: I think not. Sometimes, on some few occasions. But, all the time we have to be aware of the children, of what you have to say or think. You have to be always thinking about what you are going to say.

Interviewer: Have you had the opportunity to explore new teaching techniques or strategies in your current position?

Teacher: Yes, I have had the opportunity some years ago. With some courses we did, and we learned new strategies and sometimes we have applied those techniques in the school. We have

tried some new strategies, some of them are currently being used. But, many of them are very good on paper but not to apply.

Interviewer: Ok. To what extent have these techniques nourished your teaching practices?

Teacher: They have helped me a lot to teach some of the contents I have to give. And I think it has been a good experience with some of them. It is difficult to learn new techniques and apply them in all the classes and all the courses, because not all of them are the same.

Interviewer: Thank you. Do you generally experience a sense of accomplishment from your teaching most days?

Teacher: Not so much. It is very difficult nowadays, because in classes we have a lot of different boys and girls, some of them have different difficulties to learn, and they are all in the same class. So, we have to be aware of everything and it is difficult to achieve some of the objectives sometimes. But, of course, someday, not all the days are the same, someday you accomplish them.

Interviewer: Okay, and can you explain this feeling that you are explaining to me? How do you feel about that?

Teacher: Sometimes I feel very well when you realize that students are understanding, but most of the time it is not that.

Interviewer: And how do you feel when that happens?

Teacher: I don't feel motivated. I feel like I don't want to do this again, to stop here. But then, other days, you have other things that make you follow in this and take care of children.

Interviewer: You have other factors that can motivate you. Okay. Next question. Have your colleagues or supervisors at school given you feedback about your teaching performance?

Teacher: Yes, some times, some years, in some occasions.

Interviewer: What have they said?

Teacher: I am in this school for 18 years so I think I am not doing too bad. Of course, you have new things to learn and things that you can do better, apply new things. Teaching is something you have to learn day by day.

Interviewer: Okay so you are saying that they are probably constantly giving you feedback about it, but apart from that you are doing great because you have 18 years of experience.

Teacher: I don't know if I'm doing great, but I have things to do better.

Interviewer: We can always improve.

Teacher: We have to improve many things everyday.

Interviewer: Thank you. Next question. How well do you get along with other teachers and staff?

Teacher: I think that I get along very well with other teachers, we have good relationships. There are no problems with them. We give feedback among us everyday.

Interviewer: What factors contribute to your positive relationships?

Teacher: We are all in the same thing, in the same position and we try to maintain a friendship and to help each other, not only in the part of work but also in our personal relationships.

Interviewer: Next question. How do you perceive the level of care and support you receive from your colleagues and administrators in your school?

Teacher: From my colleagues, I don't have anything to say, we are always supporting each other as I said. From the administrations, when we have a problem, with the students or some parents, we receive help. Perhaps sometimes it is not the help I expect, but well, I think we need more help, it has to be more immediate help or to prevent some things.

Interviewer: And last question but not least! How would you describe the friendliness of the people you work with at school?

Teacher: As I said before, we support each other. Not only in the school, but also emotionally, because we see each other everyday, we know the same children, their problems and all that. We try to support each other with information or emotional support.

Interviewer: Thank you. And do you genuinely enjoy working with them?

Teacher: Yes, I enjoy working with them, because we not only work here but we also talk about our families, we know each other. We try to do other things outside the school. They are very good friends and good colleagues.

Interviewer: Okay, that's the interview. Thank you so much.