

**Pre-service teachers' perceptions about the development of the pedagogical practicum
under the methodology of Emergency Remote Teaching due to the COVID-19 2020**

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RAE

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Abstract	This small-scale research was carried out with a group of 4 pre-service teachers enrolled in a B.A.English as a Foreign Language, at Santo Tomas University of Distance Education. The goal of this project is to describe how the Pre-service teachers' of 9th and 10th semester perceive the development of the pedagogical practicum under the methodology of Contingency Remote Teaching due to the COVID-19 Pandemic in 2020. As data collection instruments, a structured interview and a survey were implemented. The data analysis gives an account of pre-service teachers' perceptions from some technological and emotional perspectives they have had to face, making visible different problems, challenges, and feelings that they felt when carrying out their pedagogical practices under the remote teaching methodology. Furthermore, it became clear how innovation and commitment to teaching led pre-service teachers to go beyond their pedagogical and technological limits to meet their objectives.
Research design	This research was designed with the aim of approaching the process of pedagogical practice perspectives with the foreign language in internal settings inside the classroom, further, considering the qualitative research design and the need to describe these perceptions about their practicum, the paradigm, that is conceived as a theory of practice and interpretation, was implemented. Instruments: Survey

	Interview
Conclusion	Through two data collection instruments (survey and structured interview), the researcher was able to collect data and analyze it, giving very important and necessary conclusions for the advancement of a more inclusive and equitable education taking into account the main objective of this project" perception of the pre-service teachers in theirs pedagogical practicum. Moreover, the COVID-19 pandemic and social distancing requirement has presented challenges for all stakeholders to go online as they have to work under time constraints and a resource restraint situation.
Main references	Bonilla, M.I., Hernández, E., & Medina, M. (2017). Macro Projects as a new didactic proposal for teaching EFL research in distance education. doi: 10.21125/iceri.2017.1944 Camacho, M. (2013). Las magnitudes y su medida en la educación Primaria. Canarias, Disponible en: http://www.gobiernodecanarias.org/educacion/5/DGOIE/PublicaCE/. Camacho, D. Z., Becerra, L. D., Albarracin, J. C., Arciniegas, M. V., Cáceres, M., & Cote, G. E. (2012). How can a process of reflection enhance teacher-trainees' practicum experience? HOW, 19(1), 48-60. Carvajal, A. M., & Duarte, Y. (2019). Pre-service teachers' perceptions on the role of English teachers. ENLETAWA Journal, 12(2), 58-75.

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Abstract

This small-scale research was carried out with a group of 4 pre-service teachers enrolled in a B.A.English as a Foreign Language, at Santo Tomas University of Distance Education. The goal of this project is to describe how the Pre-service teachers' of 9th and 10th semester perceive the development of the pedagogical practicum under the methodology of Contingency Remote Teaching due to the COVID-19 Pandemic in 2020. As data collection instruments, a structured interview and a survey were implemented. The data analysis gives an account of pre-service teachers' perceptions from some technological and emotional perspectives they have had to face, making visible different problems, challenges, and feelings that they felt when carrying out their pedagogical practices under the remote teaching methodology. Furthermore, it became clear how innovation and commitment to teaching led pre-service teachers to go beyond their pedagogical and technological limits to meet their objectives.

1. Contextualization

Santo Tomas University, with more than 23 educational centers in Colombia (Primer Claustro Universitario del País) accredited of high quality and headquartered in Bogotá, is one of the most recognized universities that offers the professional career "*Licenciatura en Lenguas Extranjeras Inglés*" with a duration of 10 semesters or 5 academic years, that belongs to the Faculty of Education. Within this Faculty, all the "licenciatura" programs have 3 different types of pedagogical practices as part of their educational curriculum: *Pedagogical Practices of Observation*, *Formative Pedagogical Practices* and *Integrative Pedagogical Practices*. The two former types of practices are studied from the 1st to 8th semesters.

In the case of integrative pedagogical practices, they are developed in 9th semester and 10th semester in two different academic spaces: Pedagogical Practice 1 and Pedagogical Practice 2. Thus, the taking of integrative pedagogical practices invites students to the challenge of developing foreign language classes in real educational environments. For doing so, the Faculty of Education has practice agreements with some institutions nationwide, managed by the University Attention Centers (CAU) and academic programs; so that teachers in training can carry out their process, in addition to understanding and appropriating the dynamics of the classroom. For integrative practices they are required 80 hours which are divided into 2 academic semesters. The first 40 hours of pedagogical practice are developed with children and the remaining 40 hours with teenagers or adults.

It is worthy to mention that despite the degree works under a Distance methodology, the integrative pedagogical practices are designed to be developed in person, however, due to the current situation of "COVID-19", the national educational

system had to implement the Contingency Remote Education methodology which resulted in challenging the pre-service teachers to go beyond their borders adapting to the new world's reality.

Hence, this research interest emerged when the researcher asked himself about the pre-service teachers' perceptions towards these new challenges they have had to face both during the academic periods 2020-1 and 2020-2 with the new reality of the "COVID-19" and the "Remote Teaching Methodology" in integrative pedagogical practices since teachers have a powerful, long-lasting influence on their students, they directly affect how students learn, how much they learn, what they learn, and the ways they interact with one another and the world around them. One sees that reflections can be seen as "active, persistent, and careful considerations of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends" Echoing Dewey's(1933,p.6)

The importance of this research for me as a researcher, for the university as a high quality educational institution and for the program is to be able to show the real context of a pedagogical practice under the new Contingency Remote Teaching methodology, to observe how the pre-service teachers innovate or face the creation and development of their classes with different technological and technical limitations such as low student attendance. Additionally, with the sharing and narration of the pre-service teachers' perceptions about their educational processes, this research seeks to promote awareness of more support to one of the most important and necessary stages for a teacher as well as to give voice to what they had to face under new circumstances that the whole world has had to live.

2. Research statement

The COVID-19 pandemic impacted our entire way of life, in economic, social, cultural, personal and educational ways, the impact on the education sector has had great repercussions on the pedagogical practices of pre-service teachers and more so considering that the teaching practice is the period where the practicing teacher acts and makes decisions to face different teaching situations (Woodward, 1992, P. 92). This new way of education makes us overcome our limits and presents us with situations that are new for our generation, this making reference that the students of the program are usually trained to give face to face classes and due to the new reality the students now have a methodology of Emergency Remote Teaching that Santo Tomas University offered to its students to finish the professional educational process.

This methodology creates new and unknown perspectives on pre-service teachers that are important to know about, further how these pre-service teachers used new strategies aimed at overcoming challenges in a creative way, what's more how they reflect on this atypical pedagogical practice. Nevertheless, for some, the teaching practicum could also become one of the most challenging, puzzling, tough, and unsatisfying experiences along the BA program (Farrell, 2001; Ferrier-Kerr, 2009; Trent, 2013). For all these reasons, the following is research question that guides the development of this study:

Research Question

How do pre-service teachers of 9th and 10th semester of the BA EFL at Santo Tomas University perceive the development of the pedagogical practicum under the methodology of Contingency Remote Teaching due to the COVID-19 Pandemic in 2020?

General Objective:

To describe how the Pre-service teachers' of 9th and 10th semester of the BA EFL at Santo Tomas University perceive the development of the pedagogical practicum under the methodology of Contingency Remote Teaching due to the COVID-19 Pandemic in 2020.

3. Literature Review

In accordance with the general objective of the research, the theoretical framework will be presented with the following constructs: Pre-service teachers' perceptions, pedagogical practicum and Methodology of Contingency Remote Teaching. It will also have a theoretical construction that can be supported by different authors, scientific articles and books that would help to understand this research study from different points of view where we could delve into these concepts with the light of other investigations.

3.1 Pre-service teachers' perceptions

As the purpose of this study is to describe the pre-service teachers' perceptions about the development of their pedagogical practices under a particular modality, it is first necessary to understand the concept of "perceptions". According to Polkinghorne (1995), "Stories express a kind of knowledge that uniquely describes human experience in which actions and happenings contribute positively and negatively to attaining goals and fulfilling purposes" (p. 8). Bearing in mind that we need to listen to the experiences that shaped the students' lives, it is crucial to represent their thoughts and ideas. As Pavlenko & Norton (2007) indicated "if we do not acknowledge the imagined

communities of the learners, we may exacerbate their non-participation and impact their learning trajectories in negative ways” (p. 598). So, there is an urgent call to give voice to pre-service teachers in a way that this case study could help them in shaping their further role as in-service teachers.

During their teaching practice, pre-service teachers are constantly thinking about their classes, the role they play in the classroom, the ideal class they should have, and the impact they are causing not just in terms of language but the way they can change their pupils’ lives. Nevertheless, something they have in common is that there are not enough spaces (times and places) where they can share their experiences, beliefs, fears, and perceptions. In fact, such spaces are very relevant and actually the “core” reflection that examines how core qualities such as empathy, compassion, flexibility, creativity, and sensitivity operate to assist teachers in making sense of how implicit personal theories play out in explicit practice (Korthagen & Vasalos, 2005).

According to National Commission for Colleges of Education (1996), perception helps the pre-service teachers to develop a positive attitude towards the teaching, to expose them to the real-life classroom experience, to discover their own strengths and weaknesses in teaching, to provide a forum for them to translate educational theories and principles into practice, to provide them with the necessary skills, competencies, personal characteristics and experiences for full-time teaching after graduation. For Furco (1996), the perceptions help pre-service teachers in service activities primarily for the purpose of providing them with hands-on experience that enhances their learning or understanding of issues relevant to a particular area of study. It also assists pre-service teachers to bridge the gap between the academic learning process and the practical reality. To determine pre-service teachers’ perceptions and self-efficacy with integrating technology into lesson planning for the purposes of an inclusive classroom, the pre-service teachers have to

reflect on the execution of their planned lessons with their students (Julie K. Corkett & Tina Benevides, 2015).

3.2 Pedagogical practicum

The teaching practicum has been considered one of the most crucial and influential stages in teacher education (Trent, 2013). The teaching practicum will offer a valuable opportunity to examine in which fields pre-service teachers needed improvement, and it also will reveal their positions and visions in regard to teaching. These visions allow us to analyze how aware pre-service teachers are of the way they teach and what they need to improve their practice. Fajardo & Miranda (2015) mentioned that the teaching practicum allows pre-service teachers to become exposed to the real world of teaching English to students of other languages and to gain knowledge about the complexity of current classroom practices, which contribute to enhancing pre-service teachers' motivations, attitudes, and engagement towards the teaching profession. In the TEFL (Teaching English as a Foreign Language) context, the teaching practicum is an opportunity to expose one's self to the real world of teaching, as well as to a variety of students, ages, and backgrounds. Pre-service teachers can gain knowledge on the complexity of classroom situations. All of the above can enhance pre-service teachers motivations, attitudes, and engagement towards the teaching profession (Fajardo & Miranda, 2015).

During the 9th and 10th semester of the B.A. English as a Foreign Language program, students have to enroll in the practicum and teach English at a school, but with the new reality (COVID-19), experiences, ways to teach, and perceptions have changed, so, this will make them reflect about their own practices. This reflection process,

also known as “reflection inaction” (Harmer, 2015) helps pre-service teachers take action based on the different classroom situations they may encounter while teaching. Camacho and Cote (2012, as cited in Castañeda & Aguirre, 2018) stated that pre-service teachers are engaged in constant reflection, and they make decisions based on their own personal ideas. The importance of the Practical Theory. Practical theory is the idea that a bridge exists between theory and practice when learning and teaching a language. Moreover, the context will also be important in developing a personalized student-teacher teaching competence. It is evident that the practicum strongly influences pre-service teachers’ perceptions about the roles they believe teachers to possess. The practicum also helps pre-service teachers develop professional values and attitudes, as well as gain control of knowledge and practice (Eraut, 1988, as cited in Yan & He, 2010). And according to Carvajal, A., & Duarte Medina, Y. Also, the teaching practice is an essential process, and with the help of experts, pre-service teachers can make the best decisions based on their students’ needs and enables and enriches pre-service teachers’ knowledge, skills, and experiences (2020).

3.3. Methodology of Contingency Remote Teaching

“Contingency remote teaching is defined as a sudden interim shift of instructional delivery to an online delivery mode as a result of an immense catastrophe (COVID 19), so, Contingency teaching comprises ultimate exploitation of the available remote teaching virtual tools for delivering the curriculum or educational materials that would normally be delivered physically or as hybrid or blended courses. Once the disaster or catastrophe circumstances abate, the instructional delivery will revert to its original format.” Basim A. Khidhir (2020)

But in order to understand more deeply what the Methodology of Contingency Remote Teaching is, first we will look at the difference between Distance Education and Virtual Education.

The students who participated in this study are enrolled in a distance learning B.A program. They chose this kind of modality mainly because they work or live far away from the university. Therefore, they cannot attend class during the weekdays, but on weekends they have some face-to-face classes. According to the Encyclopedia Britannica,(1993).. Distance learning is also known as “distance education, e-learning, and online learning”. It is defined as “a form of education in which the main elements include physical separation of teachers and students during instruction and the use of various technologies to facilitate student-teacher and student-student communication”. Given that teachers and students are physically separated, learning platforms are useful ways to engage students learning and present the material. In accordance with Lebow, the distance education courses, offered in the B.A. program, are designed with social constructivist theories in mind, such as incorporating teaching strategies that require learners to communicate, collaborate, explore, and reflect.

Educational technology has created new trends in technology for distance education and the benefits and challenges of using the internet has allowed progress in technical infrastructure and equipment for online learning environments, and its opportunities for teaching and learning, but it is different to talk Distance Education and Virtual Education.

Distance Education

In this modality, students have control over time, space and pace of learning, an internet connection is necessary. The materials to be used can be physical. The

accompaniment and feedback between the teacher and the student is carried out by phone through calls or text messages (emails).

In the **virtual modality** an internet connection is also necessary, taking into account contact with the teacher through a multimedia platform in which students can review and download various materials such as documents, slide presentations or videos. One of the main characteristics of virtual education is that it is not necessary for teachers and students to coincide in the schedule, in other words, it is asynchronous.

Remote instruction is most often a solution to facilitating a course curriculum in times of face-to-face class interruptions, as for example the pandemic (COVID-19), this situation forced social distancing and a general change in the way of teaching, technology has been a great ally to continue with the educational process of children, youth and adults. This is not the first time that the Methodology of Contingency Remote Teaching appears, but it is the first time that we have thousands of tools at our fingertips to carry out a more complete work. But it is different to talk about remote teaching and virtual teaching, so, it is essential to focus and clearly differentiate the two methodologies because despite the preservice teachers belong to a distance education modality, their pedagogical practices this semester had to move to the Remote Teaching Methodology due to the current pandemic circumstances, according to instructional Resources (2020) remote-vs-online-instruction they showed us a comparison between the two methodologies:

	Remote	Virtual
Design philosophy	By Instructor with some support; learning experience varies	Instructor as content author supported by instructional designer and media support; various

	depending on the instructor's level of expertise with learning technologies.	technologies are considered to facilitate a self-directed learning experience.
Development framework	Often developed week-by-week, with consideration of the overall course plan.	Fully developed at the start of the course; may go through multiple iterations before development is considered complete.
Delivery of instruction	Asynchronous (i.e. recorded lectures) OR synchronous (i.e. real-time classes in the web conferencing applications).	Primarily asynchronous; some synchronous components.
Student preparedness	Students may be less technologically prepared, with access to a mobile device only and limited connectivity in their homes; instructional planning should reflect these limitations.	Students know from the onset that all instruction will happen online, so likely have access to the technology that enables them to actively engage in the learning experience
Learning Management System use	General use of the system to communicate with students, relay course content, and administer assessments and grades.	Advanced use of tools and components to facilitate social interaction of class and learning activities.
Instructor presence	Mirrors expectations of face-to-face instruction.	Students are expected to be self-directed with regular check-ins by Instructors to monitor progress and provide feedback.

Table 1. Taken from instructional Resources (2020) remote-vs-online-instruction

4. Design

This research was designed with the aim of approaching the process of pedagogical practice perspectives with the foreign language in internal settings inside the classroom, further, considering the qualitative research design and the need to describe these perceptions about their practicum, the paradigm, that is conceived as a theory of practice and interpretation, was implemented. Through this strategy, the researcher could

distinguish and interpret the phenomenon of investigation through dialogue to produce shared understandings and meanings (Paterson & Higgs, 2005) of English language learning. The participants are a small population of pre-service teachers from Santo Tomas University who are studying their pedagogical practices with remote teaching and are in 9th and 10th semester.

4.1 Connection between the Study and the Epistemological Foundations of the Subproject.

In accordance with the research approach, this investigation was developed under the guidelines of the Research Field 2: *The Study of the English Language and its contexts* whose main purpose is the comprehension of English language learning backgrounds. To this research field 2 belongs the Research Macro Project 2: *Understanding and characterizing EFL in the LLEI: experiences and phenomena in the pre-service teachers' educational contexts.* The picture at the bottom represents the understanding of the relationship between subprojects and research designs.

Figure 1

Research Fields at the LLEI

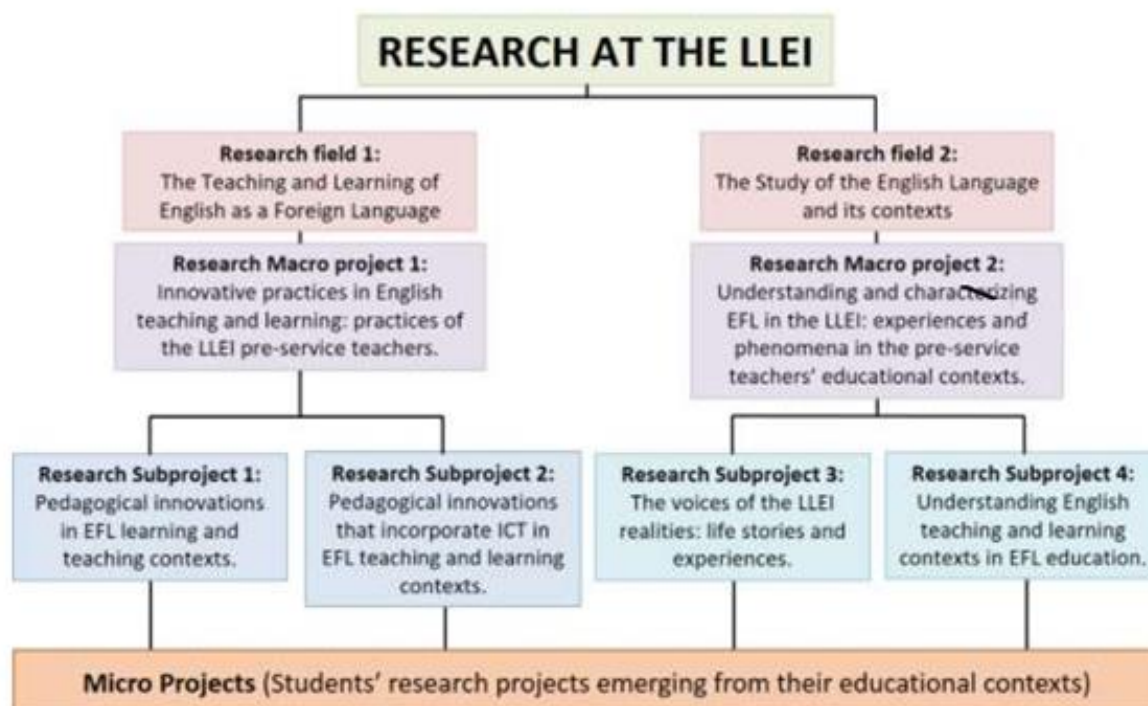


Figure 1-Research at the LLEI. Medina, M., Bonilla, M., López, D., Hernández, E., Rodríguez, S.M., (2016)

As descriptive research main objective is to describe a phenomenon and its characteristics without any intervention or manipulation of variables (Nassaji, 2015), the main focus of this project relies on Research Subproject 4: *Understanding English learning/teaching contexts and their importance in EFL education*. This subproject would help us to describe perceptions and understand pre-service teachers' practices and experiences.

Having all the above into account, this research follows the methodology of a case study and according to Mouza and Karchmer-Klein (2013), the case study method provides opportunities for pre-service teachers to participate in focused reflection that allows them to discern and create relationships with technology, content, and pedagogy, and since it aims at describing the perceptions that a specific group of preservice teachers have, as well as exploring, through different sources of information, a variety of realities they manifest in order to understand and report the relation between Pre-service teachers'

perceptions, pedagogical practicum, and Methodology of Contingency Remote with English. According to Denzin and Lincoln: Each methodology is unique in approach depending on the ontological and epistemological stance, however, all stem from the motivation to explore, seek understanding, and establish the meaning of experiences from the perspective of those involved. For this purpose, the qualitative researcher can employ a broad scope of methods and interpretive practices in any one study, although they typically include observations, interviews, and analysis of participants' words (2011, pp. 8-10).

4.2 Context description

The participants of this study consisted of 4 pre-service teachers (1 male and 3 female, age range 18-34) enrolled in the Santo Tomas University Bachelor as a Foreign Language degree program. It is worth noting that the choice of participants was voluntary, taking into account that the researcher sent invitations to different students in different CAU (centros de Atención Universitaria) for this research, in addition only one of the 4 participants, who are part of this research process has previous experience in teaching the foreign language. The participants were recruited from different CAU (*Centros de Atención Universitaria*). Additionally, on account of the current situation (COVID-19) the data collection was carried out by means of technological tools such as Docs-drive and Video call by MEET. As data collection instruments a survey and an interview were used with the aim of knowing the perceptions of these pre-service teachers about their pedagogical practices. 2 of the participants are from CAU Chiquinquirá, 1 from CAU Bucaramanga, and the last participant from CAU Bogotá, this allows the investigation a greater diversity of contexts, experiences, and reflections that gave wonderful results in perceptions.

4.3 Instruments

Gathering perceptions is a qualitative process of data collection focused on personal perceptions, feelings, and attitudes, as well as the importance of actions and processes (Walker & Pennington, 2010). In this sense, the researcher decided to use different data collection instruments to amplify the participants' voices and due to the current situation of the COVID-19 it was necessary to consider the use of digital media to collect data.

Interviews have been used for decades in research as one of the primary means of generating data. Structured interview research has increased dramatically in recent years, particularly in qualitative studies that aim to investigate participants' identities, experiences, beliefs, and perceptions like this investigation (Talmy, 2010). However, considering this instrument allows the compilation of the information in a detailed way since the person expresses orally their feelings and insights about the topic while the researcher can observe and transcribe the data to then analyze it. Above this data collection instrument, it was important to consider the fact that the stream and selection of the topics with this instrument, could vary and change according to what the interviewee knows or feels (Vargas, 2012). This fact made the interview the most important instrument in the investigation since it enabled the inquiry on students' perceptions related to their practicum with Methodology of Contingency Remote Teaching. This instrument (interview) was selected for its versatility at the time of asking open questions and that allowed the researcher to obtain different points of view with respect to the general objective of knowing perceptions in pedagogical practices. However, Lucca and Berríos (2003) point out that it was not until the 19th century that the use of the interview strategy began to be documented in the collection of information for research uses, but it must be taken into account that there is different types of interviews, such as the sequential

interview that is guided by a series of pre-established questions such as the interviews used in this research work.

As a second instrument, the researcher decided to use a survey. The main objective of surveys in research is to obtain relevant information in the most reliable and valid manner. Thus the accuracy and consistency of the survey form a significant aspect of research methodology which is known as validity and reliability. Often new researchers are confused with the selection and conducting of proper validity type to test their research instrument survey. Taherdoost & Hame (2016). Through these diverse instruments, it was possible to gather specific and reliable information that then was organized and analyzed to accomplish the main goals of this research.

And finally the survey was the best method to be able to know some specific data of the position with which it would work, because this survey is characterized by its closed questions or multiple choice where they would reveal very specific information, because taking to account McIntyre, 1999 surveys are capable of obtaining information from large samples of the population or small samples of the population, surveys are inclusive in the types and numbers of variables that can be studied, require minimal investment to develop and administer, and are relatively easy for making a generalization.

5. Data Analysis

5.1 Data collection procedures

To start the data collection process and learn about the perceptions of the pre-service teachers of the Santo Tomas University, a consent document was sent to the participants (See Annex 8.1). This document includes the objective of the research, the clarification that no monetary value to participate is required, that all the data collected would be only for academic purposes and their participation would be authorized by

means of a signature. Also it includes the invitation to develop two data collection exercises with two instruments designed especially for them. The first is a "survey" (see annex 8.2) that consists of 10 questions and is developed on the Google-docs platform where the researcher can see the answers in real time and with graphs. With this tool we can know a little more about the participants, such as their age ranges, instruments that they had to obtain to develop their internship process, etc. Survey research is defined as "the collection of information from a sample of individuals through their responses to questions" (Check & Schutt, 2012). This type of research tool allows for a variety of methods to recruit participants, collect data, and utilize various methods of instrumentation.

In the second part of the process of data collection, an interview (see Annex 8.3) was applied to the volunteer participants that served as a reference to know some of their pedagogical perceptions towards the Methodology of Contingency Remote Teaching. This interview was designed as a questionnaire with open-ended questions because according to Richards, K. (2009) researchers use interview guides as resources to direct the interviews, but at the same time, the questions are usually open-ended to allow participants to elaborate and researchers to pursue developing themes. In addition to the interview "guide," researchers have also used the term "protocol" or "schedule." An interview protocol includes the interview questions and additional instructions to the interviewer or interviewees, so, taking into account the previous, an interview guide was designed with 10 questions that have the objective of knowing what perceptions they have of their pedagogical practices, in addition to what perception they have of the accompaniment that the university gives.

5.2 Methodology for data analysis

As this is a case-study and descriptive research, the priority was to let data speak for itself, so that the analysis of the data collected was made through a thematic analysis of results since this is a flexible method that could be easily adapted to the thematic of the investigation. For this type of analysis, it was important to consider first the research approaches in terms of the role and interpretation of data. For the first term, Jack Caulfield (2019), MA in Comparative Literature, proposes an inductive approach if the researcher wants to allow data to determine the themes, or a deductive approach if data comes over some preconceived themes expected to find which is the case of this research that aims to reflect on data, based on the theoretical framework stated earlier.

In terms of the way to interpret data through thematic analysis, it was important to consider a latent approach that involves reading into the subtext and assumptions underlying the data, since the researcher was interested in what people's statements reveal about their perceptions and pedagogical context in their practices. For this analysis, the organization of the data collected was important, which, in the case of the first instrument, the survey, the software where it was designed facilitated the organization of results automatically, however it was necessary to analyze and compare this info with the one obtained in the interview, which was compiled and transcribed individually, in order to select the relevant topics. The information gathered in both instruments was organized in a chart (see Table 1) where it was possible to codify data by colors in order to determine the common topic patterns.

Subsequently, four columns were included in the chart where it could be referenced the analysis of pre-service teachers experience through information gathered, in the first part of chart you can find four items (**Student Quotes**), in the next four columns

there are the most relevant data that refer to the focus of the research (perceptions of pre-service teachers in their pedagogical practices under Methodology remote teaching (see table 3). In terms of validity and reliability of this study, triangulation was taken as the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena (Patton, 1999). Triangulation also has been viewed as a qualitative research strategy to test validity through the convergence of information from different sources. This triangulation was taken as a means to compare and correlate the research objectives and findings through the implementation of the distinct instruments of collection, as figure below shows:

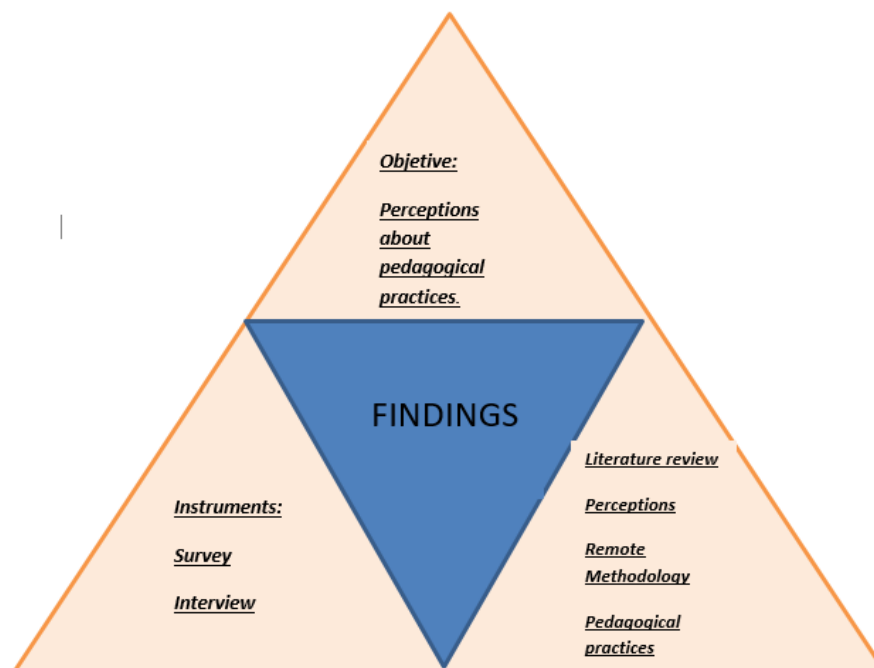


Figure # 2 Data analysis triangulation

Note. This figure represents the triangulation between the instruments that correlate objectives and findings of the research.

5.3 Categorization

Based on the information gathered in the two instruments and its process of organization in the analysis chart (See Table 3), as well as the process of allowing the data to talk about the participant's perceptions in pedagogical practices under the new remote teaching methodology, three perspectives around technological, emotional, and pedagogical & professional issues that the participants had to face with in the development of their practices were identified and will be displayed in the following three categories:

Technology: Access and interactivity as a great equalizer?

In the data analysis process developed in this research, a recurrent pattern that has to do with the participants' perceptions towards the access to technological tools and the interaction possibilities they permit when developing their pedagogical practices under the methodology of remote teaching was evidenced.

In this regard, the four participants refer to the limitations or difficulties they had in relation to internet access, as it can be seen in the following excerpt:

"Limitaciones en el Internet impidieron un correcto desarrollo en muchas de las actividades que tenía preparadas". (Interview: Participant #one)

The above extract gives account of the lack of technological tools that affects the way the classes are given. The Internet allows and favors collaboration between teachers and students beyond the physical and academic limits of the university to which they belong, but the limitations of both teachers and students have been the challenge to overcome in the last decade. (Boza Carreño, 2015)

Similarly, the participant # one (survey) expresses that:

"Las herramientas tecnológicas son una ventaja y una desventaja al mismo tiempo, porque yo tenía alumnos con buen internet que podían participar en la clase y las actividades que se diseñaron, pero otros alumnos no tenían una buena conexión y eso dificulta mucho las clases."

According to Reardon (2013), it is well documented that students from economically disadvantaged homes do not perform as well as their more advantaged peers. Students with higher socioeconomic status have more consistent access to educational opportunities, including internet connection and technology devices. Thus, the access to technological tools resulted in an aspect that could derive from the socioeconomic status to which they as teachers and their students belonged.

New technologies like the Internet, YouTube, Skype, Google Meet, blogs, mobile phones, interactive boards, and many more have added not only stimulus but also learners' engagement and true interactivity within the classroom, but it can become a very real disadvantage or limitation when teachers are faced alone or with a very basic knowledge of these technological tools, like for example the following *Participant #two* in the Survey express this:

"Las herramientas están por montones en internet y más si es para Enseñar o Aprender Inglés, pero nos soltaron a un mundo de retos, dificultades y limitaciones solos"

Taking into account what Purva Chhabra (2012) thinks, we are living in a world where technology is omnipresent. Due to the ubiquitous presence of technology the pedagogy of teaching methodology has also undergone a sea-change. The phrase "e-Learning" or "Technology in Education" has become the buzzword in every educational environment. Infusing technology into education is really important, but, it must be taken into account that this new form of virtual teaching needs prior knowledge so that it can

give positive results as it caters to the needs of contemporary learners. On the other hand, in a world full of technology like today, it is not easy to adapt as participant # one expresses it in the interview:

“Me costó adaptarme a la tecnología, porque soy una persona dinámica a la que le gusta interactuar con los estudiantes cara a cara.”

As expressed by the University of India and the teacher Maryam Bahadorfar, University of Mysore, Mysore India (2014) the Technology is the vehicle to get access to this modernized world. More than the process of communication, trade, and transactions, today technology is widely used in educational sectors. Technological tools have been regarded as ways of helping students improve language skills but adapting to this new online educational world is a process that will take time and constant help from colleges, universities, and governments.

Additionally, the teaching of English through this methodology brought the participants to think that interaction by means of technology could result in a disadvantage. For instance, the participant #2 in the interview expresses that *“a través de una pantalla no puedes ser el profesor que quieres ser, ni los alumnos que esperas”*.

This means that online learning is a subset of distance education and embraces a wide set of technology applications and learning processes including computer-based learning, web-based learning, virtual classrooms, and digital collaborations, but as a teacher, it is necessary the interactivity with the students for the process to be successful, otherwise, it will be a resounding failure (Urdan & Weggen, 2000).

Marina Yu. Varlamova, Tatiana G. Bochina, Aliya N. Miftakhova (2016) conducted a study where she found that good Teacher-Student interactivity strengthens and intensifies the process of mastering a foreign language, engage students in a situation

of real communication, applicable to students of different degrees of activity, and contribute to the development of communicative and cultural competence. During the data analysis, participant # one through the interview gave the following opinion regarding the first contact and interactivity with the students:

“El primer contacto con los estudiantes fue una dificultad muy grande porque muchos ni revisan sus correos Universitarios.”

In this remote teaching education, interactivity refers to the mutual influence of objects and actions, particularly with reference to the relationship of the learner, teacher, content, and technology. Both parties student-teacher should build interactivity into remote teaching-learning to increase participation, develop communication, receive feedback, enhance elaboration and retention, support learner self-regulation, increase motivation, negotiate to understand, build teams, discover, explore, clarify, and create closure.

Entering a new world of teaching: a bag of feelings

Besides the fact that teachers felt that this lack of universal access to tools may lead to a lasting impact on this new methodology and this new reality, the pre-service teachers have found themselves at the cusp of a rapid change that is compelling them to re-think their worldview in both how they teach and how their students learn, necessitating their transformation as educators and facing a lot of different emotions, expectations and fears towards this challenging experience.

During the analysis process, some perceptions related to how the participants felt when working under the remote teaching modality were identified. One of the aspects they shared their feelings about, and perhaps one of the most complicated of this time of

practice, was the low attendance of students to classes. This meant that not only students had a delay in their lessons, but that despite the effort and dedication of the pre-service teachers, their motivation was running out. In this aspect, Rosemary Addison & Mark Brundrett (2008) indicates in her work about teacher's feelings that the motivation of teachers is limited, and, more specifically, in relation to the English system of education which has undergone a series of rapid, multiple, and systemic changes.

The above can be seen in the excerpt of participant # four (interview) "*Baja asistencia de estudiantes, había clases en las que no tenía ni un solo estudiante, eso fue decepcionante.*"

Similarly, the participants reflected as well that certain conditions of teaching under this methodology affected their emotions and it was uninteresting to teach the classes when the students did not connect to the online sessions and only they were only developing their teaching activities in order to meet the pedagogical requirements of the degree.

"Pocos estudiantes, esto afecta el ánimo y me hacía dar pereza dar las clases porque no entraba a las sesiones los estudiantes que se quería." Participant #three in the interview

Billingsley & Cross, (1992) and Crossman, & Harris, 2006 analyze that the most significant factors potentially attributing to job dissatisfaction among teachers include lack of respectful relationship with coworkers and supervisors, strained interactions with pupils and parents, and role ambiguity or conflict. Repercussions of low job satisfaction involve high work absences and low quality of service leading to increases in administrative costs, reduced productivity, and work disruption.

In addition, the dissatisfaction and some unmotivating aspects that were found in the data analysis, the fear of the new remote methodology and the anguish of virtual classes led the pre-service teachers to their limits, as participant # 3 relates in the survey:

“Miedo y angustia por impartir clases virtuales.”

The fear and emotional labour then result from the additional pressure on teachers to consistently express positive affect and social interaction with students despite a dissonance in their inner emotional state. Hochschild, (2003) proposes that emotional teachers are often required to and engage in a form of acting with emotions in which inauthentic emotions are displayed to meet social expectations, resulting in fears and anguish. But this fear was not only due to the new methodology or the lack of students in their classes, the participants also expressed a pedagogical abandonment by the University:

“Miedo y soledad por parte de la Universidad tanto en el proceso pedagógico como en el acompañamiento” participant # 3 in the interview.

The university accompaniment to pre-service teachers deficit generated demotivation and insufficient use of the potentialities of the community, for the realization of practical activities where the content of the magnitudes is linked. Camacho, M. (2013).

Similarly, participant # 4 in the interview expressed the following:

“Indiscutiblemente una dificultad muy notable fue la tardía retroalimentación de los docentes en mis lesson plan.”

The accompaniment of Education students seeks to respond to the needs identified in the different stages of the student's formation and that require a tutorial accompaniment in order to contribute to their integral formation, reduce desertion and prolongation of studies, and improve their academic performance and adoption to university life. Thus,

taking the above into account, the following table is presented with reference to Aurea Julia Bolaños Hidalgo (2014) where she presents the importance of a satisfactory accompaniment to university students.

Intellectual and academic	To develop their ability to face and solve problematic situations, to make adequate decisions, to handle study techniques and habits, as well as strategies for learning to learn and skills for good academic performance.
Emotional affective	Strengthen the development of social skills (assertive communication, stress management and pressure situations, among others), adequate self-knowledge and positive self-concept for the development of a healthy and safe personality.
Social	Develop integration in a group and participation in the activities of the unit and the university, inserting itself in university life, in its own student organizations and in community action proposals.
Professional	Contribute to the reflection of their own training path, their professional project and the development of their skills for insertion labor.

Table # 2 Taken from Aurea Julia Bolaños Hidalgo (2014) Proyecto de acompañamiento a estudiantes de pregrado de la facultad de educación.

Taking the previous table as a reference from Aurea Julia Bolaños Hidalgo (2014) , the researcher was able to analyze that this repetitive factor in the data recorded in the interview on the teaching accompaniment of pre-service teachers is a key point in different aspects such as: Intellectual and academic, Emotional affective, social , and professional.

On the other hand, other emotions that could be observed in the data collected from the survey was the pride and discipline for the development of their teaching practices requiring them to take their knowledge to the limit and consider this experience in contrast with the face-to-face usual type of practices:

“Me siento orgullosa de haber tenido esta oportunidad porque aprendí mucho más que quizás en una práctica face to face.” participant # 1(Interview)

Thus, according to Martindale, & Crawley (2007) the access to technology has created opportunities and motivation for faculty and students to expand the educational process beyond the traditional classroom to include geographically dispersed audiences across the Internet.

Finally, pre-service teachers made evident their reflections on the need for innovation in order to give an interesting class and that so that they would attract the attention of the students. This is how this new methodology led pre-service teachers to discover a very broad imagination where they discovered different ways of teaching the same subject.

Evaluating my Professional competencies

The current pandemic crisis has led to an education crisis (2020) for which no one was prepared. School and education center closures worldwide have affected millions of pupils the effects of which are yet to be known (Bozkurt and Sharma 2020). The use of online platforms has been a reality in many contexts but there is still uncertainty about the preparation in academic and pedagogical terms in order to deal with this methodology in an effective way.

In this regard, participant # 4 in the interview expressed the following:

"La actual pandemia me hizo dar cuenta del atraso en el cual estamos sumidos en muchos aspectos particularmente en educación"

Professor José Antonio Miguel Román (2020) from the University of Oaxaca, Mexico conducted different social studies analyzing different economic, cultural and educational areas, letting us know the following and supporting with this study what the participant expressed in the interview; Higher education in times of pandemic: a view from within the training process, the general feeling of the population was the backwardness to which the current pandemic has led us, and not only in the educational, or economic, also in the social, thus turning us less social people, moving away from sharing with the outside world, this triggered even more inequality, distracting us from seeing the general backwardness of our human race.

Nevertheless, in this remote methodology it is not only negative aspects, it was also perceived by the participants that this methodology and its new challenges are part of our social, economic and educational future. The participant #four in the survey shares this perception:

“Creo que con esta nueva metodología avanzamos unos 6 años y logramos un avance importante en educación”

Education has always been in constant evolution, but it has not been at the forefront of new innovations as technology does on a daily basis, but because of the current pandemic, education and technology interlaced creating a very significant advance for both sciences. As explained by *Informe de políticas: La educación durante la COVID-19 y después de ella UN (Naciones Unidas) (2020)*, there was an improvement in virtual tools for connecting students, different online help platforms were created to explain topics and offer better quality education, viralizing and popularizing distance education as a new means to reaching distant places with few opportunities, this advance not only showed us that the pandemic brought us problems, it also showed us how we transform

and create different alternatives to move forward and not stop at the idea of a world full of education.

The participant # 2 mentions the following regarding remote teaching methodology” *La metodología me parece que bien trabajada y planeada puede dar grandes resultados.*” Remote methodology has more advantages than disadvantages, which means that with sufficient adequacy and support this methodology could be a solution to many of the educational problems that we face today (Jingrong Xie, 2020). It can also be analyzed in the following quote from participant # one in the interview that this methodology was and is versatile and allows teachers to organize their time and space, even a small comparison is made with the face-to-face practices that this participant carried out before the pandemic:

“Una ventaja que me gusto mucho de estas prácticas a diferencia de las prácticas presenciales fue que pude ordenar mi tiempo y eso me dio más libertad.”

Stenman, S. and Pettersson, F. (2020), state that if sufficient professional development for teachers is provided as well as the organizational structure is in place, remote teaching is an option for equal access to education in sparsely populated areas advancing in different aspects such as education.

6. Conclusions, limitations, and implications

The development of this project aimed at giving voice to the perceptions of the pre-service teachers of the 9th and 10th semester of the BA EFL at Santo Tomas University in their pedagogical practicum under the methodology of Contingency Remote Teaching due to the COVID- 19 Pandemic in 2020. Through two data collection

instruments (survey and structured interview), the researcher was able to collect data and analyze it, giving very important and necessary conclusions for the advancement of a more inclusive and equitable education. Moreover, the COVID-19 pandemic and social distancing requirement has presented challenges for all stakeholders to go online as they have to work under time constraints and a resource restraint situation. It must be established that adopting an online learning environment isn't "just a technical issue. It is a pedagogical and instructional challenge. As such, ample preparation in regards to teaching materials and curriculum and assessment knowledge is vital in online education...". (CoSN, 2020).

From all the data collected with the four participants, the researcher could organize and extract three categories with very frequent insights about the participants' professional competencies, feelings at the time of classes, and the role that technology has had as a tool full of advantages and disadvantages for both teachers and students. These three categories give the research a lot of reflections that evidences how much good feedback from the University implies to a pre-service teacher, how technology with its advances has not been able to reach many sides of the country leaving many students without the opportunity of a good connection to receive their education, as some students with the opportunity to enter virtual classes do not and how this experiences generate a bag of feelings in the pre-service teachers from demotivation and to how this new remote methodology led pre-service teachers to innovate and investigate more. All these and more reflections that could be analyzed give the conclusion that being a teacher is not just dictating a particular topic, being a teacher is motivating, investigating, innovating, helping , because the data give us a clear reality of the advantages and disadvantages that teachers have when teaching English or any other subject.

Other conclusion that could be drawn out of this study is that the development of a pedagogical practice under this new methodology makes very visible some of the social and economical differences that students might face in education processes and how important it is to have a more complete training not only in the technical use of certain resources but also, in terms of pedagogical and didactical aspects that could orient better how to create more interactive, participative and motivating classes. This project leaves many teachings and reflections that make you think and realize that being a teacher is not just talking in front of students, being a teacher is a process where feelings, dreams, knowledge, research and class preparation, motivation, technological tools, and above all love of being a teacher, all this teaches us the project on perceptions of pre-service teachers.

Some of the implications of this project deal with the urge of understanding and contrasting the pre-service teachers' experiences before, during and after the education had to be modified because of the pandemic. Other aspect that was found in the data analysis but that was not part of the three aforementioned categories is, for example, the ignorance of educational platforms which was an essential part of virtual practices but many pre-service teachers did not know or did not know how to develop their classes if it was not in person, also the ignorance with the new remote methodology, several affirmed that they had no idea about that methodology, which made it even more difficult to teach virtually, for the reasons given above, the implications of this project is so important and necessary.

Other implications of this study have to do with identifying and describing the role of the socioeconomic level to which both pre-service teachers and students belong to and

how it may or may not influence the way the practices could be developed more effectively.

The limitations that were presented in this had to do a lot with the limited internet connection and time, because due to the strict quarantines in the city of Bogotá, data collection had to be done virtually and this limited communication between participants and the researcher. However, the objectives of knowing and collecting the perceptions of pre-service teachers in their professional practices were achieved. For future research I would like to continue learning and investigating feelings that teachers face only in their practices or their virtual work, if not as they face their feelings in their daily lives in a classroom with 30 or more students in a single academic space, something that as a researcher I would have liked to do in this project is to have collected more perceptions from more participants, colleagues and teachers from the Santo Tomas University, but due to the limitations we are currently experiencing due to the pandemic (COVID 19), it was not possible to contact many participants.

To teach is to learn twice. Joseph Joubert (1754-1824)

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Table 3 :

Pre-service teachers' perceptions

Pre-service teachers' perceptions about the development of the pedagogical practicum under the methodology of Contingency Remote Teaching due to the COVID-19 2020

Student Quotes 1	Student Quotes 2	Student Quotes 3	Student Quotes 4
Sí, las prácticas son importantes porque tienes el acercamiento al grupo de estudiantes además de poner en práctica las herramientas y conocimientos que nos ofrece la universidad.	Incómodo porque muchas veces a través de una pantalla no puedes ser el profesor que quieres ser, ni los alumnos que esperas.	Miedo y angustia por impartir clases virtuales.	Las prácticas son muy necesarias, porque en la práctica la teoría no siempre es la mejor opción porque en teoría se planea una clase muy chvere pero en la práctica las clases suelen ser más difíciles.
Yo pude tener el privilegio de tener mi primera práctica antes de la pandemia y mi segunda práctica con la nueva metodología y me pude dar de cuenta de lo difícil que es ser profesor, sin importar si es presencial o virtual.	Ser capaz de implementar y aplicar los conocimientos recibidos a lo largo de la carrera, además, se espera una retroalimentación oportuna sobre el proceso que se lleva a cabo en las prácticas, porque la idea es mejorar.	Limitaciones en el Internet impidieron un correcto desarrollo en muchas de las actividades que tenía preparadas.	Creo que con esta nueva metodología avanzamos unos 6 años y logramos un avance importante en educación
Me costó adaptarme a la tecnología, porque soy una persona dinámica a la que le gusta interactuar con los estudiantes cara a cara.	Eso sí, cuando se trabaja de forma asincrónica se pasa de ser una clase interactiva a ser una clase tutorial en la que no podría ayudar mucho para el aprendizaje del alumno, y esto para mí es más una dificultad que una ventaja.	Miedo y soledad por parte de la Universidad tanto en el proceso pedagógico como en el acompañamiento.	Baja asistencia de estudiantes, había clases en las que no tenía ni un solo estudiante, eso fue decepcionante.
No conocía el término, es más ni sabía que existía, pero trabajando bajo esta metodología me ha	Pocos estudiantes, esto afecta el ánimo y me hacía dar pereza dar las clases porque no entraba	Indiscutiblemente una dificultad muy notable fue la tardía retroalimentación de los	No, no me gustó esta metodología, prefiero las clases presenciales porque la mala conexión

gustado mucho por su amplia gama de herramientas que se pueden utilizar.	a las sesiones los estudiantes que se quería.	docentes en mis lesson plan.	a internet y la falta de tecnologías (computadores, celulares, etc) dificultan el desarrollo de las clases.
Las herramientas tecnológicas son una ventaja y una desventaja al mismo tiempo, porque yo tenía alumnos con buen internet que podían participar en la clase y las actividades que se diseñaron, pero otros alumnos no tenían una buena conexión y eso dificulta mucho las clases.	Saber que enseñas a personas de diferentes regiones y culturas y que muchos de ellos te entienden, es hermoso.	Me parece que el acompañamiento a pesar de tener algunas tutorías virtuales no es suficiente porque antes de dar las clases nosotros como alumnos ya deberíamos tener nuestra retroalimentación sobre los planes de lecciones y otros trabajos.	Aprender y conocer tantas plataformas que hay para la enseñanza no solo de Inglés si no de cualquier arte.
Ya tengo algo de experiencia porque trabajo con niños pequeños.	Para mi las Prácticas me enseñaron a Innovar a pesar de problemas y hasta el olvido de la Universidad en el Acompañamiento a sus estudiantes en tan peculiar momento para la Historia de la humanidad y la educación.	Hace un tiempo tuve la oportunidad de trabajar con adultos y jóvenes, esto me ayudo mucho para poder hacer buenas clases así hubiera pocos estudiantes.	La actual pandemia me hizo dar cuenta del atraso en el cual estamos sumidos en muchos aspectos como en la educación, por ejemplo como puede ser posible que hasta la misma Universidad tenga tan limitados recursos en la educación virtual.
Una ventaja que me gusto mucho de estas prácticas a diferencia de las prácticas presenciales fue que pude ordenar mi tiempo y eso me dio más libertad.	Las herramientas están por montones en internet y más si es para Enseñar o Aprender Inglés, pero nos soltaron a un mundo de retos y dificultades solos.	Me gustaría que para próximas prácticas con los demás compañeros de la licenciatura se tuvieran en cuenta muchos de los errores y se mejorará en esos aspectos, como un acompañamiento más acertado y cercano a las necesidades de la vida real de un docente.	No tengo experiencia en Colegios o algo parecido, solo he obtenido algo de experiencia por mis prácticas Universitarias
Pensé que las prácticas iban a ser más difíciles por todo el tema de la pandemia, esta era mi expectativa.	Sí, soy docente en diferentes contextos, como rural, urbano y otros.	Las prácticas te enfrentan al mundo real, te sacan del libro a un salón de clases.	La universidad nos mandaba a prácticas sin saber implementar nuestras clases, de hecho, muchas veces improvisamos.
El primer contacto con los estudiantes fue una dificultad muy grande porque muchos ni revisan sus correos Universitarios.	La metodología me parece que bien trabajada y planeada puede dar grandes resultados.	Me siento orgullosa de haber tenido esta oportunidad porque aprendí mucho más que quizás en una práctica face to face.	Me gusta conocer y darme cuenta que cuando la gente tiene menos recursos son más dedicados y responsables con sus estudios, como una chica que vivía en

			una vereda y tenía pocos recursos tecnológicos.

Note. This chart shows the organization of the data obtained from the two instruments of collection: the survey and the interview, to proceed to their corresponding analysis.

8. Annex

8.1

FORMATO DE CONSENTIMIENTO PARA LA PARTICIPACIÓN EN INVESTIGACIÓN

TÍTULO DEL ESTUDIO: Pre-service teachers' perceptions about the development of the pedagogical practicum under the methodology of Contingency Remote Teaching due to the COVID-19 2020.

INVESTIGADOR: Jhojan Fabián Rodríguez Sotelo

PROPÓSITO: Por medio de la presente se solicita su participación en este estudio investigativo, que está siendo llevado a cabo como docente en formación de la Licenciatura en lengua Extranjera Inglés de la Universidad Santo Tomás. El propósito de este estudio es el de conocer las percepciones de los profesores en formación en las prácticas pedagógicas que se han llevado a cabo en los periodos 2020-1 2020-2 de la Licenciatura en lengua Extranjera Inglés de la Universidad Santo Tomás bajo la Metodología de Enseñanza Remota de Contingencia por la actual situación de la pandemia COVID-19.

PROCEDIMIENTOS: Para este estudio se llevará a cabo la aplicación inicial de una encuesta mixta con preguntas cerradas que respondan al contexto social y cultural de los profesores en formación en relación con sus percepciones sobre sus prácticas pedagógicas bajo la Metodología de Enseñanza Remota de Contingencia por causa de la Pandemia COVID-19. Posteriormente se aplicará una entrevista a los Docentes en la cual se harán preguntas relacionadas con los medios a los que se exponen las percepciones de las prácticas bajo la Metodología de Enseñanza Remota de Contingencia.

CONFIDENCIALIDAD: Los datos personales, voces, imágenes y producciones de los participantes serán confidenciales y no serán publicados a menos que ellos mismos así lo requiriesen. Por ende, la identidad de los participantes no se verá en riesgo ni se hará mal uso de sus nombres. Por favor, recuerde que usted no está obligado a contestar ninguna pregunta que considere incómoda.

DIMISIÓN DE PARTICIPACIÓN: Usted puede comunicar en cualquier momento su decisión de no continuar como participante del estudio y esta decisión será aceptada sin ningún prejuicio o consecuencia.

COSTOS Y BENEFICIOS PARA EL PARTICIPANTE: La participación en este estudio no tiene ningún costo, el único requerimiento es la disposición de tiempo de parte de los participantes para responder a las preguntas planteadas en la encuesta y la entrevista.

MAYOR INFORMACIÓN: Si usted requiere más información con respecto a este estudio, puede contactar en cualquier momento a la persona ejecutora de esta investigación cuyos datos se refieren a continuación:

Jhojan Fabian Rodriguez Sotelo

C.C. 1053348441 Chiquinquirá

Jhojanrodriguez@ustadistancia.edu.co

FIRMA: Confirme que el propósito del estudio, sus procedimientos, confidencialidad, riesgos y costos así como sus beneficios, han sido claramente explicados por el investigador. Todas sus preguntas han sido respondidas y acepta participar en el estudio.

Confirmando que el (la) investigador(a) ha explicado los contenidos de este consentimiento y reconozco que mi participación es voluntaria y hasta el punto donde yo considere suficiente. Así mismo, conozco los costos, beneficios y confidencialidad del estudio al igual que sus procedimientos y propósito.

Firma y nombre del Participante:

C.C. _____ de _____

Annex 8.2

Survey: Pre-service teachers' perceptions about the development of the pedagogical practicum under the methodology of Contingency Remote Teaching due to the COVID-19 2020

The following survey is part of an academic investigation developed at Santo Tomás University, which aims to inquire about the perceptions that Pre-service teachers have over the development of their Pedagogical Practices under the methodology of Emergency Remote Teaching due to the COVID-19 2020. It has 12 questions and lasts approximately 15 minutes. All information provided will be treated CONFIDENTIAL and will only be used for research purposes.

Thank you for your participation!

- 1. With what type of population have you carried out the development of your pedagogical practices?*

Rural

Urban

- 2. What is your current age range?*

18-25

26-34

35-50

- 3. Did you have any teaching experience before the development of the pedagogical practices? If yes, explain which*

4. What elements do you consider that pedagogical practices in the degree in English are missing, or need to be reinforced in order to strengthen the learning and teaching process?

5. Is the time allocated to pedagogical practices in the Bachelor's Degree in English enough to exercise in the teaching profession? *

Yes

No

6. Do you consider that the university provides the necessary tools to carry out the pedagogical practices? If No, explain why

7. Have you been comfortable with the current methodology of Contingency Remote Teaching?

Yes

No

8. What is the incidence of methodology of Contingency Remote Teaching in the process of pedagogical practice in the English degree?

9. Was the experience of working with the methodology of Contingency Remote Teaching rewarding or, on the contrary, has it demotivated you in your process of being an English teacher?

Rewarding

Demotivating

10. For the development of your pedagogical practices and with the new Methodology. Did you have to get or improve any tools to be able to teach the lessons properly? Select all the ones that you had to get:

computer

Internet-Connection at home

Microphone

Camera

Other

11. Would you repeat the experience of teaching English with the methodology of Contingency Remote Teaching? in case of select no please say why not.

Yes

No, why? _____

12. Al llenar y entregar este cuestionario, ¿das tu consentimiento para participar en este estudio y permitir que las respuestas sean utilizadas con fines de investigación?

Yes

No

Annex 8.3

The following interview is part of an academic investigation of the Santo Tomás University, which aims to inquire about the perceptions that Pre-service teachers have over the development of their Pedagogical Practices under the methodology of Contingency Remote Teaching due to the COVID-19 2020 It has 10 questions and lasts approximately 20 minutes. All information provided will be treated CONFIDENTIAL and will only be used for research purposes.

I appreciate responding as clearly and accurately as possible as you can.

1. What expectations did you have before starting your pedagogical practices that are carried out at Santo Tomas University?
2. Listen to the following statement, and answer the question below:

“The teaching practicum has been considered one of the most crucial and influential stages in teacher education (Trent, 2013) The teaching practicum will offer a valuable opportunity to examine in which fields pre-service teachers needed improvement, and it will also reveal their positions and visions in regard to teaching.

Trent affirms that the practices are the most crucial part of teacher education, do you agree with this statement, or on the contrary do you think that the practices are not as necessary as it is proposed?

3. Do you consider the accompaniment from the University adequate to carry out the process of your pedagogical practice successfully? why?
4. Before the current pandemic (COVID 19) had you heard anything related to the **methodology of *Contingency Remote Teaching***?
5. With the current methodology of Contingency Remote Teaching, did you have to make any changes to the way you teach the foreign language?
6. Besides technological problems, what are some other problems or difficulties that you have had to face in the development of the pedagogical practices?
7. What feelings have you had when developing your pedagogical practices under the methodology of Contingency Remote Teaching?
8. In addition to the technological mediation, what differences do you find between the development of a face-to-face type of pedagogical practice, and this current practice developed under the methodology of Contingency Remote Teaching?
9. What do you think was the biggest challenge in your pedagogical practices under the methodology of Contingency Remote Teaching?
10. Are you satisfied with the development of your practices under the Methodology of Contingency Remote Teaching?

