

**Influence of Cooperating Teacher's Beliefs in the Overcoming of the Student
Teachers' Practicum Identity Crisis regarding Classroom Management**

Diana Marcela Marulanda Sánchez

Faber Johan Bernal Orozco

Andres Camilo Grisales Ortiz

Mateo García Gómez

Andrés Felipe Rendón Hurtado

Graduation Paper Advisor: José Vicente Abad Olaya

Universidad Católica Luis Amigó

Facultad de Educación y Humanidades

Licenciatura en Inglés

Medellín

2020

Abstract

This paper aims to report on how student teachers can be permeated by a practicum identity crisis in their teacher training process regarding classroom management. Furthermore, this research project sheds light on how cooperating teacher's classroom management beliefs can help to overcome those crises experienced by student teachers from a private university of Medellín, Colombia. The methodology used to carry out this study had an interpretative approach. To collect the data researchers applied two different instruments: self-study narratives, which were developed by 5 student teachers of the English teaching program, and a semi-structured interview, which was carried out by a cooperating teacher. The findings showed that during the practicum process student teachers experienced some crises due to the clashes that emerge from the theory learned at the university and the practice developed in the school's reality. Moreover, the participants claimed that the cooperating teacher's classroom management beliefs transformed their own beliefs, allowing them to reconstruct their teacher's identity and overcome some identity crises by reflecting upon their teaching practices and perspectives regarding classroom management and, therefore, increasing their teacher efficacy.

Keywords: teacher identity, classroom management, practicum identity crisis, cooperating teacher's beliefs, student teachers.

Resumen

Este documento tiene como propósito reportar la manera en la cual los maestros en formación pueden ser permeados por la crisis de identidad en la práctica en su proceso de formación como maestros con relación al manejo de clase. Además, este proyecto de investigación explora cómo las creencias sobre el manejo de clase del maestro cooperador pueden ayudar a superar las crisis experimentadas por los estudiantes de práctica de una universidad privada de Medellín, Colombia. La metodología usada para llevar a cabo este estudio tuvo un enfoque interpretativo. Para la recolección de datos fueron aplicados dos instrumentos diferentes: narrativas autobiográficas, las cuales fueron desarrolladas por 5 estudiantes de práctica del programa de licenciatura en Inglés, y una entrevista semiestructurada, la cual fue llevada a cabo por una maestra cooperadora. Los hallazgos mostraron que durante el proceso de práctica los maestros en formación experimentaron algunas crisis por los choques que emergen entre la teoría aprendida en la universidad y la práctica desarrollada en la realidad de la escuela. Además, los participantes afirmaron que las creencias sobre el manejo de clase del maestro cooperador los transformaron, permitiéndoles reconstruir su identidad docente y superar algunas crisis de identidad a través de la reflexión sobre sus prácticas y perspectivas con respecto al manejo de clase y, por consiguiente, incrementando su eficiencia como docente.

Palabras claves: identidad del maestro, manejo de clase, crisis de identidad en la práctica, creencias del maestro cooperador, estudiantes de práctica.

Degree Requirement

This study project is submitted as a requirement to graduate from the Bachelor's Degree n in English Teaching (Licenciatura en Inglés) at Facultad de Educación, Fundación Universitaria Luis Amigó, in Medellín, Colombia.

Acknowledgments

This project would never have been possible without the help of our advisor and mentor, José Vicente Abad, who guided us patiently during the process of our research for one year. Also, thanks to the cooperating teacher who was always willing to help us with her participation and for being a guide for our project. Thank you for your time and dedication, and for every effort to ensure that our project was a reality.

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1. Introduction

1.1 Statement of the Problem

The practicum is considered one of the most important stages in the teacher training process since this is the first encounter student teachers have with the real scenarios that they will face as future teachers and where they have the opportunity to become aware of the reality that classroom management implies in the development of a class. Furthermore, this encounter exposes them to different situations that could involve an identity crisis due to the contrast between the teaching reality and their own teaching beliefs. This study was carried out taking into account that we have been immersed in those difficult contexts where we have experienced a practicum identity crisis. For that reason, we were especially interested in describing how student teachers' conflicting beliefs through the practicum process influence the emergence of the Practicum Identity Crisis (PIC) regarding Classroom management (CM). Moreover, the PIC involves nervousness, frustration, and demotivation, as well as a change in the student teachers' beliefs and expectations. Therefore, we wanted to determine how the cooperating teacher's beliefs helped student teachers to overcome their PIC regarding CM.

1.2 Literature Review

Teacher identity is a construction made by every teacher that can be shaped through their interaction in a personal, social, or professional field. Teacher identity can be permeated by some crises; one of them is the Practicum Identity Crisis (PIC), which can appear during the student teachers' training process. For that reason, in this literature, review we want to contextualize how PIC can appear in the student teachers' practicum process regarding classroom management (CM) and, consequently, how student teachers can overcome it through the cooperating teacher's classroom management beliefs. In order to develop the theoretical framework, we address the following concepts and their theoretical connection: (a) Teacher identity; (b) Practicum Identity Crisis; (c) Classroom management; and (d) Cooperating teacher.

1.2.1 Teacher identity

According to Kumazawa (2013, as cited in Abad, 2019), “Teacher identity could be social, cultural, political, and historical” (p.10). 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). In addition, “The teacher identity typically reflects their apprenticeship of observation and participation when they were students” (p.8). Finally, for Sachs (2005, as cited in Pennington and Richards, 2016), “Teacher identity is not something that is fixed nor is it imposed; rather it is negotiated through experience and the sense that is made of that experience” (p.9).

1.2.2 Practicum Identity Crisis (PIC)

According to Gebhard (2009, as cited in Abad (2019), “A variety of terms is used to refer to the practicum, including practice teaching, field experience, apprenticeship, practical experience, and internship” (p. 11). The practicum corresponds to the period in which student teachers engage in their first formal teaching experiences. As the practicum constitutes a requirement for graduation, pre-service teachers ordinarily do it under the guidance of both a practicum advisor and a coordinating teacher. Abad (2019) states that “Crises are foreseeable when student teachers are required to assume a teaching role for the first time, as the multiple elements leading to their emergence are set in place” (p. 11). Additionally, Delamarter (2015, as cited in Abad, 2019) claims that the crisis lived by student teachers during their practicum can be called a “practice shock” (p. 12). The practicum identity crisis occurs because the student teachers’ teaching expectations clash with the reality of the class that they experience during their training for the first time (Abad, 2019).

1.2.3 Classroom Management (CM)

According to Keser and Yavuz (2018), “Classroom management is how the teacher runs the classroom by forming an ideal class environment to facilitate learning while some of the participants relate the concept with motivation, teacher activities and discipline...and relationship between teacher and students” (p.519). Furthermore,

classroom management is one determining factor to contribute to students' learning outcomes. In fact, when teachers master classes well they can make learners easily capture the material. Nevertheless, there are some external and non-academic factors which also affect classroom management. Those factors permeate the students' behaviors and learning atmospheres, and at the same time, they become one of the biggest challenges for pre-service teachers in their practicum settings (Macías & Sánchez, 2015). For this reason, teachers require good effectiveness of classroom management to improve their teaching and their students' learning process. Therefore, this is also a basic skill that the teachers have to master to improve students' learning activities (Pungki & Suwartono, 2019).

1.2.4 Cooperating Teacher (CT)

Teachers' professional development involves a critical phase known as the practicum; this initial practice is carried out through the guidance of an experienced teacher who is called a cooperating teacher. Therefore, the "cooperating teacher participation in teacher education is of particular significance" (Keogh, Dole, & Hudson, 2006, as cited in Clarke, Triggs, & Nielsen, 2014, p.165). In addition, Clarke, Triggs, and Nielsen, (2014) stated that "student teachers consider the cooperating teacher to be the most important factor in their entry to the profession". In fact, with no accompanying of a cooperating teacher, student teachers are "overwhelmed by the actual experience of teaching" (Hodges, 1982 as cited in Clarke, Triggs, & Nielsen, 2014, p.170). Moreover, Weiss and Weiss (2001, as cited in Clarke, Triggs, and Nielsen, 2014) argue that "co-operating teachers are the most powerful influence on the quality of the student teaching experience and often shape what student teachers learn by the way they mentor" (p. 169).

1.3 Research Question

How can the cooperating teacher's beliefs help to overcome the student teachers' practicum identity crisis (PIC) regarding classroom management (CM)?

1.4 Objectives

1.4.1 General Objective

To determine how the cooperating teacher's beliefs can help to overcome the student teachers' Practicum Identity Crisis (PIC) regarding classroom management (CM).

1.4.2 Specific Objectives

1. To describe how student teachers' conflicting beliefs through the practicum process influence the emergence of the PIC regarding CM.
2. To compare the student teachers' beliefs with the cooperating teacher's beliefs regarding classroom management CM.
3. To report the transformation of student teachers' beliefs regarding CM through the research project.

2.Method

2.1 Research Methodology

The research project conformed to a qualitative approach, in which researchers “study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them” (Denzin and Lincoln, 2005:2, as cited in Aspers & Corte, 2019, p. 142). Furthermore, it is based on an interpretative paradigm, which “enables researchers to build rich local understandings of the life-world experiences of teachers and students and of the cultures of classrooms, schools and the communities they serve” (Taylor & Medina, 2013, p.4). To carry out this project, researchers used self-study narratives which provides the possibility to understand how the personal and social are intertwined in teachers' lives and how these experiences are shaped by the larger social, cultural and institutional narratives in which teachers have lived (Clandinin, 2006, as cited in Mendieta, 2013, p.143). The narratives tell student teachers' stories and experiences lived during their practicum process; through these narratives, the participants, who are also the researchers, tried to find

common feelings and experiences which triggered their Practicum Identity Crisis (Abad, 2019).

2.2 Context

The researchers were five student teachers from Universidad Católica Luis Amigó, a higher education institution located in Medellín. They were studying in the English teaching program. This program trains teachers with general professional and communicative competences so they can develop English teaching practices that are contextualized with the community's reality. These students were in their eighth semester of the program and therefore completing practicums three and four. They had to develop 128 hours in their practicum settings per semester. These student teachers played the role of participants who were developing their practicum process in public and private agencies with students from second to eighth grade. These agencies were located in neighborhoods with a middle socioeconomic background. The participants had experiences and beliefs regarding classroom management when they faced their first encounter with teaching. On the other hand, it was chosen a cooperating teacher (CT). This cooperating teacher, who works in a public school located in Itagüí, was selected to participate in the study because she had significant experience with teaching and classroom management.

Originally this research project was going to be carried out through peer coaching; researchers wanted to demonstrate how it could help them to overcome the practicum identity crisis regarding classroom management. The data was going to be collected through peer observations and a recorded workshop in which the researchers were going to receive feedback from peers. However, due to the contingency of the Covid-19, in which it was necessary to isolate people for a long period of time, some part of the action plan of the project could not be developed, since this event occurred during the period in which fieldwork was programmed. Therefore, the researchers made some changes and adapted the general and specific objectives to incorporate the data that they could collect by means of self-narratives and a semi-structured interview.

2.3 Sample

The participants were selected through criterion sampling. This kind of sampling “selects cases that meet some criterion and therefore may reveal a major aspect of the phenomenon under study” (Abad, 2020). The five participants who provided their narratives were enrolled in the English teaching program of Universidad Católica Luis Amigo in the eighth semester, all of them developing their three and four practicum process. Besides, the participants were 4 men and 1 woman of around 20 years old, with a B1 English proficiency according to the Common European Framework of Reference (CEFR) which is an “international standard for describing language ability” («International language standards», 2020). On the other hand, the researchers applied a typical case sampling (Abad, 2020) because participants had experienced a common situation, which is the Practicum Identity Crisis (Abad, 2019) regarding classroom management.

Furthermore, a female cooperating teacher who was 34 years old also participated in the study. She had a master’s degree in Information and communications technology (ICT). In addition, she had 14 years of experience in the teaching field. She worked as a teacher at the preschool, elementary, and adult education levels. Besides, she was a supporting teacher of the bilingualism program of Itagüí for 4 years. This program was based on the implementations of strategies for English teaching. Moreover, she was an English tutor in the Secretaría de Educación of Itagüí.

2.4 Data Collection

The project was based on research narratives. These narratives were written at the beginning of the last semester by 5 student teachers who played the role of both researchers and participants. Moreover, in order to construct their narratives, the student teachers used their lesson plans, reflections, and journals of previous practicum levels (one, two and three) as a source to respond to four guiding questions, which focused on experiences and beliefs that the student teachers had had regarding Practicum Identity Crisis (Abad, 2019), classroom management strategies and perceptions and teaching roles in the classrooms. Besides, the narratives had an extension of around 2 pages long each of them.

On the other hand, we conducted a semi-structured interview with the cooperating teacher of one of the participants. First, as researchers, we organized the interview guide sometime later after we had developed the narratives in order to use the same guiding questions, which allowed us to collect meaningful information for the research project. In addition, this semi-structured interview was conducted by email in the period of time in which the people were isolated because of the contingency of the Covid-19, so one of the researchers sent the written questions to the cooperating teacher and one week later she sent the answers in a narrative that was 2 pages long.

2.5. Data Analysis

The researchers analyzed the answers obtained in the narratives to draw the interpretations and descriptions. First, the researchers constructed a category tree in order to identify the categories in the five narratives. Then, during the coding process, the researchers found some emergent categories which were meaningful for the objectives of the research project. This method fits into what Leslie Curry (2015) calls “integrated approach” in which the researchers took some previous categories and, through the coding process, some new categories emerged, so it was necessary to reconstruct the category tree. Second, the researchers used a category matrix in which they wrote descriptive memos taking into account the pieces of evidence and codes identified in the narratives. Finally, the researchers discussed and created the interpretative memos making connections between the descriptions and the theory.

As a way to achieve validity in the data analysis, the researchers used interpretation validity (Burns, 1999, as cited in Abad, 2020) because the participants who provided the data agreed with the interpretations that the other researchers made about the data. Besides, there was catalytic validity (Burns, 1999, as cited in Abad, 2020) because the research project allowed the participants to transform their perspectives about the situation which was studied. Finally, we had dialogic validity (Burns, 1999, as cited in Abad, 2020) because the researchers worked in teams and the coding process was developed together.

In order to achieve trustworthiness, the researchers used four kinds of triangulation. First, we used source triangulation (Burns, 1999, as cited in Abad, 2020) because there were 2 different perspectives at the time to develop the project: there were

the cooperating teacher and the student-teacher participants. Second, the project had space triangulation (Burns, 1999, as cited in Abad, 2020) because the data was collected from different contexts. Third, we had investigators triangulation (Burns, 1999, as cited in Abad, 2020) because the researchers worked in teams to collect data. In addition, the research project included member checking (Burns, 1999, as cited in Abad, 2020), because the results and interpretations of the data were validated by the participants; and peer examination (Burns, 1999, as cited in Abad, 2020), because all the research project construction was reviewed by the researchers' advisor, who gave them his academic advice and opinion.

3. Findings

3.1 First Finding: Emergence of Practicum Identity Crisis

Results showed that the identity crisis can emerge in the practicum process, as it is stated by MacDonald (1993, as cited in Mahmoudi & Yzkan, 2016) "Practicum is a source of considerable stress and pre-service language teachers encounter a range of stressful experiences during this period" (p. 495). In this process of immersion in the practicum, student teachers do not find suitable those classroom management strategies learned in the undergraduate program. For that reason, there are clashes between what student teachers' teaching expectations are and what they can apply in a real teaching situation. Besides, this identity crisis occurs when student teachers do not have control for facing a real teaching context and it produces time class waste.

Student-Teacher 1

"But all those techniques that I have learned in the University do not work on my classes." R18

Student-Teacher 4

"To have in mind all of those theories of teaching, the knowledge acquired in the university, and that when I put it into practice it does not work. It is really complicated for me as a future teacher." R1

Student-Teacher 5

"I began to see the great differences in theory and practice; that is, what the academy told me and what real life was." R2

3.2 Second Finding: External Factors

Student teachers feel that their students' social background and economic status affect their lesson planning because there are factors such as poverty and low resources that influence the control of the class and the students' motivation to learn. This idea is supported by Macías and Sánchez (2015), who suggest that "the different challenges that pre-service teachers encountered in their practicum, had to do with external non-academic factors that influenced students' behavior" (p.89). Finally, when student teachers are forced to teach another subject, different from the one they teach, they do not feel with the same authority to carry out the class in the best way.

Student-Teacher 1

"The population is complicated because the neighborhood has lived violence and the students have lived it too. This is a public institution where discipline and classroom management play an important role. Besides it is more complicated when each group is composed of 45 students who do not have the motivation to study another language or whatever subject." R4

Student-Teacher 3

"I have noticed that each student who arrives in the classroom, regardless of their social status or economic situation, comes with significant or traumatic experiences that the teacher must interpret." R5

3.3 Third Finding: Feelings Triggered by the Practicum Crisis

We could interpret that student teachers experience some crisis regarding classroom management when they have their first encounter with teaching. It is related to what Abad (2019) calls a “practice shock”. First, students’ teachers feel that they do not have enough authority to control a class with a large number of students, so their planning is affected because they have to use a lot of time trying to control the students. Second, student teachers said that the lack of students’ interest and motivation affects directly their classes, and it can be caused by “the length of the class and the availability of teaching materials” (Sánchez-Solarte, 2019). Third, student teachers feel that having few strategies and methodologies to control the class provokes some negative feelings such as frustration, demotivation, and nervousness. Finally, all of these factors cause that student teachers feel doubts about the decision of choosing an English teaching degree. This idea is supported by Wright, (2014, as cited in Sánchez-Solarte, 2019) who expresses that both novice or pre-service teachers have to deal with different stressful situations at the time to manage a class, and it “...may negatively impact L2 teachers’ permanence in the teaching profession”.

Student-Teacher 1

*"I have experienced a lot of **frustration** regarding my career and more when I started my first practicum." R1*

Student-Teacher 2

*"I felt really **frustrated** and **unmotivated** and I arrived at home with no desires to be a teacher anymore" R1*

Student-Teacher 4

*"It has been **frustrating** for me to check my journals and to see that most of my classes I complain about classroom management all the time and that I have suffered an identity crisis" R7*

3.4 Fourth Finding: Transformation of Beliefs about Classroom Management

The results showed that there is a difference between the cooperating teacher's and the student-teachers' beliefs when they plan their classes: the cooperating teacher does not consider classroom management as a priority since the strategies and methodologies she uses allow for the student's engagement in the class. Moreover, she already has enough teaching experience to control the learning environment and students' behaviors, so the cooperating teacher considers that classroom management is not limited to having organized rows but having a dynamic learning environment. On the other hand, student teachers consider classroom management as an essential factor for developing their lesson planning since they have their first encounter with teaching and high expectations for implementing classroom management strategies that allow them to achieve a meaningful learning environment.

Cooperating teacher 1

"Classroom management does not really influence the planning, For me, what influences and it is vitally important to think of activities that mobilize children's learning, what they like, what activities are playful; so classroom management is not the priority in planning." R12

Student- Teacher 1

"I think classroom management is one of the most important factors in the development of a class. For me, it has been crucial to control my students and my class planning. I consider having good classroom management strategies allow to perform good classroom activities because students have the appropriate attitude and disposition to learn and develop the activities proposed by the teacher" R9

Cooperating teacher 1

"... I have no problem. They listen to music while they are working, or talking while they are in groups. For me there is something called "pedagogical noise". Well, it is difficult for a group of children to remain 50 minutes of a class in total silence."

4. Discussion

This study allows us to report the transformation of our student teachers' beliefs regarding classroom management through the research project. Moreover, it empowers us to have a dialogue among our colleagues to share our experiences and perceptions regarding the practicum identity crisis that we have suffered. Furthermore, this study sheds light on how student teachers overcome such crisis and how teaching program assists student teachers to have a better teaching process as future English teachers. Besides, it provides contributions to the research field of teacher identity: First, there is a set of strategies and methodologies that allow student teachers to face the practicum identity process. Second, the development of successful classroom management is a step by step process that is acquired through the experience lived in the teaching field. As a result, through the analysis of this study and the theory learned during the development of the research, we draw some conclusions that support the practicum identity crisis lead student teachers to construct their professional identity.

The practicum is the first opportunity for pre-service teachers to experience school reality and to deal with real situations. It is during this stage that the pre-service teachers will begin to shape their professional identity. Besides, the practicum setting offers student teachers multiple situations they have to deal with, which will impact their identity construction in a negative or positive way. Therefore, identity construction is dynamic; for that reason, student teachers should adapt themselves to every situation; otherwise, the identity crisis begins to arise, mainly when they put into practice what they learned at the university and it does not work as effectively as it seemed. In addition, one of the factors which can lead teachers to have an identity crisis is the stress; this can happen because in the teachers' training process student teachers are not taught how to cope with the stress that can be generated in the practicum, and that's why they cannot find a solution for that problem and the stress can increase.

Therefore, student teachers' identity crisis occurs during the practicum process which can be permeated by a "practice shock" (Delamarter, 2015, as cited in Abad, 2019) that makes part of the teacher identity construction. Most of those crises are triggered by some classroom management difficulties that the student teachers have when they experience the teaching field for the first time. Besides, this practicum

process is developed by the guide of a cooperating teacher. Therefore, the cooperating teacher's beliefs can influence the student teachers' beliefs regarding classroom management because the cooperating teachers have enough experience in the teaching field, so they have a different perspective about what classroom management implies at the time to develop the lesson planning in the class. For that reason, this study helped us as student teachers to transform our perspective regarding classroom management because it allowed us to reflect on classroom management difficulties as part of the teaching experience, which depends on the different educational contexts, students' English level, students' motivation to learn, students' social and economic background, and class size.

On the other hand, to have classroom management deficiencies and to be immersed in a hard educational context leads student teachers to overcome different challenges in terms of classroom management. Student teachers try their best to prepare enough activities in order to deal with time, circumstances, and resources available, but their efforts do not always work. Besides, some student teachers feel frustrated at the time to observe how some students do not enjoy their planning and it makes student teachers have a negative perception about themselves as teachers, thinking that they are not proposing meaningful activities and that they cannot catch the students' attention and interest. These situations have caused that some student teachers consider that they do not have enough aptitudes for being teachers, so they often blame themselves for the "wrong" decision they made at choosing an English teaching program.

There were several limitations to the development of this project: first, we were forced to change the idea of the project. Second, we had to change the instruments that were previously established for collecting the data; in both cases because of the contingency caused by the COVID-19. Finally, we had a short time to carry out the research study and analyze the data collected.

Thanks to the cooperating teacher's contributions based on the use of different strategies and methodologies used to carry out the classes, and the experience performing the teaching profession, which allows her to have good classroom management, we as student teachers have suffered a transformation in terms of our classroom management beliefs, which has helped us to overcome the practicum identity

crisis in a certain degree. Moreover, the cooperating teacher helps student teachers to understand that a good classroom management performance is achieved through the experience acquired inside the classrooms exercising the profession.

The practicum identity crisis implies high levels of stress, frustration, demotivation, nervousness, and doubts about being a teacher, which occur during student teachers' teaching training process. Nevertheless, student teachers may overcome their crisis by means of the implementation of teaching strategies and the construction of teaching competences. On the other hand, the cooperating teacher plays a key role in helping student teachers effectively deal with the practicum identity crisis, as it is supported by Hodges (1982 as cited in Clarke, Triggs, & Nielsen, 2014) with no accompanying of a cooperating teacher, student teachers are "overwhelmed by the actual experience of teaching" (p.170). In short, the university provides student teachers with pedagogical strategies for teaching, but it does not teach us how to deal with stress, frustration, and demotivation.

5. Appendix: Protocol for Interview and Narratives

Asunto: ENTREVISTA.

Fecha:

Hora:

Lugar:

Objetivo: Indagar acerca de las creencias de los maestros frente al manejo de clase.

Observaciones previas:

Llegar con buena actitud y disposición para llevar a cabo la entrevista. Tener organizada la grabadora. Pedir permiso al entrevistado para grabar (consentimiento informado). Tener respuestas del invitado para no duplicar información ni preguntas.

1. PREGUNTAS DIAGNOSTICAS

- 1.1. ¿Cuál es su nombre?, ¿Por qué decidiste elegir esta profesión?
- 1.2. ¿Qué roles has desempeñado en el campo de la educación? ¿Con que poblaciones?
- 1.3. ¿Cuántos años lleva ejerciendo esta profesión?

2. PREGUNTAS DE CAMPO DE ACCIÓN

- 2.1. ¿Qué metodologías de enseñanza usas en tus clases?
- 2.2. ¿Qué otras materias enseñas además de tu campo específico? ¿Cómo te has sentido enseñando estas materias?
- 2.3. ¿Con que población educativa te sientes más cómoda ejerciendo tu rol como docente? ¿Por qué?
- 2.4. ¿Qué rol desempeña el maestro en la clase? ¿Qué rol desempeña el estudiante en la clase?

3. PREGUNTAS ESPECIFICAS

- 3.1. ¿Cuál es tu concepto sobre manejo de clase?
- 3.2. ¿Cuál es el ambiente de aprendizaje ideal que deben tener las aulas?
- 3.3. ¿Qué influencia tiene el manejo de grupo en tus planeaciones de clases? ¿Por qué?
- 3.4. ¿Alguna vez has tenido problemas con el manejo de clase? ¿Cuáles? ¿Como las has afrontado?
 - 3.3.1 Frente a estos problemas de manejo de clase, ¿Cómo te has sentido?
 - 3.3.2

4. CIERRE

- 4.1. ¿Hay algo más que desea agregarle a la entrevista?

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