

LESSON 10. PROFESSIONAL TEACHER IDENTITY AND INTEGRATED PEDAGOGICAL INTERACTION (HYBRID CLASSROOMS)

The lesson familiarizes students with the concept of professional teacher identity as constructed through pedagogical discourse and interaction, with integration of questioning, feedback, repair, politeness, and non-verbal strategies in hybrid learning environments (offline + online).

By the end of the lesson you will be able to:

- explain how teacher identity is constructed through discourse and interaction;
- integrate questioning, feedback, repair and non-verbal strategies in teaching practice;
- analyse teacher identity in authentic classroom and film-based examples;
- demonstrate professional pedagogical interaction in a hybrid micro-teaching task.

CONTENT OF THE LESSON

📌 SPARK

1. Think about the following statements (individually, then discuss in pairs or breakout rooms):

- “Teachers teach who they are, not only what they know.”
- “Professional identity is visible in every interactional move.”
- “In hybrid classrooms, teacher identity is shaped both on screen and in class.”

2. Reflect on the questions:

- How would you describe a “professional teacher”?
- Which teacher behaviours make learners trust and respect a teacher?
- Does a teacher’s online presence influence professional identity? How

📌 INPUT

1. Watch & observe (film-based task)

Watch selected classroom scenes from:

- *Freedom Writers* (2007)
- *Dead Poets Society* (1989)
- Optional: *The Ron Clark Story* (2006)

While watching, note:

- how the teacher speaks to students (tone, wording);
- how questions and feedback are used;
- non-verbal behaviour (gaze, posture, movement);
- signs of professional authority and empathy.

Discuss in pairs / breakout rooms:

- Which teacher identity is projected in the scene?
- Which interactional strategies are dominant?

2. Reading: Teacher identity and pedagogical discourse

Read the adapted extract (based on Farrell, 2019; Walsh, 2011).

Professional teacher identity is not a fixed personal trait but a dynamic construct shaped through interaction, language use, values and beliefs. Teacher identity is enacted in classroom discourse through choices of words, questioning strategies, feedback moves, politeness strategies, and non-verbal behaviour. In pedagogical interaction, identity is co-constructed with learners: teachers position themselves as facilitators, authorities, mentors or partners through their interactional moves. In hybrid learning, teacher identity extends to digital spaces, where tone in written feedback, responsiveness in chat, organisation of LMS content, and camera presence also communicate professionalism.

Reflective practice plays a key role in developing professional identity, as it allows teachers to analyse their own interaction and make conscious pedagogical choices.

3. Fill in the gaps

Use the following words:

identity – interaction – discourse – reflection – authority – empathy

1. Teacher _____ is constructed through everyday classroom _____.
2. Pedagogical _____ reveals teachers' values and beliefs.
3. Professional _____ does not mean distance or rigidity.
4. Teacher _____ helps build trust and rapport with learners.
5. _____ allows teachers to evaluate and improve their practice.
6. Identity is shaped both offline and online through communicative _____.

Check your answers with a partner.

4. Identifying identity signals

Read the teacher behaviours and decide which aspect of identity they signal:

- giving clear instructions calmly
- asking probing questions
- correcting politely
- acknowledging student emotions

- maintaining eye contact / camera presence
- responding quickly to online messages

Aspects:

- professional authority
- empathy and care
- facilitative role
- reflective practitioner

📌 FOLLOW-UP ACTIVITIES

1. Case analysis: Teacher identity in action

Work in small groups (3–4), face-to-face or in breakout rooms. Analyse the situations:

- A teacher strictly controls the lesson, interrupts students frequently and gives direct negative feedback.
- A teacher encourages discussion, asks open questions, and responds politely to mistakes.
- In a hybrid lesson, the teacher ignores online students' questions in the chat.

For each case:

- What teacher identity is projected?
- How might students perceive this teacher?
- What interactional changes could improve professional identity?

Prepare a short “**Identity Improvement Plan**” (2–3 steps).

2. Integrated micro-teaching (hybrid)

In groups of 4:

- one teacher;
- two offline students;
- one online student.

Task:

The “teacher” conducts a **7–10 minute micro-lesson** using:

- at least one referential and one probing question;
- one polite feedback / repair strategy;
- supportive non-verbal behaviour;
- explicit inclusion of the online student.

Observers use a checklist to evaluate:

- interaction balance;

- clarity and politeness;
- professional teacher identity.

3. *Reflective synthesis task*

Individually, complete the sentence stems:

- “As a future teacher, I see my professional identity as...”
- “The interactional strategy I find most important is...”
- “In hybrid classrooms, I will consciously work on...”

Share selected reflections in pairs or submit to LMS.

ASSESSMENT ASSIGNMENTS

1. **Final reflective essay** (250–300 words):

Topic: *My Professional Teacher Identity in Hybrid Foreign Language Teaching*

Guiding points:

- key interactional strategies you value;
- how you plan to question, give feedback and correct politely;
- how you will include online learners;
- how reflection will support your professional growth.

Criteria for assessment:

- rationality and coherence – 0.5
- depth of reflection – 0.5
- relevance and clarity – 0.5

Total: 1.5 points maximum.

2. Fill in the SAC. Revise the material if your learning is not well.

SAE (Self-Assessment Checklist)

Nº	The key points of the lesson	Know	Know not well	Don't know
1	Concept of professional teacher identity			
2	Teacher identity in pedagogical discourse			
3	Integration of interactional strategies			
4	Professional identity in hybrid classrooms			

Nº	The key points of the lesson	Know	Know not well	Don't know
5	Role of reflection in teacher development			

Glossary

teacher identity – a teacher's professional self constructed through beliefs, values and interaction

professional authority – the ability to lead learning through competence and respect

empathy – understanding and responding to learners' emotions

pedagogical discourse – language used by teachers and students in educational contexts

interactional strategy – a communicative action used to manage classroom interaction

facilitator role – teacher role focused on guiding rather than controlling learning

reflective practice – systematic thinking about one's teaching experience

co-construction – joint creation of meaning or identity through interaction

online presence – visibility and engagement of the teacher in digital environments

camera presence – effective use of camera, gaze and posture online

professional stance – consistent, ethical and respectful teacher behaviour

hybrid teaching – combining offline and online instruction

micro-teaching – short, focused teaching practice session

rapprochement – positive relationship between teacher and learners

self-assessment – evaluating one's own learning or performance

For reading / viewing

1. Farrell, T. S. C. *Professional Development through Reflective Practice*. CUP, 2019.
2. Walsh, S. *Exploring Classroom Discourse*. Routledge, 2011.
3. Mercer, S., & Dörnyei, Z. *Engaging Language Learners in Contemporary Classrooms*. CUP, 2020.
4. Edutopia. *Teacher Presence and Professional Identity*. (edutopia.org)
5. TED Talk: Pierson, R. *Every Kid Needs a Champion*. (ted.com)