

**Pre-service Teacher Identity Crisis Regarding the Educational Changes Generated by
Remote Teaching due to the 2020 Pandemic**

Estefany Ramírez Guerra

Kelly Yohanna Fuentes Álvarez

María Camila González Rueda

María Mercedes Gómez Vergara

Víctor Daniel Arango Gómez

Graduation Paper Advisor: José Vicente Abad Olaya

Universidad Católica Luis Amigó

Facultad de Educación y Humanidades

Licenciatura en Inglés

Medellín

June, 2021

Abstract

The purpose of this research is to characterize the pedagogical factors that generated a teacher identity crisis pre-service teacher due to the change to remote teaching during the pandemic. Since the educational system has undergone significant changes as a result of the pandemic, in both the curriculum and the physical structure, teachers must adjust the way they teach now that they are facing important factors that influence their pedagogical and methodological decisions. This qualitative study conformed to the interpretative approach; data collection entailed an interview to 4 pre-service teachers of the English teaching program at Universidad Católica Luis Amigó, in Medellín. Researchers confirmed that new challenges arose in regard to both school dynamics and classroom management; although the education system implemented remote teaching as a temporary solution, teachers had to drastically adapt their lessons and methodologies. Pre-service teachers experienced difficulties regarding their teacher identity and the management of groups and parents under this new modality.

Keywords: teacher identity, classroom management, practicum, identity crisis, remote teaching

Resumen

El propósito de esta investigación es caracterizar la forma en que los factores pedagógicos generaron una crisis de identidad docente en los docentes en formación debido al cambio a la enseñanza remota durante la pandemia. Dado que el sistema educativo ha sufrido cambios importantes como consecuencia de la pandemia, tanto en el currículo como en la estructura física, los docentes debieron ajustar la forma en que enseñan ahora que se enfrentan a factores importantes que influyen en sus decisiones pedagógicas y metodológicas. Este estudio cualitativo tuvo un enfoque interpretativo; para la recolección de datos se aplicó una entrevista a 4 profesores en formación del programa de enseñanza de inglés de la Universidad Católica Luis Amigó, en Medellín. Se comprobó que se han creado nuevos desafíos tanto en la dinámica escolar como en la gestión del aula. Aunque el sistema educativo implementó la enseñanza remota como una solución temporal, los docentes tuvieron que adaptar drásticamente sus lecciones y metodologías. Los docentes en formación experimentaron dificultades con respecto a su identidad docente y al manejo de grupos y de padres en esta nueva modalidad.

Palabras clave: identidad docente, gestión del aula, práctica, crisis de identidad, enseñanza remota

Degree Requirement

This research project is submitted as a requirement to graduate from the Bachelor's Degree in English Teaching (Licenciatura en Inglés) at the School of Humanities and Education, at Universidad Católica Luis Amigó, in Medellín, Colombia.

Acknowledgments

This project would not have been possible without the support and accompaniment of our advisor and mentor José Vicente Abad. Thank you very much for guiding us during this research. We also want to thank all the pre-service teachers who participated in the interviews, the practice agencies, and all the members of this research who worked hard and contributed responsibly to the development of this project.

Tabla de contenido

1.	Introduction	8
1.1	Statement of the problem	8
1.2	Literature review	8
1.2.1	Teacher identity	8
1.2.2	Remote teaching	9
1.2.3	Teacher identity crisis	9
1.2.4	Classroom management	9
1.3	Research question	10
1.4	Objectives	10
1.4.1	General objective	10
1.4.2	Specific objectives	10
2.	Method	10
2.1	Research methodology	11
2.2	Context	11
2.3	Sample	13
2.4	Data collection	14
2.5	Data analysis	15
3.	Results	15
3.1	First Finding: Teacher identity	15
3.2	Second Finding: Classroom management	16
3.3	Third Finding: Technological issues	17
3.4	Fourth Finding: Pedagogical changes	18
4.	Discussion	19
4.1	Interpretations and implications	19
4.2	Conclusions and recommendations	20
5.	20	
6.	References	23

1. Introduction

1.1 Statement of the Problem

Due to the 2020 pandemic, education has changed. Teachers need to evolve in their way of teaching. Now that they have to face new significant factors that influence their pedagogical and methodological decisions, having a teacher identity crisis is common. New challenges have been created regarding school dynamics and classroom management. This research is important because, even though distant learning is well known, the education system in 2020 implemented remote teaching as a temporary solution, so teachers had to adapt their lessons and methodologies drastically, especially those who were just starting to teach as part of their training.

Remote learning has led teachers to face other issues that were not related to students' understanding of the lessons, such as bad internet connection and lack of resources. Due to the new modality, teachers' responsibilities have increased as well as students' homework; planning a lesson now takes more time as it requires training about technological tools. Pre-service teachers need to understand crises in order to be prepared to face these kinds of situations and to think about solutions to possible challenges under the new modality.

1.2 Literature Review

1.2.1 Teacher identity

According to Abad (2019), "Teacher identity refers to the ever-evolving construction of meaning through which teachers interpret, explain, and construe their personal and professional selves" (p. 5). On the other hand, according to Pennington and Richards (2016), "The identity which a teacher projects in a classroom at a given moment or overtime will be in part a projection of the teacher's view of the institutional role of teacher and in part a projection of a unique individual identity based on the teacher's autobiography" (p.7) Finally, Miller (2009) says:

The implication is that the identified resources of the teachers may be tested against conditions that challenge and conflict with their backgrounds, skills, social memberships, use of language, beliefs, values, knowledge, attitudes, and so on. Negotiating these challenges forms part of the dynamic of professional identity development. (p.175)

1.2.2 Remote Teaching

According to Rahim “The term emergency remote teaching (ERT) was proposed to distinguish it from established, well-designed and long-term online teaching” (p. 59). Furthermore, Hodges defined emergency remote teaching as follows:

A temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances which involves the use of fully remote teaching solutions for instruction or education that would otherwise be delivered face-to-face or as blended or hybrid courses and that will return to that format once the crisis or emergency has abated. (Hodges, 2020) (para.14)

“Remote teaching, which is synonymous with e-learning, takes place online. Both students and instructors interact via two-way communication technologies. Best practices for remote teaching include: providing ongoing feedback, making assignment guidelines clear, and making effective use of online resources”. (Tophat, during the pandemic, para.2). On the other hand, given the short time for faculty members to plan for shifting from their comfort zone of a face-face teaching environment to a relatively new remote teaching experience (Osman, 2020, p.467)

1.2.3 Teacher identity crisis

According to Vaillant (2007, as cited in Abad, In Press), “When teachers’ beliefs about teaching are not in alignment with their teaching reality, an identity crisis may emerge. Such crises often reflect an unresolved divide between the ideal and the actual teacher; that is, ‘between what teachers are expected to be or perform and what they really are or can do’” (p.8). In addition, according to Pennington and Richards (2016) claim that “sometimes contact with new people and experiences may create what could be called ‘identity stress’ or even an ‘identity crisis’, "At times, contact with new people and experiences can create what might be called "identity stress" or even an "identity crisis," in which a person feels may feel insecure and questions who he or she is, this identity stress or crisis can be altered by feedback from others who question or deny the person's particular sense of identity or by extreme changes in context in addition to reconsidering constraints that require rethinking values and changing behaviors. In this situation of stress or identity crisis are moments in which the identity has a free path to change through introspection and self-examination."(Pennington & Richards, 2016, p. 7).

1.2.4 Classroom management

Classroom management refers to “the actions teachers take to create a supportive environment for the academic and social emotional learning of students” (p. 11). In addition, “to all actions teachers take to create, facilitate, and maintain an effective learning environment” (Wolff et al., 2021, para. 17). In addition, classroom management is more about generating and engaging surroundings for the student learning, involving tools that teachers should use to develop such an environment, in order to upgrade student-teacher connection to help and balance the behavior (Korpershoek et al, 2014).

1.3 Research question

What are the pedagogical factors that generate a teacher identity crisis in pre-service teachers due to the switch to remote teaching during the pandemic?

1.4 Objectives

1.4.1 General objective

To characterize the pedagogical factors that generate a teacher identity crisis in pre-service teachers due to the switch to remote teaching during the pandemic.

1.4.1 Specific objectives

- 1) To identify the major educational changes generated by remote teaching due to the 2020 pandemic.
- 2) To explore the insight that pre-service teachers have about remote teaching and how it changed their point of view about education.
- 3) To describe the pedagogical factors that influence teacher identity crisis in pre-service teachers due to the remote teaching in their practicum.

2. Method

2.1 Research Methodology

The methodology we used was centered on the constructivist interpretive paradigm. Researchers who conform to this paradigm seek to understand “the world of human experience” (Cohen & Manion, 1994 as cited in Mackenzie & Knipe, 2006) (para.9) Through a holistic

perspective, we wanted to establish a relationship between the researchers and the participants by using the strategy of a descriptive case study, which considers “participants’ views of the situation being studied” (Creswell, 2003 as cited in Mackenzie & Knipe, 2006, (para. 9). This option involved a systematic investigation of a specific group through which the researchers examined in-depth data relating from several variables to identify the pedagogical factors that generated a teacher identity crisis in pre-service teachers due to the switch to remote teaching.

This research was conducted using a qualitative approach, which involves collecting and analyzing non-numerical data, in order to understand opinions, concepts and experiences of the interviewees. Due to the pandemic and because technological resources were commonly used at the time for all forms of interaction, the research team had the possibility to record the interviews and later use the recordings to get in-depth analysis. The recordings were used exclusively by the research team, so confidentiality was fully ensured. Consent forms were obtained from all participants.

2.2 Context

The participants were four student teachers of the English teaching program at Universidad Católica Luis Amigó; they were in the 9th semester of the program. Since the participants were also pre-service teachers from the same program at the university and were going through the same situation as the object of research, one of the researchers that were in practicum accepted to be a participant in the research.

The place was a private school and we were working with students from preschool to third grade and one of the researchers played a role as a participant. Pre-service teacher has to face education differently, their teaching practice became something that is conducted through virtual resources, here they have to modify a little their classes, also for the classroom management it is possible that have been affecting the behaving of the students, because the teachers does not have a proper control over the students, so in this research we are investigating all of these changes and how affect the pre-service teacher identity

2.3 Sample

We decided to choose a homogeneous sampling because it allowed us to gather people with similar backgrounds. The participants were 4 women between 21 and 27 years old; They were certified with a level between B1 and B2 according to the Council of Europe:

B1 the ability to express oneself in a limited way in familiar situations and to deal in a general way with non-routine information. The CEFR is a framework, published by the Council of Europe in 2001, which describes language learners' ability in terms of speaking, reading, listening and writing at six reference levels. (p.4).

The four participants were pre-service teachers from Universidad Católica Luis Amigó. They were between the 8th and 9th semester of the program. At the time of the study, they were doing their practicum. Table 1 gives some information about the participants who collaborated in the research.

Table 1
Participants' Demographic Information

Name	Age	Place of Birth	Gender	Teaching Audience (grade)	Practicum School Agency	Experiences prior to teaching
Teacher #1	23	Bello, Antioquia	Female	Private school	Colegio Juan Bernadone	Practicum 1, 2 and 3.
Teacher #2	27	Medellín	Female	Private school/ Children/ preschool	Colegio Público Emiliano Garcia	Practicum 1, 2 and 3
Teacher #3	23	Medellín	Female	Private school/ preschool	Colegio Parroquial Nuestra Señora del Buen Consejo	Practicum 1, 2, 3 and 4.
Teacher #4	21	Medellín	Female	Public school	Colegio Pestalozzi	Practicum 1, 2.

Source: Own elaboration.

Student-Teacher 1 had been doing her teaching practice in a school located in Girardota. The school's name was Juan Bernardone, where she taught first and second grade. During her

practicum, the school implemented a form of remote teaching. There was no educative alternation at the moment. She said that for the conditions of the classes there were a few problems. The first problem was related to the connection to the internet, but the principal problem were the parents who would not leave their kids alone in the classes. She tried asking parents to give their children more autonomy in class. The platform used for the meetings or classes was Zoom. In the classes she implemented online games to have the students play with their partners and with her.

Student-Teacher 2 was doing her practicum in a public school located in Girardota, which is called “Emiliano Garcia”, with courses from preschool to 5th grade, she was conducting her 3rd practice in this school, she is doing her classes remotely in this school, the classes have some common problems as internet connection, another problem that she tells is that some activities or tool management have a lack of knowledge on how to use it, to resolve this problem she takes time of her class to explain the usage of the tool to promote a better understanding.

Student-Teacher 3 she did her practice in a private school located in the north of the city of Medellín, Colegio Parroquial Nuestra Señora del Buen Consejo, she did 16 hours per week with a context of children between 2 and 8 years old, Pre-kindergarten and second grade. She practiced it in the two alternation and face-to-face models. She did her four practices in the same place, because she graduated from this college and for her, it has a significant value to be part of this working group for her practice. For her, her teaching identity did not change negatively, the most influential factor in her were the class resources which she was able to solve within her strategies.

Student-Teacher 4 she did her practicum one and two, in two different public schools, the first school is located in the Belén Neighborhood in Medellín which is called “Colegio Pestalozzi”, with courses from 6th grade to 11th grade and the second one which is “Alcaldía de Medellín” located in Belén too, with courses from 1st grade to 3rd grade. Due to the pandemic, she was conducting her practicum remotely and the most common problems that she had conducting her practicum this way was the lack of the internet, she said that not everyone has access to the internet.

2.4 Data collection

The data was collected through an interview that was conducted remotely. Gathering data remotely was one of the most important factors of this research. Due to COVID-19, this method was used for the sake of the researchers and the interviewees’ safety. The interview allowed us to collect useful information about the insight of the participants, and it provided us with information that helped to answer the stated question and evaluate the outcomes. They had to talk about

classroom management. Here they described how they managed a classroom remotely and gave a complete insight on how to be a preservice teacher.

All the interviews were in Spanish, because the participants felt more comfortable using their mother tongue. Each interview lasted around 20-25 minutes. We conducted four interviews. The conditions for the interviews were good. We did not have any connection troubles. The sound of the voice was clear for both parts. Most of the participants were full of confidence; they didn't stammer when answering; their answers were respectful and the interaction between the participant and the researchers were kind. We wanted to know if there were consequences on their teacher identity.

2.5 Data analysis

For this qualitative study, the researchers constructed a categorical matrix where they analyzed the definitions for the categories and subcategories that allows the researchers to develop the objectives of the investigation to help to engage the interviews, in order to construct the matrix, the researchers create within each category and subcategory a set of questions that help to get an answer for the research problem, then the researcher conduct 4 interviews to give an answer of each questions of the interviews, the interviews were conducted online, the questions were center in the experiences that the interviewees might go through within the last year where the pandemic starts. After finishing the interviews, the researchers took each interview and look for common answers for later categorize it in another matrix where they described memos taking into account the pieces of evidence and the codes identified in each of the interviews, this allows the researcher to have a full view on how the participants were involved with the pedagogical factors that generate a teacher identity crisis in pre-service teachers due to the switch to remote teaching.

Finally, the researchers discussed by means of a matrix and created interpretive memos establishing connections between the descriptions and the theory. The data analysis was done to account for the interviews to answer the research objectives. It was important to categorize all the information that the researchers collected to identify what were the pedagogical factors that generated a teacher identity crisis in pre-service teachers due to the switch to remote teaching. The researchers only want to conduct an investigator triangulation. The researchers team up to collect the data, in addition, the research project includes testing by members, the results and the interpretation of the results were validated by the participants. Lastly all the data collected were

taken from the previous experiences of the preservice teachers interviewed in this research, also all of the results were analyzed by the adviser who gave his opinion about the results and the whole project.

3. Results

3.1 First Finding: Teacher Identity

When a teacher feels insecure about their identity, this occurs due to factors that affect the cycle of the classes and the learning and teaching methods. These factors cause teachers to question who they are and to change their behavior and perspective of their teaching practices. In summary, it is the result of multiple external factors that affect the motivation and self-recognition of teachers, and that generate in them doubts or struggles with their profession.

Despite the challenges that distance education brought to the practicum students, no relationship was found between the teaching identity and a crisis as such, since the interviewees stated that there were changes in teaching, but they did not consider that their teaching identity had been affected by these changes. The data suggested that teacher identity was not affected in most cases due to changes in education generated by the pandemic. They express that remote teaching was something positive that helped them to reflect on their teaching competencies and to look for alternatives to solve related problems.

- *“I feel that my teaching identity has not really been affected because. This has not been a negative change for me. I have taken it that way in a very purposeful way.” (Student-Teacher 1)*
- *“I believe that both identity..., no, I’d rather say that the issue of competition was affected in a positive way because one realizes that one has to improve in many aspects that has to train much more to be able to be in conditions to face a virtual or remote class.” (Student-Teacher 2)*
- *“I think not, my identity remains the same, my very essence, virtually or in person.” (Student-Teacher 3)*
- *“Yes, I think it has been affected, but not for something negative. I think it has been for something very positive, for something to continue to improve ourselves, for something, between my personality and my perspective. I feel that this was an opportunity to say ‘stop, no more with the usual, leave your comfort zone and keep looking for new things.’” (Student-Teacher 4)*

3.2 Second Finding: Classroom Management

Are the strategies that a teacher uses within the classroom to reduce the academic impediments in the process of learning? The data suggest that in terms of classroom management, the most difficult thing to control were the shifts and the order of participation of the students, since the students usually intervened all at the same time and this hindered the development of the lessons. On the other hand, some participants expressed that parents also made it difficult to manage the class by constantly intervening. It was also found that parents were directly involved in the classes, making certain class interruptions, putting pressure on the teachers, challenging them and putting them on the spot during the course of classes.

- *“Class control, class management, yes, in terms of discipline, at the beginning, it was very hard for the children to respect the classmates’ turn. They all spoke at the same time, then no, it was their turn to talk a lot with them about the use of the microphone. It was true that they couldn’t all speak at the same time. It sounded very mean, even among themselves, they began to say how ‘no, yes, turn off the microphone, so and so, see’. Then it’s like that, like so difficult.”(Student-Teacher 1)*
- *“It was very hard for the children to respect the turn of the classmates. They all spoke at the same time, so we had to talk a lot with them about the use of the microphone, about how they could not all speak at the same time. It was very bad.” (Student-Teacher 1)*
- *“The change is very evident because one teaching in person had control of the classroom, control of their class, but now it is more difficult, because one is not only teaching the children but the parents are constantly intervening. So, I think one of the biggest challenges has been how to manage the power in class like, I don’t know how to make sure that their parents don’t intervene so much, because one doesn’t know if it’s the child who is doing the work or the parent.” (Student-Teacher 2)*

3.3 Third Finding: Technological Issues

Technological issues were important events that occurred during the synchronous and asynchronous meetings, which depended on multiple factors such as failures with the internet connection, power outages, and unsuitable locations. The data suggests that, because distance education was implemented quickly and had to be improvised, both students and teachers experienced technological problems that evidenced inequality in regard to their access to and knowledge of technology. Problems included lack of technological resources (not all students had a computer, a tablet, a printer, or headphones with a microphone); interruption in the internet

connection; lack of knowledge about the use of ICTs, and lack of material and pedagogical support from the university.

The technological problems caused by the change from face-to-face education to distance education were evident. All the participants stated that one of the greatest challenges was the internet connection and the lack of technological resources on the part of some students. This leads us to think, for example, of the situation that many students who live in rural areas have to face. If this type of problem occurred in the city (where students “have everything”), how should distance education be implemented in rural scenarios?

- *“The first [issue] is the internet connection, but the second is the parents. Well, in the case of the children, because I really say that the problem is not virtual, it is not the students but the parents, because they are the ones who ... are not capable of leaving the children alone, so that they learn, that they learn how to handle their microphone, things as simple as turning the microphone off and on, or turning a camera on and off.” (Student-Teacher 1)*
- *“So, I think that one of the main difficulties has been that, at least you prepare tangible material in person and it is much easier to develop it. Instead, in virtuality, through a screen, it is already what you try to do, to do it individually, because many platforms that are assembled or many jobs or many games are not what you are looking for as a goal for the class, so I think it has been one of the main factors.” (Student-Teacher 4)*

3.4 Fourth Finding: Pedagogical changes

This was a consequence of COVID-19, as many of the educational plans had to be modified to carry out the learning processes, using technological tools as a medium. The data suggest that ICTs helped the interviewees to bring different strategies to the class, which helped to break the monotony of the class. Furthermore, technology has helped to have an easier follow-up of the classes, since class recordings allowed young people who for some reason were absent from the class, to disentangle themselves in a simple way, with almost instantaneous access.

There is a relationship between ICT and remote teaching that helps students to keep track of their classes and a lot of online activities that helps to improve language acquisition. There are many resources which facilitated the number of didactic activities which could be presented in class; therefore, the presentation of content thanks to technological resources helped the classes not to become monotonous.

- *“To make the class a little more dynamic, for example, I have them bring things from home. Then they bring things, show them, mention them in English, so we are all like there.” (Student-Teacher 1)*
- *“I feel that I do the same, ... I mean the Warm up, the development and the closure. The closing of the class, the same. I say that the only thing that changes is how one uses the tools, what one presents, what one makes them do.” (Student-Teacher 1)*
- *“I think it was our duty to be more dynamic, not to rely so much on those master classes that don't usually have action. Find a way for children to get involved more quickly through a game so that they do not get scattered so easily.” (Student-Teacher 2)*
- *“I think so. If this is seen as an opportunity for improvement, I think it also has a lot to do with one as a teacher and as a student as well.” (Student-Teacher 2)*
- *“Although one is paying for a class and an explanation is real, one also has the duty [to make up for] those gaps or those lacks that one has of knowledge or being self-taught, to fill them by looking for information, on their own. And the same to the teachers, I believe that the issue of technology is a very big challenge and even though we say that we are technological, we are already realizing that we are not because it is difficult for us to handle many tools. I think that it is a possibility to improve.” (Student-Teacher 2)*
- *“I try to be didactic from the beginning of the classes, create different classes that are not monotonous and routine. When the students cannot connect, I try to send workshops so that they can do their homework at home.” (Student-Teacher 3)*
- *Due to the change to remote teaching, the most common problems that we found out in the interviews referring to the classes with the remote teaching were the technological problems that the students of each school may go through.*

4. Discussion

4.1 Interpretations and implications

This research allowed us to characterize the pedagogical factors in relation to a possible teacher identity crisis in pre-service teachers due to the switch to remote teaching during the pandemic and to reflect on a recent phenomenon that is affecting pre-service teachers and their students. Now, even though the pre-service teachers expressed diverse difficulties during the remote teaching, their teacher identity was not affected in a bad way. On the other hand, the changes generated in education due to the pandemic opened the door to implement many modifications in

education that have led to an adaptation of the scholarly context and have mitigated the negative effects that this situation could cause in teachers and students.

Another evidence that we found in the interviews was that most of the participants agreed that classroom management was one of the main problems, since parental interventions were very noticeable, as the parents did not contribute with positive solutions and constantly interfered in classes affecting the autonomy of students.

After this investigation, we can also say that there were many technological issues. It is very complex to live in a country where the basic resources are limited. Now it is harder to find technological resources (such as the internet and a computer) that would allow students to access the remote classes. Students who live in rural areas have more economical inequality and less accessibility to technological resources, which compromises their educational stability.

Finally, student teachers nowadays have more flexibility for using technological resources. In the study the interviewees mentioned that older teachers had problems using the technological resources, but for the pre-service teachers it was not a problem contrary to the others seasoned teachers that present problems and was hard for them to adapt to the usage of technology within the last years, where remote teaching was mainly introduced due to the pandemic. The pre-service even said that the technological resources help them to make the educational process more dynamic.

4.2 Conclusions and recommendations

We were not prepared for a pandemic, much less for remote teaching. However, teachers and pre-service teachers have adapted their classes in such a way that it has been possible to continue with their development.

It is evident that one of the greatest challenges in remote education is the management of the class, considering the constant intervention of parents, so it is important to educate future teachers in the management not only of the group but also of the parents, who are now in direct contact and interaction with the teacher and the class.

Although, in regard to their teacher identity, participants mostly focused on positive changes, it is true that remote education still has many shortcomings that must be addressed and

resolved promptly if we are to continue teaching classes in this modality. Otherwise, we should no longer expect a crisis of teacher identity but an educational crisis at the country level.

Appendix A: Protocol for the Interviews

Subject: Interview.

Name of the interviewed:

Date:

Time:

Place:

Objective: To describe the pedagogical factors that generate a teacher identity crisis in pre-service teachers due to the switch to remote teaching during the pandemic.

Previous observations: Arrive with a good attitude and disposition to carry out the interview. Have organized the tape recorder. Ask the interviewee for permission to record (informed consent). Remind the interviewee that everything that is discussed during this interview is confidential, and their information will be protected according to the data treatment and in compliance with the Law 1581 of 2012 and Decree 1377 of 2013.

I. Introductory questions

- What is your name?
- Why did you choose this career?
- What is your current practicum? What population are you teaching as a pre-service teacher?

II. Remote Teaching

Classroom Management

- Do you consider there are new challenges in classroom management due to the switch to remote learning? What are the challenges?
- What are your strategies for managing a class during remote teaching?

Technological Issues

- What are the most common technological issues that happen in a remote class?
- How have you solved those issues?

Pedagogical Changes

- What are the differences between teaching face to face and remotely?
- What were the main pedagogical changes when preparing remote classes?
- How do you adapt your lessons to remote teaching?
- Do you think these changes in remote teaching will affect higher education students or preservice teachers in the future?

III. Teacher Identity

Teacher Identity Crisis

- What were the feelings/emotions you faced when switching from face-to-face classes to remote teaching?
- Considering those changes, what motivated you to keep in the process of being a teacher (keep forward with your teaching practice) when the pandemic started?
- What has been the hardest part about teaching your class remotely?
- Do you consider that your teacher identity was affected by those changes generated during the pandemic? Please explain how.
- Would you like to add anything else about the subject?

References

- Abad, J.V. (In Press). The Practicum Identity Crisis: Threats and Opportunities for Pre-Service Teachers' professional growth. In J.V. Abad (ed.). Research on language teaching and learning: Advances and Projection. Fondo Editorial Universidad Católica Luis Amigó.
- Council of Europe. (2011). Principles of Good Practice (October 2011). Cambridge Assessment English website: <https://www.cambridgeenglish.org/es/Images/126011-using-cefr-principles-of-good-practice.pdf>
- Charles, B., Hodges, S. M., Barbara, B., Lockee, T. T., & M. A. B. (2020). The Difference Between Emergency Remote Teaching and Online Learning. 7-15.
<https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>
- Hodges, C. B, Moore, S., Lockee, B.B., Trust, T., & Bond, M.A. (2020). The Difference between Emergency Remote Teaching and Online Teaching. Educause Review.
<https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>
- Korpershoek, H., anke; Harms, T., ruus; de Boer, H., ester; van Kuijk, M.echteld;, & Doolaard, S.imone, (2014). Effective classroom management strategies and classroom management programs for educational practice. University of Groningen.
https://pure.rug.nl/ws/portalfiles/portal/15665813/PDF_GION_rapport_Effective_Classroom_Management.pdf(Cohen & Manion, 1994 as cited in Mackenzie & Knipe, 2006).
- Mackenzie, N. M., & Knipe, S. (2006). Research dilemmas: Paradigms, methods and methodology. Issues in Educational Research, 16(2).
- Miller (2009) Teacher Identity in Language Teaching: Integrating Personal, Contextual, and Professional Factors. RELC Journal. <https://doi.org/10.1177/0033688216631219>
- Minsun Shin & Kasey Hickey. (2020). Needs a little TLC: examining college students' emergency remote teaching and learning experiences during COVID-19
<https://doi.org/10.1080/0309877X.2020.1847261>

- Osman, M. E. (2020). Global impact of COVID-19 on education systems: The emergency remote teaching at Sultan Qaboos University Teaching, 46(4), 463-471,
<https://doi.org/10.1080/02607476.2020.1802583>
- Pennington, M.C., & Richards, J.C. (2016). Teacher Identity in Language Teaching: Integrating Personal, Contextual, and Professional Factors. *RELC Journal*, 47(1), 7-23.
<https://doi.org/10.1177/0033688216631219>
<https://journals.sagepub.com/doi/abs/10.1177/0033688216631219>
- Rahim, A. F. A. (2020). Guidelines for Online Assessment in Emergency Remote Teaching during the COVID-19 Pandemic. *Education in Medical Journal*, 12(2), 59–68.
<https://doi.org/10.21315/eimj2020.12.2.6/>
- Wolff, C. E., Jarodzka, H., & Boshuizen, H. P. (2021). Classroom management scripts: A theoretical model contrasting expert and novice teachers' knowledge and awareness of classroom events. *Educational Psychology Review*, 33(1), 131-148.
<https://link.springer.com/article/10.1007/s10648-020-09542-0>