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Factors contributing to the subjective
professional wellbeing of Content and
Language Integrated Learning (CLIL)
teachers in Catalonia

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2020

Abstract and Keywords

ABSTRACT: This dissertation offers an exploratory qualitative study of professional subjective wellbeing (SWB) of Content and Language Integrated Learning (CLIL) teachers in Catalonia, working in primary and secondary education. The main aim is to identify factors that contribute to CLIL teachers' wellbeing in order to offer recommendations for future research on improvement of teacher wellbeing. The dissertation provides an overview of existing literature on SWB in the fields of Human Resource Management (HRM), general teaching, English Language Teaching (ELT), and CLIL, and analysis of CLIL teacher profiles and common themes in relation to SWB. It concludes with a discussion of implications of these findings for CLIL teachers and future research.

KEY WORDS: anxiety, burnout, emotions, HRM, job satisfaction, teacher's motivation, primary, secondary, stress, SWB, teacher education, teacher support, teacher wellbeing, values, wellbeing

RESUMEN: Este trabajo final de master ofrece un estudio cualitativo exploratorio del bienestar subjetivo profesional (SWB) de los docentes de educación primaria y secundaria que utilizan el enfoque de aprendizaje integrado de contenido y lenguaje (AICLE) en Cataluña. El objetivo principal del estudio es identificar los factores que contribuyen al bienestar de los docentes del AICLE para ofrecer recomendaciones para futuras investigaciones para mejorar el bienestar de los docentes. El trabajo proporciona una visión general de la literatura existente en los campos de gestión de recursos humanos, enseñanza general, enseñanza del idioma inglés y CLIL, y análisis de perfiles de docentes en AICLE, incluso los temas comunes en relación con SWB. El trabajo concluye con una discusión sobre las implicaciones de estos hallazgos para los maestros de AICLE y futuras investigaciones.

PALABRAS CLAVE: agotamiento, ansiedad, apoyo docente, bienestar, bienestar docente, emociones, estrés, formación del profesorado, gestión de recursos humanos, motivación del profesorado, primaria, satisfacción laboral, secundaria, SWB, valores

АННОТАЦИЯ: Магистерская диссертация описывает опыт качественного изучения профессионального субъективного благополучия (SWB) учителей предметно-языкового интегрированного обучения (CLIL), работающих в начальной и средней школе Каталонии. Основная цель исследования — определить факторы, которые способствуют благополучию учителей в случае CLIL, с тем чтобы дать рекомендации для будущих исследований по улучшению благосостояния учителей. Диссертация содержит краткий обзор существующих исследований SWB в области управления человеческими ресурсами, в образовании в целом и при преподавании английского языка и CLIL, а также анализ профилей преподавателей CLIL и тенденций в связи с SWB. В заключении обсуждаются возможные выводы для учителей CLIL по итогам данного исследования и вопросы по теме работы, требующие дальнейшего более детального изучения.

КЛЮЧЕВЫЕ СЛОВА: выгорание, субъективное благополучие учителя, стресс, предметно-языковое интегрированное обучение, эмоциональное выгорание, мотивация учителя, поддержка учителя, начальная школа, средняя школа, педагогическое образование, удовлетворенность работой, управление человеческими ресурсами, ценности, эмоции, тревога.

Acknowledgements

I would like to thank:

The participants, for finding time to participate in the interviews and then answered my questions via emails and WhatsApp.

Cristina Escobar Urmeneta, my supervisor, for the enormous amount of support and guidance she has provided throughout the whole process.

Elena Soboleva, DELTA-qualified EFL teacher and my dear friend, for reviewing this dissertation.

UAB Language & Education Doctorate Research Group: José Mario Molina Naar, Sonja Andjelkov, Yufei Bian, Nora Wang, for providing incredible support and valuable feedback on my research during our bi-weekly meetings.

Sarah Mercer, for the conversation at the International House Conference in February 2020 that helped me find an itinerary in my research, as well as for giving me access to her articles.

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List of Abbreviations

CLIL	<i>Content and Language Integrated Learning</i>
EFL	<i>English as Foreign Language</i>
ELT	<i>English Language Teaching</i>
EMI	<i>English as Medium of Instruction</i>
GER.	<i>Interview with Gerard, Appendix 4.2</i>
GNS	<i>Growth Need Strength</i>
HRM	<i>Human Resource Management</i>
L1	<i>First Language</i>
L2	<i>Second Language</i>
LID.	<i>Interview with Lidia, Appendix 4.4</i> Appendix 4.4. Lidia
MIC.	<i>Interview with Micaela, Appendix 4.1</i>
PBL	<i>Project-Based Learning</i>
RAM.	<i>Interview with Ramon, Appendix 4.3</i> Appendix 4.3. Ramon
SWB	<i>Subjective Wellbeing</i>
TSR	<i>Teacher-student relationship</i>
u.	<i>utterance</i>

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1. Introduction and Research Questions

“Put your own oxygen mask first, before helping others” is a public safety announcement often heard on the plane before it takes off. A growing body of research confirms that this saying is also true for the teachers; teachers’ wellbeing is seen as a competitive advantage for the educational institutions as it results in the increased effectiveness and learner achievement (Caprara, Barbaranelli, Steca, & Malone, 2006). The study on work-related stress across occupations rank teachers as experiencing the second lowest level of psychological wellbeing and the sixth lowest job satisfaction; it also claims that teachers experience higher levels of emotional labour, as well as anxiety in relation to the accountability for the performance of their students and their own, and concerns about the amount of paperwork and workload in relation to teaching and preparation (e.g. Johnson et al., 2005).

Both European Union and United Nations promote the idea of developing plurilingual competences (European Parliament, 2001; United Nations, 2015), which in particular may be developed through CLIL (e.g. Broca, 2016; Dalton-Puffer, 2007; Escobar Urmeneta & Evnitskaya, 2014). With the growing popularity and demand for the latter, an increasing number of language and content teachers become CLIL teachers. While the CLIL teacher education is still under development, these teachers are dealing with a number of problems on a regular basis, such as negative public perceptions, language anxiety, pressure attributed to the stakeholders, poor management, lack of support, overwhelming amount of workload etc.; these factors make CLIL teachers a higher risk group among the whole teaching community (e.g. Gruber, Lämmerer, Hofstadler, & Mercer, 2020; Hofstadler, Babic, Lämmerer, Mercer, & Oberdorfer, 2020). These factors may interfere with their job satisfaction, leading to the emotional exhaustion, attrition and burnout (e.g. Turner & Theilking, 2019). The study of subjective wellbeing (SWB) of CLIL teachers can help identify the problems associated with teachers’ performance in CLIL classroom not only in order to improve teacher effectiveness and learner achievement but also to decrease high dropout rates present in the field (European Commission, 2013). Research on teacher job satisfaction in Spain by Suárez Riveiro (2006) reports that secondary teachers on average are less satisfied with their work in comparison to infant and primary teachers, while novice teachers (less than 5 years in teaching) tend to be more satisfied than their more experienced colleagues; at the same time female teacher reports higher job satisfaction than men.

The access to studies conducted for Spain and Catalonia that specifically address the issue of SWB in CLIL is quite limited, for this reason, this study aims to shed light on the SWB in CLIL in Catalonia. Limited to the territory of Catalonia, the research questions that guide this exploratory study are:

- (1) What contributes to primary and secondary CLIL teachers’ professional subjective wellbeing?
- (2) Are there any observable differences apparently attributable to specific influential factors? If so, what factors seem to influence professional subjective wellbeing?

The research objectives are identified as the following:

- (1) To identify the factors contributing to CLIL teachers’ wellbeing (SWB moderators);
- (2) To reveal the reasons for differences in job satisfaction.

Section 1 introduces the topic of SWB to the reader and concludes with the research questions. *Section 2* reviews the literature available on the topic of SWB and related themes and factors, such as job satisfaction, teacher emotions, relationships, value congruence, teacher identity in the fields of Human Resource Management (HRM), teaching in general, English Language Teaching (ELT) and CLIL. *Section 3* presents the methodological approach chosen for the dissertation and discusses the method of data

collection, data analysis and ethical questions. *Section 4* consolidated the findings and data analysis, based on themes and each individual profiles. Finally, *Section 5* compares the themes identified in *Section 2* with the themes that were deemed more relevant by the participants in *Section 4*.

2. Literature Review

2.1 Subjective Wellbeing in Human Resource Management

The definitions of Subjective Wellbeing (SWB) may vary across literature depending on the aims of the research. Bowling, Eschleman, & Wang (2010) give the most inclusive definition, suitable for the purposes of this dissertation; to them, SWB combines *“life satisfaction, happiness, the presence of positive affect and the absence of the negative affect”* (Bowling et al., 2010, p. 915). By contrasting a meta-analytic examination of the longitudinal studies, they have concluded the causal nature of the relationship between job satisfaction and SWB and found that SWB in life has a stronger effect on job satisfaction than job satisfaction on SWB, which may be due to the *“general tendency to experience particular emotions”* (Bowling et al., 2010, p. 924); this predisposition influences satisfaction of each aspect of life, in particular job satisfaction (Bowling et al., 2010). The inconsistency of the relationship between job satisfaction and SWB as they found, may be due to a number of different moderators that may influence this relationship rather than due to statistical artefacts (Bowling et al., 2010).

The topic of SWB does not concern just the field of education, it is a category that has been discussed widely in Human Resource Management (HRM). D. Guest (2009) contrasts *“performance management”*, which mainly concerns extrinsic control and reward system, with *“high-commitment management”*, which he describes as *“a move from external control through management systems, technology, and supervision to self-control by workers or teams of workers who, because of their commitment to the organization, would exercise responsible autonomy and control in the interests of the organization”* (D. Guest, 2009, p. 130). The latter is associated with more positive values of different indicators of worker wellbeing, which describe the worker’s mental and physical health, work-related stress, job satisfaction; in the case of work-life spillover, *“wherein job experiences spill over onto life experiences, and vice versa”* (Judge & Klinger, 2008, p. 404), it also includes work-life balance and overall life satisfaction (D. Guest, 2009).

D. Guest (2009) introduces the concept of *“psychological contract”*, reporting that balanced psychological contracts result in a better overall outcomes as they provide a goal structure through the system of mutual promises and obligations made between the management and the employee as well as motivation and commitment to meet those goals (D. Guest, 2009). Such contracts may *“operate through a system of social exchange”* (D. Guest, 2009, p. 136), which apart from mission statements, general promises and other top-bottom communication may include so called *“local communication”*, which is more job and person related (D. Guest, 2009; D. Guest & Conway, 2002). The latter tends to be most effective in *“managing the psychological contract and the employment relationship”* (D. Guest, 2009, p. 136). D. Guest (2009) also states that *“while the focus is on employee-centred outcomes, they may be linked to employer-relevant outcomes as well”* (D. Guest, 2009, p. 132).

Judge & Klinger (2008) overview different job satisfaction models, the three of them include characteristics necessary for the purpose of this dissertation and are described below.

First, **Job Characteristic Model** identifies five intrinsically motivating characteristics that define a satisfactory job: (1) task identity, (2) task significance, (3) skill variety, (4) autonomy, (5) feedback (Hackman & Oldham, 1976; Judge & Klinger, 2008). The model suggests that these characteristics lead to *“experienced meaningfulness of the work, responsibility for outcomes, and knowledge of results”* (Judge & Klinger, 2008, p. 399). In addition to this, satisfaction with work itself correlates most strongly with overall job satisfaction resulting in such important outcomes as employee retention (Frye, 1996, as cited in Judge & Klinger, 2008). Hackman & Oldham (1976) claim that two individuals with the same job and job

characteristics may experience different levels of job satisfaction (Judge & Klinger, 2008). The concept of “*growth need strength*” (GNS) was added, the data showcase that intrinsic job characteristics for employees with higher need for personal development are more satisfying, but these are related to the job satisfaction even for the employees with low GNS (Frye, 1996, as cited in Judge & Klinger, 2008).

Second, **Value-Percept Theory** argues that fulfilment of job values important to the worker is related to job satisfaction; the model claims that only unfulfillment of the values that are important to the individual have a significant effect on job satisfaction (Locke, 1976, as cited in Judge & Klinger, 2008). However, according to Judge & Klinger (2008), two drawbacks of the theory are (1) a possibility of a high correlation between “*what one desires [...] and what one considers important*” and (2) failure to take into account the external factors, such as socio-economic and organizational conditions, the cost of holding a job etc. (Judge & Klinger, 2008, p. 400).

Third, **Cornell Model** suggests that the higher the role outcomes are in relation to role inputs, the higher the job satisfaction is (Hulin, 1991, and Hulin, Romowski, & Hachiya, 1985, as cited in Judge & Klinger, 2008). Also, the model states that in times of high unemployment the “*individuals will perceive their inputs as less valuable, and the opportunity cost of their work role declines*” (Judge & Klinger, 2008, pp. 402–403). Individual’s experience with past outcomes may affect the perception of the current outcomes, however, this notion still needs to be tested (Judge & Klinger, 2008).

In addition to these three models, the research on the importance of goals for job satisfaction concludes that intrinsic goals over extrinsic goals have a higher probability to result in happiness, however the explicit pursuit of happiness as well as high expectations of oneself may make the achievement of the job satisfaction harder (Judge & Klinger, 2008).

Another concept contributing to job satisfaction is discussed by Walsh (2005), “*overwork culture*”, a tendency for workers to work longer hours, at more unsociable hours, and being encouraged to do so directly or indirectly by the management. This, she notes, may be associated with the increased stress levels overall (Walsh, 2005). In more recent times, there may be a shift towards “*time squeeze*”, the trend to work more hours is being replaced by the trend to outperform, which puts the “*work overload*” rather than “*work overtime*” on the pedestal of researchers’ attention (Walsh, 2013). Some workers may not recognise the fact that they are overworking or deem it problematic, as they may be highly committed to their job and even experience “*a heightened sense of self-esteem and accomplishment*” (Walsh, 2013, p. 156). However, despite the workers’ self-perception, the issue of work-life balance should deserve researchers’ attention as the overwork can “*impair people’s health and well-being*” (Walsh, 2013, p. 156), both psychological and physiological health (Sparks, Cooper, Fried, & Shirom, 1997).

2.2 Subjective Wellbeing and Burnout Moderators

The research on **teacher burnout** tends to focus on severe clinical states, listing “*emotional exhaustion, reduced personal accomplishment and depersonalisation*” as some of the reasons (Frenzel, 2014, p. 494; Hakanen, Bakker, & Schaufeli, 2006). In comparison to other professions, teachers tend to experience higher burnout (Hakanen et al., 2006; Pillay, Goddard, & Wilss, 2005), which is described as a psychological syndrome, developed as a result of chronic stress, and is characterised by the negative emotions outweighing the positive ones (Frenzel, 2014). Frenzel (2014) identifies three burnout dimensions as emotional exhaustion, job detachment, and lack of satisfaction of the one’s job performance. It may be argued that burnout rates are higher among those professions that deal with emotional labour and frequently experience emotional dissonance, when they feel the need to suppress their real feelings and emotions in different job contexts (Frenzel, 2014).

Furthermore, teacher enthusiasm and achievement of **mastery goals**, which refer to acquisition or improvement of a competence, may result in lower level of negative emotions and higher satisfaction, while **avoidance goals**, which refer to the expectations to perform exceptionally or minimise efforts when performing a task, may result in increased negative emotions, such as anxiety and shame (Frenzel, 2014).

Frenzel (2014) explores **teacher emotions** from a broader perspective, ranging from mild to severe states; in particular, she lists positive emotions (enjoyment, pride) and negative emotions (anger, anxiety, shame and guilt, boredom, and pity). First, Frenzel (2014) identifies both **enjoyment** and **pride** as two frequent positive teacher emotions, however, she states that when asked directly, teachers “*may exaggerate their experience of enjoyment*” (Frenzel, 2014, p. 496). Second, **anger** is frequently experienced by teachers, and may both be targeted at themselves, for instance, when they are not satisfied with their own job performance, or at students, for example, when they misbehave; it is generally considered an undesirable emotion and hence it may be underreported in surveys and interviews (Frenzel, 2014). Third, **anxiety** related to the self-performance and class discipline is typically experienced by new teachers; this may be related to the job and pay security related anxiety, where low job performance may have some repercussions. An interesting finding states that some mathematics teachers, specifically at the elementary level, experience anxiety related to their role, which may be due to the fact that the entry requirements for this role are rather low and teachers may generally have low skill in mathematics or simply dislike it (Bursal & Paznokas, 2006; Frenzel, 2014). Fourth, **guilt** (targeted at specific behaviour) and **shame** (targeted at self) are typically not reported by teachers during the job performance, however, they are reported during the reflection and self-assessment, and are typically related to the perceptions of insufficient class preparation, betrayal of the own values, or procrastination (Frenzel, 2014). In addition to this, Frenzel (2014) notes that teacher emotions are strongly correlated with the perception of instructional effectiveness, student achievement behaviour, student misbehaviour as well as teacher relationships with students and rapport.

The latter, **teacher-student relationship (TSR)** is given a special place in the overall teacher SWB (Aldrup, Klusmann, Lüdtke, Göllner, & Trautwein, 2018; de Ruiter, Poorthuis, & Koomen, 2019; Klassen, Perry, & Frenzel, 2012; Spilt, Koomen, & Thijs, 2011). The longitudinal data examined by Aldrup et al. (2018) allowed to see that positive TSR is correlated with higher work enthusiasm and lower emotional exhaustion, they have also concluded that the former may be a mediator when it comes to reducing the negative effects of student misbehaviour. On the topic of “*relatedness*”, Klassen et al. (2012) distinguish between “*psychological need*” and “*psychological desire*”, while psychological need is an essential function, associated with growth and health. They note that for teachers, relatedness with students is a psychological need, while relatedness with colleagues is a psychological desire (Klassen et al., 2012). Building rapport with students, in particular, engaging in informal interactions and constructing emotional understanding might be beneficial for the quality of TSR (Hargreaves, 2000), it may reduce negative feelings by preventing some early symptoms of burnout and increase positive ones, such as joy and the feeling of self-efficacy (Hagenauer, Hascher, & Volet, 2015).

Another important aspect is **value congruence**, when teachers’ values match those of their school, has a positive effect on work engagement and job satisfaction, as it increases autonomous motivation, which helps the teacher commit to work and achieve better results (Li, Wang, You, & Gao, 2015). If teachers’ own values differ from organisational values, they may have higher levels of controlled motivation, which may result in resistance of certain behaviours, and therefore such teachers will feel less fulfilment in their jobs and a decreased job satisfaction (see Hodgins & Knee, 2002; Li et al., 2015; Spilt et al., 2011).

2.3 Teacher Identity in CLIL

Empirically, it can be concluded that CLIL teachers are language teachers or content teachers who have taken up teaching CLIL. However, CLIL teacher identity is not limited to just these two roles, it is a broader term that involves *“the intellectual, the emotional, and the physical aspects of a teacher's life with the subjectivities of ‘teacher’”*, which is about being able to combine core personal identities with professional identities (Alsup, 2005, p. 36). Teacher identity is influenced by personal (e.g. family), educational and professional factors, such as *“career choice, instructional practice, teaching philosophy”* (Bukor, 2015, p. 19). Therefore, teacher's beliefs, perceptions, assumptions and interpretations are all a product of the combination of these factors, where *“internal personal frame”* is prioritised in teacher identity over external factors (e.g. social factors) (Bukor, 2015), hence teacher identity may be important for the research on subjective wellbeing (SWB). In addition to the predetermining influencing factors, discussed by Bukor (2015), teacher identities may be shaped and reshaped over time, as they adapt to new contexts, and may include different teaching contexts, such as *“classroom practice, school culture and leadership”* (Flores & Day, 2006, p. 12). The study by Flores & Day (2006) focuses on new teachers' identities, however, some research based on longitudinal studies mentioned by Judge & Klinger (2008) suggests that individual adaptation may take place over long periods of time and even be a never ending process.

Block & Moncada-Comas (2019) state that in higher education, lecturers may only see their responsibility as a course content providers; in addition to this, they do not admit any responsibility for helping students improve the language used as a medium of instruction, in the case discussed — English (English as a Medium of Instruction, EMI) (Block & Moncada-Comas, 2019; Jenkins, 2013). In the context of Spain, it is also the case that CLIL lecturers in higher education and secondary school do not consider it necessary to provide any scaffolding or any extended reformulation to facilitate students' language comprehension (Aguilar, 2017; Dafouz Milne, 2011). In some occasions in higher education, whenever language is considered by the lecturer, lexical aspect of the language is prioritised over grammar (Costa, 2013, as cited in Block & Moncada-Comas, 2019). According to Cammarata & Tedick (2012), in the immersion programmes (e.g. CLIL) language is often perceived as the *“optional instructional component”* as it is believed that language is acquired alongside content without specific focus on the former (Cammarata & Tedick, 2012, p. 262). The study of the secondary Science and Mathematics teachers by Tan (2011) shows similar findings, concluding that content and language integration, rather than dichotomic approach, would be beneficial for enhancing students' performance, and, therefore, claims that collaboration between language and content teachers is necessary (see also Escobar Urmeneta, 2011).

Lastly, Hyland (2012) elaborates on *“disciplinary identities”*, the notion that teachers have more connection with the people of the respective fields rather than with their co-workers, as they share similar culture and interests, may attend similar conferences and seminars, read similar periodical papers, go through similar assessment and experience similar issues.

2.4 Subjective Wellbeing in ELT and CLIL

While wellbeing has been recognised as a factor influencing the job performance, dropout rates and overall welfare of the personnel in HRM quite early on, in language teaching, and, specifically, in English language teaching (ELT), it is a relatively new trend. Some research on teacher and language teacher wellbeing focuses on wellbeing as a competitive advantage, a factor that may have a causal relationship with the quality of teaching and therefore overall student performance (Caprara et al., 2006; Mercer, 2018). Language teachers as oppose to non-language teachers (subject or content teachers) often face the need to deal with additional stressors such as language anxiety (specifically if the language they are

teaching is not their first language (L1); as well as low rates of job security characteristic to the language teaching profession (Horwitz, 1996; Wiecek, 2016). Teacher's negative emotions and early symptoms of burnout (see Section 2.2), amplified in the case of language teachers, may be mitigated through the training programmes, designed to help the teachers develop *"self-regulatory and socio-emotional skills"* (Mercer, Oberdorfer, & Saleem, 2016, p. 224) (see also Barcelos, 2019; Mercer, 2019; Mercer et al., 2016). As Sánchez-Álvarez, Extremera, & Fernández-Berrocal (2016) conclude in their meta-analysis of the relation between emotional intelligence and SWB, *"individuals who perceive, know and manage his/her emotions might deal better with emotional issues"* (Sánchez-Álvarez et al., 2016, p. 6), which results in them having greater overall SWB (see also Zeidner, Matthews, & Roberts, 2019). Hiver & Dörnyei (2017) introduce the term *"language teacher immunity"* to describe acquired *"immunity"* which helps generate *"a defensive reaction to instances of crisis"* and *"shield against future attacks"* (Hiver & Dörnyei, 2017, p. 414). They distinguish between *"maladaptive"* and *"productive"* immunities, where the latter can increase teacher effectiveness, reflection and development (Hiver & Dörnyei, 2017). Taking into account the research that was described in the previous sections (in Section 2.2, in particular), it is safe to assume that the lines between these two immunities may be blurred and the concept itself stating that the language teachers' need to fight against hazardous environment, though effective in the time of crisis, may in the long-run create an opposition, *"us versus them"* mentality, which instead of benefits such as effective adaptation, assimilation and emotional intelligence development may result in resilience. However, this empirical conclusion needs to be validated through cross-disciplinary research (in particular, in the fields of HRM and psychology) as well as meta-analytical and longitudinal studies.

Overall, the research on SWB of CLIL teachers (both in primary and secondary) has a tendency to view CLIL from two perspectives, a content teacher that now has to teach content in second language (L2, mainly English) or a language teacher that now has to use the L2 to teach content, either explicitly creating a dichotomy or implying that such dichotomy exists. And while a primary teacher may identify himself or herself equally so as a content and a language teacher, in secondary, teacher's identity seem to be inclined one way or another. Costa (2013); Costa & D'Angelo (2011); Escobar Urmeneta (2011, 2013, 2020); Gruber et al. (2020); Hofstadler et al. (2020); Pladevall-Ballester (2015, 2019) identify some negative factors that are disproportionally affecting SWB of both primary and secondary CLIL teachers:

- (1) Insufficient or ambiguous CLIL guidelines on both national and organisational levels.
- (2) Low levels of support and collaboration for CLIL at all levels (regional, organisational, department level).
- (3) Language anxiety or lack of linguistic confidence due to public perceptions or self-conviction of insufficiency of own L2 level as most CLIL courses are taught by the teachers to whom the language of instruction (in the studies researched it is English) is a language acquired later in life, a non-native language. CLIL teachers are not just required to teach content, they have to teach content in a language which they may not have a sufficient level of proficiency in to be able to conduct the lesson, reach instructional effectiveness, provide necessary scaffolding and establish rapport with the students.
- (4) An increased workload specifically related to the CLIL materials, which teachers are either required to search for, compile or design themselves or feel the need to do so themselves.
- (5) Assessment and transition related worries. One part of such worries is dealing with the belief or an objective outcome of CLIL introduction that less content can be acquired through CLIL, hence preparation for standardised exams may be an issue. The other part is related to the fact that integration of content and language in learning means integration of those two aspects in assessment, which teachers believe is either not their responsibility or concern or something they

are not inclined or competent of doing. This may be due to the fact that the majority of teachers interviewed are not incentivised to teach CLIL or have not been provided a sufficient training.

- (6) Unsatisfying appreciation levels. Even though the majority of CLIL teachers find teaching in CLIL more engaging and prestigious, and their work is generally perceived as valuable by the students and their parents, some lack appreciation on behalf of the management and peers (both monetary and non-monetary).

2.5 Recap of Concepts Most Relevant to SWB

CLIL teachers' professional subjective wellbeing (SWB) is a multifaceted concept which can be contributed to by a variety of factors and moderators; only a careful and thorough consideration and integration of different frameworks in a cross-disciplinary research can help demonstrate the full picture. These are summarised in *Table 1*.

Table 1. Most Relevant Research

Section	Type of Research	References to Most Relevant Research Papers
<i>Section 2.1</i>	The research in Human Resource Management (HRM) on job satisfaction, work-life balance and other factors correlated with SWB	(Bowling et al., 2010; Frye, 1996; D. Guest & Conway, 2002; Hackman & Oldham, 1976; Hulin, 1991; Hulin et al., 1985; Judge & Klinger, 2008; Locke, 1976; Sparks et al., 1997; Walsh, 2013, 2005)
<i>Section 2.2</i>	The existing meta-analytical and longitudinal research on teacher emotions	(Frenzel, 2014; Hakanen et al., 2006)
	Relationships and relatedness	(Aldrup et al., 2018; de Ruiter et al., 2019; Hagenauer et al., 2015; Hargreaves, 2000; Klassen et al., 2012; Spilt et al., 2011)
	Value congruence	(Hodgins & Knee, 2002; Li et al., 2015; Spilt et al., 2011)
	Emotional intelligence	(Sánchez-Álvarez et al., 2016; Zeidner et al., 2019)
<i>Section 2.3</i>	Research on teacher identity and identity in CLIL	(Aguilar, 2017; Alsup, 2005; Block & Moncada-Comas, 2019; Bukor, 2015; Cammarata & Tedick, 2012; Costa, 2013; Dafouz Milne, 2011; Escobar Urmeneta, 2011; Flores & Day, 2006; Hyland, 2012; Tan, 2011)
<i>Section 2.4</i>	Existing reflective works and interview-based research on SWB in ELT	(Caprara et al., 2006; Ferreira Barcelos & Kalaja, 2012; Horwitz, 1996; Wieczorek, 2016)
	Research on topics related to SWB in CLIL	(Costa, 2013, 2015; Costa & D'Angelo, 2011; Escobar Urmeneta, 2011, 2013, 2020; Gruber et al., 2020; Hofstadler et al., 2020; Pladevall-Ballester, 2015, 2019)

3. Methodology

3.1 Overview

This is an exploratory study, which among other things means that it does not depart from a hypothesis to be tested, and it is fully qualitative in nature, as it uses qualitative data and a qualitative analytical approach. The data are collected among four CLIL teachers of both genders (two female and two male teachers) with different level of experience working in public and charter schools teaching a variety of subjects in primary and secondary, who form a non-representative sample. The CLIL teachers are based in the territories of Barcelona and Girona (Catalonia). Although the selection of participants cannot claim to be “representative” in statistical terms, variety has been purposefully introduced in the selection of the participants so as to obtain a variety of views, a differentiated selection of cases to identify common and different aspects that may contribute to the overall teachers’ wellbeing (e.g. gender, experience, primary or secondary level of education, technical and human sciences, type of school ownership); the selection was done according to the people the researcher had access to.

3.2 Data Collection

One of the main challenges is that, citing Simon Borg, “*beliefs are not directly observable*” (Birello, 2012, p. 89), hence simply asking the interviewee about their beliefs is not productive, as there is always a risk of implicit bias: the interviewee may give an answer that is expected rather than an answer that they truly believe in; a solution to it would be using indirect strategies (Birello, 2012). In addition to this, it is important to distinguish between abstract and contextualised concepts, always referring back to teachers’ own practice (Birello, 2012). Occasionally, during the interviews conducted, the interviewees seemed to hide their frustration when asked directly about certain issues, however, this frustration emerged through answers to other responses. Hence, the choice of semi-structured interviews as the method of primary data collection tool, with the majority of open-ended questions has allowed to ensure a more the natural flow without diverting from the case research goals (Stake, 2006), which may often be the case when a novice interviewer is conducting an interview, and allowed to discover more themes through indirect questioning (Punch & Oancea, 2014). The position of the interviewer throughout the interviews is that of a learner rather than of an expert to ensure a higher level of honesty among participants and the increased degree of collaboration. In addition to this, the interviews include background questions, as “*the researcher needs to find out a little about the interviewee*” (Stake, 2006, p. 31) because this knowledge is essential for data interpretation and analysis (see *Appendix 1*). Open-ended questions may also be “*difficult to code and aggregate*” (Stake, 2006, p. 32), hence applying the standardized interview protocol in this case can ensure that “*subtle meaning*” is “*teased out*” (Stake, 2006, p. 22).

Ethics plays an important role in the interview procedure (Punch & Oancea, 2014). To ensure the compliance with best ethical practice, participants have been assigned pseudonyms, all the sensitive information has been hidden, including names of the schools, cities and study programmes the participants have attended. The participants have been provided consent forms with transparent description of interview purposes (see *Appendix 2*). The data sources have been validated by UAB Language & Education Doctorate Research Group (mentioned in *Acknowledgements*).

The process of data collection included the following stages:

- (1) Recruiting interviewees through networks and “cold” requests.
- (2) Making arrangements regarding the time, place in the case of a face-to-face interview or a videoconferencing tool.

- (3) Conduction of interviews and recording.
- (4) Transcription of the interviews using notations to code pauses, emotions, emphasis etc. expressed by the participants (see *Appendix 3* and *Appendix 4*).
- (5) Normalization of the language used in accordance with the lexical and grammatical conventions of the English language, as all interviews have been conducted in English. For example, “fathers” have been replaced by “parents” when it is clear that there was some L1 interference in the participants’ responses.

In order to ensure credibility of the research (Lincoln & Guba, 1985), apart from using direct and indirect questioning in primary data collection, the secondary data was collected after the interviews have been conducted and analysed in order to clarify certain aspects that were not explicit during the interviews. This data has been collected through email and messenger (WhatsApp); in the case that it is not facilitated by the participant – accessed through publicly available LinkedIn profile and school website (see *Appendix 5*).

The research has undertaken a mixed approach: (1) top-down, as the interview questions have been formulated after the preliminary literature review and (2) bottom-up (data driven), after more themes have been identified through the interview, the literature review was expanded to give an overview of the theoretical base. The use of a mixed approach has helped reach a higher degree of neutrality (confirmability) as well as insure the transferability of the findings (Lincoln & Guba, 1985). Data collection stage was followed by thematic analysis, which has intentionally been done in great detail and thoroughness, to ensure the dependability of the research (Lincoln & Guba, 1985).

3.3 Analytical Approach

This dissertation uses the method of thematic analysis to analyse qualitative data, based on identifying themes in the data such as interview transcripts (Braun & Clarke, 2006; G. Guest, MacQueen, & Namey, 2012). This is especially effective to the interpretive nature of the research to identify factors contributing to SWB, as thematic analysis allows to tease out implicit and explicit meanings, not only analyse what was said on a semantic level but also identify underlying assumptions and beliefs (G. Guest et al., 2012). The nature of this research is cyclic, iterative, the steps are redefined as the research makes progress.

The steps of the analysis can be summarised as the following: (1) memoing and mind mapping, (2) preliminary coding (32 codes and 3 categories), (3) grouping codes into themes (16 codes, 7 sub-groups, 4 themes), (4) developing propositions (Braun & Clarke, 2006; Punch & Oancea, 2014). First, in order to carefully identify the themes each individual participant makes relevant, using memoing and mind mapping, some concepts and relationships were identified in the primary data (stage 1). Second, primary data was coded using NVivo (stage 2). Third, the codes were grouped into themes using Microsoft Excel to identify the relationships between codes (stage 3). Fourth, after some of the propositions were formed, and, using the theoretical base in the literature review some gaps in the data were determined (stage 4). Secondary data contributed to building up the profiles, filling some of the gaps identified.

In order to illustrate results in a more reader-friendly way, Microsoft Excel was used for bar charts and pie charts to visually represent relevant issues to the participants. This procedure also contributed to reaching some preliminary conclusions that might help to establish hypothesis for future broader studies on the issue of SWB.

4. Results and Discussion

This section is structured as follows. First, in Section 4.1 participant biodata is presented in the form of a table with the aim to familiarize the reader with the participant personal, schooling and teaching backgrounds. The participants are ranked in order of teaching experience: from the most recent teacher to enter the profession to the most experienced one. Next, in Section 4.2 each participant is profiled in relation to the most relevant individual teams, beliefs, perceptions, attitudes and aspirations towards general teaching and CLIL. Lastly, Section 4.3 provides an across participants thematic analysis of most relevant themes.

4.1 Participant Biodata

The data collected about the four participants has been summarised in the *Table 2*. The table may help the reader to have an overview of some relevant personal and context-related characteristics of each participant.

Table 2. Participant Biodata

Pseudonym	Micaela	Gerard	Ramon	Lidia
Biodata	Female; age group: 21-30	Male; age group: 31-40	Male; age group: 41-50	Female; age group: 51-60
Educational stage	Primary, infant	Secondary	Primary	Primary, infant
Formal language or/and teaching education	Bachelor in Infant and Primary Education (English Minor)	Master's degree in Teacher Development for Secondary Education and Language Teaching; Course: Innovating by Projects	Bachelor's in Primary Foreign Language Education, English breach; Bachelor in Linguistics	Bachelor in Teacher Education (Science minor); C1 CEFR certificate given by Generalitat de Catalunya
Formal CLIL education	Master's Degree in Teacher Development for CLIL; Summer School Courses (CLIL in primary and kindergarten)	Course: Applying CLIL in Secondary Education	Some training courses	Master's Degree in Teacher Development for CLIL; CLIL course in England)
Content-related education	Postgraduate in Religious Studies (DECA)	Bachelor of Science in Geology; Master of Science in Geological Resources and Geotechnical Engineering	N/A	N/A

Other work experience	6 month-placement in a primary school in Finland; 6 month-internship in a kindergarten in the U.S.A.	Worked as geologist for about 8 months in Portugal	Pre-primary, primary and secondary school; tutor; Spanish teacher in Switzerland	N/A
Years of experience (1) teaching and (2) teaching CLIL	(1) about 3 years; (2) about 2 years	(1) about 5 years; (2) about 4 years	(1) 23 years; (2) about 8 years (3 years in the current school)	(1) about 31 years; (2) about 13 years (11 years at the current school)
School ownership	Charter school (<i>escola concertada</i>)	Charter school (<i>escola concertada</i>)	Public (<i>escola pública</i>)	Public (<i>escola pública</i>)
Location	Town in Barcelona's industrial belt	A municipality in Girona	Town in Barcelona's industrial belt	Barcelona's high-income neighbourhood
Grades taught this year	Primary: 1 st grade	3 rd of ESO	different	English in infant education; primary: grades 1 & 2
Other grades taught over the years	Grades 2 & 3	N/A	N/A	Grades 3, 5 & 6
CLIL subject(s)	Science, Arts & Crafts	Biology	Science, Arts & Crafts	Science and Social studies (<i>Coneixement del Medi</i>)
Currently teaching CLIL	Yes	Yes	Until last year	Yes
Other subjects taught	All primary subjects	Mathematics	French, English	Mathematics, Science, Philosophy, Catalan, Spanish and English

4.2 Participant Profiles

This section will be devoted to identifying the common themes that the analysis has rendered as relevant for the participants. More specifically, this section attempts to elaborate a portrait of each participant in

relation to the object of study. In order to do that, it will focus on the themes that each individual participant made relevant through the interviews and their replies to clarification requests posed by the researcher through email at a later stage. Literary quotes that try to capture key ideas brought up by each participant during interviews precede the presentation of each participant.

4.2.1 Micaela

*"On I'll pass,
dragging my huge love behind me."*¹

Micaela is a female in her twenties, she has taught 2 years in CLIL (out of 3 years in teaching), this year she is teaching CLIL (Science, Arts & Crafts) in primary (1st grade) in a charter school. She holds a degree in teaching English in pre-school and primary, as well as Postgraduate in Religion and a Master's degree in CLIL. She also has some experience teaching abroad, in Finland and the U.S.A.

Main Values

"Of course, you have to love your kids. I love them" (MIC, u.70). This seems to be a recurring theme in Micaela's self-identity. She states as one of her strengths that she is highly empathetic and understanding (MIC., u.84). She indirectly shows this in her next utterance, stating that as a foreign language learner herself, understanding her students when it comes to CLIL-related struggles comes naturally to her (MIC., u. 86). Throughout the interview, she states it as something that she considers as her main value (see MIC., u. 88, 104, 108). It seems that it is important for her to bond with her students, she illustrates it also by re-enacting this dialogue:

"And for example, when I am in university, everyone is like: "Oh, like, your kids, they seem perfect!" And I tell them: "Yes, they are my kids, they are perfect to me because they have, they have lots of learning needs and problems and lots of things"" (MIC., u. 68).

Challenges

Micaela states that she struggles with teaching special needs students (MIC., u. 62, 76). She brings up an example of a child that had severe learning difficulties: *"I had one kid that... he would not speak. Um, he could barely understand anything"*. Although she does mention further with some subtle pleasure that other children were trying to integrate that student in learning, she specifies that this perceived developmental disorder has resulted in the child also lagging behind in CLIL:

"And it was really difficult to include him in the lesson [...] And while it was very challenging in Catalan or in Math, in English, it was even more..." (MIC., u. 62).

Micaela then reflects further and identifies co-teaching as one of the solutions to the problem (MIC., u. 62). Despite admitting to having some training in relation to special needs students, she asserts about 10 minutes later in the interview that one of her professional growth challenges would be learning how to help students with learning difficulties and disabilities, to make the education more inclusive (MIC., u. 90).

Feelings

Micaela specifies that she does not find CLIL particularly stressful (MIC., u. 94), but rather teaching literacy skills and dealing with overall workload (MIC., u. 98, 100). Overall, she admits to being satisfied with her

¹ This quote from *"The Author Dedicates These Lines to His Beloved Self"* by V. Mayakovskiy, translated by I.Zheleznova (Russian Legacy, 2020), refers to Micaela's work-related enthusiasm and love to her students that seem to be the main source of joy for her.

job (MIC., u. 46, 104, 106) and waking up excited about the day ahead (MIC., u. 106). However, she herself reflects on the fact that maybe the enthusiasm that she is experiencing is due to her being a new teacher and may soon vanish (MIC., u. 54). As it was discussed in the previous section, she is extremely frustrated with the lack of collaboration at her school and feels that her efforts, while valued by her students and parents, are not recognised and even dismissed by the management and colleagues from the secondary.

Micaela also mentions that she once had a fever but could not go home due to the meeting with a parent being arranged (MIC., u.104). She admits to having very poor work-life balance, taking work home, which does not go unnoticed by her family (MIC., u.97-100).

Overall, such themes as feeling valued by the stakeholders, rapport with students and support at workplace seem to be most important to Micaela when it comes to teaching in general; she feels undervalued by her management and colleagues and lack some support at the workplace too (See *Figure 1*). In addition to this, she repeatedly states that CLIL requires more collaboration at school which she feels is lacking at her school (See *Figure 2*).

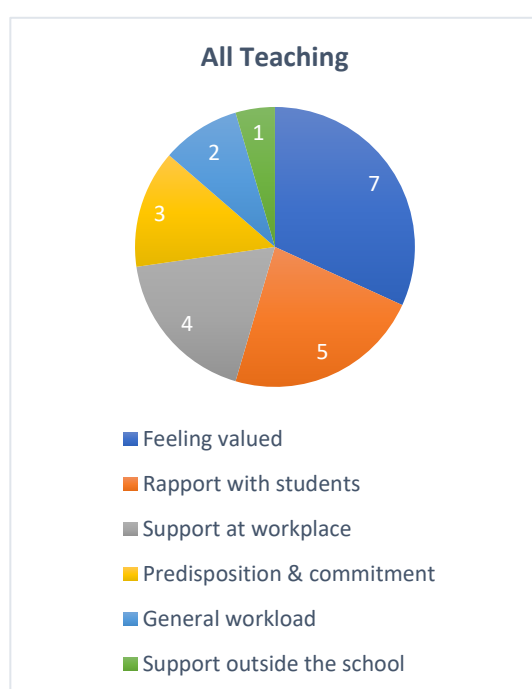


Figure 1. Factors Affecting Micaela's SWB in All Teaching

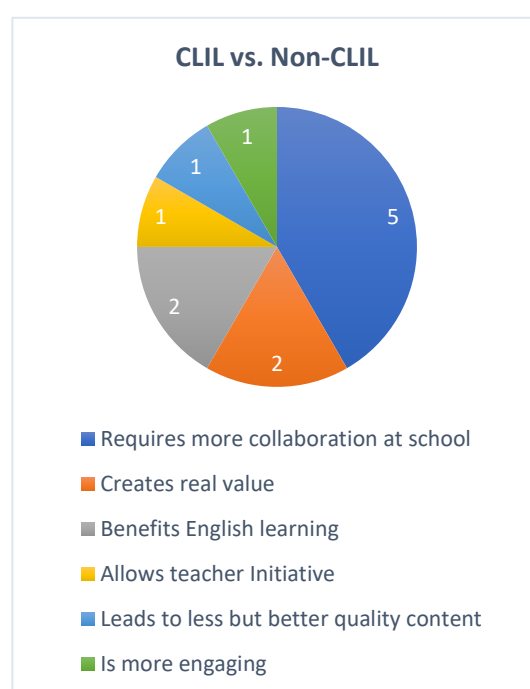


Figure 2. Micaela's Perceptions of CLIL in Comparison to Non-CLIL

4.2.2 Gerard

*"I am composed of two halves which do not fit together; each of those halves shrinks in horror from the other."*²

² This quote from *"The Devil and The Good Lord"* by J.P.Sartre, translated by K.Black (Sartre & Black, n.d., pp. 33, Act I), refers to dichotomy related to Gerard perceiving himself as an expert and as a novice teacher at the same time.

"I was under the impression that I am teaching this lesson, not you. And I am telling you all to turn to page 394."³

Gerard is a male in his thirties, he has taught 4 years in CLIL (out of 5 years in teaching), this year he is teaching CLIL (Biology) in secondary (3rd of ESO) in charter school. He has Bachelor and Master degrees related to Geology, as well as Master degree in secondary education. He has taken two short courses, in particular a CLIL course. He also has some experience working abroad as a geologist, in Portugal.

Expertise

On the one hand, when it comes to CLIL, Gerard states that he is the resource for the other teachers. For instance, when asked if he gets any support at school, he states:

"After two courses, I think I am (1.0) the one that takes more, um, courses about CLIL. So, if somebody has any doubt, they ask me ((chuckles))" (GER., u. 150).

On the other hand, he continuously reminds the researcher and himself that he is "too young" (GER., u. 116) and "still young" (GER., u. 198), and still needs to learn a lot (GER., u. 202). He admits that if he refers for support then it is via LinkedIn or other social media, so he maintains mentor-mentee relationship with people he considers experts in CLIL (GER., u. 150).

Old vs. Innovative Methodologies

Gerard mentions that he had to get accustomed to the switching roles in what he calls "CLIL methodology", from teacher-driven to student-centred and driven (GER., u. 58): *"[T]eacher was talking, and I was writing down my notes" and "[I]n the classical teaching, the main character of the class is the teacher. Yeah. While in CLIL methodology, this... I mean the student will be the main character."* CLIL for Gerard is an opportunity for a pedagogical change (GER., u.22-26, 52, 90-92, also throughout u.58-76). He also notes that there may be elevated noise levels that are useful in the end, but are worrying at first (GER., u. 200, 40):

"But at the beginning if you are... or if you used to do a class like a... "Silence, everybody! Just me talking!" and "With teenagers, if you say, okay you can jump, they are not going to jump. They are going to jump, shout and fight."

Gerard mentions that students also prefer CLIL classes as they have more academic freedom, he insinuates that they can compare it with other classes, where they spend *"six hours taking notes, being quiet... It is like, it could be the prison"* (GER., u. 76).

Classical vs. Innovative Teachers

By contrasting "CLIL methodology" with "classical teaching" Gerard tends to create dichotomy, "me and them". He even refers to the people following "classical teaching" method as "dinosaurs" (GER., u. 52), not willing to change (GER., u. 100, 102). Gerard despises such attitude and states that he himself wants to differ, recycle and innovate (GER., u. 112, 114, 116, 132, 202, 206), because *"if you fall in the routine, [...] you are dead"* (GER., u. 114). He feels it is important to be constantly challenged (GER., u. 212), and this is an opportunity that CLIL provides for him and keeps him going. Hence, Gerard values professional

³ This quote from *"Harry Potter and the Prisoner of Azkaban"* by J. K. Rowling (Rowling, 1999, p. 177) best describes Gerard's perception of classical teaching attitudes and his aversion to it.

development (GER., u. 152, 202), he also mentions the CLIL courses he took throughout the interview and that he is constantly after improving the classes. He is satisfied with CLIL and finds his work rewarding, mentioning throughout the interview positive feedback from his current and ex-students, he identifies himself and “CLIL methodology” he applies as a catalyst for students’ progress and creativity. However, just like Micaela, Gerard is afraid that might change in the future (GER., u. 116, 120).

Overall, Gerard seems to give importance to rapport with students in teaching in general (see *Figure 3*), at the same time he repeatedly states that “CLIL methodology” is more engaging than non-CLIL and allows teacher initiative, which he appears to enjoy (see *Figure 4*).

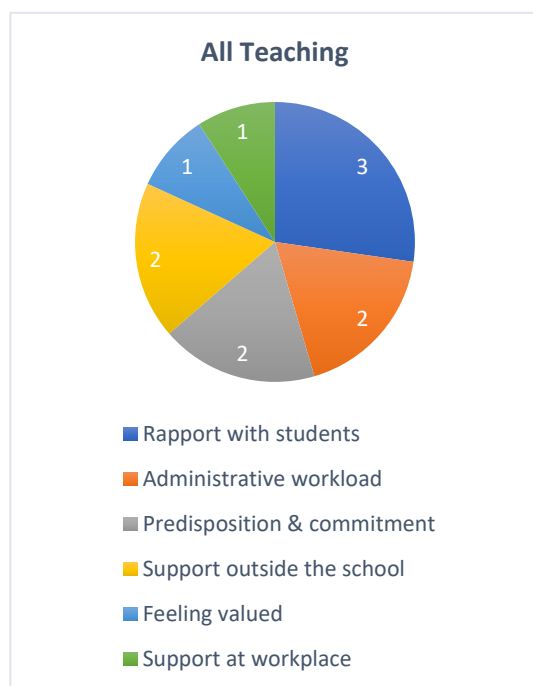


Figure 3. Factors Affecting Gerard's SWB in All Teaching

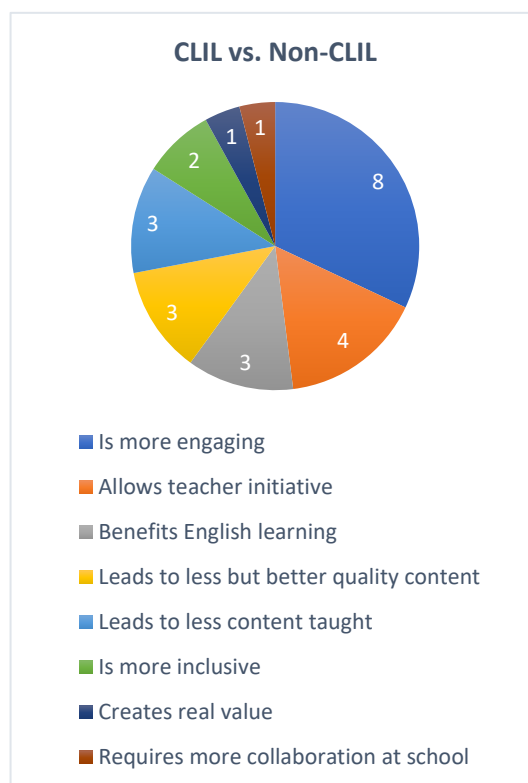


Figure 4. Gerard's Perceptions of CLIL in Comparison to Non-CLIL

4.2.3 Ramon

“A man can't become a saint when he has to work sixteen hours a day”.⁴

“The School Inspector reeks of onions”.⁵

⁴ This phrase said by the peasant, from *“The Devil and The Good Lord”* by J. P. Sartre, translated by K. Black (Sartre & Black, 1960, p. 81, Act II), is applicable to Ramon experiencing some discomfort in relation to the work overload.

⁵ This quote from *“The Inspector-General”* by N. Gogol, translated by T. Seltzer (Gogol & Seltzer, 2013, Act IV, Scene VIII) describes Ramon’s attitude towards some unqualified members of the management.

Ramon is a male in his forties, he has taught 8 years in CLIL (out of 23 years in teaching), this year he is not teaching CLIL due to the tight schedule. Until last year he taught CLIL in primary in a public school. He has a degree in teaching English in primary as well as a degree in linguistics. He has mentioned taking some CLIL teacher education courses. He also has some experience teaching Spanish abroad, in Switzerland.

The Good CLIL Teacher

When talking about CLIL, Ramon mainly mentions project work (RAM., u.65-72, 78), being a showman in class is something he enjoys in CLIL (RAM., u.83-86). He is interested in languages (RAM., u.110), and language proficiency is the first criterion that he mentions when asked about the advice to a newbie CLIL teacher (RAM., u.92-96, 192).

Sources of Distress

He mentions that he needs to work on prioritising the tasks (RAM., u.174-180) as he often feels overwhelmed by the workload in general, which seems to be the main worry for him. He also mentions experiencing a lot of time pressure, specifically in CLIL:

“Well, the time, the time, sometimes it is just a challenge because you say: “Well, I want to be able to do everything!” Because before there is a research and then most of the time you have to do it out of school” (RAM., u.74).

In a follow-up email, when asked about his formal education, he says:

“As I told you when we met, the job as a teacher must be continuously updated so you never stop learning things” (Appendix 5.3. Ramon: Email).

In the same email he additionally emphasises his work experience as part of his CLIL education.

Ramon seems to be affected by the same thing that Micaela struggles with: to have his ideas valued and supported, he says that the main thing that gets in the way of the ideas is the lack of human resources:

“The idea is okay, the project is okay, but, well, there are no teachers... if there are not, it is impossible” (RAM., u.58, also mentioned in u.88).

He feels that the management often times do not have the necessary information or qualifications to be able to understand the “regular folk”, the teacher, whose efforts are not valued (RAM., u.60-64).

Overall, Ramon seems to be affected negatively by the overload of administrative work, and feels that support at school is important, although sometimes insufficient (see *Figure 5*). He believes that CLIL is more engaging, however it requires extra collaboration at school, which he seems to be satisfied with and may result in a higher workload (see *Figure 6*).

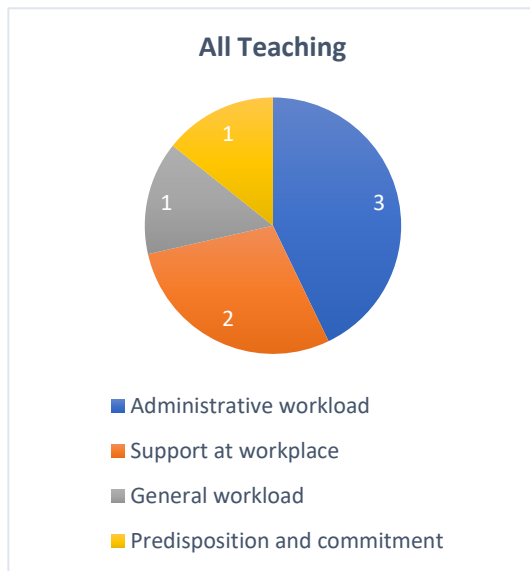


Figure 5. Factors Affecting Ramon's SWB in All Teaching

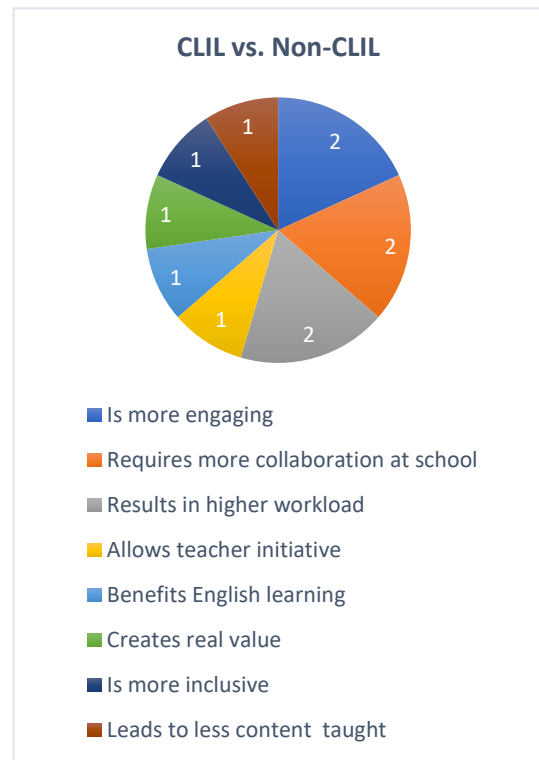


Figure 6. Ramon's Perceptions of CLIL in Comparison to Non-CLIL

4.2.4 Lidia

We all meandered through our schooling haphazard; so, to God be thanks, it's easy, without too much fooling, to pass for cultured in our ranks.⁶

Lidia is female in her fifties, she has taught CLIL for 13 years (out of 31 years in teaching), this year she is teaching CLIL (Science and Social studies) in primary (1st and 2nd grades) in a public school. She has a degree in teaching Science, as well as Master degree in CLIL. She also has some experience studying CLIL abroad, in a short course in England.

Favourite Job

Lidia admits to liking teaching in particular, CLIL for her is mainly Project-Based Learning (PBL), and project work is something she enjoys and it seems to be a teaching model important to her (LID., u.28, 36, 40, 68, 92, 96). In her words, she cares about focusing on sustainability in these projects (LID., u.68, 76). One of her dreams is organising cross-grade and cross-disciplinary CLIL projects, to help students that are interested in particular topic collaborate and develop a joint CLIL project (LID., u.36).

⁶ This quote from *"Eugene Onegin"* by A. Pushkin, translated by Ch. Johnston (Pushkin & Johnston, 1977, p. 37, Ch.1, V), attempts to show Lidia's persistent attention to importance of formal education.

Opportunities

Lidia says that she would love to be able to teach older students at some point in time (LID., u.58) and work with students in higher grades to be able to practice her English more and become more fluent, as with her current students she is *“always lowering the level, so they could understand it”* (LID., u.88). Throughout the interview, she asserts that she is experienced and quite comfortable teaching and teaching CLIL (LID., u.100).

Lidia mentions that it is important to constantly look for the educational opportunities (LID., u.76, 124, 126) and that she herself has had an opportunity to study CLIL abroad (LID., u.90, 96) and collaborate in an international project (LID., u.120), which she seems to be proud of. Lidia seems unhappy about the level of preparation of the new teachers that arrive at her school:

“[U]niversities should improve the way they teach because sometimes some new teachers arrive at school and, uh... Sometimes, eh! But we are the ones that have to teach them, uh, how we are doing now in our lessons. I mean, and it should be the opposite way or the other way around.” (LID., u.102).

Satisfaction vs. Distress

Lidia does not seem fully satisfied by the level of collaboration at her school, suggesting that more of it would be beneficial, however she is grateful to a mentor that comes from the university to provide support at her school (LID., u. 54, 76, 96, 110). She adds:

“CLIL teachers [...] should go to university to explain some good projects, good tasks, at the same time, teachers at university should come to the (.) to our lessons to implement something or to give, give us a hand about some materials and some questions related to technology or maybe some curriculums from abroad. [...] [T]here should be much more connections between university and schoolteachers” (LID., u.126).

When asked about problems that she may have had in her teaching, Lidia mentions technical issue which led to her restructuring the class as well as some behavioural problems (LID., u.94). To her, having a good "command" of the class requires listening to her students and identifying their interests (LID., u.94, 100). Lidia dedicates her time to selecting the materials for her students and making sure that they are right for them, admitting that this often results in her overworking (LID., u.37, 40, 48, 92, 108, 116-120, 124). She also believes that getting rid of books is beneficial and this is the advice she would give to a newbie teacher (LID., u.37-48, 124).

Overall, rapport with students and support at school seem to be most important for Lidia in her teaching (see Figure 7); she also believes that CLIL specifically requires more collaboration at school than non-CLIL (see Figure 8).

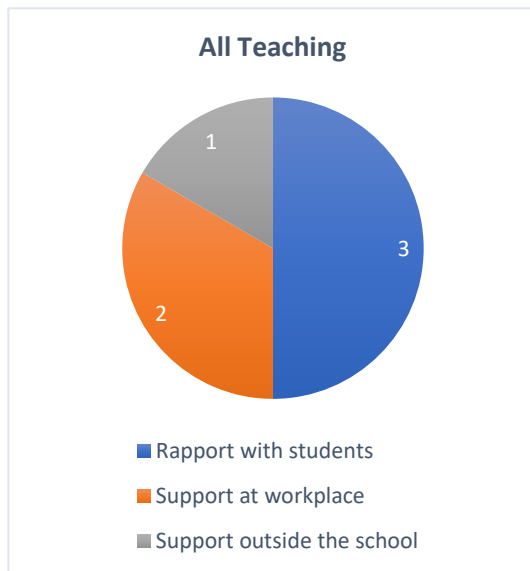


Figure 7. Factors Affecting Lidia's SWB in All Teaching

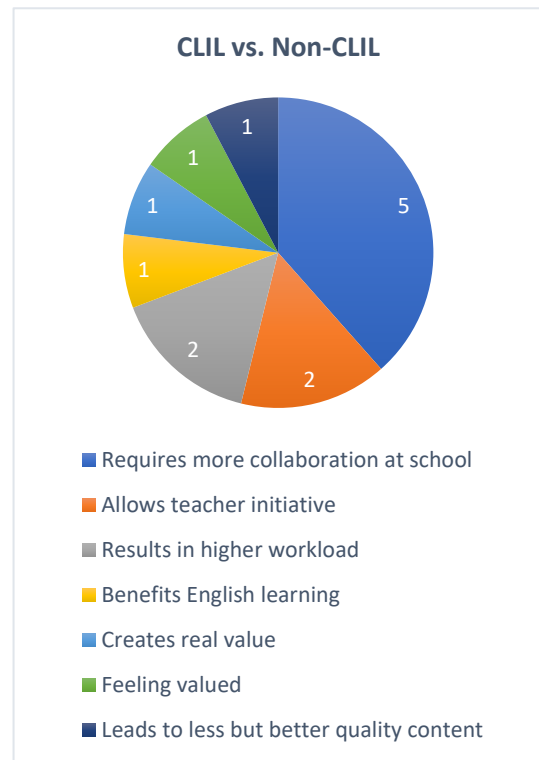


Figure 8. Lidia's Perceptions of CLIL in Comparison to Non-CLIL

4.3 Main Themes Across Participants

This section is organised around four main themes that have emerged across the data offered by all four participants. Namely: (1) support and collaboration, (2) workload, (3) emotional factors (predisposition and commitment, rapport with students, and feeling valued), (4) CLIL vs. non-CLIL. The interpretive approach to the data tries to establish relationships among the specific ways in which participants make the themes relevant.

4.3.1 Support and Collaboration

Overall, all four participants stress out the importance of support and collaboration for them. As can be seen in *Figure 9*, although based on the fact that women referenced the issue twice as many times as men on average, it seems to be a far more important issue for women, than for men.

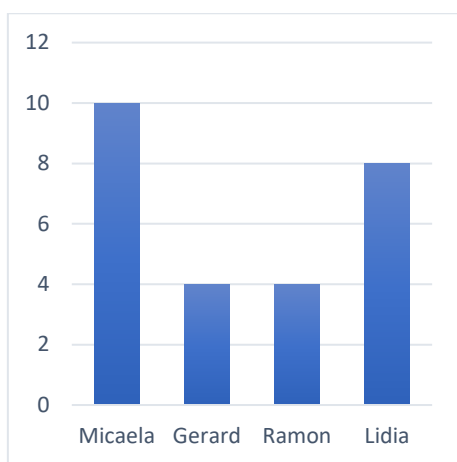


Figure 9. Importance of Support and Collaboration: Men vs. Women

Gerard states that concerning CLIL, his school is willing to invest in him, but the support ends there, as he regretfully informs. He seems to have no external network, maintaining a mentor-mentee relationship with the teacher educators at the CLIL course that he took (GER., u.152). However, this support is accidental rather than ongoing. Lidia, at the same time, enjoys the constant support from the external mentor who regularly visits the school (LID., u.96), she also mentions having an external network (LID., u.110). Although she admits to collaborating at some level among teachers at her school, she regrets not having enough of it, and even compares this experience to the one at her previous workplace, a different school, while also expressing a wish to extend the collaboration to the neighbouring schools (LID., u. 54, 76). She does not seem to always distinguish between support in CLIL and in general teaching, in her responses “CLIL” sometimes seems synonymous to “PBL”. The overall support at her school is limited to purchasing props and materials for her classes and some class organisation (LID., u.50). Micaela expresses a wish to have some kind of external mentor, a coach or a meeting group (MIC., u.32). She then proceeds to state that there is a fundamental lack of collaboration at her school (MIC., u. 32, 48, 68). She mentions that this cross-grade and cross-curricular collaboration could also benefit the students (MIC., u. 46). This somehow reciprocates what Lidia states about her desire to do a cross-grade CLIL projects (MIC., u.36).

In regards to the support in terms of teacher education, unlike Gerard, Micaela is quite upset about it: *“they do not value the fact that I am taking the Master”* (she is pursuing a Master degree in CLIL) and reports feeling overwhelmed due to the amount of work and study she is required to do simultaneously, and she states that *“they do not see it [her work on the Master] as key element”* (MIC., u.26). She reaffirms later that for her it is important to be able to receive such support (MIC., u.68). When asked about what support her school offers her in regard to CLIL, Micaela laughs, chuckles, breaths out and states: *“They have not offered anything ((laughs)) to us”* (MIC., u.44). When asked about school guidance in relation to CLIL, she reports being provided only with limited guidance, and then repeatedly chuckles and stops herself from expressing her frustration further (MIC., u.27-30). She feels that her contribution to CLIL at her school in terms of new methodologies is not valued nor it is welcome (MIC., u.96).

Lidia seems frustrated that at her school they *“are not all going into the same direction”* or *“at the same pace”* (LID., u.102). Micaela seems to convey a similar thought regarding having the same vision at her school (MIC., u.52).

Ramon is rather careful with his choice of words when repeatedly asked about support and collaboration. He mentions that there is a joint committee for the English language teachers and CLIL teachers (RAM., u. 27-32), as well as colleagues’ support (RAM., u.184) which he finds helpful and reports a positive outcome

of one of such collaborations (RAM., u.30, 54). At one point of the interview he lets himself express his frustration that there is extensive initial support for CLIL projects, but this support is not ongoing (RAM., u.60-64).

The topic of support and collaboration comes up repeatedly throughout all 4 interviews, the participants tend to generally hide their frustration when asked directly about it, however they allow a more emotional response when talking about the challenges they are facing in regard to it, which seems to be crucial factor for their SWB. See *Figure 10* below for a visual reference of the number of references produced by each participant in relation to the theme; more references may suggest that the participant attaches a greater degree of importance to that issue.

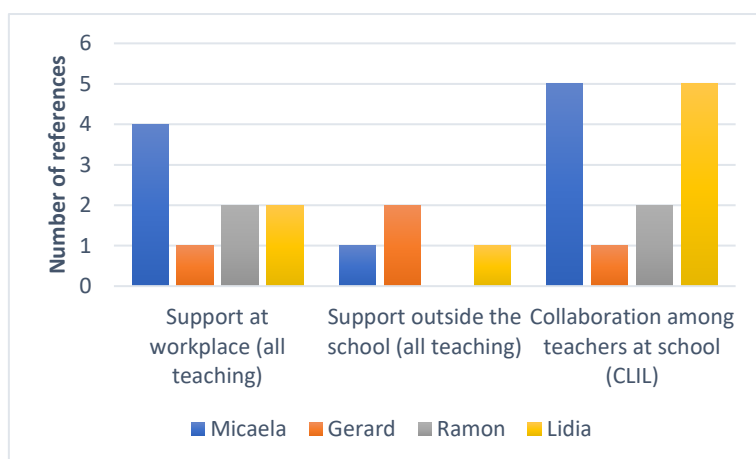


Figure 10. Importance of Support and Collaboration

4.3.2 Workload

Regarding workload, the participants mainly report stress related to administrative work, general workload (not specific to CLIL), and CLIL-related workload. Micaela, Gerard and Lidia refer to workload on a couple of occasions each, whereas Ramon triples this figure (6).

Gerard and Ramon are quite outspoken about the administrative overload. Gerard reports:

"[A]s teachers we have to do like a schedule of our (1.0) academic year. I mean, for example, Biology, I have 12 units. When am I going to do what? I mean, I have four classes of Biology, four per week... I have to count how many weeks I will have in the year. So, I have to divide these 12 units in these four days per week. These things I hate. ((chuckles))" (GER., u.141-146).

Underlined words stand for the words pronounced with emphasis by the participant. He mentions that he constantly finds himself not having enough time for administrative work such as correcting exams, meeting parents etc. (GER., 198). Ramon, although seemingly very careful about his choice of words throughout the interview, expresses his frustration about the issue quite openly. He states:

"Some people do not have so much idea about what is... to manage a classroom, an everyday classroom" (RAM., u.88).

He calls these people "*hypocrites*" and says "*you make efforts and efforts, and efforts*", and that the teacher has to constantly learn about new laws and teacher education, and that the problems do not change and there are no solutions (RAM., u.88, 172, 180).

Ramon also reports stress related to general workload, which to him includes research. He says:

"[T]he amount of extra tasks you have to do!" (RAM., u. 172);

"[Y]ou arrive at home and you have got a lot to do! A lot!" (RAM., u.180).

Micaela admits to doing a large amount of work at home which alarms her close family. She remembers that she had not anticipated being so overwhelmed with work before she was working. She states:

"I have a thousand of things that have to be done and I do not have time at school" (MIC., u.98).

She reflects further, saying that her facing work overload is due to her having been assigned different grades each year. Since she is a rather new teacher, every time she felt the need to prepare new materials, she also felt she had to constantly better them (MIC., u.100). However, she finishes off by saying that despite being time-consuming, this process is quite enjoyable for her.

Both Ramon and Lidia specifically refer to the increased workload in CLIL. Ramon tells about his experience when CLIL became overwhelming at some point in the past: he was a tutor of one group and taught CLIL in three different groups (RAM., u. 98). He also talks about time pressure and the self-expectation to have everything done, as well as the CLIL research in his personal time (RAM., u.74). Lidia says:

"If they are satisfied with what I have created, then I am satisfied" (LID., u.92)

Here, she may refer to the causal relationship between her students satisfaction with her classes and her own. She reports having to create CLIL projects, taking into the account all her students' needs, with the aim to make the lesson inclusive, as well as having to plan more thoroughly in comparison to non-CLIL classes, in particular, the need to adapt the materials she finds (LID., u.92, 108). Interestingly, when answering a different question, she refers to the need to prepare the materials as to something enjoyable, rewarding and even necessary (LID., u.37-48, u.124). However, she admits to dedicating too much time to it (LID., u.116) and overworking, both at school and at home (LID., u.122). Ramon, echoing Lidia, expresses the belief that the materials used in CLIL classes should not come from books, e.g. non-adapted videos, only resorting to the books for some limited support or when one is a newbie teacher (RAM., u.30, 44-54). It is also necessary to note that even though Micaela gives a positive feedback to the ready-made CLIL materials (MIC., u.33-42), she admits to spending a lot of time on preparation related to the materials in general (MIC., u.98, 100).

All four participants recognise work overload as something that negatively affects their work-life balance. In the case of Ramon and Lidia, they recognise the increased amount of preparation work in CLIL; Ramon and Micaela report this issue as applicable generally to teaching. Administrative workload as a factor mostly affects Ramon and Gerard. This data is visually represented in *Figure 11* below.

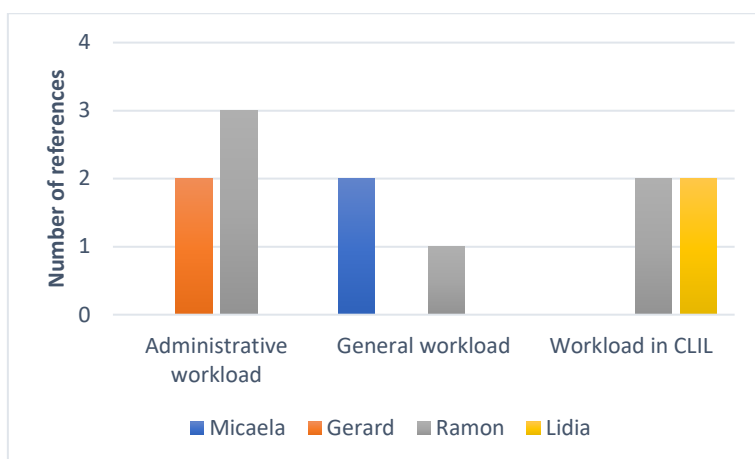


Figure 11. Perceptions about Workload

4.3.3 Emotional Factors

Three factors that contribute to the SWB in teaching (both CLIL and non-CLIL) are paid special attention by the participants: (1) predisposition and commitment, (2) rapport with students, and (3) feeling valued (see Figure 12).

Gerard, Ramon and Micaela all talk about the fact that students sense the emotions of a teacher, therefore to them, it is important to leave the bad emotions outside the classroom door. Gerard compares teaching when you are not inclined to do so to wearing shoes of a wrong size (GER., u.96), whenever he feels down, at the same time he tries to clear his mind and “*do like a theatre*”, as he believes this is what is best for his students (GER., u.196). Micaela feels committed to her job (MIC., u.81-82, 106), even admitting to waking up anticipating classes and projects ahead:

“...I have lovely students and I am really happy when I wake up and just think: “Oh, now I have Religion. Now I have Catalan. Now I have Arts. Now we are going to do a project for Science...” I am really satisfied” (MIC., u. 106).

She states that this is extremely important in her job as students can sense when the teacher is unwell mentally or physically, in this case her solution is to either hide her real feelings or explain to them that she is not feeling well (MIC., u.104). She shares that her experience doing the latter was successful, the students became very conscientious and tried to help her. Ramon also affirms that sometimes one may “*transmit*” one’s feelings to the students and this may affect the work negatively (RAM., u.186-188).

Gerard believes that building rapport with the students affects the quality of the class, he notes that it is important to find the “*line*” between friendliness and animosity toward the students (GER., u. 106-108, 188). He mentions that gaining students' trust is important as well as building the relationship with the students by showing interest in their lives (GER., u. 136-138). He says:

“[I]f you know that that guy had a competition in the weekend, on Monday before the bell rings you can ask: “How was the competition?” [...] it is not important, but they realize that you have remembered about (.) their life, but it is a way to (.) make the class yours” (GER., u. 138).

He mentions with some amusement that sometimes his students ask him for advice as if he were a doctor, as they believe a Biology teacher might have answers to their personal questions (GER., u. 188). He tends to mark their exams in a different colour than red, and writes comments to their mistakes to give his

students an opportunity to change the answer as he believes that otherwise the assessment experience could be *“traumatic”* (GER., u. 188).

Lidia states that *“taking care of each individual student is the philosophy of the school”* (LID., u.34) and stresses the importance of connecting with the students, learning about their interests and plan accordingly to make sure that the activities are motivating (LID., u.80, 100). She says:

“We have to take into account the age of the students, if they like to play [...] if they can manipulate things” (LID., u.80).

Micaela reports on her students trusting her with their bad and good experiences and relying on her (MIC., u.88); she seems to take pride in seeding the values in them (MIC., u.84-86) and making them feel *“cared about”* and *“special”* (MIC., u.108).

“[T]hey are 25 boys and girls that one day they will grow up and they will become, I think that someone important because everyone is important” (MIC., u.88).

She mentions having a special connection with the group she is teaching, which motivates her to adapt and develop materials for them (MIC., u.68).

Gerard, Lidia and Micaela repeatedly mention factors that result in them feeling valued and underline the importance of this emotion for them.

Micaela expresses her frustration of not being valued by school and colleagues, however feeling valued by students and parents (MIC., u.46, 49-50, 52, 54, 58, 59-60, 76, 80, 88, 92). She enjoys the freedom to implement what she likes (MIC., u.46) as long as the goals are reached. She describes her experience teaching overall as a *“roller coaster”*, explaining that her frustration comes from her initiatives constantly getting rejected by the management, she calls it *“disengaging”* and *“demotivating”*, feeling limited and as though the changes she proposes are *“detrimental”* to the school (MIC., u.60, 88). She mentions not feeling valued by her colleagues in secondary:

“[T]hey are like: “Oh, in primary, you only play, in primary you are only working on ‘Simon says’” [...] they take us as some kind of a joke” (MIC., u.60).

And even though she herself considers her job important, this seems to affect her a great deal.

Overall, Micaela and Gerard perceive all three factors as important, paying a special attention to TSR and feeling valued by students and parents, while Micaela admits to being negatively affected to not feeling valued by the management and her colleagues in secondary. Lidia does not mention predisposition and commitment explicitly, however she expresses feeling valued by the stakeholders (students, colleagues and management) and mentions the importance of establishing rapport with students. Ramon, on the

other hand, only mentions the necessity to commit to the job and the importance of emotional predisposition. See *Figure 12*.

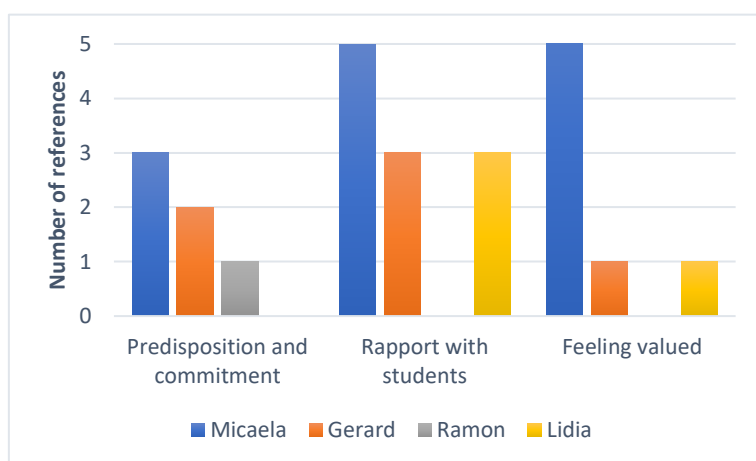


Figure 12. Emotional Factors

4.3.4 CLIL vs. Non-CLIL

All four of the participants report that CLIL allows them to set in motion some values that they hold, such as the need to innovate, avoid routine, be flexible, self-express. CLIL seems to be for all of them a way out of a generalised highly-controlled routinely type of teaching practice and allows them to experience greater levels of freedom and initiative, which is probably connected with the fact that all of them report that CLIL allows them to create real value, however their level of alignment with CLIL if rated by the number of instances coming from each participant differs considerably, Gerard appearing as the most enthusiastic supporter of CLIL and Lidia the most moderate one (see *Figure 13* for a summary and *Figure 14* to see themes most relevant to each participant).

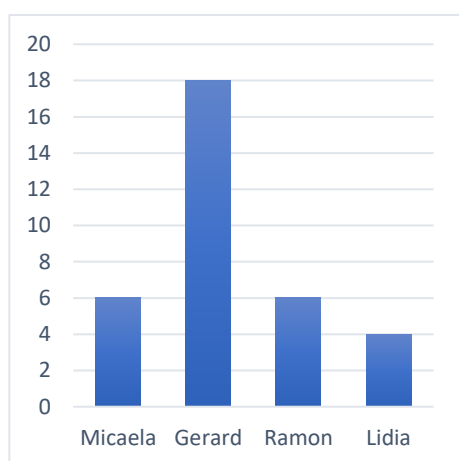


Figure 13. CLIL is more Rewarding than Non-CLIL

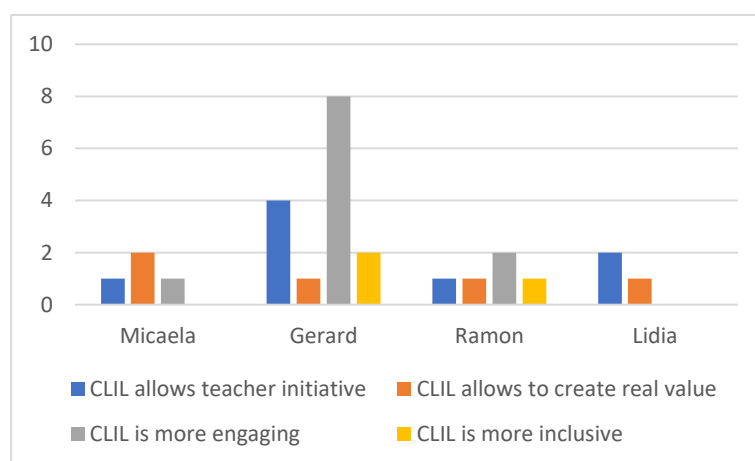


Figure 14. Rewarding Factors of CLIL (Categorised by Participants)

For Gerard, CLIL is a way to bring pedagogical change, to innovate, escape the routine, to be able to have an active class, and switch up his teaching (GER., u. 112-116, 132, 164, 190, 202, 206). Gerard states:

"CLIL was like a window of fresh air, so it was like: "Oh, thank you!"" (GER., u.206).

For Lidia, it is flexibility and freedom to create custom learning itineraries for her students that distinguishes CLIL and makes it rewarding for her (u. 51-52, 64-66, 68, 76). She mentions that it is

important to integrate topics related to sustainability in CLIL (LID., u.68); there is some reason to believe from the projects she mentions (LID., u.28) that she is trying to implement some of the ideas from the *United Nations Sustainable Development Goals for 2030* that she mentions.

Micaela states that her school has not given her any kind of incentive to teach CLIL, the only thing that has been mentioned was a requirement to have a C1-C2 level of English (MIC., u.49-50). Like the rest of the participants, she mentions bringing realia into classroom, and elaborates on it further, talking about the opportunities CLIL provides for cultural enrichment (MIC., u.52, 80).

Ramon reports with some joy that CLIL allows him to be an actor, to mime and act out, he feels *"like a showman"* (RAM., u.83-86). He claims that CLIL is *"something that enriches a lot, students from a linguistic and social point of view and the teachers as well"* (RAM., u.192). From the dialogue referenced, it is safe to assume that this is something he holds a special value to.

Gerard says that CLIL allows him to use different modalities in his teaching and explore different student talents to help them learn, while considering their own unique learning preferences (GER., u.60, 126-128). Ramon mentions that CLIL allows students to become more open-minded culturally and socially, it helps them learn together through collaboration and cooperation (RAM., u.153-156).

For Gerard, CLIL is a methodology that allows him to introduce different interactive activities into classes, easily change modalities, encourage students to participate through *"warming activities"* and review sessions (GER., u.52, 56, 62, 64, 76, 130-132, 134, 177-182). He states repeatedly that it is different from *"classical teaching"*, in which students are required to just listen and take notes. He says:

"[T]he students say: 'Your classes and classes that teachers use CLIL...' They feel that the time goes running. I mean, they do not realize that an hour has passed, and they do not realize they are learning. That is the point. And when you do the exam or the exercise or whatever and they say: 'Wow, I know that!'" (GER., u.62).

There is a lot of joy in his voice when he tells stories about his students being creative with their learning and willing to share with their families the creative products of their learning they have made (GER., u.130-132, 178-182).

Micaela mentions that her students like sharing what they have learnt in CLIL lessons with the other groups, while they also really enjoy learning new things (MIC., u.56).

Ramon enjoys the PBL in CLIL, when he feels like a moderator of different groups, he says that these sessions are active, rich in modalities, while students are more engaged and motivated (RAM., u.65-72, 78). There is enthusiasm in his usually calm and monotonous voice, he uses lots of exclamations, emotional examples and stresses words. For example, he says:

"Or when you propose something and they say: 'Yes, we want to do a presentation, a short presentation. Can we do this? Can we do that?'" (RAM., u. 78).

All four participants note that CLIL has an added value as it can benefit English learning (GER., u.82, 84, 86-88; LID., u.72; MIC., u.52, 63-64; RAM., u.127-130). However, when it comes to the learning of the content more nuanced ratings appear. Regarding the difficulty to cover all the material, when a subject is taught through a foreign language, Ramon claims that the quality of content teaching in CLIL can be ensured under the condition of careful selection of topics (RAM., 130). Micaela affirms that less content can be taught, however, the loss is not detrimental in primary, however, she assumes that it is probably more of a problem in secondary (MIC., u.65-66). Lidia states that it is more motivating as the content that she is teaching can be chosen (LID., u.74). Eventually, Gerard expresses some notable anxiety in regards

to his belief that less content can be taught in CLIL, and feels the pressure to cover the whole curriculum, he states that in CLIL methodology the content can be taught over a large period of time but better (GER., 62, 82, 90-92, 167, 184).

In fact, Gerard closely relates curriculum coverage with methodology. He simultaneously seems to defend one type of methodology and recognises that this approach to teaching generates high levels of anxiety in him. In particular, he reports some level of anxiety in relation to elevated class-noise level in CLIL classroom (GER., u.40-44) and the fact CLIL was at first stressful to him due to switching roles, from teacher-centred approach to student-driven classroom (GER., u.58, 198-200). Gerard and Ramon mention that CLIL may be challenging as it requires students to think critically and reflect (GER., u.66-68, 70-72; RAM, u.157-160).

On the other hand, Micaela states that she is more stressed by different learning rates in the classroom and having to attend to special needs students, both in CLIL and non-CLIL (MIC., u.62, 76, 94). That is, for Micaela CLIL itself does not seem to be a specific source of stress; catering with diversity seems to be her main source of difficulties.

Overall, all four participants mainly express satisfaction with CLIL as an approach and methodology, Micaela, Gerard and Ramon seem to find it more engaging than general teaching, while Gerard and Ramon feel that CLIL allows to include different students with different learning preferences in learning. Gerard's preference for CLIL seems to be disproportionately high in comparison to other participants; this could be due to the fact that he is the only one of the participants teaching in secondary and dealing with teenagers, and these positive aspects of his job (teacher initiative, student engagement) may be harder for him to achieve. See *Figure 15*.

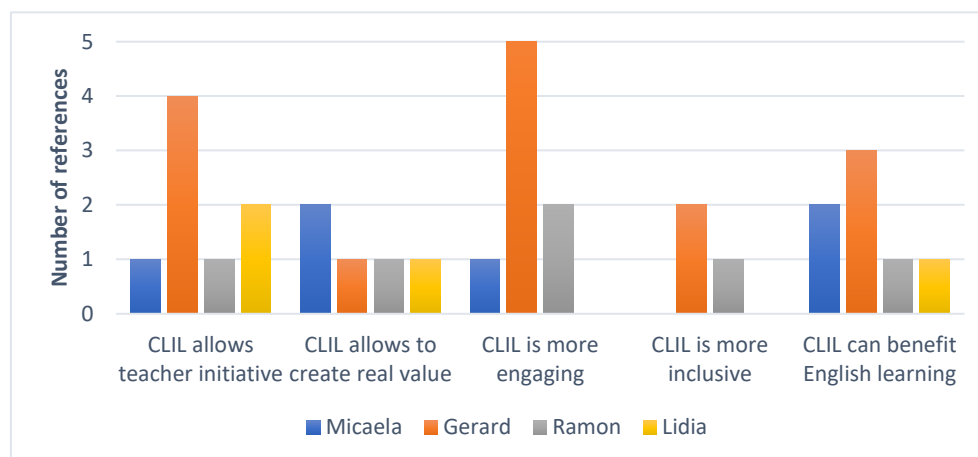


Figure 15. Rewarding Factors of CLIL (Categorised by Themes)

As the sample is far from representative, no conclusions can be drawn. However, these very preliminary findings can be taken as indications for further investigation. In particular, the results suggest that there may be differences between primary and secondary in relation to the perception of CLIL as more rewarding in comparison to non-CLIL (see *Figure 16*). While the factor of support and collaboration might overall be more important for women, than for men (see *Figure 17*).

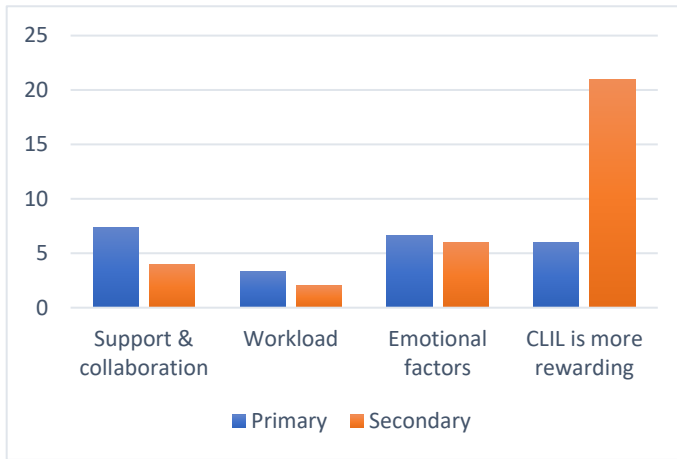


Figure 16. Theme Relevance: Primary vs. Secondary

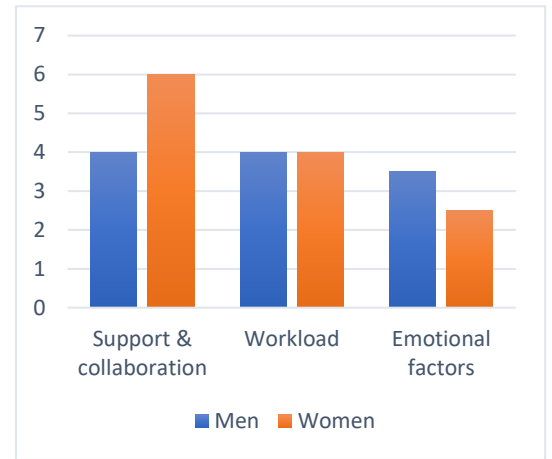


Figure 17. Theme Relevance: Men vs. Women

5. Conclusions

This dissertation has attempted to combine cross-disciplinary research on SWB and other concepts relevant to SWB (see *Table 1* in *Section 1*). Thematic analysis has allowed to determine the themes, build up the profiles and identify different issues in professional subjective wellbeing (SWB) in general teaching and CLIL. Thus, it has been shown that primary and secondary teachers' experiences in CLIL have some important commonalities that contribute to their SWB, such as insufficiency of CLIL guidelines, support and collaboration, language anxiety, increased workload, the worries related to the complexity of assessment and transition to the next level, lack of appreciation by peers and management. There is some reason to believe that teacher identity plays a special role for secondary CLIL teachers as they tend to teach only a limited number of content subjects with the increased levels of depth.

Leo Tolstoy begins "*Anna Karenina*" with a well-known statement:

*"Happy families are all alike; every unhappy family is unhappy in its own way"*⁷

It seems that the word "family" can be replaced here with "teacher" to describe the teacher cases observed. When it comes to the factors that affected the teacher-participants' SWB positively, they tend to all agree on the values that contribute to it with some degree of variation. However, the negative factors, although similar, to some extent, vary significantly based on the work conditions and beliefs of each participant. For the most part, the participant responses seem to be homogeneous with the findings in the literature.

First, all four of participants highlight the need for support and collaboration, which they find lacking. While Lidia and Gerard are grateful for the external mentor but crave a support team, particularly in CLIL, either on institutional or local levels, Ramon seems frustrated with the lack of ongoing support for CLIL, and Micaela appears disappointed by the fact that there is no collaboration among peers or support from the institution with regards to all teaching and expresses a desire to have such support and collaboration from outside. The research on teacher identity and teacher identity in CLIL is not conclusive (see *Section 2.3*), however, one of the important notions is the notion of "*disciplinary identities*" (Hyland, 2012), which states that teachers may relate more to the professionals in their respective field than to the colleagues within their school, hence it may be deduced that support and collaboration outside the school may have a positive effect on the SWB as well. This, however, needs to be further validated.

Second, the issue of value congruence comes up specifically in the interviews with Lidia and Micaela; if we consider a value the need for support and collaboration that all four seem to lack, then it may seem that for all four of them this value is not shared at the same level by the organisation. This finding corresponds to the conclusion made by D. Guest (2009) in regards to *psychological contract*, this contract if established in a balanced way can contribute to higher job satisfaction, due to the mutual motivation to comply with and commit to the mutual promises and obligations, in relationship between the management and the worker (see *Section 2.1*). Value-Percept Theory discussed by Judge & Klinger (2008) claims that fulfilment of job values will eventually result in job satisfaction (see *Section 2.1*), while Li et al. (2015) state that work engagement and job satisfaction are affected by value congruence, when the worker's values are congruent to the organisational values (see *Section 2.2*).

⁷ "*Anna Karenina*" by L. Tolstoy, translated by Ch. Garnett (Tolstoy & Garnett, 1978, p. 5, Part 1, Ch.1).

Third, participants' work-life balance seems to be affected by the workload, they all admit to working overtime and in home settings; administrative workload for Gerard and Ramon seem to cause more frustration than that in CLIL, while both Ramon and Lidia recognise that CLIL might require extra preparation from a teacher; for Micaela, the issue with work overload is inclusive for all teaching. The negative effect of overwork has been discussed in the research in HRM, presented in *Section 2.1* (Sparks et al., 1997; Walsh, 2005, 2013), and the disproportionate workload in CLIL has been mentioned in *Section 2.4*, specifically in the research by Gruber et al. (2020) and Hofstadler et al. (2020).

Fourth, the three of them, Micaela, Gerard and Lidia state that the way they feel about and at their job is affected by the rapport with their students and feeling valued by students and parents; at the same time Micaela feels severely underappreciated by her organisation and colleagues and that her efforts are not recognised, specifically when it comes to teaching CLIL and pursuing a Master degree in CLIL. The latter is considered in Job-Characteristic Model, which among its characteristics in particular determines task significance, autonomy and feedback (*see Section 2.1*) and states that the fulfilment of these characteristics may result in the perceived job meaningfulness which a direct effect on job satisfaction (Hackman & Oldham, 1976; Judge & Klinger, 2008). The former is identified as a positive moderator of SWB in the research on teacher-student relationship (TSR) (Aldrup et al., 2018), and is determined a psychological need for all teachers (Klassen et al., 2012), decreasing the negative factors (Hagenauer et al., 2015; Hargreaves, 2000).

Fifth, the three of them, Micaela, Gerard, and Ramon, recognise teaching as emotional labour, talking about the emotional predisposition and commitment to the job as one of the key requirements for the job. This is consistent with the literature review presented in *Section 2.2* (see specifically the overview by Frenzel, 2014).

Sixth, all four participants find CLIL rewarding, as it (1) allows teacher initiative, (2) creates real value and (3) benefits English learning. These factors are specifically distinguished by Gerard, who is the only secondary teacher in the sample; he also finds CLIL more engaging, which is supported by Ramon and Micaela, and inclusive to students with varying learning preferences, which is supported by Ramon. The first two factors (1 and 2) are represented in Job Characteristic Model (Hackman & Oldham, 1976; Judge & Klinger, 2008) as the factors positively contributing to job satisfaction (factors 1 and 2 described correspond to factors 2, 3 and 4 in the model, *see Section 2.1*).

This research has identified three potentially influential factors that might explain some of the differential traits in SWB in CLIL and general teaching observed that refer to (1) educational stage, (2) gender and (3) socio-economic background of the CLIL teachers. Since the research has a non-representative sample, these findings are strictly preliminary and non-conclusive; it can suit as an exploratory study, a foundation for the future research. (1) First, there is a difference in perceptions of primary and secondary teachers, for the latter CLIL seems to be more meaningful in comparison to non-CLIL, as the student engagement seem to be a greater concern for secondary school overall and that is what CLIL helps improve. However, since the sample includes three primary teachers and one secondary teacher, this finding only provides a possible hypothesis to observe and test in further research. (2) Second, women seem to value support and collaboration more than men overall, which seems a cliché and needs further validation; this aspect may be more correlated with the level of experience, overall dissatisfaction with the school management or other moderators, which is another aspect that should be tested in further studies. (3) Third, one likely source of differences in SWB is the type of socioeconomic background where the school is based, however, the analysis has not been able to capture this. The likely explanation is that the data collection has been limited to two prosperous geographical areas in Catalonia, and to 4 schools, 2 of which are semi-

privately owned (charter schools); this may result in the bias in findings, as teachers working in schools located in less favoured areas may respond very differently.

This study has certain limitations. First of all, as noted by Gruber et al. (2020), *"[i]t is exactly those teachers struggling to cope with time pressures and role responsibilities that research needs to comprehend are the ones least likely to volunteer for interviews"* (Gruber et al., 2020, p. 26). It is therefore should be a goal of such research to recruit teachers with those characteristics for future interviews. It would be advisable to expand the study to include teachers with variable backgrounds, including such factors as age, gender, years of experience, levels of education, grades and levels taught, subjects and regions. Finally, some factors, such as CLIL teachers language anxiety related to the fact that most teachers are L2 speakers themselves, are difficult to identify in the interviews and may require more focused interviews, including guided questions, or alternative procedures of data collection methods to be used, such as Likert scale, participants may be asked to comment on set statements rather than answer open-ended questions. Also, due to the time limitations assigned for the dissertation research project and the necessity for the participants to allocate time for the interviews (60 min each — just the conduction stage), only a limited number of cases does not allow for generalization of results. can be produced which may result in the generalisation error (Punch & Oancea, 2014; Stake, 2005). In short, the execution of quantitative research with a representative sample of the population would undoubtedly help increase the validity of the study.

Future research should attempt to conduct a large sample study involving primary and secondary CLIL teachers; such study should aim to distinguish differences in perceptions, self-identities, beliefs, struggles, worries, concerns and motivations of such teachers. This and a further research on CLIL teachers SWB would not only benefit greatly the immediate economic influence of CLIL teachers' SWB, a developed competitive advantage through the increased teachers' productivity, efficiency as well as quality of teaching and instruction, which may affect positively student performance; but also have a long-term effect on reduction of dropout rates and turnover, number of employees taking medical leave due to burnout, and improvement of overall health of the workforce which may also result in the decreased spending on HRM in the organisation. Teacher education programmes could also cash in on such research, as the introduction of SWB, mindfulness and emotional intelligence courses in their curriculum could help better prepare the individuals for the workforce.

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APPENDICES

Appendix 1. Interview Questions Guide

Background

1. How long have/had you been teaching CLIL?
2. Do you teach in primary or secondary school?
3. What subject/subjects do/did you teach in CLIL?
4. Did you choose to teach CLIL or were you asked/forced to do so?
5. Did you get any specific training for CLIL classes? Where from?

General Situation at School Regarding Teaching in English

6. How old are the students when they start learning English at your school?
7. How much Spanish/Catalan do you need to use in your CLIL lessons? When and why?
8. Are there any CLIL training opportunities offered for teachers at your school? What are they and how do you feel about them?

Guidelines Regarding Teaching in English and Materials for Teaching in English

9. What are the guidelines for CLIL lessons at your school? How helpful are they?
10. Regarding the CLIL policy at the national/school level, would you change anything if you were in charge of it?
11. What are the guidelines regarding the material used for the CLIL lessons at your school?
12. Can you describe the materials that you use for CLIL lessons? Are there any issues in their use?
13. If you use existing materials, are they designed for Catalonia? How do you find them?
14. What would you change in existing CLIL materials?

Support and Collaboration

15. What support does your school offer you for the CLIL lessons?
16. How satisfied are you with the way CLIL is run at your school?
17. How much do teachers collaborate at your school when it comes to CLIL?
18. What sort of incentives are there for CLIL?

Beliefs about Teaching in English

19. How do you feel about CLIL in primary/secondary school? What about other teachers?
20. How do students feel? And how do you know or why?
21. How do parents feel? And how do you know or why?
22. What are the assumptions about CLIL in primary/secondary school lessons?
23. How do students benefit from being taught in CLIL context? Do you think all students benefit in that way? Why?
24. Do you feel that CLIL in primary/secondary school is improving language education in Catalonia? Why or why not?
25. Do you feel that CLIL in English in primary/secondary school is improving content education in Catalonia? Why or why not?
26. What are the conditions to ensure CLIL practices?

27. In your opinion, generally, what are the characteristics of an effective teacher? Do you think these characteristics will be the same for the CLIL teacher?
28. Do you think CLIL is suitable for all kind of teachers? Why or why not?

Career Development

29. How do you feel about CLIL? What do you enjoy doing? What do you find most challenging?
30. Have you ever had any problems while teaching CLIL? How did you solve them?
31. What have been the best moments for you as a CLIL teacher? And the worst?
32. How confident do you feel teaching generally and teaching CLIL? Why?
33. What are your strengths as a teacher?
34. How have these strengths helped you with CLIL teaching?
35. What do you find especially motivating in your job? And demotivating? Why?
36. What areas would you like to work on in your teaching career?

Well-Being and Work-Life Balance

37. Can you describe how you feel at work generally?
38. How stressful do you find teaching, in general? In comparison, how stressful do you find CLIL?
39. How supported do you feel by people outside your school in relation to teaching?
40. How would you describe your work-life balance? Do you feel you need to make any changes to it?
41. How has teaching CLIL affected your work-life balance?
42. In which ways do you think work satisfaction affects overall life satisfaction?
43. How satisfied are you with your teaching career?

Other Information

44. What advice would you give to primary/secondary school teachers who want to start teaching CLIL at their school?
45. Would you like to add anything to our discussion?

Based on Gruber et al. (2020)

Appendix 2. Consent Form Sample



CONSENT FORM

1. I agree to participate voluntarily in this recording.
2. I accept that the data in this recording can be used for research purposes by a research student of the Master of Research in Education of the Autonomous University of Barcelona.
3. I accept that the recording can be transcribed and used for the academic purposes specified below:
 - ☐ a. The recordings can be used in the Master's Thesis by the student of Master of Research in Education of the Autonomous University of Barcelona.
 - ☐ b. The recordings can be used in scientific publications.
 - ☐ c. Sound files and transcripts can be entered into a file in order to be used in the future and / or by other researchers.
 - ☐ d. Recordings can be shown at scientific meetings, congresses, seminars and symposia.
4. I understand that I have the right to listen to, edit or delete any portion of the recording.
5. I understand that in order to help preserve anonymity in edited samples, my name and surnames will be deleted or hidden, as well as any other information that could identify me or other participants. I understand that in any report on the results of this research my identity will remain anonymous.

I have read the description and give my consent for the use of the recordings as indicated above.

Participant's Signature:
(Name and Surname)

Date: XX/XX/2020

Researcher's Signature:
(Anastasia Lovtskaya)

Date: XX/XX/2020

Student of the Master of Research in Education, UAB

Appendix 3. Notations Used in Transcripts

.	A full stop indicates a falling, final tone.
?	A question mark indicates rising intonation, not necessarily a question.
,	A comma indicates continuing intonation.
...	Three dots indicate latching of immediately previous utterance.
(0.5)	Numbers in brackets indicate silence, represented in tenths of a second.
(.)	A dot in brackets indicates a 'micro-pause' of less than 0.2 of a second.
<u>word</u>	Underlining indicates stress or emphasis.
(())	Double parentheses contain the transcriber's descriptions of events.
XXX	Three "X" indicate that something was said but it was not possible to hear it clearly enough for transcription.
[]	Square brackets indicate that sensitive for the participant information has been taken out.

Based on Sidnell, 2010, pp. ix–x.

Appendix 4. Transcripts

Appendix 4.1. Micaela

Date: 11/01/2020

1	RES.:	0:00	Um, I have got some questions, uh, related to, um, uh, the wellbeing. Yeah. Um, teachers' wellbeing, uh, when teaching in English, um, if particular factors that contribute to this. Um, and my first question is related to your background. Uh, how long have you been teaching in English?
2	MIC.:	0:23	So, um, this year would be my third year teaching English and the second one as CLIL teacher.
3	RES.:	0:32	Do you teach in primary or secondary school?
4	MIC.:	0:35	No, I am a kindergarten and also a primary teacher.
5	RES.:	0:40	Uh, and then CLIL you teach in primary then?
6	MIC.:	0:49	Yeah.
7	RES.:	0:57	Okay. And what subjects or subject do you teach in English?
8	MIC.:	1:00	So, this year I am in charge of first graders, and I teach them Science and Arts.
9	RES.:	1:03	Um, did you choose to teach in English in your lessons or were you asked or forced to do so?
10	MIC.:	1:19	Well, I did my degree in English and I believe that... uh, I was asked to do so because of my background. But I enjoy doing it, so it is not like I was forced or anything ((giggles))
11	RES.:	1:24	And did you get any preparation for your teaching in English class?
12	MIC.:	2:17	Well, when I was doing the degree, I had some CLIL lessons and now I am doing my Master's and I have also participated in [] summer courses. And we were introduced on how to do CLIL and how could we apply it to kindergarten, and also to primary school and the lower cycle. Basically, because they did in the school where I am working, they did CLIL in 6 th grade and also secondary school, but they did not do it in the lower levels. So, this is why the first graders' teachers we took this kind of introductory, but it was something really easy and complementary.
13	RES.:	2:21	Aha. Just for the record, what is the Master's that you are doing?
14	MIC.:	2:23	Um, the CLIL one.
15	RES.:		Yeah. Could you, could you say the name of the Master's?

16	MIC.:	2:27	I think it is Teacher Development for Content and Language Integrated Learning. I do not know the title?
17	RES.:	2:35	At the [] university?
18	MIC.:	2:40	Yeah.
19	RES.:	2:42	Perfect. Alright, thank you. Um, when do you start teaching in English at your school, at which years, in general?
20	MIC.:	2:47	Do you mean CLIL or...?
21	RES.:	2:52	Just, just, yeah, teaching CLIL, in English.
22	MIC.:	2:57	Since P3, when they are 3 years old, so when they start school.
23	RES.:	3:05	Okay. And do you use Spanish or Catalan in these English lessons?
24	MIC.:	3:10	I, yes, I do kind of translating, and code switching, because if not, my students are lost and... Well, as I am also a Spanish and Catalan teacher for them... So, at some points of our lessons, uh, we connect things and they are allowed to use Catalan, but they know that they can only use it because they have doubts or... For example, when, when they have a problem or when they have a fight, they know that they can use Catalan and come to me and explain what happened. But normally, um, they are not allowed, but they can use it. Because they are six-year-old, so... ((giggles))
25	RES.:	3:59	Perfect. And, um, are there any training opportunities or qualifications that the teachers are offered at your school?
26	MIC.:	4:10	Uh, (1.0) no. My school it is something that we have to do, so they did not ask me to take the Master's, for example, I wanted it because I wanted to improve my teaching, but they did not force me or they did not ask me to do so. So, so they do not value the fact that I am taking the Master. So, it is kind of difficult, um, for me to go to another school and visit another CLIL school and how they are doing because for the school I am... I am a teacher and, or I also teach other lessons, so they do not see it as a key element.
27	RES.:	4:57	Okay. And are there any guidelines for teaching English at your school?
28	MIC.:	5:03	Uh, well, we have our English coordinator, but well, we have some meetings, but I would not consider it as a guidance. We basically talk about how we can assess our students and how can we introduce you to the virtual programs. And that is all. ((chuckles))
29	RES.:	5:24	So, do you find them any helpful?

30	MIC.:	5:28	I think that it is very basic information and general for all the English teachers from kindergarten and also primary. So, I would not say that it is helpful. ((chuckles))
31	RES.:	5:42	Alright. And if you were in charge of policy at school or at national level, or would you change anything?
32	MIC.:	5:52	Uh, I think that it should be some coach or.... maybe a mentor that, uh, or does a meeting group that we could use, and we can, we could be in contact or the school or... just maybe from Generalitat. But, uh, I feel that we are all doing great things maybe, but just in our lessons or in our groups. And we done exchange or share our experience when we are working, maybe at university this happens, but when we go to work, it is very different. It is like you are working in your classroom and that is all. You go there, you see science. And then when you have these meetings, for example, at my school, when we talk about, um, assessment and we complain, that is all. ((chuckles)) So, it is not sharing anything. We are not sharing our learning experiences, our teaching, we do not know the other teachers, students... And I think that we do not have that communication. It is just something very basic and just giving information to work well, but that is all. ((chuckles))
33	RES.:	7:16	Okay. And, uh, can you describe the materials that you use for teaching in English?
34	MIC.:	7:22	Yes. Um, well, from the school, we are forced to use textbooks. And this year's are from Cambridge. And for English (.) we use these textbooks and for CLIL we are allowed to make our (.) material. So, it depends on the year and on the teacher and on the... our students' interests. So, this is really nice.
35	RES.:	7:52	Are there any issues in their use?
36	MIC.:	7:55	Sorry?
37	RES.:	7:56	Are there any issues in their use?
38	MIC.:	7:59	Uh, <u>no</u> , no, no, no. I was surprised cause when I finished my degree, um, all the teachers like university, they told us: "Oh no, it is better to, um, meet your materials adapted to your students' needs!" And when I started working at this school, we used textbooks for everything, and the kids actually really enjoyed using them. I do not know if it is because they are frustrated and they have just started writing and reading and everything is new and they love to open books, but, um, they <u>love to</u> . So, um, I was really surprised. And then with CLIL, um, for them, I think that it is difficult to connect that we are doing something <u>different</u> in English. I mean the <u>content</u> and we are using that language. So, um, I would say that there is no difficult issue related to materials because they are really adapted to our students' <u>needs and levels</u> , but they are surprised that we are using English for another thing than learning English, so... ((smiles))
39	RES.:	9:04	Perfect. And the existing materials that you use, are they adapted for Catalonia?

40	MIC.:	9:11	Uh, yes. Yes, yes. Both of them.
41	RES.:	9:14	Aha. And what would you change or improve in the materials?
42	MIC.:	9:20	The CLIL ones? I think that, um, as, as every year we change them according to the assessment that we were given when they were doing P5. So, uh, I have not said that, but, um, we have a meeting, all the first graders with the P5, because, um, the... we change information and basically their marks... And they talk about, um, how the world has evolved during kindergarten, which are the learning difficulties... And based on that report, we start preparing our materials during the summer and we finish them during the first term. But, um, I think that they are pretty much adapted to what our students expect to do and what we can ask them. But, uh, in English I would say that, um, the textbooks are really nice, but I could maybe introduce more speaking activities or more games.
43	RES.:	10:28	Thank you. And, um, what support did your school offer you for the lessons you teach in English?
44	MIC.:	10:39	((laughs, chuckles, breaths out)) Well, we have taken courses from Cambridge to, well, to get to know the materials because this year we changed our textbooks. They have not offered <u>anything</u> ((laughs)) to us.
45	RES.:	10:58	Okay. Fair enough. Um, would you say that you are satisfied with the way teaching in English is a run at your school?
46	MIC.:	11:08	Yes. Well, I think that the best part of teaching English at my school is that we have... We have, well, we are free to do everything that we want. In, brackets that we have to, um, we have to achieve the goals set by the Departament and all that. But, um, I have, I think that I am very free to everything I want to, so yeah, I am kind of satisfied, but then we do not have that communication that maybe will be really interesting to have, um, that we, for example, I can talk to the second-grade teacher of my group, but to just continue the line that we are following in first grade. So that, when they change the second grade, they do not find that it is really different or something like that, but just that I am really satisfied with my group and what the school has offered me.
47	RES.:	12:09	Perfect. And, uh, do teachers collaborate at your school when it comes to teaching in English?
48	MIC.:	12:18	Um, <u>no</u> .
49	RES.:	12:21	Right. Fair enough. And are there any incentives for teaching in English?
50	MIC.:	12:29	No, actually is a... ((mumbles)) Something that we have to do that is mandatory, I think that from 2010, all the teachers that were employed by the school need to have between C1 or C2 level of English, so... ((laughs)) I do not think that this is any kind of incentive. ((laughs)) I think it is a requirement. ((laughs)) We have to teach

			English to our group. So, for example, I am in charge of 1A, and I am also their English teacher, their Arts teacher, their Catalan teacher, everything. So...
51	RES.:	13:14	Okay, perfect. I have more questions related to beliefs about teaching in English and also about your wellbeing. So, I am now going to ask you about the beliefs. How do you feel about teaching English and in primary school?
52	MIC.:	13:30	I think that it is really important because it is in primary where we set the phases of our students' learning and they have to... they have to <u>like</u> learning a language just because it is something cultural and it is of course <u>enrichment</u> . And I think that for that reason, we have to play many games. We have to, we have to enthruse them to learn a language and not to <u>hate</u> , because what happens normally is when they get to fifth or sixth grade, they start <u>hating</u> using the language or they start saying: "Oh, this is really boring because English it is so difficult because, um, I cannot do these writings or I cannot understand what you are saying". And for example, when they are in first grade, they <u>love</u> English. They <u>love</u> playing games, they <u>love</u> singing, they <u>love</u> painting, they <u>love</u> Art, they <u>love</u> Science. They are <u>really interested</u> . And if they cannot understand something, they manage to XXX. So, I think that it is really important that all the teachers from a same school, we agree on how we are going to do the methodology and we <u>try</u> to do our <u>best</u> to encourage them learning. Because if not, as I told you before, um, if primary is the basis, then when they get to ESO, they... it is a problem, English becomes an <u>issue</u> and they do not like it and they do not <u>enjoy</u> it. And we are forcing them to learn something that they are not interested in. So... ((giggles))
53	RES.:	15:13	Thank you. And how do you think other teachers feel about it?
54	MIC.:	15:16	I think that young people are really motivated and they try their best to... to try to change the situation, <u>but</u> when they get old and they get frustrated because normally when you are a private school, um, what the principal wants is that your students achieve the highest success. And it is like they get the best mark in Selectivity. Then they do not get recognized for their efforts during that maybe the years that they have been doing new things and trying new methodologies, they start (.) complaining and they start, uh, laying back and not changing the methodologies, because I think that all the system frustrates them. For example, now that I have finished my degree three years ago, so that is... I am a really non-experienced teacher, no, right? But, um, I am really happy and I am really motivated to help my students, but I do not know, maybe when I am 50 years old and if the system seems the same and, and I get a little money for what I am doing and also because, um, I do not get that recognition from my principal... Maybe I will be as relaxed as them and I will be: "Okay, open the textbook and yes, we are going to the movies for homework and tomorrow you will have a test. And, uh, I really do not care if you will have understood it or not, because I have to give this content and you will have to get a ten at Selectivity". ((chuckles)) So that is all. ((chuckles))

55	RES.:	16:56	Thank you. And how do students feel about the teaching in English?
56	MIC.:	17:02	I think that my students, they love... like being taught in English, and they (.) really enjoy learning new things. And when they learn something, they go to the other classrooms or to the other classmates. And then: "Oh, I have learned that then you know, that these in English is that or..." Um, they use it, they use what they learned. For example, they can ask: "Can I go to the toilet please?" or "How are you?". These basic sentences, because we are in the first grade. But I think that they, they are really happy with our lessons.
57	RES.:	17:41	And how do parents feel?
58	MIC.:	17:45	Parents, I think that, um, they are really enthusiastic about (1.0) what we are doing because now we have introduced one more hour of English and we go storytelling and we have asked about their opinions and all of them, they say that they find it really interesting because when their kids were explaining that story about Jen and Susie, they, they use a lot of English expressions and they try to, um, use questions and they imitate me doing something because one... one parent told me: "Oh, Micaela, you did like that then Dina was like..., oh Micaela!". So, so and blah, blah, blah. So, I think that they are really happy. And also, um, I think that they are happy because they have enrolled their kids because we do so many hours of English since they are three years old. Because when they are in P3, P4 and P5, they do four hours per week in English. So that is a lot in kindergarten. And now they, they are doing in first grade four hours in English... about eight, nine hours in English. Per week, so, that is a lot. ((giggles)) So I think that they are really happy.
59	RES.:	19:12	Aha. And what do you feel are the assumptions about teaching in English, in primary school?
60	MIC.:	19:22	Um, from, for example, from the ones that... from the teachers that are in secondary, they are like: "Oh, in primary, you only play, in primary you are only working on "Simon says"". ((chuckles)) I feel... I feel like, um, like they take us as some kind of a joke and they do not think that we are actually teaching them and our kids are learning because we are not doing as much <u>paperwork</u> as them, but I always say to them: "Well, but this is basis and if they do not like what we are doing then it is... so it happens when it happens". And they do not like to write and then like to read and <u>at least</u> , um, our kids, they are happy to the English and they need to set the basis. And for example, in first grade, they have... they have just learned how to <u>read and write</u> , how can I do a lot of paperwork activities, because if they do not do it in Catalan or Spanish, how are they going to do it? In English, they are just developing their literacy skills. So, wait, we are <u>playing</u> , but we are <u>learning</u> . So...
61	RES.:	20:34	Okay. Thank you. And do you think at all the students benefit from, uh, from being taught in English?

62	MIC.:	20:43	I think so, but kids that have learning difficulties in Catalan or Spanish, I see them struggling, maybe not in first grade, because as I told you before we are <u>playing</u> and everything is new and, and we have like the format from kindergarten. So, we spend lots of time <u>singing</u> and playing games and working through oral language. But I feel that when they get to fourth or fifth or sixth grade, the ones that have learning difficulties, they are kind of left behind because you have 25 students and... And some of your best students in other subjects, in English they are not as good as, for example, in Catalan. So, you need to make... to make sure that they are learning and the ones that have more learning difficulties, maybe they are struggling more than in other subjects. So, I think that maybe co-teaching would be good, be a way of improving or... or just attaining to that type of students.
63	RES.:	21:56	Perfect. Thank you. And do you feel that teaching in English, in primary school is improving language education in Catalonia?
64	MIC.:	22:05	Yes, I think so. And I also think that in this sense, in new sense, um, as in Catalonia we speak, um, Catalan, Spanish, or we have these cultural demands that we have to learn all that language. And I think that we are open to, to talk about the languages and to include them in our linguistic framework. I think that... in the sense, uh, we are, we are doing well and at least we have positive attitudes towards learning and all the teachers or the adults. But I think that we are maybe more willing to do so that in other communities, because we have this (.) bilingualism, you know like, as we are able to speak Catalan and in Spanish as well, so, maybe.
65	RES.:	23:02	Perfect. And what about content education? Do you feel that teaching in English in primary school is improving content education?
66	MIC.:	23:12	<u>Yes</u> . I think that, like, for example, we are doing CLIL, maybe we do not reach to give as much content as we used to do in Catalan or in Spanish, because of course it is not, um, the mother tongue of our students. So, we have to teach also language just to get the content. But I think that we can <u>learn</u> another content. So, I do not think that we are losing the content that maybe 10 years ago they were achieving by fifth grade or something like that. It is true that in ESO, our teachers, they say that they cannot cover all the content. And that is, I think that maybe that is a problem because if we want to have the highest marks in Selectivity, then if we do not give all the content, they will have a problem. But I think that this... maybe it is an issue in ESO, but not in primary.
67	RES.:	24:19	Okay. Thank you. And what are the conditions to ensure best teaching in English practice?
68	MIC.:	24:27	Whoa, uh, I think if you have a school that supports you and offers you the opportunity to take courses or to enrol you in a Master or... I mean, just study more. I think that this could be a good condition. And also, you have, depending on a group that you have, because, um, this year I have a <u>really nice</u> group. Maybe

			it is not one of the top groups, but now we are, we are working on this, and we are improving a lot, but I think that it all comes down just because if they are engaged and they have like a previous positive, positive attitudes towards English or towards learning English and they are not questioning you, I think that you then become more motivated and you try to, um, make more materials and more adapted lessons to them. And also, your (.) the teacher's staff, if you have, um, one person that can support you or that you can rely on and you can share what you are doing. Because what happens in my school is that as we all are English teachers, um, we put different things and some of them, they <u>do not want</u> to share their materials. They do not want to share their experiences. I think that I feel that also having staff meetings and staff support, it would be <u>nice</u> .
69	RES.:	26:08	Okay. And, in your opinion, what are the characteristics of an effective teacher?
70	MIC.:	26:19	Characteristics... I think that you have to understand that you cannot treat, for example, Mark, as if you treat, um, Gil, because they are different and they are, have, they have different families, they have different situations that maybe you do not know. And, and you have to (.) be flexible because if you are not with them, you cannot make them to rely on you and you want them to (.) feel comfortable in your lessons. So, I think that you first have to be empathetic and you have to sympathize with their situation and then just to be flexible and not... Of course, you have to <u>love</u> your kids. I <u>love</u> them. ((laughs))
71	RES.:	27:08	Do you think these characteristics would be the same for the CLIL teacher?
72	MIC.:	27:12	Yes, yes, of course, for <u>any</u> teacher. It does not matter if you teach them one hour or like me that I am 30 hours with them. They are your... for one hour, they are your kids. You are the adult responsible for them. And you have to, you <u>have to</u> try to like them and then not your enemies. And I feel that when they are in fifth or sixth grade, they really like enemies. And they are your, <u>your students</u> . For example, in my case, when they are in the first grade, students admire the teacher, and if you then treat them well and they just get attitudes, or if you to just shout at them when you want them to do something, or when you are telling them off... You have to be really aware of which language you are using because they are so young and they, you could get <u>misunderstood</u> . And you have to think about what you are telling them and try to be as nice as possible if you are telling them not to do something. So, you have to be polite with them and they will treat you really well if you do so.
73	RES.:	28:26	Perfect. And do you think that teaching in English is suitable for all teachers?
74	MIC.:	28:36	(1.0) If they have... if they have a background or if they have, or if they are motivated, they can do anything.
75	RES.:	28:46	Perfect. I have a few more questions about, uh, your career and about your wellbeing. So, um, the first question from this block as, uh, how do you feel about teaching in English? What do you enjoy and what do you find challenging?

76	MIC.:	29:06	<p>What I enjoyed the most is when they are... when you see that they have the studies and when they are using the language and when you see them in third grade and they stop you when you were in the corridor or when you are in your room and they are telling: “Oh, Micaela, do you remember when we did that?” And you see that they, they actually learned, and they are applying what they learned and the most challenging thing... <u>For me</u>, as I am not, um, as I am not an in special education. For me, it could be how to include kids with learning difficulties in the English lessons. Because it is, it is <u>very</u> difficult. If you have to, as I told you before... we have to take care of 25 students. And then you have a kid with a severe disability. Last year, I had one kid that... he would not speak. Um, he could barely understand anything, and he did English with me. And it was really difficult to include him in the lesson and, and to make him see that we were doing something different than in Catalan, that we were trying to learn new vocabulary because he could not speak. And while it was very challenging in Catalan or in Math, in English, it was even <u>more</u>. But, um, the other students, they help him to, well, to just play and to be with us because it was, it was kind of impossible. And, and now when he would be in third grade, I have seen that he went to special needs school because it is really difficult then... But for me, how to include kids with disabilities into our lessons... the most challenging thing. And adapting the materials. And when you see that they have not lost anything, and you are trying your best and it is not working. And especially if you do not have the, the right background, because I... I mean, I have done many subjects, um, to treat special needs students, but I am not a specialist and sometimes it is difficult because you do not know if you are doing your best or if you should apply this a strategy instead of that one. And sometimes it is... it can be really difficult.</p>
77	RES.:	31:39	Perfect. I have a next question, which is, have you ever had any problems while teaching in English, but that is possibly the problem that you have?
78	MIC.:	31:47	Yeah, exactly.
79	RES.:	31:51	Yeah. And what have been the high points of teaching in English?
80	MIC.:	32:01	<p>(2.0) I think that it gives you the opportunity to... to include cultural aspects from other countries. I mean, for example, um, last week, not last week, last month, last week were on holiday. ((giggles)) Um, last month I had lots of kids that, um, that were asking about Santa Claus and that in California, um, kids were celebrating or in other places from all over the world. So, as I have the English hours, um, we just took a trip to some of the countries, well, a virtual trip. And they could learn lots of new things through English, but, um, maybe they were not related to the topic that we were working on in the English lessons, but as we were doing English, we could see other types of content or other types of lessons. So, I think that this is a nicest thing.</p>
81	RES.:	33:07	Oh, perfect. Um, um, how confident do you feel teaching generally and teaching in English?

82	MIC.:	33:15	Hmm. I am really happy. And I think if you try to do your best, I think it is going to work.
83	RES.:	33:23	Perfect. And what are your strengths as a teacher?
84	MIC.:	33:27	I think that I am very empathetic and, um, I try to understand each student's situation. And also, I think that, um, I am very flexible. I do not know if it is because I have always been teaching in first and second grade and P5. And when you are with young kids and young learners, you learn how to be flexible because one day maybe they have to just a flight and you have to stop your lesson because that is why it is the <u>most</u> important thing in that moment, you know, that you cannot move forward in your lesson, if a problem has (.) been raised and you have to deal with the situation and then to move forward. And sometimes what I believe is that teaching content is <u>not</u> the most important thing. And it does not matter that you are in English or in tutoria or in religion. If something happens, you have to deal with it in the moment that it has happened because your kids will be learning attitudes, they will be learning strategies on how to handle something. And I think that in order to be competent and as a new curriculum says that our students have to be <u>competent</u> . It is really important to that you also teach other things. And I think that being flexible enables that and also being empathetic.
85	RES.:	34:55	And how have they helped with your teaching in English, these strengths that you have got?
86	MIC.:	35:03	Hmm. I think that as a foreign language, as I have been a foreign language learner, I think that I know the points or the themes that kids are struggling with and if they are Catalan, I can help them more because I have also, I mean, I have always been in their place. And I know that maybe they need help in that thing, and I can provide more materials to help them too. So...
87	RES.:	35:33	And what do you find especially motivating or demotivating about your job?
88	MIC.:	35:39	Motivating — <u>my students</u> . And I love, I <u>love</u> them. And I love teaching them and... I am always seeing that. And for example, when I am in university, everyone is like: "Oh, like, your kids, they seem perfect!" And I tell them: "Yes, they are my kids, they are perfect to me because they have, they have lots of learning needs and problems and lots of things". But, um, I think that, uh, that it is really motivating helping them to grow and to see them learning and, and helping them and guide them and, and to see that at some point, um, they come to you and they ask you: "Micaela, today I am really sad because this happened and blah, blah, blah". And you <u>help</u> them! And you see that they are open to you and they explain some difficult things for them. And they see you as... someone that they admire, that they can <u>rely on</u> that they can speak. And I think that this is <u>wonderful</u> because they are... they are 25 boys and girls that one day they will grow up and they will become, I think that someone important because everyone is <u>important</u> . So, when they see them growing and learning and, and they come to hug you, and they say:

			<p>“Oh, I really liked that. And today I am really happy, or I am really sad because blah, blah, blah, because mummy or daddy”. And it is really nice. And the most, um, <u>demotivating thing</u>, I think that it is when your principal or your coordinator, uh, limits you. And I mean, you want to try new things. You want to try and put into practice new methodologies. And, and it seems that it is something that could be detrimental for school when it is actually <u>not</u>. So, I think that... their lack of support.</p>
89	RES.:	37:44	And what areas would you like to work on in your teaching career?
90	MIC.:	37:50	Well, to teach CLIL or to teach English or introducing more naturally our curriculum. Um, and I am really interested in reading difficulties, developing literacy difficulties and something related to motivation and how we can work on how to include kids with disabilities in order to become more inclusive and all these things that now are a trending topic.
91	RES.:	38:26	Thank you so much, I have got, uh, we are arriving almost to the closure of our interview, it has been very long time. Um, but just a few more questions about the wellbeing, the work life balance, and then it is going to be it. Uh, can you describe how you feel at work generally?
92	MIC.:	38:43	Oh, okay. So, um, as I am kind of new teacher, and this is my first year in first grade, and I have new colleagues, it is... it is been a <u>roller coaster</u> because when you go to your classroom, you are really motivating and you want to try new things, but then you have to coordinate your actions with, um, the other tutors or the other teachers. And when you do not see eye to eye, or when you then agree on things on, or how things should be done, then, then it can be really disengaging and it is difficult to deal with it. But, um, however, in the other parts, I think that I am... I have adapted well to a school that are where I am working and I have nice co-workers, maybe we do not see eye to eye at attends on how our education should be done, but then they are a nice persons... they are nice people and you can look and talk to them and they make you feel included, so...
93	RES.:	39:59	Do you find teaching in general and teaching in English stressful?
94	MIC.:	40:04	No, I do not think that it is stressful. I think that I find it more stressful to teach, um, literacy skills and especially during the first term, because, um, 10 of my kids did not recognize any letter. ((laughs)) Yeah. ((laugh)) And we had different learning rhythms. So, I think what was more stressful than teaching in English... normal things.
95	RES.:	40:37	And, uh, do you feel supported by people outside of school in relation to teaching?
96	MIC.:	40:45	Uh, yes. Outside of school, I would say that I did not have a university that they, and they tell us to introduce lots of different methodologies, I am afraid that we cannot introduce in my school, but... ((smiles)) Um, and then I think that, um, my <u>friends</u> , they are not related to education, but they <u>love</u> hearing me talking about my kids and what we have done. And also, my family, they are <u>really</u> supportive.

			And my mom is also a teacher at university, so well, she is... she is an engineering teacher, but, um, it is related to the education, but she loves to share with me experiences. And I think that it is really nice that I can actually talk with her and talk about educational approaches and how we employ things, even though she is teaching 20-year-old kids.
97	RES.:	41:43	((laughs)) Yeah. And how would you describe, describe your work life balance?
98	MIC.:	41:49	I could not imagine... When I was at university, I always thought: "Oh, I will have less work than in university when I was studying my degree". But now that I am working, I think that I have more workload than when I was doing my degree, both of them. Because, um, I do not know how I manage but I am always finishing activities or preparing, uh, materials at <u>home</u> and my parents, they go like: "Oh, Micaela, are you still working on that?" Or my boyfriend, his mom is also a primary teacher and she is like: "Oh, but you are actually doing things, or you are assessing them at home, or you are reflecting". And I am like: "Yeah, I have a thousand of things that have to be done and I do not have time at school".
99	RES.:	42:40	Do you feel you need to make any change?
100	MIC.:	42:45	Uh, I think that I have to learn how to <u>manage</u> or how to create or adapt materials from other years, because I think that what has happened to me is that every year I have been in a different grades, I started with P5. Then I moved to second grade, but now I am in first grade, so, um, each year I have to change my materials because I <u>cannot</u> use them. ((giggles)) So I feel that, um, this could be the <u>problem</u> . And I also have different students with different learning needs. So, I have to make changes and to think what could suit them <u>better</u> . And this list just extends... <u>For me</u> , it takes a lot of time, but I am really happy doing it. So...
101	RES.:	43:32	Aha. And has teaching in English affected your work life balance?
102	MIC.:	43:36	<u>No</u> .
103	RES.:	43:38	No. Okay. And do you think works or disaffection affects overall life satisfaction?
104	MIC.:	43:45	Yeah. And I think that if you are not satisfied, you cannot teach well and that you take your problems to your class. And I think that it is really important that you learn how to manage your emotions or your problem from outside school. Because I think that it reflects your teaching. If you are not happy, if you are not satisfied with what you are doing, your kids will sense it, and this could end in a disaster. Because if you are, for example, angry with the third-grade teacher, your students will notice, and you cannot teach well if you are not happy. Or maybe you can tell your students: "So today I am really sad because, um, I do not know, someone from my family is ill". And you can <u>tell</u> them! And for example, one day I was, I had fever and I could not go home because I had one meeting with one parent and I told them: "Hey, today Micaela is not feeling well. I have fever and I am ill. So, you have to help me". And they were actually really nice. And they were asking me: "Micaela,

			<p>how are you feeling?” Or, um, “Yes, now we are going to do it, but we have to...” And they care about how I was feeling. So maybe we can try to, when we are not feeling well, we can try to explain to them. Of course, you do not have to give them details if you do not want, but, um, if you cannot manage your emotions or you are not satisfied with your task, either you can solve it, or try to hide it the best way you can. Or you can tell them what happens, but it depends on the type of situation that you have and how you <u>are</u> as a teacher, because I have, um, a very, um, close relationship with my students and with my parents... Well, the parents of my students. And, and I can talk to them about anything and they can talk about anything to me as well, but it depends on how the teacher works, but in <u>my case</u>, I would say <u>that</u>. ((giggles))</p>
105	RES.:	46:02	Aha. And how satisfied are you with your career as a whole?
106	MIC.:	46:05	<p>I think that I am <u>really</u> satisfied because I am <u>working</u> and I have <u>lovely</u> students and I am really happy when I <u>wake up</u> and just think: “Oh, now I have Religion. Now I have Catalan. Now I have Arts. Now we are going to do a project for Science...” I am <u>really satisfied</u>. And related to university. Um, the five years that I did pre-primary and primary education were really nice and had the opportunity to travel to Finland and do my Erasmus there and my last placement. So, um, the degree years were really nice. And now that I am doing my Master’s, it feels kind of stressful, but I am satisfied with my progress...</p>
107	RES.:	46:53	Okay. Thank you so much! Uh, just a conclusion question, what would you, what advice would you give to primary, uh, schoolteachers who want to start teaching in English at their school?
108	MIC.:	47:09	<p>Uh, I think that I would say to them that you have to be really confident with your skills because you <u>are</u> a teacher and it does not matter what you are teaching. If you are confident and you try to do your best in your study and you prepare your lessons, everything is going to be <u>fine</u>. And, and you have to treat your students as a someone that is cared about and, and you have to make them feel special. And if you do so then it is not problem to teach in English or in Catalan or in French or whatever.</p>
109	RES.:	47:44	Perfect. Would you like to add something to our discussion?
110	MIC.:	47:50	No, I think that it has been really nice and very interesting questions.
111	RES.:	47:54	Thank you so much!

Appendix 4.2. Gerard

Date: 20/01/2020

1	RES.:	00:00	Oh, I would like to ask a little bit about yourself. How long have you been teaching CLIL?
2	GER.:	00:06	Okay, so actually, I started teaching CLIL when I arrived in the school because I used to be... actually I am a geologist and I have been working as a geologist for some time, but then I started to work as a teacher and in my first year, so five years ago, the headmaster told me about the chance of taking this course about CLIL, a new methodology. And I was very interested in that. I decided to go to the course, so maybe not the first year, because I was a little bit afraid about if I would be able to teach with new methodology in my first year. But in the second year I was brave enough to (.) practice this new methodology. And I have to say that it is... a completely, I mean, it is successful, it is brilliant.
3	RES.:	01:05	So, you were just asked to do it then, right?
4	GER.:	01:08	Yeah.
5	RES.:	01:08	Okay. And, you told me you teach in secondary school, right?
6	GER.:	01:13	Sorry, again?
7	RES.:	01:14	You told me you teach in secondary school?
8	GER.:	01:16	Yeah. <u>Secondary</u> school, which is I think first of... well in Spain it is four years of secondary. And then they (.) can choose different ways to study before going to the university, but they have to do it. I mean they must do four years.
9	RES.:	01:35	Okay. And at what ages do they start learning English at school?
10	GER.:	01:40	I think since primary school even there are some schools where even in... I mean, in the nursery they do some activities in English. But as teaching and learning English, I think primary, maybe third of primary. I mean when they arrive in secondary school, they know how to talk... and they know the language.
11	RES.:	02:03	And what subjects do you teach in CLIL?
12	GER.:	02:07	I use CLIL in Biology and another difficulty... or, I mean we are a multilingual school, so part of the subjects... some subjects we have to teach in English. So, I do CLIL in the subjects such as Biology, when I have to speak in English because if I speak in English during all the class as a regular class, my students will be lost in five minutes. ((laughs))
13	RES.:	02:38	Right. ((laughs)) And do you need to... how much Spanish or Catalan do you need to use when you teach your CLIL lessons?
14	GER.:	02:46	Preparing them or in the class?
15	RES.:	02:47	In the <u>class</u> .

16	GER.:	02:48	When you take the course or when you took the course (.) the instructor said, try to use it during whole hour because our class is for an hour, but I think that maybe the students not in all the classes, but maybe at the beginning of the unit or at the end of the unit, maybe they need like a 10, quarter, 15 minutes to regular class. I mean teacher is talking and teaching and then they are able to use the target language that you have set or they know the targets that they have to do using CLIL methodology. But before these activities, they need some clues and they need some information to work with it.
17	RES.:	03:36	Perfect!
18	GER.:	03:38	Maybe 40 minutes.
19	RES.:	03:42	Aha, perfect. You have mentioned that your director encouraged you to use some CLIL methodology, right?
20	GER.:	03:49	Aha.
21	RES.:	03:50	And did you get any specific training for CLIL classes?
22	GER.:	03:54	No, I think that the best training... Okay. You have to take a course or took a course, yeah. And in the course they give you a lot of material, tools, resources, digital resources, whatever. And then I think the best training you could do (.) is to <u>try to do it</u> . Maybe it is not going to be as successful as in the course because in the course we are adults and we know they are teenagers. I have not always viewed the best attitude in the classes, but the best thing to practice is to <u>try to do it in class</u> . And the first day, of course, it is going to be difficult. You will be afraid because you are out of the, I do not know if it is correct... comfort zone... comfort zone?
23	RES.:	04:38	Yeah, yeah.
24	GER.:	04:40	Yeah? You are afraid of all that. But then year by year or classes by classes, you are getting confident and students feel that and when you are more confident, it is easier to do it. And they know how to do... they know what you want. And totally, I use it, because I am a Maths class as well... professor, excuse me, teacher. And, and I use even CLIL in Mathematics class.
25	RES.:	05:09	So you use CLIL methodology or you teach it in English?
26	GER.:	05:12	No, methodology. Mathematics, I think it is difficult enough. ((giggles)) So what would happen if we teach Maths in English?! ((laughs)) It could be a disaster.
27	RES.:	05:24	I see, yeah... and at your school, are there any training opportunities offered for teachers in terms of CLIL?
28	GER.:	05:30	Yeah. Actually as a teacher you have to do some hours of your (.) contract... labour contract. That is correct, yeah?
29	RES.:	05:39	Yeah.
30	GER.:	05:40	So there are some, some hours that you have to invest in a course. The course could be obligatory, no... yeah? Do you know what I mean?

31	RES.:	05:50	Yeah, yeah, obligatory. Yeah, yeah.
32	GER.:	05:58	Or you are interested in other courses you can search the course you would like to do and you can ask the headmaster and if the course is official and has enough hours, I mean, I think it is 50 hours, then there is no problem. I mean a kitchen course or how to cook, maybe it is not the best course as a teacher, but if it is something related to (.) a school and teaching and these things, there will be no problem. But headmaster asked me to do it and it was wonderful. Actually, I have done two courses. CLIL and effective classes... and effective results in a CLIL class.
33	RES.:	06:34	Was it at your school or (.) somewhere else?
34	GER.:	06:36	No, it is a, an organization which is Escola Cristiana because I am from La Salle, I am working in La Salle. There are different Christian schools and they have like... behind them, their organization that offers a lot of courses.
35	RES.:	06:55	Aha. Got it. And at your school, um, there are more CLIL classes, right? Not just your CLIL class?
36	GER.:	07:03	No, because I am the teacher in... basically I teach in third and fourth of ESO, which are the two last years of ESO. So I teach the oldest ones. But another teacher who is doing Biology in the first courses, I mean first of ESO and second, and this teacher did my course or took my course as well. And she is teaching with CLIL methodology as well.
37	RES.:	07:30	And are there any guidelines for CLIL lessons at your school?
38	GER.:	07:35	Any guides?
39	RES.:	07:37	Any guidelines?
40	GER.:	07:47	Well, it is important to follow the curriculum, but I mean... They have some activities in CLIL, especially at the beginning of classes that maybe for ESO (.) we could annoy the other class, you know, because some activities they have to stand up, they have to run, they have to move around the classroom with tables and chairs. And this I try to transform a little bit to avoid annoying the class that I have next door or on the first floor because I am on the second floor, things that you have to be careful about because, you know... With teenagers, if you say, okay you can jump, they are not going to jump. They are going to <u>jump</u> , <u>shout</u> and <u>fight</u> .
41	RES.:	08:25	((laughs)) Yeah, yeah, I know. I know.
42	GER.:	08:28	I am scared about those things but that...
43	RES.:	08:30	((laughs)) True, so true.
44	GER.:	08:32	You can do whatever you want and, but you have to be <u>careful</u> and think that there is another person teaching next door.
45	RES.:	08:39	Yeah yeah yeah, right. And if you could change a CLIL policy at the national or at school level, would you change anything if you were in charge of it?

46	GER.:	08:50	Uh, but do you mean in (.) terms of level? Uh, I do not understand the question. Could you...? ((giggles))
47	RES.:	08:56	I mean like, you know, uh, there is a CLIL policy at national and school level. And how do you see it? Would you change anything in these policies?
48	GER.:	09:07	If I was a politician?
49	RES.:	09:09	Well if you were in charge of...
50	GER.:	09:11	If I was in charge of changing some education...
51	RES.:	09:13	Yeah...
52	GER.:	09:14	Well, what is clear is that teenagers and even adults, we are not able to pay attention more than 20 minutes or 15 minutes. So what CLIL lets you is to keep the students, working and paying attention actively, uh, which is <u>more useful</u> than other methodologies. So if I could... I tried to (.) teach and to invite other teachers to use different methodology than the classical (.) teaching, which is digitally displaying something. And the students are writing down what teacher is saying, okay, there is going to be working, but which kind of working is an active working or totally passive. I think it is bad. But what we said is that if you go to convince people who are very (.) comfortable with the methodology, which they have been working with for 20 years; they are dinosaurs, we say dinosaurs.
53	RES.:	10:30	Dinosaurs ((chuckles))
54	GER.:	10:32	So, I would try to teach the rest of my colleagues to try... <u>at least</u> to try how CLIL works to show them how <u>useful</u> it could be.
55	RES.:	10:39	Right. And uh, can you describe... sorry... Do you have any guidelines regarding the materials for the CLIL lessons?
56	GER.:	10:47	Yeah. Um, in the course they give you a lot of, as I said, you have a lot of materials and it is impossible to use them... all of them in our classes, because students get mad. So, um, there is different like... different packages of activities. One of them for example, is for warming activity, which is before I start the lesson or the class, you could do different activities that CLIL professionals called “warming activities” as a warmup in the phrases, which are (.) like (.) ideas of starting. Or there are some activities that let you (.) capture the attention of the students (.) but you are not explaining something very difficult. Even we can use warming activities as a review of the previous class in the same way. Then you have a lot of activities to do during the class, which is the hard work moment. And at the end of the class, 10 minutes to go, five minutes to go you could do something as a review or checking if they have understood, not with the classical question, “do we understand?”, because everybody knows that the answer will be yes, of course. But in fact, indeed, you have to check if they understand something by making questions that you can believe them or you can check if they have understood. So, I tried to divide the

			classes in three sections. Warming activities and like (.) checking the information that I have given them if they have understood it correctly.
57	RES.:	12:29	Aha. And have you had any problems while teaching CLIL?
58	GER.:	12:32	<u>No.</u> No, no. At the beginning (.) the main problem was that I was not comfortable with the methodology because as a student I have always been taught as a classic method. I mean, teacher was talking and I was writing down my notes, while I had discovered that I had found out that, teachers (.) I mean the students enjoy even something like related to the geology that could be quite difficult. They even enjoy what you are explaining because they become part of the class. I mean, in the classical teaching, the main character of the class is the teacher. Yeah. While in CLIL methodology, this... I mean the student will be the main character. This is the challenge for the teacher that student feels that he is a part and even he is the main character of the class.
59	RES.:	13:40	Um, right. So, um, the materials that you use, are they designed for Catalonia?
60	GER.:	13:48	No, actually, in the course I give (.) materials which are (.) in English. So, it is an international course, but you can adapt them, transform them to... or whatever you need. I mean, for example, instead of asking (.) a question such as "Tell me the different bones of our locomotor system", you can... instead of making this open question, you can make like a dictation where the teacher is going to tell them some sentences and they have to make two columns. One with true sentences that I am going to tell them and one with false sentences. And these students who have a bad memory or bad skills of memorizing are doing this activity better than just writing down what they have been studying. It is these kinds of activities, not all memorizing, not all studying. They have to relate things they have to put in right order the different paragraphs, they have to fill the gaps. They have to work in pairs, CLIL methodology, like one student reads this text, another student reads another text. Then they have to explain to each other what they have read, then they have to answer separately, individually questions about the text that they have read and the text that his partner has retold him.
61	RES.:	15:17	Okay. Um, and, uh, well, in general, how would you say you feel about CLIL, teaching CLIL in secondary school?
62	GER.:	15:28	Um, at the beginning of it was a little afraid because I thought: "Hmm, I am not sure if this is going to work or... I am not sure, um, if my students are going (.) to learn as much as they used to". But at the end (.) I have become (.) more comfortable with this methodology because the results are better. And they say, the students say: "Your classes and classes that teachers use CLIL"... They feel that the time goes running. I mean, they do not realize that an hour has passed, and they do not realize they are learning. <u>That is the point.</u> And when you do the exam or the exercise or whatever and they say: "Wow, I know that!" I mean, I am telling that, and it seems that everything is wonderful, but, <u>of course</u> , there will be this part of students that will have some problems with CLIL or with other methodology... that have to be (.) motivated... But I realized

			that using CLIL you are able to involve <u>more students</u> than using other methodologies.
63	RES.:	16:43	Um, ok. And so, in general, would you say that you... What exactly do you enjoy doing about CLIL?
64	GER.:	16:53	Uh, I enjoy it a lot because (.) as a teacher I think that (.) if you are talking and giving information for an hour you finish like exhausted and then you have to go to another class and do the same. And as I said, um, after 20 minutes nobody is paying attention to you or that they are writing down, but they are writing diagrams of monkeys or whatever. Uh, so what I enjoy the most is that I see, and I feel, and I can check that they are learning, and they can show me that they are learning. And even I can leave after giving some target language and these things, I can even give them information and they are able to take this information and understand this information without any problem and understanding the difficult and technical things. So that is (.) pretty cool.
65	RES.:	18:00	Yeah, yeah.
66	GER.:	18:02	But it is not easy, I mean, my best students in CLIL methodology are those ones that I have been working with for two years. When you have a student that never before had worked with CLIL methodology, at the beginning for him it is very difficult. When you ask something and he is waiting for the answer because the answer... they are used to getting the answer from the teacher. While with CLIL you have to give them some tools and some methodologies that let them <u>get the answer</u> . I do not know if you know what I mean?
67	RES.:	18:39	Yeah, yeah, yeah, yeah, yeah, so you get them to think kind of, yeah. That is what you meant... to reflect.
68	GER.:	18:44	Yeah, I do not like that kind of exams for example, where I asked something and they have to like <u>vomit</u> the information.
69	RES.:	18:50	((chuckles)) Yeah.
70	GER.:	18:52	I do... For example, I use a lot of tables, they have to relate... I even put the information in the question of the exercises. Then they take the information and make the relation... Of course, there will be that the student that is going to be lost, but then you can take him or her and explain as a classical teaching.
71	RES.:	19:16	Yeah. Would you say that that is the most challenging though, in CLIL or is this...?
72	GER.:	19:21	Yeah, yeah. Yeah. The... it is challenging when you know that... that guy or this girl is like a passenger... or he is like, "I do not care what he is talking about, the teacher", but when you get that this student rises his hand up and asks you a question about the unit, then it is wow, I got him or I got her.
73	RES.:	19:47	Right. And how do you think students <u>feel</u> in general about CLIL?
74	GER.:	19:52	I think that they prefer this kind of classes because mainly <u>at least</u> these classes are active. They are allowed to talk, they are allowed to make questions they

			are allowed to make groups. They are allowed <u>even</u> to stand up and change groups depending on the activity while the other classes are the classical teaching, they have to be in their chair, no questions or questions at the end of the class. These things.
75	RES.:	20:17	Yeah.
76	GER.:	20:19	So, I think they prefer this kind of classes where they are a little bit free to do something. And we are in the class, they are free. Not to go out and not to jump, and not to eat during the class, but they are free in terms of academic things, because they think that they are going to be here like six hours, six hours <u>taking notes</u> , being quiet... It is like, it could be the prison, but...
77	RES.:	20:48	Yeah, how...
78	GER.:	20:49	((mumbles))
79	RES.:	20:49	Pardon, sorry?
80	GER.:	20:50	No no, tell me.
81	RES.:	20:52	Um, yeah. In relation to this, how do you think students benefit from CLIL? How else?
82	GER.:	20:57	I think maybe we (.) do not teach as much units as we used to teach with the classic methodology because using CLIL... the classes, I mean... if I need to explain genetics and I use classical methodology, I need five classes, for example. But if I use CLIL methodology, maybe I will need eight classes. So, one disadvantage is maybe you are not going to arrive to the end of the curriculum or to the end of the book, but... <u>at least</u> what you are teaching students are going to learn better than in other methodology. And in addition, when we use CLIL, we used to use it in our English classes. So as (.) an extra thing, they are going to learn English vocabulary, which, for example, in the English subject instead when they are doing a composition instead of writing down "arm"... they write down "biceps" or "triceps" or "wrist" or...? You know what I mean?
83	RES.:	22:17	Yeah, yeah, yeah.
84	GER.:	22:18	They need to be richer so... They did not like it at the beginning because they thought that I was an English teacher doing Biology. I am not afraid about grammar or about whatever. I am here to explain something easy in English and your vocabulary, your English vocabulary will be (.) better, so... And it is technical things, which the words are quite different but not all... Bicep, bicep ((pronounces this word in Spanish)) — it is the same.
85	RES.:	22:52	Yeah. So it is like similarity in vocabulary, yeah.
86	GER.:	22:56	Yeah. Our problem in Spain is our English level is one of the lowest of the, you know, in Europe there. But at least doing an extra to the classes of English, maybe we will be able to <u>improve</u> this, these results. So, this is another extra good thing about CLIL.

87	RES.:	23:14	Yeah. So, do you think that CLIL teaching improves, uh, in secondary school, improves language education?
88	GER.:	23:20	Yeah. Or I would like to think that.
89	GER.:	23:23	Yeah. And what about content education? Because you have mentioned that you, you know, instead of spending five lessons, you spend more, do you think it also is improving content education?
90	GER.:	23:32	Yeah. Because maybe you are not going to finish the book but that things that you have been working with, they are going to learn better than with another methodology. So, I prefer... or... it is said that it is better to do less but better than a lot of things or a lot of units but... when they finish the unit they do not remember what they have been studying because they have been vomited at. So, they did not understand.
91	RES.:	23:58	((chuckles)) Yeah, aha.
92	GER.:	24:00	So, and the thing is when, for example, in the fourth of ESO, when I ask something about the third of ESO, not everybody and not all of the information I thought I had told them... but something they said: "Ah, yes we did do it using this activity". And they are able to remember <u>something</u> at least. While if we had done it with another methodology, they said: "Uff... I know we have done it in third. What are you talking about, now we are in fourth".
93	RES.:	24:29	Yeah. ((laughs)) yeah, right. Um, but um, would you say, well, are there any conditions that you could ensure the best CLIL practices because <u>surely</u> not all CLIL classes that equally as good. Would there be some conditions you would specify that unnecessary to make them good?
94	GER.:	24:45	I think that you are... I do not know if this word is correct in English... predisposition?
95	RES.:	24:52	Aha, yeah!
96	GER.:	24:54	Yeah? You have to be not happy but... you have to be with a good predisposition to do it. I mean if the headmaster said you have to do this and you do not want to do it, uff, it is going to be forced and as a teacher when you are doing something because somebody had told you, students <u>feel</u> that. And, uff, it is very, it is similar when you wear shoes which are not of your size, something is going to be <u>wrong</u> , you know?
97	RES.:	25:22	Yeah, yeah, yeah.
98	GER.:	25:24	In addition, maybe you need to be a person who likes (.) to do active class because while they are working on their own, I am not able to be at my desk. (.) I should not be at my desk. I have to be around checking if he is working well, if not, you have to have a good predisposition. You have to be active...
99	RES.:	25:51	So, do you think it is suitable for all teachers?
100	GER.:	25:54	Well, actually, it is what we have been talking about, what we talked about before, sorry. There are some teachers who have been teaching (.) for 20 years

			and all with the same methodology. So, when they have been asked to make a change in their way of teaching, his or her predisposition is not the same as for a young teacher. And I could understand this because after 20 years, changes are always (.) not dangerous but are (.) xxx. It is like a challenge...
101	RES.:	26:39	Yeah. Challenging. Yeah.
102	GER.:	26:42	Yeah. Challenging. (.) And there are people who like that and there are people who say: “ <u>Now</u> , I have to change <u>now</u> ?! I am going to be retired soon!” Then, in addition, there are some subjects that are easier to apply this methodology to than others. For example, in gymnastics uff, or... yeah, in physical education, I do not know how to apply CLIL or even <u>History</u> ! It could be a good challenge to apply CLIL in history or... I do not know. Maybe because I am a Science teacher and I see it easier. But for humanitarian subjects, I do not know, maybe it is a good challenge...
103	RES.:	27:28	Yeah? Why would you say so?
104	GER.:	27:32	Maybe it is easier for... but I know because if someone told me... asked me to do language classes, for me it would be very difficult. So, I do not know. I do not want to say that because it is <u>not objective</u> . So, for me it is very easy to apply CLIL in Biology, Mathematics, but History or Physical Education? Uff, I do not know how to.
105	RES.:	27:58	Yeah. Well I would not either. I am an Economics teacher. Right. And what about (.) characteristics of an effective teacher? What are they, what do you think?
106	GER.:	28:11	Um, I think you have to be part of the class, but it does not mean that you have to be one more of the class. I mean, for me, yeah? <u>For me</u> . A good teacher is that one who is not (.) a friend of the students but he is not the either, uh...
107	RES.:	28:30	An enemy?
108	GER.:	28:32	An <u>enemy</u> . Yeah. You have to have this line, which is very difficult because in one class the line is here, in another class the line is maybe more to a friend or in another class more to an enemy. So, when you get the class, you can work very well with that class. When you <u>do not get</u> the class, I would tell you that try to use less experiments as possible because it is not going to work. So, first of all, you have to control the class and when you control the class, you can try to use CLIL, you can try to use more practical... You can try to get them out of the class and go to a garden, for example, and do the class in the garden. But the first thing is to control the class, because if not, that experiment will fail. I am sure. ((laughs))
109	RES.:	29:22	Yeah. I see. And what do you think are the assumptions of (.) teaching CLIL in secondary school in relation to what you were just saying of the general public?
110	GER.:	29:34	What is the meaning of assumptions?
111	RES.:	29:36	Assumptions, like what do people think of CLIL?

112	GER.:	29:40	Ah! Well, there are a lot of people who are very enthusiastic with CLIL because there is a part of teachers who say: “Wow, there is a lot of work that I can avoid because my students are going to work for me!”. So, there are people who like that part of CLIL... There are people like me that like this process that you have to think how to transmit this information. Which activity could be <u>the most useful one</u> and (.) as a teacher you can follow the routine. I mean, this year in third of ESO we are going to explain these, these and these. <u>How?</u> Using this methodology, this methodology and this methodology. And what CLIL let you is not to fall in the routine.
113	RES.:	29:26	Aha.
114	GER.:	29:28	So, today, for example, I explained genetics and today I had explained genetics completely different as I explained genetics the year before. While if you are this teacher who you are going to explain and your students are going taking notes, you are going to explain the same because you are going to give the same notes to them. So, I think, it is one of the best things of CLIL that you are able to recycle your methodology because (.) if you fall in the routine, I think you are <u>dead</u> . And if you are dead ...
115	RES.:	31:00	((laughs))
116	GER.:	31:01	...you are transmitting routine and these things, and it is like a <u>snowball effect</u> , uff. It is worse than anything... But I do not know, I am too young. I mean this is my first five years teaching. So maybe in (.) two years you could make me the same interview and I would say different things.
117	RES.:	31:20	Well that would be interesting. I have, actually, no experience in CLIL, just did some practical work.
118	GER.:	31:24	((laughs and mumbles))
119	RES.:	31:28	Yeah... Tell me, tell me. Sorry!
120	GER.:	31:32	No no, that it could be interesting two years later. We are going to see if Gerard gives the same opinion of CLIL.
121	RES.:	31:39	((laughs)) It would be really interesting. I will send you a transcript once, you know, I have had done all the interviews maybe in two years can just send it in the mail and just check. ((laughs))
122	GER.:	31:50	((mumbles))
123	RES.:	31:52	Yeah, true. Um, so what have been the best moments for you as a CLIL teacher?
124	GER.:	31:57	Best moments. Um, I do not think I am allowed, so... I would like to show you some works that my students had done, but I think I am not allowed because of the, right. Uh...
125	RES.:	32:11	Yeah. Then the NDA, nondisclosure...
126	GER.:	32:13	They are teenagers, so they are not adults. But what is very... what I enjoy the most is when we finish a project or when we finish a unit or when we did an

			exam... When you realize that all your class, not only those students that (.) are good, and good students are going to be good no matter the methodology you follow. But when you see the whole class are able to pass exam, the whole class, make you a great poster or whatever, following the targets and the steps that you have (.) given them, that is <u>the best</u> ! I mean, someone could be more <u>creative</u> and... someone could be more (.) creative... ((ponders)) And how do you say when someone is in front of... embarrassed... someone could have... ((ponder))
127	RES.:	33:00	Yeah, they could be embarrassed?
128	GER.:	33:05	Yeah. When you have to... front a... talk in front of 60 people, you can be embarrassed. So, yeah. So, um, those ones, there are ones that are more... that they have no problem to talk in front of a lot of people, but <u>at least</u> all of them are able to do what you have explained to them or what they have been able to do, what you want them to do. ((laughs nervously)) I do not know?
129	RES.:	33:40	Yeah, I see... I know what you mean.
130	GER.:	33:46	Yeah? But those guys who when you have a student that are good students, (.) they like the subject you teach and they are creative, this “cocktail” is like... wow! They make a poster with a lot of (.), you know, these (.) interactive posters when you have some arrows, buttons... even they have (.) learned because I said: “In a poster you are not allowed or it is better not put a lot of like... words. It is better to use more images and these things.” And (.) a student of mine said: “Yeah, but I want to explain more things about the (.) work that we have been working with!”. And she found out how to put, you know, these codes, QR codes, which then you have to scan with the mobile phone. And yet on the poster she put like a... an extra square... where she said:” If you want to know more about my poster, check my web page”. And you could go to her website through <u>the QR code</u> . And I said: “How do you do it?” I mean, if you are creative... Maybe you are “feeding” his creativity, or her creativity and it is like they... it is not the homework for them, it is like a challenge as well. Not all the students, this was exceptional case, but I mean if I have a class of 30, 20 of my students are very, very, very creative and... ((mumbles))
131	RES.:	35:20	Aha ((mumbles)) Pardon?
132	GER.:	35:21	This have not, you know, the other subjects. So, something you are doing different from other teachers and that is the... for me that that is <u>the best</u> .
133	RES.:	35:25	Yeah. Would this be something that you find especially motivating about CLIL?

134	GER.:	35:30	Um, yeah, I like a lot these warming activities that we have been talking about and the end activity, I think that it is the key to a start making a review of what we have been doing yesterday because (.) students, teenagers have a lot of problems at home apart from school and we think that they are like robots, they arrive here and they have to pay attention and they have to... (.) they have to work hard, but for some students they have other work out of the school. So when you do this work, making activities like, okay, we are going to work. But first of all, take it easy, make a review. It is not... I mean when I am going to ask something (.) about the unit, it is going to be after doing this review. So, I am not going to ask someone to say or to show to the others that he <u>does not know</u> what I am... what I am asking. So, it is like, okay, I am going ask something, but previously we have done a review, which is less (.) direct. So, you are not this enemy, I am not going to embarrass you in front of your colleagues or your partners, yeah?
135	RES.:	36:52	Yeah, yeah.
136	GER.:	36:54	Yeah, so the way to gain their trust and... there are a part of group, a group of students who always try to do nothing and these things... and it is important I think to get their... not sympathy... to get their trust, because these guys who are passengers ((laughs)), because the bell rings and they go out in the playground or go home... When you get their attention or ask them what have they done in the weekend, you have to... you have to ask him or her, if they play any sports, you have to... as a teacher, I think that <u>more</u> than teaching some science or language, you have to <u>involve</u> with the (.) class, you have to be <u>part of the class</u> . It is a way to be <u>part</u> of the class. I mean...
137	RES.:	37:52	((mumbles))
138	GER.:	37:54	...not personal things, not important things, but if you know that that guy had a competition in the weekend, on Monday before the bell rings you can ask: "How was the competition?" And this... this is not important. Apparently, it is not important, but they realize that you have remembered about (.) their life, but it is a way to (.) make the class <u>yours</u> .
139	RES.:	38:20	Yeah, yeah, yeah. Yeah. But um, well these things obviously are super motivating. They would be for me I guess too. But would there be something that you find <u>demotivating</u> about your job in general?
140	GER.:	38:34	If I was demotivated?
141	RES.:	38:36	No, no. If there is something, some particular task or job in your job that you find demotivating?
142	GER.:	38:44	As a teacher... something that is demotivating. Yeah, the bureaucracy. ((chuckles))
143	RES.:	38:46	Bureaucracy. ((chuckles))
144	GER.:	38:48	Yeah, as teachers we have to do like a schedule of our (1.0) academic year. I mean, for example, Biology, I have 12 units. When am I going to do what? I

			mean, I have four classes of Biology, four per week... I have to count how many weeks I will have in the year. So I have to divide these 12 units in these four days per week. These things I <u>hate</u> . ((chuckles))
145	RES.:	39:26	Yeah, I feel you. ((chuckles))
146	GER.:	39:28	Yeah. Yeah. And we have to do it in a special format because all the teachers have to do it equally in the same school. It is in (.) an Excel. Um, I hate computers and computers hate me, so ((chuckles)) it is a, it is a <u>fight</u> . But the rest of the things, I think it is... (.) if I compare this profession with (.) this job, with the geologist's job, I prefer that one.
147	RES.:	39:54	Yeah. ((chuckles)) More engaging, is not it?
148	GER.:	39:55	Yeah.
149	RES.:	39:56	Yeah. Right. And does your school offer any CLIL support to you?
150	GER.:	40:00	Yeah. Um, well... After two courses, I think <u>I am</u> (1.0) the one that takes more, um, courses about CLIL. So, if somebody has any doubt, they ask <u>me</u> ((chuckles)). But if not, if I have a doubt, I have a lot of, not in the school, but I have the contact of the (.) person who (.) taught me the course. So, if I have any question or doubt, I can contact them through email or through the LinkedIn or somewhere.
151	RES.:	40:36	Would you say you are... you feel supported by people <u>outside of school</u> then?
152	GER.:	40:41	Well, in the school, they gave me the chance to take these courses and if I search another extra course about CLIL, I will be allowed to do it. So, this part of the resources, the school, I am very grateful to the school to give me the chance of doing whatever the course I want to do. And people outside of the school, they give me something more... specifically for the... For example, I said, uh, I have a problem with the cell. I do not know how to explain the function of some organisation of the cell. My school is not going to find anybody who could give me CLIL material to explain these parts of the cell. I will have to find out or search or contact with the persons who (.) taught me the course or gave me or ((mumbles))... the course... I do not know.
153	RES.:	41:32	Yeah, I get what you mean.
154	GER.:	41:35	I am a little bit rusty. I am realizing, I am a little bit rusty with English.
155	RES.:	41:37	No, no, no, I understand you perfectly.
156	GER.:	41:38	Yeah?
157	RES.:	41:40	Yeah, yeah. And English is not my native language either.
158	GER.:	41:42	Yeah? Perfect.
159	RES.:	41:45	So, I mean, I do not see any problem with your English. I understand. Yeah.
160	GER.:	41:46	So you will have no problem to transcribe the interview?

161	RES.:	41:50	Yeah, I <u>do not</u> think I will. It is super interesting. Um, especially because I really want to teach in secondary and Economics and it is super, super important for me from personal perspective too.
162	GER.:	42:03	Whoa! Whoa!
163	RES.:	42:05	Yeah. ((chuckles)) Um, I am more comfortable with Excel I would say. ((laughs)) But, um, then with other things... with the cell, for example... but yeah. Would you say you are satisfied with the way CLIL is run at your school?
164	GER.:	42:20	Yeah, yeah. Basically, if I... because what I said previously, um, I am absolutely, uh, free to do whatever I want. So, uh, following the curriculum (.) and of course if the results of our students when they finish secondary school were bad or not as good as they used to be, I... maybe the headmaster said something is happening, but (.) I have been doing this from... this is the fourth year, and completely the opposite. The students who come back here that have (.) finished the school, our students used to... usually came back and explain how is their life in the, in the university or whatever. And they say they are <u>well prepared</u> , so... but maybe in a few years these methodologies will not be the best ones and we will have to change, who knows? But at the moment, very good.
165	RES.:	43:31	Yeah. Yeah. And would the teachers collaborate at your school then or how do they collaborate?
167	GER.:	43:38	Yeah. Yeah. Because... (.) I still remember one day... that one English teacher or Catalan teacher, I do not remember... she said, I do not know how to explain these parts of the unit, which are very boring. It was like prepositions or phrasal verbs... Which is like, you have to study, memorize them. I can still remember that I took some material that the CLIL course gave me and we could adapt and transform for the phrasal verbs. Of course, again, if I said: "Okay, this is the list of phrasal verbs you have to memorize". This takes just <u>one minute</u> . While if you do CLIL activity maybe it is going to take <u>all the class</u> ! But at least maybe the 25 phrasal verbs... It is impossible to memorize because even for me ((chuckles))... but at least 10 phrasal verbs, 15, and the most important thing is that they are going to... they are not going to memorize, they are going to know how to use. And in a few days after doing the exam, they will <u>still</u> know these phrasal verbs! Not 25, of course, but 5, 4... You have to be careful and not to put a big challenge. I mean, it is impossible to <u>know</u> ((coughs)) 25 phrasal verbs. So, my (.) challenge or my objective is between 10 and 5 phrasal verbs. I already know that the best student would be able to memorize 20. So, in the exam I am not going to ask for 20 phrasal verbs, I am going to ask for 10 phrasal verbs.
167	RES.:	45:22	Yeah, yeah, I see. And at your school, um, are there any incentives for CLIL? Like extra pay or something extra.
168	GER.:	45:30	No.
169	RES.:	45:32	No?
170	GER.:	45:34	Well, the course that I took (.) I did not pay anything...

171	RES.:	45:37	Ah, your school paid for you then?
172	GER.:	45:40	Yeah, yeah. But actually, I do not know how it works because it is bureaucracy. ((laughs))
173	RES.:	45:42	Yeah. ((laughs))
174	GER.:	45:45	I think or I understood that there is like an (.) amount of money after part of my salary at 10% goes for the state and part of my salary, a little portion goes to... in a special, bag where these... money that they have to invest, you know, in courses for (.) me. If the school did not spend this money at the end of the year, this money would be lost. So, the school pays the course, but the school (.) wants to invest this money because if not they are going to lose it, you know? <u>I think</u> , because as it is bureaucracy I (.) did not pay attention. I was not... I was a bad student. ((laughs))
175	RES.:	46:47	((laughs)) Yeah. ((laughs)) Um, well, in relation, I have asked you about students before, about how students feel about CLIL. And I did not ask you about <u>parents</u> . How do you think parents feel about CLIL teaching in school?
176	GER.:	46:57	Well, as always, when a change is coming, the first reaction of parents, teachers, um, most of people is fear: "Ah! What is going to happen? Are they going to lose some units? Are they going to lose some information, knowledge?" But then I think that the parents experience the same that I have experienced when they... when they saw or when they watched or when they realized what the results of their children are... they become not motivated but they (.) are okay with that method.
177	RES.:	47:39	Aha.
178	GER.:	47:40	Because what that course taught us, it is like, when a student arrives at home and a parent asks: "What did you do in a school?" Always the same answer. "Nothing". When I do these activities because... another activity could be a "record yourself doing something, acting". When they are home the first thing when they talk to the parents about is that the teacher allowed them to record with the mobile phone in class. It is like: "Ah!".
179	RES.:	48:12	Yeah. ((laughs))
180	GER.:	48:13	So, these things arrive at home and when you interview with the parents, they say, I remember you let them use the phone, use the mobile phone, and it is completely forbidden in class. Or when they are able to use a forbidden tool to do something academic it is another extra motivation, it is something different. When mother or father asks: "What did you do?". The answer is not "nothing". The answer is: "We used the mobile phone!".
181	RES.:	48:40	((laughs)) Yeah. Right. I see, and then...
182	GER.:	48:46	((mumbles)) "What for?" Uh, when you have to explain something very large... One day I said, okay, you can record yourself and make a video or something. A student of mine made like a (.) rap, like a hip hop. He made a song with a

			process... quite (.) difficult process of biology and he (.) showed everybody. ((chuckles)) His mother, his uncle, his grandma.
183	RES.:	49:15	Yeah. ((laughs)) And how confident do you feel teaching in general and teaching CLIL?
184	GER.:	49:22	Uh, I am... in the beginning I was afraid because I am not... I was not sure about finishing the units. I was not sure about (.) doing it as well as my instructor used to do it, but you have to (.) try and to practice. And nowadays I am <u>very</u> comfortable, but at the beginning it was (.) not uncomfortable either, but I was like nervous. I was... I am very calm, but when I used CLIL at the beginning I was very... I was sweating, at the beginning of the... But then... it is practice, as many things in this life, it is practice. The more you practice, the better you do it. But the same way, if you have been practicing 10 classes and the activity is not working okay enough, let's try another thing.
185	RES.:	50:22	Aha. Aha. And what would you say your strengths as a teacher are?
186	GER.:	50:24	What did you say, sorry?
187	RES.:	50:25	Sorry. What are your strengths as a teacher?
188	GER.:	50:26	Strengths? Well, I think I am very active: I always ask them about his weekend, his private life... Even they, because I am the biologist, um, some of them come and ask me questions that I do not know because they think I am a <u>doctor</u> . I am <u>not a doctor</u> , I do not have the answer to everything. So I try to ask him a lot of things about his weekend... or correcting exams, um, I do not just put a cross when it is wrong. I put a cross and the thing that I want them to write down, which takes a lot time, but I think that they (.) prefer instead just to cross. I used to correct in another color, like in blue or green. I hate red lines because when I was a student my exams were more read than it was blue. It could be like a traumatic, there was some... some jokes, some jokes in some classes. It is that... that line that we have been talking about, you could do some jokes and some not... As well, I am <u>very strict</u> , so I am very strict with myself. If I do an exam today for example, tomorrow they will have the exams with mark and these things. So if I am strict with me, I must be very strict with them. I mean, if they forgot the material, they will have a <u>bad mark</u> . If they have a bad behaviour in the (.) classes, they will go <u>out</u> , no? <u>Out!</u> Even I am very meticulous or conscientious with the environment. We are in the school trip and they throw a paper, they know they will have a punishment... I do not know.
189	RES.:	52:28	Yeah. ((chuckles)) Right. And do you think that this strengths as a teacher in general, do you think they help you in CLIL specifically?
190	GER.:	52:36	Yeah. Yeah. I realized about that as soon as I arrived in a CLIL course because the teacher was very... was old, but he was very active and even very expressive. You (.) cannot teach with the same face for an hour. You have to (.) move your arms, you have to move your (.) eyebrows. You are not a computer, so... and the key is that, uh, I tried to, what I explained, which is the geology, I can... I tried to, for example... digestive system, I try to explain something that they have felt... like: "Have you ever had this pain in the stomach?". "Yes, yes, one

			time I... I felt that!". So that is why we have some substances, so I use their experiences, I use them to teach, but in another subject... in Economics it is going to be very difficult.
191	RES.:	53:43	You could do it too. You can do it too.
192	GER.:	53:49	"Have you ever had a problem with credit card?" Something like that. Taking advantage of... profit. Yeah? Or expenses.
193	RES.:	53:58	Yeah, yeah.
194	GER.:	54:00	This is another way of getting... the class.
195	RES.:	54:04	Well, how do you feel at work, generally? You seem to be very happy.
196	GER.:	54:09	Yeah. I try to be very happy always. You always will have problems out of the school, but it is even, you have to do a little bit of theatre because what you are, you are (.) the focus on the classes because you are the teacher. They are 30 or 28 and you are the focus and they feel as soon as you close the door, they feel how you come. So, sometimes I had a bad day or I had a bad night or whatever, but when I arrived at the school, I tried to make a change ((clicks fingers)) in my mind and even there are some days that I had some problem outside of a school, but I tried to do like a theatre. It is like you have to be a little bit of an actor, an actress, actually. Because, if not, uff, they (.) feel it. It is very difficult to explain: "Hey, good morning. How was your weekend? Okay. Open your book on page eight and do it, the exercise, and shut up." ((hems))
197	RES.:	55:10	Yeah, I see. And how stressful do you find teaching in general?
198	GER.:	55:13	Um, in general, it is <u>not</u> stressful for me, maybe because I am <u>still young</u> and I am very <u>active</u> in my, my life, but there are parts of the (.) year that of course I felt in a (.) chaos and in a stressful moment such as... when we have a exams period... because you have to prepare the classes, but you have to correct exams. Uh, maybe at the end of the course when there are lots of things to do, we have to do an interview with all the parents. I mean I am the tutor of fourth of ESO, so at the end of the year I have to be, uh, I have to have done at least one interview per family. And as a bureaucracy, this is a thing that for me it is very difficult to arrive on time. So, at the end of the course, maybe it is the moment that I am (.) more stressed. And, and in addition, you have the... all the... you have been teaching for eight months, so arrive with a low battery the thing that made you feel like stressed... I said, but we can deal with it.
199	RES.:	56:26	And how do you think CLIL classes... do you think CLIL classes are just as stressful as normal classes or more... or less?
200	GER.:	56:32	At the beginning it could seem more stressful than the other ones because the students are talking, the students are making noise. But then you realize that this is useful noise. But at the beginning if you are... or if you used to do a class like a... "Silence, everybody! Just me talking!". It is like they are making noise, so they are not learning. So, you need some time to get used to... ((taps)) be comfortable with this noise, this movement in the class.
201	RES.:	57:13	And uh, how would you describe your work life balance at the moment?

202	GER.:	57:20	Uh, I think that I kind of still improve my skills because I have, uh, this is my fifth year, so I think I have a lot to learn about teaching and we will see, maybe I would like to do something abroad... experience, which is always gratifying, and I would like to go outside to learn new methodologies as well because I am... what my... my biggest fear is to fall into the routine. So I think it is important to renovate your (.) knowledge, renovate your methodologies or change your view of something. I do not know.
203	RES.:	58:08	Did you say your biggest fall... fear is to fall in the footing?
204	GER.:	58:10	Yup. In the footing? ((laughs)) In the future.
205	RES.:	58:15	Oh, in the future? Yeah. Sorry. Um, and uh, would you, how, how has teaching clearly affected your work-life balance?
206	GER.:	58:23	Well, uh, actually, the first year I finished that, I said... Okay, next year I will have four years... I thought: "Next year I will have to explain the same?! Okay. Then the class will be different." But I have the subjects that you need... The curriculum will be the same. But then with CLIL, I see that you got to explain the same unit in thousand of different ways. Which way is the better or the best one? It depends on the class you have. You will see when you control the class, you will realize which is the best way or the best activity or the most useful activity. So, CLIL was like a window of fresh air, so it was like: "Oh, thank you!"
207	RES.:	59:10	And then in which ways do you think you work satisfaction affects overall life satisfaction?
208	GER.:	59:16	Uh, in general, you mean, in teaching?
209	RES.:	59:17	Yeah, yeah.
210	GER.:	59:18	Um, a greater satisfaction or one of the best, uh, things is when a students that have been a straight of my school, when they come back after two years of being out and say: "Oh, I am, I am in the university, I chose this degree because of you, that you taught me about Biology, and I like a lot Biology and now I am doing..." Maybe they are not doing Biology, but they are, they are doing like a geology or a (.) technical geology or chemistry. But it is nice when they come back and say: "When we finished the school, I realized that I would like to do something related with the Biology because I liked a lot the Biology you taught us". This is (.) very... gratifying?
211	RES.:	1:00:02	Yeah, yeah, rewarding. Yeah, for you, I guess. Um, how satisfied are you with your teaching career in general?
212	GER.:	1:00:23	Uh, well actually I am not a teacher because I did the degree of (.) Geology. So when I finished Geology, I had been working as a geologist and then I realized that I do not like it. And then I had to do a Master in teaching secondary and the Master was disappointing. So what I (.) like in most... it is the jobs where you are like... where you are going to learn the more the most is when you start working, so step by step, step by step. And um, I am (.) not (.) disappointed with my (.) progress, but I think that there is a... still there is <u>still</u> a long way to... to climb, to become (.) a great professional. But that is cool because if you think

			(.) that you are doing very well now, there is no challenge and I think it is important to put... to have challenge... to get there. It is like your motivation, challenge in the sport, challenge in your job. Challenging in life in general.
213	RES.:	1:01:38	Yeah. Yeah. True. And what advice would you give to secondary school teachers who want to do CLIL?
214	GER.:	1:01:40	Uh, my advice is... do not be afraid. Um, first of all, try to control your class and only then try to introduce little by little CLIL methodology. I mean, it is very difficult to introduce new, to introduce a new methodology in a class that you are not able to control or to take under control. And it is not the best to use one methodology one day and next day <u>completely</u> the opposite. "Okay, today we are going to use CLIL". So, introduce CLIL methodology little by little, step by step, or maybe there are some units that are better to use CLIL methodology than others. We will have to make like a strategy.
215	RES.:	1:02:34	Yeah. Well, thank you so much for such a <u>thorough</u> , <u>detailed</u> interview. Uh, would you like to add anything to our discussion?
216	GER.:	1:02:46	No, I think it is, it was a great interview and a complex one. Yeah, yeah.

Appendix 4.3. Ramon

Date: 27/01/2020

1	RES.:	0:00	Okay. Um, so just to let you know, before we start, um, my dissertation is about factors that contribute to, um, wellbeing of clear teachers. So all the questions that I have about that, typically the interview goes for 40 minutes, but it depends on your availability, obviously. And if at any point you feel like you want to stop, or you do not want to answer some questions. That is totally fine. So, um, how long have you been teaching in CLIL?
2	RAM.:	0:31	Do you refer to this school or in general?
3	RES.:	0:35	In general.
4	RAM.:	0:38	In general, I have been teaching for eight to nine years? Yes.
5	RES.:	0:42	Eight to nine?
6	RAM.:	0:44	Eight to nine years? Yes ((mumbles)) In the other school before I taught CLIL for a four years, plus three years, eight years, eight years...
7	RES.:	0:58	And this year you are not teaching it?
8	RAM.:	1:00	<u>No</u> . This is an exception to the last year. Yes. But this year, because of the timetable, apart from... from English, we... well, the school decided to start a new project and introduce a second foreign language ((smiles)) and I teach French, so I have not got time. But till last year I was teaching CLIL.
9	RES.:	1:21	Aha. Okay. And do you teach in primary or secondary school?
10	RAM.:	1:25	Primary school.
11	RES.:	1:28	Yeah. Okay. And what subject or subjects do you teach?
12	RAM.:	1:39	Here? ((mumbles)) So far in bcience. Sometimes... Science, Art and Crafts. But for example, in this school, because if you refer to me it is this, but apart from this Physical Education is taught through CLIL methodology as well at this school, but I am not the teacher.
13	RES.:	1:53	And did you choose to teach CLIL or were you asked or forced to?
14	RAM.:	1:58	Well, when I started... the first option, yes, because I arrived into a school where CLIL was taught and then I had to go with this. At the beginning it was not my decision, but in the previous school, I remember that I had <u>suggested</u> it.
15	RES.:	2:24	And what was the director when you suggested it?
16	RAM.:	2:26	The reaction... Today I do not know if reactions are the same, but the reaction was from people who used to say: "It is a utopia. Okay. We have not got enough time"... and et cetera.
17	RES.:	2:44	Right. And, um, did you get any specific training for your classes?

18	RAM.:	2:48	Uh, well... different short courses... but specially by <u>practicing</u> . Yes. But different short courses along the years? Yes. And a lot of literature...
19	RES.:	3:06	And did your school offer any support?
20	RAM.:	3:00	Not to me, no. Well, not to me because they had started with the methodology before. So this support was for the previous teacher... <u>Yes</u> . But in that case, the school had to support it with that... to the previous teacher, a teacher who was in the scope before my arrival.
21	RES.:	3:30	So, there is no ongoing support?
22	RAM.:	3:31	No.
23	RES.:	3:33	And how satisfied were you with teaching... or the way CLIL... Sorry ((mumbles)) How satisfied were you with the way CLIL was taught at your school... was run that way?
24	RAM.:	3:48	Uff, difficult!
25	RES.:	3:50	... the way it was managed...
26	RAM.:	3:52	Well, for example, it is... well, the experience was different if I compare the previous school and this one, for example, here, I can show you... but it does not affect in my case. But I know from the other teachers who teach CLIL and the ideas were <u>clear</u> , there was a... a <u>support</u> from the staff, from the direction, as well as previously. Eh, some people who... people who started with... with teaching CLIL were trained with specific long courses and regarding the levels as well... regarding the organization. So, when I arrived into this school, everything was done. So, my contribution here was... well, maybe to give some new ideas, uh, to change some topics regarding Science in this case, eh... which, in my opinion, were more <u>appropriate</u> , okay? But, uh, well, the organization was excellent, and I am very, very happy. In the other school, I remember it was different because there was, uh, there is an advantage, uh, Business school, for example, there are lots of English teachers. So, it is possible to teach Science, to teach Art and Crafts and the Physical Education or... the other school was different. The only English teacher was me, uh, to teach English from five... primary to teach. I remember Arts and Crafts in the first cycle of primary school. And apart from this, Science, from the third to the sixth level. So, no one more at the school, uh, well had the, well, the ability to teach in English. So, I felt a little limited. Well, the results were very satisfactory to me. I remember, I had to apply or just suggest new activities because I can see that the previous one, well, um, well maybe they were short... children needed to do all the things, okay? I mean, it was a very hard task for me, but in the end it was excellent. And I could experience this for four years with my work. But, for example, I noticed that in my case, just taking into account that there is only one person who teaches that, then there was a person... and I wanted to introduce more things to increase this CLIL area. So, I felt limited because it was impossible. It was impossible.

27	RES.:	6:58	Aha. What about this school? How much do the teachers collaborate in this school?
28	RAM.:	7:03	How much... what do you... in terms of what?
29	RES.:	7:08	In terms of class materials, in terms of methodologies to apply classrooms?
30	RAM.:	7:15	Well, the collaboration is, well, we usually collaborate because there is a commission, a joint commission... for the English teachers and CLIL teachers. And we join... we usually join too... For example, this year we are, we have changed some units for some courses regarding, for example, Science and we are preparing, we are reorganizing the syllabus and how much, well, just elaborating materials, eh, the aims we are going to... well, now we have to follow the curriculum. And then there are dimensions, we have to focus on competencies rather than contents. And for example, we are working now, um, in an important point, which is, for example, regarding scaffolding, which structures are, uh, more appropriate for every year, for example, to start from the first course and into the sixth one... No, it is good. It is <u>good</u> . The collaboration is...is <u>quite good</u> .
31	RES.:	8:27	So, you work in tandems with the English teachers?
32	RAM.:	8:34	Yes! We work in groups. Every time there is a day for commissions... So, we dedicate this time... I do not know, for example, twice per... twice per month, if we have other hours... and we can see the written accessory when we do it as well. Yes. But in group...
33	RES.:	9:00	Yes, just to check that it is recording... ((giggles)) Okay. All right. Um, so how old are the students when they, when they start learning English at your school?
34	RAM.:	9:05	How old? Three years old? Three years old. They started the first year. And how much Spanish do you use when you teach CLIL classes?
35	RES.:	9:11	And how much Spanish or Catalan do you use when you teach CLIL classes?
36	RAM.:	9:15	How much Spanish or Catalan... Little, eh? ((mumbles)) I try! Well, we try to avoid it. Well, the vehicle language is English. Yes. For CLIL, for a specifically... And for the other ... English as a language, as a foreign language is English, but in CLIL... Okay. As well. It is English, not Catalan or Spanish.
37	RES.:	9:36	So, you do not use it. All right. Okay. But I am assuming the students may communicate to you in Catalan, but you always respond to them in English?
38	RAM.:	9:46	Yes!
39	RES.:	9:48	Alright.
40	RAM.:	9:50	We usually talk and try to use structures in English to communicate... but it is possible. The answers are always in English.
41	RES.:	9:56	Got it. And are there any CLIL training opportunities offered at your school... for teachers?

42	RAM.:	10:05	<u>Yes</u> . Yes, yes, yes, yes! At the beginning when we started... (.) the training courses, were very <u>highly</u> complete, yes, yes, with a... lot of well, teacher trainers, uh, the material, uh, the... well, the suggestions, uh, <u>everything</u> . No, no, it is <u>very, very complete</u> in my opinion.
43	RES.:	10:28	And are there any guidelines for CLIL teaching in your school?
44	RAM.:	10:32	Guidelines? Eh, we started with, um, with, uh, book methodology, maybe at the beginning when something is new, you feel more confident when you have a book. But for example, one of my contributions and last year, the other colleague and I, we decided that it was the year to start as to drop off the books and <u>elaborate</u> the materials because in my experience, in the other experience as well, the colleague's experience, we have... yes, the book as a guide or only but it was <u>short</u> . It was too <u>limited</u> . Um, <u>every time</u> we felt the need to do new materials because of, well, it was not enough.
45	RES.:	11:36	So, what kind of materials can you describe them? The ones that you elaborated.
46	RAM.:	11:39	For example, flashcards, for example... well, flashcards from pictures regarding the specific units... for example, materials regarding scaffolding, with the structures they have to use when they work in groups... (1.0) to communicate in English as much as possible as well. And... well, I researched videos, <u>real</u> videos, okay?
47	RES.:	12:05	Not adapted?
48	RAM.:	12:08	Not adapted! No, no, no. We have to... We have to, well, we try to look for videos that are <u>real</u> , short videos appropriate for a specific <u>age</u> , for their <u>needs</u> and the videos from documentaries, songs, short activities, yeah...
49	RES.:	12:31	And these existing materials you have mentioned... were they are designed for Catalonia?
50	RAM.:	12:40	Some of them, yes. Because some materials, for example, are supported by a publisher, just the publisher we used to use in the past, and others just... well, using the dictionary, using the internet... and spent <u>a lot of time</u> just finding appropriate webs.
51	RES.:	12:59	Okay. Um, and what would you change in these existing CLIL materials? So, if you were in charge of creating new, right? What would you change? The books, et cetera, and the materials that are existing right now...
52	RAM.:	13:15	Well, in fact, as I told you before, the main change for me is... well, to leave the book as a... as a most important tool to follow and pick up the... the material, well, not the material, apart from the material... well, <u>the way</u> of doing the class, the way of managing the class. Last year we proposed and pieces of the last year we were doing without the book. So, in my opinion, it was, uh, it has been a good change, a very <u>positive</u> change...
53	RES.:	14:00	So, without too much focus on the books, with the focus on other needs?

54	RAM.:	14:03	Yes, on the needs, on the...
55	RES.:	14:05	Aha, the ones you have mentioned. All right. And, um, do you think that the guidelines of CLIL lessons you have at school, are helpful?
56	RAM.:	14:13	Yes. Yes. Helpful? Yes, but, uh, <u>not complete</u> .
57	RES.:	14:20	And if you could change the CLIL policy at the school or national level, would you, what would you change in the policy?
58	RAM.:	14:30	Well, I... I would think about, for example, the... like... human resources. Sometimes (.) it is not the fact of, well, feeling like dumb things because well, ideas, there are lots of them... and you are proposing to, for example, the department, and sometimes you have not got the resources. So, it is impossible. The idea is okay, the project is okay, but, well, <u>there are no</u> teachers... if there are not, it is impossible.
59	RES.:	15:04	Right ((chuckles)), so it is human resource problem?
60	RAM.:	15:06	Human resources, and more... well, parent formation, well, training. Because when you... ((chuckles)) this is (.) like everything, you start a new project in CLIL on whatever you want and... there is a lot of support for the project. If the project last two years, three years, you have the support... economical and stuff, but later? There is nothing. ((laughs))
61	RES.:	15:38	((laughs)) Right. So, there is just the initial support then?
62	RAM.:	15:40	So, to <u>keep</u> the initial support!
63	RES.:	15:42	Alright, to keep it ongoing?
64	RAM.:	15:45	Yes, of course.
65	RES.:	15:47	And how do you feel about CLIL?
66	RAM.:	15:49	(1.0) I <u>love</u> it. I love it. Yes.
67	RES.:	15:51	Yeah? ((smiles)) What do you love doing about it?
68	RAM.:	15:54	Well, the different activities, because... well, I like, for example, in my experience, when you make them work in groups, uh, to... for the research, just to use a tablet, to look for a specific thing... another person is now cutting out some pictures they brought from house to make a lapbook, for example, and you can control the groups at the same time. If they have doubts, you go to a group. If you notice something that is not working in general, you <u>stop</u> and you say: "Oh, please, pay attention! You are doing it this way, it is okay, but <u>try</u> ... try to change <u>a little bit</u> ." Interaction is very positive. Eh... (1.0) well, the way we change the activities from a song to memorize because they <u>like</u> it. Uh, you change the exercise and you do, for example, you can use a lot of material in CLIL (.) to take it into account for, for the... for the language itself. Okay. There are readings, there are listening. All these things are...
69	RES.:	17:11	Rich, very rich... And what do you think is...

70	RAM.:	17:14	Yes. It is very active! The session is active.
71	RES.:	17:18	That is probably the most, the best thing, right?
72	RAM.:	17:20	<u>Yes</u> . Yes.
73	RES.:	17:21	Okay. And what about most <u>challenging</u> thing?
74	RAM.:	17:25	The most challenging thing... for CLIL... (1.0) maybe the fact before... well, before when you had... well, when there is a suggestion, when you are suggested to teach CLIL and you say: "Okay, yes, it is nice. I... I will prepare these things, those things." Well, the time, the <u>time</u> , sometimes it is just a challenge because you say: "Well, I want to be able to do <u>everything!</u> " Because before there is a research and then most of the time you have to do it out of school. Okay. So maybe these ones are the things... ((mumbles))
75	RES.:	18:09	Have you had any problems when teaching CLIL?
76	RAM.:	18:12	No! No, no, no.
77	RES.:	18:17	Alright. And what were... what have been the <u>best</u> moments?
78	RAM.:	18:23	The best moments... so, the <u>best</u> moments, for example, when... when you notice that there is... well, a real communication is created... because at the beginning you think why it is difficult to teach... to use <u>English</u> to teach <u>Science</u> , for example, which seems, well, you have to take into account the <u>previous</u> knowledge <u>every time</u> . You know, not at the very first moment, but in the end, you notice that they understand by practice <u>a lot!</u> So, if they pay attention, it is because they are <u>motivated!</u> So, this is <u>fantastic!</u> Or when you propose something and they say: "Yes, we want to do a presentation, a short presentation. Can we do this? Can we do that?" And you say: "Okay, you can focus on that". Well, the motivation, the student's motivation, something that motivates us a lot.
79	RES.:	19:24	So, what do you find especially motivating then?
80	RAM.:	19:30	Special?
81	RES.:	19:31	Especially motivating for you as a teacher? What is it?
82	RAM.:	19:34	It is difficult to answer that. ((smiles)) So something that is special for me?
83	RES.:	19:38	Yeah. Something that for you... you know, that makes you get out of bed and you find it so motivating and even want to continue being the CLIL teacher <u>because of it</u> .
84	RAM.:	19:50	For example, being a so called <u>actor...</u> ((laughs)) Yes! When you present something and <u>mime</u> and... <u>act out</u> , make them imagine situations to consider them real... as <u>real</u> as possible... Sometimes, well, you finish the session and you are <u>exhausted!</u>
85	RES.:	20:12	But you are like a showman, yeah, in the class, that is what...

86	RAM.:	20:15	Yes! But yes! I think this is for <u>CLIL</u> and for the <u>language</u> as well! But it is, yes. It is something that motivates us a lot.
87	RES.:	20:24	And what about <u>demotivating</u> ? Is there anything that <u>demotivates</u> you?
88	RAM.:	20:31	Demotivates? Well... at school, no, because it is <u>working</u> ! What demotivates me... Well, sometimes... but this is bureaucracy, the amount of bureaucracy you have to take into account for the department. And sometimes I have got the impression that, uh, out from the classrooms, people, or <u>some people</u> do not have so much idea about what is... to manage a <u>classroom</u> , an <u>everyday</u> classroom. Well, um, in my opinion, well, I will comment it a bit... <u>Hypocrites</u> . I think so. Because you make <u>efforts</u> and <u>efforts</u> , and <u>efforts</u> , for example... the laws that are continuously, well, you have to look for the lots of training as well... And to you see that, well the reactions are more or less the same, and every year there are the same problems. For example, the lack of staff, human resources, uh, for any schools and you... you do not <u>see the solutions</u> ! One year... and another year and everything is <u>the same</u> !
89	RES.:	21:56	Aha, so it is repetitive?
90	RAM.:	21:58	Yes!
91	RES.:	22:00	And do you think CLIL is suitable for all kinds of teachers?
92	RAM.:	22:02	For all kinds of teachers? Well, if they know the language itself, why not? Why not?
93	RES.:	22:08	Do not they need some kind of content knowledge?
94	RAM.:	22:12	What?
95	RES.:	22:15	Do they need some content knowledge as well, or is...
96	RAM.:	22:20	Oh yes, of course! ((mumble)) For example, I think primary school, it depends that... primary teachers, <u>all of them</u> have (.) the ability to teach <u>all areas</u> . So, this is not a problem. In principle, this is <u>not a problem</u> . But if you have <u>enough level</u> ... in this case <u>English level</u> to communicate in a natural way, I think <u>everyone</u> , yes.
97	RES.:	22:56	Okay. And how confident do you feel teaching... teaching in general and teaching CLIL? You personally?
98	RAM.:	23:08	Yes, uh, after these eight or nine years, I could say that in my opinion, it is balanced, it is <u>balanced</u> . So, it is not, <u>now</u> it is not a challenge for me. ((mumbles)) Mainly, well, I (.) usually teach English. But when I have had... there was a case when here (.) at this school, I was a tutor of one group. And apart from this, I had to teach CLIL in <u>three different groups</u> . I remember that I felt confident and comfortable just teaching in Catalan rather than teaching in English. But now it is not a problem.
99	RES.:	23:55	What do you think your strengths as a teacher are?
100	RAM.:	24:03	(4.0) I do not know. (1.0) Could you give me a suggestion?

101	RES.:	24:08	Um, well, if it was about me, I would say that I am quite flexible. And at the same time I like to follow the order, um, and possibly, you know, adapt when it is necessary to my students.
102	RAM.:	23:21	I think in my case, flexibility is an important aspect as well. Regarding the time, regarding that school organization. And even regarding, uh, the group itself, every group is different. So, you can prepare something general for all of them and eh, you have to adapt. So flexibility is important as well. But I feel comfortable. I feel awesome like this.
103	RES.:	24:53	Earlier, you mentioned as well that you are like... how you are managing the groups, the fact that you were <u>noticing</u> ... your ability to “make the notice” as well.
104	RAM.:	25:00	Yes.
105	RES.:	25:03	You know, because not every teacher can notice that a student is not doing well.
106	RAM.:	25:06	Well, that maybe it is an extra task. You have to bear in mind. Yes, I think so. And it is essential. It is essential because if you put them, if you put them just working in groups and you want them to communicate some structures or do something, some specific things, if you are sitting down just doing all the things or managing in a general way... lots of things. Well, you can notice, you can notice them... get lost.
107	RES.:	25:45	Get lost, yeah... And what areas, what areas would you like to work on in your teaching career?
108	RAM.:	25:49	Which areas would I like...?
109	RES.:	25:51	... to work on in your teaching career? How would you like to develop as a teacher?
110	RAM.:	25:44	...as a teacher? Well, everything regarding language foreign languages, for example. Well, now I had the possibility to teach French as well. It was a dream in the past. Now it is a <u>reality</u> . Eh, well, I <u>love</u> languages. So, I speak other languages different from French and English. And I would like to contribute, well, these things.
111	RES.:	26:22	What languages do you speak?
112	RAM.:	26:25	I speak Italian and German.
113	RES.:	26:28	Ah? Alight. So, Russian is the next language, for you to... ((laughs))
114	RAM.:	26:32	((laughs)) Right, there are three languages for the future. And Russian was one of the three, yes! Coincidence much?
115	RES.:	26:39	Yes? Right! Perfect! Well, maybe someday we can practice Russian!
116	RAM.:	26:42	Why not? Why not?
117	RES.:	26:44	And how do you feel about CLIL in primary school in general?

118	RAM.:	26:48	In general? I think in primary school, especially in the present, if you compare the first classes... CLIL classes a few years ago and the present, I think it is... I think it is working. I think <u>it is working</u> .
119	RES.:	27:05	Would other teachers agree with you, do you think?
120	RAM.:	27:10	In this case? At this school? <u>Yes</u> .
121	RES.:	27:14	And what about students? How do you think they feel?
122	RAM.:	27:18	Well, I think... They feel happy when they (.) have, for example, the science class...
123	RES.:	27:27	They enjoy it?
124	RAM.:	27:29	They enjoy it. The <u>reaction</u> is positive! Most of the time...
125	RES.:	27:33	And what about parents?
126	RAM.:	27:38	Parents... eh... (1.0) In general, well, okay. The reaction is positive as well, but you can always find cases in which... maybe it is a, well, they do not feel comfortable because when they have to help them at home in some cases, well, they do not feel confident because they do not know English, because, well, they do not know how to help the children, but I think it is a... it is a fact of prejudice. They do not know what is <u>CLIL</u> . So most of... well, lots of people think that CLIL is... well, to translate, well, it is an English class and some people believe, or some people feel that, eh, this English class is a <u>high level</u> class. So, it is false. <u>It is false</u> . But through the years the reactions have been positive, <u>in general</u> .
127	RES.:	28:48	And do you think that, uh, clear, uh, practices are improving, um, improving the content education?
128	RAM.:	28:58	I think so, I think so.
129	RES.:	29:00	Why would you say so?
130	RAM.:	29:03	Eh, in relation to the, uh, to the foreign language? Of course, because they can keep in touch with the language. Um, the more you practice it, the better for you to improve it. Eh, in relation to the contents, if you select the contents, just using a common sense, it is okay. If you choose any topics without thinking about them, maybe <u>not</u> . Maybe, you... in the end you can feel, or that the impression is that, well, we could not, or in general, like in my case, I could not teach everything regarding the curriculum in this area. So, you have to... if you have a <u>good</u> , a <u>right</u> selection of the units, it is good.
131	RES.:	29:57	Perfect. And what would be the conditions for... to ensure best CLIL practice? So, one, you have mentioned is the selection, careful selection of units?
132	RAM.:	30:03	Yes.
133	RES.:	30:04	Is there anything else that would ensure the good CLIL practice apart from choosing the material?

134	RAM.:	30:10	Well, for example, uh, all TIC-TAC resources...
135	RES.:	30:14	TIC-TAC? Ah, got it!
136	RAM.:	30:15	((mumbles)) Eh, he would contribute to improve it as well. And we know that schools yes, have these resources, but it is not enough. It is not enough and more good conditions. Well, it includes the whiteboard, the projector, the screen. Um, what else? (1.0) Something that I think that would improve when you split the group, okay. Sharing, teaching, like small groups...
137	RES.:	30:57	Like small group, oh co-teaching?
138	RAM.:	31:00	Co-teaching, small groups... could improve it a lot... sometimes resources are not...
139	RES.:	31:06	Why would co-teaching improve it?
140	RAM.:	31:12	Regarding CLIL? Well regarding CLIL, we do not co-teach...
141	RES.:	31:15	But do you think it would be a good idea?
142	RAM.:	31:19	I think it would be a good idea.
143	RES.:	31:21	Why do we need it?
144	RAM.:	31:22	Why? Because, well, it depends on the task. Eh, the fact of... well, managing six groups in a class, for example, it is very tough, there are two adults instead of one, because you can, well, the time is essential sometimes. Okay.
145	RES.:	31:45	Adapting to every individual student?
146	RAM.:	31:50	For example, as well. There are special needs and with another person, it should be easier.
147	RES.:	31:56	Okay. And, um, what do you think would be characteristics of an effective teacher in general?
148	RAM.:	32:05	Regarding CLIL?
149	RES.:	32:07	Regarding CLIL and in general, I do not know if they will be different.
150	RAM.:	32:10	So, you refer to?
151	RES.:	32:12	Uh, what are the characteristics of an effective teacher in general? So, you see the person and you say: "Aha, this teacher is effective! The way he operates in the classroom".
152	RAM.:	32:26	Both in general and CLIL, <u>of course</u> , the capacity of communicating, motivating. If a teacher motivates the students, it is effective as well. Uh, when you meet, for example, a teacher who makes students collaborate, participate, be active, this is important as well. Eh, regarding conversations, yes... The foreign language, because on the contrary, it is not a CLIL session... uh, when you, well, when you are able to use everything, all the resources in a concrete period of time and you change. Okay.
153	RES.:	33:20	Okay. And how does students benefit from being taught CLIL?

154	RAM.:	33:25	Well, I think... (2.0) I think that they can, they could be more open-minded in relation to culture, for example, (.) in relation to how they, well, in relation to how they can join each other. Socializing is important as well. And through CLIL, since... since, in my opinion, you have to, uh, well, explore everything regarding cooperative learning that involves an individual task, uh, task in pairs, tasks in small group, tasks in large group...
155	RES.:	34:14	Collaboration?
156	RAM.:	34:16	Collaboration, <u>yes</u> . Cooperation, collaboration.
157	RES.:	34:21	Alright. And will all students benefit in this way?
158	RAM.:	34:26	I think so. Not, not (.) at the same level, but it is not the same to teach from here and to... to give them information and that is all? They have to <u>soak</u> in this then! And you let them investigate. Okay? Sometimes it is better... I mean, CLIL, for example... And I think what CLIL is... is that the fact of, um, creating a situation, a so-called problem and from this situation they start deciding how to solve it.... rather than... well, a traditional class.
159	RES.:	35:15	Rather than just being given information?
160	RAM.:	35:19	Yes.
161	RES.:	35:21	And how do you feel at work generally...?
162	RAM.:	35:22	At work? Yes. I feel very, very motivated, very.... after 23 years...
163	RES.:	35:30	((chuckles)) And you <u>still</u> feel motivated?
164	RAM.:	35:33	<u>Yes!</u> But I understand that the motivation in general as well, eh? Because education has changed a lot, especially in the last years in terms of bureaucracy, in terms of, well...
165	RES.:	35:52	Would you say that you are satisfied with your teaching career?
166	RAM.:	35:54	(2.0) Eh, well... I think I have to learn a lot. Yes.
167	RES.:	36:02	But in general, would you say you are satisfied?
168	RAM.:	36:06	Yes, yes, yes!
169	RES.:	36:07	And, um, how stressful do you find teaching?
170	RAM.:	36:10	Stressful?
171	RES.:	36:13	Especially, you know, general teaching and teaching in CLIL?
172	RAM.:	36:16	The main thing is, as I told you before... <u>the amount of extra tasks</u> you have to do! And it involves the papers, lots of papers to fill, bureaucracy in general. Yes. Um, <u>rather than the class</u> itself!
173	RES.:	36:36	And how would you describe your work life balance?
174	RAM.:	36:39	How would I describe my work-life balance? It is difficult now. Just... (4.0) I do not know how to tell you because I feel motivated. Uh, I am not tired because every year... well, something that, uh, helps me, something that

			helps me is that I always have a new, a new aim, something new to, to put into practice in the future. Oh, this year I have done this, it worked! Next year, I would like to change it for example. Okay, yes
175	RES.:	37:30	And right now, do need to make any changes to your work... work-life balance, do you think?
176	RAM.:	37:33	I think so. Yes.
177	RES.:	37:36	What kind of changes would you make?
178	RAM.:	37:33	Personal changes? According to the task, personal changes... Uh, well, I would like to see the more specific tasks to do because I like doing lots of things at the same time. And at the end of the week you say, no, I cannot anymore. ((chuckles)) So, well to create... well, to have the aims or the things that I have to do... (1.0) not clear because they are clear...
179	RES.:	38:17	But like to prioritize, maybe?
180	RAM.:	38:19	Yes! For example, yes. Priority. Yes. Focus on priority, because well I think that everyone wants, well, apart from these tasks, you have a private life as well, no? And so, there are days that you finish your task here, but you arrive at home and you have got <u>a lot to do</u> ! A lot! Well, doing tasks that you did not finish here, bureaucracy, to look for more research and to, well, in the end, well, it is <u>stressful</u> . Yeah. Well, so priorities maybe... and working.
181	RES.:	39:00	Yeah. And how... how did teaching CLIL affected your work life balance? Did it affect it in any way, or?
182	RAM.:	39:10	Well, for example... maybe in terms of time... before, well, time, time to (.) get (.) a good set of research, okay? To apply it into the classroom, you have to dedicate time! So...
183	RES.:	39:30	Okay. And in which ways do you think, um... Well, first of all, uh, how supported do you feel by people outside of school in relation to teaching? So, some people have, may have their friends supporting them, or like maybe the parents or teachers, other people have mentors or something... Do you...
184	RAM.:	39:50	It is personal. In my case, sometimes, uh, well, the colleagues' support is important. If you (.) you feel at ease in the (.) work environment, it is a positive aspect. You can go on with the progress, you arrive and everyone is motivated ((clicks fingers)): "Oh, we have a meeting today, let's decide that". And in this case I feel, well, I feel well, <u>cozy</u> overall, <u>very good</u> and <u>very happy</u> with that. And friends as well. Okay.
185	RES.:	40:34	Yes. And do you think work satisfactions affects overall life satisfaction... in your case?
186	RAM.:	40:40	Yes, of course! ((laughs)) Absolutely, yes! I remember some periods in which, uh, well, uh, I have not felt so cozy... from a personal point of view and the way, the way I used to work was <u>different</u> . And sometimes maybe you are not conscious of that, but you <u>transmit</u> it to your students.

187	RES.:	41:07	So, it is the other way around, it is your life affecting your work. But what about your work? Does your work satisfaction... affect directly...
188	RAM.:	41:17	If you feel like tearing at work, I think that it has an effect in a negative way...
189	RES.:	41:26	But it may affect your life?
190	RAM.:	41:28	Yes, I think so. Of course.
191	RES.:	41:42	Um, and what advice would they give to primary school teachers that are just thinking of starting teaching CLIL?
192	RAM.:	41:46	So, the first one do not be afraid. I would like to tell them that it is something that enriches a lot, students from a linguistic and social point of view and the teachers as well. Okay? For future teachers, well, they have to be... to feel confident in speaking English, this is essential, so that use of language and how they can manage language, and taking into account all abilities, but especially the oral one, because you have to use it as the... well, it is a tool for you to communicate. And, well, the self-education is very important as well for CLIL teachers (.) and general teachers as well. So, they, maybe they are ready after four years or three years. But I think that this is a job that requires self-education, it is continuous...
193	RES.:	43:06	A continuous development?
194	RAM.:	43:12	Yes.
195	RES.:	43:15	Thank you. And what would you like to add to our discussion? If anything... Would you like to add anything to our discussion? Is there anything you would like to tell...
196	RAM.:	43:20	Well, I do not know... ((mumbles)) Okay. I did not think about that. I, well, I can... I had imagined different things, because this is for research and so on and it is very interesting, but, uh, well, I had thought about, uh, more specific, a CLIL unit to talk about, I do not know, scaffolding, and so on the theory that maybe students know about it... No, it was ok.
197	RES.:	43:58	No, no, this is about CLIL... you know, teachers wellbeing in CLIL. That is what I am researching. So, all the questions are based on case studies. So, I am comparing different teachers and the different perspectives on what is common, et cetera. And the factors contribute to how they feel because not everyone ((giggles)) feels as relaxed as you seem to be about CLIL, so... That is very essential to get everybody's perspective. Well, thank you so much for such and extensive...
198	RAM.:	44:22	You are welcome! It was a pleasure.
199	RES.:	44:25	((giggles)) Let me just stop recording.

Appendix 4.4. Lidia

Date: 23/01/2020

1	RES.:	0:00	How long have you been teaching in English?
2	LID.:	0:07	Teaching in English? (.) I am not exactly sure how many years, but, uh, I arrived here in 2007 here in Barcelona, so I would say 12 or 13 years.
3	RES.:	0:25	And do teach in primary or secondary school?
4	LID.:	0:28	Always in primary.
5	RES.:	0:30	And what subject or subjects do you teach?
6	LID.:	0:35	Normally I teach, um, social, uh, "Coneixement del Medi" that we say here in Catalonia. And it could be social or, uh, social studies or natural studies. I mean, uh, Science. Science and Social studies.
7	RES.:	0:54	Uh, and did you choose to teach in English in your lessons or were you asked or forced to?
8	LID.:	0:58	Uh, what, what do you mean if somebody forced me to teach in English? No, no, no. I am an English specialist, so that is, that is, uh, one thing that I am obliged, um, in that sense to teach in English, but it is right that, um, from... since three or four years ago, I am a, um, in that special school, I am a special needs teacher, but I asked to continue teaching in English. I mean, being the English teacher, and they allowed me. So, another person is doing eh, um, special studies.... another person is dealing with special needs students. I am uh, doing English.
9	RES.:	1:56	Did you get any preparation for your teaching in English classes?
10	LID.:	2:04	Well, English, eh? Preparation...
11	RES.:	2:08	No, CLIL!
12	LID.:	2:50	Ah, CLIL! Yes, for CLIL, yes. I attended some English CLIL lessons then I think it was 2008. Then in 2009, I had a paid leave study. That means that I went to [] in England. I spent there four months... I was, I went to some CLIL lessons and then I had to do, um, uh, to create a project, a CLIL project. So, all the Catalan teachers could take it and implemented in their classes. So, it is in the Xtec website.
13	RES.:	3:07	And you also did Master's, right?
14	LID.:	3:10	Yes. Yes. I, last year I attended, I finished my Master's degree in English. Yes. Yes.
15	RES.:	3:19	Just for the record, could you tell me... Where did you do Master's?
16	LID.:	3:23	I did it in the [], Barcelona.

17	RES.:	3:29	And what was the name of the program?
18	LID.:	3:31	The program was Master in CLIL and FLE.
19	RES.:	3:35	Foreign language Education?
20	LID.:	3:38	Yes!
21	RES.:	3:40	Okay, perfect. And when do you start teaching in English at your school?
22	LID.:	3:45	In which years?
23	RES.:	3:50	In general, in terms of students? In which years? In which grade?
24	LID.:	4:01	Okay. In that school, I teach CLIL in kindergarten and first, second, third and fifth graders. But in my previous school I taught, uh, CLIL lessons in “ciclo superior” that means fifth and sixth graders.
25	RES.:	4:27	Okay. Um, and in general, the students start learning in the first grade, yeah?
26	LID.:	4:36	Eh, yes. (.) Generally speaking in first grade, but most of the schools now in kindergarten, eh, they arrange the, the timetable. So, the English teacher could go there for some, maybe one or two moments. It is not the one hour, maybe it is, it is half an hour, once or twice a week. But in my school, they did it sometimes before, but they stopped... stopped. And now it is only from first grade on.
27	RES.:	5:15	Okay. And uh, do you use Spanish and Catalan in these English lessons?
28	LID.:	5:22	Yes, I do use Catalan, but when... for example, when we are doing a project and we are analysing some facts or they are giving improvements on or saying, um, I, uh... “I think that we could improve this by doing this, dot dot dot”. It means that we are doing this by improving high level thinking skills, they do not have the English language, then in those moments English is allowed and as well a catalogue is allowed, and as well... Um, sometimes I use some Catalan words to assure that all my students have understood what they have to do, what they have to do, what I am asking them. And Spanish for example, today, um, I did an explanation in Spanish because, uh, I have a boy from Chile that he has just arrived in September and today, for example, I explained the things not in Catalan but in Spanish to assure he was, uh, understanding and to think that he ever... I mean, maybe other languages can be in the CLIL lessons as well.
29	RES.:	6:58	And are there any training and opportunities or qualifications offered at your school?
30	LID.:	7:08	Uh, sorry, Anastasia, I do not... could you repeat it?

31	RES.:	7:11	Yeah, sure. Are there any training opportunities or qualifications offered for teachers at your school?
32	LID.:	7:18	No. No, no. In my school, um, uh, if my school is offering me opportunities to pick... well not, not my school, but, uh, in Catalonia, uh, you can attend some, um, how do you say, “formació d'adults”? Uh, some, uh, some trainings and then, if you want to apply for those trainings, you can do it. Yeah. But not my school, specifically, not my school.
33	RES.:	7:56	And are there any guidelines for teaching English at your school?
34	LID.:	8:02	Not at all. I mean, it is a, um, it is a very free school. Uh, they, the guidance is, eh, to follow the Catalan curriculum to integrate all the students, make sure that the students are learning and treated in an equal way... I mean, taking care of <u>each individual student</u> is <u>the philosophy</u> of the school.
35	RES.:	8:37	And if you were in charge of a policy at the national or school level, would you change anything?
36	LID.:	8:48	Oh, I would change a lot of things. Um, let's see. First um, I would like to, um, how do you say, I would like to... students from different ages, could do CLIL projects. I mean once you learn with seven years old and another with nine and although we 10, if they are interested in one specific topic that they could work together. I mean the English teacher could be working with students with different ages according to their interests in their interests in the CLIL project they want to develop.
37	RES.:	9:51	Okay. And are there any guidelines regarding the materials that you use for teaching in English classes?
38	LID.:	9:52	(1.5) No, no, not specifically. This year for example, is the first year that we are not having any, any book from any publisher. Since then, I was using the books but only, uh, because there are books that had some stories and from those stories there were some songs and there was some acting out. And then, um, and, but this (.) year is the first one, that, uh, I am not following any book at home. So, everything comes from the material I create or a search in the internet.
39	RES.:	10:48	And can you describe the materials that you use for teaching in English?
40	LID.:	10:50	Yes. Let me see. Um, for example, the materials.... Normally there are some, uh, there are so many different ones! Let me see! For example, last year a project about animals and the students wanted to learn, eh, the inside of the body of the (.) some specific animals. So, I searched in the internet those are specific skeletons and then I printed them out. And from those, uh, printed skeletons they had to classify and uh, um, do the peer activities. Another thing, for example, this year we are working on a project about, um, we want to (.) improve our forest. And uh, we went to the forest to observe. And to do the observation we had to agree on some, uh, some

			aspects. Those aspects we agreed in the class and then I printed from them. Uh, mmm... A paper. So, they could use it at their... we used magnifiers. We normally use iPads as well because they have to make pictures of each other or maybe to, to record, eh... For the first graders, I have had asked them to bring a photo from their families. For the second graders, we have created a memory. I mean, they have created, and we are using the memory game, but I have not bought, bought it, eh, they have created on road day. What else? Uh, many, many things. But uh, uh, yes. Uh, the internet of course, videos from the internet. Um, and then we do different tasks. Maybe a dictogloss, maybe a memory, maybe organizing. Ah, yes... Last year for example, we created some questioners about the responsibilities that, uh, students, um, were doing at home. And then we placed them in the, in the corridor and we asked their families to (.) answer the same (.) questionnaire. Yes. Those are the materials. And I am of course, computers, computers, yes. We have been doing a power point, for example, with the students in second grade.
41	RES.:	13:31	Are there any issues with the materials that you use?
42	LID.:	13:35	Other issues?
43	RES.:	13:37	Are there any issues, any problems with the materials that you use?
44	LID.:	13:43	Any problems? Um, no, because we are ((mumbles)) working in a (.) school, uh, that we have a lot of materials. This year, for example, school has got 30 computers for second and second graders, which is, this is, <u>amazing</u> ! We have got, uh, six iPads for first and second graders, but we can go for all those students to ask for some more... So, I mean the Wi-Fi works properly. Um, but maybe what I would like to have is more... uh, tools to work, um, with Science... Uh, with (.) experiments, for example. I would like to do experiments, and this is something that I would (.) like to buy or to have. Otherwise.... they are going to be a bit difficult.
45	RES.:	14:51	So, this is something you would change or improve in the materials?
46	LID.:	14:54	Yes. Yes. To improve the materials? Yes. The organization of the students. Yeah.
47	RES.:	15:03	And the existing materials that they use, are they designed for Catalonia?
48	LID.:	15:12	No, I know, um, now what I am (.) working especially with, uh, material that they are in the internet. And, uh, I would go to the website where there is material specific only for the Catalan, uh, students. But since I am working with to that my students are interested in... that is why I have to... Well, I normally take my information from, from the internet, from the internet and YouTube. There is a lot of many, many, many things. Yes. If you write there, for example, um, I do not know... ((mumbles)) “digestive system for kids”. Then you can find there a lot of information specific for <u>kids</u> . And then I select one video or the other, uh, the one that is going to be (.) <u>right</u> for my students.

49	RES.:	15:49	Okay. And what support did your school offer you for the lessons you teach in English?
50	LID.:	16:37	What support? Yes. Let me see. Uh, the support, for example, for first and second graders, uh, it is related to the organization. The students have two lessons a week. One lesson is with a whole group. That means this is normal. But the second lesson is split into groups. That means that I am with the (.) half group for one hour and the other group has, eh, and the other group has another lesson with me and um, the other half of the students are with the tutor... Do you understand? So, this is the help that my school is giving. And for example, if I have to buy some specific material, normally there is (.) no problem. For example, two day my students in first grade want to want to do some experiments. So, I am going into the... I come in, um, library. And if I ask, uh, the secretary, uh, for some money to buy some material, they are going to say yes to me. It is good.
51	RES.:	16:44	Okay. Thank you. And would you say that you are satisfied with the way CLIL... teaching English is organized at your school?
52	LID.:	18:04	Yes, especially because I have all the freedom, nearly all the freedom to (.) do CLIL lessons in my way.
53	RES.:	18:14	And do teachers collaborate at your school when it comes to teaching in English?
54	LID.:	18:28	Well, no. This is something I really regret from that school. Um, I do not like to speak a lot about that, but in my previous school we had a <u>fantastic</u> English team and, um... I am not having the same team in that school, although I <u>try</u> to do it. But eh, there (.) are two other... more, uh, teachers in my school, English teachers. Uh, we (.) have meetings, the three of us to create, align, uh, English at school. But, uh, we should collaborate <u>much more</u> than what we are doing.
55	RES.:	18:34	And are there any incentives for teaching in English?
56	LID.:	19:25	Economic? <u>No</u> . In terms of, uh, points? <u>No</u> , I do not... I mean, no, the thing is that if you volunteer or if you know to, to teach in English, well, and you want to do it... but not, no, we do not have any incentive. It is just self... self-motivation and a willing of improvement, always.
57	RES.:	19:32	Right. I have two main sections to talk about. Uh, one of them, uh, I am just going to start to ask you the first question now. The first one is a belief (.) about teaching in English. And the first question is, how do you feel about teaching in English in a primary school?
58	LID.:	20:07	Well, um, um, I am very happy and, uh, since uh, there are some many years that I have been working in English and feel secure, but, uh, now I am with the students from six to eight years old. And I would like to teach older students, but in that school, it is very difficult. The other teachers are there... and it is very difficult and

			that is, yeah... Anastasia, could we continue... because, uh, because it will take us about 20 more minutes or something about that?
59	RES.:	20:24	Yes. Yeah, yeah.
60	LID.:	20:26	Yes? Uh, okay. No, we continue. Yes.
61	RES.:	20:30	Alright. Do other teachers feel the same? Do you know?
62	LID.:	21:24	Eh, I think they are. Uh, if they are in primary, eh, I think they are happy because they do not want to move from one... ((laughs)) so I understand. Yes, I believe so.
63	RES.:	21:28	Right. And how do students feel to be taught in English?
64	LID.:	21:48	To be taught in English? I think, um, I think that they feel that, uh, they are happy <u>sometimes</u> . This was something I have been, um, we have been talking this (.) morning with some of them and some say that sometimes it would be difficult because they do not understand me. All the things that I am saying... uh, but on the other hand, they understand that they have to make some effort otherwise they are not going to improve themselves. And um, they understand that, uh, learning in English is something useful for them or when they, uh, when they go abroad because they... their families move <u>a lot</u> , they move a lot. They (1.0) <u>travel</u> a lot.
65	RES.:	21:50	And how do parents feel?
66	LID.:	22:43	Oh, they (.) feel <u>very happy</u> . Eh, they think it is a necessity.
67	RES.:	22:47	And what do you feel are the assumptions about teaching English in primary school?
68	LID.:	22:53	What are the assumptions? Uh, well I think that we should be teaching much more hours that we are doing, eh, and we should be doing nearly everything through project of resolving problems or topics <u>and</u> topics related to sustainability. I mean, that we should be tackling, eh, the 17 global goals for sustainable world. I think this should be the main curriculum. In fact, this is what I am doing with first and second graders but connected (.) with the Catalan curriculum.
69	RES.:	23:01	And do you think students benefit from being taught in English?
70	LID.:	23:49	Yes, <u>of course</u> . A hundred, a <u>hundred</u> percent! Because they will, uh, allow them to move in... in this, uh, whole world, there are more opportunities to study <u>abroad</u> .
71	RES.:	23:53	And do you feel that are teaching English and secondary, sorry, in primary school is improving language education in Catalonia?
72	LID.:	24:09	I do not know because I have not had to the opportunity to analyse this, but from my point of view, I think it, eh, it (.) helps improving the other languages because uh, students have to analyse if there are some differences, if there are some, um,

			uh, similarities and then their own language.... Uh, they understand much more their own language. Yes. So, from my point of view, yes, but I do not know the exact (.) figures.
73	RES.:	24:21	And what about content education?
74	LID.:	24:59	Content? Um, I <u>do not know</u> if the content is improving, but what I think that if we can decide the content that we are teaching in English, uh, <u>at least</u> it is more (1.5) motivating because, uh, it is something that is in the Catalan curriculum, but you are dealing with content... I mean, at least what I am doing, eh, I am dealing with the content, the topic in the way or answering the questions that the students <u>have</u> . So <u>that is it</u> .
75	RES.:	25:04	And what are the conditions to ensure best teaching in English practices?
76	LID.:	26:05	Well, first of all, training, I think training is really important. Um, if you think that you are always doing the same, the same way you are, not going to cope with the problems of this 21 st century. Then, more flexibility at schools... And for me it is something important... to talk, collaborate with the English teachers in one school. And it could be good as well to connect with other teachers in the schools that are in the same neighbourhood. Three or four years ago I attended some seminars with other English teachers, and it was <u>useful</u> .
77	RES.:	26:06	Okay. Thank you. And in your opinion, what are the characteristics of an effective teacher?
78	LID.:	27:05	Sorry, could you repeat that?
79	RES.:	27:06	Oh, what are the characteristics of an <u>effective teacher</u> ?
80	LID.:	27:08	Um, okay. Uff, well, first of all, connecting with, uh, connecting with your students is this is the first one to, to connect and to know, to get to know their interests, then create and plan activities that are going to be <u>motivating</u> ... eh, so we have to take into account the <u>age</u> of the students if they like to <u>play</u> , if they have, uh, uh, if they can <u>manipulate</u> things. Um, and then so, create meaningful activities and, um, activities that can be games, it is important, games. And, uh, another thing that is very important is to connect your students with the students that are from abroad in another country. For me, this is <u>extremely</u> important in a CLIL lesson.
81	RES.:	27:13	Mm. Mm. So, these characteristics that you have described, are characteristics of an effective CLIL teacher?
82	LID.:	28:13	Yeah, yes.
83	RES.:	28:15	Are they the same for a general teacher?
84	LID.:	28:22	(1.0) Yes. For the general teacher, could be, yes. For me. Um, maybe for the general teacher, it is not so <u>obvious</u> to connect, uh, students from, from your country with

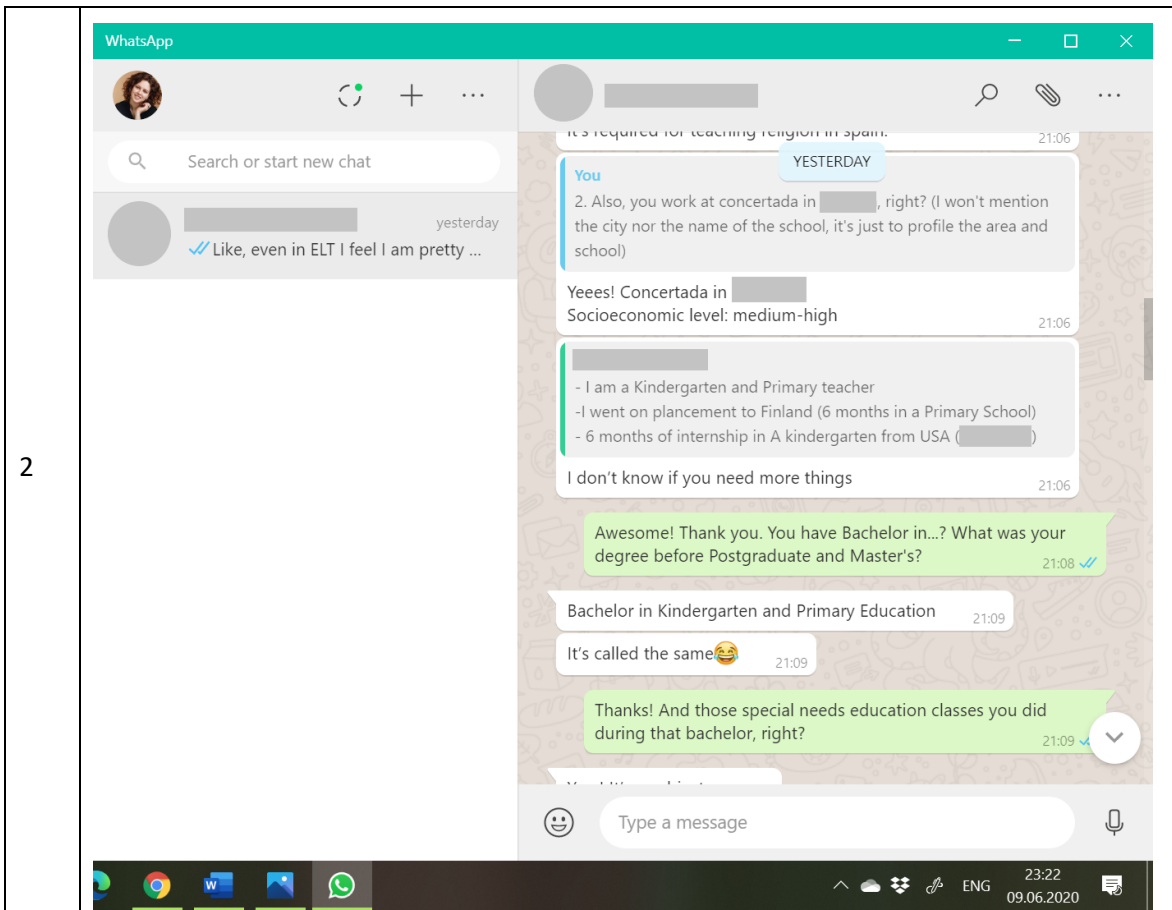
			a student from a different country. And since we are living in a global world, if I were not teaching English, I <u>would</u> connect my students with some others. <u>Yes</u> .
85	RES.:	28:36	And do you think teaching an English is suitable for all teachers?
86	LID.:	29:01	Uh, well, if they know the language, yes. But if they do not know the language, uh, yes, it is very, very important. Yes. To have a good command of the language.
87	RES.:	29:08	Perfect. I have just a few more questions about yourself. Uh, and the first one is... how do you feel about teaching in English?
88	LID.:	29:19	I am very comfortable. Yeah. Yes. Maybe I would like to be more <u>fluent</u> , not, or I would like to teach older students to be able to practice more... some more difficult structures because I am always lowering the level, so they could understand it.
89	RES.:	29:29	So, what do you enjoy about teaching in English?
90	LID.:	29:54	Um, I enjoy, uh, well, I enjoy <u>teaching</u> . And teaching in English...Um, when I see that they have, uh, learned something or they, they know what they have improved of doing something... What I like when my students learn something or learn how to <u>do</u> something. And I <u>love</u> when, when we are connecting, eh, with uh, students from uh, from abroad and we are doing some video conferences. I <u>love</u> those moments.
91	RES.:	30:00	And what do you find challenging?
92	LID.:	30:42	Well, uh, challenging for me is um... the most challenging thing is to select, to choose a topic or a project with my students and to make it challenging <u>enough</u> , motivating <u>enough</u> so they can <u>learn</u> and for them to be <u>satisfied</u> . If they are <u>satisfied</u> with what I have created, then I am <u>satisfied</u> . But this is very challenging. I mean, create CLIL projects, uh, is very challenging, <u>really</u> . You have to listen to <u>all</u> your students, <u>all</u> ! <u>Not only</u> the ones that normally speak in front of the class, but <u>all</u> of them. This is a challenge.
93	RES.:	30:46	And have you ever had any problems while teaching?
94	LID.:	31:47	Yeah, it is problems. <u>Yes, of course</u> . ((smiles)) A lot! A lot of problems. For example, in the first term, for example, I wanted to create a PowerPoint and I use the iPads for example. And then I saw that they are not a good to do that activity. So, then I said, okay, I have to use the, the computers and then we use the computers. Or sometimes I create, I think that I create a very good activity and it is not working. It is not working because of the language because maybe it is too long or maybe it is (.) difficult, it is too difficult for them. But then, uh, it is important analyse and to restructure the activity. But yes, and in terms of students, I do not know if the question was at that point as well... Well, yes, we have the problems of behaviour of sort of students that you have to manage. But the <u>key point</u> is to get that student in interested and to do so you have to <u>talk</u> to him or to her and ask what would you

			like to do in this lesson? And if you listen to everybody, then you will have a good <u>command</u> of the (.) class.
95	RES.:	31:51	Hmm. Okay. And what have been the high points of teaching in English?
96	LID.:	33:24	What have been to me? The high point, the most difficult one is to create CLIL projects. Uh, but maybe I did not understand your question. The high point that means (.) the brilliant moment? Ah! My brilliant moment, okay. Uh, for me is, um, in my school I have a mentor. I mean it is a teacher, eh, emeritus teacher from the university, from the [] university. And she comes once a week to my English class because she offers herself. And for me, having her in the class and help me, <u>help me</u> with the (.) project, it has been the best thing that, uh, I have ever had. And some other, uh, very good moment was to have the opportunity to go to England to create these CLIL um... Uh, it was, I mean, it is not that... Well, it is a project, yes. About the industrial revolution. So, this was an opportunity that the Department of Education gave me. Yeah.
97	RES.:	33:30	Yeah. And how confident do you feel teaching generally in teaching in English?
98	LID.:	34:52	Well, I am feeling very (.) comfortable because I have so many years of experience. ((laughs)) Yeah.
99	RES.:	34:59	Yeah. And what are your strengths as a teacher?
100	LID.:	35:06	My strengths? Let me see. Um. Hmm. Well, I think I am very passionate and um, I try to connect with all my students. I try to understand them, and I think that at the end of the year, everybody is happy with me. So, for me, yeah. The personal, <u>personal</u> relationship and then now I think that I really have a very good command of the CLIL methodology... Well, it is not a methodology, the CLIL dynamic. So, I have a lot of ideas and, yes. Ideas and activities, yes...
101	RES.:	35:11	And what do you find especially motivating or demotivating about your job?
102	LID.:	36:16	Motivating is that I <u>learn</u> with them. This is <u>fantastic</u> . Now that we do not have any books at all, I <u>learn</u> with them. This is something. And demotivating is when maybe in the school we are not all going into the same direction or going at the same pace, for example. Or demotivating, for example, and this is true, uh, universities should improve the way they <u>teach</u> because sometimes some new teachers arrive at school and, uh... Sometimes, eh! But we are the ones that have to teach them, uh, how we are doing now in our lessons. I mean, and it should be the opposite way or the other way around.
103	RES.:	36:16	Thank you. And what areas would you like to work on in your teaching career?
104	LID.:	37:16	In my teacher career? Science. I love science and technology. I guess and something else. Eh, educació en valors. Uh, values, not, emotions, emotions, yeah.

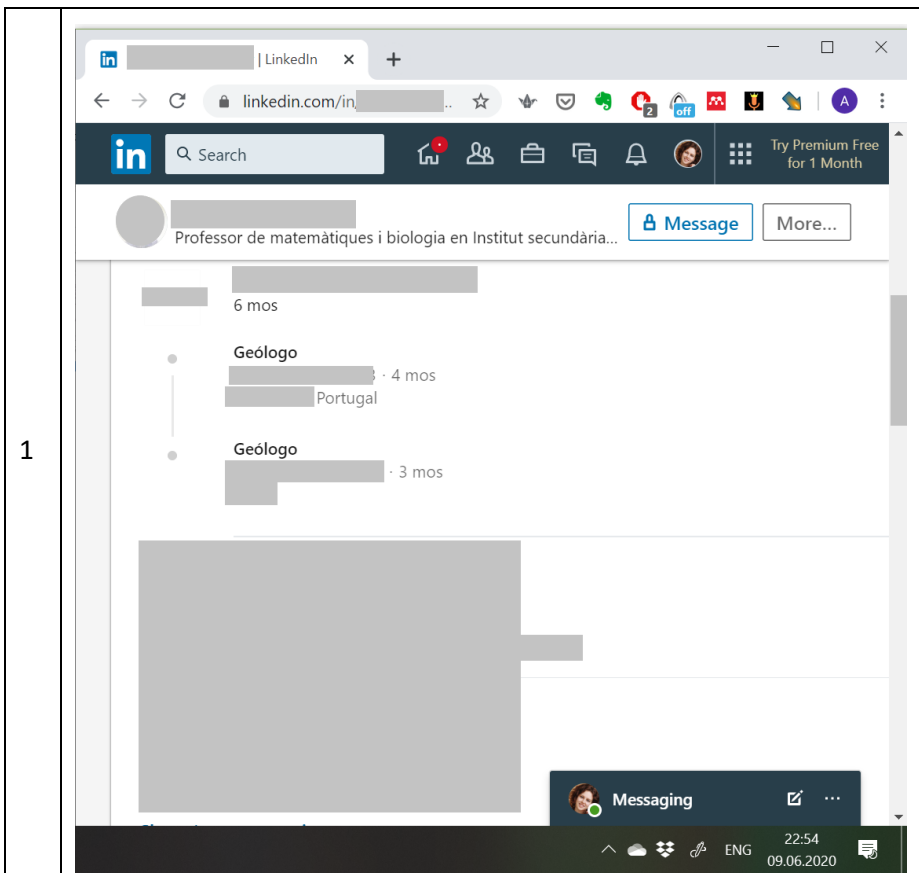
105	RES.:	37:24	And, uh, well, right into the closure. So, can you describe how you feel at work generally?
106	LID.:	37:39	At work? Um, I am very <u>satisfied</u> with my work specially because um, families and students in general are <u>very nice</u> . The teachers as well. And uh, my school is one of those that are really, um, uh, innovating and I feel very <u>comfortable</u> because I have <u>freedom</u> in my lessons.
107	RES.:	37:47	And do you find teaching generally and teaching in English in particularly stressful?
108	LID.:	38:16	Well, it is a bit more stressful because a yes, yes... You have to plan very <u>thoroughly</u> before going to class. And uh, sometimes you have to adapt the materials that you find, uh, in the internet. Uh, <u>yes</u> , I think it is a bit more stressful than, uh, teaching in Catalan or Spanish.
109	RES.:	38:24	And do you feel supported but people outside of school?
110	LID.:	38:48	Yes. Outside? Well, it from that (.) mentor. Um, outside the school... m, well outside the school for example, now I am in collaborating with, uh, with that, with that teacher in Columbia. And yes, I attended a seminar with other English teachers around of Catalonia that want to innovate in (.) English teaching. So, yes.
111	RES.:	38:52	And how would you describe your work-life balance?
112	LID.:	39:31	Eh, eh, well, I think that I work a lot. I work a lot at school and then I work a lot, uh, at home. I try, uh, to keep a balance. I try to keep a balance, uh, but sometimes it is a bit difficult.
113	RES.:	39:37	Hmm. Do you think you need to make any changes?
114	LID.:	39:58	Uh, that I have made, or I will make?
115	RES.:	40:02	Do you think you need to make?
116	LID.:	40:04	Yes. I think I need to make some changes, for example, uh, to create material is <u>fantastic</u> . But maybe is not necessary to create so... such a big amount of new material. Something that you can buy. I think we <u>should</u> buy it and uh, we should dedicate most of our time at home to <u>organization</u> and <u>design</u> more. Maybe the material we should find somewhere.
117	RES.:	40:06	And has teaching in English affected your work-life balance?
118	LID.:	40:43	Uh, yes, because, uh, this is something that I really want to <u>do</u> . If I were not teaching English, uh, I would not be so happy. Maybe? ((laughs)) Yeah.
119	RES.:	40:49	And do you think work satisfaction affects overall life satisfaction?

120	LID.:	41:02	Yes. Yes. I think so. And I think the same. That is a personal life. Um, uh, interact in the work life. But now I have a very comfortable work life. I work, uh, near my... near where I live. I can go walking. It takes me 25 or 30 minutes walking, which is fantastic because I like walking, uh, and the school has very nice as students and families and teachers. So yes, at the moment. Perfect!
121	RES.:	41:08	And a concluding question, what advice would you give to primary school teachers who want to start teaching English at their school?
122	LID.:	41:35	In my school?
123	RES.:	41:40	Any school.
124	LID.:	41:44	In their school... well, uh, the first thing I would say to, to get rid of the books if they are, eh, doing, if the (.) school has books, not use them, try to (.) encourage the other teachers not to (.) use it. Uh, to attend , to look for some seminars where she or he could share the problems or the challenge or just to create networks with other English teachers and uh, and to attend the Master, the CLIL, which for me it has been incredible. Interesting, yeah!
125	RES.:	41:54	Yeah. Would you like to add anything to our discussion?
126	LID.:	42:55	Uh, no. It has been very nice. No, no, it has been perfect. Well, I would like to ask something that I do not know if it has very much to do with that, but yes, I think that uh, teachers or... CLIL teachers that are working in primary and secondary, they should go to university to explain some good projects, good tasks, at the same time, teachers at university should come to the (.) to our lessons to implement something or to give, give us a hand about some materials and some questions related to technology or maybe some curriculums from abroad. Maybe... I have been hearing nowadays they are working on curriculum in Canada, which is something very new, I mean there should be much more connections between university and schoolteachers. Teachers that work in school and professors that are working at university. We should intersect roads sometimes.
127	RES.:	43:01	Alright. Thank you so much for answering for such a long time and giving me all this information. It is really important to me. I am just going to stop the recording.
128	LID.:	44:22	No, no, wait! And thank you. Thank you (.) for asking and for selecting those questions to the, to the people, because I am sure that you will come up with, uh, new ideas that will improve our CLIL teaching. So, thank you for this interview and good luck
129	RES.:	44:32	Thank you!

Appendix 5.1. Micaela: Whatsapp Chat (Screenshots)



Appendix 5.2. Gerard: LinkedIn Profile (Screenshots)



2

The screenshot shows a LinkedIn profile page for a user whose name is redacted. The profile title is "Professor de matemàtiques i biologia en Institut secundària...". The "Education" section is visible, listing three degrees: a Master's in secondary education, a Master's in geology and geotechnical engineering, and a Bachelor's in Geology. The "Skills & Endorsements" section is partially visible at the bottom. The browser's address bar shows "linkedin.com/in/". The system tray at the bottom indicates the time is 22:54 on 09.06.2020.

LinkedIn

Search

Professor de matemàtiques i biologia en Institut secundària... [Message](#) [More...](#)

Education

- Màster en professorat d'ESO i batxillerat, formació professional i ensenyament d'idiomes, E secundària
- Màster en recursos geològics e ingenieria geotècnica, Geology/Earth Science, General
- Licenciado en Geología, Geología

Skills & Endorsements

Messaging

22:54 09.06.2020

3

This screenshot shows the same LinkedIn profile page, but scrolled down to show the "Languages" and "Courses" sections. The "Languages" section lists 4 languages: Català, Español, Inglés, and Portugués. The "Courses" section lists 2 courses: "AICLE aplicat a l'educació secundària" and "Innovating by projects". The "Education" section is partially visible above. The system tray at the bottom shows the time as 22:55 on 09.06.2020.

LinkedIn

Search

Professor de matemàtiques i biologia en Institut secundària ... [Message](#) [More...](#)

4 Languages

Català • Español • Inglés • Portugués

2 Courses

- AICLE aplicat a l'educació secundària
- Innovating by projects

22:55 09.06.2020

Appendix 5.3. Ramon: Email (Screenshot)

09/06/2020

Gmail - Formal education



Anastasia Lovtskaya <anastasia.lovtskaya@gmail.com>

Formal education

9 June 2020 at 19:58

To: Anastasia Lovtskaya <anastasia.lovtskaya@gmail.com>

Hahahahahahaha.

23 years so far.

Missatge de Anastasia Lovtskaya <anastasia.lovtskaya@gmail.com> del dia dt., 9 de juny 2020 a les 19:52:

Hi [REDACTED],

Wow! You must be like a 100 years old to be able to have it all done :) Thank you! How long have you been teaching for? (Not in CLIL, in general)

On Tue, 9 Jun 2020, 19:48 [REDACTED] wrote:

Hi again, Anastasia,

Regarding the main question, after graduating from Secondary School (called BUP and COU then, where BUP was non-obligatory secondary school -BACHILLERATO- and COU was the previous year before attending university), I first studied to be a primary school teacher (English Teacher Degree) and then another degree in LINGUISTICS.

Concerning formal language education, I've got higher certifications in English, French, Italian and German as well as in Catalan and Spanish.

In relation to CLIL formal education, several training courses on the topic apart from a few years as Science and Arts & Crafts teacher. As I told you when we met, the job as a teacher must be continuously updated so you never stop learning things.

I've been teaching English in both pre-primary and primary school for years. This year, I have been teaching French on the 6th level as well. Years ago, I also taught on secondary school and, apart from languages and CLIL teacher, I have also worked as a tutor.

I worked as a Spanish teacher in Switzerland, too.

Well, I think this is a brief summary of my experience as a teacher so far. Tell me if I forgot something to comment, please.

And of course I will contact you if I start learning Russian. It will be a pleasure.

Let's keep in touch.

Best regards,

[REDACTED]

Missatge de Anastasia Lovtskaya <anastasia.lovtskaya@gmail.com> del dia dt., 9 de juny 2020 a les 16:46:

Hi [REDACTED], oh, thank you! I am ok, really overwhelmed though, I think we are in the same boat right now :)

I am drawing up profiles for all my interviewees and I have some information missing for you.

1. In regards to formal education, could you tell me something?
 - 1.1 Do you have formal language or/and teaching education? What is it?
 - 1.2 Do you have formal CLIL education? What is it?
 - 1.3 Do you have any other education? What is it?

This is the main question:) If you have time to answer:

2. What grades do you typically teach?
3. What subjects do you teach? I have for CLIL: Science, Arts & Crafts. And others, not CLIL: English and French. Anything else?

I will keep everything anonymous! You already have a pseudonym :) Thank you so much!!! Once you get to Russian in your list of languages to learn, remember my offer:)

Kind regards,

<https://mail.google.com/mail/u/0?ik=21d92c08ff&view=pt&search=all&permmsgid=msg-f%3A1669045180799693556&dsqt=1&simpl=msg-f%3A1...> 1/2

Appendix 5.4. Lidia: Email (Screenshot)

20/06/2020

Gmail - Formal education



Anastasia Lovtskaya <anastasia.lovtskaya@gmail.com>

Formal education

████████████████████@xtec.cat>
To: Anastasia Lovtskaya <anastasia.lovtskaya@gmail.com>

18 June 2020 at 10:21

Hi Anastasia,
Answering your questions...
My Bachelor is in "Teacher Education, Science specialty.
My C1 is an Advanced degree given from Generalitat de Catalunya, not from CAE.
I've been teaching for 31 years!!! uau!!!
Hope that this helps you...
Enjoy your day!!
██████████

On Wed, 17 Jun 2020 at 10:38, Anastasia Lovtskaya <anastasia.lovtskaya@gmail.com> wrote:

Dear ██████████

Uff, these times are really challenging, but I agree with you, it is definitely a learning opportunity for us!

Thank you for answering my questions! Just a couple more things:

- What do you have your Bachelor (degree) in?
- C1 level of English - did you do CAE (Cambridge Advanced) exam?
- How long have you been teaching for?

Thank you in advance and have a good day :)

Kind regards,
Anastasia

On Wed, 17 Jun 2020 at 10:21, ██████████@xtec.cat> wrote:

Hi Anastasia,
We're living difficult times... so many mixed feelings... and concerning education there's a state of uncertainty...
From my point of view, we're facing challenges and opportunities to rethink education, the role of the school and to adapt our teaching to the needs of our society. A lot to do! I'm happy to live these moments and to be able to work for it!

Let's see if I can answer your questions...

1. In regards to formal education, could you tell me:

1.1 Do you have formal language or/and teaching education? What is it? [C1 level of English, a degree in Education and a Master degree in CLIL.](#)

1.2 Do you have formal CLIL education? What is it? (I only know about Master's in CLIL and your trip to Norwich) [At school, I've been teaching CLIL since 2009.](#)

1.3 Do you have any other education? What is it? [a Postgraduate degree in Therapeutics Pedagogy and 3 years of French,](#)

This is the main question:) If you have time to answer:

2. What grades do you typically teach? I'm currently teaching in 1st and 2nd year of Primary (6-8 year old students), but I've been teaching in all graders of Primary so far (all subjects: Maths, Science, Social science, Philosophy, Catalan, Spanish and English) and Kindergarten too (only English language).

3. What subjects do you teach in non-CLIL if any? [This year I've taught English language. When I was a class teacher I used to teach all subjects and English as a second language.](#)

Hope to have helped you!!

Good luck in your future studies and you can contact me for whatever you need!
Stay safe and we keep in touch!!
██████████

<https://mail.google.com/mail/u/0?ik=21d92c08ff&view=pt&search=all&permmsgid=msg-f%3A1669824263066913837&dsqt=1&simpl=msg-f%3A1...> 1/2

20/06/2020

Gmail - Formal education

On Tue, 16 Jun 2020 at 22:24, Anastasia Lovtskaya <anastasia.lovtskaya@gmail.com> wrote:
Dear [REDACTED]

So nice to hear from you! How are you doing among all that craziness? How has it been at school?

These are the questions I have:

1. In regards to formal education, could you tell me:

1.1 Do you have formal language or/and teaching education? What is it?

1.2 Do you have formal CLIL education? What is it? (I only know about Master's in CLIL and your trip to Norwich)

1.3 Do you have any other education? What is it?

This is the main question:) If you have time to answer:

2. What grades do you typically teach?

3. What subjects do you teach in non-CLIL if any?

Hopefully, I can continue this topic in doctorate and then your kind offer to have another videocall will be most appreciated! Now, I am almost done with my TFM project, just need to finish your profile :)

Kind regards,
Anastasia

On Tue, 16 Jun 2020 at 22:14, [REDACTED] <[\[REDACTED\]@xtec.cat](mailto:[REDACTED]@xtec.cat)> wrote:

Hi Anastasia!

Nice to hear from you again.

I'll be happy to give you some information on my formal education. Would you like to have another videoconference or do you prefer to send them by email?

Kind regards,
[REDACTED]

On Sun, 7 Jun 2020 at 19:19, Anastasia Lovtskaya <anastasia.lovtskaya@gmail.com> wrote:

Hi, [REDACTED]

How are you doing? Hope you are doing well and stress-free despite the situation!

Thank you for giving me an interview on CLIL and wellbeing, it was incredibly insightful both for my research and for me as an aspiring CLIL teacher!

Look, I am in the process of analysing data from our interview and I was wondering if you could give me some information on your formal education :) I will keep it anonymous!

Kind regards,
Anastasia