



From Virtual to Physical: Insights into Student English Language Teachers' Perceptions of Preparedness for Face-to-Face Placement Practice Teaching

IRENA REIMANNOVÁ, KATEŘINA KEPLOVÁ

Abstract: *Since the beginning of the third decade of the 21st century, teachers of all levels of education have been experiencing turbulent times. Beginner teachers as well as experienced ones have been forced to rethink their skillset to reflect the changes not only in opportunities provided by the development of technology and globalisation but also the sudden, unexpected consequences of the global pandemic. The governmental decision to close all educational institutions in the Czech Republic because of the COVID-19 pandemic and to move the teaching and learning process into an online environment had an impact on university initial teacher education for future teachers of English, among others. Everyone had to cope with the challenges the situation brought about; educators had to re-evaluate their approach to initial teacher education so that their students would feel better prepared for the challenges of the crisis. Teacher educators, among others, have embraced the changing environment and have been actively searching for ways to best support students in their preparation for the teaching profession.*

The aim of this paper is to present and discuss the results of research conducted at the Department of English and American Studies at a regional Czech university in response to the consequences of the pandemic. The aim of the small-scale study was to explore student teachers' perceptions of whether and how their microteaching sessions, conducted online because of the pandemic restrictions, prepared them for their face-to-face placement practice teaching the following semester. The context, therefore, was heavily influenced by the circumstances of the global pandemic. The theoretical framework of the initial English language teacher education programme, and of this paper, is based on the models of teacher professionalism (Spilková, 2019), the reflective practitioner (Černá, Pišová, & Vlčková, 2017), and the realistic approach (Korthagen et al., 2001).

In the study, the data from reflection sessions, two focus group discussions, and a questionnaire were collected, analysed, and evaluated. The participants in the study were second-year bachelor students of the English for Education programme. The results of the research indicate that the students did not see the aims and content of the selected study programme as being affected by changes of external conditions; however, the processes of their professional learning were perceived as having been affected. These outcomes are in alignment with the research of Yochanna and Levy (2022) into the effective implementation of microteaching practice in teacher preparation.



The implications of this study, in terms of both education and research, suggest that initial teacher education for future teachers of English needs to address the challenge of enabling the students to get ready for their profession regardless of whether they are teaching online or face-to-face classes. Initial teacher education should aim to prepare future teachers to expect the unexpected, which is a theme to be explored in further research.

Keywords: *initial teacher education, student English language teachers, perceptions of preparedness to teach, microteaching, placement practice teaching*

INTRODUCTION

Numerous reports underscore the profound influence of ongoing global crises, ranging from financial collapses, wars, climate change, and natural disasters to pandemics, concerns about artificial intelligence, and shifting job opportunities. These crises have had a dramatic impact on the well-being and mental health of individuals, particularly young people (Burke & Weill, 2023; Ford & Freund, 2022; Bartoš et al., 2020). An increasing number of young people are grappling with anxiety, grief, and depression. Existing research suggests that psychological distress is reported to be higher among university students than in the general population worldwide. This distress is exacerbated not only by experiences but also by expectations of future economic, health, or social problems, as well as academic pressures (Finkelstein et al., 2012; Gardner, 2010; Ridley et al., 2020). Gardner (2010) further reports that student teachers may also experience stress associated with their practicum experience and professional demands, including time management, technology, resources, management of student behaviour, ad-

ministrative and collegiate support, managing a curriculum, etc.

During 2020 and 2021, the world, including education, faced unprecedented challenges. The COVID-19 restrictions led to worldwide closures of schools and other learning spaces, impacting on “nearly 1.6 billion learners in more than 190 countries and all continents...[and]...have impacted 94 per cent of the world’s student population“ (United Nations, 2020, p. 2). In mid-March 2020, the COVID-19 pandemic caused an overnight shift from face-to-face to virtual classes at all levels of the Czech education system – a sudden, nationwide transition for which no one had planned or been prepared. Schools in the Czech Republic remained fully or partially closed for a total of 46 weeks between March 2020 and August 2021, making this country the record holder in the EU, along with Slovakia (UNESCO, 2021).

Higher education was profoundly affected by this extraordinary situation, during which almost all teaching and learning occurred remotely. From March 2020 to August 2021, nearly all students and university educators were unable to meet in person. The field of initial teacher



education also had to adapt to the situation. Teacher educators had to show “pedagogic agility” (Kidd & Murray, 2020, p. 552) when experiencing a rapid overnight transition from face-to-face education to crisis-induced online teaching, which gradually evolved into planned online initial teacher education (Gacs, Goertler, & Spasova, 2020), integrating technologies meaningfully into the curriculum. Student teachers, undergoing virtual initial teacher education only, were about to encounter unknown and diverse modes of school-based (practice) teaching.

The small-scale study was initiated by reflective sessions that followed online microteaching. During these sessions, student English language teachers (SELTs) expressed fears and anxieties related to their upcoming placement practice teaching. They perceived the situation as overwhelming, and were unsure about the mode of placement practice teaching they would encounter. Consequently, the topic and aim of the study emerged from the unforeseen and forced circumstances within initial teacher education (ITE). The focus was to investigate SELTs’ perceptions of their preparedness for placement practice teaching, specifically, examining whether and how the transition of microteaching – a well-established learning-to-teach experience inherently linked to face-to-face interaction in ITE (Zalavra & Makri, 2022) – to an online format forced by the COVID-19 pandemic affected the SELTs’ perceptions of their preparedness for face-to-face placement practice teaching.

The investigation was conducted in the bachelor degree programme of a structured ITE programme, which includes both bachelor and master degrees, at one of the universities in the Czech Republic. The teacher education programme is built upon the principles of the teacher as a reflective practitioner and an ITE model of the realistic approach (see Černá et al., 2017; cf. Pířová & Černá, 2000). This education systematically integrates theory and clinical (practical) teaching experience for students by conducting thorough and detailed reflection on their experiences, grounded and graded in the complexity of activities and demands (Korthagen, 2011, p. 43).

In the first semester of the bachelor degree programme, guided by a university tutor, SELTs observe and analyse the performances of English language (EL) teachers. Then they practise teaching in teams through microteaching for one semester. Finally, they undergo an individual placement practice teaching in selected schools under the supervision of school mentors. In the master degree programme, the individual placement practice teaching extends to two semesters. In the first semester, the SELTs spend one day a week in a selected school for the entire term, and in the second semester, three days a week. The professional development of the SELTs is facilitated by school mentors and university tutors using various reflective techniques and tools, such as observations, interviews, questionnaires, and lesson reflections (Černá et al., 2017).



Focusing on the reported perceptions of student teachers during this specific period in their professional journey, the study examines whether the procedures of online teaching prepared them adequately for the challenges of future educational practice. This paper commences with a comprehensive literature review establishing the uniqueness of the study. The methodology, encompassing research questions, participants' descriptions, and data collection and analysis techniques, is outlined next. The results of the analyses are then presented, followed by a discussion of the findings. In the concluding section, the paper draws overall conclusions and suggests further implications for ITE and research.

LITERATURE REVIEW

Firstly, it should be noted that Gacs et al. (2020) make a clear point of distinguishing *planned online language instruction* and *crisis-prompted online language instruction*. The main point the authors make is that “online teaching as a choice” is “flexible; can be adaptive; allows for enhanced, individualised, and authentic materials” (p. 381), whereas “sudden remote teaching” is “online triage” with courses “designed for [face-to-face] delivery format and its affordances” (p. 382). Among the factors to be included in any analysis of the response to the COVID-19 crisis, Gacs et al. (ibid.) include “contextual factors related to the current crisis including limited capacity for training [teachers], minimal, if any, access to appropriate

technological resources for instructors and teaching assistants, no access to campus facilities, increased fully online workload with limited personal learning spaces, and the emotional and financial trauma of this pandemic” (p. 381). This list, though not exhaustive, offers an insight into what teachers had to deal with, often at extremely short notice, and suggests a structure for the literature review below.

Notwithstanding the above, the aim of the literature review was to find out whether studies were being conducted that focused on the perceptions of students of their online preparation and of whether it was sufficient for their future face-to-face teaching experience. Perceptions proved to be of interest in a vast number of studies conducted during the pandemic, not only in teacher education. An initial search of the Web of Science and Google Scholar, using the key words *initial teacher education*, *pre-service teachers*, *perceptions*, and *COVID-19* returned a staggering 26,694 studies. The criteria of the search were refined to include only studies relevant for the purpose, context, and scale of this study, i.e. studies published in 2020 and 2021, restricted to *teaching English as a foreign language*, focusing on *online/remote teaching and learning*. This refined search returned 1,036 studies, of which only 251 contained references to *microteaching*, *practicum*, or *pre-service learning*, as well as a reference to *reflection*. A scrutiny of the abstracts of those studies further reduced the number to 16 studies exploring *the relationship between emergency*



online instruction and face-to-face practice teaching (Appendix 1: Table of literature review).

Although none of the selected studies explores the perception of preparedness of student teachers, whose online microteaching experience may not directly translate to the face-to-face environment of their placement practice teaching, they cover various aspects of the topic.

In terms of perceptions, some authors (Batmang et al., 2021; Hill, 2021; Pazilah, Hashim, & Yunus, 2021) focused on whether student teachers perceived the change from face-to-face classroom instruction to online/remote instruction as beneficial or, at least, not disruptive to their preparation for their career in teaching. A number of studies (Avcam et al., 2021; Fletcher et al., 2022; Jones, Durham, & Cataneo, 2021; Kidd & Murray, 2020; Korucu-Kıř, 2021; Sarnou & Sarnou, 2021; Wells, 2021; Karakař & Yükselir, 2020) explored the actual shift of face-to-face instruction and microteaching to online platforms and its challenges. Others still (Choate, Goldhaber, & Theobald, 2021; Fuertes-Camacho, Dulsat-Ortiz, & Álvarez-Cánovas, 2021; Lei & Medwell, 2021; Park, 2021) concentrated on the impacts of the pandemic adjustments on future teacher preparation courses and microteaching in particular. El Masry and Alzaanin (2021) provide an insight into the links between microteaching/practicum and the development of student teachers' professional identity.

The findings ranged significantly according to the stage of the pandemic dur-

ing which the research was conducted and the region that was investigated. Although there were tendencies towards embracing technology and willingness to explore new ways of teaching and learning, the initial shock of the pandemic restrictions and, possibly, the eventual fatigue caused by the same, was reflected in the negative attitudes towards online instruction expressed in the results. Kidd and Murray (2020) state that online student teachers' instruction "needs to adapt to the changing contexts of practice" (p. 545) and they present a picture of growing confidence among student teachers as they adapt to the situation and learn to adjust to the new ways of working. However, in a later study, Sarnou and Sarnou (2021) encountered very negative reactions from student teachers, whose course shifted entirely onto the online Moodle platform right at the beginning of the pandemic. One of the problems reported by the students was that they "have not found integrating Moodle appropriate to avoid the academic year failure" (p. 360). Lack of familiarity and training in using the system was also a factor (ibid., p. 360). Korucu-Kıř (2021) describes in detail the process of the structure of the online practicum and the student teachers' perceptions of its strong points and weaknesses. A strong point, which relates to the focus of this study, is that "the practicum students experienced developments in transferable skills of self-directed learning, problem-solving and evidence reasoning" (p. 6966). Among the weaknesses mentioned are, apart from the expected technical difficulties, "man-



aging time while exchanging ideas with other groups. [...] The practicum students stressed that although working with a large group offered multiple perspectives on a single issue, it required considerable time and hard work by them” (p. 6967). Nevertheless, the study does not link those findings with their application during a placement practice teaching. The point of view of the teachers is considered by Fletcher et al. (2022) with the prospect of proposing amendments and improvements to teacher preparation based on first-hand experience at schools.

Commenting on the challenging situation educational institutions faced once the pandemic restrictions were enforced, Choate et al. (2021) warn of the gap in the requirements of teacher preparation programmes as the opportunity to teach a certain number of practicum lessons became an impossibility for student teachers. Many schools in the USA refused to cooperate with teacher training programmes, citing pandemic challenges, although some schools still allowed online lessons and included student teachers in those. Fuertes-Camacho et al. (2021) stress the need for reflective practice, especially in times of crises such as COVID-19, to support quality development of future teachers. Lei and Medwell (2021) present the student teachers’ views of online collaborative learning as being “valuable as counteracting learners’ loneliness, developing a sense of autonomy in them as learners, increasing their self-efficacy, [...] and offering them new insights into teaching methods” (p. 172).

Adaptation strategies developed during the pandemic that were explored by El Masry and Alzaanin (2021) proved essential to forming a teacher’s professional identity. Specifically, the idea of working in cooperation with a community of teachers and student teachers to avoid the feeling of isolation during the pandemic should be nurtured and supported in teacher education and teacher training.

The literature review, completed in preparation for the research, revealed that although there is a plethora of studies dealing with the impact of changes introduced in relation to the global pandemic, there are very few which deal with the student teachers’ perceptions of their preparedness for face-to-face teaching after having completed their preparation online. The aim of investigating how prepared student English language teachers felt after three semesters of fully online preparation, including online microteaching, for their placement practice teaching in a face-to-face classroom, proved unique.

METHODOLOGY

Research design

Research findings suggest a significant correspondence between the quality of microteaching performance and subsequent (real) teaching performance (Ping, 2013, pp. 165–166). Therefore, the study aimed to investigate this phase of the development of the SELTs’ professional competence in a specific situation influenced by COVID-19 lockdown restric-



tions. The research question (RQ) and its sub-questions (RSQ) are as follows:

RQ: Did the student EL teachers feel prepared for their placement practice teaching having gone through their online microteaching?

RSQ1: If yes, what did the student EL teachers find beneficial in their online microteaching to take to their placement practice teaching and why?

RSQ2: If in doubt, what challenges and barriers to their preparedness to undertake their placement practice teaching did the student EL teachers encounter in their online preparation and why?

“Why-questions” favour the use of a case study strategy – an empirical inquiry investigating “a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident”. This approach allows for a thorough exploration of the specific and unique instance, as emphasised by Yin (2003, p. 13). In this study, the unit of analysis is a case, specifically the situation of SELTs who conducted their microteaching online during the COVID-19 pandemic lockdown in the spring of 2021. This preparation was in anticipation of the placement practice teaching in a face-to-face (or unknown) mode in the autumn of 2021.

Therefore, the design is defined as intrinsic (Taber, 2014), which is employed when little-known phenomena are studied to gain a comprehensive understanding of the case and the relationships among its parts (Hendl, 2008) in its natural setting.

While an intrinsic design enables exploration of the intricacies and characteristics of the specific case, the generalisability of the findings to a larger population is limited, even in this study with high ecological validity.

To obtain a relevant and comprehensive insight into the case, a mixed-methods approach is employed, involving various data collection methods (reflective group discussions, focus group discussions, questionnaires), data sources (transcriptions of the recorded discussions, filled-in questionnaires, syllabi and study materials for microteaching and placement practice teaching), data collection phases (during online microteaching, at the end of the semester, after placement practice teaching), and data analysis (iterative: constant comparative analysis; inductive: unstructured/thematic; deductive: structured). Both researchers were involved in the research process in all its phases (the design of the data collection and analysis tools, data collection, and their analysis).

Context and setting

Microteaching is a compulsory component of the ITE programme, scheduled for the summer term of its second year. This safe and controlled practice helps establish a more realistic link between theory and practice, providing opportunities for SELTs to “acquire relevant knowledge, methods and skills for successful experiential teaching”, to experiment with them, and to get feedback on them (Ping, 2013, pp. 165–166). The format



of microteaching includes a pre-teaching phase (lesson planning, material design), a teaching phase (lesson delivery recorded with students' permission), and a post-teaching phase (lesson reflection). As the study groups are relatively large, students work in teams of two or three, preparing 15–20-minute lesson plans focusing on language skills and subskills throughout the semester. Each week, a maximum of two teams are selected to deliver their lesson. After delivery, the lessons are subjected to self- and peer-reflection, and feedback is provided by the tutors. In the following semester, the SELTs are placed in selected schools for two weeks under the supervision of an experienced EL teacher and a university tutor. The procedure for placement practice teaching closely follows the phases of microteaching. This time, however, the students work individually and deliver complete English lessons in schools.

This small-scale investigation took place in 2021, covering both the 2020/2021 summer semester and the 2021/2022 winter semester. Because of national and local COVID-19 restrictions, in-person classes at the university were not possible, leading to the remote delivery of the entire semester. A faculty directive required synchronous online lessons from 23 September 2020 and the conclusion of the summer term in 2021. The crisis-prompted remote education transitioned into planned online education, ensuring the quality of ITE and minimising some potential variables that could affect the research. The objectives,

content, procedures, and assessment of the planned online microteaching and placement practice teaching did not differ from the face-to-face mode. Microteaching, regardless of the situation, with embedded opportunities for SELTs to use technologies in their lessons, aims to prepare student teachers for their role of digitally competent EL teachers in the following semester, provide them with ELT experience through microteaching, and encourage reflection on their experiences. Placement practice teaching provides opportunities for students to apply knowledge and use skills previously acquired, regardless of the mode of placement practice teaching. During planned online microteaching, the format of face-to-face microteaching, with students working in teams to plan, deliver, and reflect on lessons collectively, was maintained. The lessons delivered by the students were also subjected to peer reflection, and feedback was also provided by tutors. Thus, the only modification in the summer semester of 2021 was the mode of microteaching, which took place remotely via MS Teams. MS Teams served as the platform for online synchronous communication and collaboration, while study materials, available asynchronously, were managed through the Moodle LMS.

Participants

Online microteaching in the second year of ITE (the summer term of 2021) was attended by 26 students (14 males, 12 females), plus two female Erasmus stu-



dents, who had experienced at least three semesters of virtual ITE. This spanned almost all the years of their studies without physical presence at the university and face-to-face interaction with peers and university tutors. Six males did not continue in their studies and one female came from a different study group to perform her placement practice teaching, and they had to be excluded from the study as they participated in a different mode of microteaching, or did not perform placement practice teaching in the winter semester of 2021. So, finally, the case study participants were 21 SELTs (eight males, 13 females), who completed their online microteaching and face-to-face placement practice teaching in 2021.

Ethical considerations

Concerning the ethical issues of the study, before the research started, the participants were informed about the purpose of the study and assured of the voluntary nature of their participation, anonymity, confidentiality, and right to refuse to respond and/or withdraw from the study at any stage (Mackey & Gass, 2016). They provided their informed consent to taking part in the study and being recorded in writing.

Data collection phases, data collection methods and analysis

Data were collected from recorded online reflective group discussions con-

ducted immediately after the microlesson delivery (summer semester of 2021), recorded online focus group discussions conducted at the end of the summer semester of 2021, and questionnaires completed after the placement practice teaching (winter semester of 2021).

Once the data from the reflective discussions and focus groups had been transcribed, inductive thematic analysis of the data was conducted to identify and define the themes emerging from the reflective discussions (Braun & Clarke, 2006). After that, the themes were reviewed and refined on the basis of the analysis of the focus group discussions. Finally, the refined themes were operationalised as questionnaire items in order to explicitly analyse the students' reported perceptions of their preparedness. The data from students' comments and responses to the open-ended question in the questionnaire were analysed accordingly and merged with the already generated and relevant themes.

The process of data coding and analysis was iterative (meaning the data were re-coded by two researchers and then the consistency of the codes with one another was evaluated by each researcher; the researchers also checked the consistency of the coding with one another throughout the process) to ensure internal consistency and intra-coder/inter-coder agreement (Miles, Huberman, & Saldaña, 2014).

In the first phase of the research, each week after the microlesson had been delivered in MS Teams, all the students were asked to fill in the relevant evaluation forms [Appendix 2: Microteaching evaluation



form (teaching team and peer students)], while the tutors evaluated the teaching team's performance in a breakout room of MS Teams separately. Once everyone had prepared their notes, the main session in MS Teams was reconvened, and the teaching team, peers, and tutors discussed and reflected on the microteaching. The main sessions were recorded in their entirety. Reflection sessions after each microteaching were transcribed and analysed to identify suitable participants for the planned focus group discussions. The qualitative insights gained from these discussions also provided a basis for stimulating the focus group discussions (Mackey & Gass, 2016).

Then, on the basis of the reflective session analysis, two teaching teams (a total of five SELTs) who were able to reflect comprehensively on the lesson plan, management, and possible lesson modifications and evaluate the strong points and challenges of their lesson were selected to be interviewed in the focus groups. Moreover, those students seemed to demonstrate a relatively high level of professional competence in planning, delivering, and reflecting on the microteaching lessons compared to their peers. The criteria for the selection of the focus group participants were adapted from the (self-) evaluation tool used in the ITE programme (Spilková, Černá, & Reimannová, 2018), specifically from the chapters on lesson planning, management, and reflection. The objective of the focus groups was to identify the students' perceptions of their preparedness to teach after their first experience in the role of teachers and relate

their perceptions to the immediate reported reflection. Focus group discussions with the selected students were conducted in two focus groups on 29 June 2021 and 11 June 2021 in the form of semi-structured interviews. The participants were sent the set of preliminary questions below, covering the topics of lesson planning, its management, and the transferability of skills from the online mode to different modes prior to the discussion taking place.

- In terms of planning your lessons, how did you start? All together, separately? Brainstorming, reading source materials, or notes from the lectures & seminars?
- How did you edit your lesson plans? On the basis of feedback on your previous lesson plans, your own experience of microteaching, your experience of being a student?
- How do you expect your approach to change once you start teaching face-to-face? Which skills acquired in the online microteaching sessions can be transferred to face-to-face classroom?

A set of focus group discussion questions

During the recorded focus group discussions, the students were encouraged to expand on their responses to obtain a deeper understanding of their perception of the case study situation, i.e. knowledge and/or skills they perceive they acquired before and during the online microteaching and their transferability to different



modes of teaching and learning. The recorded discussions were also transcribed and the content analysed to provide the basis for the next research tool, the questionnaire.

Finally, to obtain a comprehensive view of the students' perceptions of their preparedness for placement practice teaching and the role online microteaching played in their learning experience, a questionnaire was designed to elicit responses reflecting

and reporting on the school-based experience. The questions were formulated on the basis of the analyses of the recordings of the reflection sessions after the microteaching and of the focus group discussions. The questionnaire was piloted, and on the basis of the results of the pilot all the items and scales were amended to elicit the data that were relevant and valid to feed the answers to the research questions. The final version of the questionnaire (Appendix 3:

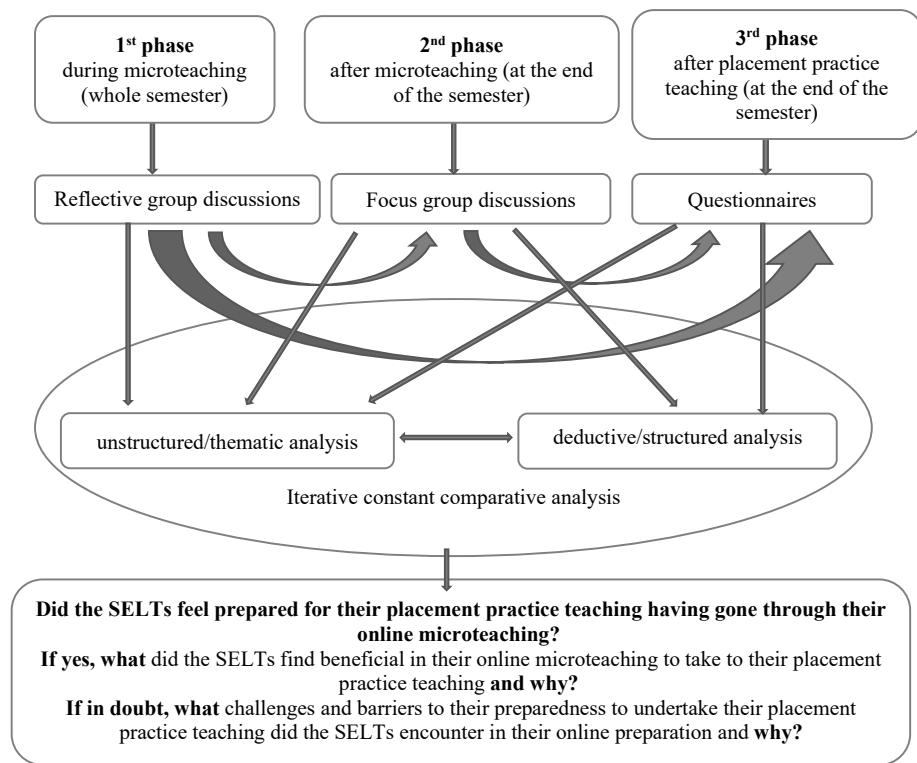


Figure 1 Correspondence of data collection phases, data collection methods, and analysis



Questionnaire) consisted of a set of 13 items: 12 were closed-ended questions using Likert scale responses, with an option to add comments, while one question was open-ended (Mackey & Gass, 2016). The scale was used to elicit responses that would yield the students' perceptions of their preparedness in full and the possibility of commenting on the individual questionnaire items allowed the students to reflect and report on their perceptions of their preparedness openly and without limitations. The questionnaire was administered at the end of the semester to all 21 participants; however, only ten of them returned it. The whole process of data collection and data analysis is summarized in Figure 1.

FINDINGS AND DISCUSSION

Students' reported preparedness to teach after online learning-to-teach experience: feeling prepared or feeling challenged?

To address the question of whether and how the SELTs felt prepared for their placement practice teaching, it was essential first to identify what attributes of teaching and learning the students consider significant. The data analyses revealed five overarching themes and corresponding sub-themes of pedagogical knowledge and skills, as outlined in Table 1. These themes emerged from overt student comments, bridging from the initial stages, involving the reflection sessions following the online microteaching

lessons, to the mid-stage semi-structured focus group discussions, and finally operationalised into questionnaire items. The students explicitly highlighted areas of English language teaching and learning related to planning, educational communication, lesson and classroom management, and self-reflection. This suggests that these aspects of teaching and learning English hold importance for the students, regardless of the attribute (benefit, challenge, or barrier) they associate with these themes. Their concerns and apprehensions about the placement practice teaching, the role of the online mode of teaching and learning experienced as a student or as a teacher, or switching various modes of teaching and learning served as key themes that prompted the initiation of this research.

When the students were surveyed after participating in placement practice teaching to reflect on whether the online microteaching prepared them adequately for the mode of face-to-face teaching, the analysis of the questionnaires revealed a distinct contrast in their perceptions of preparedness across various teaching domains (Figure 2). According to the findings, the students stated that their skills in lesson planning and self-reflection were notably enhanced during the online microteaching. Specifically, 72% of all responses indicated a high level of preparedness (either "very well" or "well" regarding the theme of lesson planning, while 78% reported feeling well-prepared in terms of self-reflection). On the other hand, they felt less prepared in areas that



Table 1 Categorisation of the students' reported themes and sub-themes of perceived pedagogical knowledge and skills

Reported themes	Reported sub-themes (questionnaire items)
Lesson planning	Plan and formulate aims in relation to content and the needs/abilities of students
	Predict and propose solutions for a variety of possible classroom situations
Communication and classroom climate	Use non-verbal communication
	Provide equal opportunities for students to communicate in English
	Manage classroom behaviour
	Adjust the classroom layout for the planned activity
Lesson management	Select suitable tasks/activities in relation to the educational/lesson aim
	Provide comprehensible instructions for a task/activity
	Use suitable interaction patterns
	Use various pedagogical tools and teaching aids appropriately in activities
Self-reflection	Evaluate the accomplishment of lesson aims
	Analyse lessons using a variety of reflective techniques
Perception of preparedness	Be ready to teach (not limited by the online mode of microteaching)
	Be ready to transfer skills (online to face-to-face environment)
	Deal with anxiety not related to the mode

relate to lesson management, with 60% of the responses associated with this aspect expressing a lower level of preparedness. Similarly, communication and classroom climate posed challenges, as only 22% of the responses related to this theme acknowledged feeling well or very well prepared.

The participants' responses unveil a more intricate portrayal when the questionnaire responses related to separate subthemes are explored. Notably, areas of both heightened and diminished reported preparedness are clearly delineated (Figure 3) and are organised in descending

order from the highest to the lowest levels of preparedness. This analysis further highlights that pedagogical knowledge and skills that score high include those linked to lesson planning and self-reflection, alongside certain facets of lesson management (providing comprehensible instructions). Conversely, the lowest levels of preparedness are associated with communication and classroom climate (maintaining discipline), as well as specific aspects of lesson management, such as employing various pedagogical tools and teaching aids tailored for specific activities (lesson management).

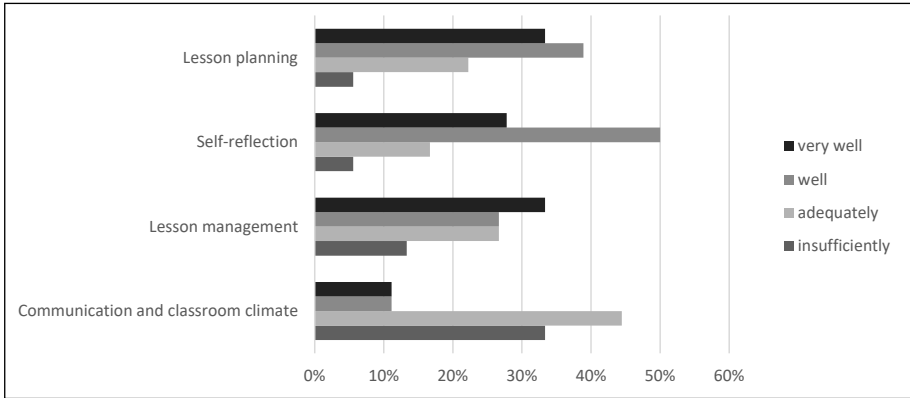


Figure 2 Overview of student teachers' areas of preparedness reported by theme

The participants mostly found the online preparation for their face-to-face placement practice teaching merely adequate. As one of the participants (P3 in Q)¹ illustrates: “Being a very sociable person, who needs personal contact for work, I perceived the online form of teaching/learning as frustrating. The situation, unfortunately, did not allow for anything else, however, and I don’t see any other way of coping with microteaching. From my point of view, this form was adequate.”

Another comment supports the idea but approaches the response from a different point of view. Participants found the online preparation sufficient but not necessarily equal to face-to-face preparation (P5 in Q): “It was pleasant to try and

teach using a computer [...] but before starting the placement practice teaching, I felt sorry we hadn’t had time to do more because of the limitations of MS Teams. I was a little scared of doing things for the first time without practising them beforehand.”

The most common response in terms of preparedness for the face-to-face teaching experience is the participants’ anxiety about stepping out in front of a group of strangers. In the words of one of the student teachers: “It was difficult in many ways but I learnt the essential necessities adequately before starting the placement practice teaching. The main difference was the fear of standing in front of a class, as on MS Teams we were hidden behind the circles with our initials.”

¹ For the interpretation of the outcomes of the data analysis, the following key is used to identify each participant’s quote and its source: each participant is allocated a number following the letter P, e.g. P1, P2, etc. The transcript from which the quote is taken is marked with the letter T and followed by the relevant number, i.e. T1, T2, etc. When the quote is taken from the participant’s response in the questionnaire, this is shown by the letter Q.

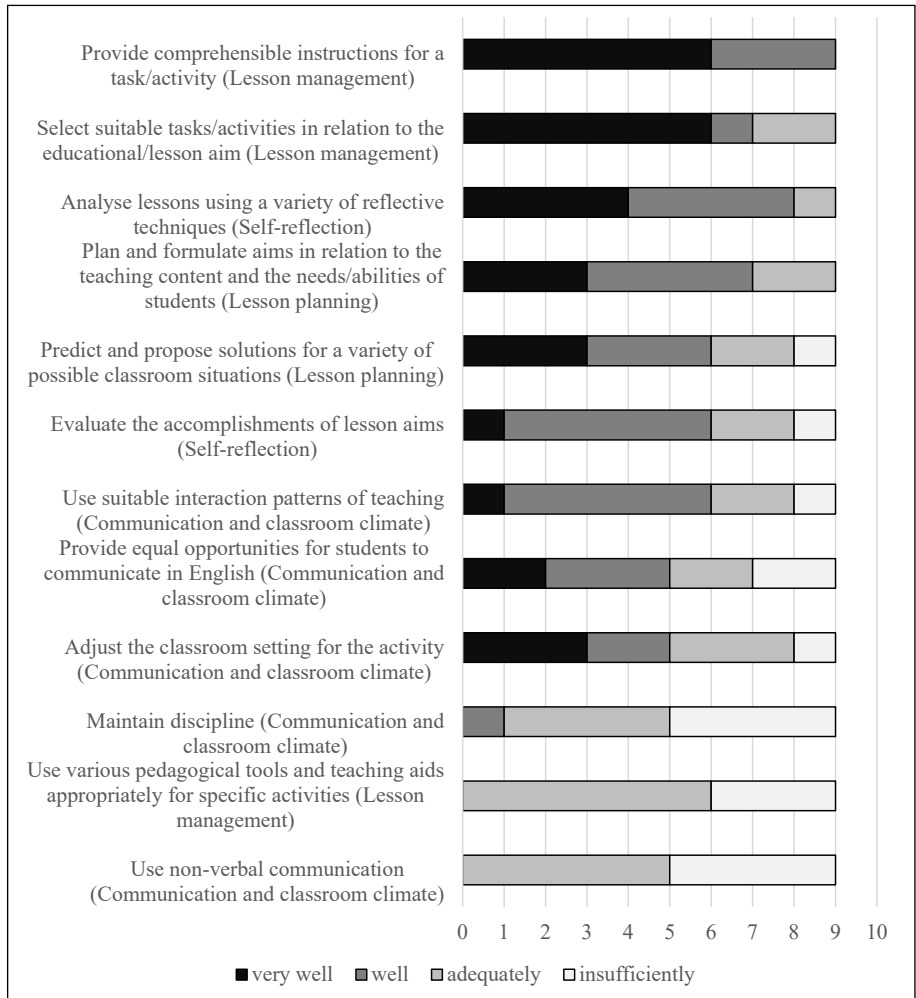


Figure 3 Details of student teachers' areas of reported preparedness by subtheme

The participants generally found the online preparation for their face-to-face placement practice teaching to be sufficient in the given circumstances, though

some expressed reservations and concerns about the limitations of MS Teams and the difference in teaching on MS Teams compared to in-person settings. The most

common concerns among the participants were anxiety related to teaching in front of a group of strangers, or generally communicating verbally and non-verbally with learners in the new role of the teacher, doing things for the first time in teaching practice, and using appropriately pedagogical and teaching aids.

How the online microteaching helped the SELTs: reported benefits of online microteaching

There were three main areas in which the participants felt prepared by the online course to teach in a face-to-face environment, as shown in Figure 4 below.

The first area, that of the participants being able to provide instructions for a task or activity confidently, is supported, for example, by the following sample comment (P2 in Q): “*What was particularly useful was the opportunity to learn*

from my own mistakes when formulating instructions but also from the mistakes of others around me.”

The participants also felt prepared to select suitable tasks and activities in relation to the educational or lesson aim, as illustrated by a student (P1 in Q) who commented that: “*Yes, I did feel prepared but [...] it is important to realise that the learners are of a different level from me and from my peers; they are not familiar with using specific terminology, which we could get away with during microteaching.*”

The third of the top three areas is the feeling of being prepared to analyse one’s own teaching using a variety of reflective techniques or, in the words of one participant (P5 in T1): “*Yes, I felt ready. The analysis and modification of a taught lesson plan we presented at the end of the course were essential and probably the most beneficial aspects of the course.*”

The participants in the study demonstrated confidence in lesson management,

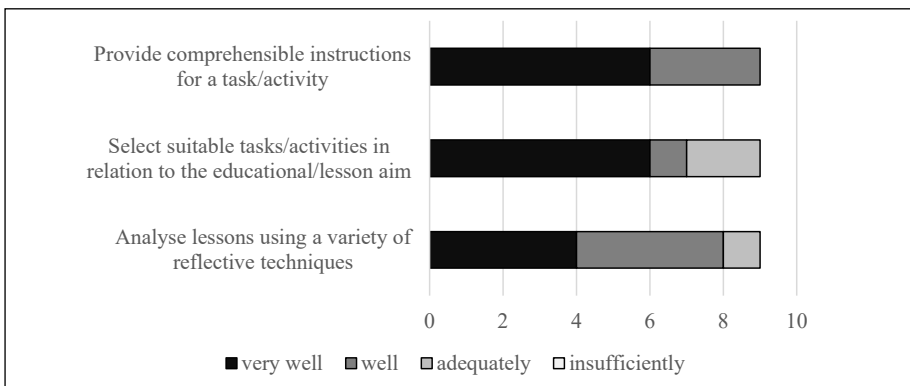


Figure 4 Areas of reported high preparedness



particularly in providing instructions for tasks and activities. Additionally, they expressed readiness in selecting appropriate tasks aligned with educational objectives, acknowledging the challenge of adapting to learners' diverse levels of language proficiency and needs. Finally, the participants felt well prepared to analyse their teaching through various reflective techniques, emphasising the significance and benefits of post-course lesson plan evaluation and appreciating the value of the collaborative learning environment in microteaching (preparing for microteaching in teams, learning from both their own mistakes and those of their peers, reflecting together).

Perceived challenges and barriers of online microteaching related to the SELTs' reported feelings of preparedness for undertaking placement practice teaching

As with benefits, there were three main areas that the participants identified as challenging or even as barriers (Figure 5).

As one of the participants (P1 in Q) aptly put it: *"In the microteaching class we are all in the same boat; we know each other and want to help each other. There was no problem with disruptive behaviour, so I did not feel prepared for the face-to-face classroom."* The issue of managing classroom behaviour is, therefore, among the top three challenges recognised by the student teachers in this study.

Another challenging area was the use of tools outside the MS Teams environment, as illustrated by the comment (P3 in Q) that: *"The online format of teaching and learning severely limits the scope for using pedagogical/teaching tools. There was some preparation for the 'offline' opportunities but not sufficient for me to be certain of my choices before the face-to-face placement practice teaching."*

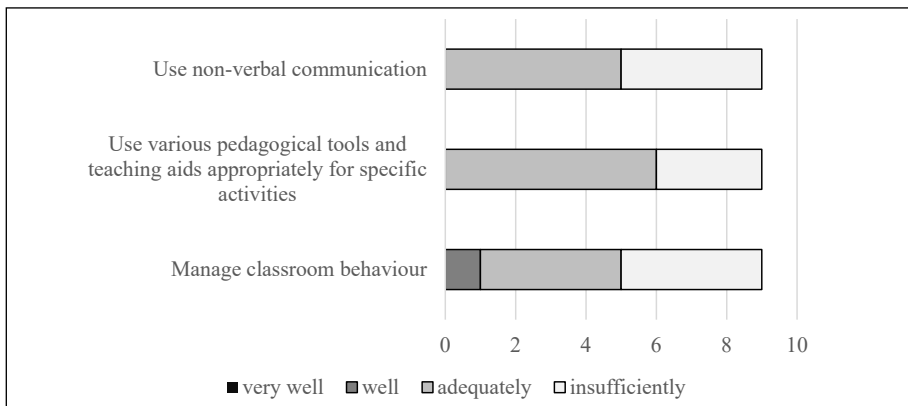


Figure 5 Areas of reported low preparedness



The main area which the participants noted as a barrier to professional development was, perhaps understandably, the lack of preparation to use non-verbal communication. Here is a sample comment (P4 in T1): *“Although we, as teachers, had our cameras on at all times, our peers often left them switched off; we couldn’t see their reactions. [...] We were able to use non-verbal tools such as a smile or gestures but even that felt demanding in the online environment and it wouldn’t come as naturally as in real life.”*

To sum up, the study highlights the key challenges faced by the student teachers. Firstly, the absence of disruptive behaviour in the supportive microteaching class left the participants feeling unprepared for managing classroom behaviour in face-to-face settings. Secondly, the limitations of online teaching tools, especially outside the MS Teams environment, posed challenges in preparation for face-to-face placements. Lastly, the struggle to use non-verbal communication effectively in the online environment emerged as a significant barrier to professional development, emphasising the difficulties in replicating natural interactions compared to face-to-face teaching.

TENTATIVE CONCLUSION AND IMPLICATIONS FOR RESEARCH AND ITE

This paper reflects on the specific situation the SELTs experienced in the phases of their professional development

when acquiring pedagogical knowledge and skills in one specific mode (online) in the anticipation of teaching in a different mode (face-to-face or unknown).

In conclusion, this research sheds light on the multifaceted experiences of student teachers preparing for face-to-face placement practice teaching in the online mode. The participants generally found the online preparation to be adequate within the given circumstances, yet concerns were voiced regarding the limitations of MS Teams and the disparities between online and in-person teaching (cf. Kidd & Murray, 2020). Their anxiety related to various aspects, such as teaching strangers and using pedagogical aids, which emerged as common themes.

Moreover, the study revealed positive findings regarding the participants’ confidence in lesson management, including providing instructions and aligning tasks with educational objectives. The acknowledgment of the benefits of reflective techniques showcased a solid foundation for their teaching capabilities. The collaborative learning environment, particularly in microteaching, was recognised as instrumental in professional development (cf. Lei & Medwell, 2021).

However, key challenges surfaced, primarily the absence of disruptive behaviour in the online microteaching class, leaving the participants feeling ill-prepared for managing classroom behaviour in face-to-face settings. Additionally, the limitations of online teaching tools, especially beyond the MS Teams environment, posed obstacles in preparing for on-site placements.



The difficulty of utilising non-verbal communication effectively in online settings surfaced as a notable obstacle, underscoring the complexities of reproducing authentic interactions when compared to the conventional face-to-face teaching approach.

Other research findings show that transitioning microteaching from the face-to-face to online mode did not alter the “essence” of microteaching, revealing a striking similarity between the two contexts (face-to-face and online). The reports also highlight that student teachers in both settings share typical misconceptions about learning and teaching and encounter challenges with employing digital and other tools in their teaching (Zalavra & Makri, 2022; Gacs et al., 2020). Grounded in over a decade of experience with microteaching and placement practice teaching, these common apprehensions are reported by students before and after placement practice teaching, irrespective of the mode of microteaching or placement practice teaching. Providing early exposure to student teachers regarding possible outcomes and challenges in schools is crucial, ensuring they are not caught off guard by the unexpected in an indoor classroom environment (Pazilah et al., 2021).

As our small-scale study delved into the unique circumstances in which our SELTs unintentionally found themselves, this fact inherently introduces methodological and research limitations. One limitation is the number of participants and their selection; for the study

to maintain ecological validity, all the participants in the microteaching and placement practice teaching should have been included. Additionally, generalising the results is not feasible, as the situation (case) is unlikely to occur under identical circumstances. The reported study limitations also lay the groundwork for further exploration, with a particular focus on the common apprehensions reported by students before and after placement practice teaching.

In the light of our findings, it becomes apparent that while online preparation offers valuable insights and development of the skills of SELTs, addressing specific challenges in ITE such as the management of classroom behaviour and the limitations of virtual platforms is crucial. Future interventions and ITE programmes should focus on bridging these gaps to ensure more comprehensive and effective preparation for student teachers transitioning between online and face-to-face teaching environments. Particular content in ITE may contribute to building resilience in teacher education by “working with scenarios, videos, or actual classroom observations” to examine challenging situations “teacher candidates could identify and practice coping strategies, emotional competence, reframing skills, and other resilient behaviours and ways of thinking” (Mansfield et al., 2016, p. 71). Being aware and capable of skill transfer can help (student) teachers adapt to situations dictated by external conditions, prepare mentally for the unknown, and perceive any experience as the driv-



ing force in learning and motivation (Komorowska, 2016). Such ability may significantly affect the quality of students' well-being and mental health (Dweck, 2017) and might be perceived as one of the coping strategies of crisis anxiety.

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Irena Reimannová

*University of Pardubice, Faculty of Arts and Philosophy, Department of English and American Studies;
e-mail: irena.reimannova@upce.cz*

Kateřina Keplová

*University of Pardubice, Faculty of Arts and Philosophy, Department of English and American Studies;
e-mail: katerina.keplova@upce.cz*

List of appendices

Appendix 1 Table of literature review

Appendix 2 Microteaching evaluation form (teaching team and peer students)

Appendix 3 Questionnaire

REIMANNOVÁ, I., KEPLOVÁ, K. Od virtuální k fyzické výuce: Pohled na vnímání připravenosti studentů učitelství anglického jazyka na prezenční praktickou výuku

Od počátku třetí dekády 21. století zažívají učitelé všech stupňů vzdělávání bouřlivé časy. Začínající i zkušení učitelé byli nuceni přehodnotit své dovednosti tak, aby reflektovaly nejen změny v možnostech, které přináší rozvoj technologií a globalizace, ale také náhlé a nečekané důsledky globální pandemie. Vládní rozhodnutí uzavřít všechny vzdělávací instituce v České republice kvůli pandemii COVID-19 a přesunout proces výuky a učení do online prostředí mělo dopad i na vysokoškolské přípravné vzdělávání budoucích učitelů angličtiny. Všichni se museli vyrovnat s problémy, které situace přinesla; pedagogové museli přehodnotit svůj přístup k přípravnému vzdělávání učitelů, aby se jejich studenti cítili lépe připraveni na výzvy krize. Vzdělavatelé učitelů mimo jiné přijali měnící se prostředí a aktivně hledali způsoby, jak co nejlépe podpořit studenty v jejich přípravě na učitelskou profesi.

Cílem tohoto příspěvku je prezentovat a diskutovat výsledky výzkumu, který byl proveden na katedře anglistiky a amerikanistiky regionální české univerzity v reakci na důsledky pandemie. Cílem výzkumu bylo zjistit, jak studenti učitelství vnímají, zda a jak je mikrovýuka, která kvůli omezením souvisejícím s pandemií probíhala online, připravila na jejich prezenční praktickou výuku v následujícím semestru. Kontext byl tedy silně ovlivněn okolnostmi globální



pandemie. Teoretický rámec programu počátečního vzdělávání učitelů anglického jazyka i tohoto příspěvku je založen na modelech učitelské profesionality (Spilková, 2019), reflektivního praktika (Černá, Píšová, & Vlčková, 2017) a realistického přístupu (Korthagen et al., 2001).

Vě studii byla shromážděna, analyzována a vyhodnocena data z reflektivních sezení, dvou fokusních skupinových diskusí a dotazníku. Účastníky studie byli studenti druhého ročníku bakalářského programu Angličtina pro vzdělávání. Výsledky výzkumu naznačují, že studenti nevnímali cíle a obsah zvoleného studijního programu jako ovlivněné změnami vnějších podmínek, nicméně procesy svého profesního učení vnímali jako ovlivněné. Tyto výsledky jsou v souladu s výzkumem Yochanny a Levyové (2022), který se zabýval efektivní implementací mikrovýuky v přípravě učitelů.

Výsledky této studie z hlediska vzdělávání i výzkumu naznačují, že přípravné vzdělávání budoucích učitelů angličtiny musí řešit problém, jak umožnit studentům připravit se na svou profesi bez ohledu na to, zda vyučují v online nebo prezenčních hodinách. Počáteční vzdělávání učitelů by mělo mít za cíl připravit budoucí učitele na to, aby očekávali neočekávané, což je téma, které je třeba prozkoumat v dalším výzkumu.

Klíčová slova: přípravné vzdělávání učitelů, studenti učitelství anglického jazyka, vnímání připravenosti na výuku, mikrovýuka, praktická výuka na stáži



Appendix 1 Table of literature review

Authors, year of publication	Title	Key word(s)	Main aim of the research AND/OR research question(s)	Details of main focus, i.e. perceptions, microteaching/practicum, teacher education	Main outcomes & conclusions
Agecam, R., Akbana, Y.E., Rathert, S. (2021)	Dealing with emergency remote teaching: The case of pre-service English language teachers in Turkey	Covid-19, English language teaching, emergency remote teaching, online learning, pre-service teachers	<ul style="list-style-type: none"> Adding context-dependent knowledge to the literature by reporting on the case of university students majoring in language teaching Revealing whether and to what extent the participants appreciated ERT practices and what challenges they encountered during their studies delivered through ERT 	Research question 2: How do the participants perceive Emergency Remote Teaching (ERT)?	<ul style="list-style-type: none"> Constraints – perceived ineffectiveness (reasons included, among others, combination of enhanced assignment load, missing feedback because of the inaccessibility of teachers and technical constraints) Affordances – opportunity to improve their digital literacy, development of study skills in terms of creativity, self-directed learning, engagement in activities, problem solving and autonomy
Batnang, B., Sultan, M., Azis, A., Gunawan, F. (2021)	Perceptions of pre-service teachers on online learning during the COVID-19 pandemic	COVID-19, language learning, perceptions, student basic needs	To explore how Arab pre-service teachers perceive online learning during the pandemic	The study results show that the perceptions of Arab student teachers are divided into four groups, namely ability, enthusiasm, self-determination, and connectivity.	<ul style="list-style-type: none"> Students' excitement and interest in learning during the pandemic depend heavily not on internal factors but rather on external factors such as network issues, data packages, and Android telephone selection Students need social contact with teachers
Choate, K., Goldhaber, D., Theobald, R. (2021)	The effects of COVID-19 on teacher preparation	N/A	To offer an educated guess as to how the lack of opportunity for clinical practice at certain US-based universities during the pandemic might influence the generation of teachers who are affected	Clinical practice (i.e. practicum) is an integral and compulsory part of all teacher education programmes; once lessons moved online because of COVID-19 restrictions, student teachers were not offered the opportunity to participate by the school programmes	<ul style="list-style-type: none"> More than 80% of teacher education programmes waived or reduced the length of time required for student teaching The cohort of student teachers is seen either as less desirable because of their lack of clinical practice or as valuable talent who are available for further development "on the job"

<p>El Masry, T., Alzaanin, E. I. (2021)</p>	<p>Uncovering new paths to adaptation: A case study of Malaysian English as a second language pre-service teachers</p>	<p>adaptation strategies, English as a second language, pre-service teachers, possible selves, professional identity</p>	<p>How do pre-service teachers (PSTs) employ adaptation strategies to develop their professional identity (PI) during their simulated teaching class and practicum?</p>	<p>Practicum takes place in students' third year and is followed by placement practice teaching in the following year; it contributes to the development of professional identity</p>	<ul style="list-style-type: none"> Positive notions of belonging to a Community of Practice (CoP) proved to be applicable in the simulated teaching in the class context; positive notions of the CoP were applicable in the teaching practicum context
<p>Fletcher, J., Klopsch, B., Everatt, J., Sitwka, A. (2021)</p>	<p>Preparing student teachers post-pandemic: Lessons learnt from principals and teachers in New Zealand and Germany</p>	<p>principals; teacher educators; COVID-19; Germany; New Zealand</p>	<p>What are the barriers and supports that influence leadership and supporting and teaching students effectively during lockdown conditions in a pandemic? How can the experiences and perceptions of teachers and principals in two countries during lockdown conditions in a pandemic help re-engage teacher education programme delivery?</p>	<ul style="list-style-type: none"> Indications that teaching staff who focused on professional collaboration were able to design student-centred learning events online Those schools that showed evidence of a fractured collaborative structure seem to lose many children in their learning process 	<ul style="list-style-type: none"> Teacher education courses are to be reconsidered in terms of: <ol style="list-style-type: none"> strategies to improve collaboration between teachers and between teachers and parents, better preparation for the use of blended teaching methods that are motivational and appropriate for the tools available to learners, the need to recognise the potential challenges faced by individual children from differing backgrounds (economic, cultural, and special needs), and ways to provide and access support.



<p>Fuertes-Camacho, M. T., Dulsat-Ortiz, C., Alvarez-Canovas, I. (2021)</p>	<p>Reflective practice in times of Covid-19: A tool to improve education for sustainable development in pre-service teacher training</p>	<p>Covid-19; sustainable development goals (SDGs); quality education (SDG 4); education for sustainable development (ESD); reflective practice questionnaire (RPQ); critical and reflective thinking; self-awareness; sustainable competencies; pre-service teacher training</p>	<p>Stresses the need to work towards achieving quality education, and to prepare future teachers in sustainability competencies. The research questions are related to the key competencies necessary to accelerate change and to how to increase awareness and literacy of the SDGs in higher education.</p>	<p>The use of reflective practice should be introduced into teacher training programmes. To promote reflective practice in students, curricular practices are possible to consider aspects of the teaching practice and the necessary competencies and take into account the existing moral codes of practising teachers.</p>	<ul style="list-style-type: none"> • A positive impact of reflective practice on future teachers • Education for sustainable development requires participatory methods that motivate and empower students to change their behaviour • Reflective practice must be accompanied by processes of communication and supervision that encourage confidence and the desire to improve
<p>Gacs, A., Goertler, S., Spasova, S. (2020)</p>	<p>Planned online language education versus crisis-prompted online language teaching: Lessons for the future</p>	<p>distance learning, curriculum design, teacher training, technology</p>	<p>A roadmap for planning, implementing, and evaluating online education in ideal and in crisis contexts</p>	<p>Crisis-prompted remote teaching</p>	<ul style="list-style-type: none"> • Attention to instruction in face-to-face, online, and hybrid formats will undoubtedly continue to be a necessity, with special attention to adaptability, flexibility, and quality instruction remaining at the centre.
<p>Hill, J. B. (2021)</p>	<p>Pre-service teacher experiences during COVID-19: Exploring the uncertainties between clinical practice and distance learning</p>	<p>distance learning, experiential learning theory, quality supervision, Covid-19</p>	<p>Current teacher performance expectations; online readiness, and the design of distance learning in pre-service teacher clinical practice</p>	<p>Pre-service educators are being prepared to support student learning, but the conditions and environments have changed because of the spread of the novel coronavirus. Pre-service teachers will benefit from being prepared to collaborate with other teachers to construct activities. Authentic preparation and presentations will prepare students to focus on what matters and not just address the remote learning occurring during this pandemic.</p>	<ul style="list-style-type: none"> • In-person observations and opportunities to practise classroom instruction contribute to teacher readiness and relationship building in comparison to online learning • Pre-service candidates did not have the opportunity to demonstrate mastery of specific teacher performance expectations within the distance learning format

<p>Jones, L., Durham, C., Cataneo, A. (2021)</p>	<p>Rising to the challenge: Preparing pre-service teachers during a global pandemic</p>	<p>N/A</p>	<p>The complex process of preparing pre-service teachers to transition to a new world of online teaching, shedding light on critical components of teacher education during this time</p>	<p>One seminar course incorporated varied activities that aimed to support pre-service teachers (PSTs) in successfully completing their programme requirements while also addressing the specific challenges of virtual instruction. One of the primary activities designed by the first author was a tech tips presentation in which PSTs selected a technology resource to explore and present to their peers. The internship experience followed a gradual release teaching model in which PSTs followed four stages: emerging apprenticeship, collaborative apprenticeship, peak apprenticeship, and collaborative phase-out.</p>	<ul style="list-style-type: none"> Teacher education programmes must adapt to address PSTs' evolving and unique needs related to learning how to utilise digital tools and deliver instruction in a virtual environment.
<p>Karakas, A., Yukseltir, C. (2020)</p>	<p>Engaging pre-service EFL teachers in reflection through video-mediated team microteaching and guided discussions</p>	<p>guided discussions; language teacher education; pre-service EFL teachers; reflection; reflective practice; video-mediated team microteaching</p>	<p>Pre-service teachers' engagement in reflection and reflective practice through video-recorded microteaching sessions To what extent do video-recorded team microteaching sessions combined with guided focus group discussions engage pre-service EFL teachers in reflection and reflective practice? And in what ways do they occur?</p>	<p>Microteaching enables pre-service teachers to enhance their pedagogical skills through a "teach, critique, and re-teach" model. Microteaching provides pre-service teachers with an artificial environment in which to practise their theoretical knowledge to prepare themselves for the authentic classroom environment.</p>	<ul style="list-style-type: none"> What is surprising as regards the extent to which pre-service EFL teachers have engaged in reflection for various purposes happens to be the use of guided discussions as a form of data collection, which allows the researcher in these discussions to draw their attention to certain points so that they can further think and talk about them. It has become evident that imparting theoretical knowledge to pre-service teachers does not guarantee that this knowledge will translate into their practices.



<p>Kidd, W., Murray, J. (2020)</p>	<p>The Covid-19 pandemic and its effects on teacher education in England: How teacher educators moved practicum learning online</p>	<p>teacher education; pandemic; online learning; practicum; space</p>	<p>How pedagogies adapted as the removal of the practicum relocated learning communities to new online spaces</p>	<p>The assumption that "more practice in schools" – in and of itself – is sufficient to improve the quality of learning has always been challenged outside policy circles. Reflective practice techniques have been widely adopted to develop learning.</p>	<ul style="list-style-type: none"> Despite the relocation to newly-formed online spaces, many principles and "intentionalities" of practice remained unchanged, as did the teacher educators' orientating values.
<p>Korucu-Kis, S. (2021)</p>	<p>Preparing student teachers for real classrooms through virtual vicarious experiences of critical incidents during remote practicum: A meaningful-experiential learning perspective</p>	<p>Critical incidents · Practicum · Collaborative online technologies · Meaningful learning · Experiential learning · EFL student teachers</p>	<p>Whether engaging student teachers in vicarious experiences of critical incidents through Kolb's experiential learning cycle via a collaborative virtual application could create meaningful learning</p>	<ul style="list-style-type: none"> Referred to as critical incidents (CI), these unplanned events cause dissonance and result in the transformation of pre-existing cognitive schemata if reflected upon. Helping practicum students understand the types of dilemmas they may experience in practice and how these problems of practice can be resolved seem to be logical possibilities during the times of Covid-19. 	<ul style="list-style-type: none"> The intervention process led to improvements in practicum students' domain-specific knowledge and skills.

<p>Lei, M., Medwell, J. (2021)</p> <p>Impact of the COVID-19 pandemic on student teachers: How the shift to online collaborative learning affects student teachers' learning and future teaching in a Chinese context</p>	<p>Student teachers; COVID-19; online collaborative learning; teacher education; China</p>	<p>Student teachers' views about their experience of OCL and the way it affected them as learners and future teachers</p>	<ul style="list-style-type: none"> • Learning was based on online collaborative discussions and product construction, and it included reading, discussions, analysis, and collaborative writing and teaching. • There is still little research on student teachers' perceptions about the effect of the crisis on both their own personal development and their development as student teachers experiencing OCL in their training. 	<ul style="list-style-type: none"> • Participants reported that online collaborative learning (OCL) helped them develop varied views of learning and had a positive effect on their views about the future use of OCL. • Personal experience of OCL was seen as an important aspect of their development as teachers.
<p>Park, I. (2021)</p> <p>Moving out of the here and now: An examination of frame shifts during microteaching</p>	<p>microteaching, conversation analysis, frame of reference, classroom discourse, teacher education</p>	<p>How frame shifts are used as an interactional resource to manage trouble during instruction.</p>	<p>Microteaching, also known as teaching demonstration, is a widely adopted instructional task in various teaching methods courses that provides students with the opportunity to practise lesson planning and delivery by teaching sample lessons to their peers. Since its development in the early 1960s, microteaching has been considered as a "safe" setting in which students may learn how to teach. However, there is a relative lack of understanding of what occurs during the microteaching process.</p>	<ul style="list-style-type: none"> • The teacher addresses student trouble displays which lead to a halt in the progressivity of the unfolding instructional activity, in two ways: <ol style="list-style-type: none"> (1) the teacher shifts out of the microteaching frame to address the participants as peers in the larger classroom context, and (2) the teacher extends the microteaching frame to highlight the discrepancy between the current frame and actual teaching.

<p>Pazillah, E. N., Hashim, H., Yunus, M. M. (2021)</p>	<p>Service-learning in English as a second language teacher training program: Exploring pre-service teachers' authentic learning experiences</p>	<p>English as a second language, authentic learning experience, digital knowledge, pedagogical knowledge, pre-service teachers, teachers training, service-learning</p>	<p>To investigate the perceptions of pre-service teachers toward service-learning in terms of authentic learning experiences.</p>	<p>There is a gap in discussing the effectiveness of service-learning in teachers' training programmes, particularly in authentic experiences gained by pre-service teachers, which include exposure to the real-life environment of teaching and learning, hands-on experience in interacting with students, and applying digital and pedagogical knowledge as well as theories in a real classroom environment.</p>	<ul style="list-style-type: none"> It is pivotal that teacher training programmes implement effective training approaches and strategies to ensure that pre-service teachers can be well equipped with the necessary skills and knowledge. Early exposure of pre-service teachers to possible outcomes and challenges in schools is crucial as they will not experience the unexpected in an indoor classroom environment.
<p>Sarnou, H., Sarnou, D. (2021)</p>	<p>Investigating the EFL courses shift into Moodle during the pandemic of COVID-19: The case of MA language and communication at Mostaganem University</p>	<p>Algerian University, Covid-19, EFL courses, Moodle, online platforms.</p>	<p>To investigate the shift of English as a foreign language (EFL) learning and teaching to the Moodle online learning platform and how the delivery of online EFL courses was beneficial (or not) for students to end up the academic year. This research paper sets out to deconstruct recent calls for integrating several e-learning platforms or apps into an Algerian university to uncover the main difficulties our colleagues have faced during the confinement.</p>	<p>For English as a foreign language (EFL) students, the issue was not [...] related to [...] the necessity of developing the four macro skills: listening, reading, speaking, and writing.</p>	<ul style="list-style-type: none"> Videconferencing applications such as Zoom and Google Meet are more beneficial than the university's Moodle since the former allow for asynchronous interaction between teachers and their students. Students must be well trained in using the online platforms before they are required to attend courses via Moodle as our students are not accustomed to these platforms.



Appendix 2 Microteaching evaluation form (teaching team and peer students)

MICROTEACHING EVALUATION FORM: THE TEACHING TEAM (to be used together with the skill-specific student evaluation sheet)

In your team, discuss your microteaching performance in the light of the following criteria and write down your conclusions.

1. Aims

- What was the aim of your lesson?
- To what extent was it achieved?
- How do you know?

2. Adequacy

Were the selected activities appropriate for the target audience? Comment in the following table:

proficiency	
age	
learning styles	
interests	

3. Flexibility

Did you have to change or adjust your plans during the lesson? If YES, how and why?

4. Classroom management

On the Likert-type scale, mark with a cross (x):

students' attention

LOW				HIGH
-----	--	--	--	------

students' involvement/active participation

LOW				HIGH
-----	--	--	--	------

variety of interaction patterns

LOW				HIGH
-----	--	--	--	------

equal distribution of attention to individuals

LOW				HIGH
-----	--	--	--	------

5. Self-reflection

What have you learnt from your microteaching performance?

6. Any other comments

7. Comments added after watching the recording of the lesson



Teaching vocabulary

The AIM of the lesson (as stated by the teaching team):

1. AIMS

- a) Was the aim achieved?
- b) What have you learnt in terms of vocabulary?
- c) Does it correspond to the aim stated by the teaching team? If not, modify the aim:

2. ACTIVITIES AND PROCEDURE

- a) Were the lexical items appropriately selected?
- b) Which aspects of the lexical items were covered?
- c) Describe and assess the technique(s) used for presentation/practice.
- d) Did you receive clear instructions?
- e) What kind of teaching aids did the teaching team use? Did they help you learn? Explain.
- f) What kinds of interaction patterns were used? Did you have a chance to participate?
- g) What strategies for activating learners were used?
- h) Were the activities and their objectives in alignment with the aim (stated by the teaching team)?

3. FEEDBACK

- a) How did the teaching team provide feedback?
- b) What type of feedback was it?
- c) Was it in alignment with the aim? Provide evidence from the lesson.

4. ANY OTHER COMMENTS

Add any other *comments* or *suggestions* for improvements.



Appendix 3 Questionnaire

Instructions: In the statements below, indicate the appropriate range that describes your readiness for practice in schools; please elaborate on your answer in a comment and, if possible, give examples.

yes, very well *yes, well* *yes, sufficiently* *no, insufficiently*

1. Did the microteaching in MS Teams prepare you for how to plan and formulate learning objectives with respect to content and learners' capabilities/needs?

yes, very well *yes, well* *yes, sufficiently* *no, insufficiently*

Comment:

2. Did the microteaching in MS Teams prepare you to verify that the lesson objectives were achieved?

yes, very well *yes, well* *yes, sufficiently* *no, insufficiently*

Comment:

3. Did the microteaching in MS Teams prepare you to anticipate and design solutions to different situations that might arise during the learning process?

yes, very well *yes, well* *yes, sufficiently* *no, insufficiently*

Comment:

4. Did the microteaching in MS Teams prepare you to use non-verbal communication (e.g. eye contact, friendly gesticulation, etc.)?

yes, very well *yes, well* *yes, sufficiently* *no, insufficiently*

Comment:

5. Did the microteaching in MS Teams prepare you for how to give each student enough space to communicate in English?

yes, very well *yes, well* *yes, sufficiently* *no, insufficiently*

Comment:



6. Did the microteaching in MS Teams prepare you for how to manage discipline in the classroom, i.e. enforce the agreed rules and rules of coexistence and behaviour in the classroom?

yes, very well *yes, well* *yes, sufficiently* *no, insufficiently*

Comment:

7. Did the microteaching in MS Teams prepare you to adapt the classroom layout to the planned activities, e.g. working in groups or pairs?

yes, very well *yes, well* *yes, sufficiently* *no, insufficiently*

Comment:

8. Did the microteaching in MS Teams prepare you for how to select appropriate learning tasks (activities) related to the curriculum and learning objectives?

yes, very well *yes, well* *yes, sufficiently* *no, insufficiently*

Comment:

9. Did the microteaching in MS Teams prepare you for how to give instructions for tasks in a clear way?

yes, very well *yes, well* *yes, sufficiently* *no, insufficiently*

Comment:

10. Did the microteaching in MS Teams prepare you for how to use appropriate organisational forms of learning?

yes, very well *yes, well* *yes, sufficiently* *no, insufficiently*

Comment:

11. Did the microteaching in MS Teams prepare you for how to use different teaching aids (including ICT) for teaching?

yes, very well *yes, well* *yes, sufficiently* *no, insufficiently*

Comment:



12. Did the microteaching in MS Teams prepare you to analyse your own teaching through various reflective techniques?

yes, very well

yes, well

yes, sufficiently

no, insufficiently

Comment:

How did you perceive the fact that you prepared for your full-time teaching practice through microteaching in MS Teams?

Comment: