



A Case Study of Three Finnish Pre-Service Teachers' Emotions and Understanding of CLIL During an Online Practicum

Estudio de caso de las emociones y la comprensión de tres profesores finlandeses en formación sobre AICLE durante una práctica en línea

Estudo de caso das emoções e compreensão de três professores finlandeses em formação sobre CLIL durante uma prática online

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ABSTRACT. The novel exigencies of the 2020 COVID-19 pandemic caused a shift towards online learning environments and teleconference platforms, which have also affected teaching practicum. The impact of this approach on teacher preparation is yet unknown and may render pre-service teachers (PSTs) more vulnerable to the challenges of early professional learning through practice, especially when implementing a methodology they have been insufficiently introduced to. Following three students of primary teacher education who opted for a practicum in a CLIL class at a Finnish teacher training school, this case study examines how the online practicum affected these PSTs' emotions and understanding of CLIL. The case study is based on the analytical categories of teacher identity and emotion and draws on essay, diary, and interview data. The thematic analysis of the data suggests that the online practicum met participants' expectations for building confidence and was perceived as an overall instructive experience, which was improved by the quality of mentorship and peer support they received. However, feelings of frustration or dissatisfaction accompanied moments of conflict with incoming expectations, principally related to using English in CLIL. The analysis further suggests that the online practicum strengthened participants' earlier conception of CLIL as a language-oriented teaching tool. Regardless of whether online CLIL practicums remain a future option, acquiring disciplinary and language knowledge alike are important aspects in teacher preparation for CLIL, which could be an optional part of teacher education programs for PSTs who are aware of or sensitive to language as a tool for learning.

Keywords (Source: Unesco Thesaurus): teacher education; Content and Language Integrated Learning; online learning; practicum; student teacher journals.

RESUMEN. Las nuevas exigencias de la pandemia de la covid-19 de 2020 provocaron un cambio hacia los entornos de aprendizaje en línea y las plataformas de teleconferencia, las cuales también han afectado las prácticas docentes. El impacto de este enfoque en la preparación de los docentes aún se desconoce y puede hacer que los docentes en formación (PST, por sus siglas en inglés) sean más vulnerables a los desafíos del aprendizaje profesional temprano a través de la práctica, especialmente cuando se implementa una metodología con la que no se han familiarizado lo suficiente. En este estudio de caso, se sigue a tres estudiantes de educación primaria que optaron por una práctica en una clase AICLE en una escuela de formación de maestros finlandesa y se examina cómo la práctica en línea afectó las emociones y la comprensión de AICLE de estos PST. El estudio de caso se basa en las categorías analíticas de identidad y emoción del maestro y se basa en datos tomados de una serie de ensayos, diarios y entrevistas. El análisis temático de los datos sugiere que la práctica en línea cumplió con las expectativas de los participantes de generar confianza y se percibió como una experiencia instructiva general, que mejoró gracias a la calidad de la tutoría y el apoyo que recibieron de sus pares. Sin embargo, los sentimientos de frustración o insatisfacción acompañaron los momentos de conflicto con las expectativas entrantes, principalmente relacionados con el uso del inglés en AICLE. El análisis sugiere, además, que la práctica en línea fortaleció la concepción que los participantes tenían anteriormente sobre AICLE como una herramienta de enseñanza orientada al lenguaje. Independientemente de si las prácticas AICLE en línea siguen siendo una opción a futuro, la adquisición de conocimientos tanto disciplinarios como lingüísticos son aspectos importantes en la preparación del profesorado para AICLE, la cual podría ser una parte opcional de los programas de formación docente para los PST que conocen o son sensibles al lenguaje como herramienta para el aprendizaje.

Palabras clave (Fuente: tesauro de la Unesco): formación de docentes; aprendizaje integrado de contenidos y lenguas extranjeras; aprendizaje en línea; prácticum; diarios de estudiantes y profesores.

RESUMO. As novas demandas da pandemia da Covid-19 de 2020 causaram uma mudança para os ambientes de aprendizagem online e as plataformas de teleconferência, que também afetaram as práticas de ensino. O impacto desta abordagem na formação de professores ainda é desconhecido e pode tornar o professor em formação (PST, por suas iniciais em inglês) mais vulnerável aos desafios da aprendizagem profissional inicial através da prática, especialmente quando é implementada uma metodologia com a qual não está familiarizado o suficiente. Neste estudo de caso, três alunos do ensino fundamental que optaram por um estágio em uma aula CLIL em uma escola de formação de professores finlandesa são acompanhados, e examina-se como a prática online afetou as emoções e a compreensão do CLIL desses PST. O estudo de caso é baseado nas categorias analíticas de identidade e emoção do professor e em dados retirados de uma série de ensaios, diários e entrevistas. A análise temática dos dados sugere que a prática online atendeu às expectativas dos participantes de gerar confiança e foi percebida como uma experiência instrucional geral, que melhorou graças à qualidade da tutoria e ao apoio que receberam de seus pares. No entanto, sentimentos de frustração ou insatisfação acompanharam os momentos de conflito com as expectativas recebidas, principalmente relacionadas com o uso do inglês em CLIL. A análise sugere, ainda, que a prática online reforçou a concepção anterior dos participantes de CLIL como uma ferramenta de ensino orientada para a língua. Independentemente de as práticas CLIL online continuarem a ser uma opção no futuro, a aquisição de conhecimentos disciplinares e linguísticos são aspectos importantes na preparação de professores para CLIL, que podem ser uma parte opcional dos programas de formação de professores para PST que conhecem ou são sensíveis à língua como uma ferramenta de aprendizagem.

Palavras-chave (Fonte: tesauro da Unesco): treinamento de professor; aprendizagem integrada de conteúdos e línguas estrangeiras; aprendizagem online; estágio; diários de estudantes e professores.

Content and Integrated Language Learning (CLIL) refers to the teaching methodology whereby a foreign, second, or additional language is used as a means of instruction of — or part of — subject material, aiming at promoting simultaneous content and language learning (Çekrezi/Biçaku, 2011; Custodio-Espinar, 2019). However, there are multiple CLIL formats whose diversity needs to be systematically and coherently recognized in a refined definition, not only to distinguish CLIL in Europe from other international bilingual methodologies (e.g., content-based second language instruction, immersion), but also to clarify discussions on pedagogical practices, research, and policy statements (Cenoz et al., 2014). Because of CLIL being used as a blanket term, its implied integrated curriculum, and different CLIL teacher education programs, it remains a pedagogically inconsistent methodology (Alcaraz-Mármol, 2018; Cenoz et al., 2014; Lo, 2020). At the same time, an increasing number of CLIL teachers in Europe are non-native speakers who “may be teachers of English or teachers who are using English in teaching a subject matter (“subject teachers”)” and who play a dual role in content and language integration (Lopriore, 2020, p. 4). For subject teachers, their relationship with the additional language used as the medium of instruction and for expressing teachers’ professional self may differ from that of language professionals’, who might have more theory- and practice-informed notions of language teaching and content integration (e.g., Moate, 2011). Moreover, research on interaction patterns in CLIL lessons for the integration and co-construction of language and content, such as in Austria, Finland, and Hong Kong, problematizes pre-service and in-service CLIL teachers’ psychological and pedagogical preparation (Lo, 2020). While CLIL teacher education has become increasingly prominent in the CLIL research agenda and, indeed, key teacher competences in the area have been considerably developed over the years (Pérez-Cañado, 2018), pre-service teachers (PST) continue to receive insufficient preparation (Custodio-Espinar, 2019; Pérez-Cañado, 2018).

Due to the COVID-19 outbreak in 2020, teaching practicums in Finnish schools were either postponed or carried out online. This may arguably add to the stress pre-service teachers already experience

during their practicum (e.g., Timoštšuk et al., 2016). Online teaching in second language teaching is not novel, yet it creates new learning ecologies with implications for content presentation, material use, assessment modes, and curricular goals (Dooly, 2017). However, online teaching also presents certain limitations for young pupils (e.g., variability in technological abilities, availability of adult supervision, fewer hands-on activities, different social experiences) and for PSTs, for whom teaching and direct interaction with children are important to their own learning (Kim, 2020). While practicum experience has traditionally been gained in school contexts in line with assumptions of knowledge as context-action-and-reflection-based, the COVID-19 outbreak has led to alternative ways of teacher preparation (Sasaki et al., 2020), such as online teaching. In taking advantage of such alternative ways, PSTs must not only learn how to use an online teaching environment in a manner conducive to effective teacher-pupil interaction and learning, but also learn how to navigate tensions in their own professional learning that could have been more readily addressed in a traditional classroom.

In Finland, CLIL teachers must have the basic qualifications for teacher competence. Teachers who implement CLIL four or more hours per week must have 110 study credits according to the European Credit Transfer and Accumulation System (ECTS) grading scale on university-level target language studies or proven advanced language proficiency based on a national language test (YKI) (Marsh et al., 2007). To this day, Finnish universities (e.g., in Turku, Tampere, or Jyväskylä) provide CLIL training to in-service teachers in the form of courses and seminars (10 to 30 ECTS) and to PSTs in the form of minor studies (15–20 ECTS). However, most teacher education students might not be aware of CLIL or have access to courses focusing on its theory and methodology. This case study focuses on three Finnish PTSs who opted to complete their second practicum in a CLIL classroom without having prior CLIL training. It explores their emotions and conceptual understanding of CLIL during their online practicum in the spring of 2020. The case study is based on the analytical categories of teacher identity and emotion. In teacher education, language teacher identity has been used as a pedagogical intervention, innovation, or tool (Lindahll & Yazan, 2019), as it is important to (language) teachers' development, sense of legitimacy,

and instructional practices (Reeves, 2018). Emotions are connected to teacher identity, influencing teacher behavior and well-being (Chen, 2016). Drawing on written and interview data, this case study explores the following research questions:

1. How did the three pre-service teachers affectively respond to their learning to teach CLIL online?
2. How did the three pre-service teachers' understanding of CLIL develop during their online practicum?

The following section elaborates on teacher identity and emotions in teacher education. The findings are presented after describing the research context and methodological procedures. The final sections discuss the findings and limitations of the case study.

Theoretical framework

Literature on teaching emphasizes the centrality of teacher identity for teacher education and argues for a discursive move from notions of the teacher as a craftsman to notions of the teacher as reflective practitioner (Stone, 2021). Izadinia (2013) defines PSTs' identity as "perceptions of their cognitive knowledge, sense of agency, self-awareness, voice, confidence and relationship with colleagues, pupils and parents, as shaped by their educational contexts, prior experiences and learning communities" (p. 708). Martel (2017) describes language teacher identity as ever-changing, deeply associative and felt in nature; and defines it as an internalised set of meanings related to the role of language teacher, which are internationally negotiated and constructed and/or generated and maintained by the self. This set of meanings is developed over time through teaching experiences of varied types, which may foster the development of subject matter and pedagogical content knowledge, goal-oriented teaching opportunities to address instructional techniques, practices and expectations, and systematic self- and collaborative-inquiry practices (Golombek, 2017). Moreover, language teachers' identity is negotiated, legitimised, and enacted within the multiple social contexts framing teachers' learning, practice, and expression of social and professional selves (Lindahl & Yazan, 2019; Reeves, 2018). Thus, language teacher identity is a dynamic, biographical, and relational construct in constant flux.

The current understanding of English language teacher learning views teacher identity negotiation as inseparable from teacher preparation and growth (Miller & Gkonou, 2019; Sarasa & Porta, 2018; Trent, 2017). Hence, the identity of PSTs involved in CLIL may be connected to professional development during their teacher education. Whereas international research on whether and how CLIL professional development programmes affect teacher learning or change remains sporadic (Lo, 2019), CLIL teachers' professional development can be supported by intensive courses prior to CLIL teaching and school-based cross-curricular collaboration (Lo, 2020). The former can raise teachers' awareness of CLIL's theoretical underpinnings, the teachers' role in content and language integration, and CLIL pupils' learning needs, while the latter can provide teachers with on-site and continuous support from second language teachers (Lo, 2020). In addition, greater attention needs to be paid to language teacher education pedagogy to support not only "the development of L2 teacher (the person) and L2 teaching (the activity)" (Johnson & Golombek, 2020, p. 117), but also that of disciplinary and pedagogical linguistic knowledge (Aalto & Tarnanen, 2017). These important elements may not always be incorporated into the education of non-language subject PSTs who express an interest in CLIL (e.g., Pérez-Cañado, 2016). Despite the curricular introduction of language-awareness education policies in 2014, this is the case in Finland, which potentially undermines PSTs' teacher educators' efforts towards professional socialisation into bilingual education (Peltoniemi & Bergroth, 2020), such as CLIL.

In addition to identity, emotions have been acknowledged as important to learning to teach (Chen, 2016). Emotions may be conceptualised as "*socially constructed, personally enacted ways of being that emerge from conscious and/or unconscious judgments regarding perceived successes attaining goals or maintaining standards or beliefs during transactions as part of social-historical contexts*" (Schutz et al., 2006, p. 344, italics in the original). Emotions highlight and intensify student teachers' practicum experiences, especially in relation to the subject and relationships with pupils and mentors, and may direct the internal, meaning-making aspects of identity negotiation (Timoštšuk & Ugaste, 2012). For instance, emotions evoked during early practicum experiences can confirm, change or challenge PSTs' identities related to their beliefs

and expectations about teaching (Nichols et al., 2016). Addressing emotional experiences and the ways they can be managed is important in teacher education, when emotions have been shown to inform teachers' actions, their assessment of their emotion-laden efforts, and the relevance they ascribe to particular practices (Miller & Gkonou, 2019). Yet, it is only recently that emotions have become a research focus in second language teacher education (Lemarchand-Chauvin & Tardieu, 2018). Language teacher education (LTE) research has identified a range of practicum-related emotions that are both pleasant (e.g., passion, enthusiasm, enjoyment, satisfaction, happiness) and unpleasant (e.g., insecurity, anxiety, disappointment, frustration, boredom, burn-out) (Martínez-Agudo & Azzaro, 2018). However, developing emotional competence during LTE remains an underdeveloped area, despite its implications for PSTs' practicum and career-long professional growth (Madalińska-Michalak & Bavli, 2018). In CLIL teacher education, in particular, it remains unaddressed, as the emotional aspects of CLIL teaching are not catalogued among challenges stemming from innovations affecting CLIL teacher education, such as linguistic, pedagogical/methodological, organisational, and interpersonal/collaborative competences (Pérez-Cañado, 2018).

Including identity and emotions in teacher education partly relies on PSTs' reflective engagement with themselves as individuals and with meaningful concepts and experiences in their preparation. Reflective and reflexive practice in teaching serves to actively author teacher identity over time, negotiate tensions arising from actual and desired identities, and process feelings and thoughts stemming from enacting teacher identities in practice (Warin et al., 2006). Because an explicit focus on PSTs' identity negotiation during their teacher education can direct it "in the directions they aspire and claim ownership for" (Yazan, 2019, p. 7), encouraging teachers to reflect on their teaching practicum is important to developing a strong sense of teacher identity. The following section presents the context in which the participants' practicum took place and the methodological procedures.

Method

Research context, Participants, Data collection procedures, Data analysis

A case study is defined as an empirical method that examines a technically distinctive situation in depth within its real-life context, is informed by former theoretical propositions, and relies on several sources of evidence (Yin, 2018). The case study initially followed an extreme case sampling method to study an outlier case (Creswell, 2012), namely that of the six Finnish students of primary teacher education who, contrary to most other PSTs in their year, chose to complete their second practicum doing CLIL. However, as only one of the sixth-grade PSTs voluntarily participated in the study, the researcher opted for homogeneous sampling to focus on the three second-grade PSTs, based on their membership as a subgroup with defining characteristics (Creswell, 2012). The real-life context within which participants were examined involves their atypical practicum circumstances and their little to no training in CLIL. The case study involved three data collection procedures, namely essays, journals and interviews, to help trace a convergent line of inquiry (Yin, 2018). This section elaborates on the research context and participants, and explains what kind of data were collected and how they were analysed.

Research context

The participants were studying to become primary education teachers and followed their Finnish university's curriculum for undergraduate studies in primary teacher education (180 ECTS). This syllabus includes a course on English for academic and professional skills for education, but no courses on language teaching and language learning, which are offered by another Faculty on the university's second campus. The syllabus further includes a second practicum at the university's Teacher Training School (TTS) or a city school during PSTs' second-year teacher education studies. The practicum is organised by the university and PSTs are mentored by teachers at the school of practice.

Every practicum normally involves the PSTs' physical presence in the classroom but, because of the exceptional circumstances during their spring semester, the PSTs completed their second practicum via Zoom, a cloud-based peer-to-peer software used, among other purposes, for distance education. The PSTs had the opportunity to teach regular or CLIL classes at the TTS, but only six PSTs opted for the latter in the spring semester. Three PSTs practiced in the sixth grade and the other three practiced in the second grade. Each group was supervised by a TTS teacher who did CLIL. The practicum in CLIL classes lasted for nine weeks (16 March–8 May 2020) and comprised two periods, with an intervening week following Easter (13–19 April 2020) timetabled for student teachers' preparation for the second period. This case study focuses on the three PSTs practicing in the second-grade CLIL classroom. These PSTs were each assigned a group of 6 to 7 pupils, taught 40 hours, and observed other student teachers' lessons with their own or different pupils. The researcher was neither a mentor at the TTS nor an instructor in participants' class teacher education.

Participants

Enni, Vera, and Ville (pseudonyms) voluntarily chose to do their second practicum in CLIL, teaching Mathematics, Sciences, Physical Education, Arts, and Music to second-grade primary education pupils. These pupils were used to CLIL and, according to participants' own reports, were good enough at English. Vera was the only participant who had done her first practicum in CLIL, but none of the participants had had any CLIL training. The participants were native speakers of Finnish and fluent in English, shared an ethical stance of care towards pupils, and wished to gain more confidence in their abilities as teachers during their second practicum. The participants signed an informed consent form outlining their rights and aims of the study, and the ethical research guidelines defined by BERA (2018) were followed.

Enni had aspired to become a teacher since primary school and described teaching as a people-oriented profession. She has had formative experiences interacting with children due to her mother's

profession and, to others' surprise because of her formerly shy demeanour, was an exchange student for a year in an English-speaking country. Enni expressed a general interest in languages, with a love of English, and reported using English almost daily.

Vera had enjoyed the activity of teaching as a child though play with siblings or sharing her dancing expertise with other people later in life. She has had a long-standing interest in languages. Moreover, her parents had always been invested in her language learning. She described herself as a kind and confident woman with a good sense of humour. Her gentleness and emotional sensitivity were qualities that she brought into her understanding of her role, as she believed certain key needs a teacher should meet extend to personal, family, and social areas of pupils' lives.

Ville regarded teaching as a profession wielding influence over pupils' worldview and trust in their own capabilities, hence a profession with responsibilities that render life meaningful. His formative experience in Boy Scouts and the army exposed him to different types of leadership and taught him to challenge himself. He had studied many languages and maintained that all languages are important and enriching, although he had been particularly fond of English and had studied it the most.

Data collection procedures

Data were collected over four months. First, Enni, Vera, and Ville were asked to write two one-page essays. Essays can serve as short narrative inquiry activities in teacher education that encourage self-reflexivity over time and place, helping PSTs to “trace their own development, as it is unfolding, reflect on and narrate about their learning to teach experiences, and engage in a (re)constructive process where they can (re)interpret their experiences as learners of teaching” (Johnson & Golombek, 2020, pp. 9–10). Both essays were free-form and participants were given sample questions. The “Before CLIL” essay (BCE) was to be written before the practicum started and addressed participants' practicum expectations and views on teaching, CLIL, and themselves

as foreign language users. The “After CLIL” essay (ACE) was to be written after the end of the practicum and addressed the overall experience of the teaching practice, future aims, and perceived changes in participants’ views on CLIL and teaching. Due to the abrupt and busy beginning of their practicum, the participants wrote the “Before CLIL” essay in the early days of their practicum. The “After CLIL” essays had been returned by the end of May. All essays were written in English, except for Enni’s BCE. The author’s translation of Enni’s BCE into English was approved by Enni.

Second, the participants were asked to keep a journal about the lessons taught during their practicum. Maintaining a journal, e.g., documenting emotional and cognitive responses to teaching events, places PSTs in a position of responsibility for their own learning trajectory and raises awareness towards their own beliefs and perceptions in learning to teach (Yu & Chiu, 2019). These journals included detailed instructions on three topics. Topic 1 addressed teaching, involving an assessment of lesson satisfaction, aspects that had gone well, and opportunities for improvement. Topic 2 addressed the individual as a teacher, considering whether participants’ teaching reflected their ideal teacher self or studied material. Topic 3 addressed emotions, involving the most salient ones experienced and the events that had caused them. A graphic depiction of seven emotions (i.e., happiness, sadness, disgust, anger, fear, surprise, and feeling “bad”) and their nuances was included in the instructions for the journal to facilitate emotion identification in English (for Emotional Word Wheel, see Roberts, 2015). Topic 1 was to be addressed daily, while topics 2 and 3 could be addressed as often as desired, but at least once a week. The participants chose to write their journals in English and mostly focused on topic 1, with topics 2 and 3 being discussed together at the end of the week.

Third, the participants were individually interviewed online in June 2020. They were informed about the structure of the interview, whereby the researcher’s impressions of their written content would be followed by a relevant question to clarify or elaborate on an idea or situation. The participants were free to correct the researcher’s impressions if they did not reflect their own views. Lasting on average 44 minutes, the interviews aimed at more detailed answers to what participants found important to share or had discussed too briefly in

their written materials. The interviews were transcribed and approved by the participants prior to coding.

Data analysis

The data were analysed through the analytical categories of emotions (e.g., Schutz et al., 2006) and identity (e.g., Golombek, 2017; Martel, 2017), using a qualitative paradigm of thematic analysis, as described by Terry et al. (2017). According to Terry et al. (2017), there is no single truth in qualitative thematic analysis, hence no correct way to analyse data. Rather, the author's subjectivity is integral in the organic process of data analysis, as meaning is generated in dialogic interaction among the materials and the researcher's skills, experiences, and standpoints. These last ones also bear on the author's generation of meaning during data collection, when the researcher is positioned as an intentional agent who is an outsider and subjective observer of the participants (e.g., Creswell, 2012).

According to Terry et al. (2017), themes are understood as clusters of patterned meaning that are salient in and across the data and guided by the research questions. Developing themes is an interpretative process informed by codes, which are meaningful labels describing specific segments of the data. In the first phase, the essay and journal data were read through and coded with preliminary codes that were inductively and semantically developed, namely based on explicit meanings in the data (Terry et al., 2017). In the second phase, the transcribed interview data were coded using preliminary codes in addition to new ones, while preliminary codes were revised or refined where necessary to help with coding consistency (Terry et al., 2017). In the third phase, potential themes were developed from the explicit and latent meanings in the collated codes. These themes were reviewed in the fourth phase, and refined and named in the fifth phase. In the reviewing process, the themes "future goals" and "the prospective teacher," which were developed from codes in participants' BCE and ACE, were excluded from the analysis due to their short range and poor fit to the research questions. Because of their biographical value for identity, they were included in the description of the participants. The thematic analysis concluded with two major themes concerning responses to

practicing teaching online and teaching CLIL (see Table 1). The most salient aspects of each theme are presented in the following section.

Table 1. Findings from thematic analysis

Major themes	Themes	Subthemes
Responding to experiences from learning to teach CLIL online	Mentorship	Mentor's actions
		Practicum partners
		Student teachers' perceptions of their mentor
	The online teaching environment	Online teaching and pupils
		Online teaching and student teachers' attitudes
		The online classroom
	The practicum	Emotional responses to the practicum
		Impressions from the online teaching practice
		Practicum goals
		Preparedness to teach
Teacher training school		
Developing an understanding of CLIL	CLIL in practice	Identifying needs in the CLIL class
		Learning to do CLIL
		Pupils in CLIL
		Use of language in CLIL
	The CLIL teacher	Becoming more like a CLIL teacher
		Learning about CLIL
		Perception of CLIL as a method
		Views of the CLIL teacher

Source: Own elaboration.

Findings

The thematic analysis of the essay, journal, and interview data suggested that, overall, participants affectively responded well to their online practicum and that their emotions were relational in nature. In terms of participants' understanding of CLIL, their online practicum

considerably strengthened their earlier conceptualisation of CLIL as a language-oriented teaching tool. This section elaborates on the two themes in answer to the research questions.

Pre-service teachers' affective responses to learning how to teach CLIL online

This theme captures the participants' perceived affective responses to learning from their teaching practicum in an online CLIL classroom. These responses were largely shaped by their received mentorship and personal observations about how teaching online can affect teaching and learning.

Enni, Vera, and Ville felt that their initial practicum goals of finding themselves and becoming confident as teachers were met, which may account for their feeling "glad," "happy," "relaxed," and "thankful" at the end of the practicum. Moreover, the participants agreed that their online teaching practice was instructive and went better than expected. They associated feeling "good," "optimistic," and "peaceful" with the progression of their practicum. However, during the practicum, their emotional responses varied and were documented mostly by Enni and Ville in relation to language use and teaching before a camera. Enni seemed to be preoccupied with speaking more English in CLIL lessons: "This week I felt frustrated when it came to CLIL and English. I love speaking and using English, but somehow it's not translating to my teaching. I use it, but not enough" (journal). Her identity as an English speaker did not initially connect to her identity as a CLIL teacher. For Enni, another pervasive emotional experience involving language use in CLIL, like conversation-heavy lessons or using the right words, was nervousness, which was eventually counterweighed by a sense of pride in her pupils and herself: "to have 'gotten through' all of this. [...] I feel like I've grown so much as a teacher, and I'm really impressed about it" (Enni, journal). Despite their feelings of growth, all participants maintained that teaching through a foreign language did not affect the expression of their character during lessons, although Ville noted being more aware of his pronunciation.

In addition to language, Enni and Ville commented on their discomfort when teaching on camera. Whereas Vera reported being "more relaxed because I did all things from home and a comfortable

environment” (ACE), Enni found sitting at the computer for long hours stressful and tiring. Moreover, both Enni and Ville felt ill-at-ease when observed by other student teachers. Talking about Physical Education lessons in her interview, Enni described them as “fun,” but also initially frightening: “at first I was terrified, because it was like- and then ‘cause we had people, other trainees came to watch our lessons, so I was terrified.” For his part, Ville’s interview elaborated on the “discomfort about the viewers” he reported in his journal:

It’s different when they are your equals, because they are watching, like, your every move, your every word, they understand what you say, like if you make a mistake, they know it. [...] I don’t know why, but for some reason that was a bit stressful, but this stress went away after maybe the first period, but still somehow, we are not used to [...] having, like, equals seeing you teach or something like that. [...] But in that environment, every time you said something, I felt like it needed to be much more correct than maybe in the classroom environment. Like you—When you teach something, you have to say it more precisely and there can’t be any mistakes on it.

Being on camera may stress the immediacy of the teaching setting, but also intensify a perceived necessity for correctness before peers who observe and potentially evaluate teaching performance. Feeling self-conscious about avoiding mistakes under these circumstances may be experienced more keenly when teaching through a foreign language. While clearly not debilitating, the discomfort this causes may weigh on the experience of the practicum as well as affect self-perception of efficiency as a CLIL teacher.

Be it due to language or to teaching online, participants’ reported emotions were relational in nature. They were very satisfied with the relationship they shared as a team during the practicum. Comparing their own team to others, Ville discussed their good communication, Vera commented on working well together, and Enni documented how their relationship alleviated stress. Their rapport entailed not only collaboratively resolving occasional disagreements, but also openly discussing what Enni described as “the mental side of teaching and being a teacher” (ACE):

I think she focused more on, you know, the teaching? [...] what we should teach and what we should say and I don’t think we talked a lot about, you know, the mental side and the, like, uh! ‘Cause these

are the things we talked about with [Ville] and [Vera] more, so I think that's why we—I also got a lot from them and the—when Kirsi gave us feedback and if we didn't agree, then we could talk about our point of view more, which maybe we couldn't say to her always. (Enni, interview)

Due to the unusual circumstances of the practicum, it is possible to assume that the mentor focused on practical aspects in teaching practice at the expense of emotional ones. The mentoring relationship itself was perceived as “warm” (Vera, ACE), supportive, instructive, and a matter of luck. The mentor's maintaining a positive attitude towards the shift to online teaching practice helped students: “She did a wonderful job guiding us through the uncertainty. She saw this as a different kind of possibility and stayed positive in every aspect, which was surprising” (Ville, ACE). Supportive mentoring activities included providing regular feedback, giving room to experiment, modelling the use of the additional language in the CLIL classroom, and clarifying CLIL with a lecture after the first few weeks. However, because of the lack of guidance from the university concerning the practicum as well as the mentor being busy with online teaching arrangements, Ville remarked that the lecture was delivered too late. In that lecture:

We talked about many things she would like us to use regarding the CLIL and how to use it and she gave us a lot of feedback on the things we have already tried in English. So after that, I think we knew the more, more better how to use the CLIL method, so the second period was much easier, maybe. Well, at least not as stressful as the first because of that. (Interview)

Ville's comment implies that early understanding concerning how to implement CLIL would have made their early practicum weeks less taxing. Nonetheless, regular feedback with a strong focus on language was positively received by all students and validated their efforts:

We have had some feedback from the class teacher, that we should try to use more English during our lessons. Today I think we succeed with that. Our teacher said that now we were enough courageous to use more English. I think English is starting to come out more naturally. (Vera, journal)

The participants' thoughts about their online practicum further suggested a stance towards online teaching that largely stemmed from

the way it affected their pupils and themselves as teachers. Despite initial misgivings, the participants quickly acclimated themselves to their online teaching practice and deemed it a formative experience regarding skills development, such as using online teaching tools for better language learning and influencing the emotional climate of the online classroom. For instance, Vera explained that “it taught me a lot. How to manage to handle 20 pupils via computer and how to keep pupils’ motivation high, and my own motivation also, because the situation was very confusing to everyone” (ACE). The participants tried to make their online teaching a fun or less stressful time for the pupils, whose learning environment during online lessons involved distractions. For example, parents would be “right next to them, trying to teach them [...] answering some questions that we asked” (Ville, interview). Vera commented that this “was a small difficulty” (interview). Moreover, Ville recalled that:

One hard thing that comes to my mind was motivating the students who had very noisy background. Few had their siblings running around and asking them to play while I was trying to teach them something complex like the difference between gram and kilogram. That took away their concentration, and I felt like I could not do anything about it, which was frustrating. (ACE)

Background events running parallel to their teaching were beyond the participants’ control and suggested blurred boundaries between home and classroom for teachers and pupils alike. When asked whether teaching a class from home felt like an invasion of privacy, the participants replied they did not interpret their practicum in that way. However, when moving the camera during Physical Education for more space, Enni noted that:

I don’t know why, but I didn’t really want to show my home [indistinct] to everyone. So maybe at that point, but it wasn’t like this big thing, but I remember thinking that I didn’t like it maybe that much. (Interview)

The participants also shared the view that the online teaching environment detracted from the teacher’s presence, due to lack of physical proximity to their pupils. In that respect, Vera mentioned the inability to communicate body language properly. Ville discussed not getting to know pupils better as individuals. Enni regretted not “really spending

time with [pupils] and physically standing in front of the class" (ACE). This might have enhanced their identity negotiation as future teachers, as it was an anticipated experience that was not granted in the online practicum. Ville was the only one who directly addressed CLIL, commenting that their practicum did not make them as self-reliant as possible in being precise when using English in the CLIL class, hence not helping to develop their confidence as a CLIL teacher.

Pre-service teachers' understanding of CLIL

This theme captures participants' development of their understanding of CLIL throughout their practicum. This understanding involved a positive outlook on CLIL as a teaching methodology, described as an enriching teaching and language experience, with language being a prominent concern. The centrality of language in participants' understanding remains constant throughout the data and can be seen in their descriptions of CLIL as a method and in their actions as teachers. Moreover, whereas at the beginning they focused on pupils' use of English, the participants advanced their understanding of CLIL by emphasising their own role in pupils' language learning and by improving their own confidence in English and, by extension, in CLIL teaching. Nonetheless, this change in perspective did not encompass integration issues per se.

Participants' shared concern over language in CLIL lessons, evinced in choices about language usage and in identification of instructional needs, rendered CLIL a language-centred teaching phenomenon. In learning to implement CLIL, Enni, Vera, and Ville reported in their journals an increase in their use of English, to which pupils gradually responded. However, English was used mostly instructionally and motivationally, while there were some lessons, mostly Physical Education, where English was barely present. Moreover, the difficult content sometimes challenged pupils' participation and cognitive processing of subject matter, leading participants to identify instructional needs for better CLIL lessons. The most important ones meant clear and paced instruction with many examples, consistency in using English, and careful planning. This third need, in particular, involved ensuring accuracy of teachers' subject-specific vocabulary in English. According to

Enni, “I feel like that helped a lot because I didn’t have to be nervous about using the right words” (journal). For Ville, considering CLIL in advance was crucial: “I hadn’t *planned* using it. That’s maybe the key part; I should have *planned* using CLIL in the, like, classes” (interview, italics indicating stressed words). The participants further adjusted their use of English to make content matter more understandable, encouraged vocabulary use in class, employed visual stimuli for better learning, and used Finnish in support of English or content comprehension. Participants’ shared preoccupation with the linguistic aspect of CLIL persisted until after the practicum, underlining the importance of accounting for the additional language in CLIL teaching and lesson planning. At the same time, however, a strong orientation towards the language may overshadow the importance of learning how to integrate content and language besides teaching terminology in the additional language.

Participants’ orientation towards language could further be evinced in the perspectives from which CLIL was approached. In her BCE, Vera conceptualised CLIL as a language-learning opportunity. For Ville, it was something more than the “traditional approach” where “the language we use in teaching is more like a tool than a purpose”. For Enni, it meant “language-enriched teaching [...] learning the language takes place little by little, both by listening and by speaking. CLIL teaching brings variety and new perspectives to teaching.” This conceptualisation was largely language-centred and mostly perceived from the pupils’ perspective. Participants’ orientation was further revealed in their regard of the CLIL teacher as a learner, who professionally learns through doing CLIL and whose language use in class needs to be understandable, and researched or studied.

The initial view of CLIL teachers as learners developed during the practicum into a focus on the PSTs themselves and on the ways their use of language could help CLIL pupils. Being encouraged to use more English herself, Vera noted that it is the CLIL teacher’s “responsibility to speak English every day a little bit in every lesson, so that the kids could, could also be more comfortable with using English [...] and not only to teach with English” (interview). She further added that she can more confidently “choose which parts of the lesson would be good to take in English and which parts in Finnish.” This confidence is shared

by Ville, who early in the practicum felt using English a “sacrifice” when “students struggled to learn the things even in Finnish” (ACE), but later understood CLIL as a method where the teacher decides what content to teach in English, and the kind and frequency of language utilized to support pupils’ ease when handling the additional language in class:

Well, at the start, it was the CLIL, as we saw it, was a, like, more general way of, like, giving feedback in English and maybe sometimes tell the instructions in English. [...] so maybe it was at the time of the start of the second period when we implemented more, like, discussions where we tried to motivate the students to use English more and we used very simple words there and those where the times where we got, like, really good feeling about trying to implement the CLIL way there. [...] we got a, I think, pretty successful way of using CLIL as a, like, I think, as a tool of... like, between the languages. (ACE)

For her part, Enni, who increased her use of English in class but was advised to use even more, remarks that:

[the mentor] has given me good feedback concerning using English, but I feel like every time she says that I could use it more. I just feel like when the theme of the lesson is something difficult, for example measuring in math, I would only confuse the pupils with adding English in the mix. And not only the pupils but myself also, since I’ve never taught measuring before and it’s proven to be challenging. (Journal)

Enni’s tension about language shifted from the amount of English being spoken in class to delivering content through English, while also learning to teach the subject. The juxtaposition between the mentor’s insistence on using more English and student teachers’ own views on alternating the focus when necessary suggests how influential a mentor’s approach to CLIL can be and how challenging achieving content and language integration can seem.

In addition to navigating tensions about how to better use the additional language in the classroom, the participants’ understanding of CLIL seemed to be enhanced by a feeling that CLIL was implemented well by using more English. Enni, Vera, and Ville made a conscious effort to use English more confidently and effectively in class and received reinforcing feedback when doing so. In response to this, Vera boldly stated that “Now, this time I really was like a CLIL teacher” (ACE). Enni

wrote about being told “that I sound like a real CLIL teacher” and connected it to “improv[ing] my CLIL skills even when teaching like this and not being able to be face to face with the students” (journal), especially because she “really struggled with it sometimes when I was teaching” (interview). Such statements imply an ideal CLIL teacher identity, possibly suggested or afforded by the mentor through feedback, that the participants should strive towards. Good use of English, a characteristic that could be attributed to a language teachers’ identity, became an important element in their understanding of CLIL and reinforced a positive perception of themselves as CLIL teachers.

Discussion

In the Finnish context, the novel exigencies of the 2020 Covid-19 pandemic had an impact on the education contexts that were mediated by online learning environments and teleconference platforms. The need to support PSTs in teacher education during the pandemic moved the teaching practicum online. Following three Finnish PSTs who opted for a practicum in a CLIL class at their university’s teacher training school, this case study examined how the online practicum affected these PSTs’ emotions and understanding of CLIL.

First, this case study explored how the PSTs affectively responded to their learning to teach CLIL online. In terms of personal influence, the online practicum met participants’ expectations and was perceived as an overall instructive experience, which was improved by the quality of mentorship and peer support they received. Similar to Nichols et al.’s (2016) findings concerning early career teachers’ emotions, feelings indicative of satisfaction accompanied moments of perceived achievement or success in teaching, while feelings of frustration or dissatisfaction accompanied moments of conflict with incoming expectations, principally related to using English in CLIL. The absence of strong emotions, like helplessness and anger (Pillen et al., 2013), could be a result of participants’ supportive relationship with their mentor and with each other. However, the mentor’s emphasis on language and the participants’ resort to practicum peers to resolve tensions of an

affective nature suggests that emotions, be they negative or positive, should be addressed by mentors, since they affect PSTs' professional socialisation and learning (e.g., Peltoniemi & Bergroth, 2020; Timoštšuk & Ugaste, 2012).

Second, this case study explored how the PSTs' understanding of CLIL developed during their online practicum. It did not so much progressively evolve towards content and language integration, but was strengthened from a language perspective, out of which they conceptually and practically approached CLIL at the start of their practicum. Participants' identity negotiation as CLIL teachers could be seen in their maintaining a language-centred approach to CLIL and their evaluation of their role and responsibilities as teachers using an additional language in class. This identity negotiation is important, because what PSTs emphasise in their approach to CLIL may direct their perception of CLIL and beliefs about its implementation, but also partly inform their development of teacher knowledge (Skinnari & Bovellan, 2016). Moreover, PSTs' persistent efforts to increasingly use English in class, and the consistently encouraging feedback they received from their mentor as a consequence, positively influenced their confidence and made them feel closer to an ideal CLIL identity. Participants' feeling they were becoming more "authentic" CLIL teachers implies their own associations with the role of language teachers and the adoption of legitimised CLIL teacher behaviour (e.g., Lindahl & Yazan, 2019; Martel, 2017).

Participants did not perceive the online context of the practicum as an impediment to their teacher education: It was considered an opportunity, rather than a setback. Despite irregular reports on how CLIL training results in teachers' professional learning and development (e.g., Lo, 2019), it is worth exploring how PSTs with little or no training in CLIL actually engage with the methodology under particular circumstances requiring alternative forms of practicum.

Conclusion

This case study suggests a sustained interest in doing CLIL in Finland and supports CLIL as an opportunity for student teachers to expand

their pre-service education. It could have provided a more detailed account of the three participants' identity negotiation through CLIL had it included an interview or a more detailed BCE task in the previous academic semester. A follow-up study during their next practicum, if CLIL is used, could illuminate their development from one academic year to the next. Future research could consider observations of online CLIL teaching practice, although this may heighten PST's feelings of insecurity, uncertainty, or stress. Moreover, although the participants in this case study shared a positive, even nurturing, view of their mentor, an interview with the mentor could have clarified the latter's views on language-driven CLIL and the reasoning supporting ways of training PSTs. Future research could suggest a definition of CLIL teacher identity to better theoretically frame research on CLIL teachers and reflect the pedagogical frameworks suggested for such language-mediated instruction (e.g., Cinganotto, 2016; Hillyard, 2011).

This case study highlighted the positive emotional response that using a foreign language in class may have on primary education student teachers' development of their teacher identity through CLIL. However, it also highlighted how non-language education student teachers' persistence, enthusiasm, and interest in CLIL could benefit from early guidance, instead of relying on experimentation alone during the practicum. Regardless of whether online CLIL practicums remain a future option, teacher formation on disciplinary and language knowledge are both important aspects in PSTs' pedagogical and methodological preparation for CLIL (Alcaraz-Mármol, 2018; Aalto & Tarnanen, 2017). These could be an optional part of teacher education programmes for PSTs who are aware of, or sensitive to, language as a tool for learning (Skinnari & Bovellan, 2016), but a strongly recommended part for those who choose to practice CLIL during their teacher education and develop a CLIL teacher identity in doing so.

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