Does video self-analysis influence pre-service language teachers' position within CLIL settings?

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ABSTRACT: Positioning theory helps to understand pre-service teachers' performance and their professional identity. In the Content and Language Integrated Learning (CLIL) approach, studying teachers' praxis from the positioning theory is relevant as integrating language and content is problematic for both in-service and pre-service teachers. Moreover, positioning theory could help teachers understand their teaching position. Video technology, as a valuable tool for teacher training, facilitates teachers' analysis of their own teaching praxis and more importantly, it can help develop teaching awareness. However, scarce literature is found on how video-analysis from the positioning theory may benefit teachers in CLIL contexts. The objective of this paper is to analyse the influence of video self-analysis on pre-service teachers' positions within CLIL settings. To conduct this research, pre-service teachers recorded and analysed a simulated CLIL lesson. Interviews were designed and administered to know the influence of video on participating teachers' positions. Video supported pre-service teachers noticing their praxis and the meaning of CLIL while operating changes on their positions. Knowing the evolution of pre-service teachers' positioning contributes to the understanding of their professional identity and to thinking about pre-service teachers' programmes to foster their awareness on teaching practice through video technology.
Key words: positioning theory, pre-service teachers, CLIL, video-analysis, professional identity.

¿Influye el análisis de vídeo en la posición de los maestros en formación en contextos AICLE?

RESUMEN: La teoría del posicionamiento ayuda a comprender la actuación del profesorado en ejercicio y su identidad profesional. En AICLE el estudio de la praxis del profesorado desde la teoría del posicionamiento es relevante, ya que la integración de lengua y contenidos resulta problemática. Además, la teoría del posicionamiento podría ayudar a entender la posición docente. La tecnología de vídeo facilita el análisis de la propia praxis docente y, además, puede ayudar a desarrollar la conciencia docente. Sin embargo, es escasa la literatura sobre cómo el video análisis desde la teoría del posicionamiento puede beneficiar al profesorado AICLE. El objetivo de este trabajo es analizar la influencia del autoanálisis de vídeo en las posiciones del profesorado en formación en contextos AICLE. Los participantes grabaron y analizaron una clase simulada en AICLE. Se diseñaron y administraron entrevistas para conocer la influencia del vídeo en sus posiciones. El vídeo les ayudó a entender su

praxis y el significado de AICLE, al tiempo que operaba cambios en sus posiciones. Conocer la evolución del posicionamiento del profesorado en formación contribuye al entendimiento de su identidad profesional y pensar en programas docentes para fomentar su conciencia de la práctica de enseñanza a través del vídeo.
Palabras clave: teoría del posicionamiento, docentes en formación, AICLE, análisis de vídeo, identidad profesional.

1. INTRODUCTION

The positioning theory has gained importance in teacher education and applied linguistics for understanding teaching and learning in the last decades (Kayi-Aydar & Miller, 2018). Studying the positions of pre-service teachers may shed light on preparing for better teacher training as well as constructing their identities as teachers (Vetter et al., 2016). Video is a valuable tool for pre-service teachers to achieve a better qualification (Vetter & Schieble, 2016). This tool helps pre-service teachers connect theory and practice (Brophy, 2004). It provides them with useful tools to self-analyse their praxis in specific teaching situations not easily observed while teaching (Sherin & van Es, 2009), and to identify effective learning moments of their teaching practice (Coyle, 2013). In connection with positioning theory, video-analysis supports teachers in their reflexive positioning, that is, how teachers position themselves (Vetter & Schieble, 2016). The fact of positioning is relevant in Content and Language Integrated Learning (CLIL) as new teaching figures are emerging in these bilingual contexts: content teachers, language teachers and CLIL teachers (Dale & Tanner, 2012). Particularly, CLIL teachers are the new figure in bilingual education. Teachers teaching under this approach are required with mastery in both content and language, causing teachers to confuse their positions when teaching. In fact, teachers struggle integrating both aspects, and recent studies are arguing the balance of both positions (Martel, 2020; Morton, 2016). In this vein, to know teachers' positions in bilingual contexts, video-analysis could be a useful tool. In CLIL, as in Content Based Instruction (CBI), teachers present differences in training regarding their content matter or language proficiency (Tan, 2011). Studying those teachers in their training period could provide relevant data on the positions they select during their training to become teachers (of either type) within CLIL/CBI settings.

Little is known about how positioning theory aids pre-service teachers in CLIL settings. Nowadays, to the best of the authors' knowledge, only Morton (2016) highlights the use of positioning theory combined with the analysis of the discourse to study teachers at CLIL secondary education schools, where the professional identity is a key factor. Similarly, Martel's (2020) study focused on the identity of language-trained content-based teachers in CBI contexts. Other studies provide results describing positions of CLIL/CBI teachers towards singular teaching situations without naming the positioning theory itself (Cammarata & Tedick, 2012; Hüttner et al., 2013; Moate, 2011; Tan, 2011) but they discuss diffusely the positions that teachers performed. On the other hand, video-analysis is scarcely explored to research on (pre-service) teachers positioning, particularly in CLIL classroom settings. Despite the positive results that video provides to the study of teachers' positions for effective teaching (Vetter & Schieble, 2016; Barnes & Falter, 2019; Vetter et al., 2016) and to identify main struggles in the identity process to become a CLIL teacher (Morton, 2016), it is clearly ne-

cessary to increase studies aiming at knowing the positions of pre-service teachers as they encounter a challenge when confronting new teaching situations (Vetter & Schieble, 2016). It is, therefore, essential to investigate how video self-analysis may impact the positions of pre-service language teachers within CLIL.

The present paper aims at analyzing how video self-analysis influences the position of pre-service language teachers within CLIL contexts. To this purpose, pre-service language teachers (henceforth PLTs) recorded and self-analysed a simulated CLIL lesson. An instrument (i.e., interview) was designed to know the impact of video self-analysis on teachers' position. In addition, the interview was piloted and implemented after the PLTs' video self-analysis of simulated CLIL lessons. Thereby, the paper is organized as follows. First, literature review presents the main underpinnings of this study. Secondly, method describes the research context, participants and the instrument for collecting data. Interviews were analysed in order to see the influence of video in their positioning. Finally, dedicated sections for discussion and conclusions close the paper.

2. THEORETICAL FRAMEWORK

2.1. Positioning theory: An overview

Positioning theory is a consolidated concept within the literature, particularly in educational research context. Both teacher education and applied linguistic fields have studied the term deeply by providing understanding of teacher development (Arvaja, 2016; Vetter & Schieble, 2016; Kayi-Aydar, 2019; Kayi-Aydar & Miller, 2018; Vetter et al., 2016). Initially, Hollway (1984) described positioning theory from gender perspective, while Davies and Harré (1990, p. 48) explained the concept as "personal positions such as the autobiographical aspects of a conversation where it becomes possible to find out how each speaker sees both oneself and the other participants". Harré and Van Langenhove (1999) have studied the meaning of this theory, and especially how it relates to the self by analysing the way a person self-locates by using several categories and storylines. It exists a direct relationship between the definition of the positioning theory and the development of professional identity. They have several features in common (e.g., beliefs, self-image, flexibility, etc.) when they apply to teaching environments and, in fact, positioning impacts teaching and learning in the classroom context (Kayi-Aydar & Miller, 2018). The aforementioned features are involved in the positioning theory and connected to the construction of teachers' identity (Kayi-Aydar & Miller, 2018; Schieble et al., 2015). A plethora of authors define identity through an array of characteristics that are either found in or connected to the positioning theory: Beijard et al. (2004) define identity as a development during one's life, while Lamote and Engels (2010) state that identity is an ongoing process of interpretations of experiences and the recognition of the self-image. Additionally, Izadinia (2013) states that professional identity integrates beliefs, image and reflection of the self, three characteristics which are related to the way teachers build their own professional identity. Moreover, teachers' beliefs towards their positions influence professional identity (Skinnari & Bovellan, 2016). Positioning theory, therefore, can be used for understanding the process of identity construction (Arvaja, 2016).

The act of positioning shows different modes depending on how teachers position themselves or other teachers. Assigning positions to oneself or others is named "positioning"

(Kayi-Aydar, 2019). Moreover, Harré and Van Langenhove (1999) distinguish two "modes of positioning": interactive and reflexive positioning. This study focuses on reflexive positioning, that is, "What one says positions oneself" (Kayi-Aydar, 2019, p. 11). Deliberating self-positioning occurs in every conversation where the subject wants to express personal identity (Harré & Van Lagenhove, 1999). When teachers position themselves, they are negotiating within a context, similarly to when teachers construct their own teacher identity. Such negotiation is a process imbricated in the positioning theory (Harré & Van Lagenhove, 1999). Therefore, positioning theory is dynamic and occurs at different levels, as described by Harré and Van Langenhove (1999): (i) first-order positioning (not intentional), (ii) second-order positioning (negotiation of the first-order positioning), and (iii) third-order positioning (positions on past events). Particularly, this research concentrates on the third level, in which positions are constructed in previous storylines (Kayi-Aydar, 2019).

2.2.1. Video-analysis to know teachers' positioning

What makes video a valuable tool for pre-service teachers is the impact on their mindset for noticing about self-teaching practice that is difficult to observe during teaching (Vetter & Schieble, 2016; Brophy, 2004; Blomberg et al., 2013; Sherin & van Es, 2009). During pre-service teachers' academic training, they start teaching in real contexts (i.e., practicum) which is considered a "struggle when they begin a teaching position" (Blomberg et al., 2013, p. 91). In this sense, this tool, and particularly video analysing, brings an opportunity for pre-service teachers to reflect on self-teaching practice. Video provides benefits, such as knowing better the content they are teaching or analysing specific examples of their practice (Barnes & Falter, 2019). Importantly, video supports linking theory with practice (Brophy, 2004). As video offers pre-service teachers the main characteristic of noticing, positions could be easily observed. Furthermore, it may make pre-service teachers reflect on their teaching practice and how they see themselves by using positioning theory (Vetter & Schieble, 2016). Observing the teaching practice is not something new regarding bilingual education. Especially, in bilingual approaches such as CLIL, the use of videos plays a crucial role in both the teaching and the learning of content through a foreign language (Cinganotto & Cuccurullo, 2015). It engages teachers to become aware of teaching content and language integrated (Cammarata & Teddick, 2012). The tool itself promotes the learning of multiple skills in multilingual settings (Escobar, 2013). It also helps teachers to identify effective CLIL teaching (De Graaff et al., 2007) and analyse specific learning moments (Coyle, 2013).

Positioning theory in CLIL: What for?

Positioning theory could help study positions of pre-service teachers as they are being trained to become bilingual teachers. Particularly, CLIL teachers usually perform positions according to their training and experience (Pavón & Ellison, 2013), which means that the focus could be either on the language or content, avoiding the integration of both. However, one of the most important characteristics of CLIL is, especially, the integration of content and language (Villabona & Cenoz, 2021). The balance of content and language teaching impacts on the success of bilingual programmes (Hu & Gao, 2020; Lo, 2020). Authors from different contexts have encountered similar problems when defining the positions teachers have while teaching under the CLIL approach. Moate (2011) described how teachers see themselves as co-learners of language when teaching their subject matters through a foreign

language. Similar results were depicted by Hüttner et al.'s (2013) research, where teachers veered more towards towards teaching content than language because of their English (the additional language) level. Also, De Mesmaeker and Lochtman (2014) found out that content teachers who teach language courses act with positions near teaching content due to their expertise on content. In similar approaches as CBI, content teachers reject positions where language and content are balanced (Tan, 2011). In Spain, where this study is set, similarities are found in Morton's (2016) study, where teachers presented problems when teaching through a second language, even struggling with their professional identity within bilingual settings. Reflecting on such fluctuating positions in CLIL could impact on pre-service teachers' praxis. Therefore, analysing teaching practices by using video as the main tool could shed light on the different positions PLTs develop within CLIL.

3. METHOD

3.1 Objective and research questions

This study aims at analysing the influence of video self-analysis of PLTs' position in CLIL contexts. This study pursues to answer the following research questions:

(1) How do pre-service language teachers position themselves after analysing their videos of their simulated CLIL lessons?
(2) In which way has the video self-analysis influenced pre-service teachers' positioning?

3.2 Participants and setting

Twelve pre-service language teachers from the University of Cordoba participated in this study (table 1). These respondents decided to participate voluntarily, and they were informed about the research before the interviews. Participants came mostly from monolingual schools, and they joined this University where different courses were taught in English. All participants were doing their practicum at different schools (58.3% in bilingual schools, 16.6% in non-bilingual schools, and 25% at immersion schools). Participants were asked for their English certificate: most of them were independent users of English (n = 9), one was a basic user, and two were proficient users of English. Participants were between 21-27 years old, and they were mostly female (83.3%).

The participants of this study were completing their specialization in foreign language teaching (FLT), so as future teachers of this language, they will support content teachers in implementing CLIL at schools. In the Spanish context, teacher training in CLIL is not offered officially during undergraduate years (Custodio & García, 2020). Specializations have been the most commonly accepted solution by Spanish universities for foreign language teacher training (Jover et al., 2016, p. 127). Particularly, in most Andalusian universities pre-service teachers are trained as general teachers during the first three years of their degree, and specialization is found during the fourth year (i.e., foreign languages such as English or French). However, some universities include CLIL in different syllabi within the specialization in English. During this research, PLTs were enrolled in a course in which they were

instructed on the fundamentals of CLIL, which, in this sense, is quite unique among Spanish universities, while doing their Practicum in different Spanish primary schools.

Table 1. Participants' information (speciality FLT)

PARTICIPANTS	AGE	GENDER	ENGLISH LEVEL ACCORDING TO CEFR	PRACTICUM
P1	22	Female	Independent user	Bilingual school
P2	21	Female	Independent user	Bilingual school
P3	27	Female	Proficient user	Bilingual school
P4	21	Female	Independent user	Bilingual school
P5	25	Male	Independent user	Bilingual school
P6	25	Male	Proficient user	Immersion
P7	22	Female	Independent user	Immersion
P8	22	Female	Basic user	Not bilingual school
P9	22	Female	Independent user	Immersion
P10	22	Female	Independent user	Not bilingual school
P11	22	Female	Independent user	Bilingual school
P12	21	Female	Independent user	Bilingual school

3.3. The study

This study was implemented in the last year of PLTs' Bachelor's Degree in Primary Education. They were enrolled in a course in which CLIL was the main topic (see figure 1) with theoretical and practical lessons. Theoretical lessons were devoted to the fundamentals of CLIL: background, the language triptych, the 4Cs framework, cognitive skills and ICT. Within the practice lessons of this course, students designed a CLIL didactic unit and self-recorded videos from simulated CLIL lessons. They prepared a lesson to be delivered in class (i.e., by a simulation in which a group of PLTs were the CLIL teachers and the rest of the students acted as learners). In this course, they were instructed to prepare CLIL lessons as CLIL teachers (not as language teachers). They planned both the content and the language of the lesson, though one of their roles in bilingual settings could be supporting content teachers in language concerns.
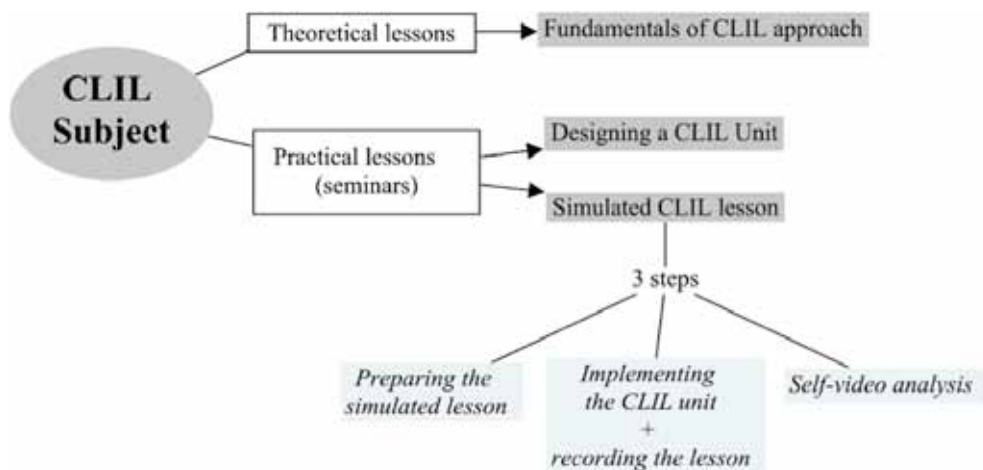
Figure 1. CLIL course procedure.

PLTs prepared a simulated CLIL lesson for approximately twenty minutes. They worked in groups on different curriculum areas (social sciences, natural sciences, and arts & crafts). The simulation took place at the end of the course, once they finished designing the CLIL didactic unit, which was used for the simulation. Once the simulation was recorded, they self-analysed performance by using an observation guide purposefully designed and validated (Díaz-Martín, 2020). Analysis was focused on specific aspects of CLIL teaching.

The video self-analysis was conducted in two phases: i) Studying the video observation guide, and ii) Watching the video and applying a video observation guide. PLTs used VideoAnt and a video observation guide to analyse the simulated CLIL lesson. VideoAnt is a free software for watching and annotating videos. It offers the possibility to make comments on specific sections of the video. In this sense, the video observation guide was specifically designed to be used in VideoAnt. The guide described different categories (e.g., cognition, communication and culture) and subcategories (e.g., goal, language and output) for facilitating the video analysis of a CLIL lesson (Díaz-Martín, 2020). This observation guide was used for helping PLTs to self-analyse specific aspects of CLIL teaching.

3.4. Research design and data analysis

3.4.1. Instrument for collecting data

Interviews were the main tool for collecting data in this research. This instrument was validated and designed specifically in order to answer the main research questions. An interview guide was developed according to the guidelines of Merriam and Tisdell (2015) (see appendix A). A semi-structured interview was designed by including open-ended questions plus a semantic differential scale (SDS). To validate the instrument, the first draft of the interview was piloted and administered to a pre-service language teacher (with the same characteristics as the participants for this study). We addressed applicable changes regarding

clarity and relevance of questions. The final semi-structured interview included five sections. Interviews were administered to the PLTs who finished the CLIL subject (i.e., once they recorded and analyzed the simulated CLIL lesson). Interviews were applied to the 12 participants of this study in Spanish (their mother tongue) for data reliability.

Sections of the interview were divided as follows: (a) Questions for collecting descriptive data (e.g., age); (b) Questions about English knowledge and experience (e.g., Do you have an English certificate?); (c) Bachelor's degree and professional orientation questions (e.g., Would you like to become a teacher?); (d) Video self-analysis questions (e.g., Did self-analysis help you? If yes, in which way?), and (e) Positioning questions (e.g., Do you think that video self-analysis helped you positioning?). Additionally, in this section, an SDS was included to know how PLTs perceived their positions at specific moments of the year. The scale was adapted from De Mesmaeker and Lochman's (2014) study, in which the roles of Belgian secondary school CLIL-teachers were analyzed. They included an SDS by confronting two positions: content teachers and CLIL teachers. In our study, the SDS was adapted, and it was included the position of "language teacher" instead of "content teacher". The final SDS (figure 2) helped PLTs to reflect on their positions during the interview.
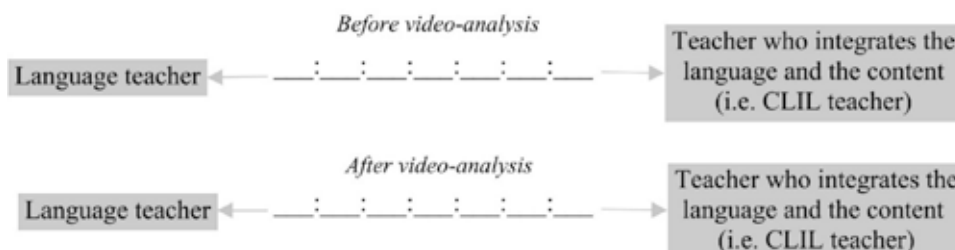

Figure 2. SDS to study LPTs' positions.
Source: De Mesmaeker & Lochman (2014, p. 198)
3.4.2. Data analysis

We analyzed data qualitatively and quantitatively (figure 3). Closed questions (i.e., yes/no questions), and the SDS were analyzed in terms of the frequency of common responses in order to obtain general information. The quantitative analysis provided the main data as an overview. On the other hand, to explain why and in which way PLTs answered and reflected on their positions, data were analyzed by using qualitative software to examine different responses (ATLAS.TI 9). This software allowed the codification process by assigning codes easily and then by grouping codes.
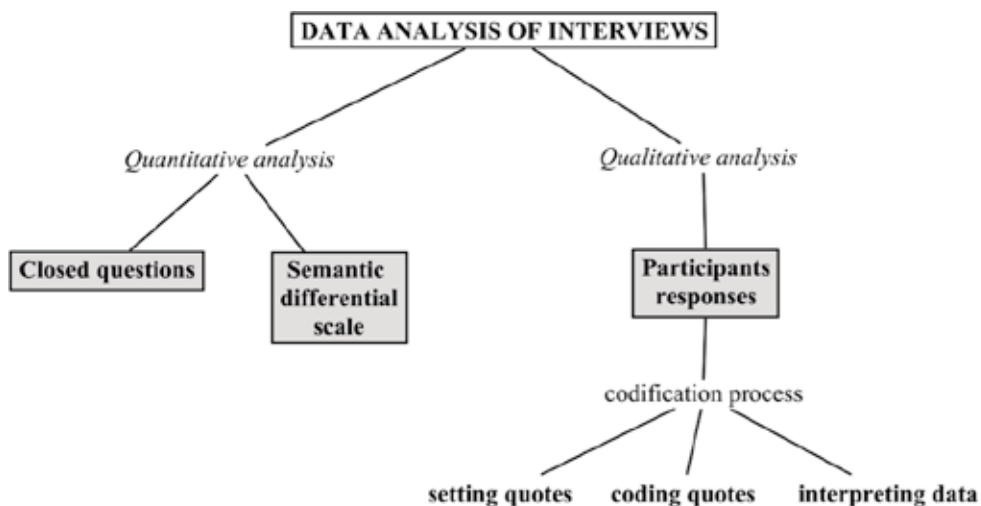
Figure 3. Process of analyzing data.

The steps and recommendations from Merriam and Tisdell (2015) were followed for codification. Analysis was conducted by setting quotes inductively (i.e., open coding). Specific chunks of interviews were selected to assign codes. Secondly, all codes were read, and categories and subcategories were named accordingly. As a result, 2 categories and 15 subcategories were analyzed and interpreted to draw conclusions for this research (see appendix B).

4. FINDINGS

Results are presented and analyzed to answer the main research questions for this study aiming at examining how video self-analysis impacts on PLTs' positions within CLIL settings at primary education. Participants' responses collected from interviews were analyzed by using a codification process. In addition, qualitative data from interviews were quantified to extend the analysis in order to explain aspects of the same research questions (Riazi, 2016).

RQ1 – pre-service language teachers positioning

Figure 3 shows position results in terms of the SDS. The scale is used to categorize how PLTs position themselves after being taken the CLIL subject (i.e., once they finished the video self-analysis of their CLIL simulated lesson). Using the SDS during interviews, PLTs were encouraged to reflect on their positions. PLTs recognized that they felt more identified as language teachers before the self-analysis of the simulated CLIL lesson. In this sense, participants positioned themselves more as language teachers than as CLIL teachers, in which the highest number of participants is presented in position 2 (figure 4). In addition, the tendency of positioning changed when they were asked about how they identified

themselves after finishing the video self-analysis. As a result, positions near "being CLIL teacher" (i.e., positions 5 and 6) are selected by the participants.
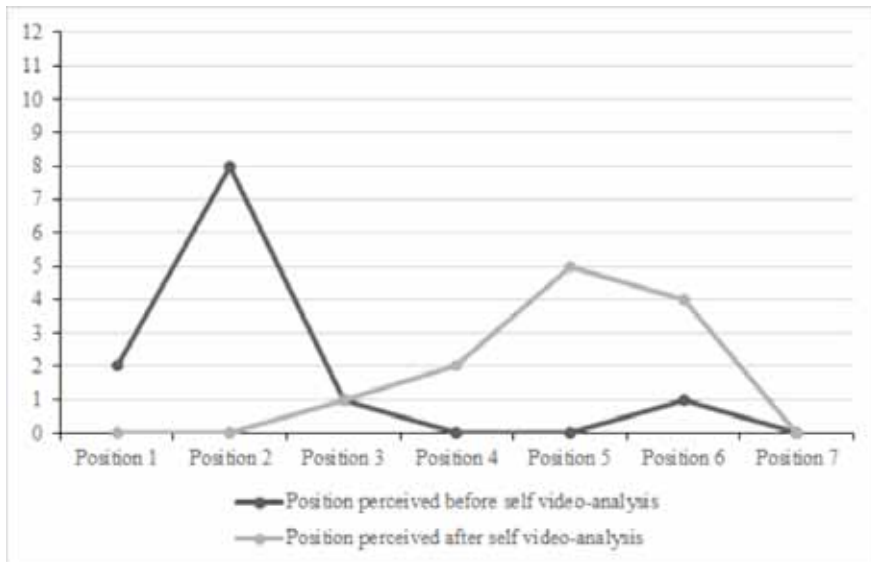

Figure 4. SDS results: reflecting on positioning transformation.

PLTs described their selection of language teachers before the video self-analysis by justifying those positions according to their FLT specialty. They thought that they were performing mostly as language teachers at the beginning of the year as they had chosen their FLT specialty for their Primary Education bachelor's degree. However, they changed their mind on the position they had once noticed on the meaning of CLIL apart from their specialty:

> P6: My first thought when I chose the English specialty was to become an English teacher… Now that I have realized that I can teach content in an additional language and, more or less I can do it, then maybe I select… Let's put five (pointing position 5). [Translation from Spanish]

Participants reflected on their positions during interviews causing a transformation in the positions they performed highlighting how videos helped in this process. Fluctuating positions were presented when participants were encouraged to reflect on their preferred positions as future teachers. This means that they reflected on the type of position that they scored: flexible and fixed position (English position or CLIL position). The flexible position is the most common answer among PLTs (n = 5), meanwhile other participants preferred fixed positions: English (n = 2) and CLIL position (n = 4). Only one participant showed hesitation. According to participants' responses, the video self-analysis influenced their wished positions. Some PLTs hesitated about either being language teachers or CLIL teachers depending on the context and their preference (i.e., showing a flexible position):

P6: I don't mind, but I am studying Philology, then the language grabbed my attention, I would like to teach the language deeply. But I like teaching the content; thanks to the CLIL perspective is also interesting from a cognitive perspective… I would like to see myself teaching English, but it is also ok with me teaching a subject through English. [Translation from Spanish]

P3: I would like to do both because I think both are important separately… I would like to be an English teacher, but I wouldn't mind, well, I would like to teach content through English. [Translation from Spanish]

Furthermore, the analysis of videos importantly influenced those PLTs to switch their positions from language to CLIL teacher's position according to their preference:

P9: … the thing that I like is teaching, then the more I teach the better I do it. So, I would prefer being a teacher who integrates the content and the language rather than being an English teacher… because you can cover more topics. [Translation from Spanish].

Participants' English level and the positions they selected were related. Most of the interviewed participants who preferred flexible positions presented a higher level of English (i.e., B2 – C1). On the contrary, PLTs with lower-level selected fixed English positions (e.g., an English or a content teacher position). Particularly, participant 4 hesitate about the preferred position due to self-doubt when teaching content through English:

P4: I don't know, I would like to…, but now I have changed my position because it is difficult for me to explain well, that I feel with confidence with contents… So, if I have to explain a difficult thing that is difficult also for children and you have to explain it in English, then I feel more insecure. But it is for that, it is for teaching through English. [Translation from Spanish].

RQ2 – How video self-analysis helps teachers with positioning

PLTs were asked to answer whether analyzing their videos helped them to position as language or CLIL teachers. 91.6% of participants answered affirmatively by highlighting the positive value of analyzing their teaching practice. Particularly, participant 3 commented that video supported the selected position as well as the noticing of mistakes in the teaching practice:

P3: I think that it helps me to position there (pointing position 4) because when watching myself I realized that some of the mistakes I watched on myself and on my partners were similar to those ones that I noticed from teachers in a real context at bilingual schools. [Translation from Spanish]

As extracted from interview results, participant 7 highlighted how analysing the video supported their understanding of the CLIL approach. Similarly, participant 9 pointed out that

video self-analysis helped them on noticing that teaching in CLIL is more than teaching vocabulary. Moreover, this made participant 9 having a clearer position (i.e., CLIL teacher).

> P7: Because, at first, I didn't know… After the video topic, you really watch yourself in a class… in CLIL. And these things help you to really understand what CLIL is all about. [Extract translated from Spanish].

> P9: Because I did not really know how to integrate the content into English, then I felt more like I was teaching English… That is, the English subject rather than the contents through English and now I feel like a CLIL teacher. [Translation from Spanish].

Other aspects such as the connection of the theory and practice (P1), conceiving CLIL as a challenge (P11), and feeling confident and motivated (P9), led PLTs to reflect on the positions they place when teaching under the CLIL approach (i.e., during simulating a CLIL lesson).

> P1: The last year, for example, I taught Science and it was like you were teaching English words, not the content. And now, for example, they (referring to the students in schools) are learning the animal kingdom; it seems that you understand the difference and you see how they are learning the animal kingdom through English… Yes, I am aware of what we have done in our Practicum. [Extract translated from Spanish].

> P11: I thought that it would be complicated maybe, both learning about CLIL and how to plan activities, like understanding what you must work on to achieve what you want, but later on, it wasn't difficult. [Extract translated from Spanish].

> P9: I have loved to see how to plan, and I can see that it is really necessary… Then, I felt more confident, and I can see that I could go further than I thought. [Extract translated from Spanish].

5. DISCUSSION

Results have shown relevant information about PLTs' positioning and the influence that videos had on their teaching practices to better understand the CLIL approach and the vision of their own job as teachers. Practices and self-observation through videos seem to have been key for their positions as CLIL teachers. Particularly, the SDS provided valuable information about how PLTs positioned themselves and how they conceived themselves towards different moments of the year. Firstly, PLTs explained positions according to their experiences (Harré & Van Lagenhove, 1999; Kayi-Aydar, 2019). In particular, they were influenced by the specialty they were taking (i.e., foreign language teaching). As participants commented, this initial orientation engaged them to select those positions in which they

were mostly identified as language teachers (Pavón & Ellison, 2013). According to Martel (2020), PLTs select positions similar to their primary professional training. In contrast, they reflected on their image as future teachers after the video self-analysis by using the positioning theory, according to Vetter and Schieble (2016). Pre-service teachers were reflecting on their positions during interviews. They focused on the positions and specific aspects of their praxis when answering interview questions. This is called "the reflexive positioning", as they were placing themselves while they were talking (Kayi-Aydar, 2019). In this sense, PLTs were reflecting comparatively on how they positioned at the beginning of the year and after having taken the CLIL course. Resulting positions were, therefore, different according to the influence of self-observation through video, teaching and indeed, their own reflections.

Video self-analysis influenced the selected positions by PLTs. Video had an impact on their inclination by helping them notice about their teaching (Vetter & Schieble, 2016; Brophy, 2004; Blomberg et al., 2013; Sherin & van Es, 2009). After self-analysis, PLTs presented different positions: flexible and fixed ones. Those participants with fixed positions (i.e., English positions) declared to have trouble teaching the language and the content integrated. Similarly, De Mesmaeker and Lochtman (2014) affirmed that those teachers with a fixed role (e.g., content teachers) were less engaged in teaching in CLIL contexts rather than those teachers familiarized with teaching in both environments. Furthermore, the level of the additional language had an impact on the positions of those participants with a fixed role. Importantly, language influenced their positions (Moate, 2011). Five participants of our study noticed the language they were using during the lesson. As in participants of Morton's (2016) study, PLTs experienced some difficulties when teaching by using a foreign language. Others felt unconfident about teaching in CLIL because of their level of English (Hüttner et al., 2013; Tan, 2011). After the video simulated lesson, most of the participants presented flexible positions by considering it important to teach both the language and the content integrated. Their positions, therefore, were not fixed; they re-positioned according to their self-observation of the simulated lessons (Morton, 2016). Additionally, they demonstrated a malleable position related to the context they will teach similar to participants in De Mesmaeker and Lochtman's (2014) study. Video self-analysis, therefore, benefited PLTs to reflect on their positions and, consequently, being involved in teaching identity self-construction (Schieble et al., 2015).

Overall, video-analysis helped teachers to realize key aspects of positioning (Vetter et al., 2013) and particularly aspects related to their professional identity as bilingual teachers. In CLIL or CBI contexts, reflecting on identity is considered relevant for effective teaching, as bilingual teaching is problematic to those teachers who try to implement this approach effectively (Cammarata & Tedick, 2012; Morton, 2016). Integrating the language and the content is not an easy matter, though it is crucial for achieving success in the implementation of bilingual approaches (Hu & Gao, 2020; Lo, 2020). However, scarce studies have discussed the impact of positioning through video self-analysis by supporting pre-service teachers on their praxis. Results of this research highlighted the importance of PLTs' noticing to understand better their teaching practice according to Barnes and Falter (2019). Especially, awareness of the meaning of CLIL thanks to self-analysis through video has been proved to be an important factor in this study. The fact of being aware of how to integrate the language and the content has made PLTs understand their CLIL teacher positions.

PLTs noticed the positions they were performing when teaching in CLIL contexts, as well as the fundamentals of this approach thanks to self-observation. However, not only self-analysis (as an eventual practice) helped in their positions; previous practices and the theory they were learning during the course worked as an integrated programme (Hüttner, 2019). PLTs became aware of their teaching by self-analysis of their performance through videos (Cammarata & Tedick, 2011) and, particularly, they understood how important and complex was to implement content and language in lessons. Video-analysis was, therefore, effective for teaching practice within CLIL contexts (De Graff et al., 2007), and for knowing better the positioning of pre-service language teachers in particular (Vetter et al., 2013).

6. Conclusions

This paper aimed to study the impact of self-analysis through videos on positioning for CLIL PLTs. Making PLTs reflect on their positions and improving their sense of teaching noticing constitute relevant findings of this research. Self-analysis through video made PLTs transform their positions: from seeing themselves as language teachers to declaring to be either flexible or CLIL teachers. This is an important aspect as it demonstrates how their positions evolve and, besides, how they saw themselves (i.e., the process of identity building) after video-analysis. The important factor is that this practice helped them feel they can adapt to the context: they showed a flexible position in which they felt confident when teaching either the language or teaching within CLIL settings. In addition, this awareness may help them in the future to guide content teachers who do not feel confident in the second language, as now they are aware of the meaning of integrating content and language within CLIL. On the other hand, video self- analysis benefited PLTs in reflecting on their identities, that is, the positions they performed as teachers feeling capable of teaching in different contexts. Furthermore, watching themselves made them aware of their own praxis and of how it can be improved in future lessons. Studying, thus, the positioning of teachers may provide valuable information about how PLTs conceive their performance as teachers in CLIL and their capacity to improve. Knowing their strengths and limitations can help researchers and the educational community to implement bilingual programmes in which video self-analysis supports PLTs' professional identity. Despite the limitations of this study regarding the particular context (limited) and the sample (small), it is a starting point for future research.

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9. Aᴘᴘᴇɴᴅɪx A. Iɴᴛᴇʀᴠɪᴇw ɢᴜɪᴅᴇ

1. Objective of the study and sample

Interviews are designed to analyse the influence of self video-analysis of PLTs' position in CLIL contexts. The sample will be selected from university students of the University of Córdoba that are in the 4th year of Primary Education Bachelor Degree that took a CLIL subject.

2. Piloting the instrument

The instrument is validated through different phases:
a) Designing questions deductively and adapted from a previous study (Díaz-Martín, 2020).
b) Selecting a university student from the 4th year of primary education with similar characteristics of participants in our study.
b) Administering the interview and collecting data to improve the instrument in terms of questions and duration of the interview.
c) Applying changes and improvements (including the design of questions during the interview inductively).

3. Administering the instrument

The interviews will be applied to participants at the end of their first semester. This means that participants would have finished recording and analysing their simulated lessons. Interviews will last between 15-20 minutes. Participants will be interviewed once at the researcher office.

3.1. Sequence

1. Interviews with participants will follow the next sequence:
2. Explaining to the participants the purpose and objectives of the interview.
3. Participants will be informed that interviews will be recorded.
4. Explaining who is doing the research (i.e., including a brief explanation of the research at the beginning of the interview).
5. Anonymous and confidential interview.

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Appendix B. Codification process of interviews

The process of codification presented two main categories (established deductively from the interview questions) and 15 subcategories developed inductively.

CATEGORIES	SUBCATEGORIES
Position analysis	Capability
	Changing position
	CLIL as difficult approach
	Fixed position
	Fluctuating position
	Improve teaching practice
	Knowing themselves
	Language lack
	Motivation towards CLIL
	Noticing CLIL meaning
	Practicum influence
	Self-doubt
	Teacher training
	Watching themselves
Teaching visions towards CLIL	CLIL as difficult approach
	Focus on language
	Hesitation
	Improve teaching practice
	Language lack
	Noticing CLIL meaning
	Noticing CLIL practice
	Practicum influence

The next network exported from Atlas.ti 9 presents the categories and subcategories frequency and relationship. The frequency of each code is presented in brackets being "Noticing CLIL meaning" the most quoted by participants while "Confidence" and "Knowing themselves" are the less commented.