

## Musicians of the Titanic: An EFL teacher's classroom management experiences during Covid-19 pandemic

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Article Info	Abstract
<p><i>Keywords:</i></p> <p>Classroom management COVID-19 pandemic Emergency remote teaching Reflective teaching</p> <p>Research Article</p>	<p>This single-subject case study dwells on the classroom management (CM) practices during emergency remote teaching (ERT) that resulted from the COVID-19 pandemic. The participant is an English teacher, teaching young learners (aged 6-8) during the time of the study. Under the qualitative research framework, the strategies and views upon CM practices were derived from observation of 20 lessons, 4 weekly reflection reports, and a semi-structured interview. The data were transcribed, analyzed using in-vivo and descriptive coding methods, and interpreted with relating to the existing literature. As a result, it was found out that there were many factors interwoven in this subject matter, giving rise to an intricate network of developing strategies, perceptions, and roles. In this vein, various teacher roles/resources, dynamic learners' roles, a toolkit for dealing with CM issues, the intervening surrounding factors affecting the course of CM during ERT were presented and discussed within the related literature. Accordingly, practical implications upon ameliorating this process and recommendations for enhancing the understanding of the subject matter were provided.</p>

### 1. Introduction

Having experienced COVID-19 pandemic over a year, educational fields have gone through various shifts that are commonly considered as unforeseen, starting from the March of 2020. Depending on the increasing numbers of patients diagnosed with the virus, there have been times when the schools are closed or reopened due to health and safety measures. Meanwhile, Ministry of National Education has introduced Educational Informatics Network (EBA), which acts as a common digital platform for the delivery of the teaching, especially for the state schools. Under these dynamic conditions, teachers had to act as chameleons, rushing to adapt the emergent needs of the learners and to adjust the way they teach using technology. This global shift has brought up the terminology labeled as emergency remote teaching (ERT henceforth), growing out of the need for sustaining the continuity of education until the emergency or the crisis comes to an end (Hodges et al., 2020). That is why, ERT is regarded as an alternative and temporary teaching delivery mode, operationally defined as distinct from the broad term of "online teaching".

This swift transition has given rise to new concerns and practices with regards to educational practices, positioning as a novel source of challenge for students, teachers, and parents (Atmojo & Nugroho, 2020; Huber & Helm, 2020). In a similar vein, teachers are in a place, where they need to confront with the

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alternative ways of teaching, the ways of adapting such delivery mode, and the incorporation of digital tools as the platform of delivery. Therefore, it is highly likely that there would be alterations in their teaching methods (König, Jäger-Biela, and Glutsch, 2020; Eickelmann & Gerick 2020). The sudden change in the delivery mode might just as well be echoed in the teaching practices, including their Classroom Management (CM henceforth) strategies. Traditionally, this practice encompasses the relationship among teachers, learners, behaviors, beliefs, and so on (Jayasudha, 2007). According to the Scrivener (2012), there are also factors affecting CM such as teachers' attitude, intentions, personality, and their relationship with the learners. It is also regarded as a process rather than a condition (Bosh, 2006), and considered as one of the main characteristics that is relevant to learners' achievement gains by Hopkins (2008). In this regard, CM is defined as a teacher behavior that is associated with creating an organized atmosphere, which is conducive to learning. Although Hopkins (2008) indicates that efficient teaching is part of the CM, it is emphasized that it takes more than a well-managed class to ensure effective learning experience.

Especially in the contexts where English is taught as a foreign language (i.e., EFL), there is a reported need for more studies examining the cases of CM practices of the teachers by providing examples (Merç & Subaşı, 2015). Likewise, interviews and observations are considered as potential sources of data in investigating actual CM practices and teachers' beliefs underlying such actions (Akın, Yıldırım, & Goodwin, 2016). With the unwelcome surprise of ERT brought by COVID-19 pandemic, it is more crucial to gain insights upon the ongoing practices in the educational fields than ever (Erdem-Aydın, 2021).

Inspired by Kumaravadivelu's (2001) suggestion that teachers need to be supported so that they would "develop the knowledge and skill, attitude, and autonomy necessary to construct their own context-sensitive pedagogic knowledge" (p. 541), the present study set out to examine an English teacher's experience in managing classroom of young learners during school lockdown resulted from COVID-19 pandemic. Therefore, the practices and insights of a teacher will be accessible for the researchers and practitioners interested in the CM application to teaching English to young learners during ERT, with the ultimate aim of empowering reflective practitioners in these gloomy times, which reminds me of the brave musicians who kept playing as the Titanic started to go down.

## 2. Literature

Classroom management (CM) is mostly defined as teachers' efficient toolkit utilized for both enhancing learner involvement and reducing learner misbehavior to sustain a convenient learning atmosphere (Evertson & Weinstein, 2006; Oliver, Wehby, & Reschly, 2011; Postholm, 2013). In this regard, Scrivener (1994) identifies this term as the mixture of decisions and actions, which need to be recognized so that the decisions would lead to efficient actions. The definition of Scrivener (1994) allows for a broader perspective in which we can see CM as more than just a sealed set of strategies to be equipped with. Instead, the teachers' on-spot decisions and practices are regarded as the key factors, thus making them localized and personalized rather than standardized. There are various strategies reported in the literature that might be beneficial depending on the classroom contexts. These include the incorporation of rules and guidelines might be used to manage learner behavior and present a road map, through which learners can function while on-task (Brophy, 1996; Doyle, 1986). This can be associated with maximizing the learning time by making adjustment in the way of delivering learning tasks and establishing proactive management strategies to prevent misbehavior in classroom (Sugai & Horner, 2002).

On the other hand, the study of Buchanan and Timmis (2019) demonstrates plentiful potential CM skills that cover the ability to set up pair/groupwork, to monitor activities effectively, to keep discipline, to establish rapport, to make on the spot decisions in response to classroom events, to elicit responses from the learners, to present an effective classroom presence/ teacher persona, to arrange the physical features of the classroom, to give praise and encouragement, to adopt different roles in the classroom, to provide effective use of the whiteboard, to present a range of correction techniques. Alternatively, remarks on assembling clear learning expectations, recognizing appropriate behavior, and providing a convenient response to inappropriate behavior are considered as part of CM (Colvin, Flannery, Sugai, & Monegan,

2009; Emmer & Stough, 2001; Garwood, Harris, & Tomick, 2017; Moore Partin, Robertson, Maggin, Oliver, & Wehby, 2010).

CM in the classes where the context is defined as English as Foreign Language (EFL) seem to be having distinct properties, bringing along disparate set of issues such as providing a learning environment using the target language as the medium of instruction, utilizing various interaction types for the learning tasks, generating contexts that enhance engagement with the subject matter (Borg, 2006). These characteristic properties of EFL classes are accompanied by the potential of having a higher anxiety over performing in such class (Allwright, Allwright, & Bailey, 1991), altogether putting CM in EFL classes in a crucial position. On the other hand, some misbehaviors are listed as insulting rules and procedures, roaming in the classroom, speaking out of turn, not engaging in classroom activities, interfering with the peers' work (Lopes, Silva, Oliveira, Sass, & Martin, 2017; Postholm, 2013; Sun & Shek, 2012).

With respect to Turkish educational context, there seem to be various studies investigating CM. In this vein, Aydın and Bahçe (2001) spot learner motivation and handling noise and time as the most challenging CM issues. Merç (2010) enhances such problems by providing potential sources, listed as students'-based problems, teacher-students problems, and contextual and supervisor problems. In another study conducted by Merç and Subaşı (2015), CM problems and strategies to cope with such problems are examined through a qualitative design. Taking 12 student-teachers' experiences of CM into account, analysis of 12-week-long journals and semi-structured interviews demonstrate that classroom misbehavior and choice of teaching material constitute as main challenges. In Atıcı's (2007) study, instructional management, behavioral management, communication skills of teachers, and physical arrangement of the classroom are held as concerning points by the student teachers, who report to value active and proactive management strategies. These include nonverbal and verbal implications, positive reinforcement, and attempting to engage the learners in instructional activities more.

When it comes to CM of young learners, there is a variety of approach indicated in the literature. In this vein, Gürsoy and Korkmaz (2012) specify in their study that student teachers have utilized intonation, eye-contact, silence, and walking in the classroom. Interestingly enough, although the participants report to agree with the notion of delineating classroom rules with the learners, they have tended not to incorporate this into their practice. By taking a more global perspective, Copland (2014) examines diverse cases and experiences from diverse places including Colombia, Italy, South Korea, United Arab Emirates, and Tanzania. Under mixed-methods research design, a cross-sectional survey has been applied to 4,459 teachers around to globe. The findings have yielded that differentiated learning and teaching is found as among the challenges, which include teachers' anxiety upon their own levels of English. This particular result is considered as an echo of the remark that classes should be delivered in English, following the communicative language teaching approach, which Copland (2014) verbalizes as a predicament of the target language-only imposition. Other local challenges to teaching young learners contain class size, time, and teachers' skills and self-confidence in the target language. In the study of Zein (2018), classrooms are defined as ecologies, thus physical settings and resources are of importance considering the notion of individual adaptation.

As for responding to learner misbehavior, Zein (2018) emphasizes that such behavior might cause teachers to feel not acknowledged as a teacher or even as a human, which have the potential to affect the classroom atmosphere in a negative way. It is also worth noting that learners' disrespect might also be addressed to the peers. In this case, Zein (2018) suggests the teachers make use of classroom rules that are appropriate for their age, understanding, and sustaining the positive climate of the classroom. Another type of misbehavior is indicated as attention-seeking behaviors, which can be managed by having a strong eye contact, patting on their shoulder if it is culturally acceptable, asking them about how they progress with the task at hand, providing a positive comment, calling on them to engage them with the activities (Lemlech, 1999; Schneiderová, 2013). Overall, an efficient classroom manager of teaching English to young learners is defined with the properties such as being on time, ready, professional, problem-solver, fair to all learners, having stability with their manners and temper (Gower, Phillips, & Walters, 2008).

When it comes to online teaching strategies and problems, there seem to be a few studies conducted recently to examine how virtual medium of teaching affects the delivery of lessons and what kind of problems teachers encounter meanwhile. As a result of the comprehensive literature review on online teaching skills and competencies, categorized under Management and Institutional Skills set, Albrahim (2020) lists tenets of being an efficient classroom manager in online teaching as having set clear learner/teacher expectations and roles; being in charge of effective timing; monitoring learners' progress; providing principles for attendance, assignments, and feedback; growing awareness on institutional policies; being in touch with teaching and administrative circles; fulfilling moral, legal, and copyright requirements, and so on (Bailie, 2011; Bawane & Spector, 2009; Craddock & Gunzelman, 2013).

In the study of van der Spoel, Noroozi, Schuurink, and van Ginkel (2020), expected and unexpected aspects of emergency remote teaching have been investigated through surveys applied to 200 teachers. The results indicate that while main positive aspect is referred as professionalization, main negative aspect is uttered as the lack of interaction. On the other hand, this negative aspect is found out to be reversed in the cases of introvert students, who are reportedly more present compared to real classroom context. Additionally, teachers report experiencing plenty of time pressure and expanded workload. It is also found out that this swift transition into remote teaching has made many practitioners reevaluate their existing methods by concentrating on the core curricular elements.

In addition to the reported need for examining CM in general, there is also another layer of justification to this study considering the swift transition from face-to-face to emergency remote teaching. Since the teachers are not trained for such drastic shift to emergency remote teaching, it is highly likely that they may have difficulties in adapting to this delivery mode and reinterpret their teaching practices to suit emerging needs (Spoel, Noroozi, Schuurink, & van Ginkel, 2020). Thus, it might also be beneficial to examine the arising teaching practices resulted from the emergency remote teaching during COVID-19 pandemic. Furthermore, the recent literature has proposed a need for examining CM issues in the foreign language classroom settings from an emic perspective (Macias, 2018), which would allow for examining the teachers' own perspectives upon the happenings in their own classrooms. To uncover the classroom management strategies and situations occurring in emergency remote teaching from a teacher's perspective in an unsettling time as COVID-19 pandemic, the following research questions are generated:

*RQ1.* What are the strategies used for classroom management in ERT during COVID-19 pandemic?

*RQ2.* What is the teacher's own view on classroom management in ERT during COVID-19 pandemic?

In this vein, the researchers and the practitioners interested in teaching practices in emergency remote teaching during COVID-19 might benefit from the present study. Accordingly, the strategies utilized for managing online classes of young learners might inform researchers and practitioners upon this subject. Depicting a local case of ERT practice, the study might present diverse insights especially for beginning teachers. It is possible that novel ways disrupting the course of teaching or new concerns for CM might bloom during this process. Additionally, the views of the teacher combined with her practices might help enhance and contribute to the reflective teaching practice and awareness upon CM overall.

### **3. Methodology**

#### *3.1. Research Design*

This study has been designed as a single subject case study, since the analysis of the individual journey of an English teacher overcoming the ERT classroom management issues during COVID-19 pandemic school lockdown is the focal point. Therefore, the present study has aimed to document this process and provide a portrayal of this particular context and teaching practices. Undertaking a qualitative approach, Saldana's (2011) In vivo coding framework has been utilized for analyzing the content, which is to be elaborated in the related section.

### 3.2. *Data Collecting Tools*

Three instruments are utilized to collect data for the present study: observation, weekly reflection reports, and a semi-structured interview. Firstly, to unearth the potential problems and strategies with regards to CM practices of the participant, online classes are observed and analyzed through an observation rubric. The rubric was specifically designed to identify teacher's actions, students' reactions, and notes of the researcher. It should also be noted that CM is taken as all the observable attempts that teacher makes to maintain the conducive learning atmosphere and to avoid disturbances that intimidate the flow of teaching.

A weekly reflection report has been provided by the teacher for four weeks, each providing answer to the weekly reflection report questions. The questions are designed in a general sense to help the teacher focus and reflect on the CM issues happening during class hours. The reports are written in the native language of the teacher (i.e., Turkish) to eliminate any possible language barrier. The reason why they have been selected as data collection tool lies behind the remark that critical self-reflection is considered as a crucial ground for decision making practices of teachers (Richards & Lockhart, 1994).

Semi-structured interview is conducted to reveal the teachers' own views upon classroom management in online classes. It is administered in Turkish, which is participant's first language, to eliminate any problems related to language barrier. Additionally, it is used for elaboration on the potential problems and developing practices derived from observations and weekly reflection reports.

### 3.3. *Participant Description & the Context of the Study*

In the present case study, there is one participant with the role of reflective practitioner. The participant is a 27-year-old female English teacher with 4 years of experience in teaching English to young learners. She is currently working at a private school, and she is teaching 28 lessons (each lasts 30 minutes) weekly to the students whose age range is 6-8. There are approximately 15-20 students per class, which encompasses the first and second grades for this study. It should be noted that the teaching materials are standardized and provided to the teachers by the institution. Due to emergent changes in the educational practices resulted from COVID-19 pandemic, an average teaching hour is provided here since there have been times when online classes are accompanied by face-to-face classes. In order to provide a framework upon CM during emergency remote teaching, the present study focused only on online classes.

### 3.4. *Data Analysis*

To ensure systematicity in classroom observation, observation rubric was designed. In this regard, observed data was recorded according to the preset points that are indicated in the rubric. According to the observation sheet, management strategies were contextualized via depiction of teacher's actions, students' reactions, and researcher's descriptive notes. In total, 20 sessions (each duration is 30 minutes long) of online class were recorded as screen videos by the participant and observed by the researcher.

As for analyzing the observed data of online classes, each session was transcribed into the observation rubric sheet. Then, applying in vivo coding framework (Saldana, 2011), the codes were unearthed. In this vein, the codes reflected the verbatim extracts of the participant textually, giving rise to examining potential categories. The codes were categorized into descriptive theme labels and demonstrated in a summative manner through the tables, while the themes were presented through the figures.

The data yielded from the weekly reflection reports were coded via in vivo coding framework (Saldana, 2011) and descriptive theme labels that bind the codes were translated into English. Lastly, the semi-structured interview was transcribed and analyzed using in vivo coding framework (Saldana, 2011). Since it was in Turkish, the descriptive theme labels were also translated into English by the researcher. Back-translation and member checking were also used to ensure capturing the participant's point of view. The themes were color-coded to ease the analysis procedure and some translations of the verbatim extracts were presented.

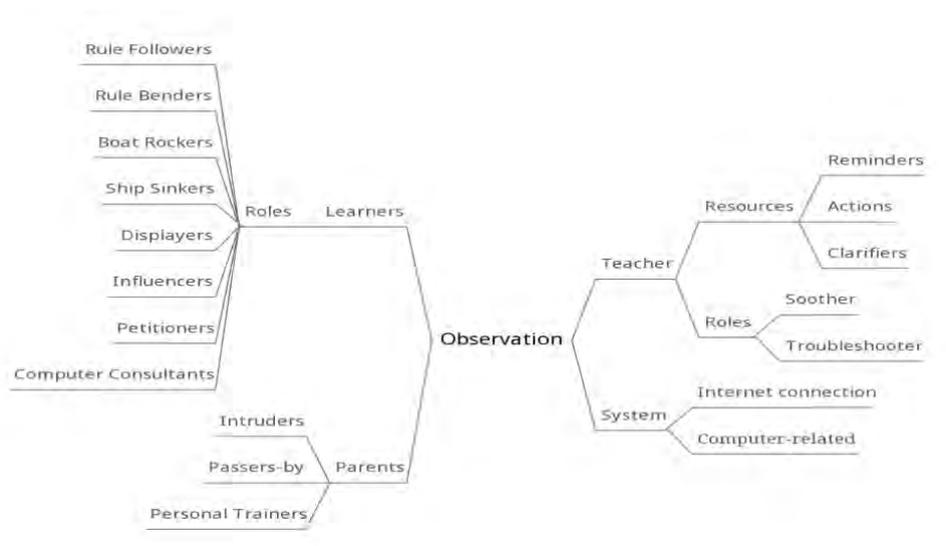
### 3.5. Trustworthiness of the Study

The questions designed for the weekly reflection reports and the semi-structured interview are generated by the researcher and checked by an expert in English Language Teaching with a PhD degree for boosting the internal validity of the study. They have been revised following the advice of the expert to ensure that the questions would not be imposing, loaded, or guiding. In addition, to check the codes and themes, an external audit has been referred to. The expert has first analyzed the 30% of the transcriptions, codes, and themes; then exchanged opinions before reaching a consensus. Such practice has enabled elaboration on the content analysis and revision on the codes and themes. Lastly, member check has been utilized to make sure that the interpretation of the findings reflects the true colors of the key respondent and that there is no room for misinterpretation of the data that is gathered. That is, accuracy of the findings is attempted to be validated by the teacher, who is the main participant of the present study.

### 3.6. Findings and Discussions

#### 3.6.1. RQ1. What are the strategies used for classroom management in ERT during COVID-19 pandemic?

To answer the first research question, observations and weekly reflection reports have been analyzed and interpreted. Emerging codes have been derived directly from the data through In vivo coding framework, and they lead to the themes, which demonstrate a pattern between the strategies mentioned by the teacher in the reflection reports and the situations lead to such strategies reported via classroom observation.



**Fig. 1.** Observation - Emerging themes

As seen in the *Figure 1* above, content analysis of the observed data point for a complex network clustered into four main categories as teacher, learners, parents, and system. In the category of *Teacher*, the roles and the resources of the teacher are found out considering the teacher's strategies, behaviors, and decisions upon CM. The recurring resources that the teacher utilize to handle the situations encountered in online classrooms during ERT are further divided into *Reminders*, *Actions*, and *Clarifiers*, as presented in detail hereunder:

**Table 1.**

Teacher's resources (Observation)

Themes	CODES
<i>Reminders</i>	Sit down properly, Turn on your camera, Rotate back your camera, Write your name as username, Do not use background image, Remove the background, Mute your microphone, Do not unmute yourself, Unmute your microphone (can't hear you), No talking, Be quiet, (can't hear you if you don't) Raise your hand, Thumbs up if you finish, If you finish you can leave, We have not finished you can't leave, Do not play with the ball, Play with your pet in the breaktime, Wait for the breaktime, Eat in the breaktime, Do not draw/write on the screen, Come closer/back to the screen, Do not go anywhere, Remove the filter, Find your book before the class, We are having a class now, It is not your turn, Listen to your friends
<i>Actions</i>	Ask students about their lives at the beginning, Call students' name, Praise, Check if students are there, Model appropriate behavior, Erase students' drawing/writing off the screen, Mute all, Disable annotation on the screen, Ignore, Wait, Warn students kindly
<i>Clarifiers</i>	Give/Repeat instruction slowly/written/in English and Turkish, (Turn on your camera because) I can't see you, I want to see you, (Unmute yourself/There is a problem because) I can't hear you, (sit down properly because) You might fall down, (Remove the background/filter because) It might disrupt your friends, At the end of the lesson, In the breaktime, Where are you?, Why is your camera off?, What are you talking about?, What are you doing?, Why don't you raise your hand?, Are you ready?, Can you repeat or tell me in Turkish?, You are in the wrong class, We need to start our lesson, You need to follow the lesson, You don't need to write on the screen, You don't need to remind me the time

As *Table 1* indicates, *Reminders* refer to the statements that the teacher uses to call attention to the preset classroom rules, which altogether form a behavioral classroom etiquette. The aim is to remind the learners that there are rules that they need to follow in order to arrive at a meaningful learning experience. The teacher typically warns the students to sit down properly if they are not seated or sitting down in a distracting position. Among the most repeated reminder statements is the ones with the camera. When the students take quite a time to turn it on or when they turn it off during the class time, the teacher asks them to turn it on. Even in some cases, the students were found to be vanished, leaving the virtual class zone. There have also been times when the students rotated the camera, put filters, or put a background image, upon which teacher reacted and asked them to comply with the preset rules. The students seem to be using their creativity with the filters and show their favorite games/characters through such background images.

About the microphone, there were times when several students talk at the same time, making the interaction complicated to follow. Therefore, the teacher constantly reminds the students to mute themselves and raise their hands, so that there would be a clear path of taking turns and interacting with one another. Similarly, there were times that the students forgot to unmute themselves and started talking, which is why the teacher had to remind them to do so. The students seem to be surrounded by potential distractors at home, such as their pets, toys, food, etc. When their attention diverts from the lesson, they usually involve in contacting with such surroundings or playing with the screen. If not gone unnoticed or ignored by the teacher, such diversions are kindly pushed back with the reminders.

*Actions* point out the tangible measures taken for sustaining a meaningful learning environment. These included exchanging life stories and having a personal connection with the students at the beginning of the class when they typically wait for the first five minutes to gather up as a class. As for during the class, the teacher called out students' names to get their attention specifically, praised if they followed the rules, and modeled the appropriate behavior by emphasizing the ones that behaved in line with the classroom etiquette. At the same time, the teacher often had to check in with the students to make sure that they were present. Similarly, the teacher erased drawing/writing on the screen since they typically led to distraction and had a domino effect. Therefore, she disabled annotation on the screen, muted them all to get coherence back in the classroom interaction from time to time. There were also times when the teacher first warned with a reminder statement, then emphasized that she was waiting for the student to resolve the situation immediately and warned them in Turkish if necessary. Since the class time is limited, not all the behaviors

were attended to; especially when the teacher is explaining something, giving instruction, or they are in the middle of watching a video, etc.

*Clarifiers* refer to the explanations and rationales provided by the teacher to make sure that the students comprehend the learning material or the reason behind the rules. They are sometimes used when there is a need for elaboration on the subject matter or when the teacher makes a further implication on a reminder. In this regard, teacher modifies the instructions, provides justification for the classroom rules, offers a specific time period (breaktime, at the end of the class) for certain behaviors (eating, talking, playing with pets, going to bathroom, etc.) that are not allowed during class, notifies the students about what they need (not) to be doing, and so on.

**Table 2.**

Teacher's roles (Observation)

Themes	CODES
<i>Soother</i>	Please wait (I will tell you the page, The screen will show up in a second, etc.), Wait silently, Raise your hand and wait, We will do it together, I will help you write all of it, Thank you for your silence/patience
<i>Troubleshooter</i>	(No book) You can follow the screen, take a screenshot (Can't hear because of the noise) T gets closer to the microphone (Ss are distracted) Do not look at your friend (There is a bee inside the room of S) Focus on the lesson (in Turkish) (S is gone) T asks another S to answer to the question (S continues to play with the pet) T suggests that another family member might take care of it during class (S is not finished writing) T ensures that she is waiting (S has an unstable connection) T comes closer and wants a repetition (S talks during video) T suggests S do the exercise as much as s/he hear it, T replays the audio (Slow computer, T struggles to open up the audio) T expresses that she is sorry, after a while she fixes it and gets excited. (S does not provide an answer) T says "Think, I will ask you again." (S raises hand but does not have an answer) T says "Think then raise your hand." (S shows the street) T emphasizes that she wants to see her, not the street

Among many roles that the teacher takes upon during teaching, the roles specified in the Table 2 were the ones related to CM during ERT. The teacher had to use the Soother role for calming the students down, especially at the times when there was a connection problem and the students had to wait for the teacher to resolve it. Similarly, the teacher warned the students to wait for their turns by raising their hands rather than talking at the same time and interfering with the ongoing classroom interaction. There were also times that some students fell behind and needed assurance from the teacher, who made sure that she was waiting for them to finish, or they will do it together, and so on.

As for the role *Troubleshooter*, the teacher delivered quick decisions about an existent problem that she or a student is having at a given time. These include forgetting to bring the coursebook and thus using this as an excuse for not following the lesson, having computer-related problems, being distracted by others/surroundings, not being able to come up with an answer to a question, not having finished writing, and so on. These instantaneous problems were provided with a solution by the teacher such as taking a screenshot, getting closer to the microphone, not focusing on the distracting friends, moving on with the present students instead of being fixated on the absent ones, providing a repetition, etc.

**Table 3.**

Learners' roles (Observation)

Themes	CODES
<i>Rule Followers</i>	Mute and unmute when necessary, Keep the camera on during class, Listen to friends and the teacher, Wait for your turn, Raise hand, Wait and work on the task, Have no background image, Remove the background/filter
<i>Rule Benders</i>	Talk off topic, Unmute without permission, Shout out the answer, Make funny faces, Comb hair for 10 minutes, Eat something, Turn around on a chair, Play with a ball/pet, Leave the screen, Go to the

	bathroom, Pretend to sing and dance, Draw/Write on the screen, Put on a filter, Rotate camera, Turn off camera, Record the street, Change background, Write a fake username, Have no book
<i>Boat Rockers</i>	Ask about the finish time, Criticize others, Report on others, Hypothesize about others, Complain about the exercises, Complain about waiting, Play a video as a host, Mimic the teacher
<i>Ship Sinkers</i>	Use an anonymous name as a username, Join to the class, Stay anonymous for 10 minutes, Turn on the camera, Apologize for the behavior, Have a private chat with the teacher at the end of the lesson
<i>Displayers</i>	Show paper/toys/pets, Eagerly raise hands, Show hands to prove innocence
<i>Influencers</i>	Cannot understand due to the noise in the house, Cannot see the screen sharing, Report that they have (not) watched the video already, Make a joke, Brag about experiences/properties, Talk off topic and start a conversation
<i>Petitioners</i>	Ask the teacher to slow down, not to pause the video, to go to the bathroom, if they can leave, to replay the audio/video, to get a screenshot, to have extra time to talk to friends, to play games
<i>Computer Consultants</i>	Give information to the teacher about the settings of the platform, Talk to each other about how to activate certain features

The learners' roles affecting the course of actions and decisions of the teacher have been found to be various and dynamic in nature, as demonstrated in Table 3. That is, one student might take upon several roles, even conflicting ones in the very same class, they can switch back and forth, or demonstrate a similar pattern of the roles that they take upon. In this vein, *Rule Followers* is the label that cover the appropriate learner behaviors that are in line with the classroom etiquette, such as muting/unmuting when necessary, keeping the camera on, listening to the friends and the teacher, waiting for your turn, raising hand if there is something to tell, working on the task, having no background image, removing if there is any background image, and so on. These behaviors ease the CM process and act as a ground for an efficient learning atmosphere.

On the other hand, *Rule Benders* cover the learner behaviors that distort classroom rules in a way that hampers the overall CM, ongoing learning environment, or meaningful classroom interaction in general. These include talking about things that are not directly related to the ongoing classroom discussions, unmuting oneself/ telling the answer out loud without getting the permission of the teacher, distracting others deliberately by making funny faces/pretending to sing and dance/putting on a filter or background image/writing a fake username, playing with the surroundings and pets, leaving the screen altogether, going somewhere such as bathroom during class, and so on. These seem to be severely affecting the CM practices of the teacher in a way that the teacher usually reacts to such behaviors.

Similarly, *Boat Rockers* are the ones that typically disturb the existing learning environment but unlike *Rule Benders*, these do not go against the classroom rules explicitly. Instead, they usually undermine the ongoing classroom interaction that is conducive to learning implicitly. Behaviors such as asking about finish time, criticizing others in a negative way, reporting on/hypothesizing about others in a way that might cause immediate distraction, complaining about the exercises/waiting that might harm the existing motive, taking the control over as a host when the teacher gets dropped out of the system and playing a video, and mimicking the teacher are categorized under this label. *Boat Rockers* might sometimes be more distracting than the *Rule Benders*; thus, the teacher had to spare more time resolving such situations.

Unlike other types, *Ship Sinkers* happened only in one lesson, but as the name suggests, its effects were remarkably destructive. It encompasses the situations that pushed the teacher's button the most and resulted in having a wrecked lesson under the influence of the particular event. This event started as a flame when a student decided to join the class using an anonymous username. First, the teacher calmly warned the student with the help of a *Reminder*, and the other students started to come up with some hypotheses upon who this person could be. After five minutes when the lesson was about to start, the teacher warned again in Turkish and she emphasized that this was not funny anymore and that if the student kept doing this, there would be consequences. At the end of ten minutes, which is a lot of time considering the thirty-minute lessons, the teacher informed the classroom teacher, and the student finally came out by turning on his camera and using his real name as username. Although he apologized for the behavior, the teacher seemed to be frustrated and affected negatively by this event, which was naturally reflected in the learning experience in that lesson. As a result, the teacher asked the student to have a private chat at the end of the lesson.

As for the *Displayers*, they encompass the behaviors that learners use to seek visual attention from others. These include showing something to the screen, eagerly raising hands, showing hands in the case of being reported on by other student to prove innocence. These have gone unnoticed or ignored by the teacher depending on the severity of the distraction that is created.

When it comes to the *Influencers*, it can be noted that such behaviors lead to a contagious discussion, which rules out the ongoing classroom interaction. These have been observed to have a type of domino effect among the young learners, indicating that these statements or behaviors are echoed by others, creating a crack in the existing learning atmosphere. Statements such as not understanding due to the noise in the house, not being able to see the screen sharing, (not) having watched the video already, making a joke, bragging about what they have/experience, and talking off topic have led to compromising the learning environment. It was observed that the word “problem” is the trigger word; if one is having a problem, others rush in to share theirs. The *Influencers* were typically slid over with the use of *Reminders* by the teacher.

*Petitioners* reflect the learners’ requests from the teacher, which can be both academic and non-academic in nature. These include asking for a slower pace, not pausing the video, replaying the audio/video, getting a screenshot of an exercise, which are acknowledged and responded in a positive manner. Whereas requests such as going to the bathroom, leaving the class, getting an extra time to talk to friends, and playing games are attached to certain criteria like when the class is finished, when the exercise is finished, at the end of the class, and so on.

Finally, *Computer Consultants* exemplify the events when the learners share technological information with others about the settings of the platform that the class is delivered through. There have been some moments when the digital-born-and-raised (i.e., the learners) briefed the digital-raised (i.e., the teacher). They advised the teacher about the redundancy of unmuting the learners in every turn since they are able to unmute themselves by default, which potentially saved time for the teacher. They also attempt to teach one another about how to put on a filter, adjust background, or enable emojis, which are not conducive for the CM practices and maintaining the learning environment.

**Table 4.**

Parents (Observation)

Themes	CODES
<i>Intruders</i>	Pass on congratulations, Hug/Kiss the student, Talk to the student during class
<i>Passers-by</i>	Roam in the background
<i>Personal Trainers</i>	Translate the lesson, Take notes, Convince to write

As for the parents, *Table 4* indicates that there were a few times when they were involved in the course of the lesson, thus having a potential to affect the practices of CM. Some cases were labeled as *Intruders*, since the teacher and the students could directly witness their actions, such as passing on congratulations, hugging/kissing/talking to the student. Events like these were not attended to by the teacher, but there is a possibility that the teacher might be affected by such actions. On the other hand, *Passers-by* do not affect the ongoing classroom interaction much as the *Intruders* since they only appear in the background. Unlike these two, *Personal Trainers* involve the parents’ behaviors that are embedded in the lesson directly. Translating the lesson, taking notes, and trying to convince the student to write down the answers to the exercises were observed, resulting in the emergence of this category.

**Table 5.**

System (Observation)

Themes	CODES
<i>Internet Connection</i>	Unstable internet connection, Get dropped out of the session, Low audio quality, No internet connection
<i>Computer-related</i>	Run slow, Lag when sharing the screen/opening audio/video files

As for the System-related network, there have been two main features observed to be interfering with CM: *Internet Connection*, and *Computer-related* as seen in *Table 5*. *Internet connection* issues were typically unforeseen, but they were attempted to be tolerated quickly by the teacher. For instance, when the internet connection got unstable and the voice of the student was lagging, another student was given permission to speak rather than waiting for the same student to resolve the connection problem and reply. However, there were a few times when the teacher's internet connection was unstable, thus she was dropped out of the session. This was potentially distracting since the host became another student and the students would go haywire over the screensharing of that host student. As expected, it took quite a time to calm the students down and get the learning atmosphere back when the teacher came back as a host. On the other hand, *Computer-related* challenges such as running slow, and lagging were often resolved with the help of *Soother* role of the teacher.



**Fig. 2.** Weekly reflection reports- emerging themes

With regards to the Weekly Reflection Reports, there are four main themes derived from the data as illustrated in *Figure 2*: *Teacher's course of actions*, *Teacher's Perception on Student-led conflicts & compensations*, *Self-evaluation on the performance*, *Observation on the learners*.

*Teacher's course of actions* refers to the statements of the teacher that indicate the decisions or the actions to administer while managing the classroom during ERT period. They include the classroom rules that are mentioned in the Reminders. The teacher reported that she reminded/warned the students about the rules that they made a deal upon, checked the cameras if they were turned off or if the student was gone missing, made clarifying justifications about the classroom rules, called their names to capture their attention/to make them focus again, muted/disabled to unmute in the cases when the students talked off topic, asked a simple question related to the ongoing classroom discussion to involve the ones that look distracted, went back to the video/audio for a better comprehension, let them talk about themselves in the first five minutes and talk to their friends at the end of the lesson, provided guidance in Turkish if she felt it was necessary.

*Teacher's Perception on Student-led conflicts & compensations* include the teacher's remarks upon the CM challenges that resulted from the students. These include the behaviors mentioned mostly under *Rule Benders*, *Boat Rockers*, and *Ship Sinkers*. Behaviors such as not following the rules, not being present in front of the camera, not looking at the screen, unmuting oneself without permission, turning the camera off, talking irrelevantly, talking without raising hands, adding a background image, playing games, taking over the host position, showing pictures, using an anonymous name as username, drawing/writing on the screen, rotating camera, adding emojis/filters are regarded as intervening with the existing learning atmosphere. On the other hand, apologizing, starting to participate, promising not to misbehave, and suspending the misbehavior are viewed as compensation strategies of the students by the teacher.

*Self-evaluation on the performance* encompasses the statements that the teacher uses to describe her own teaching practice and the use of CM methods in general. For the most part, the teacher reflected on the things that did not go well as planned, demonstrated the unfavorable CM experiences, and expressed her feelings about the gloomy CM experiences during the ERT period. In this vein, the teacher evaluated such experiences as leading to an unsuccessful class and stated that all her efforts were gone/useless. Internet connection was referred as the biggest problem for CM, since the teacher had lost the host position and she

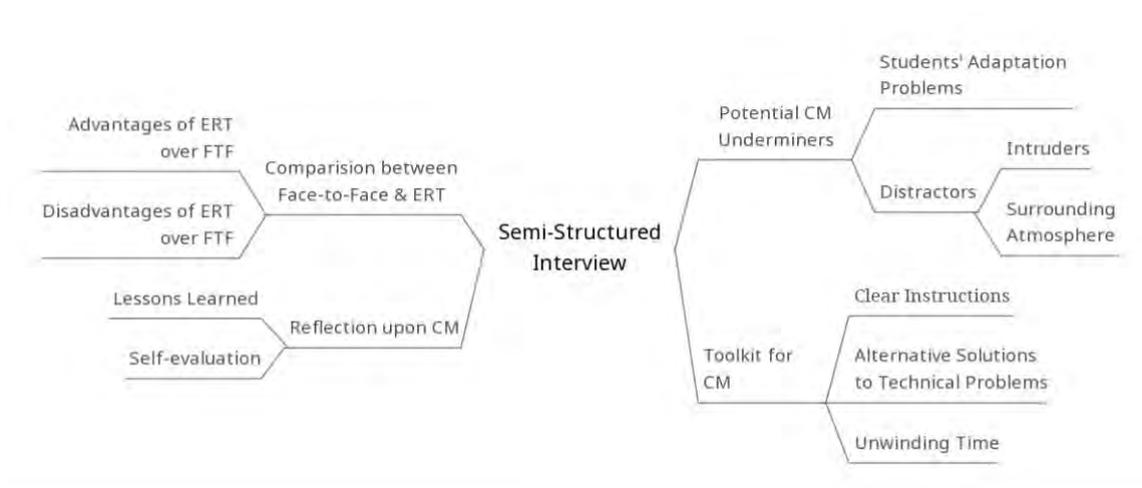
had to spare much of the time restoring the learning environment. As the time in ERT is considerably valuable, losing five minutes is a big price that the teacher does not want to venture, thus referred as a negative consequence. Getting out of patience, becoming angry were evaluated as byproducts of incorrect CM method as a response to the *Ship Sinkers*. Instead, the teacher reported that she would let this behavior go and deal with it afterwards, with a calmer manner.

*Observation on the learners* demonstrate the teacher's exploration upon the students during this period. In this regard, the students were observed to be wanting to share/show/talk about their lives since they connect from their homes. Furthermore, they were observed as being distracted easily, causing deviations, being hard to manage, and taking it seriously if the Reminder is in Turkish. The teacher also realized that it might be difficult for them to follow the lessons. Similarly, the students were found to be curious about technology, eager to discover/try different properties of the platform and use the recently learned feature during the class.

Overall, weekly reflection reports demonstrated that the teacher has discovered emerging behaviors of learners during ERT period such as interacting with the online delivery platform and being distracted by the immediate surroundings easily. In this respect, she also held the students responsible for diverting the attention of others to some extent and eventually disrupting the flow of the lesson. To reduce such effect, the teacher tirelessly reminded the rules of the classroom, attempting to neutralize the interruption. Considering her own expected performance of CM, the teacher verbalized a sense of discouragement resulting from certain issues and the way of handling the situation. At this point, internet connection problems and time management were mentioned as biggest struggles for the teacher.

### 3.6.2. RQ2. What is the teacher's own view on classroom management in ERT during COVID-19 pandemic?

To answer the second research question, a semi-structured interview was administered to the teacher. In this light, her reflection on the ERT period and CM practices was attempted to be unveiled for further investigation. The analysis has been delivered with regards to descriptive coding framework using translated labels to cover the idea units, since the interview was administered in Turkish.



**Fig. 3.** Semi-structured interview - Emerging themes

As a result, four main themes have emerged as *Comparison between Face-to-Face and Emergency Remote Teaching*, *Potential Classroom Management Underminers*, *Toolkit for Classroom Management*, and *Reflection upon Classroom Management*, which are embodied in *Figure 3*. Upon weighing the pros and

cons of ERT against FTF, the teacher emphasized the biggest *Advantage of ERT* as the continuity of the education during pandemic with minimum damage in general and the feature of Mute All specifically, which has been mentioned as the magic wand earlier. This feature has been reported to be helpful in calming the students immediately, thus making them focus on the lesson becomes one click away from the teacher. On the other hand, the *Disadvantages of ERT* were listed as the students facing the screen constantly, having adaptation problems due to switching back and forth between FTF and ERT, getting distracted and discovering new features on the platform, and leaving the screen (which is not possible in FTF without permission). In this vein, the teacher makes the following remarks:

*“I can say that the negative aspects in terms of classroom management are that children search for different things efforts to discover technology as they get bored such as using a background or filter that will distract their attention during the lesson, drawing on the screen, rotating the camera, playing games on the tablet in the background by turning off the camera or browsing the internet, moving away from the screen and going to a different place, demanding to chat with friends off topic, etc...”*

As for the *Potential CM Underminers, Students' Adaptation Problems* were mentioned as having difficulties in focusing on the lesson, not attending to the lessons, and not being able to catch up with the swift changes in the delivery mode of education, which might cause disconnection from the learning process and sabotaging the lesson by not following the rules. In addition to such challenges, the teacher verbalized that there were some *Distractors* that might be either about the neighboring atmosphere and the people intervening with the ongoing lessons. Considering the *Intruders*, these include the parents who had direct interference in the online education sessions by kissing, hugging, giving food, talking, telling the answers to the student while the lesson is in progress. Instead, the teacher emphasizes that these behaviors were interfering with the learning environment and the parents need to act as if their children are in a real classroom by not being in the same room or around them during lessons. Thus, providing a quiet, non-distracting site for them to join the classes efficiently is crucial, which is the gist of *Surrounding Atmosphere*. In this vein, the students who lie down or slouch in a couch were not welcome by the teacher and warned about sitting properly.

The strategies and the resources for maintaining the learning environment were listed under *Toolkit for CM*. As for the *Alternative Solutions to Technical Problems*, the teacher reported that she tried to resolve such issues during lesson as soon as possible. However, if it was not resolved immediately, she had to generate alternative solutions for minimum damage depending on the problem. The toolkit also encompasses *Providing Clear Instructions*, which helps the students to acknowledge the rules and to have a specified lesson organization overall. Interestingly, the students were regarded as taking Turkish much more seriously considering the instructions and reminders. Here, instead of putting the rules in action relentlessly, the teacher makes room for *Unwinding Time* so that the students would find a proper time and a platform to do whatever they want and talk about whatever they bring up. In this vein, the first five minutes of the lesson, it was stated that they could unmute, chat with their friends, use background/filter, draw on the screen, share/tell things off topic until the teacher instructs them to put an end to it. By doing this, the teacher expressed her tolerance and understanding of their behaviors in the following remark:

*“At the very beginning of distance education, the rules should be determined clearly, explained to students and reminded frequently when necessary. However, it should not be forgotten that they are just children, and they are going through a difficult process. Especially in younger age groups, the rules should be stretched from time to time in a way that does not interfere with the lesson, and the children should be relaxed a little psychologically, and then the lessons should be continued with clear rules.”*

*The Reflection upon CM* includes the teacher's remarks about her own practice and the lessons learned during this period. Evaluating her adaptation getting developed as compared to the first time periods of ERT, the teacher reflects on a case that was labeled as *Ship Sinker* in the observation analysis. Under the

category of *Lessons Learned*, considering the student who joined with an anonymous name and turned off the camera for ten minutes, the teacher criticized her insistence over the student to resolve the misbehavior and the loss of time and energy. Instead, she reported that it might be better to let this kind of misbehavior last for a while, not losing that much time, and resolve this situation later by other means (talking to the student in private, reaching out the parents) in her future practices. Regarding the *Self-evaluation* component, the teacher demonstrated providing clear rules, reminding them tirelessly, applying these rules, being patient and calm as her strong CM properties. Whereas she underlined a need for generating a novel method to remind the students the rules and make them focus again (She was using a rhythmic reminder with the help of body movements/gestures in the face-to-face period).

As conclusion, the teacher first related to her CM experiences by making a comparison between face-to-face and ERT lessons and found some advantages and disadvantages of ERT over face-to-face mode. While advantages include convenient features that save time such as Mute All button, disadvantages include adaptation problems, disruptive behavior, etc. These are also regarded as being detrimental for ongoing classroom atmosphere along with potential surroundings that might direct learners' attention such as a parent coming into the room, a pet, or inconvenient camera angle, and so on. To overcome such conflicts, the teacher reported having used some vehicles like clear instructions, immediate solutions to compensate technical problems, sparing clear time for chatting with students personally. Considering her journey, the teacher reflected upon the times when she could have handled the CM issues more efficiently and came up with alternative means of solving a specific issue. She also highlighted her patience and setting up clear guidelines while assessing her own performance, but she recalled unfavorable memories more, which is also the case for the weekly reflection reports.

#### 4. Discussion

With an attempt to portray a CM framework developing in an ERT period during COVID-19 pandemic, the present study takes upon a single-case study. To answer the first research question which focuses on the teacher's strategies considering CM practices, 20 sessions of lesson and 4 weekly reflection reports written by the teacher were examined. As a result, it was found out that CM practices during this time period is many-faceted. Therefore, interconnected main factors categorized under *Teacher*, *Learners*, *Parents*, and *System*. *Teacher Resources* such as *Reminders*, *Actions*, and *Clarifiers* were found to be utilized by the teacher to sustain the ongoing learning environment, while *Teacher Roles* such as *Soother* and *Troubleshooter* turned out to be useful in addressing the momentary problems and ensuring a stable learning experience in the middle of unstable network connections.

As for the *Learners*, an array of dynamic roles and behaviors were fitted into categories labeled as *Rule Followers*, *Rule Benders*, *Boat Rockers*, *Ship Sinkers*, *Displayers*, *Influencers*, *Petitioners*, and *Computer Consultants*. Among these, behaviors corresponding to the ones under the *Rule Benders*, *Boat Rockers*, and *Ship Sinkers* were found to be potentially more destructive to the CM as compared to the *Displayers*, *Influencers*, *Petitioners*, and *Computer Consultants*. Previously reported learner misbehaviors were also encountered in the ERT period, such as talking out of turn (muting/unmuting without permission), insulting rules and procedures (complaining about the exercises/waiting), roaming in the classroom (leaving the screen, going to the bathroom), not engaging in classroom activities (not answering, not raising hands, leaving the screen, turning the camera off), interfering with the peer's work (criticizing/reporting on/hypothesizing about others), and so on. (Lopes, Silva, Oliveira, Sass, & Martin, 2017; Postholm, 2013; Sun & Shek, 2012). Likewise, individual talk after class, ignoring, warning, explaining the purpose of the activity (*Clarifiers*), L1 use, showing individual interest (the chat in the first five minutes), using praise words, asking questions to draw attention, students' apologizing (*Ship Sinkers*), letting the ones raising their hands speak only, which were found as the solution strategies of the student-teachers regarding CM problems in the study of Merç and Subaşı (2015), were also existent in the present study. In a similar vein, learners' resistance to use the target language (Soleimani & Razmjoo, 2016) was observed as well, but it was not recognized as resulting in a CM issue by the teacher, who was flexible in the use of the native and

the target language in the classroom. This also indicates that the teacher was not observed to be under the influence of the phenomenon that Copland (2014) labels as the target language-only imposition.

It should also be noted that the classroom etiquette was not generated out of the blue, it was mainly derived from the face-to-face classroom etiquette. In this vein, the teacher primarily attempted to maintain the existing classroom rules such as raising hands, not talking without permission, sitting properly, and waiting for one's turn. Alongside the existing rules, the required classroom rules for sustaining a meaningful learning environment were added as keeping the camera on, muting/unmuting with permission, not distracting others by drawing on the screen/having a background image/filter, and so on. Considering the management of noise and time, which were considered among the most challenging CM issues in the study of Aydın and Bahçe (2001), the ERT seem to be providing a magic wand that is the feature of muting/unmuting and a ticking clock. However, these might result in CM issues by themselves. That is, the students struggle in getting used to when to mute/unmute and they get easily distracted by the time countdown as it starts to get closer to the end. This, in turn, affects the teacher to get distracted since the students felt the urge to remind the class-time is about to be over soon.

Several CM strategies within the classification of Zein (2018) has also been come across in the present study. Withitness (checking the students' cameras), overlapping (replying the *Petitioners* while providing *Clarifiers* upon the learning exercise), momentum (asking the students to mute their microphones because the class is about to start), smoothness (not letting the *Influencers* to take over the classroom discussion by providing them *Reminders*), group alerting (maintaining attention by asking simple questions upon the subject) were observed in the classroom and reported by the teacher in the weekly reflection reports.

Since the learners join the lessons mostly from their home, they were found to be overfilled with the excitement to exchange their recent life stories and to show the surroundings to their peers and the teacher. That is why, the teacher spared the first five minutes of the lesson to get it off their chests and to use the waiting-for-others time efficiently. In line with the findings of Atıcı (2007), the teacher made use of nonverbal and verbal indications along with the positive reinforcements. Even in the cases when the students bent the rules or rocked the boat, the teacher kept calm and thanked them for compensating for their misbehavior. Similarly, the strategies utilized by the student-teachers in the study of Gürsoy and Korkmaz (2012) are found to be existent in the present study in different versions. In this vein, eye-contact has been filtered with the screen, thus the teacher often reminded the students to look at the screen, not to leave the screen, etc. In addition, silence has been occasionally utilized while waiting for the students to resolve the misbehavior that the teacher has attended to.

In a similar vein, the teacher reported to mainly rely on clear instructions, which agreed with the suggestions of Zein (2018) and Albrahim (2020), since they were attempted to maintain the positive learning climate. Considering the attention-seeking behaviors such as starting a discussion off task, pretending to sing and dance; the teacher stated that she warned them kindly and asked a simple question on the subject matter to draw their attention back, which corroborates with the earlier suggestions to handle such behaviors (Lemlech, 1999; Schneiderová, 2013). Overall, the findings indicate that the teacher has gone through a reevaluation of the existing methods, echoed in the findings of Spoel, Noroozi, Schuurink, and van Ginkel (2020).

As for the *Parents*, they were sometimes found as involved in the ongoing classroom activities with the roles of *Intruders* and *Personal Trainers*, thus having the potential to divert the attention and to change the course of CM. It is also stated in the interview that they sometimes interfere in the learning sessions by telling the answer to the student, hugging, kissing, bringing food, etc. Therefore, it is preferred by the teacher that they would better be not in the same room to have a quiet, silent atmosphere that is conducive for learning. Considering the *System*, it was found that *Internet Connection* and *Computer-related* issues occurred occasionally. This was mirrored in the interview with the statement that the teacher had to find alternative solutions to the technical problems if not resolved immediately. It was also stated that such problems have a great potential to hamper the ongoing learning climate.

## 5. Concluding Remarks and Suggestions

To extend the comprehension on what is being experienced in ERT during COVID-19 pandemic, the present study has embarked on a single-case study. It has the intention to examine the developing CM practices utilized as a result of swift change in the delivery mode of teaching. To this end, observation of 20 sessions of ERT practice, analysis of 4 weekly reflection reports, and semi-structured interviews were analyzed under the framework of content analysis.

As a result, affecting factors and properties of the teacher's actions to compose the classroom atmosphere as conducive to learning were displayed in an interwoven network. According to this network, teacher's resources/roles, learners' dynamic and various roles, parents' roles, and the issues regarding technological systems are the subsegments. In this vein, it was found out that the teacher adapted the existing CM strategies and methods as novel needs and situations kept occurring among the subsegments.

Upon the enhancement of the learning/teaching experience, it is recommended that the teacher training programs include such ERT practices into curriculum so that the flexibility and the adaptation of the teachers would be much less troublesome. For instance, ERT-related practices and activities might be examined and tested out in the practicum and the courses which encompass the current approaches and methods in language teaching. In this way, there might be a growing acknowledgement of the various and dynamic learners' roles during ERT, and the teachers might reevaluate their existing methods to sustain a positive climate of the virtual classroom. As for the ERT delivery platform, there needs to be some arrangements made for a more practical experience, which might ease the process of CM for the teachers. These include more convenient and easy-to-use features since drawing a shape or annotating on the screen take a considerable time. Additionally, the parents need to be informed upon how they can be a part of this process to support efficient learning. In this way, the intervention of the ongoing sessions might be lowered. In a similar vein, they might be enlightened that the place and the surroundings of the student have potential to be the sources of distraction. Therefore, they need to spare a place that is quiet, calm, and having the least number of distractors as possible.

The present study is not without limitations. Since this is a single-subject case study, the findings demonstrate this particular context, which covers the CM practices of an English teacher during ERT period. Thus, generalization of these findings to a certain population is irrelevant. On the other hand, the portrayal of this journey might guide other practitioners and researchers towards elaboration of this subject. To this extent, further research might take upon distinguished longitudinal case studies to expand our understanding upon the subject matter. This way, there might be an opportunity to examine which CM strategies and methods are getting prioritized in the teachers' decision-making processes in the course of time. Such research might guide the teachers to reflect on their teaching journey and help empowering them to feel chivalrous just as the musicians of the Titanic in these unsettling times.

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