

T.R.
BOLU ABANT İZZET BAYSAL UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION



**A PHENOMENOLOGICAL STUDY ON PRE-SERVICE EFL
TEACHERS' IDENTITY DEVELOPMENT: REFLECTIONS
ON POSSIBLE SELVES BEFORE, DURING AND AFTER
EMERGENCY REMOTE TEACHING**

MASTER OF ARTS

ESMA NUR DİKMEN KABA

ACADEMIC SUPERVISOR
Assoc. Prof. Dr. Aml Ş. RAKICIOĞLU-SÖYLEMEZ

BOLU, OCTOBER – 2023

APPROVAL OF THE THESIS

A PHENOMENOLOGICAL STUDY ON PRE-SERVICE EFL TEACHERS' IDENTITY DEVELOPMENT: REFLECTIONS ON POSSIBLE SELVES BEFORE, DURING AND AFTER EMERGENCY REMOTE TEACHING submitted by **Esma Nur DİKMEN KABA** and defended before the Examining Committee Members listed below in partial fulfillment of the requirements for the degree of **Master of Arts** in the **Department of Foreign Language Education, Institute of Graduate Studies of Bolu Abant İzzet Baysal University** in **16.10.2023** by

Examining Committee Members

Signature

Supervisor

Assoc. Prof. Dr. Anıl Ş. Rakıcıoğlu-Söylemez
Bolu Abant İzzet Baysal University

.....

Member

Prof. Dr. Ayşegül Amanda Jane Audrey Yeşilbursa
Bursa Uludağ University

.....

Member

Assoc. Prof. Dr. Sedat Akayoğlu
Bolu Abant İzzet Baysal University

.....

Approval of the Institute of Graduate Studies

Prof. Dr. İbrahim KÜRTÜL

Director of the Institute of Graduate Studies

ETHICAL DECLARATION

In this thesis dissertation that was properly prepared according to the Thesis Writing Rules of Bolu Abant İzzet Baysal University of the Institute of Graduates Studies, I hereby declare that;

- All data, information, and documents presented in the thesis were obtained following academic and ethical guidelines,
- All data, documents, assessments, and results adhere to scientific, ethical, and moral standards,
- All sources consulted for this thesis have been appropriately cited,
- No alterations were made in the data used,
- The research presented in this thesis is original,
Otherwise, I declare that I accept the loss of all my rights in case any contradiction that may arise against me.

Based on the plagiarism report that was generated on the date of 13/11/2023 by using predetermined filtrations set by the Directorate of the Institute of Graduate Studies of the Turnitin program, a plagiarism detection software, the similarity index detected was 10%.

Ethical permission for this study was obtained from the Research Ethics Committee of Bolu Abant İzzet Baysal University with 2022/62 number.

Esma Nur DİKMEN KABA

ABSTRACT

**A PHENOMENOLOGICAL STUDY ON PRE-SERVICE EFL TEACHERS'
IDENTITY DEVELOPMENT: REFLECTIONS ON POSSIBLE SELVES
BEFORE, DURING AND AFTER EMERGENCY REMOTE TEACHING
MASTER OF ARTS IN ENGLISH LANGUAGE TEACHING**

ESMA NUR DİKMEN KABA

BOLU ABANT İZZET BAYSAL UNIVERSITY

INSTITUTE OF GRADUATE STUDIES

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

ENGLISH LANGUAGE TEACHING PROGRAM

**(SUPERVISOR: ASSOC. PROF. DR. ANIL Ş. RAKICIOĞLU
SÖYLEMEZ)**

BOLU, OCTOBER - 2023

XII + 151

As of 2020, the sudden transition to distance education during the pandemic with COVID-19, which has taken the whole world under its influence, undoubtedly brought along many education-oriented problems. As a result of the examinations and reports created, it is revealed that compulsory distance education has damaged the education (see, UNESCO, 2020; World Bank, 2019; World Bank, 2020; World Economic Forum, 2020). In an educational process where this damage is considered, it cannot be expected that an individual's professional development process has not been affected. Therefore, in this study, it is aimed to observe this potential change in reflections of the professional selves of pre-service EFL teachers and to investigate their possible teacher selves, to conduct a phenomenological study and to shed light on teacher education. The aim of the research is to compare the professional identities that they foresee before the compulsory distance education experience and the professional identities they develop during and after the emergency remote education according to the possible selves theory of professional identity development in English as a Foreign Language teacher candidates. By examining the beliefs pre-service teachers have about their possible selves, it is aimed to obtain information about the motivation of prospective EFL teachers towards the profession and to analyze the self-perceptions of their professional identities. For this purpose, the study was conducted with pre-service teachers from the Department of English Language Teaching in their last year. In this study, which was designed as a phenomenological study, group interviews, reflective journals and open-ended questionnaires were used to collect data.

KEYWORDS: Emergency Remote Teaching, Prospective Teachers' Possible Selves, Pre-service EFL Teachers

ÖZET

**İNGİLİZCE ÖĞRETMEN ADAYLARININ MESLEKİ KİMLİK
GELİŞİMLERİ ÜZERİNE BİR FENOMENOLOJİK ÇALIŞMA: ACİL
UZAKTAN EĞİTİM SÜRECİNDEN ÖNCE, SIRASINDA VE
SONRASINDA GELİŞEN OLASI BENLİKLER
İNGİLİZ DİLİ EĞİTİMİ YÜKSEK LİSANS
ESMA NUR DİKMEN KABA
BOLU ABANT İZZET BAYSAL ÜNİVERSİTESİ
LİSANSÜSTÜ EĞİTİM ENSTİTÜSÜ
İNGİLİZ DİLİ EĞİTİMİ ANABİLİM DALI
(TEZ DANIŞMANI: DOÇ. DR. ANIL Ş. RAKICIOĞLU-SÖYLEMEZ)
BOLU, EKİM - 2023
XII + 151**

2020 yılı itibari ile tüm dünyayı etkisi altına alan COVID-19 ile pandemi sürecinde ani bir şekilde uzaktan eğitime geçiş, kuşkusuz eğitim odaklı birçok sorunu da beraberinde getirmiştir. Yapılan incelemeler ve oluşturulan raporlar sonucunda uzaktan eğitimin eğitim sürecine zarar verdiği ortaya çıkmıştır (bkz. UNESCO, 2020; Dünya Bankası, 2019; Dünya Bankası, 2020; Dünya Ekonomik Forumu, 2020). Bu zararın düşünüldüğü bir süreçte, bireyin mesleki gelişim sürecinin etkilenmemesi beklenemez. Dolayısıyla bu çalışmada, bu değişimi gözlemlemek ve yabancı dil olarak İngilizce öğretecek öğretmen adaylarının olası öğretmen benliklerini araştırmak, durum analizi yapmak ve öğretmen eğitimine ışık tutmak amaçlanmaktadır. Araştırmanın amacı, yabancı dil olarak İngilizce öğretmen adaylarında mesleki kimlik gelişiminin olası öz kuramına göre zorunlu uzaktan eğitim öncesinde öngördükleri mesleki kimlikler ile zorunlu uzaktan eğitim sonrasında geliştirdikleri mesleki kimlikleri karşılaştırmaktır. Öğretmen adaylarının olası benliklerine ilişkin inançları incelenerek, öğretmen adaylarının mesleğe yönelik motivasyonları hakkında bilgi edinilmesi ve sahip oldukları düşüncelerin analiz edilmesi amaçlanmaktadır. Bu amaçla son sınıfta İngiliz Dili Eğitimi bölümünden öğretmen adayları ile çalışılmıştır. Fenomenolojik bir çalışma olarak desenlenen bu çalışmada, veri toplamak için grup görüşmeleri, yansıtıcı günlükler ve açık uçlu anketler kullanılmıştır.

ANAHTAR KELİMELEER: Pandemi, Acil Durum Uzaktan Öğretimi, Öğretmen Benlikleri, Öğretmen Adayları

TABLE OF CONTENTS

	<u>Page</u>
APPROVAL OF THE THESIS	II
ETHICAL DECLARATION	III
ABSTRACT	IV
TABLE OF CONTENTS.....	VI
LIST OF FIGURES	IX
LIST OF TABLES	X
LIST OF APPENDICES.....	XI
ACKNOWLEDGEMENTS.....	XII
1. INTRODUCTION	1
1.1 Background of the Study	1
1.2. Statement of the Problem	2
1.3. Purpose of the Study	2
1.4. Significance of the Study	3
1.5. Research Questions	5
1.6. Operational Definitions	5
2. REVIEW OF LITERATURE	7
2.1. Teacher Beliefs	7
2.1.1. Language Teacher Beliefs in Initial Teacher Education	7
2.2. Teacher Identity	8
2.2.1. Language Teacher Identity Formation in Initial Teacher Education	9
2.3. Teachers’ Possible Selves	9
2.3.1. The Possible Selves Theory	10
2.3.2. Possible Selves Theory and Professional Development	11
2.3.3. Teacher Possible Selves in Initial Teacher Education	12
2.3.4. Studies on Teachers’ Possible Selves in Initial Teacher Education...	13
2.4. Pre-service Teacher Education and Practicum.....	15
2.4.1. Importance of Practicum in PT Education	16
2.4.2. Theoretical Frameworks that Support PTs’ Practicum Professional Experience	16
2.4.3. Research Studies on the Impact of Practicum on PTs’ Professional Learning	18
2.5. Emergency Remote Teaching (ERT)	19
2.5.1. Professional Education During the Pandemic (Emergency Remote Teaching).....	20
2.5.1.1. Teacher Education During ERT	21
2.5.1.2. Practicum Experience in Teacher Education During ERT.....	23
3. METHODOLOGY.....	25
3.1. Research Design	25

3.2. Participants	26
3.3. Data Collection Tools and Procedures	27
3.3.1. Semi-structured Online Interviews.....	27
3.3.2. Open-ended Survey	28
3.3.3. Weekly Reflective Journals.....	28
3.4. Data Collection Procedures	29
3.5. Data Analysis	30
3.6. Trustworthiness of the Study.....	32
3.6.1. Triangulation	32
3.6.2. Inter-rater Reliability.....	33
4. RESULTS	36
4.1. Overview of the Chapter	36
4.2. Content Analysis of the Data	36
4.3. Thematic Analysis of the Data	36
4.3.1. EFL PTs' Lived Experiences Before, During, and After ERT	37
4.3.1.1. Semi-Structured Interviews - Thematic analysis	37
4.3.1.1.1. Pre-ERT.....	38
4.3.1.1.1.1. Ought to self	39
4.3.1.1.1.1.1. Lack of Experience.....	39
4.3.1.1.1.1.2. Motivation	41
4.3.1.1.1.1.3. Stakeholder Interaction	43
4.3.1.1.1.1.4. Competency.....	44
4.3.1.1.2. During ERT	46
4.3.1.1.2.1. Ought to Self	46
4.3.1.1.2.1.1. Opportunity Equality.....	46
4.3.1.1.2.1.2. Motivation	47
4.3.1.1.2.1.3. Coping Skills.....	50
4.3.1.1.2.1.4. Technology Literacy	51
4.3.1.1.2.2. Hoped for Self	52
4.3.1.1.2.2.1. Confidence	52
4.3.1.1.2.2.2. Perception of Teaching.....	56
4.3.1.1.2.2.3. Motivation	56
4.3.1.1.2.3. Feared Self.....	57
4.3.1.1.2.3.1. Perception of Teaching.....	57
4.3.1.1.2.3.2. Motivation	58
4.3.1.1.2.3.3. Stakeholder Interaction	59
4.3.1.1.2.3.4. Limited Experience	59
4.3.1.1.3. Post ERT	60
4.3.1.1.3.1. Ought to Self	60
4.3.1.1.3.1.1. Teacher Effort and Self Improvement.....	60
4.3.1.1.3.1.2. Perception of Teaching (Professional Traits).....	61
4.3.1.1.3.1.3. Motivation	65
4.3.1.1.3.1.4. Confidence	66
4.3.1.1.3.2. Hoped for Self	67
4.3.1.1.3.2.1. Experience (From Theory to Practice)	68
4.3.1.1.3.2.2. Perception of Teaching (Professional Traits).....	70
4.3.1.1.3.2.3. Student Profiles and Differences.....	75
4.3.1.1.3.2.4. Stakeholder Interaction	76

4.3.1.1.3.2.5. Confidence	77
4.3.1.1.3.3. Feared Self.....	78
4.3.1.1.3.3.1. Teacher Behaviour and Mindset	79
4.3.1.1.3.3.2. Motivation	80
4.3.1.1.3.3.3. Stakeholder Interaction “The Turkish Teacher”	81
4.3.1.1.3.3.4. Language Competency	83
4.3.1.1.3.3.5. Limited Experience	84
4.3.1.2. Weekly Reflective Journals.....	85
4.3.1.2.1. Experience	86
4.3.1.2.2. Classroom Management	88
4.3.1.2.3. Confidence	90
4.3.1.2.4. Rapport	92
4.3.1.2.5. Feedback from the Students	93
4.3.1.2.6. Classroom Environment.....	94
4.3.1.2.7. Using L1	95
4.3.1.3. Open-ended Survey	95
4.3.1.3.1. Hoped for Self	96
4.3.1.3.1.1. Perception of Teaching.....	96
4.3.1.3.2. Feared Self.....	100
4.3.1.3.2.1. Feared Teacher Attributes	100
5. DISCUSSION	104
5.1. Overview of the Chapter	104
5.2. Discussion in Relation to Research Questions 1 and 2	106
5.2.1. The Role of Motivation in Forming Professional Identity	107
5.2.2. Lack of Experience and Competency.....	112
5.2.3. Stakeholder Interaction	113
5.2.4. Opportunity Equality and Technology Literacy and Coping Skills ..	116
5.2.5. Perception of Teaching (Professional Traits).....	117
5.2.6. Confidence	121
5.2.7. Experience (From Theory to Practice)	124
5.2.8. Student Profiles and Differences.....	125
6. CONCLUSIONS AND RECOMMENDATIONS.....	127
6.1. Conclusions	127
6.2. Pedagogical Implications	132
6.3. Limitations and Recommendations for Further Studies.....	133
6.3.1. Limitations of the Study	141
6.3.2. Recommendations for Further Studies	142
REFERENCES	135
APPENDICES	148

LIST OF FIGURES

	<u>Page</u>
Figure 3. 1 Content analysis procedures followed in the study.....	31
Figure 5.1. Representation of the overall thematic analysis of the data.....	114
Figure 5.2. Main themes of PTS' perception of their possible selves before, during, after ERT	107



LIST OF TABLES

	<u>Page</u>
Table 3.1. Data collection procedure.....	30
Table 4.1. Thematic analysis of the semi-structured interview data	38
Table 4.2. Thematic analysis of the weekly reflective journal data	86
Table 4.3. Thematic analysis of the open-ended survey data.....	96



LIST OF APPENDICES

	<u>Pages</u>
Appendix 1: Open-ended survey	148
Appendix 2: Reflective journal questions	149
Appendix 3: Focus-group interview questions	150



ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to so many people that led me to this moment.

First and foremost, I am sincerely grateful to my amazing supervisor Assoc. Prof. Dr. Anıl Ş. Rakıcıoğlu Söylemez, who constantly motivated me throughout my thesis writing process and guided me with her most valuable contributions, bringing the weight of her considerable experience and knowledge. I feel blessed that our paths crossed, as she is a wonderful role model both as an academic and as a person. She will always have a special place in my heart.

I would also like to express my sincere appreciation to my esteemed committee members Prof. Dr. Amanda Yeşilbursa and Assoc. Prof. Dr. Sedat Akayoğlu for their constructive feedback and most valuable suggestions.

I cannot thank enough to my dear family for their continuous love, support, and encouragement. My dear father Asst. Prof. Dr. Can Murat Dikmen played a pivotal role in shaping my academic aspirations from my earliest memories, introducing me to the world of academia in my childhood. My dear mother Ayşe Dikmen has been my unwavering source of motivation, instilling in me the belief that I can achieve anything I set my mind to. My dear sister Res. Asst. Betül Dikmen is the most remarkable sister one could ever be blessed to have. Lastly, my beloved younger brother, Ali Burak Dikmen, who completed our family. They all made me who I am today, and I am forever grateful for them.

And most importantly, to my dear husband Oğuzhan Kaba. There are no words to express how grateful I am for the light he brings to my life. Throughout this journey he has been my rock and always had my back. From being my study buddy to being my tech support, he has always been there for me. He made everything easier thanks to his amazing personality, always encouraging and motivating me and most importantly believing in me. I am deeply grateful for the man and life partner that he is. I love him endlessly.

Finally, I would like to thank the participants of this study, for sharing their time, genuine experiences, and insight.

1. INTRODUCTION

The development of a professional identity in the field of education has a considerable influence on pre-service teachers' experiences before, during, and after their time spent teaching English as a foreign language (EFL) classes. During times of life change, it is even more crucial to comprehend the process of adjusting to a new instructional environment. Individuals' sense of self and identity may change significantly as a result of these developments. The Possible Selves Theory offers an insightful framework for examining how one's identity is formed as a result of future-focused desires, expectations, and concerns (Hamman et al., 2010). This theory provides a lens through which to evaluate the ideas and opinions pre-service teachers have about themselves as potential teachers, which in turn influences the steps they take to mold their professional careers (Sahakyan et al., 2018). Notably, there has been a lot of writing on potential teachers' selves in the area of teacher identity construction. But with the unexpected "Emergency Remote Teaching" that the COVID-19 epidemic has brought about, there is a need to investigate how preservice teachers developed their potential selves in this unexpected online learning environment. This study intends to provide information on how the switch to emergency remote teaching affects the development of professional identities in EFL pre-service teachers. This study aims to explore ways to advance our knowledge of how pre-service teachers deal with the opportunities and difficulties given by online teaching and how it affects their professional identities by examining their retrospective reflections on their experiences and perspectives.

1.1 Background of the Study

As seen in EF's 2020 and 2021 English Proficiency Index, Turkey remains listed at undeniably low levels in English language rankings among countries (EPI, 2020; EPI, 2021). One of the points to be considered in this regard can be described as the identity perceptions of teacher candidates during teacher education (Taşkaya, 2012).

In the related literature, it has been seen that the attitudes of the teachers in the classroom and the teacher selves also affect the attitudes and success of the students toward the lesson (Xu et al., 2021). For this reason, with the planned research, it was requested to observe and examine the possible teacher selves of

the teacher candidates while preparing to start their working life in this sense. It results from prospective teachers' possible teacher selves, past experiences, education, and situations (Esen, 2019).

It has been seen in the related literature that the lack of basic and theoretical knowledge on identity development and effective teacher education pedagogy poses a problem (e.g., Şenol, 2020; Uğurlu, 2009). It is emphasized that this lack of knowledge negatively affects teacher educators in supporting the development of their skills, which are necessary for pre-service teachers to show resilience to the difficulties they will face in their future professional lives and to equip them to meet the responsibilities and expectations that will be imposed on them (Taşkaya, 2012).

Nye et al. (2004) and Stronge et al. (2011) argue in their research that effective teachers are more effective on student success than educational policies, new initiatives, and technology. In this context, it is known that teacher educators and training programs have a significant role in training effective teachers (Burns, 2010).

1.2 Statement of the Problem

Teacher education is a layered and detailed process that needs to be done intensively and inclusively according to the needs of the system (Darling-Hammond et al., 2005). Having to go through a tough and unexpected process such as the pandemic, it was inevitable not to face challenges in the teacher education field as well. As the whole world got familiar with the online teaching platforms, it was a question what outcomes would be there as pre-service teachers form their future teacher selves throughout their education. Therefore, the present study focuses on the pre-service teachers who received their education face to face for one year and the first term of the second year, following that received one and a half years of online teaching, then finally had their last year that is involving their practicum experience face to face with the aim of observing the evolution of their professional teacher selves through these years.

1.3 Purpose of the Study

Teacher candidates in teacher training programs in the 2021-2022 academic year completed 50% of their professional education online due to the pandemic. With the targeted research, it is aimed to compare the Possible Selves of teacher candidates who were subjected to face-to-face face education for one and a half

years before the Emergency Remote Teaching (hereafter, ERT), their Possible Teacher Selves during ERT, and the Possible Teacher Selves that they developed in the natural classroom environment, that is, in the practicum experience, after the ERT.

Understanding prospective EFL teachers' (EFL PTs) possible selves is valuable as it provides a practical theoretical framework for investigating teacher outcomes by looking at the impact that future selves may have on current behaviors (Hamman et al., 2013). By examining the beliefs, they have about their possible selves, it is aimed to obtain information about the motivation of teacher candidates towards the profession and to analyze their thoughts. Therefore, this study employs a phenomenological approach to investigate the development of the professional sense of identity among pre-service English as a Foreign Language (EFL) teachers. Specifically, the study examines the reflections of these individuals on their possible selves prior to, during, and subsequent to Emergency Remote Teaching (ERT).

1.4 Significance of the Study

The sudden transition to online education, which has been defined as Emergency Remote Teaching (ERT) since it was considered as a temporary solution to an immediate problem (Bozkurt & Sharma, 2020), took place during the pandemic with the COVID-19, which affected the whole world as of 2020, undoubtedly brought along many education-oriented problems. As a result of the examinations and reports created, it is revealed that online education has damaged the education (see, UNESCO, 2020; World Bank, 2019; World Bank, 2020; World Economic Forum, 2020). In a process where this damage is considered, it cannot be expected that an individual's professional development process has not been affected. Therefore, this study aims to observe this potential change and investigate the possible teacher selves of teacher candidates who will teach English as a foreign language. Additionally, it is aimed to examine and understand the lived experiences of EFL PTs to uncover the essence of becoming a professional through an ERT program.

Effective teachers are expected to have a professional attitude and to have a self-confident and optimistic personality (Minor, Onwuegbuzie, Witcher, & James, 2002). In addition to being content experts (Pollock & Mindzak, 2018), today's teachers should experience the professional learning process to its fullest

(Clarke & Hollingsworth, 2002) and become reflective practitioners (Smith, Geng & Black, 2017). In today's post-pandemic conditions, teachers must meet the different needs required by the global competition, intense tests and exams being experienced and show that they can apply this knowledge in classroom practices (e.g., Darling-Hammond & Bransford, 2007; Wang et al., 2010; MacIntyre et al., 2020).

In this regard, teacher education programs are expected to train teachers who will provide proper and effective education to different class and student profiles as a result of necessary analyses (Lampert, 2001; Gebhard et al., 2008). In light of this information, the idea that the teacher candidates who will teach English as a Foreign Language should be examined emerged in terms of their developing and hoped for selves that they are planning to be. One of the deficiencies in the studies examining the development of professional identity in teacher education in the related literature is that it is difficult to monitor which of these layers the pre-service teachers have completed in their professional learning processes since professional identity development is a multi-layered concept (see, Cochran-Smith & Zeichner, 2005, Dyer, 2012; Korthagen, 2004; Olsen, 2008; Zeichner & Conklin, 2004; and Zhao et al., 2011).

As a result of teachers' undeveloped identities in their professional learning processes, the advancement of teacher education pedagogy and the acquisition of the skills required for the change and development of pre-service teachers' beliefs and misconceptions may be negatively affected (Lortie, 1975). In line with this argument, the research aims to compare the professional identities that English as a Foreign Language (EFL) teacher candidates envision before emergency remote teaching, and the professional identities they develop during and after emergency remote teaching, based on the possible self-theory of professional identity development. According to the possible self-theory theory, possible selves are explained as the thoughts that individuals have about their potential and future, the selves they have, the ideal selves they want to be, and the selves they fear to be (Markus & Nurius, 1986). At the same time, with this theory, it is understood that the inconsistencies between the real self and the ideal self, that is, the self that one wants to be, cause the person to be motivated and encouraged to take action (Higgin, 1987). The theory of possible selves explains the relationship between self-concept and the regulation of future behavior (Hamman et al., 2013).

1.5 Research Questions

1. What is the lived experience of prospective teachers of English as a Foreign Language in developing their professional selves as Foreign Language Teachers before, during and after Emergency Remote Teaching (ERT)?
2. How do pre-service EFL teachers' possible selves evolve over the course of their professional learning experience before, during, and after ERT?

1.6 Operational Definitions

Possible Selves: Possible selves can be a relevant framework for examining the professional identities and future aspirations of teachers in the context of their teaching careers. Possible selves, in the context of teaching, pertain to the diverse prospective identities, roles, and accomplishments that educators envision for themselves in the future. Thus, it is considered as the representation of one's future self-expectations, goals, and fears.

Emergency Remote Teaching: Compulsory online education because of the COVID-19 outbreak. "Emergency Remote Teaching" denotes the abrupt transition from conventional face-to-face classroom teaching to provisional remote or online instruction, prompted by unforeseen and disruptive circumstances that hinder or restrict in-person educational engagements. The phrase is frequently employed in scenarios such as calamities, outbreaks of public health crises, or other unanticipated events that make conventional in-person instruction unfeasible or unattainable.

In contrast to deliberate and carefully crafted online or distance education, emergency remote teaching typically entails an abrupt and improvised shift to remote teaching modalities utilizing accessible technology and resources. The transition to emergency remote teaching is frequently sudden, resulting in educators having a restricted time frame to ready themselves and adjust their pedagogical approaches for remote or online dissemination.

Pre-service EFL Teachers: Teacher candidates before starting their career as in-service teachers. Pre-service Teachers of EFL pertain to persons who are presently registered in teacher education programs or courses that are specifically tailored to equip them with the necessary skills and knowledge to pursue a

profession in teaching English to individuals who are not native speakers in foreign language settings.

The aforementioned individuals are commonly engaged in the process of obtaining their primary teacher education or certification and have yet to commence official employment as English as a Foreign Language (EFL) teachers in Türkiye and abroad.



2. REVIEW OF LITERATURE

Teachers being effective in the process of teaching their students has shown great importance in accomplishing success and providing better learning possibilities more than the policies, strategies, means, and methods used in the classroom (Stronge, 2011; Nye et al., 2004). Regarding this situation, it can be said that teachers' state of mind and motivation towards teaching is an important indicator of success (Aaronson et al., 2007; Hammond, 2003; McMurrer, 2007; Wright et al., 1997). The idea forms the motivation for implementing the present study, as their readiness and perception of the future teacher candidates on what kind of a teacher they will become would provide information about the possible effective teachers' state of mind and its effect on their motivation. Having said that considering the effect of teachers' psychological wellbeing and effectiveness on students' achievement, looking into teacher candidates' possible future selves would be an important indicator in terms of presenting a better view of future teachers' state of mind and their professional development (Hamman et al., 2013).

2.1 Teacher Beliefs

Teachers' firmly held convictions, presumptions, attitudes, and values regarding instruction, learning, and their function as educators are referred to as "teacher beliefs" (Pajares, 1993). Teachers' perceptions of their students, approaches to instruction, judgments, and interactions with coworkers all depend on these ideas. Teachers should be aware of and reflect on their beliefs, which can help them grow professionally, become more self-aware, and create successful teaching strategies that are in line with their educational principles and objectives (Xu, 2012).

According to a large body of research, teacher beliefs are frequently closely tied to the instructional strategies that teachers use in the classroom, and as a result, they are related to students' beliefs and learning experiences (see e.g., Fang, 1996; Maggioni & Parkinson, 2008).

2.1.1 Language Teacher Beliefs in Initial Teacher Education

In the relevant literature, Kagan (1992) conducted an extensive analysis of the literature on learning-to-teach studies and affirmed that pre-service teachers possess individual convictions regarding teaching, perceptions of exemplary teachers, self-conceptions as educators, and recollections of their experiences as

students in classrooms. Regardless of whether these beliefs are implicit or explicit, they undoubtedly manifest in the ways in which educators intend to behave and engage with students, their evaluation of theories of student learning, their effective organization and management of the classroom, and their professional conduct with colleagues within the educational institution (Tillema, 1998).

The beliefs held by pre-service teachers are crucial in shaping their development as professionals. It is recognized that a significant proportion of these convictions comprise the ones that pre-service educators carry with them to teacher education programs from their initial encounters. According to Johnson (2009), the aforementioned beliefs are shaped by the customary modes of cognition, communication, and behavior that have been traditionally and culturally ingrained in the communities of practice in which individuals engage as both learners and educators. This perspective is rooted in socio-cultural theory, which implies that altering deeply ingrained beliefs shaped by the social practices in which teachers participate may be challenging. However, research indicates that there are instances where teachers' beliefs exhibit both constancy and transformation. The majority of these reflections are grounded in empirical research that examined the influence of practice teaching on the modification of pre-service teachers' beliefs.

2.2 Teacher Identity

The concept of teacher identity, including language teacher identity (LTI), is characterized by a multifaceted and complicated nature. The process of its formation is a combination of psychological and social factors, encompassing personal beliefs about oneself and others in the role of educators, and taking place within the institutional framework of teacher training (Varghese et al., 2005). The aforementioned viewpoints could potentially be impacted by the cognitive processes of educators, which are shaped by their previous academic experiences, specialized training, situational variables, and instructional methods within the classroom setting (Borg, 2015). In terms of the institutional context, the impacts may exhibit significant variations based on the prevailing regional customs and regulatory directives. The concept of Language Teacher Identity (LTI) has been perceived as a process of reconciling personal and professional expectations in order to develop a comprehensive understanding of oneself as an educator, as suggested by Varghese et al. (2016). This perspective posits that teachers engage

in the negotiation and resolution of matters pertaining to their own professional growth as well as the advancement of their students. The assertion that LTI accommodates a diverse range of viewpoints is evident; however, it is feasible to identify a sense of consistency within these outlooks (Barkhuizen, 2017). The LTI construct has the potential to provide valuable insights for research involving preservice teachers (PSTs), whose identities may be characterized as emerging and hybrid.

2.2.1 Language Teacher Identity Formation in Initial Teacher Education

Educators may encounter predicaments when they become aware of certain inconsistencies between theoretical principles and practical applications over the course of their professional direction (Korthagen et al., 2006). The presence of dilemmatic spaces can be advantageous for individuals undergoing teacher training, as they can aid in the exploration and development of multiple identities that are being shaped, particularly during their initial professional development (Turhan, 2022). The predominant contradiction pertains to the inclination to delve into one's personal teacher identity and the inclination to satisfy mentors and supervisors. Hence, it is imperative for teacher training programs to offer opportunities for teacher trainees to contemplate and scrutinize such predicaments, thereby facilitating the development of their teacher professional identity (TPI) in a seamless and unaffected manner.

2.3 Teachers' Possible Selves

The concept of possible selves, as posited by Hamman et al. (2013), plays a crucial role in the professional development of aspiring teachers. It operates similarly to their motivation to teach and serves as a psychological framework for analyzing their professional identity development. Possible selves are a motivational source that guides individuals' actions and enables them to regulate their behavior, as per the theory proposed by Markus and Nurius (1986). According to Wurf and Markus (1991), the concept of possible selves serves as a means of support for individuals in their pursuit of desired objectives. Additionally, it is claimed that the motivation to achieve a balance between positive and negative possible selves is enhanced upon its formation. Markus and Nurius (1986) posit that individuals' expectations, cognitive components of fears, goals, and threats, as well as their dynamics of possible selves, contribute to a

distinctive form, meaning, order, and direction in their perception of their potential and future. Thus, possible selves refer to the conceptualizations of professional identities among preservice teachers. These constructions are formed in the initial stages and aid in shaping their future aspirations. Additionally, they influence their self-concept, goal attainment, and serve as a motivational and self-regulatory framework that guides their actions (Hamman et al., 2010). Within this particular context, the possible selves of individuals, encompassing both positive and negative subjective evaluations of future outcomes, are regarded as a variable that influences the motivation of pre-service teachers to engage in teaching. Understanding their possible selves, or their envisioned future selves as teachers, significantly impacts the motivation and self-belief of pre-service teachers (Kubanyiova, 2009). When they see themselves as confident and proficient educators, they are more driven to acquire the necessary skills. Exploring these possible selves aids pre-service teachers in making well-informed career choices, aligning their strengths and interests with their career path. Envisioning themselves as future teachers also contributes to developing a positive professional identity, boosting their confidence and competence in teaching while helping them navigate challenges.

Moreover, studying pre-service teachers' possible selves provides valuable insights into the factors shaping their motivation to teach, the obstacles they encounter, and ways to support their development as effective educators. Thus, it can be claimed that it is reasonable to explore PTs' lived experience in developing their professional selves as Foreign Language Teachers before, during, and after Emergency Remote Teaching.

2.3.1 The Possible Selves Theory

Self-concept is how a person perceives themselves in the past, now and in the future (Purkey, 1988). A positive self-concept helps individuals understand the present, maintain positive emotions, anticipate the future, and guide their motivation (Pajares and Schunk, 2005). The future-focused aspect of self-concept is referred to as possible selves (Oyserman et al., 2012). The Possible Selves Theory, first mentioned by Markus and Nurius (1986), represents the individuals' ideas on what they would like to become and what they wouldn't like to become in terms of their fears, hopes, goals, and threats. This cognitive state of individuals

is said to be influential on the development of identity (Dunkel & Anthis, 2001). This conceptual link between cognition and motivation is suggested to be important when it comes to analyzing professional development (Postholm, 2012).

2.3.2 Possible Selves Theory and Professional Development

Professional development encompasses a wide range of learning opportunities connected to a person's line of work (Mizell, 2010). Professional development is used by people in a wide range of occupations and enterprises to acquire. The gathered information and competencies are put to work so that their performance at work will be enhanced (Mizell, 2010). In education, it can be said that professional development is the key to success and improvement (Darling-Hammond, 1990). According to Darling-Hammond and McLaughlin (1995), teacher professional development entails fostering teachers' comprehension of the students they instruct as well as improving their knowledge of learning and teaching processes. Engaging people more in understanding the concept of Professional development would provide better achievements in the educational setting. In that sense, the possible selves theory can be said to go hand in hand with Professional development (Itoi, 2014). A person with balanced hoped for and feared selves would improve more professionally (Oyserman et al., 1995).

Perceptions of one's future self may serve as a way to comprehend their perception of Professional development and awareness of its effect on success, therefore providing preliminary information on the teacher candidates' state of mind (Yüksel, 2014). To ensure that preservice teachers are successful in their first few years of teaching, improved preparation is essential (Bernadowski et al., 2013).

In a study by Ronfeldt and Grossman (2008), the relationship of possible selves and professional identity was aimed to be demonstrated. The study suggested that as PTs' get in touch with so many possible selves from their professors to supervisors and gaining experiences throughout their education has an influence on how their own possible self is evolved. By assisting students in investigating and assessing their growing responsibilities during coursework and fieldwork, professional education may benefit beginning teachers in forming their identities. They are able to picture the type of teacher they want to become thanks to this procedure.

2.3.3 Teacher Possible Selves in Initial Teacher Education

The Possible Selves Theory has mostly analyzed individuals' way of perceiving and managing their lives in different points of change or decision making (e.g., Frazier et al., 2002; Meara et al., 1995). However, when reviewed in the literature, Teacher Possible Selves was found to be a relatively less empirically searched topic. On the other hand, the concept of Teacher Identity has been widely researched, and the findings were discussed on psychologically oriented theories, but there is a further need for empirical findings on these professional identity formation studies (Rodgers & Scott, 2008). In that sense, considering the Possible Selves Theory on teacher identity is a way to enhance the idea (Hamman et al., 2010). Therefore, the current study embarks on the formation of future novice teacher identity by looking into the possible teacher selves theory and its effect on motivation, fear, and future desire due to being enrolled in an ERT context.

In the Possible Selves Theory, one desires a self that is ideal to them in their belief (Markus & Nurius, 1986). Along with the ideal self, there are ought-to and feared selves that one perceives for their future. In the teaching profession, identity formation also takes place, but in the earlier stages of identity formation, receiving information on the concepts that affect the formation of the future ideal, ought-to, and feared selves would provide a useful frame on what are the key points to consider when it comes to Teacher Education (Dörnyei, 2009). Finding out the future teachers' perceptions of their teacher identity development would enable us to better understand the conceptual idea of being a novice teacher, which will give us an idea of possible future teacher behavior and attitude. As stated by Richardson (1996), understanding teacher attitudes and beliefs is crucial to providing teacher education that will aid pre-service and in-service teachers in developing their practices and way of thinking. Teachers' development of professional self and identity is an ongoing process since it is influenced by the surrounding context throughout pre- and in-service teaching experiences (e.g., Day et al., 2006; Beauchamp & Thomas, 2009). Thus, understanding the concept of Possible Teacher Selves contributes to the formation of a Professional Identity formation process (Hamman et al., 2013). It is generally acknowledged that enhancing professional identities has an impact on teachers' effectiveness, motivation, and potential attrition (Avalos, 2011; Day et al., 2006; Van Den Berg,

2002). Therefore, the perceptions of future teachers on their possible teacher selves influence their professional growth. Having stated that the pedagogy of teacher education should consequently place a strong emphasis on understanding Future Teachers' Possible Selves for policymakers to identify key points in the teacher education to ensure the effective development of professional identities of future teachers.

2.3.4 Studies on Teachers' Possible Selves in Initial Teacher Education

In a study by Hamman et al. (2013), eleven teacher candidates were interviewed about their "teacher possible selves" and how they regulated their behaviors while they were learning how to teach and they found that each participant employed skills to control their actions, considered the future to learn about their growth, and felt good about themselves as teachers. They also found that many participants' possible selves underwent rapid change in response to reflection, mentors, and experiences. Therefore, the variant nature of possible selves shows us that having an impact on pre-service teachers' perception of their possible selves is probable.

The theory of possible selves explains how thinking about the future gives people an incentive to work toward self-relevant goals and identity-relevant information. In another study by Hamman et al. (2010), beginning teachers' expected and feared possible selves were examined, revealing four categories (i.e., interpersonal relationships, classroom management, instruction, and professionalism). The study explains that teachers would be more able to support themselves in situations where their potential selves were better matched to the circumstances of the initial teaching assignment. Therefore, it seems crucial to also identify preparation and personal agents that help foster more resilient possible selves, ones that can endure and persevere in the face of contextual challenges, without underestimating the significance of discovering ways to alleviate the difficult school circumstances.

In another study by Eren and Yeşilbursa (2019), which involved 725 preservice teachers, investigated the explanatory roles of effectiveness beliefs and expected and dreaded teacher possible selves using a recently constructed model of teaching-specific hopes. The results of the latent variable interaction modeling study demonstrated that the interactions between efficacy beliefs and teaching experience positively predicted motivational force, while the interactions between

efficacy beliefs and a caring teacher negatively predicted motivational force. Thus, teaching-specific hopes were found to be strongly impacted by efficacy beliefs and loss of control.

In relation, early teacher identity development is crucially dependent on pre-service teacher (PT) education at higher education institutions. Although initial teacher education has a significant role in how teachers develop their professional identities, despite its importance, early teacher identity development has only recently come under scholarly scrutiny, especially in the setting of Turkey. In Turkey, there is a dearth of research focusing on PST teachers' identities. The framework for understanding teacher professional identity provided by the possible selves theory is valid but has not undergone enough empirical testing. In his study, Erdem (2020) examined the early teacher identities of Pre-service teachers in the Turkish environment as well as the expected and feared possible selves of PTs as indicators of early teacher identities. The results suggested that early teacher identity is positively and significantly influenced by PTs' expected teacher possible selves to a medium extent, whereas early teacher identity is negatively impacted by PTs' feared teacher possible selves to a lesser extent. Having said that, it is important to pay more attention to teacher education towards teacher identity development and to help Pre-service teachers raise awareness on possible teacher selves.

The process of teacher education is vital not only for improving as a teacher academically but also for gaining the mindset of a future teacher; therefore, teacher candidates' perceptions of themselves as future teachers throughout the education should be taken into consideration. In a study conducted by Dalioglu and Adıguzel (2016), it was posited that the engagement in teaching practice had a significant impact on the perceptions of self-efficacy and professional potential among teacher candidates. Given this premise, the examination of how teaching practice influences the development of Possible Teacher Selves among pre-service teachers due to EFT experience is deemed crucial and thus warrants consideration in the present study.

In another study, by aiming to illustrate the variety of possible selves that arise on the horizon of new teachers, Hamman et al. (2010) sought to prove the usefulness of the possible-selves theory for investigating identity formation of new teachers. According to the results, in defining the characteristics of people's

identity-relevant aspirations for the future and how these goals relate to present action, possible-selves theory found to be very helpful. The idea also sheds light on how individuals' outlooks on the future may change as they move through different life phases based on their prior experiences and current circumstances.

Pellikka et al. (2022), focused on the possible selves of three aspiring primary teachers and how those selves evolved during the science method course and teaching practicum. The study underlined the significance of "possible selves" in comprehending how pre-service primary teachers' identities grow. According to the research, major identity changes might happen following just one course and a teaching practicum. Furthermore, the process of transformation is not necessarily linear, emphasizing the necessity to look at possible selves at various times in time for a whole understanding.

Thus, the present study employs a research framework that encompasses the participants' pre-, during-, and post-experiences with Emergency Remote Teaching (ERT), with the objective of elucidating the impact of contextual circumstances on the professional learning and development of future teacher selves, as well as their self-perceptions.

2.4 Pre-service Teacher Education and Practicum

In teacher education, practicum has a great influence on the pre-service teachers' improvement both professionally and emotionally (Teng, 2017). To become professionally competent, pre-service teachers must actively develop and reconstruct their knowledge from many sources (Borger & Tillema 1996). Pre-service teachers have an influential and important opportunity to put their newly acquired information into practice in the classroom teaching sessions, where they can also observe actual teaching activities and processes delivered by in-service teachers as their mentors (Bezzina & Michalak, 2009).

In relation, the practicum experience enables pre-service teachers to explore themselves as future teachers and reflect on their development that soon will influence their teacher identity. Therefore, how they felt during their practicum could reveal their expectations of themselves and their concerns as future teachers. The time period in which the teacher intern finds herself or himself has an impact on concerns about oneself as a teacher, according to researchers. In other words, early in the practicum, potential selves appeared to be entirely

focused on becoming a particular kind of teacher, but later in the practicum, as the student teachers took on a greater share of the responsibility for instruction, the content of hopes and fears became more task-focused, reflecting worries about instruction and curriculum.

2.4.1 Importance of Practicum in PT Education

Pre-service teachers construct their professional identity by putting together the theoretical knowledge they built up through their previous years in university and the ability to use that knowledge in practice is widely constructed during practicum experience. The classroom environment requires both theoretical knowledge background and emotional strength to deliver an effective teaching environment for the students. Teaching is said to be an emotional process (Zembylas, 2005), therefore the experience pre-service teachers gain before they start working in the field holds great importance in terms of becoming effective professional teachers (Mufidah, 2019). According to Joyce et al. (1986), to be able to perform a newly learned method or strategy in the classroom at least 30 hours of practice is required. Therefore, the pre-service teacher should be in a readiness level to perform the required activities and strategies in appropriate settings and also develop their teacher identity and beliefs toward teaching in order not to face difficulties during teaching. Having stated that practicum during preservice teacher education is crucial in terms of becoming an effective teacher (Keogh et al., 2006).

2.4.2 Theoretical Frameworks that Support PTs' Practicum Professional Experience

Various theoretical frameworks can offer assistance to pre-service teachers (PTs) during their practicum professional experience by providing direction and a theoretical basis for their practical teaching pursuits. Several notable frameworks are available:

Reflective Practice is a concept that highlights the significance of reflective thinking and critical self-reflection in professional growth (Leigh & Bailey, 2013). This framework promotes the engagement of pre-service teachers in reflective thinking regarding their teaching practices, the analysis of their experiences, and the identification of areas for improvement. The process entails a recurring sequence of activities, namely planning, acting, observing, and

reflecting. This process aids pre-service teachers in acquiring valuable insights, refining their pedagogical methods, and augmenting their professional aptitude.

Sociocultural theory, as posited by Lev Vygotsky (1986), centers on the influence of social and cultural elements on the learning and development of individuals. The framework underscores the significance of social interactions, collaborative learning, and the community's function in facilitating learning. From a sociocultural standpoint, it is recommended that PTs engage in genuine teaching activities, collaborate with students and colleagues, and partake in communities of practice during their practicum experience. This approach allows PTs to enhance their teaching abilities within a social and cultural framework.

Communities of Practice (CoPs) underscore the social dimension of learning and the significance of collective expertise and cooperation within a community (Chalmers, & Keown, 2006). The proposed framework posits that the practicum experience of PTs ought to afford them the chance to participate in a supportive community of educators. This community should enable them to interact with seasoned teachers, exchange experiences, receive constructive criticism, and engage in collaborative learning. These communities facilitate the development of professional skills, serve as a forum for the exchange of knowledge and perspectives, and furnish assistance to pre-service teachers in their pursuit of becoming proficient educators.

Experiential learning prioritizes the significance of acquiring knowledge through practical experience and subsequent introspection (Simm, 2005). The proposed framework posits that the practicum experience of PTs ought to entail their active involvement in teaching, thereby enabling them to acquire knowledge from practical scenarios, implement theoretical concepts, and engage in introspection regarding their conduct. The experiential learning cycle, which encompasses four stages, namely concrete experience, reflective observation, abstract conceptualization, and active experimentation, offers a framework for pre-service teachers (PTs) to participate in significant learning experiences during their practicum.

The development of professional identity is a significant area of interest in the field of pre-service teacher education (e.g. Hooley, 2007; Hong, 2010; Carrington et al., 2011; Beltman et al., 2015; Ivanova & Skara-Mincane, 2016; Nykvist, & Mukherjee, 2016; Zhang et al., 2018; Haghighi et al., 2020; Rushton

et al., 2023). The framework proposes that the practicum experience holds significant importance in the development of professional identities among PTs (e.g. Teng, 2017; Zhao, & Zhang, 2017). The process entails the investigation of pedagogical responsibilities, principles, convictions, and the amalgamation of individual and occupational personas. The practicum ought to furnish occasions for pre-service teachers to contemplate their nascent identities, synchronize their convictions with pedagogical methodologies, and cultivate a perception of professionalism and pedagogue identity.

The aforementioned theoretical frameworks offer perspectives that enable the comprehension and facilitation of PTs' practicum experiences.

2.4.3 Research Studies on the Impact of Practicum on PTs' Professional Learning

Teacher professional learning refers to the educational activities teachers engage in to improve the quality of their teaching (Timperley et al., 2008). According to Martins' (2015) research, pre-service teachers who possessed greater self-efficacy tended to report having experienced mastery during their practicum. This was evidenced by their engagement in activities such as planning and teaching practice, lesson observation, and post-lesson conversations. According to Scott's (2014) research, practicum experiences were instrumental in enhancing the clinical expertise and knowledge of preservice teachers. According to Ralph et al.'s, (2007) research, pre-service teachers held a favorable perception of practicum, citing the chance to work with students and apply theoretical knowledge to practical settings as the most beneficial aspect of the experience. The significance of individual coping mechanisms and organizational assistance in handling the personal consequences of practicum encounters was emphasized by Grant-Smith & Gillet-Swan (2017). In general, the relevant studies indicate that practicum experiences offer advantages to PTs in terms of enhancing their competencies, expertise, and self-assurance.

In a study by Kaur (2021), they aimed to assess how student teachers' involvement in a teaching practice within a four-year Integrated Teacher Education Program influences their pedagogical professional development, emphasizing the impact on their beliefs and capabilities. The results showed that during their teaching practicum, prospective teachers enhanced their pedagogical skills. Through previous teaching experiences, they improved their content

knowledge, lesson planning abilities, methods to engage students, and evaluation techniques.

In another study by Atay (2007), how student teaching affected future teachers' efficacy was searched. Towards the end of the practicum, classroom management and student engagement scores found out to be significantly increased while efficacy scores for instructional tactics had significantly decreased. The practicum school, cooperating teachers' practices, their own ideas about teaching and learning, their understanding of their own teaching competency, and established classroom procedures were all cited by prospective teachers as reasons for these changes.

All in all, the present study included the practicum process of the participants to find out how their perception of themselves as future teachers evolved under the influence of ERT, as practicum is found to be influential on teacher growth.

2.5 Emergency Remote Teaching (ERT)

Significant reforms were made to education as a result of the COVID-19 epidemic, especially in teacher preparation. Teachers and students were forced to adjust to distant learning as a result of schools and institutions closing. No exception was made when it came to teacher education programs needing modifications to accommodate student teachers. These changes were required to satisfy teacher education standards, meet student expectations, and comply with the operational limitations that the epidemic placed on educational institutions (Flores & Gago, 2020). It's important to distinguish ERT from conventional online distance learning in order to properly understand it. Distance learning is a complex process requiring careful planning and preparation, as opposed to the straightforward act of uploading educational content to the internet (Bozkurt & Sharma, 2020).

The abrupt transition from in-person to remote teaching due to the COVID-19 pandemic posed several challenges and opportunities that warrant examination. Current literature refers to this shift as 'emergency remote teaching' (Bozkurt & Sharma, 2020) or 'emergency eLearning' (Murphy, 2020). As a result of this sudden change, the unexpected challenges were the main issues to consider in order to provide effective learning environments for the students. These challenges include issues such as insufficient online teaching infrastructure,

limited access to information and resources for students, teacher inexperience, and the complexities of home environments (Zhang et al., 2020). During Emergency Remote Teaching (ERT), many students and teachers encountered problems getting online and using digital resources (Ekici & Ekici, 2021). In order to participate in online learning when schools are closed, UNESCO stated that 43% of households lacked internet access and 50% of students lacked personal computers. According to Reimers and Schleicher (2020), 9% of people in OECD nations (and over 30% in some) lacked a private study area, which had an adverse effect on their capacity to learn. Families with several children were also impacted by these issues, in addition to underprivileged families (Ferri et al., 2020).

According to a recent study conducted in Portugal (Flores & Gago, 2020), teachers could only contact an average of two kids in a class of 0 to 20 students due to a lack of resources. Inadequate student supplies, getting students involved in the learning process, time constraints, a lack of parental support, and inadequate online teaching training were noted by the teachers as issues that they experienced during ERT. In order to facilitate learning, teachers had to utilize their own equipment to instruct most of the time. In conclusion, the study brought to light important issues such as restricted student-teacher connection, a lack of critical resources, and different difficulties teachers in Portugal's online education encountered. Additionally, concerns about teachers' proficiency in utilizing digital instructional methods (Huber & Helm, 2020) and the lack of mentoring and support (Judd et al., 2020) have also been emphasized in ERT.

2.5.1 Professional Education During the Pandemic (Emergency Remote Teaching)

The Pandemic inevitably had an impact on the education field (Jena, 2020). Gaps in the worldwide education sector have grown as a result of the coronavirus epidemic (Onyema, et al., 2020). About a billion students missed school as a result of the unplanned shutdown of schools in more than 100 nations due to COVID-19. In a study by Onyema et al. (2020), the findings indicated that COVID-19 had negative consequences on education, including disruptions in learning, a reduction in access to educational and research facilities, job losses, and higher student debt. As a result, highlighted the importance and urgency of improving ourselves digitally and adapting technology to the education. Along with the challenges faced during this period, the lockdown forcing us to stay in our homes

has shown us that education doesn't have to be face-to-face only. With the intervention of Online platforms in the teaching field, teachers had to deal with several, mostly new, teaching methods which had their own concerns and problems to be dealt with (Almazova et al., 2020). In that sense, it can be said that at the beginning of the lockdown, the transition was rather a painful process for not only teachers but everyone. Soon enough, it was revealed that online teaching had some opportunities for teaching as well (Almazova et al., 2020).

The truth is, the experience showed us that it was the dark times that adapting, creativity, and improvement were facilitated. The adapting process was faster than presumed, and suddenly everyone found themselves in online teaching platforms trying to get the best out of their teaching and learning sessions. However, a big side effect of this rapid and unexpected change was that people felt hopeless, confused, scared, and reluctant (Fofana et al., 2020).

Therefore, not only the quality of teaching was at risk but also everyone's mental health. In an environment where the future felt unknown, everyone had to come up with new strategies and develop coping skills to be able to adapt.

The researchers in the field immediately started working on the effects of the Pandemic. One of the things that was highlighted at that time was the well-being of teachers and students (i.e., Alves et al., 2021; Duraku & Hoxha, 2020). Suddenly, the literature has grown on to the ideas such as well-being, emotions, and mindfulness. It was shown that mindfulness and well-being was decisive and influential on teaching and learning as well (Hargreaves & Shirley, 2021).

2.5.1.1 Teacher Education During ERT

The lockdown inevitably resulted in an increase in technology use in education. However, this not only created opportunities but also challenges to be faced. With technology becoming the main transmitter of knowledge, one of the most crucial components of this new process was to educate ourselves digitally and improve our digital literacy to ensure continuity of learning for students at a distance (e.g., Tzifopoulos, 2020; Sánchez-Cruzado et al., 2021). Throughout the pandemic, till schools were reopened, students had to receive online education. In the beginning, the results of this unexpected change were unseen, however, as things got normal and schools reopened, the consequences of the Pandemic were revealed (i.e., Omang & Angioha, 2021).

Especially in Teacher Education, what needed to be considered was the effect of Online Teaching on the formation and development of Professional Identity (Sutherland et al., 2010). Therefore, the present study also aims to examine the effect of online teaching that has been received on EFL PTs' Possible Teacher Selves.

On the other hand, the process of online teaching is considered challenging on both sides for the teacher, and the student. In a thesis study by Simon (2012) how the online classroom has affected the professional identities of nineteen teachers, considering the role technology has played in this process was investigated, and the findings shown that while some teachers have embraced online teaching as a component of their professional identities, others find it difficult to match their methods of instruction and practices to online learning. Due to the disruptive nature of online instruction, many participants preferred to prioritize their duties as classroom teachers over online teachers. As a result, they were less dedicated to online teaching when compared to in-person classes. As the study put forth, even way before COVID-19 pre-service teachers were reluctant to provide online lessons. Being today's teachers obliged to provide online lessons because of an unexpected lockdown, it is expected to be influential on the development of students receiving online education.

As the lockdown prevented student-teachers away from the real learning atmosphere and limited their hands-on practices (Kidd & Muraay, 2020), the possible effect of this challenge became a considerable question in the field of teacher education. A group of student teachers studying in Germany were the subjects of an investigation held by Symes et al. (2023) to observe the effects of the loss of practical experiences brought on by the first COVID-19 lockout on the growth of self-efficacy for instructional practices, classroom management, and student engagement. The results shown that in comparison to the participants who were trained face-to-face in prior semesters, the student-teachers who received training during the first COVID-19 lockout did not significantly improve in their self-efficacy for instructional practices, classroom management, and student engagement. According to the study, teacher educators should conduct interventions to raise student teachers' self-efficacy in order to mitigate the detrimental effects of school closures due to COVID-19.

However, the interest in incorporating Emergency Remote Teaching (ERT) into programs for teacher education has increased as a result of the COVID-19 epidemic. This emphasis is crucial for a number of reasons. First off, ERT gives future teachers the fundamental knowledge and abilities they need to run an online classroom and use technology effectively. Second, it improves their comprehension of the difficulties of remote teaching, allowing for improved planning and strategy formulation. Thirdly, encouraging a favorable attitude toward remote teaching is essential because it increases the likelihood that pre-service teachers will succeed in this setting (e.g., Rapanta et al., 2020).

Having said that, throughout the Pandemic, everyone had to go through different problems and processes since every month, there were updates on the restrictions. For instance, the present study focuses on a group of English Language Teaching department students who received face-to-face education in their first and a half of 2nd year of initial teacher education, with the Pandemic had their Spring semester of 2nd year and the completed 3rd year online and finally with the restrictions easing up, had a face to face education in their 4th year, which was also the year that they had their teaching practices. The present study aims at examining how their Possible Teacher Selves were formed before and throughout the Pandemic, along with during and after their teaching practices.

2.5.1.2 Practicum Experience in Teacher Education During ERT

There have been significant changes in social, cultural, and economic life as a result of the COVID-19 epidemic, which has influenced the entire planet. Every one of us was required to adapt to a “new normal” living style. With the emergence of “online everything” into our lives, the online platforms soon became an inseparable part of us during the pandemic.

As online teaching began to be a widely spoken and researched concept, a crucial element of teacher education known as practicum has also aroused inquiries about the process and the outcomes, which had also been relocated online. In a qualitative study by Kosar (2021), the effect of online practicum process on the participant’s professional development was examined and the results revealed that face-to-face practicum could not be replaced with online practicum as not much contribution was observed to their professional development. Similarly, to examine the difficulties pre-service teachers encounter during the remote education, Özüdoğru (2021) conducted a case study using

qualitative research methods. Gathering the data from 24 Turkish students experiencing ERT, the results suggested that readiness of the students influenced their implementation process positively. However, time management, workload, lacking technology skills and lack of practice were concerns brought up by the participants.

Kidd and Murray (2020) focused on the sudden transition to ERT and its effect on teacher education through the practicum process for the pre-service teachers. Findings showed that missing experiences during practicum and the PTs' state of worry had an influence on their professional growth. Because of being a small-scale study, they mentioned the findings as not generalizable, however, the study emphasizes the unknown and continuous effect of the pandemic on teacher education and highlights the need of studies to be carried out in that sense.

Having said that, the present study is conducted aiming to explore the experiences of PTs' before, during and after ERT and its effect on their possible selves as future teachers in order to provide information about the effects of ERT on teacher education. Thus, the present study focuses on the group of pre-service teachers who had a part of their education online and finally completed their practicum face-to-face after the restrictions eased up. The education they received online and its effect on their practicum, which influenced their own perception of teacher-selves was analyzed.

3. METHODOLOGY

3.1 Research Design

The present study utilizes a qualitative study approach to compare the Possible Selves of teacher candidates who were subjected to face-to-face education for two years before Emergency Remote Teaching and their Possible Professional Selves that they developed in the real classroom environment, that is, in the practicum experience, after receiving Emergency Remote Teaching. In order to collect data, three forms of data collection tools were implemented. The study obtained a convenience sampling method to collect data. Convenience sampling is defined as the practice of studying parts of the population that are readily accessible to the researcher (Saumure & Given, 2008). Participants were asked to complete a 10-question survey, they were expected to fill in a 2-question journal throughout their teaching practice, and finally, they were invited to semi-structured group interview sessions consisting of 14 questions.

The theory of Possible Selves highlights the discrepancy between a teacher's current and anticipated professional selves, particularly with regard to their present and future practices (Hamman et al., 2010). In relation to the developmental dimension of a teacher's identity, this theory provides an explanatory framework for understanding how their professional identity evolves over time.

Thus, the present study draws upon the Possible Selves theory to explore how teachers' current and future practices shape their professional identity. The research employed a qualitative methodology, utilizing three different data collection tools such as semi-structured interviews, weekly reflective journals, and an open-ended survey. The research used convenience sampling to select participants. During the data analysis process, a thematic approach to identify key themes and patterns in the teachers' responses was employed.

Phenomenology as a methodology aims to recognize and define a phenomenon's fundamental characteristics. Putting aside the researchers' prior notions about the phenomenon, the methodology examines human experiences in daily life (e.g., Neubauer et al., 2019; Cilesiz, 2009; Husserl, 1970; Moustakas, 1994). Phenomenological studies, therefore, investigate how individuals interpret their own lived experiences. In phenomenological research design, the researcher

interprets the feelings, beliefs, and perceptions of participants to validate their assumptions (Creswell et al., 2007).

As stated by Cresswell and Poth (2018), ‘‘a phenomenological study describes the meaning for several individuals of their lived experiences of a concept or a phenomenon’’ (p. 57). Phenomenological study enables the researcher to get the essence of the experiences the participants had while going through a phenomenon that needs further understanding of its effects and consequences. In our sense, experiencing a rapid and unexpected change as the COVID-19, the possible effects of that phenomenon on the PTs’ formation of future possible selves are questioned. In order to get a better understanding of their experience with ERT and reveal the possible influence on their possible self’s formation, the study utilizes three different data collection tools, that are semi-structured interviews, weekly reflective journals, and open-ended surveys asking the participants to consider how they perceive themselves as future teachers, focusing on their ought to, hoped, and feared selves.

3.2 Participants

Mainly consisting of 12 pre-service Teachers from Bolu Abant Izzet Baysal University, the study has a sample size that is formed by volunteering to participate. The participants are 4th year English Language Teaching department students that received face-to-face education in the complete first and half of their second year then, with the pandemic having to go through online education throughout the second term of their 2nd year and complete 3rd year, finally back to face-to-face education in the 4th year that is also the year they are going to complete their practicum. In addition to that as the sample size is formed by volunteering to participate, the data collection tool ‘‘open-ended online survey’’ is sent out to students from the same background, and all the received answers, 28 in total, will be included for the analysis, since all the participants have gone through similar challenges as being students experiencing ERT and the study being phenomenological in its nature.

In the open-ended survey, the participants are also asked whether they would like to pursue their choice of career as teachers or not and whether they have chosen this department intentionally. Other than that, as the PTs came from similar backgrounds and experienced similar terms and conditions, no

demographic data on participants was collected, conducting a holistic experience analysis.

3.3 Data Collection Tools and Procedures

Data collection tools are essential and critical components of social science research in order to accomplish its validity, reliability, and success (Alshenqeeti, 2014). Therefore, the present study utilizes a qualitative study approach by implementing three data collection instruments. The participants are interviewed, asked to complete a small-scale survey, and record weekly reflective journals throughout their practicum experience to explain how their perception of self as future teachers evolved throughout their education before, during, and after ERT. The data collection process lasted approximately for 6 months. There were 4 different interview sessions on 2 different days, and throughout their practicum experience, participants were expected to keep small reflective journals, additionally, the participants were also sent an online survey on google forms and were asked to fill in carefully.

3.3.1 Semi-structured Online Interviews

Interviews as a data collection tool are widely used in qualitative research (Dörnyei, 2007). Cohen et al. (2007, p.29) state that interviewing is “a valuable method for exploring the construction and negotiation of meanings in a natural setting”. In the present study, the interview as a research instrument is mainly used to identify the experiences of pre-service English language teachers before, during, and after ERT to understand their development of Professional Possible Self.

The participants were invited to a semi-structured interview session, and 14 questions regarding their current and past lives were asked. A semi-structured interview is a technique for gathering data that depends on formulating questions within a pre-established theme framework. Yet neither the questions' arrangement nor their wording is predetermined. It is frequently the most practical and efficient method of information collecting (Kvale & Brinkmann, 2009). Semi-structured interviews are a combination of both structured and unstructured types of data collection. According to its structured nature, the interviewer is prepared with a list of potential questions, and as for its unstructured nature, the questions can be asked in any order, with any wording (e.g., Brinkmann, 2014; Wilson & Sapsford, 2006).

The interview sessions were held online through the Zoom meeting platform on the 26th and 27th of May in 2022. Each interview session was then transcribed and analyzed according to the purpose of the present research.

3.3.2 Open-ended Survey

In open-ended surveys, the participants are asked several questions that allow them to express their opinions more freely compared to multiple-choice or close-ended questions. The method is designed in order to elicit more detailed answers on specific topics and situations. Rediscovering the importance and value of open-ended questions, recently researchers have been implementing this method in their qualitative studies a lot for its crucial role in delivering important details and information better compared to close-ended questions (Fox, 1996). Another reason why open-ended questions became popular in research is that the rapid technological development the world experiences provided the data collection process positively, therefore reducing challenges faced in implementation processes, for instance, transcribing the data for analysis became easier (Neuert et al., 2021).

In the present study, an online open-ended survey was formed on Google Forms considering the interview questions Hammand et al. (2013) used in his research paper after receiving a consent e-mail regarding the use of some of his questions. The questions from the existing paper were not directly used, however, they were mostly adapted and used accordingly to the aim of the present study.

Throughout the process of survey formation, the questions were analyzed and formed carefully by negotiating with the valuable thesis advisor in order to make sure to address and cover the research questions defined. The finalized survey consists of 6 main and 3 sub-questions on the participants' intentions, perceptions, and some academic information. 28 pre-service teachers, who are in their 4th year at Bolu Abant İzzet Baysal University, are reached as participants in this part of the data collection process.

3.3.3 Weekly Reflective Journals

As a qualitative research data collection method, reflective journals are the recorded actions, ideas, and emotions the researchers experienced in their own words by themselves (Ortlipp, 2008). Though it is subjective since the data is written in the first-person point of view, it is useful in terms of providing the participant with the possibility of gaining self-awareness, improving critical

thinking skills on one's own experiences, and encouraging learning or enhancing change in behavior as a result of gained awareness (Jasper, 2005). As stated by Russell and Kelly (2002), the use of reflective journals in research enables researchers to receive information on the participants' aims and goals rather than influencing a change by implementing specific treatment. In the field of teacher education, journals are also widely used in order for teacher candidates to gain a deeper understanding of their own learning processes and improvement as teachers (Borg, 2006). Therefore, the research aimed at revealing a phenomenon resulting in given conditions, keeping reflective journals is used as a valuable data collection method.

In the current study, it is noteworthy that the participants, who were senior students and potential future teachers, engaged in their teaching practice during their final year. The aim was to examine their perception of the teacher self and how it evolved throughout their practicum experience. To facilitate the data collection process, the participants were requested to maintain weekly reflective journals wherein they documented their personal experiences. The participants were asked to consider the two questions given below in mind while keeping their journals;

1. How effective was your teaching experience as a teacher?
2. How confident were you in your teaching experience? Explain the teaching moments that you were most and least comfortable with.

3.4 Data Collection Procedures

Data collection process of the present study was completed within 6 months during the 2021-2022 Spring term. Having a qualitative design in its nature, three different data collection methods were used to gather the necessary information addressing the research questions determined for the study. The research questions of the study are;

1. What is the lived experience of prospective teachers of English as a Foreign Language in developing their professional selves as Foreign Language Teachers before, during, and after Emergency Remote Teaching?
2. How do pre-service EFL teachers' possible selves evolve over the course of their professional learning experience before, during, and after ERT?

The data was collected through semi-structured online interviews, an open-ended survey, and weekly reflective journals.

The timeline for the data collection procedure is shown in the table below.

Table 3.1. Data Collection Procedure

Data Collection Sources	Data Collection Timeline	Venue
Semi-Structured Online Interviews	Interview I: 26.05.2022 06:30 P.M - 08.00 P.M Interview II: 26.05.2022 08:30 P.M - 10.00 P.M Interview III: 27.05.2022 06.30 P.M - 08.00 P.M Interview IV: 27.05.2022 08.30 P.M - 10.00 P.M	Online on Zoom
Open-Ended Survey	15.01.2022 - 25.05.2022	Online on Google Forms
Weekly Reflective Journals	February - June	Online on Google Drive

3.5 Data Analysis

Utilizing an interpretive phenomenological approach, the study included semi-structured interviews, an open-ended survey, and weekly reflective journals. The data analysis process was done inductively, and the data was analyzed thoroughly, looking for repeated patterns and common themes appearing regarding the actual life experiences of participants (Merriam, 2002). As suggested by Straus and Corbin (1998) there are two steps to follow in qualitative studies. Initially by coding, categorizing, and identifying the raw data in terms of the patterns and repeated concepts to reveal the predetermined thematic structure for analysis is called “Descriptive analysis”. Following that by revealing the meaning and the links between ideas and experiences, “Concept analysis” or, in other words, “text mining” is performed (Miles & Huberman, 1994). Implementing both procedures in the present study had given the possibility to

transcribe the text in a meaningful and detailed way to provide a better start for making inferences and identifying what is actually meant by the utterances of participants.

Thus, through the data analysis of semi-structures, the open survey, and the reflective journals, the emerging patterns are identified using an inductive coding system. The steps followed during the data analysis procedure are given in the following figure (See Figure 3.1).

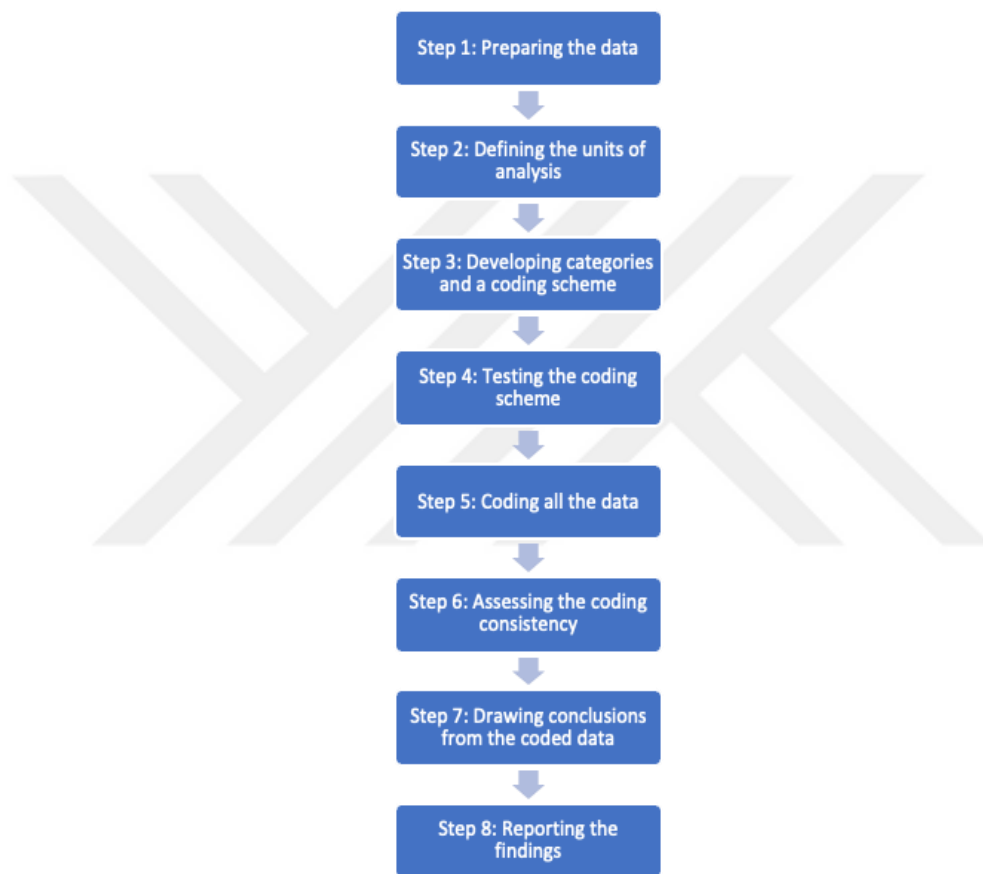


Figure 3. 1. Content analysis procedures followed in the study

In order to prepare the data, recordings of the interviews were listened to and transcribed into text manually by the researcher. The data gathered from the open-ended survey was transferred into Excel form and the weekly journals were already submitted by the participants at an online platform therefore, no additional transcription was needed.

In the thematic analysis of qualitative data, both theory-driven and data driven approaches can be used (Boyatzis, 1998). When approaching the data from

a data-driven perspective, the researcher attentively reads the whole data, then rereads the data and again rereads the data in order to come up with patterns and repeating keywords within data aiming at outlining the analysis process. As for the theory-driven approach, the data is analyzed in the light of a predetermined hypothesis, and researchers pay close attention to the already existing theoretical frameworks and codes which have been developed in previous research studies.

3.6 Trustworthiness of the Study

In a research study, the findings should have credibility and be congruent within the results found, ideas formed and questions being asked. In order to accomplish trustworthiness in a study, validity and reliability are two important concerns for the researcher (Lincoln & Guba, 1985, cited in Harris et al., 2005). In the present study there were several methods and steps followed in order to ensure the trustworthiness of the study. Therefore, extreme caution to analysis and data collection was drawn throughout the research process. Having the awareness of the possible threats to the trustworthiness of the study due to the fact of the collaboration between the participants and the researcher in qualitative studies, two different strategies were followed by the researcher; triangulation by using three different data collection methods and inter-rater reliability by getting expert comment on the coherence and relationship between the data being analyzed according to the revealed concepts and the research questions.

3.6.1 Data Triangulation

Triangulation is the process of repeatedly identifying patterns utilizing many sources of data or methods from the field (Stahl, & King, 2020). There are different triangulation processes existing. These include (a) data triangulation, the use of multiple data types to establish findings, (b) investigator triangulation, the use of numerous studies to establish findings, (c) theoretical triangulation, the use of various theoretical vantage points for interpreting results or to direct the research, and (d) data source triangulation, the investigation of the matter under study across various contexts or situations (Denzin, 1978; Patton, 1999). In the triangulation process, the veracity of findings is evaluated utilizing a variety of data (Stahl & King, 2020).

The current study utilized data triangulation as the selected methodology to enhance the dependability of the study. As data triangulation is the initial method that entails the utilization of diverse data types to establish research findings. It is

aimed to obtain a comprehensive comprehension of the phenomenon being investigated by gathering data from various sources, including surveys, interviews, observations, and documents. The utilization of this methodology facilitates a comprehensive and intricate examination, given that diverse data sources may offer supplementary perspectives or expose distinct aspects of the subject matter under investigation. In order to attain the desired outcome, the process of data collection employed a variety of techniques, such as open-ended surveys, semi-structured interviews, and weekly reflective journals maintained by the participants throughout their teaching practicum. The researchers endeavored to obtain a comprehensive and nuanced portrayal of the participants' experiences, perspectives, and insights by utilizing various data sources. The utilization of triangulation in data collection and validation of results through multiple perspectives is a method that enhances the credibility and reliability of the study findings.

3.6.2 Inter-rater Reliability

The process of establishing inter-rater reliability is a pivotal component in guaranteeing the credibility of a qualitative inquiry. Inter-rater reliability pertains to the extent of concurrence or uniformity among numerous raters or coders in construing and encoding qualitative data. Through exhibiting a substantial degree of inter-rater reliability, researchers may strengthen the credibility and reliability of their study outcomes.

Researchers commonly utilize multiple techniques to establish inter-rater reliability. Initially, it is imperative to establish unambiguous and thorough coding directives or a coding framework to steer the coding procedure. The present guidelines delineate the definitions and criteria pertaining to each code and furnish instances to ensure uniform interpretation across raters. The implementation of this practice guarantees a collective comprehension of the coding procedure among all programmers and reduces the likelihood of subjective evaluations. Following this, a preliminary coding phase may be conducted, during which a subset of the data is independently coded by multiple raters. This approach enables the identification and resolution of any discrepancies or inconsistencies in the interpretation of coding.

By means of iterative discussions and comparisons, the raters are able to enhance their comprehension of the coding guidelines, eliminate any

uncertainties, and reach a consensus on coding determinations. The utilization of an iterative process has been found to enhance the dependability and concurrence among raters. In conclusion, the computation of inter-rater reliability coefficients, such as Cohen's kappa or percentage agreement, furnishes a numerical gauge of the concurrence among raters. The aforementioned coefficients are utilized to evaluate the level of concurrence that surpasses the probability of chance occurrences. A greater inter-rater reliability coefficient is indicative of increased concurrence among raters, thereby establishing the credibility of the research outcomes. It is recommended that researchers strive to achieve a satisfactory degree of inter-rater reliability, which is typically considered to be above 0.70. However, it is important to note that the acceptable threshold may differ depending on the specific field of study and research context.

Through the implementation of these methodologies and the maintenance of a high level of agreement among raters, scholars can augment the credibility and dependability of their qualitative research. The establishment of a consistent and agreeable foundation among raters serves to reinforce the credibility and dependability of the data analysis process. The establishment of inter-rater reliability engenders a sense of assurance regarding the precision and uniformity of the coding interpretations, thereby augmenting the general dependability of the study's outcomes and deductions.

In order to enhance the trustworthiness of the present study, inter-rater reliability was employed. To measure inter-rater reliability, Cohen's kappa coefficient was utilized. As per Cohen's guidelines, interpretation of kappa results is as follows: values ≤ 0 indicate no agreement, 0.01-0.20 signify none to slight agreement, 0.21-0.40 represent fair agreement, 0.41-0.60 indicate considerable agreement, 0.61-0.80 suggest substantial agreement, and 0.81-1.00 indicate nearly perfect agreement (McHugh, 2012). To establish the trustworthiness of the current study, two experienced researchers in qualitative studies were consulted to provide feedback on the alignment of the emerged themes from the thematic analysis with the research questions. The inter-rater feedback resulted in a Kappa value of 0.778, which indicates a considerable agreement between the thematic analysis outcomes and the primary themes of the study.

To get ready for the final analysis step, the researcher made the necessary revisions to the coding of all the data according to the comments of the inter-raters. The following section presents the data analysis results of the current study.



4. RESULTS

4.1 Overview of the chapter

In this chapter the data that is collected through three different data collection tools as semi-structured interviews, weekly reflective journals and an open-ended questionnaire were documented and analyzed, in order to answer the research questions of the present study. The research questions were as follows.

1. What is the lived experience of prospective teachers of English as a Foreign Language in developing their professional selves as Foreign Language Teachers before, during and after Emergency Remote Teaching?
2. How do pre-service EFL teachers' possible selves evolve over the course of their professional learning experience before, during, and after ERT?

The data had been analyzed inductively by looking for repeated patterns and common themes appearing regarding the actual life experiences of participants (Merriam, 2002). Consisting of 12 pre-service EFL teachers from Bolu Abant İzzet Baysal University, the study had a sample size that is formed by volunteering to participate.

4.2 Content Analysis of the Data

All the data were collected through semi-structured interviews, reflective journals and open-ended surveys were collected from pre-service teachers' who were in their fourth year at the university and analyzed according to their perceptions of themselves as future teachers. In this part of the study the whole data was transcribed by the researcher and read several times thoroughly for understanding the meaning, to observe the relations with the research questions and to identify the recurring ideas and concepts within the data.

4.3 Thematic Analysis of the Data

Following the content analysis with a thematic analysis, the themes and patterns recurring throughout the data were highlighted and categorized to be able to interpret what the current data states. The participants were asked questions about their perceptions of teacher selves that would provide insight about their ought to, feared and hoped for teacher selves. Thus, the following sections will

explore the data based on the thematic analysis according to the research questions.

4.3.1 EFL PTs' Lived Experiences Before, During, and After ERT

This study explores the impact of the sudden shift to online education, known as Emergency Remote Teaching (ERT), during the COVID-19 pandemic on teacher candidates preparing to teach English as a foreign language. The research aims to understand how this shift has affected the professional development of these candidates. It investigates the challenges posed by online education, as indicated by various reports, and seeks to uncover the lived experiences of English as a Foreign Language (EFL) teacher candidates in adapting to ERT. The study delves into the essence of becoming a professional through an ERT program in light of these challenges. Therefore, the data that is collected by three different data collection tools is analyzed thoroughly in order to elaborate on the research questions asked by the researcher. Following sections put forth the findings as a result of the analysis considering each data collection tool separately.

4.3.1.1 Semi-Structured Interviews - Thematic analysis

The data was collected through semi-structured online interview sessions on Zoom and analyzed in accordance with three different timelines as Pre-ERT, During-ERT and Post-ERT. The participants in the present study were 4th year English Language Teaching department students that received face-to-face education in the complete first and half of their second year then, with the pandemic had to go through online education throughout the second term of their 2nd year and complete 3rd year, finally back to face-to-face education in the 4th year that was also the year they completed their practicum. The collected data was analyzed using thematic analysis, which involved identifying patterns and themes within the data. As a result of this analysis, a table was generated that reports the themes that emerged from the data. This process allowed for a more in-depth understanding of the data and helped to identify important trends and patterns.

Table 4.1. Thematic analysis of the semi-structured interview data

	Pre-ERT	During ERT	Post ERT
Ought to Self	• Lack of experience • Motivation • Stakeholder Interaction • Competency	• Opportunity Equality • Motivation • Coping Skills • Technology Literacy	• Teacher Effort and Self Improvement • Perception of Teaching (Professional Traits) • Motivation • Confidence
Hoped for Self	No findings	• Confidence • Perception of Teaching • Motivation	• Experience (From Theory to Practice) • Perception of Teaching (Professional Traits) • Student Profiles and Differences • Stakeholder Interaction • Confidence
Feared Self	No findings	• Perception of Teaching • Motivation • Stakeholder Interaction • Limited Experience	• Teacher Behaviour and Mindset • Motivation • Stakeholder Interaction “The Turkish Teacher” • Language Competency • Limited Experience

4.3.1.1.1 Pre-ERT

The participants were asked questions regarding the perceptions they had over their future selves as a future teacher before ERT. The participants' answers were retrospective and made them consider how they felt in the past, when they were not accustomed to online teaching platforms. The aim is to reveal how their perceptions of professional self-development changed over time and whether ERT had an influence on their development.

4.3.1.1.1.1 Ought to Self

Ought to self is the portrayal of the qualities that one feels they ought to have, showing their feeling of duty, obligation, and responsibility. Considering their perceptions of their future teacher selves during Pre ERT the participants answered several questions, following that the thematic analysis of the data revealed the themes below.

4.3.1.1.1.1.1 Lack of Experience

Participants mentioned that as being in their first year they had no chance to experience teaching, therefore had difficulty in identifying themselves as teachers.

First of all, since we were in the first years of university, we did not have a chance to experience the profession, such as teaching practice or giving private lessons, so frankly, I could not define myself as a teacher. (PT1)

The lessons covered in the first year of ELT were not specifically on teaching but rather about topics different than teaching or pedagogy. The PTs mentioned that the course content influenced their degree of identifying themselves as a teacher. Addition to that, the courses that were about teaching had been providing them with theoretical knowledge, which also made it harder for them to identify themselves as teachers and to reflect on what kind of teacher they would be.

I was just expecting to be celebrated on teacher's day, I could only feel a little bit like a teacher on that day. Because our courses were not concentrated on teaching. We had lessons such as Atatürk's Principles and Revolutions and Turkish Language, in addition to the lessons we see now, so I couldn't define myself as a teacher at that time. (PT1)

We are talking about 1st and 2nd grade then. I didn't know exactly what kind of teacher I would be as I learned it through lessons rather than in practice. I didn't know exactly what to do. Since we only receive our lessons in theory, 'here is this approach in theory, this approach is like this', I was always trying to choose for myself what kind of a teacher to be. Before, I did not know exactly what kind of teacher I would be, what I would encounter in reality, the students, the administration, my level of motivation etc., because I did not know exactly what I wanted to be. (PT6)

Frankly, I did not see myself as a teacher, because in the first grade, it was like a 5th grade in high school. We were only learning language skills and stuff, we covered reading, listening, etc., very grammar-oriented. That way, I didn't see myself as a teacher, but rather at three and four, I thought that I would acquire and develop these skills more, and that's what happened. (PT10)

Some Pts have also mentioned that the previous experiences they had as teachers influenced them positively, being able to teach and being addressed as a teacher made it easier for them to feel like one.

I started giving private lessons in the first grade, at that time I felt like a teacher, but not much. There is no routine, we go to school, we are already students, but even then, as your friend said, we felt more like 24 November Teachers' Day or something, with messages and face-to-face celebrations. **(PT2)**

The Pts also stated that before ERT they had seen themselves as students rather than teachers until the practicum experience.

Before online education, I definitely didn't see myself as a teacher, I felt like a student. I had in my mind how to become a teacher, but I did not feel like a teacher until the practicum. **(PT8)**

The lack of experience they had showed that some Pts believe knowing less made them more confident as future teachers. It was mentioned that the more they learned about the system and the requirements of being a teacher through the courses the less motivated they felt because of the awareness they gained.

My opinion changes a little bit. When I came to university, I had more motivation and belief in myself as an English teacher. Because English education in Turkey is very difficult, I chose to be an English teacher and I will not be like that, I will be very different, as it is our aim to do that too. As we got the course content in the department, when we saw how difficult it was to teach English without really just sitting down and saying "Hello guys, we're not learning "Simple Present", especially during practicum, Am I good enough for the job or for example We are entering the 12th grade language class, it seems like I can't see myself enough sometimes, so this has made my motivation drop a little bit, but of course, I see myself as a teacher, but at first I think it was a little bit more because of that ignorance, so there was motivation. **(PT11)**

To conclude, the investigation into the perceptions of participants regarding their ought-to self in the pre-ERT phase has revealed the intricacies and difficulties they encountered in recognizing themselves as educators. The absence of prior instructional background surfaced as a noteworthy obstacle impeding their capacity to establish their professional identity in this domain. Upon reflecting on their initial year of university studies, it became apparent to participants that the lack of practical teaching opportunities and emphasis on non-pedagogical subjects had a notable impact on their self-conceptualization as educators. The abstract and conceptual orientation of the courses exacerbated their challenge in visualizing their prospective identities as educators.

Nevertheless, certain respondents who possessed previous teaching backgrounds, such as providing individualized instruction, conveyed a more positive impact on their outlook regarding the role of an educator. The practicum encounter was instrumental in altering their outlook from that of being learners to acknowledging their identity as educators. It is noteworthy that certain participants held the belief that possessing limited knowledge regarding the teaching profession resulted in increased confidence in their capacity as prospective educators. However, despite gaining a more profound comprehension of the education system and the requirements of teaching through academic studies, the individual's drive diminished as a result of heightened recognition of the obstacles they would encounter. Notwithstanding the intricate nature of the phenomena and the changes in motivational states, the individuals involved ultimately perceived themselves as educators, albeit with differing degrees of conviction. This analysis offers significant insights into the development of professional identities among pre-service teachers and underscores the complex nature of their perceptions prior to the advent of Emergency Remote Teaching (ERT) referring to their perceived lack of experience.

4.3.1.1.1.2 Motivation

The participants have mentioned that being a teacher suited them and made them feel excited because of their talents and interest matching the requirements of the job. Some PTs have chosen the job because it was their childhood dream.

Actually, when I was in high school, I thought I was more excited, I had thoughts like if I was suitable for teaching. After I started, I didn't have such worries, I certainly did not feel excited while presenting and participating in lectures because I was able to be more myself than an analytic course. There were more courses that suited my area of interest, and therefore I felt more suitable for it. Of course, although I could not define myself as a teacher, I felt that I was suitable for the department. **(PT1)**

Since I was little, there was a huge mirror at the entrance of our house and I would go there and make imitations as if I was lecturing to someone, I would tell something, I would play a role. It has been in me since then. It came to me more in high school, but then it was more important to be an interpreter than teaching, because it was higher in the foreground, but then I realized that I should be a teacher. **(PT2)**

The age gap between the students and the participants seems to be a source of motivation. The PTs mentioned that when the group of students they work with

would be close to their age they felt more advantageous and comfortable which increased their motivation as a teacher.

Since we are young, we have just started school, we are just 18-19 years old. I thought that it would be easier for us to get along with the students close to our age and would not need to make extra effort. **(PT9)**

Some of the participants, especially the ones that chose the department unwillingly, have stated that they had no idea on their future teacher self and did not reflect on the concept until their 3rd and 4th years.

Frankly, as I said, I didn't think much about what kind of a teacher I would be, what kind of path I would follow, since it was not a department that I came to very consciously, but the first thing I thought about was that I would be nervous, so frankly, I thought that I would experience tension at a very high level. **(PT7)**

First of all, since we were in the first years of university, we did not have the chance to experience the profession, such as teaching practice or giving private lessons, so frankly, I could not define myself as a teacher. **(PT1)**

We are talking about 1st and 2nd grade then. I didn't know exactly what kind of teacher I would be as I saw it through lessons rather than in practice. I didn't know exactly what to do. Since we only see our lessons in theory, 'here is this approach in theory, this approach is like this'. Before, I did not know exactly what kind of teacher I would be, because I did not know exactly what I would encounter in reality, with the students, the administration, the motivation level of the students, etc. **(PT6)**

They have mentioned that as the courses started to be more inclusive of the teaching aspect of the department and the experiences, they had with teaching enabled them to become more aware and concerned of their future teacher selves and identity formation.

... With the pandemic, we started to learn how to teach. I became more aware of it, frankly, I started to feel what is teaching more. Before that I felt very inadequate. I thought that there were so many aspects about myself that I needed to develop, but after taking these lessons, a kind of awareness has arisen. **(PT5)**

Ultimately, the revelations conveyed by the participants have illuminated diverse elements that impact their interpretation of the role of an educator and the establishment of their pedagogical persona. Several participants exhibited an inherent tendency towards the field of education, experiencing a sense of enthusiasm and aptitude for the occupation as a result of their abilities and passions aligning with the requisite duties. For certain individuals, the aspiration to become an educator was a childhood ambition that they actively pursued. The proximity in age between the participants and their potential students was

identified as a motivating factor, as they perceived it would facilitate improved rapport and necessitate less exertion to establish a connection with students of comparable age. Conversely, individuals who initially joined the teaching program with reluctance exhibited minimal contemplation regarding their future teacher identities until subsequent years. Insufficient opportunities for practical teaching experiences during the initial stages of university education have been found to be a contributing factor to the challenges faced by those who are establishing a clear professional identity as educators. As the educational program progressed, with the inclusion of additional pedagogical material and the acquisition of teaching practice, individuals' cognizance and apprehension regarding their prospective teaching personas and the development of their professional identities expanded. The emergence of the pandemic has contributed to an increased cognizance among educators regarding their teaching practices and perceived limitations, ultimately resulting in a heightened comprehension of the teaching profession. The aforementioned results underscore the complex connection among individual predispositions, past encounters, academic curriculum, and hands-on training in influencing the self-perceptions of pre-service teachers as prospective educators and their process of identity development.

4.3.1.1.1.3 Stakeholder Interaction

The participants had frequently mentioned the impact of their own teachers in their past on their teacher identity. The data showed that the participants used the impressions as ‘... the profiles of the teachers became a role model for me’ (PT3). The participants stated during their interview that they viewed their own teachers as role models for themselves.

I have always been very impressed by, envied and appreciated my teachers, who can connect with students on such a personal level, and my dream is to be a teacher who can establish personal connections with students, who really understands students, and who, of course, can do this without reducing their effectiveness in their profession. I have a teacher that I always take as a role model in this way, frankly, who fits everything I say and my goal is to be like her. (PT9)

What kind of teacher do I want to be, everyone's opinion is generally the same, we want to be teachers in the same way as the teachers that we liked when we were students, I felt the same. (PT11)

The way their teachers treated them and the way the teachers made them feel was influential in their future teacher self as well.

... I used to like counseling sessions a little more than teaching English, all my English teachers were like my mother, my aunt or my sister. I want my students to be comfortable like that as well and tell me things easily. **(PT8)**

In conclusion, the participants' introspection into the influence that their former teachers had on their development as educators indicated a deep appreciation for their educational mentors as well as a profound sense of gratitude. The participants in the study frequently referred to their teachers as role models and showed a desire to model themselves after the characteristics that they saw in their lecturers. The teachers' capacity to develop meaningful human connections with their pupils and to comprehend the requirements of the latter left an indelible mark. Participants' end goal was to produce an atmosphere analogous to that described above, one in which students would feel at ease, supported, and open to sharing their ideas. They had a clearer idea of the sort of teaching they wanted to do as a result of the favorable experiences and treatment they had gotten from their own professors. This highlights the significant influence that teachers may have on their students, not just in terms of the academic information that they get but also in terms of the professional goals that they create and their identity construction as potential teachers in the future.

4.3.1.1.1.4 Competency

The data revealed that the participants that chose the department willingly were feeling more compatible (PT1,2,10) with being a teacher and competent to meet the needs of the occupation.

Of course, although I could not define myself as a teacher, I felt that I was suitable for the department. I could only listen to myself during my presentations but I can say that I could feel myself sufficient. **(PT1)**

Since I was little, there was a huge mirror at the entrance of our house and I would go there and make imitations as if I was lecturing to someone. It has been in me since then. That feeling increased more in high school, but then being an interpreter outweighed teaching, but then I realized that I should be a teacher. **(PT2)**

...I actually thought I could be effective, you know, because I'm such a friendly person, I always have fun with the kids and stuff... **(PT10)**

In contrast to that there were also participants who felt insufficient to be a teacher at the beginning. (PT3,4) Communicating with the students, simplifying

the knowledge to transfer for different levels and preparing materials sounded challenging, they felt like they needed more training in that sense.

Honestly, I did not find myself good enough...Before the pandemic, I did not see myself as a very competent and effective teacher. **(PT3)**

I didn't feel enough either, and I didn't want to be a teacher, frankly. I needed to gain experience, so I gave private English lessons to my close friends. I thought that I needed experience in order to have more self-confidence, to be able to do something, to prepare materials, to feel competent in transferring the knowledge to others. **(PT4)**

However, as the courses they had were more inclusive of what teaching is and how can be done the more sufficient they started to feel.

We were taking some classes about skills and improving ourselves on field proficiency. I became more aware of it, frankly, I started to feel more like a teacher. Before that I felt very inadequate. I thought that there were so many aspects about myself that I needed to develop, but after taking these lessons, a kind of awareness has arisen. **(PT5)**

In conclusion, the participants' experiences, and judgments of their own levels of competence as aspiring educators were diverse. Those individuals who willingly selected the teaching profession exhibited a sense of compatibility with the profession as well as confidence in their ability to satisfy the requirements of the position in question. They believed that they possessed the necessary characteristics to be excellent teachers and that they were a good fit for the department in which they worked. On the other side, several of the participants originally had the impression that they were not adequate for the position of a teacher and lacked confidence in their abilities to do so. The difficulty they had in communicating with students, modifying content to accommodate varying skill levels, and developing instructional materials contributed to a feeling of inadequacy on their part. Their sentiments of competence, on the other hand, started to improve as they moved forward in their coursework, which gave them a more thorough grasp of teaching and practical abilities. The incorporation of programs that concentrated on field competence and skill development led to a change in the students' image of themselves as well as a growth in their understanding of their capabilities. This exemplifies the transforming power of education as well as the influence that tailored training may have on the confidence and conviction that pre-service teachers have in their own talents as teachers. In general, the progression of the participants' feeling of competence shows the significance of continuous education and professional development in

forming the confidence and efficacy of teachers while they are working with their students.

4.3.1.1.2 During ERT

The participants had to go through online education during the pandemic in their 2nd semester of the 2nd year. They were asked questions regarding their perception of themselves as future teachers. In accordance with the questions, their answers were drawing insight on their ought to, hoped, and feared selves. The thematic analysis of the data is as follows.

4.3.1.1.2.1 Ought to Self

Ought to self is the portrayal of the qualities that one feels they ought to have, showing their feeling of duty, obligation, and responsibility. Therefore, in order to get an insight of the PTs ought to self about being a future teacher, several questions were directed to them to answer. The analysis of their answers revealed the themes shown below.

4.3.1.1.2.1.1 Opportunity Equality

The participants have stated that during ERT not everyone had the same conditions and they felt anxious that it might have affected their learning processes (PT1,3,7). Some of the participants have stated that online lessons were not as effective as face-to-face lessons. Having less interactions during the lesson, feeling left out and isolated from the learning environment because of the lack of teacher figure in their learning process (PT9,10,11), and not every teacher showing the same care and importance toward their online lessons were some of the concepts the participants mentioned negatively (PT3,11).

For example, since I did not have a computer, I had a hard time being interested in the online lessons. I can say that it challenged me a lot and I did not think I could be good enough at that time, I could not follow the lessons anyway. **(PT7)**

Since we came to the university, we have already switched to a study system that is a bit more our responsibility than it was in high school, but this has become our responsibility even more in online education, because you know, the teachers really only read from the slides or with very simple homework or you can pass it with a test exam or something, so if you want to learn that lesson, it's really about you, so you learn only if you want to learn. **(PT11)**

There were also some participants that perceived online education as an opportunity. Being aware of the idea of technology integrated learning and

teaching, being familiar with the Web 2.0 in education had enabled their transition to be smoother and less challenging (PT2).

In the beginning, before the pandemic, teaching was generally shaped like this, use of boards etc., but I had participated in something a few times before the pandemic about the Web 2.0 tools being relevant to the point of education, then I realized that there is such a style, such a type of teacher may also contribute more to the development of children, etc. With the effect of the pandemic, these have emerged more. I said, I don't want to be a traditional teacher. I thought I would like to be a teacher who can integrate herself into all kinds of environments, who can do online education with her children in case of such a problem, who can also achieve face-to-face education and who can offer effective education. (PT2)

In light of the feedback from the participants, it is evident that the shift to online education during the ERT presented a spectrum of experiences. While some students struggled with inadequate resources, feelings of isolation, and a perceived drop in the quality of instruction, others were able to adapt more easily, particularly if they had prior exposure to technology-integrated learning. The variance in responses underscores the importance of considering the diverse needs and backgrounds of learners when implementing digital platforms for education. It serves as a reminder that the effectiveness of online education hinges not just on the content and pedagogical methods, but also on students' access to necessary resources and their prior experiences with technology. As educators and institutions continue to navigate the terrain of online teaching, they must be attuned to these disparities and work towards creating a more inclusive and adaptable learning environment for all.

4.3.1.1.2.1.2 Motivation

When the participants were asked to reflect on their experiences and perceptions during ERT in terms of their motivation levels, the way the universities held the situation was stated to be influential on the effectiveness of the online lessons. Some universities being able to transfer their curriculum to online platforms easily and some others in which the transition was not as smooth or quick, the participants perception of the lessons and their motivation levels toward learning was affected negatively.

I was studying at Balıkesir University when we switched to online education and came to Bolu University with a transfer. Balıkesir University started with homework only, there were no online lessons. This demoralized me a bit, but I thought that when the infrastructure

was provided or the teachers were adequately informed, I could be successful as a teacher in this online process. **(PT1)**

As learners are mostly passive participants of the online education, the participants of the current study had also mentioned that the challenges they had with online education affected them negatively. Being in charge of their own learning process more and going through emotional and mental challenges because of the current situation of the whole world at the time being, the participants stated that they felt demotivated to pursue.

Honestly, I think online education had a negative effect, because I was having such a hard time learning, and that made me consider how hard it would be while teaching. No matter how active you are while learning, you are in a passive state, especially in online education and in most lessons, the interaction is very minimal, very limited, cameras are turned off, the mics are closed, sometimes it felt like you were talking to flat walls. I had a hard time, I thought I would have harder times if it continued like this. In online education, we started to study pedagogical courses, and we started to learn how to teach, but I think most of them were inefficient. We didn't have much motivation, we didn't have much motivation to attend the classes, listen to the lessons and learn even if we attended the classes, so I thought it would be very difficult if it went like this, frankly, online education did not bring much plus, on the contrary, I can say that it brought negative feelings. **(PT3)**

At the beginning of the pandemic, I was like my friends, I agree with them. We were hopeless, we did not know what to do, we were experiencing a pandemic for the first time, rather than school, we had no information about how to continue our lives. We always wanted to talk to our teachers and hear good things from them, but then I realized that this situation could not continue like this, different teachers from different universities started to make different publications both on Instagram and some social media. We were able to learn new things about the field, ask questions or follow the studies in the field more closely by participating in the publication of a professor we never knew from a university we never knew. On the one hand, we could graduate, we had to add something to ourselves in this way, you know. **(PT5)**

Online lessons have become a new reality of today's education system. Therefore, participants also stated that they had the thought of the possibility of pursuing education and being an online teacher as they became in service teachers, which served as a means of motivation to learn and keep up with the technological developments and new methods to be used in virtual classes.

When we were in online education, I wondered if our lessons would be online like this. I can say that I have started to devote myself more to lessons because I think that the lessons are progressing very well in the internet environment. I felt like I needed to learn more in

the activities held on online platforms, I thought that I should be a more technology-oriented teacher, also in the online period. **(PT6)**

For the participants, the teacher figure during ERT was highly important. After receiving their ideas on how ineffective and isolating online teaching was for them, some further opinions were revealed that when the teacher providing the course cares for their students' engagement levels and tries methods and strategies to make the lesson more intriguing and exciting, the participants have shared that their level of motivation was increased and they actually thought that they would benefit and learn from those teachers even though the lessons were online.

I don't want to praise a specific scholar, but. For example, a scholar is more interactive in his/her lessons, I don't know, sometimes it's an activity, sometimes s/he puts herself on the slides and talks through that. Those lessons were attainable and interesting, but in some other scholar's lesson I was just playing games in another tab. **(PT10)**

The participants have mentioned having less age gap with their students to be a source of motivation for them, however, the more they learned and experienced their ideas on that matter started shifting and some of them even started to think that working with young levels suits them more. **(PT4,5)**

... I used to think that I could communicate better with the students in high school, I thought that I could realize something better for them, but I don't think so anymore after practicum, you know, after I came to high school, I realized that it is much more difficult to change their thoughts, you know, the change must be in the process that till comes to that point. Therefore, I thought it might be more advantageous to work with younger age groups. After this practicum, this was a result that I never expected. **(PT5)**

The reflections of the participants on their experiences during ERT illuminate a complex landscape of online education. The effectiveness of ERT was greatly influenced by the readiness of universities to pivot to online platforms, the adaptability of educators, and the level of engagement and interactivity in the lessons. For some, like PT1, the transition to a solely homework-driven format was a source of dismay, while others, like PT3, lamented the loss of active engagement and often felt like they were simply engaging with "flat walls." However, amidst the challenges, there were also rays of hope and adaptation. PT5, for instance, found solace and motivation in accessing diverse resources from various educators across platforms, emphasizing the importance of resilience and adaptability. PT6's newfound commitment to embracing technology and evolving with the changing

landscape speaks to the spirit of perseverance and growth. The pivotal role of the teacher, as emphasized by PT10, in invigorating the learning experience further underscores the importance of pedagogical adaptability in online environments. Furthermore, participants like PT5, through their experiences, re-evaluated their pedagogical preferences, showcasing the transformative nature of experiential learning. As the future of education remains in flux, these reflections offer crucial insights into the prerequisites for an effective and motivating online learning environment: adaptability, engagement, resilience, and continual self-evaluation.

4.3.1.1.2.1.3 Coping Skills

In order to be effective teachers some participants have mentioned the importance of teachers being ready for unexpected, challenging situations and developing coping skills to deliver effective teaching in any circumstances (PT2). As experienced with the pandemic, teachers being ready for differences mentally and qualified for different methods and procedures were mentioned to be important.

From what I have observed, I have seen that some of our teachers, especially our teachers at the university, can lag behind in technology, no matter how knowledgeable they are. Unfortunately, we couldn't talk or communicate in the lessons, or we were only expected to watch the lesson like a video recording. Student participation was not taken into account because the teachers were also trying to get used to a new system and they did not know the system well. Of course, some teachers adapted very quickly and easily, they provided us with some conveniences, but some teachers were also lacking in this regard, which meant that I always needed to be open to innovation, always learn something new, and always follow the agenda. I can say that this reminded me of my responsibility in that sense.
(PT1)

The exigencies of the recent educational landscape, underscored by the pandemic, have illuminated the critical importance of adaptability and preparedness among educators. The reflections of the participants reveal a stark contrast between teachers who seamlessly transitioned to the new digital paradigm and those who grappled with the technological shift. PT1's observation, in particular, highlights the detrimental impact on the learning process when educators are ill-prepared or resistant to embracing technological advancements. These sentiments reinforce the notion that, in the modern era, being an effective educator extends beyond pedagogical knowledge; it also necessitates continuous learning, adaptability, and a proactive approach to innovation. Such readiness not only ensures that students

receive quality education irrespective of external challenges but also models the importance of resilience and adaptability in the face of unforeseen circumstances. As the boundaries of traditional classroom settings continue to evolve, so must the skill set and mindset of the educators navigating them.

4.3.1.2.1.4 Technology Literacy

Being up to date was referred to several times by most of the participants. As a teacher, they thought that following technological developments and the latest news in the education field is essential. As also experienced during the pandemic, technology is an inseparable part of learning and teaching. Therefore, they highlighted the importance of becoming technologically literate teachers to provide effective teaching environments.

The fact that teachers usually open and read slides and nag and close it for 2 hours, I said, this will not be the case, I should not do this as a teacher, it was a pretty bad thing as a student, I was a little angrier at the ‘boomer’ teachers who did not know how to use technology. That’s why I want to be a new generation teacher who follows technology.

(PT8)

Being innovative, always following the agenda, being able to follow the developments in the field, never losing the desire and excitement to learn, at the same time, I always try to keep myself up to date and develop myself in terms of both field and teaching knowledge.

(PT1)

According to this theme, the study participants stressed the need of keeping up with technology and education changes. As the pandemic experience showed, technology is now an essential aspect of learning and teaching. As a result, the participants arrived at an understanding of the relevance of having teachers who are literate in digital media in the process of developing optimal online learning settings that support successful educational experiences. One participant lamented slideshow-only teachers. As a student, it was frustrating, so they vowed not to do that as a teacher. They lamented “boomer” teachers’ technological incompetence. Thus, the participants referred to their desire to become a tech-savvy, 21st-century teacher which refers to the fact that innovation and education updates were another key focus. Participants stressed the need of maintaining a passion for studying and updating topic matter and pedagogical knowledge. In relation, EFL PTs’ dedication to professional growth shows a dedication to student success. Therefore, according to the participants, teachers must embrace technology literacy, actively seek new knowledge, and adapt to field changes. In a

continuously changing educational landscape, they attempt to build engaging and effective learning environments that meet students' requirements.

4.3.1.1.2.2 Hoped for Self

Hoped for self is the portrayal of the qualities one aspires to have, showing their ambitions, aspirations, and wishes. During ERT, the participants of the current study were asked questions regarding their perception of their hoped for teacher selves in order to identify their expectations of themselves as future teachers.

4.3.1.1.2.2.1. Confidence

The participants (PT1) mentioned that their willingness to become a teacher affects their confidence positively. In addition to that as they had more experiences in teaching (PT2) their level of confidence also increased. They have also mentioned that they are still not certain about their teaching style and how they would be in a class, they say that their identity development as a teacher is still ongoing (PT2).

I was confident because I always wanted to do this job or because I was interested in my classes. I had confidence in myself, especially thanks to some of the lessons I took, the materials I produced, and the presentations I made. **(PT1)**

I am working in a language course, this contributed a lot to me in that process because I had students from the age of 3 and a half until the age of 50 and I had the opportunity to experience them at the same time. **(PT2)**

What kind of education I can provide, frankly, that identity thing is still going on, we will see. **(PT2)**

In this theme, the participants discussed their confidence and identity growth. One participant (PT1) said being a teacher boosted their confidence. Their self-confidence came from their passion for the topic and their presentation and material-making experience. PT2 noted that teaching experience boosts confidence. In a language course, they taught pupils from 3 and a half to 50. They developed confidence by learning about different age groups and teaching methods. Both participants doubted their teaching style and identity as teachers. They acknowledged that their education role was still being defined. They mentioned they needed more self-reflection and investigation to figure out what kind of education they could give and how to develop their teaching identities. Thus, the theme referred to the participants' greater confidence due to their interest

in teaching and teaching experiences. Despite their progress in developing confidence, EFL PTs acknowledged that their professional identity growth as teachers requires further exploration and self-discovery.

Another source of confidence for the participants was their age, being young and closer to the ages of the students made them feel comfortable and they perceived that as an advantage in order to develop better connections with their students (Pt.3). They mentioned that being close to students' ages would enable them to better understand the things the students are going through so that the students would feel understood and safe in their interactions.

I thought that the smaller our age range would be, the better I could communicate, luckily, I was in high school in my first practicum, so I was a little more confident, frankly. When we went to meet for the first time during the practicum, I learned that I had the 11th grade, which was better for me because they were closer to my age, so I was relatively confident in myself, but again, although I did not know how much I could transfer professionally, it would be easier for students to get along with me. Thinking that I could communicate more comfortably relieved me a bit, so I started my practicum with confidence. **(PT3)**

As a source of confidence, participants claimed that their age boosted their teaching confidence. Being close to their students' age made them feel comfortable and helped them connect with them. They believed their proximity in age helped them understand and feel safe with their pupils' struggles. One participant (PT3) indicated that the narrower the age gap between them and their students, the better they could communicate. They felt more confident during their first high school practicum when they discovered they would be teaching 11th-graders their own age. They thought their age would help them connect with students. They felt better about their practicum since they could communicate better. This comfort and knowledge gave them confidence as teachers and helped them encourage and engage their students.

On the other hand, some of the participants also mentioned that they felt insecure because of their lack of experience (PT4). During ERT the participants had to learn everything through online courses, and they had improved themselves as much as they can theoretically. In terms of practice, they felt insufficient and that made them feel reluctant when they were about to start their practicum.

Honestly, I didn't have much confidence in myself. I did not find myself very competent, I needed a lot of work for this. I was constantly rehearsing, even before the practicum started, I was looking at the lesson plans and researching the psychological states of the students,

how to address the students and so on. I needed the experience myself, I needed to understand the students, to feel more competent and motivated, so I felt like I was missing a lot. **(PT4)**

I felt self-confident for high school groups, and my previous classroom experience provided this. I thought that I could handle it also in terms of professional competence, I started my practicum feeling self-confident. I was just wondering what I would encounter because my only concern was for younger age groups, will I be able to manage the classroom? I had such concerns whether I would be able to prepare material or concise with them the lesson plan that I had previously formed in my mind, would it go the same way in class. So, I was often watching lesson videos on YouTube for 'young learners', how they address them, what kind of material do they prepare? I was trying to improve myself, what kind of atmosphere is there in the classroom, how can I make it more fun. As I said, I was a little inadequate in that regard, but I was confident for high school groups. **(PT5)**

Due to inadequate teaching expertise, some participants felt insecure and unsure of their capabilities in teaching English as a Foreign Language (EFL). During the epidemic, emergency remote teaching (ERT) pushed them to learn mostly online, which improved their theoretical knowledge but left them feeling deficient in practical abilities. Lack of practical experience made them nervous about practicum. PT4 admitted their insecurity and incompetence. They practiced and researched lesson ideas and student psychology to make up for their inexperience. They believed the direct experience was lacking to comprehend and connect with students. Due to classroom experience, PT5 felt confident in high school groups. They worried about handling younger students and preparing resources and lesson plans. They believed they could manage high school groups despite their shortcomings. Thus, the theme is labeled as participants' insecurity from a lack of teaching experience. They agreed that practical knowledge and classroom experience boost confidence and motivation. They referred to the need to prepare and examine their teaching practices to improve their teaching and address their problems.

The participants' level of confidence was also influenced by their level of competency in terms of language and the field (PT7). Participants stated that being good at language itself made them feel more confident. However, because of ERT, where the online courses fell short in providing the knowledge they needed on how to teach or when they felt reluctant to attend the lessons at the time being, affected their level of confidence negatively.

I trust my English knowledge, whether it's grammar or other things, but I doubted whether I could transfer it to the student, I felt very worried, I thought that it wouldn't be enough when it came to the teaching part. **(PT7)**

Participants can convey their thoughts, ideas, and information more effectively when they are linguistically and subject-matter competent. Participants are better able to explain themselves, use rich vocabulary, and express their ideas clearly when they have confidence in their language abilities. They feel more capable of sharing their knowledge and participating in insightful conversations as a result of this excellent communication, which enhances their confidence. The feeling of being sufficient for their students also motivates teachers. Therefore, the PTs mentioned the importance of being competent in their field for themselves.

Some participants had also mentioned their old teachers in the past when they were students. Their own teachers were influential on their perceptions of themselves as future teachers. They talked about their hopes and fears regarding their teachers they had in the past. In some cases that also acted as a source of confidence for the participants **(PT8)**.

Before the practicum, I was absolutely sure that I would become a very good teacher. It was very important for me to be much, much better than my high school teachers, so I was saying that when I went to the practicum, my students would love me, we were waiting for the practicum with a lot of confidence and full of motivation, even in the third grade, it was like this before the practicum. **(PT8)**

For PT8 it was vital to become an effective teacher as a result of past experiences with his/her own teachers. Experiences with teachers in the past can influence self-confidence both ways, by establishing an atmosphere of encouragement and support, offer helpful criticism, and have faith in their pupils' potential positive influence on development of self-confidence can be observed, however, when on the other hand a teacher that is providing the opposite can cause decrease in self-confidence and motivation. In the case of PT8, the negative experiences s/he had with the teacher in the past encouraged him/her to become a better teacher than his/her teacher was in order to provide better experiences for his/her own students in the future. PT8's negative experiences served as a source of motivation for self-improvement and actualization.

4.3.1.1.2.2 Perception of Teaching

The role of the teacher in the classroom is found to be perceived differently between participants. Some participants have mentioned that their perception of themselves as teachers and their role in the classroom was similar to what they have learnt in their courses at the department, they hoped to be the teacher they learnt about in theory.

Since we had not taken any action yet, I thought that I would become a teacher exactly like the ones I read about, because I did not include my own personality traits, I thought that I would be such a teacher in whatever I was reading in those pages, articles and chapters given to us. (PT6)

The lack of experience in practice prevented them from forming their own identity and beliefs as future teachers. When PT6 was asked to talk about his/her teacher identity before the practicum, the answer was influenced by the theoretical knowledge s/he gained through courses at the faculty. The possible teacher self in his/her mind was pictured as what is written on the books.

4.3.1.1.2.3 Motivation

The participants have mentioned that their lack of experience was causing emotions such as anxiety, but it also enabled them to motivate themselves for improving and becoming what they want to become as future teachers. In that case the feeling of anxiety facilitated improvement and made them eager to learn.

Since I have never taught English in a classroom environment, I felt anxious, but also had great desires. My fears revealed themselves as a great motivation. I was very enthusiastic and anxious at the same time, but I believed that I could be successful because I always tried to overcome these anxieties by trying to improve myself. (PT9)

PT9 used the fact of being inexperienced as a source of motivation and what was perceived as lacking became a strength in terms of enhancing continuous improvement and self-awareness on personal potential.

The narratives elicited from the participants elucidate the intricate nexus between novice status and the impetus for professional development. The initial absence of experience, though inherently accompanied by anxiety, can concurrently function as a crucible for intrinsic motivation and pedagogical refinement. PT9's reflection exemplifies this duality; the anxiety engendered by unfamiliarity turns into a catalyst propelling a fervent quest for pedagogical enhancement. This apposition emphasizes the notion that perceived deficiencies,

when critically analyzed, can be transmuted into opportunities for epistemological and professional augmentation. Rather than perceiving inexperience as a liability, pre-service EFL teachers are considered as reconceptualizing it, allowing it to prompt their conduct. Such metacognitive resilience and adaptability are figures of educators poised to not merely navigate but also leverage the challenges they encounter, thereby facilitating their continuous evolution within their professional experience.

4.3.1.1.2.3 Feared Self

A person's "feared self" is a mental picture of the psychological traits that s/he is scared to acquire in the future and experiences anxiety or dread when thinking about acquiring those traits. The participants of the current study had been addressed with questions regarding their perception of themselves as future teachers and the traits they are scared of acquiring. Then their answers were analyzed and the themes below were revealed.

4.3.1.1.2.3.1 Perception of Teaching

Some of the participants have mentioned that during their practicum they felt like the students did not take them seriously and that made them question their stand as a teacher.

We saw that the students didn't care much about the things we did, we thought so anyway, it scared me a little bit, there was only fear, so I didn't have any expectations. (PT11)

In terms of their feared future teacher selves the participants stated that they felt scared of demotivating students and reducing their enthusiasm for learning (PT1,2). Some participants have also brought up the term 'traditional teacher', they said that they feared becoming one of these traditional teachers they see frequently (PT3).

The type of teacher I feared to be is that conventional, very orthodox, traditionalist, antiquated type we have seen over the years. This scared me a lot, if you continue with what you saw until you grow up, the new generation will grow up just like us, then this wheel will not break somehow and will continue to turn, and this is a bad thing, because I thought that the education system will get worse and worse, I would not be that kind of teacher. (PT3)

The participants frequently mentioned the role of a teacher as a counselor (PT5). They stated that one of the things a teacher should be good at is to know how to handle situations and comfort students. According to PTs, guiding the

students and providing them with possible solutions and listening to them attentively are required qualifications in a teacher.

We are somewhat lacking in the field of guidance towards students, for example, when we encounter a different student behavior, how should we react to a student with bad habits, how should we change him/her? I think we are lacking in that sense, because unfortunately we did not receive much training in this field, and when we went to practicum, we observed too many cases or events, and I had fears about that. You know, if I can't manage their psychology, if I can't provide them with enough guidance, how can I make them give up bad habits? Frankly, this is the type of teacher I feared becoming. **(PT5)**

The participants mentioned that they were feared of becoming teachers that always shout in vain and distract the students even more by making sounds to warn the students. They did not want to be unsympathetic and impatient toward the students (PT8,9,10). In addition to that PTs also mentioned the importance of language competency for them to become an effective teacher (PT10).

4.3.1.1.2.3.2. Motivation

The participants stated that they feared becoming teachers who are only motivated for their salary and do not show any enthusiasm towards their job (PT4).

I was terrified of being the type of teacher whose only job is to teach English and who did her/his job to get paid. **(PT4)**

Some PTs mentioned that they were reluctant to teach young learners, as they had to come up with fun and engaging activities, and prepare colorful, diverse, and exciting materials. Having no experience in that sense made them feel demotivated towards teaching young learners.

I had a profile that was completely focused on high school groups and wanted to work with older age groups, you know, I was a little worried about young learners from younger age groups, because I need to prepare such colorful materials and entertaining activities, I couldn't feel myself enough for this, I couldn't feel very motivated. That was the type of teacher I was afraid of. **(PT5)**

The Pts have mentioned that teacher belief is important and influential on their perception of teacher selves. They feared feeling demotivated for being a teacher. They stated that if a teacher is not internally motivated and does not have faith in herself/himself, that teacher cannot be effective for the students.

I believe in teacher belief very much and I think I will be a very bad teacher unless I have internal motivation and my own belief, and frankly I am afraid of being such a teacher. **(PT6)**

4.3.1.1.2.3.3 Stakeholder Interaction

The PTs have mentioned about their old teachers they had in the past several times, they feared becoming like those teachers, who are demotivated to do their jobs, and reflect their own problems and emotions onto the students.

I met teachers who reluctantly chose teaching professions, and when I saw how demoralized it made me towards the course when I was a student, I said to myself that if I become a teacher in the future, I will never be such a teacher. (PT7)

Making the decision to become a teacher reluctantly may lead to a lack of passion and motivation as PT7 observed and mentioned. Teaching takes devotion, commitment, and a sincere desire to work with pupils and support their learning. Teachers that chose the profession reluctantly may have difficulty discovering their intrinsic motivation and excitement for their work, which can limit their overall effectiveness and sense of fulfillment as educators. PT7 stated that the experience s/he had with his/her teacher in the past made PT7 eager to be better than that.

4.3.1.1.2.3.4 Limited Experience

For some participants the limited experience they had in teaching before practicum caused them to fear teaching and made them feel anxious as they formed their ideas according to their experiences, which was not enough for their developmental stage.

I worked in a private institution for 2 months or so in the summer before the practicum started, so I got involved a little bit, I mean, at least I saw the students. There was a feeling of fear that came to me, because I felt that with our education being corrupted, the students were also deteriorating, because no one had a purpose anymore, the children didn't care about anything, you know, even if you did something fun and interactive, the children never responded to it. I mean, they didn't care much, so I was afraid at that time, but I thought that I could be good in terms of teaching ability or work in general. (PT10)

As PTs only get to experience a real teaching environment with the practicum, they do not feel sufficient and ready to teach before that. However, some PTs experience teaching in their personal life if they chose to work. The experience they gain enables them to observe the teaching environment and the students, unfortunately that experience can be inadequate and without a mentor to guide them can cause anxiety, due to lack of improvement and support. As PT10 stated, the limited experience aroused concerns about how to engage students who have been affected by ERT and the pandemic. PT10 expressed his/her awareness

of the fact that not only teachers but also students have been affected by this sudden change, therefore PT10 felt puzzled, which required a different approach to teaching.

4.3.1.1.3 Post ERT

As the restrictions eased up, the universities started providing face to face lessons again. The participants, who were in their senior year that involves practicum, also started the year face to face. The questions asked for the participants were about their experiences after ERT and how their perception of their future selves evolved accordingly. Following the content analysis of the data, the themes below emerged by completing the thematic analysis.

4.3.1.1.3.1 Ought to Self

Ought to self is the portrayal of the qualities that one feels they ought to have, showing their feeling of duty, obligation, and responsibility. Therefore, in order to identify PTs' ought to self as future teachers, and to see whether there are changes observed in their answers as their experience with ERT is finished and they have completed their practicum face to face, several questions were directed to them to answer. The analysis of their answers revealed the themes shown below.

4.3.1.1.3.1.1 Teacher Effort and Self Improvement

The participants stated their ideas on what kind of qualities they should have in order to become effective teachers. They have stated that being innovative, following the latest news and being up to date are required traits for being an ideal teacher (PT1,10,11). They focused on the importance of being aware of lifelong learning and always improving themselves as teachers. They have also mentioned that being culturally aware and knowledgeable would benefit them in terms of developing an inclusive approach toward different elements within language and people. Gaining practice was also highlighted to be able to transfer their theoretical knowledge to practice.

Being innovative, always following the agenda, being able to follow the developments in the field, never losing the desire and excitement to learn, what can I say, I always try to keep myself up to date and develop myself in terms of both field and teaching knowledge. I also aim to improve myself more in terms of culture. I would like to have more cultural knowledge outside the English field so that I can talk to students and teach them new things. At the same time, no matter how much we develop ourselves theoretically in teaching, we

can only gain this experience by living, so I want to gain this experience as soon as years go by. **(PT1)**

I never say that I am done, I have a lot to learn, I have a lot of things to add to myself, and this feature also makes me a person who likes to research, I think this feature will contribute to my teaching. **(PT2)**

If there are new methods coming out, s/he should learn them in teaching or for example, I'm a little behind in terms of technology, so in this respect, I should consider, what can I do to improve myself, etc. **(PT11)**

Self-development plays an important role in the formation of a teacher's identity, as PTs pointed out. Because of the dynamic nature of education, which causes it to constantly evolve, PT1 suggested that staying up to date on the most recent news and innovations is necessary in order to become effective teachers. The concept of continuous self-improvement is beneficial to the professional development of teachers because it helps them improve their teaching skills. The adoption of a growth mindset has benefits not only for those in teaching positions, but also has a positive impact on the educational experience of students.

4.3.1.1.3.1.2 Perception of Teaching (Professional Traits)

The participants have mentioned several traits and abilities they believe teachers should have in order to become effective and successful teachers in the future. They stated that traits such as being an observer, thinking critically and analytically, and being able to foresee things are important for future teachers **(PT3)**.

I think one of the most important characteristics for a teacher is to be a good observer, this is a very important feature for me, it is very important to be a good observer both in professional development and personal development. Another feature is to be teachers with critical and analytical thinking skills. This is very important. Thirdly, teachers should be able to understand things in advance. I would say that they need to have the ability to make inferences from the movements and from the things they hear, rather than expecting to be presented everything on a ready tray. I think the ability to make inferences is a very important feature, I think. **(PT3)**

They have also mentioned that they believe teachers should be away from monotony **(PT4,7)** and traditional methods in the classroom. They emphasized the importance of being up to date and being aware of what is going around in order to keep up with the improvements and become a teacher that facilitates and adapts to 21st century skills **(PT4,8)**.

For me, one of the qualities that a teacher should have, is to be away from monotony, because we know the traditional types of teachers. I don't think it is effective to be the teacher who enters the classroom, opens the blackboard, opens the book and always tells the lesson like that. A teacher needs to be far from monotony, unique, have different qualities, and be innovative, and s/he needs to keep up with 21st century skills. **(PT4)**

If I have become monotonous and I don't like this monotony anymore, if I do my job with hate, I will definitely transform myself for something that will change it, I will put myself in a change because I definitely don't want to continue that way and reflect it on my student, in no way do I want to continue my own life that way. **(PT7)**

Some other traits that the participants mentioned that future teacher should have are being hopeful, patient, not reflecting their personal problems to the class, able to wear the mask when needed in the class, continuous to feel excited for the occupation, competent in the field, dignified, respectful, painstaking, and internally motivated. **(PT5,6)**

... who can show patience, who is always hopeful, ... s/he should be a teacher who can wear that mask when necessary in the classroom that does not reflect his/her emotions to the class. S/he should try not to lose his/her enthusiasm, and I think s/he should have an authority over the students, s/he should have a certain dignity, s/he should be able to gain this respect, s/he should be able to maintain the teacher-student relationship when necessary, besides, s/he should definitely put his effort, that is, a I think that he should not prepare a material beforehand or find it on the internet and go with it, s/he should put a lot of effort into it, that the students should also respect this effort, that they should be able to create this awareness with them, and s/he should definitely feel such pleasure as a result of this effort or because of the mark he left on the students. **(PT5)**

Another participant (PT6) stated that teachers should be genuine and thinks that teacher selves would be variant for each teacher (PT6,7), according to different reasons and conditions. PT6 also mentioned that s/he never met an ideal teacher like s/he explained. For PT6, it is also important for a teacher to set boundaries between the teacher and the students to avoid causing problematic situations.

For me, being absolutely yourself is the definition of an ideal teacher. I think this is a very variable thing, I think it varies from person to person, as I said, my definition of an ideal teacher is that the student is not afraid to ask questions, and will not hesitate to make mistakes. But I never met such teachers in high school. In my opinion, an ideal teacher should definitely set the limit in terms of building friendship with students, other than that, as I said, s/he should not reflect any personal unhappiness to the student. **(PT6)**

PT9,10 and PT11 mentioned that teachers' level of language competency should be high in order to provide quality lessons for their students. They should

be also careful about favoritism, it is stated to be important in order to be equal to each student and not let them be apart from the lesson (PT9,10).

First of all, the teacher's English language skills should be high level, and on top of that, the teachers should be able to show the same unconditional respect and attention to each of the students because the 'favoritism' is observed too much among teachers. **(PT9)**

In my opinion, the most important thing is that the teacher is absolutely fair and equal to everyone, and secondly, language skills, that is, if he calls 'cucumber' as 'kukumber', even if he is the best person in the world, no. I think these two are the most important, other traits can be being fun, a teacher who can use new techniques. **(PT10)**

Language skills and proficiency of the teacher are very important. **(PT11)**

I believe that every child has a capacity, both academically and psychologically, so I think that I should approach every child equally without making any discrimination and provide education and training in this way. **(PT11)**

PT9 also stressed that in order to become the ideal teacher of his/her, one of the strong characteristics s/he has is to reflect on and not obstinate when becoming aware of something s/he done wrong or that s/he is lacking.

What I have as the feature that will enable me to reach this teacher or bring me closer to it, I think is the awareness and speed I have in this regard. I see what I am lacking, I am not stubborn about that, I can judge myself, I guess this is one of the best of my traits bringing me close to that ideal teacher. **(PT9)**

Some PTs had also mentioned that some of the teachers that they got to observe, did not include warm-up activities in their lessons. PT1 states that having fresh knowledge is advantageous in that sense, because they get to do what should be done and what they have learnt necessary.

While I do not skip the warm-up phase in any of my lesson plans at the moment, the teachers I observe in the classroom definitely skip this stage, if there is one in the book, they only include it, be it a song or a discussion, they do not make any extra preparations outside of it, but of course, since my knowledge is fresher, I am more aware of this. **(PT1)**

For the participants, a teacher should be energetic, fun and be good at adapting different contexts and conditions easily.

My students always say that I am a very energetic teacher, I also do a sack race with my students, I adapt in every way when necessary, without crossing the disciplinary boundaries with them of course. I think that being this energetic will contribute to my teaching. I am fast, this allows me to easily adapt to any problem, like a pandemic. **(PT2)**

My strongest point is definitely that I personally don't like routine, but even though it is something that we unconsciously suck in, I think I have a bit more awareness of it compared to other people, and I find myself very energetic mostly, again this is what I'm afraid of. I guess it prevents me from being a teacher who is monotonous, boring. **(PT7)**

PT3 mentioned that his/her useful trait as a teacher is that s/he is inquisitive, has a flexible mind which allows him/her to adapt to different situations and is open to new things (PT3). S/he also emphasized that s/he is not a quitter and always pursues what needs to be done, which is regarded as an advantage of his/her.

I think that I am very open to innovations, I think that I have a very flexible mind, frankly, I do not fully devote myself to any idea, I always search it, I have a questioning personality, I think I have critical and analytical thinking skills, so I see this as a huge advantage for me. As I said, I try to be an idealist until I implement the plan in my head, and this is one of my strengths, let's just say I don't give up so easily before I reach my goal. **(PT3)**

PT4 also stated that being open to new things and being aware of individual differences will give her the edge in the field of teaching.

I think that I am a person who is open to all kinds of ideas and differences, I can always be respectful to the individual differences of students and I can always be there for them. I am innovative, I am open to all kinds of ideas, I think these are the features that can contribute to me when I become a teacher. **(PT4)**

PTs have also stated that as a teacher they should be able to provide a safe and engaging learning environment for the students. They mention that being calm and fair in that sense would help them (PT8,9).

I cannot argue with students because I am a calm, self-conscious person who does not get angry, so I can relate to the silence, calmness, and serenity of the classroom environment to myself. These are my strengths, so I think that the students will be comfortable, and they will not hesitate to tell me anything. **(PT8)**

I am also a very calm person in general, and I think it will also help students feel more comfortable talking and interacting with me and in classroom control. **(PT9)**

The PTs have mentioned traits that they think they should have as future teachers. As PT4 and PT7 mentioned they would like to be away from monotony and as PT4 and PT8 said should follow the latest news and be up to date in order to keep up with the innovations and improve themselves accordingly. On the other hand, PT6 and PT7 stated that teacher identities would differ from teacher to teacher and they proposed that there cannot be one specific teacher type that is perfect and fits all the requirements of the teaching profession. Therefore, they suggested that being a teacher requires a flexible approach to identity formation and shape according to the needs of each class. PT9 mentioned self-reflection as a strength and stated that one should always reflect on oneself in order to pursue meeting standards and becoming the best self. PTs also suggested that as future

teachers it is important to have a high level of language competency in order to provide rich and engaging materials. In terms of individual differences, PT4 stated that a teacher should always respect differences in the classroom and vary their methods and strategies in order to meet each student's needs and provide an engaging learning environment. Being calm, fair, a good observer, and good at thinking critically and analytically are some other traits that PTs stated as teachers should obtain.

4.3.1.1.3.1.3 Motivation

The participants of the current study have mentioned the idea that there is an uncertainty in teacher identity development, it is referred to as a variable, flexible and ongoing process (PT6,7). They are also not sure whether their positive motivational levels are a result of the practicum experience and their own perception of the process or will that motivation decrease as the years go by. PT7 is questioning herself/himself in that sense.

I don't know if I'm doing it with forced motivation, you know, because I didn't start my job yet. I can say that the teacher characteristics I have and the teacher characteristics in my ideal self fit 80% right now, but I don't know exactly whether this is due to my current motivation or it will be the same in the future. **(PT7)**

The participants mentioned that being young feels like an advantage to them. Having learnt everything new and being included with the technology are stated as advantages over older in-service teachers. They also emphasize that having no bad experiences with administrators, the curriculum and the people they need to come across because of their occupation helps them feel comfortable, enthusiastic and motivated toward teaching.

Our biggest advantage is that we are younger, our knowledge is much fresher, and we have not lost our excitement. Maybe the fact that we haven't had problems with the school administration and the curriculum keeps us more vigorous... **(PT1)**

... We can use technology better compared to in-service teachers now, and we can include technology in the classroom. We can adapt to new programs, current developments and technological developments much more easily. **(PT1)**

As our friend said, we were born into technology. If I remember correctly, I had my first computer in 2007. I was only 8 years old and I have been using computers actively since I was 8 years old, and this is really a great blessing because I always do something with a tablet and phone, you know. I think that being able to use it will make a good contribution to my teaching. **(PT2)**

We are young, highly motivated, agile, although I don't have a lot of experience, maybe because I don't have bad experiences yet, I have only had very good experiences so far, that's why I see and feel myself as a good teacher during my practicum experience. (PT6)

PT11 mentioned that her goal is to make students love the course and enjoy learning as a result become internally motivated and do what they should do as a student willingly. In order to motivate students, she is using her own confidence and belief in being able to accomplish that.

My strength is that I think I can make students love the course in general, I think they can be curious about English and like it, they will probably study willingly themselves. (PT11)

PTs have stated that they are motivated to become teachers, as they are young and their knowledge about the field is fresh they believe their influence on their students would be more effective. However, they are also concerned about the possibility of experiencing a decrease in their motivation level as the years go by. The PTs are aware of the importance and impact of teacher motivation on students' success and motivation, as motivated teachers prioritize student needs and wellbeing. Motivation also enables teachers to become explorers of different methods and approaches to teaching, in order to provide students with rich materials and promote creativity and critical thinking skills. Which results in professional satisfaction and fulfillment that enhances teacher development and well-being.

4.3.1.1.3.1.4 Confidence

Participants stated that having gone through the process of practicum after ERT, they have started to feel more like a teacher (PT1). Their faith in themselves as a future teacher increased and their perceptions of their teacher selves were facilitated positively.

...Besides feeling like a teacher, I feel like a successful teacher, I think that's the important thing. (PT1)

Some of the participants have also mentioned that they started to feel like a teacher when they are in the school environment and those kinds of places, where they are addressed as a teacher.

There are things that make me feel like a teacher, for example, there are leveled education systems in foreign language courses and I taught courses to 28-year-olds, 30-year-olds and 38-year-olds, and their courses are over, but when we come across on the street, they always call me 'teacher', as everyone including my family talk to me like this, I really see myself as a teacher ready to teach, ready to experience. (PT2)

When I started my practicum, a boy came and said, “Oh, teacher, have you just started to work?” I said to myself, I am a teacher now. **(PT8)**

However, some participants have mentioned that as they leave the school context their identity as a student outweighs and therefore, they stated that they need a validation of sorts to accept themselves as teachers.

I just feel like a teacher at the place where I work, but the moment I walk out the door, I could not enter the mode of being a teacher in my personal life because we are still students, it is still not finished. **(PT10)**

I also feel very much as a teacher when I am at school, especially in secondary school. The moment I leave the school, it decreases. **(PT11)**

PT7 also mentioned that s/he observed the change in his/her body language. They way s/he acted in the classroom and gestures s/he used made her realize that s/he actually feels like a teacher.

...I felt like a teacher while I was holding my arms together, waiting for the students to stop talking. **(PT7)**

PTs have also brought up that when they think they are appropriate to be a teacher or it is their dream job, their level of confidence seems to be higher, and they seem to claim the title as future teachers (PT1,9).

It was a profession I always wanted to do and now I'm slowly getting the opportunity to bring it to life, and it makes me feel like a teacher. **(PT1)**

Teaching is a profession that I can identify myself with and it is a profession that I will not hesitate to do all my life. **(PT9)**

The PTs mentioned that their confidence as future teachers was influenced by the external validation of others, such as receiving positive feedback from the students and mentors. Being addressed as a teacher also enabled them to accept their teacher self and started to feel like one. The teaching profession being their prior choice as an occupation also served as a source of confidence and PT1 and PT9 stated that they felt suitable for the profession and that they will not have regrets of their choice.

4.3.1.1.3.2 Hoped for Self

Hoped for self is the portrayal of the qualities one aspires to have, showing their ambitions, aspirations, and wishes. After ERT, participants that have completed their practicum face to face were asked questions regarding their

perception of their hoped for teacher selves in order to identify whether there are changes to be observed in their answers.

4.3.1.1.3.2.1 Experience (From Theory to Practice)

The participants have stressed that the experience they had through practicum enabled them to transfer their knowledge into practice from theory. They believe practicum is influential on their way of perceiving the occupation and the components of teaching by enabling them to observe the process in an authentic context. Several participants have stated that they started to feel like a teacher after practicum, even though they had their worries at the beginning.

Thanks to my practicum experience, I had the opportunity to observe our teachers working in our current schools. I had the chance to see the functioning of the school closely and I learned some lessons for myself from here. ... It was a great experience, it made me feel like a teacher. **(PT1)**

PTs stated that the experience helped them overcome their fears and enabled them to develop a balanced approach as a teacher.

I realized that I could not be the type of teacher I was afraid to be, no matter what age group I would work with, that was a great feedback. I also thought that I would not be able to connect with the students in the secondary school groups and I would have difficulties in communicating. I realized that it was not true, that I could address them as well. This was one of the things that impressed me the most, or that motivated me in the most positive way. ... You know, there has been a positive change, I believe in myself now. I think that I can appeal to any age group, communicate with that age group, and meet on the same page after this practicum experience. **(PT3)**

I overcame some of my fears for the most part. Seeing it on the spot, I thought that I didn't need these fears because we experienced it personally. I thought that I could overcome them, I even saw that our field proficiency could benefit them enough already, that it could be at their level, which I think will improve further as I teach. **(PT5)**

PTs feared not being able to connect and communicate with the students in an effective manner. However, their experiences showed them otherwise.

I was afraid at first too, I overcame all my fears later, because now as a teacher, when you enter the classroom and you see those eyes waiting for you with that look on the faces of the students, you really feel motivated. I was very afraid that the students would not understand me, and I could not communicate with them, but I realized that they also need to be understood, they are much happier when we meet them with a smiling face, they show a lot of motivation in the lesson, they become very willing to listen to the lesson. **(PT4)**

PTs also stated that they saw how important their knowledge on how to react to students in different contexts. Classroom management and counseling are keys

to teaching rather than having the theoretical knowledge to deliver. If the class is not ready to learn you cannot teach them what you know.

There have been some changes in terms of managing the psychology of students, as I said, I started to study something about counseling because no matter how much field knowledge we have, I saw that it would not help if we could not prepare students for that lesson and regulate their behavior, because they would not listen. I saw that I can be at their level. I think it will get better as I teach. **(PT5)**

PT11 stated that as a future teacher, what s/he aims at is to be able to bring theory into practice, which means being able to apply the knowledge she gained through the courses in the faculty and transfer it effectively into the real classroom environment. The ability to adapt the information to be transferred to the students and the activities to be applied and the materials to be used according to different levels and needs is also emphasized by PT11.

I want to be a teacher who can combine all the courses we have studied in our faculty and transfer them to practice, and who can adapt it to different classes. **(PT11)**

The participants highlighted the significance of their practicum experience in terms of its ability to bridge the gap between theoretical knowledge and the practical application of that knowledge. They reported that the practicum provided them with the opportunity to observe teaching in a real-world setting, which resulted in a shift in their perception of the teaching profession and the various aspects that comprise it. Many of the participants reported that they felt more prepared to teach after completing their practicum, despite their initial concerns. They were able to overcome their fears and develop a more balanced approach to teaching as a result of the experience. In addition to this, it allayed their concerns about effectively connecting and communicating with the students. The participants came to the conclusion that mere theoretical knowledge was not enough to be an effective teacher; instead, they needed to be able to understand and cater to the requirements of their students, as well as employ skills in classroom management and counseling. The participants gained confidence in themselves as a result of the practicum experience, which motivated them to further improve their teaching abilities. One of the participants' goals was to successfully apply theory by effectively transferring knowledge gained from university courses and adapting it to various classroom situations. This was done while taking into consideration the various levels and needs of students.

4.3.1.1.3.2.2 Perception of Teaching (Professional Traits)

The participants have mentioned that even though before their practicum, they thought they would be the friendly, fun, calm teacher in the classroom, they realized that it might be difficult to pursue that from time to time. They mentioned that they would like to be able to keep the relationship with their students healthy by establishing a balanced teacher approach toward students and provide them with a safe learning environment by accomplishing discipline in the classroom. Most participants mentioned that accomplishing discipline in the classroom is not as easy as it seems and PTs have stated that they actually started to think being a teacher is more challenging than they thought at the beginning (PT11). PT2 mentioned that finding balance between their approaches to students would benefit themselves in terms of providing effective teaching.

I noticed that in the way our teachers approach students, for example, I am a very friendly person, I always hug and laugh. I saw this type of teacher as well, and when I saw a teacher who is more disciplined, I realized that I should be neither too harsh nor too soft towards students. When I couldn't control the discipline, I realized that this had an impact on many things, which caused a lot of difficulties in teaching. I realized that I wanted to be a democratic teacher in terms of discipline. (PT2)

As I said about my identity, I was expecting something sweeter from myself, someone who doesn't make much noise, who will say 'oh please' or something while trying to control the classroom, but at such moments, I really felt like a tiger, so I met a new face of mine, ... something like a tiger comes out of me and with my eyes I give a message like 'no, it's not right now, it's class time', My teacher identity is completely in a balance between these two approaches. (PT7)

Some of the participants mentioned that they thought everything would go according to the book in the classroom. However, the experience they gained during practicum helped them realize that not everything should be and can be perfect in a lesson. The participants state that the variables affecting the classroom environment are so much that it is really difficult for a teacher to control everything happening. There might be ups and downs, good days and bad days. PTs gaining that awareness evolved their perception of themselves from a perfect teacher profile that fits all to a flexible teacher identity that can transform and adapt when needed in different contexts and situations (PT6,8,9).

We have always learnt the classroom and teaching through the book until now, last year one of our teachers gave an example in the lesson planning course, s/he mentioned an example of a problematic student, and I realized that I had never imagined that I would

have such a student before, and now, while doing my practicum, I come across such students. I have always seen that not everything will be perfect but, I am changing my perception of myself to a teacher who is trying to teach well and effectively. **(PT6)**

I'll be totally class-based and definitely not have a certain type of teacher identity. I will be a different teacher for each class, according to their needs, according to their actions and feedback. Now I think that I should be the teacher that the class wants and needs, you know, instead of being the good teacher, I will be whatever teacher type is good for that class. **(PT8)**

I have come to terms with the fact that I cannot always apply the answer I gave to the question of what kind of teacher I want to be, so I accepted it and I guess I will act accordingly from now on, because absolutely every class is never the same, the students in the class and even the student profiles are incredibly different from each other. I definitely think that if I can get the best feedback when I do whatever I need to do according to the student profile, I will. But of course, the practicum also has a huge impact on this. **(PT9)**

Proposing the idea of being a flexible teacher, after their practicum experience PT6,8,9 have stated that there cannot be a specific teacher identity to build to be the best and most effective teacher in the field. Each teacher needs to develop their own identity according to different contexts and needs. They have also highlighted the importance of feedback they would get from their class, by doing that the PTs get to decide on their actions as a teacher according to their own target group, therefore providing the students what they actually need.

Thus, practicum enabled the participants to realize that they cannot always be the fun, friendly teacher (PT8). After the experience, the PTs stated that their idea of being the perfect teacher all the time seemed to be unrealistic, and they mentioned that the occupation is actually harder than they thought (PT11). Some PTs even stated that they might show some of the traits that they did not approve of their teachers doing before the experience. They have stressed that there can be times where they cannot control everything and feel overwhelmed and as a result end up doing the things that they thought they would never do as a teacher.

After the practicum, I realized that I could not be as fun as I thought, that there should be a border and a system between me and the class. **(PT8)**

In general, I realized that from the 1st year until now after the practicum, maybe I should be a little more serious in the classroom. **(PT10)**

I never thought that teaching was easy, but I realized that it is more difficult than I thought. Not being able to convey the information to the students, to be able to approach children equally, not giving the boring part of teaching the language, teaching the language in a more fun way, there are these aspects, too. That's why when you add all of these together,

and we all have our own lives as well, I realized that it is a little more difficult. This even made me consider my choice a bit. I will do this profession for years, but because I love children, there is no problem. **(PT11)**

The participants have stated that they would like to be teachers who pursue their profession willingly, feel excited and do not get bored in time (PT1,8). They believe being happy doing their occupation makes a great difference in their effectiveness in multiple aspects. The PTs mentioned that building good relations with their students and accomplishing healthy rapport between students and themselves is one of their priorities. (PT1)

I want to be a teacher who will never get bored of his/her job, who will always do it with love, who will never lose his/her excitement. Because this is a very important thing, doing a job with love because this affects our whole attitude. I definitely want to be a teacher who has a healthy communication with his/her students. **(PT1)**

The student-friendly, helpful, energetic teacher that is never getting bored and following technology, which I dreamed of at first, is still the teacher I want to be. **(PT8)**

They mentioned that it is important for them to create a safe and fun environment that facilitates learning for their students (PT1,6). They would like their students to trust them and be open to share their thoughts. Motivating the students for constructive learning other than only providing them with the direct knowledge and expecting them to passively receive the information (PT1). The PTs stated that they would like to become teachers who can have an influence on their students, touch their lives, and make a difference in that sense (PT1). PT2 also mentioned his/her motivation to be able to widen students' perspectives as well and enable them to think out of the box.

I want to be fun and I want to make my students have fun. I want to make them love learning instead of just receiving the information provided. Even though my major is English, I want to touch their lives in general. **(PT1)**

The teacher I hoped to be is still the same. I want to be a teacher whose student is not afraid to ask questions and not afraid to make mistakes. Them asking me questions is what motivates me the most. I do not want to be a teacher who is inconsistent, reflects his/her own bad things to the students, reflects the bad things that have gone on in his/her life, his/her personal problems, his/her personal unhappiness to the student, and reflects this resentment on them. **(PT6)**

I would like to provide them a world that is always respectful to students' views, that can widen their horizons, and where there are many different and endless views on life. **(PT2)**

The PTs mentioned that as a future teacher language competency is also important for them (PT10). They would like to be a competent teacher that can enable students to love learning English.

I want to be a teacher who is fun, can use the language competently, can manage the classroom and, as PT9 says, can create such a classroom environment when children hear that they have English lesson, they would say, "Oh, is this class in English, awesome!"

(PT10)

Some PTs have mentioned their will to be sophisticated as a teacher, they believe as a teacher their level of general knowledge should be high and they should be idealist. PT3 mentioned an experience of his/her during practicum, saying that when a teacher is knowledgeable about the topics they are covering in the lesson, the students feel impressed and the feedback they get from the students on how interesting and fun the lesson was is what makes PT3 enjoy teaching.

I would like to be a teacher with a high level of general knowledge, because, I want to give an example from my practicum experience, the topic I studied with 7th grade was 'Planet', as I feel interested in astronomy and I think I have enough knowledge in this field. In the lesson, I saw that students learnt a lot and got very happy, especially when they found answers to their questions. When they ask a question, and you answer that question satisfactorily rather than saying "Look it up and tell us next week", I think the feedback you get from the students, both by gestures and facial expressions, and verbally is very important. **(PT3)**

PT4 and PT5 stated that as a future teacher, s/he would like to be progressive, be able to adapt to changes, as change is an inseparable part of life. Being compatible with the constantly evolving and developing world, teachers need to be able to keep up with that.

The world is constantly changing and it is necessary to keep up with these changes.

Because students are young, they can adapt to these changes immediately, but I think that teachers should also be able to adapt as well. **(PT4)**

I want to be a teacher who can adapt to new generations or new generations who can keep up with the modern age, and who can adapt their teaching materials and approaches. **(PT5)**

For the PTs it is important to be patient as well. PT5 mentioned that according to his/her observations being a teacher can be challenging and exhausting since the need to deal with so many different things at the same time as well as administrative issues are a part of these challenges. In times of facing difficulties or demotivating situations, PT5 emphasized the importance of being patient and steady.

I want to be patient because I can say that being a teacher, who can be patient in difficult situations such as additional workload, would definitely discourage us from working in MEB or in other institutions. I would like to be a teacher that can carry on doing his/her job without giving up even in these situations. **(PT5)**

PT7 stated that it is important for him/her that students are willing to learn for themselves. Enabling students to feel that learning is not something mandatory but fun and this becomes a mutual understanding of both teachers and the students that results in internal motivation.

I want to be a teacher that makes learning the provided information not felt as an obligation, so that one really motivates oneself internally and does not say ‘I wish it is over’. **(PT7)**

The PTs 8 and 9 stated that their hoped for teacher self started to sound hard to attain, however they mentioned that this realization did not affect them negatively, in reverse it actually made them ambitious in order to achieve their goals and pursue their career as they hope it to be.

...However, my belief in reaching that great person has decreased a bit. I realized that I will have difficulties in time. It's like I'm slowly realizing that I won't be energetic, that my patience will run out after a while, but I'll try not to let that happen. **(PT8)**

The most distinctive feature of the teacher I aim to be, is being friendly, I aim to be a teacher that students will not avoid and they will not hesitate to be in the same classroom environment with me. It was like this before the practicum as well, but as PT8 said, since I saw how difficult it is to achieve this, it became more important to me and my ambition regarding this issue is even more now. **(PT9)**

It was stated by PT11 that the role of the teacher as a counselor is highly crucial and believes that being loved as a teacher by the students would enable him/her to bond with the students in an easier way, leading and helping them figure out their problems and become successful students. Being able to support students and have an influence on their development is aimed.

I think the important thing is to be loved by the students as a teacher, because the only way we can improve and support the student both academically and psychologically is through being loved. **(PT11)**

During their practicum, the participants had to confront the challenges of classroom management, discipline, and pedagogical adaptability, which led to a transformation in their perceptions of being a teacher. They realized that being an effective teacher requires a balanced demeanor and adaptability to the varied teaching landscape. However, their foundational objectives of continuing evolution, erudition, love for the job, and patience remained intact.

The reflections of the participants highlight the nuanced complexities of forging a teacher identity, emphasizing the transformative experiences of the practicum and the dynamic interplay between ideals and realities. They illustrate how the participants initially aspired to be the amiable and fun-filled educator but later realized that being democratic and measured is more effective in fostering a learning environment.

Moreover, the teacher's role as a mentor and counselor is crucial, as establishing rapport and trust with students is pivotal for their holistic development. The experiences of the participants accentuate that effective teaching transcends mere content delivery. It encapsulates a symbiotic relationship with students grounded in mutual respect, adaptability, and an unyielding commitment to fostering an environment where learning thrives.

4.3.1.1.3.2.3 Student Profiles and Differences

The participants stated that thanks to the practicum they got to see and experience different students' levels and profiles. PT10 mentioned that high school students are actually harder than s/he thought since they have been exposed to specific, traditional ways of teaching and when the PTs are trying to involve something engaging and interactive the students seem to reject it. Therefore, according to PT10, working with young learners started seeming to be easier because that group of students do not have a set mind yet and they can adapt to their teaching styles, as a result make a change in teaching standards and apply the new methods they learnt in their courses in the faculty, compared to traditional teachers and their old methods.

We have seen different student profiles. We saw how English is taught in MEB schools, and the bad thing is that you can fix things with 5th grade students, because students are just starting to learn and they are young, you can make them like different styles and methods. However, in high school the teacher comes and says to them 'you're going to write this and that' then it's over. If I tell a high school student to write his/her name, the student knows everything, but since s/he is not involved with different methods, there is no productivity, so the lessons are full of reading, listening, only that style. Frankly, I felt a little sorry for them. I did more reading and listening activities with them, but of course, I was always trying to include them with speaking. **(PT10)**

PT10 stated that as the students' age is higher the harder it is to make changes in their way of learning. Being exposed to a specific teaching style for

longer years can challenge the teachers who would like to make a change according to their own truth and ideas in terms of teaching. PTs also mentioned that they believe as future teachers they should always show students understanding and accept their differences.

I would like to be a teacher who is aware of the individual differences of the students. I would like to be a teacher who can understand and address them accordingly. (PT4)

The reflections of the participants reveal how deeply entrenched pedagogical practices can affect students, especially as they progress through their academic journey. PT10's observations highlight the contrast in teaching different age groups. Younger learners, who have not been exposed to rigid instructional methods, are more open to integrating new and engaging pedagogical strategies. On the other hand, older students, who are accustomed to traditional teaching methodologies, often resist non-traditional approaches, even if these new strategies could be more effective or engaging.

This entrenched resistance in older students is not just an academic challenge; it is also an indication of the broader struggle to effect change in any entrenched system or mindset. Even if long-standing practices are suboptimal, they gain a veneer of acceptability through sheer repetition and persistence over time. Teachers, especially novices like PT10, face an uphill task of imparting knowledge and dismantling deep-rooted instructional paradigms.

However, amidst these challenges lies an invaluable lesson on the essence of teaching - recognizing and valuing individuality. As PT4 states, acknowledging and accommodating individual differences is crucial. This means not only being aware of diverse learning styles but also adopting an empathetic approach that respects and nurtures the unique journeys of each student.

In summary, the experiences of the participants during their practicum highlight the multifaceted challenges and rewards of the teaching profession. While established educational practices can sometimes constrain innovation, the true essence of teaching lies in recognizing, valuing, and nurturing the individuality of each student.

4.3.1.1.3.2.4 Stakeholder Interaction

Some PTs mentioned that their experiences with their teachers in the past influenced their ideas on how teachers should be. When they were considering

their answers for their perception of teacher selves, they seemed to recall their memories from the past and reflect on those. PT4 stated that as a teacher being a role model is highly important and also mentioned that his/her old teacher was a role model of his/her. Therefore, s/he stated that s/he would like to be a teacher that students look up to and take as a role model growing up.

It is very important to be a role model to students, I had teachers who were role models for me in high school and middle school, I want to be like them, I want students to see me that way, I think it is very important to be optimistic and understanding, students need a friend rather than a teacher. I think they need supporters, so when we approach them with optimism and understanding, we motivate them. **(PT4)**

The reflections of the participants highlight the profound and long-lasting impact that teachers can have on their students, extending beyond the classroom. Memories of past teachers, particularly those who served as role models, can shape and refine the teaching philosophies of future educators. PT4 emphasizes the symbiotic nature of the teaching profession, where past interactions with influential teachers shape the aspirations of the next generation of educators. The emphasis on being not just a teacher but also a beacon of optimism, understanding, and support reiterates teachers' holistic role in students' lives. Therefore, the journey to becoming an educator is not just about mastering pedagogical techniques; it is about embodying the values and attributes that inspire students and guide them academically and in their life paths. This cyclical influence, where today's inspired students become tomorrow's inspiring teachers, underscores the timeless essence and significance of the teaching profession.

4.3.1.1.3.2.5 Confidence

PTs stated that the positive feedback they got from their students and their mentors enabled them to feel more like a teacher. They feel more competent in teaching, planning a lesson, being able to recognize the parts that need adjustment or changes in that plan and reflect on that. Their awareness of their own improvement increased.

I provide good communication with my students, the feedback I get at the end of the course is satisfying and I can see the pros and cons after preparing the curriculum. When I have a shortcoming, our observer teacher or my trainee friends also tell me, these are usually small things that I can fix, so I have confidence in myself. **(PT1)**

PT2 have stated that their level of self-confidence is important in order to become effective teachers.

If we do not have self-confidence, I think we can have many problems in teaching. It is an influential factor in entering the classroom, controlling the classroom, communicating with colleagues, and communicating with parents. (PT2)

The PTs believe that they should not say that their improvement is finished and they are done. In their terms, regarding oneself as completed, feels like an obstacle between them and their possible improvement (PT1,2).

I know that I can improve myself more. (PT1)

Never say 'I am done'. (PT2)

The participants in the study noted that having a sense of being a teacher was enhanced when they received positive feedback from both their students and their mentors. They reported feeling more confident in their ability to teach, particularly in the areas of lesson planning, recognizing areas in which their plans could use some adjustment or improvement, and engaging in self-reflection. The participants recognized their own development and progress as teachers over the course of the workshop. The EFL PTs' confidence was further boosted as a result of effective communication with fellow students and the receipt of positive feedback at the conclusion of each course. They also valued the contributions made by peers and mentors in the process of identifying and addressing minor deficiencies. It has been determined that self-confidence is an essential component for becoming an effective teacher, as it plays a role in the management of the classroom, interactions with colleagues, and communication with parents and other stakeholders. The participants emphasized how important it is to keep a mindset of continuous improvement and to avoid thinking of themselves as complete or as having reached the end of their journey. They held the belief that one must always view themselves as incomplete in order to leave room for additional growth and progression as educators.

4.3.1.1.3.3 Feared Self

A person's "feared self" is a mental picture of the psychological traits that s/he is scared to acquire in the future and experiences anxiety or dread when thinking about acquiring those traits. After PTs were back to face to face education at the university and had their practicum, the questions regarding their perception of their future teacher selves were directed for them to answer. Following that the thematic analysis of their answers revealed the themes below.

4.3.1.1.3.3.1 Teacher Behaviour and Mindset

The PTs mentioned that as teachers it is important to show empathy and understanding toward students. Being aware of individual differences and accepting students' variable nature and accepting that. They stated that being a teacher who is always judging the students, not respectful to students' personal experiences, and discriminating against students in the classroom environment is what they would like to avoid becoming.

Every student has a different life and everyone experiences things that we do not know, forgetting this and judging students, classifying them, because sometimes our mood can change as well and we also have our own problems, I am afraid of ignoring details like these. I'm afraid of not being equal to everyone. **(PT1)**

There is Darwin's Theory of Multiple Intelligences. No student is the same, no one has the same ability, I want to shape the class according to that, I want to adapt the techniques accordingly. **(PT2)**

Reflecting personal problems to the students and distracting the classroom environment is also referred to as something that they would like to avoid doing. Reflecting personal problems to the students can cause emotional impact on students and distract them from learning.

When I experience a negative situation, I am afraid of reflecting it to the class. **(PT4)**

PT4 also stated that it is required to be ready for the lesson, however, there can be times that the teacher would not be able to prepare beforehand, and in those situations the idea of being insufficient or not being able to meet students' needs sounds terrifying.

When I go to the classroom, sometimes I may not be prepared enough or I may not be as familiar with the subject as in other lessons, I am afraid of being inadequate in that subject, because when students ask the teacher something, they are not surprised when we say I know, they never question how we know it, but when we say I don't know, their perception of us can change immediately. We say let's search for it, we can explain later, but they immediately form a negative judgment, so I'm afraid if I'm not good enough in that sense. **(PT4)**

The PTs also stated that they are scared of becoming the teachers they have mentioned that they do not approve. After the practicum, experiencing difficult situations in the classroom made them realize that it actually needs a lot of effort and patience to be the ideal teacher in the classroom. They stated that they feel anxious about the possibility to stray from their ideals as future teachers.

There are some schools that we experienced during the practicum, which are far below our expectations or far below our enthusiasm and good thinking. You know, if they force me to say, "Let's continue in Turkish today," in return for their reactions, because sometimes we can easily find excuses for things we don't want to do, you know, I worry if I get used to it. **(PT4)**

The PTs' reflections highlight the ethical responsibility of teaching. Empathy, understanding, and adaptability are key to modern pedagogy. PT4's concerns show the vulnerabilities and self-reflection that teaching demands. The sentiments expressed by the PTs serve as a testament to the multi-dimensional challenges educators face.

4.3.1.1.3.3.2 Motivation

The PTs stated that they are scared of losing their excitement over their profession, because doing their job and fulfilling their responsibilities willingly is a source of motivation. Lack of motivation in that sense can cause their improvement to slow down or even stop (PT1,2).

I am afraid that I will lose my excitement for teaching and my excitement for the teaching profession. Apart from that, I'm afraid of not being able to improve myself and pulling my hand off by saying that I am done. **(PT1)**

Our teachers in public schools always use the same material, always the same education method, technique, and they usually use it, and I don't want to be such a teacher, I want to use techniques that will contribute to my students. Education continues both in the classroom and outside the classroom. I want to do this responsibility as much as I can. **(PT2)**

I am really afraid of being a teacher who comes to her job unwillingly in the morning, and when the student wants an answer to something, she just gives the student the answer so that it is given. **(PT6)**

The PTs also stated that they are scared of becoming teachers whose only motivation source is getting paid their salary at the end of each month. They stated that this would cause teachers to lose their ambition and passion for teaching. As a result, affect the quality of education and their relationship with the students negatively.

I am very afraid of being the type of teacher who does his/her job for money. I think we shouldn't be a teacher like this because it doesn't make sense when it's like this, because this job has a philosophy that needs to be taken seriously, and I think a teacher shouldn't be ignorant, illiterate, unsympathetic, and monotonous. When students with different

opinions and different identities are not respected by the teacher this can pose huge problems. (PT3)

I'm terrified of being a teacher who goes to school to get a salary, and to fill time. I do not want to spend my life this way. I want to enjoy my job. (PT6)

The PTs stated that they are scared of becoming the teachers they wanted to avoid becoming (PT7). As the time goes by and the more experience they gain, they believe it can cause them to snap and prevent themselves from pursuing their ideals as teachers and at the end turn out to be the teachers they have mentioned as they were scared of becoming. They stated that the possibility of losing their motivation to go on with the profession willingly fears them (PT6,7) and it is even scarier for them to be in that kind of a position without realizing it (PT7).

My biggest fear is to start with enthusiasm at first and then turn into this type of teacher that most of us don't want. I said it again today while talking to someone, it's like a 'black hole', you don't realize the fact that you have entered this monotony and it actually pulls you into it without you noticing, and after a while it starts to seem normal to you. I am afraid of not being able to improve my students and myself. (PT7)

PTs also mentioned that after their practicum experience gaining the awareness on how important and challenging simplifying the knowledge to be transferred can be according to different levels of students evoked anxiety and encouraged them to be planned beforehand for unexpected situations during teaching like by coming up with contingency plans.

I have a hard time getting down to the level of the students when it comes to conveying my knowledge. I know things, yes, but I get to think a lot about how I can adapt this to both high school students and middle school students. Sometimes a plan B or a C may be needed in the lessons, I may have some difficulties in this regard. I also get a little stressed about how I can handle the process when there is an unexpected situation. (PT4)

4.3.1.1.3.3 Stakeholder Interaction “The Turkish Teacher”

The PTs stated that their experiences with their own teachers in the past influenced their ideas on what kind of a teacher they would like to become, and they would like to avoid becoming. The experiences they had in the past can motivate future teachers to strive for excellence, to build a more supportive learning environment, and to offer the assistance they themselves wish they had been given.

If I am to give an example from my own life, I remember that I was very demoralized and offended by many lessons in the presence of unsympathetic teachers. For example, I think all children need a little understanding. At the same time, a teacher being oppressive, and

a teacher closed to innovations are some of the types of teachers to be feared because, in fact, oppression and incomprehension are two consecutive things, when one happens, the other is guaranteed. **(PT5)**

The PTs mentioned the term ‘‘Turkish teacher’’ several times as they were asked to speak about the traits they would like to avoid obtaining (PT8,9,10,11). They have explained what they meant by using that term as the teachers we come across everywhere, who are lagging behind of improvements and innovations, repeating themselves, not equal to their students, demotivated and sick and tired of everything, complaining about everything and reacting to situations in the classroom more harshly than needed, always aggressive, constantly shouting and yelling at the students.

Very important thing, we referred to as 'favoritism' in the class I think, that is a very difficult thing, because there are really 4-5 students in this class, mostly girls sitting in the front, they are definitely super willing to attend the lesson, but forgetting the remaining 25 people, this is a very troublesome situation. As I said, the lack of patience and strength of the teachers, hitting the board at the slightest sound as if the world is coming to an end, shouting, putting the children under suspicion, being aggressive, that is the Turkish teacher. **(PT8)**

Turkish teacher yes, traditional Turkish teacher profile. The teacher who is unqualified and who is completely unaware that s/he is unqualified. I think that the closer I get to this teacher, the worse it is because s/he is intolerant, insensitive, impatient, and aggressive at the same time, but has also convinced himself/herself that everything s/he does is exactly the most important characteristics that a teacher should have. **(PT9)**

PT11 also stated that the system the students and the teachers are in is leading them to develop specific attributes to teaching and learning. Having an exam-based curriculum can be problematic, therefore as future teachers PT11 stressed his/her will to become a teacher, who is encouraging students to question and be curious about the things they are learning and internally become motivated towards learning. Encouraging constructive learning within the system is what is highlighted by PT11.

I think one of the reasons why the teachers in the Turkish education system are tired of their work and the children grow up as the same type of student is that the reason why the child comes to school is that s/he feels obliged to come to school and learn the provided knowledge. This is something I need to know, and I have to take and pass an exam, but that's not what the school is supposed to be about. The student needs to learn something willingly, s/he needs to be curious, s/he has to want to learn that information himself/herself, therefore, teachers need to arouse curiosity in children and the child needs

to want to get that information from the teacher. One of the things I fear the most is to be a teacher who gives direct information to children. I would like to be a teacher who arouses curiosity in children and increases their desire to learn. (PT11)

The study's participants underscored the impact of their prior encounters with teachers on their career aspirations as prospective teachers, with particular emphasis on the traits they aimed to steer clear of. The participants reported experiencing demoralization and offense due to the unsympathetic behavior of their previous teachers. They underscored the significance of comprehending and disregarding oppressive and non-progressive pedagogical approaches. The phrase "Turkish teacher" has been utilized to depict specific unfavorable characteristics, including a reluctance to adapt to new circumstances, a lack of motivation, a tendency to display favoritism towards selected/favored students, and a proclivity for exhibiting aggressive and impatient conduct. The study's participants exhibited a preference for disassociating themselves from the conventional teacher archetype and instead, aimed to establish a learning environment that is more accommodating and comprehensive. The individuals acknowledged the influence of the examination-driven syllabus and emphasized the significance of fostering inquisitiveness, critical thinking, and intrinsic motivation among students. The study's participants aspired to embody the role of educators who stimulate inquisitiveness and cultivate a thirst for learning, as opposed to merely dispensing factual content. In general, the individual's encounters and introspections served as a driving force for them to pursue high standards, establish conducive educational settings, and provide aid that they had personally desired to receive.

4.3.1.1.3.3.4 Language Competency

Language competence is a crucial aspect for future teachers, as highlighted by PT10. Teachers play a crucial role in molding the linguistic abilities of pupils and serve as examples of linguistic proficiency. The proficient use of language by teachers not only establishes a benchmark for students to strive towards but also enhances language acquisition by furnishing them with ample language input, fostering the expansion of their vocabulary, and stimulating efficient communication. Notwithstanding, certain prospective educators, such as PT10, articulate apprehensions regarding their personal linguistic proficiency and the potential ramifications on their pupils' educational encounters. This highlights the

significance of teachers possessing language proficiency and the necessity for ongoing self-enhancement in this domain.

PT10 stated that as a future teacher being competent in using the language they are teaching is crucial. Teachers are influential on kids' development of their language skills. They act as role models for improving language proficiency and establish the standard for students to aspire to. Teachers that are competent users of the language can help students' language learning by providing rich language input, promoting vocabulary growth, encouraging effective communication, and more.

I am afraid of being an impatient teacher, especially lacking competence in language skills. For example, my practicum teacher in middle school used to call "cucumber" as "kukumbır" and when I said "cucumber" in the class, the children asked if it was "kukumbır" while I was teaching. Language skills in general, and patience especially, if you feel fed up and become impatient, you should resign as PT8 said. **(PT10)**

I think that I need to improve myself in speaking and pronunciation, I don't think I will provide students with a very good learning opportunity in this regard, at the moment. **(PT5)**

To conclude, the data put forth by PT10 and reaffirmed by PT5 underscores the significance of linguistic proficiency for prospective educators. The proficiency of language teachers is a critical factor in their ability to serve as effective models and facilitators of language acquisition. Teachers who possess proficient language abilities have the capacity to furnish pupils with abundant language input, cultivate the expansion of vocabulary, and encourage proficient communication. The apprehension regarding inadequate language proficiency, as articulated by PT10 and PT5, underscores the necessity for ongoing self-development and a dedication to augmenting linguistic aptitude. By prioritizing their own language development, prospective educators may provide their students with the most favorable learning prospects and facilitate their comprehensive language acquisition and development.

4.3.1.1.3.3.5 Limited Experience

PT5 mentioned that since they are not experienced enough that makes them feel insufficient.

Even though I feel sufficient for 1-2 years, I think that I should gain more experience because as I get more experienced, I can discover new methods and teach better. **(PT5)**

As experience provides teachers confidence and improves their faith in themselves, it is highlighted by PT5. Improving their ability to become flexible and adapt to different situations and contexts, gaining experience as novice

teachers is vital. Not only is it important when it comes to classroom management skills but also in their professional decision-making skills are facilitated as they become experienced in the profession. PTs mentioned that they are aware of the nature of continuous learning and professional growth as future teachers. (PT1,2,3,4,5,11) On the other hand, their experience increased their confidence in teaching and PT7,8,10 stated that they feel confident about their ability to teach the language, however, they are a little bit concerned about how to manage the classroom and keep a balanced and consistent approach towards students.

Teaching language skills, in general, I think that I have no problem in teaching the language, of course, when I say there is no problem, you know I mean that there is no serious problem, because we are new, but apart from that, I think the only problem I would have is classroom management because I am fun and I can't be too serious to a child, I can't be too serious when I say 'be quiet', I have a problem with that. (PT10)

By this theme, the importance of gaining experience in time and becoming aware of continuous improvement and change was influenced by the PTs. Their concerns on their ability to teach were in line with their level of experience, however they have stated their motivation to become more effective teachers in time and enable their students to grow in multiple aspects.

4.3.1.2 Weekly Reflective Journals

Exploring the impact of the sudden shift to online education, known as Emergency Remote Teaching (ERT), during the COVID-19 pandemic on teacher candidates preparing to teach English as a foreign language, the research aims to understand how this shift has affected the professional development of these candidates. It investigates the challenges posed by online education, as indicated by various reports, and seeks to uncover the lived experiences of English as a Foreign Language (EFL) teacher candidates in adapting to ERT. The following section displays the thematic analysis results of the weekly reflective journals the participants kept throughout their practicum experience. The participants of the study were asked to keep reflective journals throughout their practicum. The data provided insight on the participants' ideas and perceptions over their own teaching processes, which enabled the researcher to get a glimpse of their practicum experience and the relevance to the answers received through interview sessions. The thematic analysis revealed the concepts that are represented in the table below.

Table 4.2. Thematic analysis of the weekly reflective journal data

Weekly Reflective Journals	● Experience
	● Classroom Management
	● Confidence
	● Rapport
	● Feedback from the Students
	● Classroom Environment
	● Using L1

4.3.1.2.1 Experience

The data showed that as PTs gained experience their confidence in themselves and the way they see themselves as teachers has evolved and improved. Getting the chance to observe themselves in an almost real classroom environment provided them in depth understanding of their teacher selves and whether they are capable of delivering what is required.

I was very confused at the beginning. With time, students and I built a bond that led to a comfortable class environment. By the end, I felt like a real teacher. **(J.PT1)**

The participants have also mentioned their awareness about the process of evolving as a future teacher to be ongoing. J.PT2 stated that by looking at the limited experience they had it would not be possible to make certain claims about their own teacher selves as their teacher identity is still forming.

I think it was quite effective because students really cared to listen to me. But it is too early to make assumptions. **(J.PT2)**

I think I grow more confident every week. **(J.PT2)**

The practicum experience had enabled PTs to reflect on themselves as future teachers and provided them to criticize and revise their methods to deliver effective lessons.

I think that I could correct the students more efficiently. For example, when they couldn't remember the hobby that I showed them. I said, "Is it hiking or trekking?" but I didn't use my gestures enough, so I didn't think that the students understood the correct answers exactly. **(J.PT6)**

Gaining experience in a real teaching environment encourages PTs to come up with new methods and strategies to be better and accomplish their idealized teacher self. The PTs understood the effect of experience on their confidence development, therefore appreciated their growth. PT8 mentioned that the experience provided him/her with the chance to develop a balanced approach to teaching and enabled him/her to be ready for unexpected occurrences in the classroom and handle those situations easily.

I am not confident because of the unexpected problems that I got in my first teaching experience, but I am sure that the more I gain confidence with the plans that I will make and implement them, the more things will turn into my side. **(J.PT8)**

I feel confident because I stuck to the plan, and I was out of the plan at the same time. I found the balance between them. I enjoyed teaching to the groups who can think critically. **(J.PT8)**

PTs mentioned that not every lesson felt like a victory and there were times where they felt insufficient or they just did not like the flow of the lessons, whether because of the lesson plan they prepared or their emotional reaction that could result in demotivation. However, they seemed to understand the dynamic nature of the classroom and the fact that not every lesson would be the same. J.PT10 stated that one of the lessons was not how s/he hoped it to be yet felt confident no matter what.

I didn't have fun from this lesson as I did for the previous ones, but I was still confident. **(J.PT10)**

As the weeks went by, since they had more experience the level of confidence of the PTs was seen to be increased. PT8 stated that the experience enabled him/her to accomplish what s/he was expecting of himself/herself and felt like a real teacher. In addition to that J.PT10 mentioned that the flow of the lesson started to be smooth and felt complete, resulting in confidence.

I am confident because I think I overcame all the unexpected hardships. **(J.PT8)**

I am confident because I met my own expectations. I had the real feeling of a teacher in a certain classroom. **(J.PT8)**

It was like a chain; the transitions were so smooth among the activities. **(J.PT10)**

Practicum provides pre-service teachers with the chance to apply the theoretical knowledge they have learned during their teacher education programs

and use teaching ideas, instructional methodologies, and classroom management skills through practical experiences in actual classrooms. By bridging the gap between theory and practice, this practical tool helps educators better understand and perform their jobs. As the weeks went by the more experienced the PTs got and the more their level of confidence increased, even in the ERT context. Pre-service teachers have the chance to analyze and evaluate themselves through practicum. They can establish techniques for professional development and have a greater grasp of their teaching methods thanks to reflective practices. For continued development and professional growth as educators, this reflective process is essential.

4.3.1.2.2 Classroom Management

The analysis has shown that PTs were mainly concerned about their classroom management skills. Each PT had shared at least a concern of theirs considering classroom management. To be able to control the classroom effectively was regarded to be crucial in order to deliver an effective lesson. The PTs continuously mentioned the noise problem they had in the classroom, they found it challenging to maintain a silent and listening class. However, they have not mentioned this as a demotivating aspect of their lesson process, they were generally pleased by their performance and mentioned that if they were better in controlling the class and keeping them silent their lesson would be more effective, but they still delivered the best that they could.

It was effective in terms of educational purposes and in creating a particular classroom environment. Even though I had a challenge in managing the classroom, I did my best to overcome that situation. **(J.PT8)**

I think it was quite effective. My weakness is that I couldn't guide the students while they were playing. **(J.PT9)**

... My weakness was that I was a little nervous when the volume is not turned up. **(J.PT7)**

... On my weak side, I can say that I have a little difficulty in suppressing their noise and shouts. **(J.PT7)**

I think that I am more confident while I am telling the lesson anymore, but I don't think that I can manage the class very well especially when they are noisy. **(J.PT6)**

PT1 mentioned that the experience enabled him/her to improve himself/herself in terms of classroom management, therefore considered his/her teaching to be effective and was pleased by the performance of his/her.

I learned and experienced a lot more than I thought I would. I had my questions about class management but now I feel like I can deal with any kind of combination of students in a classroom. **(J.PT1)**

PTs also mentioned that they were paying attention to the methods they learnt on how to start a lesson and were trying to implement fun and interesting materials in the lesson process in order to motivate and involve the students in the learning process.

My strong side: I entered the classroom with materials that would remind the students of the subject of the lesson and this motivated them and created a fun atmosphere. **(J.PT7)**

... I also allowed the majority of the class to participate in this activity. **(J.PT9)**

As the PTs got experienced through the practicum their awareness on what a lesson would be like evolved. The dynamic nature of the classroom was recognized, therefore aroused some questions considering the unexpected situations that might happen in the class and how to be ready for those. As PT7 mentioned, as they got experienced it was easier to control the flow of the lesson and maintain the learning process.

I realized the importance of thinking about each step very conscientiously. I may be confident, but I cannot imagine what I will get in the process of teaching. **(J.PT8)**

My strength was that I fixed the problem immediately and didn't let the flow of the lesson get disrupted. **(J.PT7)**

PT10 mentioned the fact that the group they are addressing to are children, thus it was important to be able to communicate with them and understand each other. As children are not that easy to control, the PT stated that knowing their name would be a start to being able to control them and highlighted the importance of showing empathy toward students. The challenging beginning was intimidating but improving for PT10 as it enabled him/her to consider new ways and strategies to handle unexpected, difficult situations that may easily arise in the classroom environment.

It was so hard, because they are kids, and they were a little mean to me. But it's okay. I didn't know their names to warn them, I should know students' names. I was energetic but a little nervous, they felt that, and the students were smiling at me. Some students were distracting other students and I didn't know how to handle that situation, so I'll try my best to empathize with them. **(J.PT10)**

Pre-service teachers may design a perfect learning environment that promotes student achievement and a positive attitude toward learning by acquiring strong classroom management abilities. Teacher candidates stated that they felt more assured and in charge when they had set routines, and techniques for dealing with difficulties. A positive and effective learning environment created by the PTs were mentioned to be increasing self-confidence and improving overall teacher wellbeing. Feeling in charge of everything played an important role for PTs maintenance of self-confidence in the classroom.

4.3.1.2.3 Confidence

As PTs gained experience, the data revealed that their level of confidence increased. The PTs were feeling confident in their teaching process, as the weeks went by their awareness on the dynamic nature of a classroom environment improved, yet their level of confidence was not affected negatively, on the contrary the PTs mentioned that the more challenges they had in the lesson the more awareness they had and the more ambitious they got. J.PT3 stated that the practicum experience taught him a lot and found it quite effective and influential on his development.

This teaching experience has really taught me a lot. I didn't expect it to be this effective. If I got up on the board beforehand, I would tremble and get very excited. I couldn't speak in front of a crowd. I had no confidence in myself. But after the practicum, my life has officially changed. I gained self-confidence, I liked the idea of being a teacher more. I realized that I could teach students something and change them. This experience has helped me a lot. So, it was a very effective and productive experience for me. **(J.PT3)**

I felt more confident when I realized that the students could understand me and attend the class. **(J.PT6)**

For J.PT7 it was important to assess the students' level of acquisition at the end of each lesson, since the feedback s/he got about the students' level of improvement made her feel confident because it worked as a way of receiving approval of her success in the teaching process.

I am quite confident in my teaching experience, because towards the end of the lesson I have quizzes to assess the student and the results give me confidence in my teaching experience. **(J.PT7)**

J.PT8 mentioned that managing something that was seen to be challenging encouraged him/her and increased confidence levels.

I am confident and fully motivated, especially at the time when I contributed to the foreign students in the lesson. It was an experience that I will not forget. **(J.PT8)**

J.PT9 stated that feeling confident was related to having fun in the teaching process as a teacher and also observing that the students also enjoy learning in the lesson process.

I feel quite confident in my teaching experience. Because both the students and I had a lot of fun. I just had a little trouble guiding students. **(J.PT9)**

J.PT10 mentioned that the mentor in the classroom was influential on his/her confidence. The role of the mentor is found to be crucial in practicum however as J.PT10 experienced, the level of involvement in the process of PT's teaching also needs to be taken into consideration. As the PT revealed, the mentor interrupting the lesson in order to silence the students aiming to be helpful for the teacher candidate was actually demotivating and disorienting. Therefore, the role of mentor in the classroom is crucial and needs to be handled with understanding and empathy.

I experienced stages before, but this stage was meaningful not only for me but also for students. I tried my best to be confident and comfortable and I did. But I was a little nervous because my mentor teacher was interrupting my lesson, yelling at the kids. **(J.PT10)**

I'm always calm and confident. But I was a little nervous as my mentor teacher was there watching me. **(J.PT10)**

Not being ready for the lesson beforehand was also a demotivating and confidence decreasing situation for the PTs. As J.PT10 put into words, not being ready for the lesson and not knowing what to do and how to handle situations made him/her feel insecure and affected his/her teaching.

I wasn't confident in that lesson because I couldn't prepare materials like a worksheet or anything else to make information permanent. **(J.PT10)**

For a classroom to be productive and positive, teachers must feel confident. It encourages a favorable environment, efficient classroom administration, and efficient instruction. Additionally, a self-assured teacher sets an example for students, develops relationships with them, and is better equipped to deal with difficulties. Teachers may create an engaging, encouraging, and productive learning environment for their students by developing and fostering their confidence. The PTs reflected on their level of confidence throughout the practicum, they have mentioned that as they started to feel more confident in their

profession the more effective their lessons became and that motivated them towards creating new learning opportunities for the students.

4.3.1.2.4 Rapport

The PTs have mentioned their struggle in building a safe and strong bounding with the students when they first started their practicum. However, as they got to build that connection their level of confidence and their effectiveness in the lesson increased and they mentioned that they felt happy when they had an open communication with the students which enabled them to deliver what was needed and wanted for the classroom members. J.PT3 mentioned that going into the real classroom made him/her realize that it was not something to be read in the books. Experiencing the versatile nature of the classroom needed for a warming up session in order to connect with the flow of the classroom. In the end, J.PT3 stated that it was not that hard to meet on the same page with the students and that connecting with them on an emotional level enabled him/her to be confident and reduced his/her worries toward the practicum experience.

There was a difference between what is told in theory and what happens at school. But it didn't take long for me to get used to the school. Also, the students immediately liked me. Love at first sight. I realized in my first lecture that there was no need for me to worry. It was a great feeling for students to listen to me and to transfer my knowledge to them.

(J.PT3)

J.PT7 mentioned that getting along with the young age group provided him/her to build a healthy relationship with the students which helped him/her to provide students with what they need in order to be open to learning and having fun while learning. Creating an effective environment in that matter enabled him/her to feel accomplished in terms of delivering a successful teaching process.

I think my teaching experience was strong. Catching up and increasing their energies is one of my strengths, especially since I get along better with younger children. **(J.PT7)**

Some PTs mentioned that remembering students' names was challenging. They believed that knowing the names of their students would benefit them in terms of classroom management and to build a good rapport between themselves and their students.

It was so hard, because they are kids, and they were a little mean to me. But It's okay. I didn't know their names to warn them, I should know students' names. **(J.PT10)**

I feel comfortable and happy while teaching. Only, recognizing every student's name is hard. **(J.PT10)**

... My weakness may be that I don't know the students better and I don't know their names. **(J.PT7)**

Rapport alludes to the enduring and dependable bond that forms between students and the teacher and is defined by esteem for one another, comprehension, and candor in communicating. The data had shown that building a healthy relationship with the students enabled PTs to deliver effective lessons and facilitate language acquisition as well as helping them feel confident and motivated towards teaching. Effective communication between teachers and students is facilitated by a good rapport. Students are more at ease talking to their teachers about their ideas, worries, and learning requirements. Teachers, in turn, can successfully impart knowledge, offer feedback, and adapt their pedagogical approaches to each student's unique needs. A strong learning environment is created through effective communication, which also helps to avoid misunderstandings and improves learning comprehension.

4.3.1.2.5 Feedback from the Students

The data revealed that the feedback PTs received from their students motivated them and increased their level of confidence. When students provide teachers feedback, it motivates them to conduct reflective teaching. Teachers can evaluate their efficacy and choose the best course of action for improvement by reflecting on their teaching methods, instructional strategies, and classroom management. Both current and future students gain from teachers' ongoing professional development as a result of this reflective approach. In that sense the PTs shared their experiences with their students and how the feedback they received from their students made them feel. The PTs stated that seeing their students' positive behavior and comments on the lesson procedure encouraged them to improve themselves and meet the need of their students to maintain that positive learning atmosphere.

The most confident moment was when one of the students told me that I conducted the lesson quite well. **(J.PT2)**

I trust my teaching experience as students want to repeat the activities and games at the end of the lesson and understand the subject very well from the correct answers. In fact, thanks to the feedback I received from the students at the end of the course, my self-confidence increased even more. **(J.PT7)**

I believe that the students left the classroom happily which makes me confident enough to be prepared for my next experience with full motivation. **(J.PT8)**

When I saw that students' speaking skills improved, I trusted my teaching experience more and gave directions to push students to speak more. When I saw their excitement, my self-confidence increased. **(J.PT7)**

Thanks to the feedback received from the students, the emphasis of education evolves from being teacher-centered to student-centered as a result of student input. It gives individuals the opportunity to actively engage in their own learning and gives them the power to shape their own educational experiences. Students can express their preferences, wants, and suggestions by giving feedback, creating a more individualized and interesting learning environment. The PTs valued the feedback from their students as they felt more confident with what they were doing in the classroom.

4.3.1.2.6. Classroom environment

The PTs reflected on the importance of the classroom environment they have created during their practicum experience. They provided insight on what they thought was important for their class environment. J.PT7 stated that creating an energetic and enthusiastic classroom was crucial as s/he reflected on her own experiences as a student once, boring classrooms were not effective for her development, therefore s/he prioritized the classroom environment in order to facilitate effective teaching.

I trust my teaching experience as I see the students more enthusiastic and energetic. When I consider my student life, I realize that I learned less in boring lessons. I think that if the class is energetic and enthusiastic, my teaching experience is also good. **(J.PT7)**

... I provided them opportunities not to be afraid of making mistakes and I did my best to make them motivated to involve them in the lesson. **(J.PT8)**

J.PT8 stated that personal problems can sometimes be mirrored to the class, which can be problematic and demotivating for the teacher, however, the PT still completed the lesson and realized there can be times like this, what should be done is that one needs to keep trying and leaving that experience behind, seeing the next lesson as a fresh start.

I was not confident about this particular lesson due to the fact that I was the source of the problems that arose. But I had my lessons. I will be more careful next time. **(J.PT8)**

For successful teaching to take place, the classroom environment is crucial. It creates the conditions for student motivation, engagement, and preparedness for

learning, promotes students' social and emotional health, makes it possible for individualized instruction and cooperation, cultivates strong teacher-student connections, and makes it easier to manage the classroom effectively. The overall teaching and learning process is improved by creating a happy, welcoming, and exciting environment, which benefits student academic outcomes. The PTs valued the effect of creating a safe and effective learning environment for their students.

4.3.1.2.7 Using L1

PTs mentioned that when they observed their students having troubles understanding the target idea in the lesson process, they had a tendency to switch languages even though it is something that they would like to avoid doing. They have reflected on themselves and perceived using L1 in their lesson as a weakness.

I was not effective for this lesson because I got desperate when I saw answers to the questions on worksheets. Then, my performance decreased. Another point that I felt bad was that I wrote Turkish meanings of the movie types in the presentation. (J.PT6)

... My only weakness was to use L1 in general. (J.PT8)

Pre-service teachers may lose out on important chances to improve their teaching skills and help students improve their proficiency in the target language (L2) when they rely too much on L1 to get around problems. Overcoming challenges and figuring out efficient ways to interact and communicate with pupils in the target language are key components of language learning and teaching. Preservice teachers who employ L1 may unintentionally stunt their pupils' development and deprive them of valuable learning opportunities. Therefore, the PTs mentioned their concerns on using L1 in the classroom when they felt challenged in the teaching process.

4.3.1.3 Open-ended Survey

Exploring the impact of the sudden shift to online education, known as Emergency Remote Teaching (ERT), during the COVID-19 pandemic on teacher candidates preparing to teach English as a foreign language, the research aims to understand how this shift has affected the professional development of these candidates. It investigates the challenges posed by online education, as indicated by various reports, and seeks to uncover the lived experiences of English as a Foreign Language (EFL) teacher candidates in adapting to ERT. The following section displays the thematic analysis results of the open-ended surveys the participants filled in online. The participants were sent an online survey to fill in.

Considering their academic background information, why they wanted to become teachers and what kind of teachers they hoped to be and feared of becoming, the pre-service teachers answered a total of 6 questions reflecting on their experiences as well. The data collected through the open-ended survey was further analyzed in terms of their perceptions of themselves as future teachers regarding their hoped for and feared selves. The table below reveals the result of the thematic analysis for the open-ended survey in terms of the participants' hoped for and feared selves.

Table 4.3. Thematic analysis of the open-ended survey data

	Hoped for Self	● Perception of Teaching
Open-ended Survey	Feared Self	● Feared teacher attributes

4.3.1.3.1 Hoped for Self

The analysis revealed that PTs frequently mentioned the importance of perception of teaching and the characteristics they hoped to obtain in their future teacher identity. Therefore, the following part summarizes the characteristics of a teacher that the PTs in the current study considered crucial and wish to be able to accomplish as they start their careers.

4.3.1.3.1.1 Perception of Teaching

The PTs generally mentioned the importance of being up to date and innovative in order to become effective teachers. They hoped to become teachers that values self-improvement and understand that identity development is an ongoing process. As being innovative enables teachers to create engaging and dynamic learning environments S.PT6,17,20,21,23,27 and 28 stated that as future teachers wanted to keep up with the latest changes and updates in the field and deliver their lessons using up to date methods and strategies. Every pupil has particular learning requirements and preferences and has differences as individuals. Teachers can vary their education and accommodate a variety of learning styles and abilities by implementing new approaches.

I want to be a well-equipped teacher whose love of learning and teaching will never fade, who can see the wishes and needs of my students, who communicates strongly, can appeal

to them, and who loves and respects them unconditionally. For this, I read various books, I do my best to improve myself and be useful. Every child is special and unique. It is very important for a teacher to be able to understand their language, to make the lesson enjoyable, or to make students love learning. **(S.PT6)**

I want to be a happy and healthy teacher who can empathize, is loving, energetic, hopeful, curious, not giving up, trying to improve himself/herself, paving the way for his/her students, supporting them in questioning and researching. **(S.PT17)**

To be a teacher who can keep up with the developing and changing generations. ... I want to be a teacher who keeps researching and learning new things. **(S.PT20)**

I want to be a flexible, up-to-date, role model, motivating and learning teacher. I think these features have a critical place in teaching. I think it is important to be able to adapt quickly to changing situations flexibly, to catch up with the current era/period, to be a good and correct example as a role model, and to be a constantly learning/developing teacher. **(S.PT23)**

Developing himself/herself constantly, valuing his/her students, making an effort for each of them, creating suitable conditions for each student ... **(S.PT28)**

PTs also mentioned the importance of creating a safe learning environment for their students and how much they want to be able to accomplish that. The analysis has shown that S.PT2,4,8 and 9 stated their will to become teachers that provide their students with effective, safe, and facilitating learning environments.

I hope to be a teacher who is loved by students, who performs social activities with his students, aims to create a family-like atmosphere, and is full of patience, respect, love and peace. My teachers who motivate me to the lesson; It was not only the teachers who taught me the lessons well, but also my teachers who both explained well and created an atmosphere of sincerity. ... **(S.PT2)**

I hope to be a teacher whose students are not afraid of him/her, who love and respect him/her, and who are always sure that they will receive the help when they need it. I want my students to say, "Even if I have difficulties in a subject, even if I make mistakes, my teacher helps me in the best way without judging me. " It is my greatest hope to be a teacher who gives that assurance. **(S.PT4)**

I hope to be a teacher who comes to the lesson with great enthusiasm and enthusiasm, ensures that they are not afraid of making mistakes while expressing themselves during the lesson, educates them and teaches them new information in the most efficient and extraordinary way. **(S.PT8)**

Another aspect the PTs emphasized as a future was becoming a teacher that students love, respect, and perceive as a role model in their lives. Positive teacher student connections are fostered when pupils adore their teachers. A friendly and nurturing classroom environment is created by a warm and loving teacher-student interaction. Students are free to express themselves, ask for assistance when

necessary, and interact openly with their teacher. Building a positive relationship between students and the teacher improves student motivation, engagement, and academic success. Having that kind of a connection would also promote classroom management and enable teachers to have a more controlled and effective role in the teaching process. S.PT2,4 and 7 mentioned that they would like to be loved by their students as future teachers.

I hope to be a teacher who is loved by students, who performs social activities with his students, aims to create a family-like atmosphere, and is full of patience, respect, love, and peace. **(S.PT2)**

I hope to be a teacher whose students are not afraid of him/her, who love and respect him/her, and who are always sure that they will receive the help when they need it. **(S.PT4)**

I hope to be a teacher that students love first and foremost. ... **(S.PT7)**

Having an influence on students' lives and making a change is valued by the PTs in the study. Teachers' desire to make a positive difference in the lives of their pupils is motivated by their love of teaching and faith in the transformational power of education. As future teachers PT7 and 24 wish to become teachers that can have an impact on their students and guide them towards success.

I hope to be a teacher who makes a difference no matter where she is. Every school or city has at least a few of those teachers, a teacher who is highly appreciated even by other teachers, who makes himself/herself noticed, who makes him/her feel different, who approaches students from a different angle that they have not seen before, and who can touch the lives of students. **(S.PT7)**

I want to be a teacher who will be consulted by their students without hesitation, who will be a pioneer for them, and be a family and a teacher when needed. It is my greatest desire to be a teacher who adds something to them and leaves a mark in their lives besides the rules and memorization in the lesson. I want my students to at least once in a while remember me and remember me as the person who made their lives better. **(S.PT24)**

The role of the teachers as counselors was highlighted by the S.PT1,6 and 24 and they stated that they would like to become teachers that not only teach but also provide emotional and academic support in order to enable students to be better in learning and maintaining a healthy state of mind.

Sincere when necessary, authoritative when necessary. It is my biggest dream to be a teacher who can teach children the lesson but also listen to the children's problems. **(S.PT1)** ... who can see the wishes and needs of my students, who communicates strongly, can appeal to them, and who loves and respects them unconditionally. ... Every child is special and unique. It is very important for a teacher to be able to understand their language, to make the lesson enjoyable, or to make students love learning. Especially in the practicum

experience, I understood how valuable and unique each student is. Each of them is very naive, they have very beautiful thoughts and feelings. As a teacher, one of my most important duties is to value their pure feelings and thoughts, to add beauty as much as I can and to support them under all circumstances. **(S.PT6)**

I want to be a teacher who will be consulted by their students without hesitation, who will be a pioneer for them, and be a family and a teacher when needed. **(S.PT24)**

Being a fun, motivating, emphatic teacher who fosters effective learning environments, meets the needs of their students, and creates a safe and engaging atmosphere was what S.PT13,14,17,18,23, and 28 hoped for as becoming future teachers. Teachers can create a warm and stimulating learning atmosphere that supports students' overall development by adding humor, enthusiasm, and empathy in their teaching.

First of all, I hope to be a teacher who can make students love English. My desire is to prepare all kinds of materials to be used in the classroom according to the interests and needs of the students and to be a teacher who can use them effectively. At the same time, I hope to provide an environment where students can express themselves freely, and to be a teacher who can really add something to them. I hope to be a teacher with the skills to communicate effectively with them, motivate them, and most importantly, bring out the best in them. **(S.PT13)**

I hope to be an understanding, contemporary teacher who can empathize with his/her students. **(S.PT14)**

I want to be a happy and healthy teacher who can empathize, is loving, energetic, hopeful, curious, not giving up, trying to improve himself/herself, paving the way for his/her students, supporting them in questioning and researching. **(S.PT17)**

I hope to be a teacher who is creative, approaches the student as a person rather than a job, teaches his lessons with different methods and techniques, is patient, faithful and self-confident, does justice to his work, and students look forward to his lesson. **(S.PT18)**

I want to be a flexible, up-to-date, role model, motivating and learning teacher. I think these features have a critical place in teaching. **(S.PT23)**

S.PT2 stated that the experiences s/he had as a student were also influential on determining the characteristics of his/her future teacher identity and wanted to become a teacher who promotes students' success by providing motivating and engaging lesson procedures.

... My teachers who motivate me to the lesson; It was not only the teachers who taught me the lessons well, but also my teachers who both explained well and created an atmosphere of sincerity. I want to create a teacher identity as if seeking an answer to the question "How can I be an ideal teacher?" by filtering all the positive/negative actions I have experienced in my student life. I hope I can do this. **(S.PT2)**

All in all, the data revealed that the PTs' hoped for teacher self was a motivating, engaging, loving and fun teacher who provides students what they need, builds a healthy rapport, is loved by the students and always up to date, which is a good role model for the students and can influence them in order to become good and successful citizens in the future. Feeling confident and proficient in their profession was also important for them in order to become effective teachers.

4.3.1.3.2 Feared Self

The idea of a feared self in teachers relates to any unfavorable opinions teachers may have of themselves regarding their occupation. It involves worries, self-doubt, or anxiety related to not living up to standards, dealing with difficulties, or performing poorly in the classroom. The analysis revealed that the PTs regarded their feared selves generally on what kind of characteristics they would obtain as a future teacher. Therefore, the unfavorable teacher attributes the PTs feared of having were revealed in the following section.

4.3.1.3.2.1 Feared Teacher Attributes

The PTs mainly mentioned that being a teacher that is traditional, strict, and not following the latest innovations was what they feared. Students may get disengaged and demotivated as a result of traditional and strict teaching techniques. This is something PTs would like to avoid and accomplish the opposite. S.PT3,6,7,8,10,11,12,17,21, and 22 stated that they are mostly feared of becoming a traditional teaching that rejects change and improvement, disengaging their students and causing them to lose interest as a result.

I am afraid of being a teacher who is serious and goes straight from the book. Because, in the classroom where such lessons are taught, the participation rate of the students is very low and we can alienate some students from the English language. **(S.PT3)**

I am very afraid of being a very authoritarian, over disciplined teacher, where my students fear me, do not want to come to my class, and are afraid of me. I am very afraid of creating such an environment and having to apply this attitude because it would be a behavior that I would not prefer to have a strict attitude towards my students. ... **(S.PT6)**

I am afraid of being a teacher who has remained traditional, closed to progress, and whose interests have atrophied. When you stop thinking like a student, you actually stop communicating with students. I am extremely afraid of losing contact with students. I am afraid of being a teacher who exhibits negative behaviors towards his/her students and is disliked by his/her students. **(S.PT7)**

I am afraid of being a teacher who teaches only with traditional methods, cannot improve himself/herself, cannot ensure the active participation of the students in the classroom, measures the learned information only with exams and prepares his/her students only for the exam, and does not give equal importance to the four skills. **(S.PT8)**

I'm afraid of being a teacher who sits in the class, teaches the lesson straight from the book and makes memorization. **(S.PT10)**

I am afraid of being an authoritarian, traditional, reactionary teacher who is incapable of thinking. **(S.PT12)**

I am afraid of being a monotonous, dominant, closed to improvement teacher whose students are afraid of him/her, and do his/her job only to get money. **(S.PT21)**

Old-fashioned, ignorant, traditional, unsympathetic, reactionary teacher, whose students will come to the lesson saying "It's his/her class again, ugh". ... **(S.PT22)**

Another feared attribute as a future teacher is experiencing burnout, which is a feeling of complete physical and mental tiredness. The PTs mentioned that they would like to be teachers who maintain their professional life with enthusiasm and eagerness, feeling reluctant to pursue their career and do their best as a teacher in order to provide their students with effective learning environment sounds terrifying, therefore they would like to avoid becoming a teacher that ignores their students and their needs. S.PT18,19,23,24, and 28 stated that experiencing burnout as a future teacher is something they fear.

I am very afraid of being a heartless, loveless, disrespectful teacher who constantly shouts, is impatient, drowned in negative thoughts, teaches with only one method, is unsuccessful, hated by students, has no faith in himself and his students, all he wants is to spend the day and go home. **(S.PT18)**

I am afraid of being a teacher who comes to school just to make a living as a result of losing myself in worldly materials and problems, who does not give anything to her/his students, or even worse, cannot give. **(S.PT19)**

I am afraid of being an impatient, outdated, sloppy and exhausted teacher. I don't think a teacher with these characteristics can teach anyone anything. **(S.PT23)**

I am very afraid of being a teacher who is angry, intolerant, old, behind the times, who cannot understand the students, and who is cut out of school and class. I have made a promise to myself that I will quit teaching as soon as I feel like this. **(S.PT24)**

I am afraid of being a teacher who is fed up with life, does not care for students, and lives monotonously. **(S.PT28)**

Having a healthy relationship, building strong connections, and understanding their needs and wants is crucial for teaching. The PTs stated that they fear becoming teachers who cannot accomplish forming good connections with their students and as a result cannot interact with them. S.PT7,17,20, and 25

mentioned that they would like to be able to connect with their students and understand them to be able to analyze and meet their needs. Between teachers and students, a solid relationship establishes a foundation of respect and trust. When students have confidence in their teacher, they feel free to share their opinions, ask questions, and look for advice.

When you stop thinking like a student, you actually stop communicating with students. I am extremely afraid of losing contact with students. **(S.PT7)**

I am afraid of being a teacher who cannot communicate well with students and fulfill their wishes and goals. **(S.PT20)**

I am afraid of being a teacher who cannot communicate well with children. **(S.PT25)**

PTs stated that they feared of becoming a teacher that is not loved by their students, has no influence, not emphatic, always judging and is demotivating for the students. Being able to foster a healthy learning atmosphere is highlighted by the PTs, therefore the traits they believe would affect the atmosphere of the classroom negatively were regarded as what they would like to avoid doing as future teachers.

I am afraid of being a teacher who is disliked by the students, who is laughed at, who is mocked about among students during breaks, whose name is not remembered after years, who has not been able to leave an impression on the students, couldn't teach them anything, who has not been in contact with the student in any way because of constantly teaching from the MEB book. If I had such a life, I probably would never have enjoyed my job. I can say that sincere and humorous learning environments motivate me more. **(S.PT2)**

My biggest fear is being a teacher who is not loved by his/her students. **(S.PT11)**

I am afraid of being a teacher who forgets that there are moments and days when his/her students can be strong or weak and sees them all the same and judges them in the same way. **(S.PT4)**

I should not be a teacher who demoralizes students and cannot make them love English and learning. **(S.PT27)**

Strict, harsh, and unsympathetic. **(S.PT14)**

S.PT7 and 25 also stated that they fear not being able to deliver the lesson effectively because of lacking proficiency. A positive and engaging learning environment that promotes student progress and wellbeing is something that proficient teachers are able to create. Therefore, it is found to be highlighted by the PTs that feeling proficient enough as a teacher is important for pre-service teachers' identity formation.

... Also, the idea of not being enough for my students scares me. Being a teacher who is not at an adequate level for his/her students is probably the worst situation that can be

encountered in this profession. These concerns perhaps keep the teacher more dynamic and open to development. **(S.PT7)**

... I am afraid of being a teacher who is inadequate in his/her field and cannot communicate well with children. **(S.PT25)**

S.PT13 also mentioned the importance of classroom management for a teacher. The participant stated that not being able to control the classroom is scary as establishing a positive learning environment is connected to a convenient classroom environment. Effective classroom management techniques can help teachers foster a learning environment that is both academically and socially supportive of their pupils.

I am afraid of being a teacher who cannot dominate the class. The classroom is an environment where the lesson is taught, and therefore this factor has a great importance in the effective teaching of the lesson. **(S.PT13)**

In general, the PTs stated that they would like to avoid becoming a teacher who is not loved, not effective, is traditional and strict, demotivating the learners, judging the students, experiences burnout, cannot control the classroom and is not proficient in their field. They mentioned their worries in becoming their feared teacher self, to avoid that they emphasized the importance of self-improvement, being up to date and maintaining their interest and enthusiasm for the profession.

5. DISCUSSION

5.1. Overview of the Chapter

In this chapter the research design of the present study is reviewed. The findings are discussed, and the limitations are mentioned. Possible study ideas for further research are also suggested.

The main goal of this study was to explore the perception of pre-service ELT teachers who were in their fourth year regarding their future teacher selves, as well as to investigate whether ERT had any impact on their professional identity growth. The data was collected over a period of six months through online semi-structured interviews, an open-ended survey, and weekly reflective journals. The qualitative nature of the study allowed the researcher to gain an in-depth understanding of the participants' perception of their professional future selves. By encouraging the EFL PTs to share their thoughts and experiences, the study provided valuable insights into each participant's evolution of their teacher identity and how they perceive it.

In the previous chapter the analysis is stated in detail and the themes that were revealed after the thematic analysis were explained and exemplified. The following figure illustrates the overall thematic analysis results of the three data collection tools used in the study.

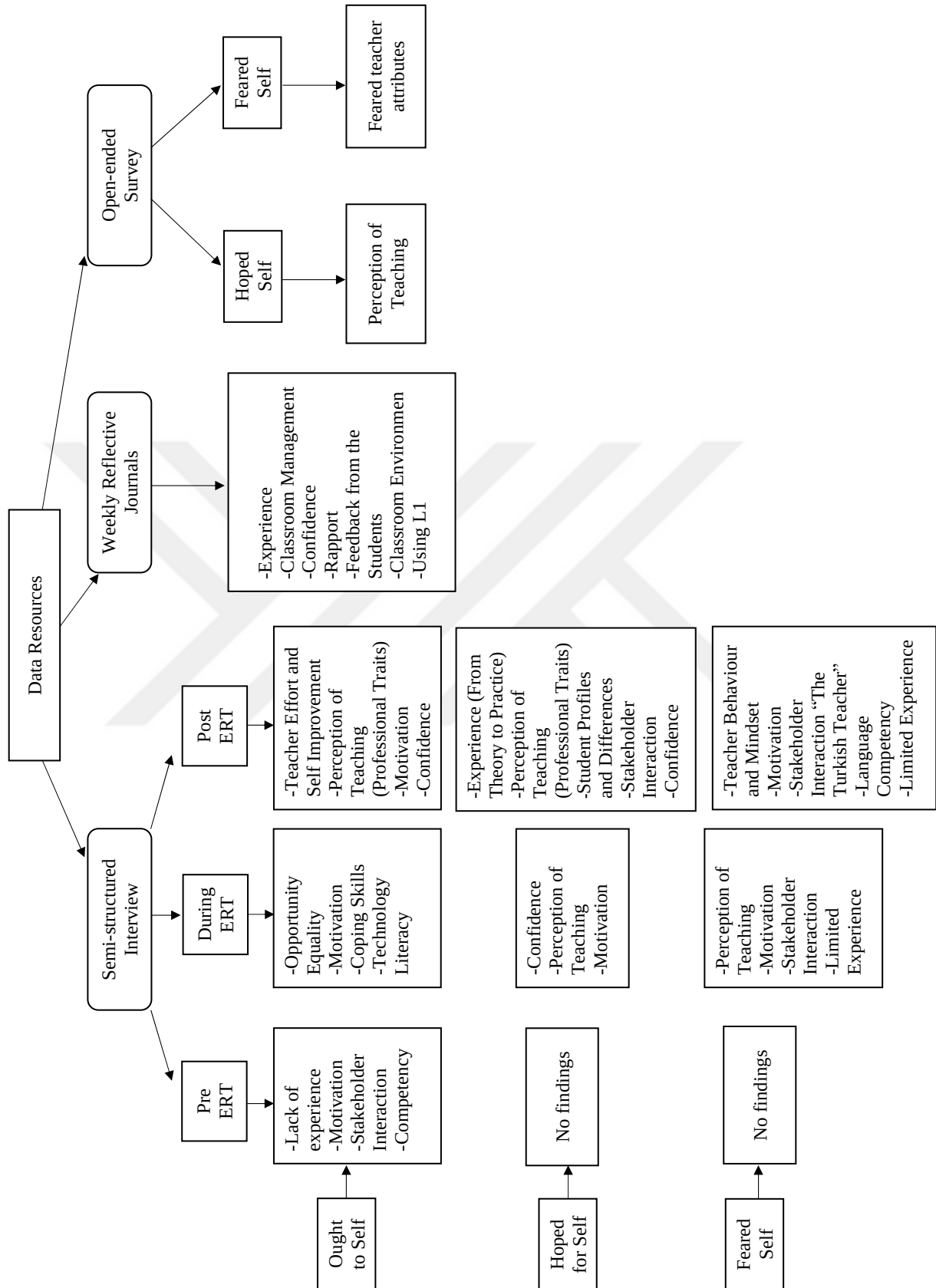


Figure 5.1. Representation of the overall thematic analysis of the data

In this chapter the points mentioned by the PTs are discussed and the representation of these ideas in the field of ELT are referenced.

5.2 Discussion in Relation to Research Questions 1 and 2

The pandemic has resulted in one of the most unexpected and rapid changes in the entire world. The effect of this new normal was seen almost in every part of our lives, including the education field. The sudden closure of the schools and the restrictions forced everyone to adapt to a new and unknown context. In terms of education, being away from the physical learning environment undoubtedly aroused some challenges for the learners. Having a safe and sound place that supports effective learning, a good connection to the internet, a well-equipped computer, and a strong will to pursue studies and complete responsibilities were new challenges resulting from Emergency Remote Teaching (ERT). Studying from an isolated context required individual determination for learning. Throughout the process, learners had to go through different challenges day by day and the field of education started focusing on the possible effects of the pandemic and these challenges faced by vasts of learners. Specifically on teacher education, the present study utilized a phenomenological study approach to identify the pre-service teachers' perception of their possible future teacher selves before, during and after ERT. To do so, 12 EFL PTs from Bolu Abant İzzet Baysal University participated in the study. Participating in semi-structured interview sessions, keeping weekly reflective journals through their practicum experience, and filling in an online open-ended survey, the participants provided valuable data on how their possible teacher selves were evolved.

In this section of the study, the themes revealed in the analysis of the data are discussed in detail in accordance with Pre, During, and Post ERT experiences and followingly the evolution of PTs' future teacher selves are addressed. The change in PTs' ought to, hoped for and feared selves will be identified according to their Pre, During and Post ERT perceptions. The findings are discussed under 8 main headings, which are represented in the figure below.

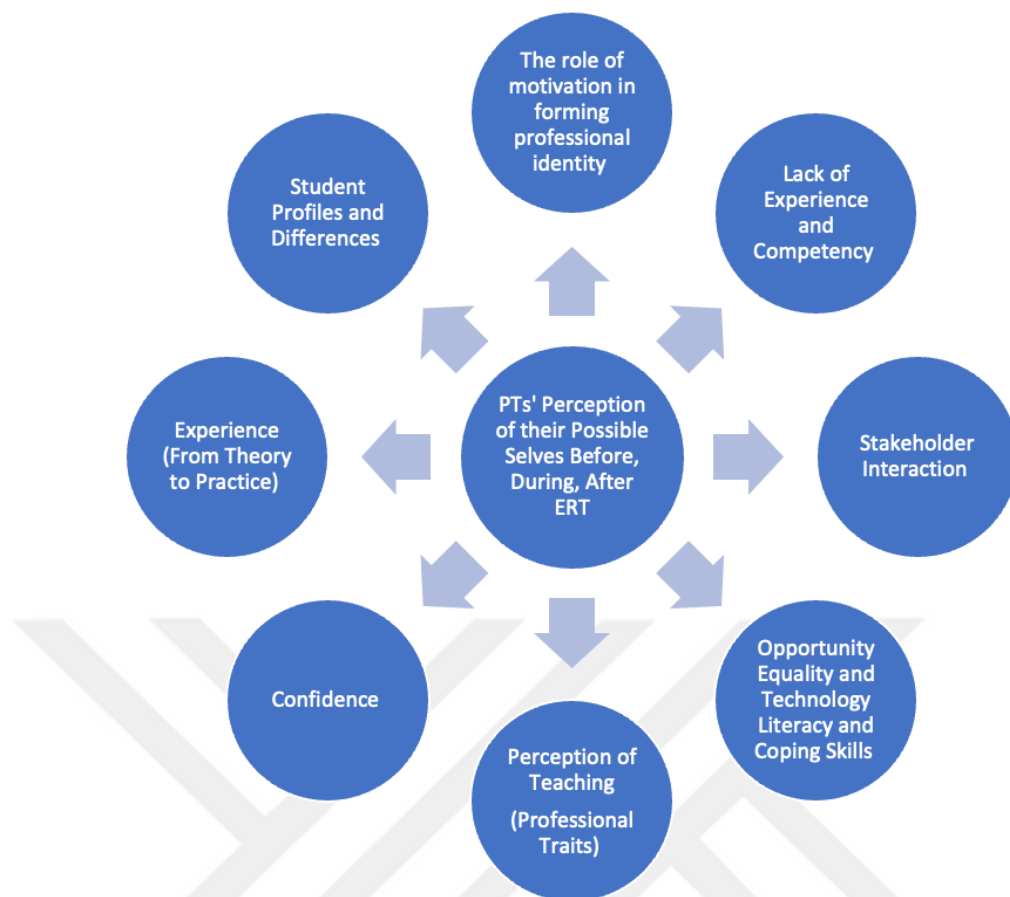


Figure 5.2. Main themes of PTs' perception of their possible selves before, during, after ERT

The analysis showed that the findings met the research questions below.

1. What is the lived experience of prospective teachers of English as a Foreign Language in developing their professional selves as Foreign Language Teachers before, during and after Emergency Remote Teaching?
2. How do pre-service EFL teachers' possible selves evolve over the course of their professional learning experience before, during, and after ERT?

According to the research questions, the PTs lived experiences before, during and after ERT were portrayed in the discussion part below in addition to how their possible future teacher selves evolved over their practicum experience. The main themes emerged as a result of the thorough analysis of the data is as follows.

5.2.1 The Role of Motivation in Forming Professional Identity

There exist multiple variables that can impact the correlation between possible selves, or future identities and the professional drive of pre-service

teachers (PTs). The aforementioned variables encompass: The personal aspirations, values, and goals of EFL PTS have a notable impact on the formation of their potential selves and professional drive. The personal aspirations of educators, such as achieving career success, making a positive impact on students, engaging in ongoing professional growth, or obtaining leadership roles, can significantly impact their drive to strive toward their desired professional identities.

The self-efficacy beliefs of EFL PTs, pertaining to their confidence in their teaching abilities, can have an effect on the relationship between their possible selves and professional motivation. PTs who possess elevated levels of self-efficacy beliefs tend to exhibit a greater inclination towards striving for their optimal professional identities. On the other hand, in the case of individuals possessing low self-efficacy beliefs or harboring uncertainties regarding their teaching competencies, their motivation to strive for their intended professional identities may be impeded (Tannenbaum et al., 1991).

The analysis revealed that the PTs' motivation levels were influenced in various aspects. The occupation being their dream job from childhood stated that they felt motivated to become teachers and felt that the occupation was in line with their talents and interest. However, the PTs that chose the department unwillingly mentioned that they were not feeling any motivation in teaching and did not consider what kind of a teacher they would become in the future. Before they got to experience online education, the PTs were in their first year, and they have mentioned that as the courses started to be more inclusive of the teaching aspect of the department and the experiences they had with teaching enabled them to become more aware and concerned of their future teacher selves and identity formation. Teachers and students alike were confronted with a new set of challenges as a result of the COVID-19 pandemic, which forced universities to move away from conventional classroom settings and toward online learning platforms. The shift from traditional classroom instruction to online study had a sizable influence on the degree to which students were motivated to study English as a Foreign Language (EFL) pre-service teachers (PTs) (Şahin & Şahin, 2022). Because PTs found themselves taking on a more passive role in the learning process as they began to participate in virtual classrooms, their motivation to actively engage with the subject matter suffered as a direct result. Additionally,

the additional responsibility of managing their own learning process without the advantage of face-to-face interactions with teachers and peers further diminished their motivation. This is supported by the relevant literature, which shows that the level of interaction, engagement, and feedback that learners receive in online environments is closely linked to motivation (Dennen et al., 2007). These findings suggest that universities and teachers should prioritize strategies that increase interaction and engagement among PTs in virtual classrooms in order to ensure that their motivation levels remain high and that they are able to develop the skills and knowledge they need to become effective EFL teachers. Specifically, this should be done to ensure that PTs are able to develop the skills and knowledge they need to become effective EFL teachers. In addition to the emotional and mental challenges they had to go through while experiencing an unexpected and concerning phenomena as the pandemic, the PTs started to feel demotivated to pursue their education (Hettiarachchi et al., 2021). On the other hand, some of the PTs handled the situation in a more strategic way and realized that online education is a new reality of the future, therefore encouraged themselves to improve and keep up with the technological developments. This source of motivation enabled PTs to develop a positive approach to their formation of professional identity as future teachers. Reflecting on their ideas after ERT, PTs became more aware of their responsibility of being up to date and following innovations in order to provide effective teaching environments. The concept of self-growth and its effect on teacher identity formation was emphasized by the PTs. Their awareness on the dynamic nature of education enabled teachers to be open for change and embrace self-growth.

The PTs also argued about the lack of the teacher figure in ERT. However, as they pursued their education online, they mentioned this could depend on the teachers' approach on teaching through online platforms and their use of technological skills (Pan & Hawryszkiewicz, 2005). The teachers that prioritize students' engagement and make the session more intriguing and exciting for the students benefited PTs and increased their motivation even though the lessons were online (Jacobs, 2014).

The PTs considered their age as an advantage in terms of developing good relationships with the students. The closer the age gap between them and the students is the better they thought their interaction would be. However, that

perspective started to change as they got more experienced in the teaching field. Some PTs even started to think that working with young levels suited them more. The practicum experience enabled PTs to transfer their theoretical knowledge into practice. (e.g., Sides & Mrvica, 2017; Young, 1995). Therefore, their motivation level was influenced positively (Stansbie et al., 2013).

During ERT the data suggested that the PTs perception of a hoped for teacher self for the future perceives lack of experience as a source of motivation and the anxiety caused by being a novice teacher became a facilitator for eagerness to learn and improve. What was perceived as lacking once became a strength in terms of enhancing continuous improvement and self-awareness on personal potential. In terms of their feared self the PTs stated they feared becoming teachers who are only motivated for their salary and do not show any enthusiasm towards their job. The teaching profession has an emotional depth in terms of motivation. Being able to touch students' lives and influence them positively are great satisfactory sides of becoming a teacher. However, as observed in the data, the PTs are afraid of losing that excitement and become teachers that are doing their job only for their salary. This anxiety results from their belief that teaching should be motivated by a true love of the profession and should be seen as more than just a job (Korb, 2014).

Some of the PTs have also mentioned that they felt reluctant to teach young learners, as they did not feel competent enough for preparing fun, engaging and colorful materials for the learners. Lack of experience in that sense affected their motivational levels. Doubting themselves about their abilities and competence leads them to form a negative perception toward their own teaching identity. Their idea of becoming an effective teacher is influenced by their beliefs about their teacher identity, therefore, PTs stated they feared of becoming teachers lacking motivation, as they believe internal motivation and faith in themselves is key to be effective teachers. Demotivation in the teaching profession can impact teachers' well-being and quality of education negatively. (Klusmann et al., 2008) Hence, PTs seek support and to be able to keep their internal motivation high in order to prevent themselves from becoming their feared teacher selves.

The prior experiences of EFL PTs, such as their personal experiences as students, exposure to effective teaching practices, or involvement in teaching related activities, have the potential to shape their possible selves and impact their

level of motivation. Favorable encounters have the potential to bolster an individual's drive to strive for their envisioned vocational personas, whereas unfavorable experiences may impede or confront their motivation. The participants have mentioned their own teachers from the past frequently when addressing their hoped for and feared selves. Some PTs mentioned that their experiences with their own teachers influenced their idea of how a teacher should be both in a negative and positive manner. They constantly talked about their teachers either as role models or characters to have nothing in common.

After ERT, completing their practicum experience, the PT's mentioned their fear of losing their excitement over their profession. They believe that a decrease in their motivation could prevent them from self-improvement and self-actualization, as so the importance of motivation for the PTs was highlighted again. As a result of experiencing possible hindering in their ambition and passion for teaching in the future, PTs stated that they feared becoming teachers that fulfill their responsibilities for the sake of getting paid and leading their life. The PT's also stated that they feared the possibility to deviate from their ideals and become the teacher they feared becoming as a result of the challenging nature of the teaching profession. This could be a result of the possible stress they perceived that they would feel in the profession (Schwarzer & Hallum, 2008). As they got experienced in teaching, gaining awareness about the requirements of being a teacher, PTs reflected that the profession turned out to be more difficult than they thought and therefore experienced anxiety in terms of not being able to accomplish their responsibilities and enable students an effective learning environment.

In a study by Mosaddaq (2016), daily diaries and conversations with the university supervisor to examine the origins of anxiety among EFL student teachers throughout their practicum courses were used. The list of identified stressors included worries about lesson planning, time management, being observed, and language proficiency. The study produced suggestions for overcoming these difficulties. As motivation plays a vital role in professional identity development, supporting EFL PTs and raising awareness on the possible challenges in teaching would be beneficial in order to facilitate their identity formation process.

In teaching, as simplifying and adapting the knowledge to be transferred is required for facilitating effective learning, the PTs mentioned their concerns about not being able to deliver what the profession demands in that sense. In cases of possible problems to be faced during teaching, PTs emphasized the importance of contingency plans for themselves.

5.2.2 Lack of Experience and Competency

As the first year of the university the lessons were scarcely on teaching and pedagogy compared to junior and senior years the PTs had difficulty identifying themselves as teachers, being in the position of a student the data showed that in Pre ERT the PTs did not identify themselves as teachers in the time being. Experience in that sense is found to be influential on their perception of themselves as teachers (Knobloch & Whittington, 2002). Their previous experiences during Pre-ERT had a positive influence as they got to be addressed as teachers. However, lack of experience was also stated to be having a positive influence on confidence since the PTs did not get to experience challenging and demotivating situations and as a result their level of motivation is not influenced negatively.

The feeling of insufficiency as future teachers was linked with communicative skills with students and the ability to simplify knowledge to be transferred in the classroom. The PTs reflected on their competency of being a teacher according to their level of experience and they referred to themselves as in need of more training in order to feel more competent in teaching. A study by Ng et al. (2010), which records the opinions and life experiences of 37 aspiring teachers, provides teacher educators with useful knowledge. It offers a greater comprehension of how pre-service teachers' perceptions of themselves as educators and what qualities constitute a successful teacher are influenced by their school placements. The study also highlights the need of improving pre-service teachers' ability to teach effectively in teacher education programs. According to studies (e.g. Gaith & Shaaban, 1999), educators who have a strong sense of their own efficacy are less self-conscious about their skills and more successful at fostering learning. Teacher educators should assist pre-service teachers in making the connection between their self-perceptions of their skills and their educational requirements in order to increase teaching effectiveness.

Teachers as role models for language acquisition, the competency level is found to be important and influential. Playing a significant role in language development, teachers modeling the use of language is crucial for improving language skills of students (Dutro & Moran, 2003). For efficient communication, instructional clarity, language development, cultural awareness, assistance for language learners, and professional collaboration, teachers' language proficiency is essential (Minor et al., 2002). It lays the groundwork for developing inclusive and productive learning environments and is essential for encouraging students to have good educational experiences. Having completed their practicum, the PTs mentioned their concerns about being competent enough in the classroom in order to be able to meet the needs of their students and provide them rich input that facilitates their language acquisition. Being a positive role model for students is acknowledged in the literature as a key component of NNES teachers' duties (e.g., Llurda, 2005). Therefore, the concerns of the participants were not gratuitous. However, in some cases language competency and accuracy were found out to be causing anxiety on EFL PTs, thus encouraging and supporting PTs through their EFL education would be beneficial in order to ease their concerns and worries on being able to role model their students in terms of the target language. The analysis also showed that the PTs were feeling much better after their practicum experience as they got to experience real classroom atmosphere and mentioned that the expectable negative effect of the ERT process during their education seem to be less intimidating looking at their future possible selves as they finished their face-to-face practicum experience.

5.2.3 Stakeholder Interaction

The data showed that PTs are influenced by their teachers they had in the past. (Davin et al., 2018) This influence was mentioned to be both ways, either negative or positive. This experience was found out to have an impact on PTs perception of themselves as future teachers. As PT8 stated, the negative experience with the teacher served as a source of motivation for self-improvement and actualization. The hoped for self of PT8 was the opposite of the experiences s/he had in the past, which enabled the PT to become ambitious in becoming the teacher s/he dreamed of becoming. Therefore, it is suggested that teachers have an influence on identity development (Allender & Allender, 2006).

Pre-service teachers (PSTs) are known to incorporate their prior learning into their teacher education, according to earlier studies (Balli, 2011; Feiman-Nemser & Buchmann, 1985; Knowles et al., 1994; Korthagen, 2004; Lutovac & Kaasila, 2011, 2014; Wall, 2016). During and after ERT, teachers also stated that their teachers in the past were influential on their perceptions of their own hoped for future teacher selves and some stated that they saw them as role models. The experiences with their old teachers enabled PTs to realize what they would like to become as a future teacher, and what they would not like becoming. Past interactions with teachers can have a positive or negative impact on a student's self-confidence. A teacher who fosters an environment of support and encouragement, provides constructive criticism, and has faith in their students' abilities can positively influence the development of a student's self-confidence (Urdan & Schoenfelder, 2006). On the other hand, a teacher who does the opposite can result in a student losing motivation and self-confidence. In a study by Pellikka et al. (2018), the positive recollections of school biology and geography teachers among pre-service elementary educators were explored. It examined their perceptions of the ideal teacher and the connection between these aspects. The findings revealed a substantial relationship between PSTs' perceptions of an ideal teacher and their fond memories of their school teachers. According to Lutovac and Kaasila (2011, 2014), on the other hand, PSTs' opinions about the type of teacher they hope to avoid becoming may be more closely related to their unfavorable memories of their school teachers.

During ERT in terms of their feared self, the PTs mentioned that their teachers in the past, who were demotivated to do their jobs and reflect their own problems and emotions onto the students urged them to stray away from these traits as future teachers. Witnessing teachers lacking enthusiasm for the profession can negatively affect PTs perception of future teacher selves. As suggested by Lutovac and Assuncao Flores (2021) the personal experiences in the past have an influence on teacher identity development and having negative experiences could undermine their resilience. However, some of the PTs have mentioned that the negative experience with the teacher s/he had in the past, encouraged self-improvement and increased motivation in order to be the opposite of that teacher (Kurman, 2006). After ERT, the PTs having completed their practicum, stated that the teacher identity they would like to avoid forming is in

coherence with the teachers they had in the past, and their negative experiences with those teachers, influenced their own identity formation. Looking back on the past and anticipating the future are both important parts of being a teacher (Avraamidou, 2019; Carrier et al., 2017; Hamman et al., 2010; Lutovac & Kaasila, 2014; Pellikka et al., 2018). According to research, the socio-historical past has a big influence on how pre-service primary school teachers (PSTs) form their identities. Studies have shown that PSTs' recollections of their time in school influence how they perceive the importance of teachers and instructional strategies (Lutovac & Kaasila, 2012, 2014; Pellikka et al., 2018; Furlong, 2013). In the current study, the PTs mentioned the reference "The Turkish Teacher" for their feared teacher self. They referred to those teachers as lagging behind on improvements and innovations, repeating themselves, not equal to their students, demotivated and sick and tired of everything, always complaining and reacting to situations in the classroom more harshly than needed, always aggressive, constantly shouting and yelling at the students. Those traits were what PTs mentioned they intended to avoid. In addition to that the PTs also criticized the exam-based approach the education system dictates. Thus, the PTs stressed their motivation to become teachers who encourage students to question and be curious about the things they are learning and increase their level of internal motivation towards learning by encouraging constructive learning.

The findings also revealed that when receiving positive feedback PTs showed greater motivation toward the occupation and their confidence in their teaching ability was higher. The existence of a supportive environment, characterized by mentorship, guidance from seasoned educators, and a cooperative school culture, has the potential to augment the correlation between possible selves and professional motivation (Rodgers & Skelton, 2014). When PTs were provided with positive reinforcement, constructive criticism, and chances for development, they exhibit a greater drive to pursue their optimal professional identities and endeavor toward ongoing enhancement. The motivation of EFL PTs can be influenced by feedback and recognition received from their supervisors, colleagues, or students regarding their teaching abilities and progress. The provision of positive feedback and recognition towards an individual's professional development can serve to enhance their motivation (Lin et al., 2019), whereas the absence of feedback or the receipt of negative feedback

may have a detrimental impact on their motivation. Therefore, the power of feedback in identity formation of EFL PTs should be taken into consideration in language teacher education.

5.2.4 Opportunity Equality and Technology Literacy and Coping Skills

During ERT, as the PTs had gone through online education, the idea of opportunity equality was emphasized as an influential factor in determining their perception of themselves. Holzweiss et al. (2020) argue that with adequate support, both students and teachers can navigate the transition to online learning during crises with fewer challenges. However, the abrupt shift caught both students and institutions unprepared. The PTs reflected on the fact that not everyone had the same opportunities during ERT; therefore, not everyone had the same education conditions provided for them. UNESCO (2020) states that half of the world's learners don't have personal computers, and 43% lack household internet, making it challenging to participate in online classes during school closures. Additionally, 9% of students lack a private place for undisturbed study in OECD countries on average, and in some, this number rises to almost 30% (Reimers & Schleicher, 2020). In face-to-face lessons, being physically present in the environment was stated as beneficial. Opposite to the nature of online teaching, in which the student has a passive role and might feel isolated because of external reasons such as not having the best condition to attend the lesson and which in the end can turn into an internal obstacle between themselves and learning by reducing motivation. The lack of teacher figures in the classroom was also discussed as a challenge in online teaching by increasing the level of responsibility of students to keep up with the lesson and learn effectively (Khan, & Rafi, 2020). The data had shown that some PTs used this situation as an eye opener and came to the conclusion that online teaching would become an inseparable part of our lives, therefore, encouraged themselves to learn more about online teaching platforms, introduce themselves with Web 2.0 and follow the new innovations and technological developments in order to be ready for every possibility they might face in the future. The PTs reflected on the importance of becoming tech-savvy and improving themselves to become effective teachers, who are independent and effective users of technology in language teaching. Thus, participants referred to the fact that digitally literate teachers could provide effective online learning settings for their students (Hamutoğlu et al., 2019). In a

continuously changing educational landscape, they attempt to build engaging and effective learning environments that meet students' requirements.

The data revealed that as the pandemic the PTs became aware of the need to be ready for unexpected situations like experienced with the pandemic, therefore, the importance of developing the versatile skills and qualifications in order to adapt to changes and make smooth transitions between methods is highlighted. Therefore, being a skilled teacher is thought to be influential on delivering effective learning environments for students (Segolsson & Hirsh, 2019).

5.2.5 Perception of Teaching (Professional Traits)

The data collected on their perception of ought to self Pre ERT have shown that the PTs perceive their role as a teacher in the classroom includes being an observer as to be aware of the process in the classroom and the students' learning procedures, as well as being critical thinkers who can make presumptions about possible occurrences in the classroom in order to prevent them from happening or be prepared to come up with possible solutions to keep everything under control. As future teachers, they have mentioned the need to be aware of individual differences in students in order to provide students with an effective teaching process. To be able to provide a safe and engaging learning environment for the students, the PTs have mentioned the traits they see as requirements for being an ideal teacher, which are being energetic, fun, patient, calm and fair and that formation of traits are influenced by their experiences throughout their education life (Fajet et al., 2005). Another teacher trait revealed in the analysis is that teachers should be flexible. The PTs have suggested that not everything can be planned and the same, as every classroom is unique and the need of each student differs, there could not be one ideal teacher self that should be attained. The PTs have stated that in order to become a good and effective teacher, one should attain good adaptation skills and be flexible to become the students each classroom needs (Darling-Hammond & Baratz-Snowden, 2007). Even in the same classroom, different teacher traits would be needed from time to time as change is something inevitable in social environments.

Finally, the PTs stated that the level of competency of a teacher is important in order to become an effective teacher. The data showed that language

competency leads to high levels of self-confidence, the PTs believe their future self needs to be a good user of the language to be able to provide quality input. In a study by Saka and Merç (2021), the students' evaluations of their own levels of self-efficacy, linguistic self-confidence, and willingness to communicate in English are examined including potential relationships between these factors. The results showed that perceived communication skills, self-efficacy, and linguistic self-confidence were positively correlated with students' desire to communicate. Thus, PTs intention of becoming competent users of English and providing rich and quality input in the learning process aligns.

Teachers' role in the classroom is highly influential on student success and behavior. The data showed that the PTs perceive their hoped for future teacher self differently. At the beginning they perceived themselves as to be teachers that they learnt in theory through their courses in the department (e.g., Ronfeldt & Pam Grossman, 2008). Lack of experience prevented them from forming their own identity, however as they got experienced, they became more aware of their own identities and the aspects they would like to work on. The analysis revealed that each PT has different aspects prioritized for themselves, which could be a result of having individual differences and unique experiences throughout their lives. This shows that each teacher's identity is unique (Vandamme, 2018). The prior experiences of EFL PTs, such as their personal experiences as students, exposure to effective teaching practices, or involvement in teaching related activities, have the potential to shape their possible selves. Favorable encounters have the potential to bolster an individual's drive to strive for their envisioned vocational personas, whereas unfavorable experiences may impede or confront their motivation.

After ERT the participants had their practicum face to face and their perception of hoped for selves were found out to be as followed. Their idea of being the friendly, fun, and calm teacher shifted as they got more experienced, due to realizing how hard it might be to pursue that manner from time to time as the classroom is a dynamic and unpredictable context. Being a teacher can be difficult and demanding due to the necessity to manage numerous tasks at once. Therefore, the PTs suggested the term balanced teacher approach again, so that they can cope with difficult situations and also provide students with a warm and safe environment where the students feel that they are understood and valued. The

data analysis revealed that as the PTs finished their practicum, their idea of the profession being rather easy changed, and they stated that being a teacher seems more difficult now. As they hoped for future self, seemed harder to achieve, some PTs used this as a source of motivation and referred to themselves as ambitious to realize that hoped for teacher self.

Before their experience the PTs expected everything would go according to the book, however the practicum proved them otherwise. “Although acquiring the professional practice of teaching demands transitioning from procedural methods to principled knowledge, teaching is a practical undertaking. Both in college courses and internships, this transition is crucial” (Russell, 1993 p. 213). Hence, they suggested the need to be ready for every possibility in the classroom, planning is found to be crucial, however as future teachers developing a flexible teacher approach that could enable them to adapt and handle situations easily was emphasized (Tomlinson et al., 2003). That states the idea of a perfect teacher self is unrealistic. To become the most effective teacher in the field, one cannot develop a particular teacher persona. Each teacher must establish their own identity in accordance with various needs and settings that they are addressing.

Another goal of the PTs is to become teachers that are happy doing their jobs and do not get bored in time, as they believe being happy doing their occupation would make a great difference in their effectiveness in multiple aspects. In that sense, resilience of EFL teachers comes into play, as resilience is “the process of capacity for, or outcome of successful adaptation despite challenging or threatening circumstances” (Masten et al., 1990, p.425). Which could be considered for further studies working with EFL PTs and their resilience to sustain motivation for their professional lives. In a study by Arnup & Bowles (2016), the relationship between teachers’ overall resilience and their desire to leave the profession is investigated, which involved 160 primary and secondary teachers in Australia. Even after taking into consideration demographic factors and work satisfaction, the results indicated a substantial relationship between a higher intention to leave teaching and weaker resilience. The study highlighted the significance of taking resilience in early career teachers into account in order to solve retention issues while discussing the consequences for teaching conditions. Therefore, gaining awareness on becoming resilient teachers beforehand, would enable pre-service teachers develop strong identities as future

professionals. As the education field requires commitment to the profession, the reasons that affect the maintenance of motivation would also provide external support to pre-service teachers who would experience downfalls in their resilience to confront their concerns and challenges starting their careers.

Regarding the profession's demanding nature, teacher well-being gained significance in terms of promoting effectiveness and preventing teachers from leaving teaching. In a study by Herrera & Martínez-Alba (2022), the findings demonstrated that, even in cases where it was not the initial goal, participants in language teacher preparation programs who were exposed to a greater depth of emotional and well-being exploration became more involved in language teaching. Which suggests that promoting awareness on teacher well-being during teacher education would motivate pre-service teachers and support their identity development. The findings of the present study suggests that the participants' hoped for selves included elements that would promote their level of well-being as future teachers, which is crucial to student success, teacher performance and efficacy, and the well-being of educators both within and outside of the classroom (Corcoran & O'Flaherty, 2022; Mairitsch et al., 2021).

The findings also showed that PTs believe in order to create a safe and fun environment the construction of healthy rapport between students and the teacher is crucial. Having a healthy relationship with the students would enable them to be more effective thanks to motivating students on a more personal level (e.g. Wu and Kang, 2023). In that sense being loved by the students was highlighted as important in addition to the role of teacher as a counselor, supporting the students was stated to be a priority of PTs. As well as that, the PTs believe as future teachers they would facilitate and encourage constructive learning rather than providing direct knowledge to the students (Morris, 2019). Students are eager to acquire knowledge on their own. Allowing children to believe that learning is enjoyable rather than a duty and increase their internal motivation is prioritized as what the PTs hope to be able to do in the future. Engaging students and including them into the learning process as effective teachers, would widen students' perspectives and teachers would get the chance to have an influence on students' lives and promote their academic success (Hamre and Pianta, 2004; Malmberg and Hagger, 2009; Moolenaar, 2010; Roth *et al.*, 2007). Students that

are more involved in class put up more effort, feel happier, and pay attention more during class than their less engaged peers (Fredricks, Blumenfeld, & Paris, 2004).

After ERT, having completed their practicum, the PTs stated that their experience showed them that from time to time the students did not take them seriously which made them question their stand as a teacher. As the role of teacher in the classroom carries great importance in facilitating effective teaching, creating a safe and engaging learning environment, providing guidance and fostering the required skills, the PTs stated their concern about not being able to fulfill this responsibility (e.g. Pasaribu and Harendita, 2018).

The feared teacher self of the PTs was also represented as a demotivating, and interest-abiding traditional type teacher whose focus is on delivering the knowledge and ignoring the counseling part of being a teacher, which promotes student well-being, facilitates academic guidance for students to be successful and to build good relationships with students in order to enhance better learning conditions and positive classroom atmosphere. The PTs fear becoming this type of teacher because they recognize the limitations of this approach. Such teachers are seen as demotivating because they might not engage students' interests or foster a positive classroom atmosphere. By ignoring the counseling aspect of teaching, these teachers miss the opportunity to support students' well-being and provide necessary academic guidance. PTs understand that building good relationships with students is crucial for creating better learning condition' and a positive classroom environment. Thus, their fear of embodying this traditional teacher self stems from the realization that it may hinder effective teaching and student engagement.

5.2.6 Confidence

Feeling confident as a teacher is stated to be a positive facilitator for future teachers. They believe that feeling confident about their teaching ability and faith in oneself enables teachers to provide effective teaching for their students. In order to feel confident about their teaching ability, the PTs mentioned that the way people and students address them as teachers and the positive feedback they get supports them. The external validation of others enables them to perceive themselves as a teacher.

In terms of PTs hoped for selves, the analysis revealed that the participants reflected on their confidence and identity growth during and after ERT. In the Pre ERT process the PTs being unaware of their identity growth and not perceiving themselves as a teacher yet in addition not having experiences in teaching, they discussed teacher identity as their perceptions in terms of ought to self, sharing their ideas on what is the ideal teachers for them. However, during ERT their lessons started to be inclusive of the teaching aspect, therefore, the PTs started to be able to reflect on themselves and their own development of teacher identity, and what kind of teacher they would want to become.

The analysis revealed that willingness of the PTs to become teachers had an impact on their level of confidence (e.g. Manowaluilou, & Reeve, 2022). The PTs that chose the department willingly stated that they felt more confident about teaching. As they became more experienced in teaching their level of confidence also increased. However, even though they gained more experience they believe their identity-growth is still ongoing and they do not have a set teaching style yet. According to Pellikka et al. (2022) since the process of transformation is not always linear, the need to examine potential selves at various points in time in order to have a comprehensive picture is emphasized. Despite their boosted confidence, they acknowledged that their professional identity growth requires further exploration and self-discovery (Bukor, 2015).

PTs age was also found out to be influential on self-confidence as being close to their students' age provided comfort and better interaction with their students. This comfort and knowledge gave them confidence as teachers and helped them encourage and engage their students. Which can be regarded as an individual factor (Heinz, 2015) facilitating motivation in accordance with their previous experiences and beliefs.

Due to inadequate teaching expertise, some participants felt insecure and unsure. During the epidemic, emergency remote teaching (ERT) pushed them to learn mostly online, which improved their theoretical knowledge but left them feeling deficient in practical abilities (Baran et al.,2011). Lack of experience in that sense affected their level of confidence negatively, as a result the PTs felt reluctant. According to Juárez-Díaz, & Perales (2021), both teachers and students had difficulties during the Emergency Remote Teaching (ERT) phase during the

pandemic. Asynchronous teaching strategies were embraced by teachers, delivering the recommended content and homework (Hodges et al., 2020). However, the studies showed that most pupils were not satisfied with this strategy. The inadequate training and the abrupt switch to ERT, which made it difficult for pupils to learn independently, resulted in learning to be affected negatively. In that case this negative effect would result in a mismatch in the future between PTs' hoped for/ought to selves and actual selves (what they believe they actually poses), which could cause emotional comfort explained as self-discrepancy theory by Higgins (1987, 1989). Self-discrepancy theory is the emotional impact of certain self-regulation criteria that is determined by how people perceive themselves in relation to them (Higgins, 1987, 1989). According to this theory, people are driven to make sure that who they really are matches who they think they should be or idealized, otherwise the mismatch between the hoped for/ought to self and the actual self results in negative emotions.

The PTs agreed that practical knowledge and classroom experience boost confidence and motivation. They referred to the need to prepare and examine their teaching practices to improve their teaching and address their problems.

As future teachers PTs revealed that during ERT their hoped for self included having a high level of competency as well. Participants stated that being good at language itself made them feel more confident. Because it directly affects their capacity to provide high-quality instruction, engage students, differentiate their teachings, successfully manage the classroom, and continue their professional development, a teacher's level of competency is crucial (Sharbain & Tan, 2012). In a study by Pasaribu and Harendita (2018), anxiety of PTs was searched, and the data was gathered using a mixed-method research design using questionnaires and focus group discussions. The findings indicated that several elements, including self-assurance, English proficiency, readiness, delivery of lessons, student profiles, assessment, and classroom management, contribute to pre-service teachers' anxiety. Therefore, the concerns of the PTs in the present study concerning their language competency and adequacy as future teachers were understandable. In the end, effective teachers improve student results and foster a happy and fulfilling learning environment.

5.2.7. Experience (From Theory to Practice)

The findings showed that observing the authentic context and the teaching process in the classroom, the PTs feel that the practicum experience had an impact on how they perceive the profession and the elements of teaching. After the practicum PTs started to feel more like a teacher (Bullough, Young, & Draper, 2004) Although experience can improve a teacher's impression of themselves, it should be paired with continual professional development and a dedication to being up to date on the latest findings and best practices. To adapt to changing educational situations and retain a high degree of effectiveness in their professions, teachers must continuously grow and learn (Fullan, 1993).

The analysis revealed that the PTs would like to develop a flexible approach as future teachers. A teacher who successfully integrates several components and methodologies into their teaching style can be referred to as being flexible (Christenbury, 2011). The PTs also emphasized the importance of managing the classroom and the counseling aspect of being a teacher. As teachers enable a supportive and structured classroom environment in favor of best students' outcomes, the PTs perceive themselves as facilitators of a safe and effective classroom environment. Preparing the students and helping them get ready to learn was stated to be more important than delivering information, since, if the class is not ready to learn, teachers cannot teach students what they know (Tomlinson et al., 2003).

The analysis also revealed that the PTs would like to be able to bring theory into practice by making use of the information they gathered from their department to the classroom. They also emphasized their intention of developing the ability to adapt the information to be delivered to the students according to their levels and needs. As analyzing and meeting students' needs is a vital component of the teaching process.

During ERT, the feared self of the PTs was stated to be influenced with their level of experience. The perception they had of their own inadequacies, doubts and concerns were found to be related to not having enough experience in teaching. Having limited experience was stated to be a cause for lack of confidence and the PTs reflected on themselves in that sense. Before practicum the PTs that had a chance to experience what teaching is by their choice of

working in institutions, stated that the limited glimpse of that classroom environment raised concerns about their teaching career in the future, the challenging nature of teaching and balancing the atmosphere in the classroom in order to facilitate effective teaching is found to be intimidating for the PTs (Mananay et al., 2022).

After ERT, having completed the practicum, they perceived that the experience was not enough for their developmental stage, however, the experience provided them insight on the requirement of building a flexible teacher identity to be able to meet the needs of students and become aware of the nature of continuous learning and professional growth as future teachers (Tomlinson et al., 2003). The experience they had during practicum increased their confidence in terms of teaching, yet managing the classroom seemed to be challenging for them and aroused concerns. Which shows the need to gain more experience in teaching and adopt classroom management skills (Kini, & Podolsky, 2016).

5.2.8 Student Profiles and Differences

As the Pts gained experience their perception on having an easier and better connection with students closer to their age changed. Observing different student levels and profiles, PTs realized how hard it could get. Some even stated that working with young learners seemed easier now. The possibility of having an influence on the student seemed advantageous to work with compared to older ages who built their standards and have a set mind toward the way of education. The PTs stated that it would be harder for them to achieve their standard and hopes with a group that is not open to changing his/her responsibility.

After ERT, the PTs emphasized the importance of being considerate and empathetic towards students and not reflecting personal problems to the classroom environment. They did not want to become like teachers who are always judging and showing no respect to students' personal experiences. The PTs also mentioned their intention of not discriminating against students and always being fair in the classroom. However, after their practicum experience, the PTs mentioned that they realized how much effort the teaching profession needs and that they need to improve themselves continuously (e.g. Stolz, 2020). As a result of the challenges they experienced during practicum, the PTs stated their concern on not being able to pursue their ideal teacher self and facing the possibility of

becoming their feared self. Therefore, the PTs mentioned the importance of building an identity that helps them minimize problems and enables them the strength and motivation to keep on.



6. CONCLUSIONS AND RECOMMENDATIONS

In the following section the methodology, findings, and significant conclusions of the study in addition to pedagogical implications for further use of the findings are discussed and following that the limitations of the study are mentioned.

6.1 Conclusions

The development of a professional identity in the field of education has a considerable influence on pre-service teachers' experiences before, during, and after their time spent teaching English as a foreign language (EFL) classes. During times of life change, it is even more crucial to comprehend the process of adjusting to a new instructional environment. Individuals' sense of self and identity may change significantly as a result of these developments. As teacher candidates in teacher training programs in the 2021-2022 academic year completed 50% of their professional education online due to the pandemic. With the present research it was aimed to compare the Possible Selves of teacher candidates who were subjected to face-to-face face education for one and a half years before the Emergency Remote Teaching (hereafter, ERT), their Possible Teacher Selves during ERT, and the Possible Teacher Selves that they developed in the natural classroom environment, that is, in the practicum experience, after the ERT.

Understanding prospective EFL teachers' (EFL PTs) possible selves is valuable as it provides a practical theoretical framework for investigating teacher outcomes by looking at the impact that future selves may have on current behaviors (Hamman et al., 2013). By examining the beliefs they have about their possible selves, it was aimed to obtain information about the motivation of teacher candidates towards the profession and to analyze their thoughts.

The sudden transition to online education, which has been defined as Emergency Remote Teaching (ERT) since it was considered as a temporary solution to an immediate problem (Bozkurt & Sharma, 2020), took place during the pandemic with the COVID-19, which affected the whole world as of 2020, undoubtedly brought along many education-oriented problems. As a result of the examinations and reports created, it is revealed that online education has damaged the education (see, UNESCO, 2020; World Bank, 2019; World Bank, 2020; World Economic Forum, 2020). In a process where this damage is considered, it

could not be expected that an individual's professional development process was not affected. Therefore, this study aimed to observe this potential change and investigate the possible teacher selves of teacher candidates who will teach English as a foreign language. Additionally, it was aimed to examine and understand the lived experiences of EFL PTs to uncover the essence of becoming a professional through an ERT program. In order to do so, this study employed a phenomenological approach to investigate the development of professional sense of identity among pre-service English as a Foreign Language (EFL) teachers. Specifically, the study examined the reflections of these individuals on their possible selves prior to, during, and subsequent to Emergency Remote Teaching (ERT). Utilizing a qualitative research design, the data was collected through 3 different data collection tools; semi-structured interviews, weekly reflective journals, and an open-ended survey.

The results showed that EFL PTs perception of their possible teacher selves focused under 8 main themes, which are the role of motivation in forming professional identity, lack of experience and competency, stakeholder interaction, opportunity equality and technology literacy and coping skills, perception of teaching, confidence, experience and student profiles and differences.

In terms of motivation in forming professional identity, the PTs' motivations were significantly impacted by their engagement level in online classrooms, with proactive and innovative teaching methods enhancing motivation. However, the lack of experience, fear of becoming dispassionate teachers motivated solely by salary, and concerns about adapting teaching to online platforms were significant challenges. The study emphasized the importance of supporting PTs, raising awareness about the challenges in teaching, and providing contingency plans to facilitate their professional identity formation process. Teacher well-being in that sense could be suggested in order to promote teacher effectiveness and motivation towards the profession. Integrating a focus on teacher well-being during teacher education could serve as a motivator for pre-service teachers and contribute to their identity development (Herrera & Martínez-Alba (2022), which, in turn, plays a crucial role in student success, teacher performance, and the overall well-being of educators, both inside and outside the classroom (Corcoran & O'Flaherty, 2022; Mairitsch et al., 2021).

In terms of lack of experience and competency, in their first year of university, pre-service teachers (PTs) struggled to identify themselves as teachers due to limited teaching-focused lessons. Experience played a crucial role; although previous experiences positively influenced their self-perception as teachers, the PTs believed lack of experience prevented them from encountering demotivating situations as they have not experienced anything that made them feel vulnerable yet. The feeling of insufficiency as future teachers was linked to their communicative skills and ability to simplify knowledge for students. The PTs acknowledged the importance of language proficiency and competency, recognizing the role of teachers as language models. Concerns about their competency, language proficiency, and role modeling abilities were alleviated after their practicum experience, where they gained confidence in real classroom settings. Teacher educators should assist PTs in bridging the gap between their self-perceptions and educational requirements to enhance teaching effectiveness. Providing support and encouragement during EFL education can alleviate PTs' worries about fulfilling their roles as language models for students. Overall, the practicum experience positively impacted their confidence and reduced concerns about their future teaching roles.

In terms of stakeholder interaction, Pre-service teachers (PTs) were found to be significantly influenced by their past experiences with teachers, both positively and negatively. These experiences shaped their perceptions of their future teacher selves. Negative interactions with past teachers served as motivation for self-improvement, while positive experiences encouraged confidence and motivation. The influence of past teachers on PTs' identities highlights the importance of these experiences in teacher identity development. The study also revealed that positive feedback and support from mentors, colleagues, and students significantly boosted PTs' motivation and confidence in their teaching abilities, underlining the importance of positive reinforcement and guidance in teacher education programs. Feedback plays a crucial role in shaping PTs' professional motivation and identity, and it should be carefully considered in language teacher education to enhance PTs' confidence and motivation.

In terms of opportunity equality and technology literacy and coping skills, pre-service teachers (PTs) highlighted the disparity in opportunities and resources, during Emergency Remote Teaching (ERT), emphasizing the unequal

access to online education. Many students lacked personal computers and household internet, making it challenging to participate in online classes. In contrast to face-to-face lessons, online learning posed challenges, leading to a passive role for students and potential feelings of isolation and reduced motivation. The absence of teacher guidance in online environments increased students' responsibility for their learning. Despite these challenges, some PTs viewed the situation as a wake-up call, recognizing the inevitability of online teaching in the future. They motivated themselves to enhance their digital literacy, familiarize themselves with online teaching platforms, and stay updated with technological advancements. PTs acknowledged the importance of becoming tech-savvy and self-sufficient in using technology for effective language teaching. The experience highlighted the necessity for teachers to be adaptable, versatile, and well-prepared for unforeseen circumstances. Being skilled and adaptable was perceived as crucial for providing engaging and effective learning environments for students, considering the evolving educational landscape.

In terms of perception of teaching, Pre-service teachers' (PTs) perceptions of their future teacher selves evolved through experiences, especially during Emergency Remote Teaching (ERT). Initially, they valued adaptability, critical thinking, and awareness of student differences. After ERT and face-to-face practicum, they embraced the complexities of teaching, emphasizing resilience, adaptability, and continuous learning. PTs aimed for competence, emotional support, and fostering positive student relationships. Their concerns included being taken seriously and avoiding traditional, unmotivated teaching methods. Overall, their perceptions shifted from idealistic expectations to a realistic understanding of teaching complexities emphasizing adaptability, resilience, teacher well-being, student engagement, and positive relationships.

In terms of confidence, Pre-service teachers' (PTs) confidence in teaching is shaped by external validation and positive feedback, especially from students. During Emergency Remote Teaching (ERT), PTs' experiences became more inclusive, allowing them to reflect on their teacher identity. Willingness to teach positively impacted confidence, with ongoing identity development requiring continuous self-exploration. PTs' age influenced confidence, particularly when close to students' age. Lack of practical teaching experience during ERT reduced confidence, emphasizing the importance of hands-on learning. Language

competency was crucial, directly impacting instructional quality, classroom management, and student engagement. According to self-discrepancy theory (Higgins, 1987, 1989), as experiencing mismatch between the hoped for self/ought to self and the actual self would arouse discomfort for PTs, the importance of creating awareness on these issues during teacher education could be emphasized.

In terms of experience, the pre-service teachers' (PTs) practicum experience significantly influenced their perceptions of the teaching profession. They began to feel more like teachers after the practicum but recognized the need for continuous professional development and staying updated with best practices. PTs emphasized the importance of flexibility, effective classroom management, and counseling aspects of teaching. They viewed themselves as facilitators, prioritizing creating a conducive learning environment over simply delivering information. PTs also expressed the intention to integrate theory into practice, adapting information based on students' levels and needs, highlighting the significance of meeting students' requirements. During Emergency Remote Teaching (ERT), PTs' feared selves were influenced by their limited teaching experience, leading to doubts and concerns about their teaching career. After completing the practicum, while their confidence in teaching increased, managing the classroom remained a challenge, indicating the need for more experience and improved classroom management skills. According to the PTs, the experience emphasized the importance of building a flexible teacher identity, continuous learning, and professional growth as future teachers.

In terms of student profiles and differences, as the pre-service teachers (PTs) gained experience, their perception of connecting with students, particularly those closer to their age, became more challenging. They recognized the difficulties of working with diverse student profiles and acknowledged the complexities of influencing older students who have established standards and fixed mindsets. After the Emergency Remote Teaching (ERT) experience, PTs emphasized the importance of empathy, fairness, and avoiding personal judgments in the classroom. However, their practicum experience revealed the demanding nature of the teaching profession, leading to concerns about achieving their ideal teacher self and avoiding their feared self. Consequently, PTs stressed the need to

continuously improve themselves and build a resilient teacher identity to overcome challenges and maintain motivation.

In conclusion, the unexpected transition to ERT aroused challenges and concerns for the EFL PTs, at the same time creating some opportunities and raising awareness on continuous learning and the need to develop skills on adaptability to new settings. As ERT inevitably influenced the field of education, the possible effects on EFL PTs' formation of future teacher selves cannot be ignored, therefore, consideration on EFL PTs' identity development and possible teacher selves by policy makers, stakeholders, and teacher educators is valuable.

6.2. Pedagogical implications

The findings of the study can present implications for teacher education programs and policy makers. The experiences of pre-service teachers before, during, and after their time spent instructing English as foreign language (EFL) classrooms are significantly influenced by the formation of a professional identity in the field of education. Knowing how to acclimatize to a new learning environment is especially important when changes in our lives happen. These developments may have a substantial impact on people's sense of self and identity. As awareness on professional identity provides teachers with easier transitions and promotes coping mechanisms in times of adaptation and change (Moore & Hoffman, 1988), it is important for PTs to develop their teacher identities effectively. According to Hamman et al. (2010), the Possible Selves Theory provides an illuminating framework for studying how identity develops as a result of future-oriented wants, needs, and worries. This theory offers a framework for analyzing pre-service teachers' beliefs and perceptions of themselves as potential educators, which in turn affects the actions they do to shape their professional careers (Sahakyan et al., 2018). Notably, there has been a lot of writing in the field of teacher identity creation about future teachers' identities. It is necessary to look into how pre-service teachers developed their prospective selves in an unexpected online learning environment given the unexpected "Emergency Remote Teaching" that the COVID-19 epidemic has brought about. This investigation aimed take a snapshot of this gap by revealing what were the lived experiences of EFL PTs in times of ERT and the impact on the building of professional identities among EFL pre-service teachers. By evaluating pre-service teachers' retrospective comments on their experiences and perspectives, the present study examined

ways to increase the understanding of how pre-service teachers dealt with the opportunities and challenges presented by online teaching and how their professional identities evolved.

6.3 Limitations and Recommendations for Further Studies

The results of the data are intended for the use of policy makers at university level. Since the perceptions of pre-service teachers are influential on their teacher identity formation, the input on how to generate effective ways of self-improvement for future teachers is important. The present study allowed further understanding of pre-service teachers' evolution of ought to, hoped, and feared selves through ERT and the practicum experience. The limitations of the present study and the recommendations for further research are discussed in the following sections.

6.3.1 Limitations of the Study

The first limitation pertains to the scope of participants, as the study exclusively focused on pre-service teachers from the Department of English Language Teaching in their final year. While the insights gained are valuable, it is acknowledged that the views expressed may not fully represent the perspectives of earlier-stage pre-service teachers or those enrolled in different departments or disciplines.

Additionally, there is a geographical limitation to the study, which appears to have been conducted within a specific university or region. This geographic constraint raises the possibility that the findings might be significantly influenced by the local culture, regulations, and educational practices prevalent in that specific area.

Furthermore, the study relies on self-reported data obtained through reflective journals and open-ended questionnaires. This method introduces a potential source of bias, as participants may be subject to memory constraints or may tailor their responses to present themselves in a favorable light. This limitation underscores the need for cautious interpretation of the qualitative data gathered.

The impact of the COVID-19 pandemic emerges as another notable limitation. The psychological and emotional effects of this global event could have influenced the responses of pre-service teachers, potentially shaping their

professional identities in ways beyond the conventional challenges associated with transitioning to distance learning.

6.3.2 Recommendations for Further Studies

Future studies in this domain could address the first limitation by incorporating a broader sample base. Including pre-service teachers from various years of study, different teaching departments, or diverse universities would provide a more comprehensive understanding of the factors influencing professional identity development.

In addition, a suggestion for further research involves incorporating quantitative analysis. While the current study adopts a qualitative approach, subsequent research could employ statistical methods to offer insights into the prevalence of specific sentiments or perceptions among a larger cohort of pre-service teachers.

Comparative analysis stands out as a promising avenue for exploration. Contrasting the experiences of pre-service EFL teachers with those who have established careers in the field could yield valuable insights into how professional identities evolve at different stages of one's teaching career.

Considering the external factors, particularly the impact of the COVID-19 pandemic, as a focal point for future investigations is recommended. Delving deeper into how the psychological impacts of this global event intersect with professional identity development could contribute significantly to the existing body of knowledge.

Another potential area for future research involves investigating the influence of different online teaching tools and platforms on professional identity. Exploring how the choice of technology mediates or shapes perceptions of professional roles could provide practical insights for educators and institutions navigating the digital landscape.

Finally, a cross-cultural study could be proposed as a means of understanding the global implications of the pandemic on professional identity development. By comparing the experiences of pre-service teachers in different countries, such research could reveal how cultural, technological, and pedagogical differences influence the transition to online teaching.

REFERENCES

- Aaronson, D., Barrow, L., & Sander, W. (2007). Teachers and student achievement in Chicago public high schools. *Journal of Labor Economics*, 25(1), 95-135.
- Allender, D. & Allender, J. (2006). How did our early education determine who we are as teachers? *Collaboration and community: Pushing boundaries* (pp.14-17)
- Almazova, N., Krylova, E., Rubtsova, A., & Odinkaya, M. (2020). Challenges and opportunities for Russian higher education amid COVID-19: Teachers' perspective. *Education Sciences*, 10(12), 368. <https://doi.org/10.3390/educsci10120368>
- Alshenqeeti, H. (2014). Interviewing as a data collection method: A critical review. *English linguistics research*, 3(1), 39-45.
- Alves, R., Lopes, T., & Precioso, J. (2021). Teachers' well-being in times of Covid19 pandemic: factors that explain professional well-being. *IJERI: International Journal of Educational Research and Innovation*, 15, 203-217. <https://doi.org/10.46661/ijeri.5120>
- Arnup, J., & Bowles, T. (2016). Should I stay or should I go? Resilience as a protective factor for teachers' intention to leave the teaching profession. *Australian Journal of Education*, 60(3), 229-244.
- Atay, D. (2007). Beginning teacher efficacy and the practicum in an EFL context. *Teacher development*, 11(2), 203-219.
- Avalos, B. (2011) Teacher professional development in teaching and teacher education over ten years. *Teaching and Teacher Education*, 27, 10-20. <https://doi.org/10.1016/j.tate.2010.08.007>
- Avraamidou, L. (2019). Stories we live, identities we build: How are elementary teachers' science identities shaped by their lived experiences?. *Cultural Studies of Science Education*, 14(1), 33-59.
- Balli, S. J. (2011). Pre-service teachers' episodic memories of classroom management. *Teaching and Teacher Education*, 27(2), 245-251. <https://doi.org/10.1016/j.tate.2010.08.004>
- Baporikar, N. (2015). Understanding professional development for educators. *International Journal of Sustainable Economies Management (IJSEM)*, 4(4), 1830.
- Baran, E., Correia, A. P., & Thompson, A. (2011). Transforming online teaching practice: Critical analysis of the literature on the roles and competencies of online teachers. *Distance Education*, 32(3), 421-439.
- Barkhuizen, G. (2017). Investigating language tutor social inclusion identities. *The Modern Language Journal*, 101(S1), 61-75.
- Beauchamp, C., & Thomas, L. (2009). Understanding teacher identity: An overview of issues in the literature and implications for teacher education. *Cambridge Journal of Education*, 39(2), 175-189.
- Beltman, S., Glass, C., Dinham, J., Chalk, B., & Nguyen, B. (2015). Drawing identity: Beginning pre-service teachers' professional identities. *Issues in Educational Research*, 25(3), 225-245.
- Bernadowski, C., Perry, R., & Del Greco, R. (2013). Improving preservice teachers' self- efficacy through service learning: Lessons learned. *International Journal of Instruction*, 6(2), 67-86.

- Bezzina, C., & Michalak, J. (2009). Preparing student teachers for teaching practicum. In A. Swennen & M. van der Klink (Eds.), *Becoming a teacher educator* (pp. 163-171). Springer. https://doi.org/10.1007/978-1-4020-8874-2_12
- Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking: a tool to enhance trustworthiness or merely a nod to validation?. *Qualitative Health Research*, 26(13), 1802-1811.
- Borg, S. (2006). *Teacher cognition and language education: Research and practice*. Continuum.
- Borg, S. (2015). *Teacher cognition and language education: Research and practice*. Bloomsbury.
- Borger, H., & Tillema, H. (1996). Flexible knowledge acquisition: Learning to use knowledge in student teaching. *Journal of Professional Studies*, 3(2), 25–34.
- Boyatzis, R. E. (1998). *Transforming qualitative information: Thematic analysis and code development*. Sage.
- Bozkurt, A., & Sharma, R. C. (2020). Emergency remote teaching in a time of global crisis due to CoronaVirus pandemic. *Asian Journal of Distance Education*, 15(1), i-vi.
- Brinkmann, S. (2014). Unstructured and semi-structured interviewing. In P. Leavy (Ed.), *The Oxford handbook of qualitative research* (pp. 277–299). Oxford University Press.
- Bukor, E. (2015). Exploring teacher identity from a holistic perspective: Reconstructing and reconnecting personal and professional selves. *Teachers and teaching*, 21(3), 305-327.
- Bullough, Jr, R. V., Young, J., & Draper, R. J. (2004). One-year teaching internships and the dimensions of beginning teacher development. *Teachers and Teaching*, 10(4), 365-394.
- Carrington, L., Kervin, L., & Ferry, B. (2011). Enhancing the development of pre-service teacher professional identity via an online classroom simulation. *Journal of Technology and Teacher Education*, 19(3), 351-368.
- Carrier, S. J., A. N. Whitehead, T. A. Walkowiak, S. C. Luginbuhl, and M. M. Thomson. 2017. "The Development of Elementary Teacher Identities as Teachers of Science." *International Journal of Science Education* 39 (13): 1733–1754. <https://doi.org/10.1080/09500693.2017.1351648>
- Chalmers, L., & Keown, P. (2006). Communities of practice and professional development. *International Journal of Lifelong Education*, 25(2), 139-156. <https://doi.org/10.1080/02601370500510793>
- Christenbury, L. (2011). The flexible teacher. *Educational Leadership*, 68, 46-50.
- Cilesiz, S. (2009). Educational computer use in leisure contexts: A phenomenological study of adolescents' experiences at Internet cafes. *American Educational Research Journal*, 46(1), 232-274.
- Corcoran, R. P., & O'Flaherty, J. (2022). Social and emotional learning in teacher preparation: Pre-service teacher well-being. *Teaching and Teacher Education*, 110, Article 103563. <https://doi.org/10.1016/j.tate.2021.103563>
- Creswell, J. W., Hanson, W. E., Clark Plano, V. L., & Morales, A. (2007). Qualitative research designs: Selection and implementation. *The Counseling Psychologist*, 35(2), 236-264.
- Cresswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design choosing among five approaches*. (4th ed.) Sage.

- Dalioglu, S. T., & Adiguzel, O. C. (2016). Teacher candidates' self-efficacy beliefs and possible selves throughout the teaching practice period in Turkey. *Asia Pacific Education Review*, 17, 651-661.
- Darling-Hammond, L. (1990). Teacher professionalism: Why and how? In A. Lieberman, (Ed.), *Schools as collaborative cultures: Creating the future now* (pp. 25–50). Falmer Press.
- Darling-Hammond, L., & McLaughlin, M. W. (1995). Policies that support professional development in an era of reform. *Phi Delta Kappan*, 76(8), 597-604.
- Darling-Hammond, L., Hammerness, K., Grossman, P., Rust, F., & Shulman, L. (2005). The design of teacher education programs. In L. Darling-Hammond & J. Bransford (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do* (pp. 390-441). Jossey-Bass.
- Darling-Hammond, L., & Bransford, J. (Eds.). (2007). *Preparing teachers for a changing world: What teachers should learn and be able to do*. John Wiley & Sons.
- Darling-Hammond, L., & Baratz-Snowden, J. (2007). A good teacher in every classroom: Preparing the highly qualified teachers our children deserve. *Educational Horizons*, 85(2), 111-132.
- Davin, K. J., Chavoshan, I., & Donato, R. (2018). Images of past teachers: Present when you teach. *System*, 72, 139-150.
- Day, C., Kington, A., Stobart, G., & Sammons, P. (2006). The personal and professional selves of teachers: Stable and unstable identities. *British Educational Research Journal*, 32(4), 601-616.
- Dennen, V. P., Aubteen Darabi, A., & Smith, L. J. (2007). Instructor–learner interaction in online courses: The relative perceived importance of particular instructor actions on performance and satisfaction. *Distance Education*, 28(1), 6579.
- Denzin, N.K. (1978). *Sociological methods: A sourcebook*. McGraw-Hill.
- Derakhshan, A., Coombe, C., Arabmofrad, A., & Taghizadeh, M. (2020). Investigating the effects of English language teachers' professional identity and autonomy in their success. *Issues in Language Teaching*, 9(1), 1-28.
- Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford University Press.
- Dörnyei, Z. (2009). The L2 Motivational Self System. In Dörnyei, Z. and Ushioda, E. (Eds.), *Motivation, Language Identity and the L2 Self* (pp. 9–42). Multilingual Matters.
- Dunkel, C. S., & Anthis, K. S. (2001). The role of possible selves in identity formation: A short-term longitudinal study. *Journal of Adolescence*, 24(6), 765776.
- Duraku, Z. H., & Hoxha, L. (2020). The impact of COVID-19 on education and on the well-being of teachers, parents, and students: Challenges related to remote (online) learning and opportunities for advancing the quality of education. *Manuscript submitted for publication. Faculty of Philosophy, University of Prishtina*.
- Ekici, M., & Ekici, D. I. (2021). Factors influencing student engagement during COVID-19 emergency remote teaching. In *Handbook of Research on Emerging Pedagogies for the Future of Education: Trauma-Informed, Care, and Pandemic Pedagogy* (pp. 127-144). IGI Global.
- Erdem, C. (2020). Exploring the Relationships between Possible Selves and Early Teacher Identity of Turkish Pre-service Teachers. *FIRE: Forum for International Research in Education*, 6(3), 94–115. <https://doi.org/10.32865/fire202063225>

- Eren, A., & Yeşilbursa, A. (2019). Pre-service teachers' teaching-specific hopes and their motivational forces: The roles of efficacy beliefs and possible selves. *Teaching and Teacher Education*, 82, 140-152. <https://doi.org/10.1016/j.tate.2019.03.016>
- Fajet, W., Bello, M., Leftwich, S. A., Mesler, J. L., & Shaver, A. N. (2005). Preservice teachers' perceptions in beginning education classes. *Teaching and Teacher Education*, 21(6), 717-727.
- Fang, Z. (1996). A review of research on teacher beliefs and practices. *Educational Research*, 38(1), 47-65. <https://doi.org/10.1080/0013188960380104>
- Feiman-Nemser, S., & Buchmann, M. (1985). Pitfalls of Experience in Teacher Preparation. *Teachers College Record*, 87(1), 53-65.
- Ferri, F., Grifoni, P., & Guzzo, T. (2020). Online learning and emergency remote teaching: Opportunities and challenges in emergency situations. *Societies*, 10(4), 86.
- Flores, M. A., and M. Gago. 2020. "Teacher education in times of COVID-19 pandemic in Portugal: National, institutional and pedagogical responses." *Journal of Education for Teaching, Advance online publication*. 46(4), 507-516. <https://doi.org/10.1080/02607476.2020.1799709>
- Fofana, N. K., Latif, F., Sarfraz, S., Bashir, M. F., & Komal, B. (2020). Fear and agony of the pandemic leading to stress and mental illness: An emerging crisis in the novel coronavirus (COVID-19) outbreak. *Psychiatry Research*, 291, 113-230.
- Fox, C. (1996). Questionnaire development. *Journal of Health & Social Policy*, 8(1), 39-48.
- Frazier, L. D., Gonzalez, G. K., Kafka, C. L., & Johnson, P. M. (2002). Psychosocial influences on possible selves: A comparison of three cohorts of older adults. *International Journal of Behavioral Development*, 26(4), 308-317.
- Fredericks, J., Blumenfeld, P., & Paris, A. (2004). School engagement: Potential of the concepts, state of the evidence. *Review of Educational Research*, 74, 59-109.
- Fullan, M. G. (1993). Why teachers must become change agents. *Educational leadership*, 50, 12-12.
- Furlong, C. 2013. "The teacher I wish to be: Exploring the influence of life histories on student teacher idealised identities." *European Journal of Teacher Education*, 36 (1): 68-83. <https://doi.org/10.1080/02619768.2012.678486>
- Ghaith, G., & Shaaban, K. (1999). The relationship between perceptions of teaching concerns, teacher efficacy, and selected teacher characteristics. *Teaching and teacher education*, 15(5), 487-496.
- Grant-Smith, D., & Gillett-Swan, J. (2017). Managing the personal impacts of practicum: Examining the experiences of Graduate Diploma in Education students. In J. Nuttall, A. Kostogriz, M. Jones & J. Martin (Eds), *Teacher education policy & practice: Evidence of impact, impact of evidence* (pp. 97-112). Singapore: Springer.
- Haghighi Irani, F., Chalak, A., & Heidari Tabrizi, H. (2020). Assessing pre-service teachers' professional identity construction in a three-phase teacher education program in Iran. *Asian-Pacific Journal of Second and Foreign Language Education*, 5, 1-21.
- Hamman, D., Gosselin, K., Romano, J., & Bunuan, R. (2010). Using possible selves theory to understand the identity development of new teachers. *Teaching and Teacher Education*, 26(7), 1349-1361.

- Hamman, D., Coward, F., Johnson, L., Lambert, M., Zhou, L., & Indiatzi, J. (2013). Teacher possible selves: How thinking about the future contributes to the formation of professional identity. *Self and Identity*, 12(3), 307–336.
- Hamman, D., Wang, E., & Burley, H. (2013). What I expect and fear next year: Measuring new teachers' possible selves. *Journal of Education for Teaching*, 39(2), 222-234.
- Hamre, B. K., & Pianta, R. C. (2004). Self-reported depression in nonfamilial caregivers: Prevalence and associations with caregiver behavior in child-care settings. *Early Childhood Research Quarterly*, 19, 297–318.
- Hamutoğlu, N. B., Savaşçı, M., & Sezen-Gültekin, G. (2019). Digital literacy skills and attitudes towards e-learning. *Journal of Education and Future*, (16), 93-107.
- Hargreaves, A., & Shirley, D. (2021). *Well-being in schools: Three forces that will uplift your students in a volatile world*. ASCD.
- Harris, J., Pryor, J., & Adams, S. (2005). *The challenge of intercoder agreement in qualitative inquiry*. Retrieved 3 March, 2012.
- Heinz, M. (2015). Why choose teaching? An international review of empirical studies exploring student teachers' career motivations and levels of commitment to teaching. *Educational Research and Evaluation*, 21(3), 258–297.
- Herrera, L. P., & Martínez-Alba, G. (2022). Emotions, well-being, and language teacher identity development in an EFL teacher preparation program. *Korea TESOL Journal*, 18(1), 3-25.
- Hettiarachchi, S., Damayanthi, B. W. R., Heenkenda, S., Dissanayake, D. M. S. L. B., Ranagalage, M., & Ananda, L. (2021). Student satisfaction with online learning during the COVID-19 pandemic: a study at state universities in Sri Lanka. *Sustainability*, 13(21), 11749.
- Higgins, E.T. (1987). Self-discrepancy: A theory relating self and affect. *Psychological Review*, 94, 319-340.
- Higgins, E. T. (1989). Continuities and discontinuities in self-regulatory and self-evaluative processes: A developmental theory relating self and affect. *Journal of Personality*, 57, 407-444.
- Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020, March 27). The difference between emergency remote teaching and online learning. *Educause Review*, 27.
- Holzweiss, P. C., Walker, D. W., Chisum, R., & Sosebee, T. (2020). Crisis planning for online students: Lessons learned from a major disruption. *Online Learning*, 24(2), 22-37.
- Hong, J. Y. (2010). Pre-service and beginning teachers' professional identity and its relation to dropping out of the profession. *Teaching and teacher Education*, 26(8), 1530-1543.
- Hooley, N. (2007). Establishing professional identity: Narrative as curriculum for pre-service teacher education. *Australian Journal of Teacher Education (Online)*, 32(1), 49-60.
- Huber, S. G., & Helm, C. 2020. "COVID-19 and schooling: Evaluation, assessment and accountability in times of crises—reacting quickly to explore key issues for policy, practice and research with the school barometer." *Educational Assessment, Evaluation and Accountability* 32: 237–270. <https://doi.org/10.1007/s11092-020-09322-y>
- Husserl, E. (1970). Syllabus of a Course of Four Lectures on "Phenomenological Method and Phenomenological Philosophy". *Journal of the British Society for Phenomenology*, 1(1), 18–23.

- Itoi, E. (2014). *Pre-service EFL teachers' possible selves: A longitudinal study of the shifting development of professional identities*. [Doctoral thesis, Temple University].
- Ivanova, I., & Skara-Mincane, R. (2016). Development of professional identity during teacher's practice. *Procedia-Social and Behavioral Sciences*, 232, 529-536.
- Jacobs, P. (2014). Engaging students in online courses. *Research in Higher Education Journal*, 26, 1-9.
- Jasper, M. A. (2005). Using reflective writing within research. *Journal of Research in Nursing*, 10(3), 247-260.
- Jena, P. K. (2020). Impact of pandemic COVID-19 on education in India. *International Journal of Current Research (IJCR)*, 12(7), 12582-12586. <https://doi.org/10.24941/ijcr.39209.07.2020>
- Joyce, B. R., Weil, M., & Calhoun, E. (1986). *Models of teaching* (Vol. 499). Englewood Cliffs, NJ: Prentice-Hall.
- Juárez-Díaz, C., & Perales, M. (2021). Language teachers' emergency remote teaching experiences during the COVID-19 confinement. *Profile Issues in Teachers Professional Development*, 23(2), 121-135.
- Judd, J., B. A. Rember, T. Pellegrini, B. Ludlow, and J. Meisner (2020). "This is Not Teaching": The Effects of COVID-19 on Teachers. Accessed 25 July 2020.
- Kagan, D. M. (1992). Professional growth among preservice and beginning teachers. *Review of Educational Research*, 62(2), 129-169.
- Kaur, A. (2021). Study of teaching practicum on professional development of integrated teacher education programme BA/B. Sc. B. Ed. course's pupil teacher prospective. *Specialusis Ugdymas*, 1(42), 248-262.
- Kennedy, M. (1999). The role of preservice teacher education. In L. Darling- Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of policy and practice* (pp. 54-85). Jossey Bass.
- Keogh, J., Dole, S., & Hudson, E. (2006). Supervisor or mentor? Questioning the quality of pre-service teacher practicum experiences. In *Australian Association for Research in Education [AARE] 2006 International Education Research Conference* (Vol. 1, pp. 1-15). Adelaide, SA: AARE.
- Khan, K. A., & Rafi, S. T. (2020). Online education & MOOCs: Teacher self disclosure in online education and a mediating role of social presence. *South Asian Journal of Management*, 14(1), 142-158.
- Kidd, W., & Murray, J. (2020). The Covid-19 pandemic and its effects on teacher education in England: How teacher educators moved practicum learning online. *European Journal of Teacher Education*, 43(4), 542-558. <https://doi.org/10.1080/02619768.2020.1820480>
- Kini, T., & Podolsky, A. (2016). Does teaching experience increase teacher effectiveness? A Review of the Research. *Learning Policy Institute*.
- Klusmann, U., Kunter, M., Trautwein, U., Lüdtke, O., & Baumert, J. (2008). Teachers' occupational well-being and quality of instruction: The important role of self-regulatory patterns. *Journal of Educational Psychology*, 100(3), 702-715.
- Knobloch, N., & Whittington, M. S. (2002). Novice teachers' perceptions of support, teacher preparation quality, and student teaching experience related to teacher efficacy. *Journal of Vocational Education Research*, 27(3), 331-341.

- Knowles, J.G., Cole, A. L., & Presswood, C. L. (1994). Through preservice teachers' eyes: exploring field experiences through narrative and inquiry. Macmillan.
- Korb, K. A. (2014). Motivation in education: Beyond salary, benefits, and welfare. *Journal of Educational Foundations*, 4, 1-8.
- Korthagen, F. A. (2004). In search of the essence of a good teacher: Towards a more holistic approach in teacher education. *Teaching and Teacher Education*, 20(1), 77-97. <https://doi.org/10.1016/j.tate.2003.10.002>
- Korthagen, F., Loughran, J., & Russell, T. (2006). Developing fundamental principles for teacher education programs and practices. *Teaching and teacher education*, 22(8), 1020-1041.
- Kosar, G. (2021). Distance Teaching Practicum: Its Impact on Pre-Service EFL Teachers' Preparedness for Teaching. *IAFOR Journal of Education*, 9(2), 111-126.
- Kubanyiova, M. (2009). Possible selves in language teacher development. *Motivation, language identity and the L2 self*, 1, 314-332.
- Kurman, J. (2006). Self-enhancement, self-regulation and self-improvement following failures. *British Journal of Social Psychology*, 45(2), 339-356.
- Kvale, S., & Brinkmann, S. (2009). *Interviews: Learning the craft of qualitative research interviewing*. Sage.
- Leigh, J., & Bailey, R. (2013). Reflection, reflective practice and embodied reflective practice. *Body, Movement and Dance in Psychotherapy*, 8(3), 160-171.
- Lin, Z., Wu, B., Wang, F., & Yang, D. (2019). Enhancing student teacher motivation through mentor feedback on practicum reports: A case study. *Journal of Education for Teaching*, 45(5), 605-607.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage.
- Llurda, E. (2005). Non-native TESOL students as seen by practicum supervisors. In E. Llurda (Ed.), *Non-native language teachers: Perceptions, challenges, and contributions to the profession* (pp. 131–154). Springer.
- Lortie, D. (1975). *Schoolteacher: A sociological study*. University of Chicago Press.
- Lutovac, S., & Kaasila, R. (2011). Beginning a pre-service teacher's mathematical identity work through narrative rehabilitation and bibliotherapy. *Teaching in Higher Education*, 16(2), 225-236. <https://doi.org/10.1080/13562517.2010.515025>
- Lutovac, S., & Kaasila, R. (2012). "Dialogue between past and Future Mathematical Identities." *Nordic Studies in Mathematics Education* 17 (3–4): 125–139.
- Lutovac, S., & Kaasila, R. 2014. "Pre-service teachers' future-oriented mathematical identity work." *Educational Studies in Mathematics* 85 (1): 129–142. <https://doi.org/10.1007/s10649-013-9500-8>
- Lutovac, S., & Assuncao Flores, M. (2021). 'Those who fail should not be teachers': Pre-service teachers' understandings of failure and teacher identity development. *Journal of Education for Teaching*, 47(3), 379-394.
- Mackenzie, S. (2012). I can't imagine doing anything else': Why do teachers of children with SEN remain in the profession? Resilience, rewards and realism over time. *Journal of Research in Special Educational Needs*, 12(3), 151-161.

- Maggioni, L., & Parkinson, M. M. (2008). The role of teacher epistemic cognition, epistemic beliefs, and calibration in instruction. *Educational Psychology Review*, 20(4), 445–461.
- Mahmoudi-Gahrouei, V., Tavakoli, M., & Hamman, D. (2016). Understanding what is possible across a career: Professional identity development beyond transition to teaching. *Asia Pacific Education Review*, 17, 581–597.
- Mairitsch, A., Babic, S., Mercer, S., Sulis, G., Jin, J., & King, J. (2021). Being a student, becoming a teacher: The wellbeing of pre-service language teachers in Austria and the UK. *Teaching and Teacher Education*, 106, Article 103452. <https://doi.org/10.1016/j.tate.2021.103452>
- Malmberg, L.-E., & Hagger, H. (2009). Changes in student teachers' agency beliefs during a teacher education year, and relationships with observed classroom quality, and day-to-day experiences. *British Journal of Educational Psychology*, 79, 677–694.
- Mananay, J., Alda, R., & Santos, M. S. D. (2022). Glimpses of teaching in the new normal: Changes, challenges, and chances. *International Journal of Learning, Teaching and Educational Research*, 21(4), 276-291.
- Manowalulilou, N., & Reeve, E. M. (2022). Pre-Service Teachers' Self-Efficacy Support Systems Resulting in a Desire to Become Teachers. *International Education Studies*, 15(2), 41-53.
- Markus, H., & Nurius, P. (1986). Possible selves. *American Psychologist*, 41(9), 954–969. <https://doi.org/10.1037/0003-066X.41.9.954>
- Masten, A. S., Best, K. M., & Garmezy, N. (1990). Resilience and development: Contributions from the study of children who overcome adversity. *Development and psychopathology*, 2(4), 425-444.
- McHugh, M. L. (2012). Interrater reliability: the kappa statistic. *Biochemia medica*, 22(3), 276-282.
- Meara, N. M., Day, J. D., Chalk, L. M., & Phelps, R. E. (1995). Possible selves: Applications for career counseling. *Journal of Career Assessment*, 3(4), 259–277.
- Merriam, S. B. (2002). *Qualitative Research in Practice*. JosseyBass.
- Minor, L. C., Onwuegbuzie, A. J., Witcher, A. E., & James, T. L. (2002). Preservice teachers' educational beliefs and their perceptions of characteristics of effective teachers. *The Journal of Educational Research*, 96(2), 116-127. <https://doi.org/10.1080/00220670209598798>
- Mintrop, R., & Ordenes, M. (2017). Teacher work motivation in the era of extrinsic incentives: Performance goals and pro-social commitments in the service of equity. *Education Policy Analysis Archives*, 25, 44. <https://doi.org/10.14507/epaa.25.2482>
- Mizell, H. (2010). *Why professional development matters: Learning forward*. Oxford.
- Moolenaar, N. M. (2010). *Ties with potential: nature, antecedents, and consequences of social networks in school teams*. [Thesis, fully internal, Universiteit van Amsterdam]. Ipskamp.
- Moore, M., & Hofman, J. E. (1988). Professional identity in institutions of higher learning in Israel. *Higher Education*, 17(1), 69-79.
- Mosaddaq, Y. B. (2016). A study of sources of EFL student teachers' anxiety during their practicum experience. *European Journal of Research and Reflection in Educational Sciences*, 4(1).
- Morris, T. H. (2019). Self-directed learning: A fundamental competence in a rapidly changing world. *International Review of Education*, 65(4), 633-653.
- Moustakas, C. (1994). *Phenomenological research methods*. Sage.

- Mufidah, N. (2019). The development of pre-Service teachers' teaching performance in the teaching practice program at English department of State Islamic University of Antasari Banjarmasin. *Dinamika Ilmu*, 19(1), 97–114.
- Murphy, M. P. (2020). COVID-19 and emergency eLearning: Consequences of the securitization of higher education for post-pandemic pedagogy. *Contemporary Security Policy*, 41(3), 492–505.
- Neubauer, B. E., Witkop, C. T., & Varpio, L. (2019). How phenomenology can help us learn from the experiences of others. *Perspectives on Medical Education*, 8, 90–97.
- Neuert, C., Meitinger, K., Behr, D., & Schonlau, M. (2021). The use of open-ended questions in surveys. *Methods, Data, Analyses: A Journal for Quantitative Methods and Survey Methodology*, 15(1), 3–6.
- Ng, W., Nicholas, H., & Williams, A. (2010). School experience influences on pre-service teachers' evolving beliefs about effective teaching. *Teaching and Teacher Education*, 26(2), 278–289.
- Nye, B., Konstantopoulos, S., & Hedges, L. V. (2004). How large are teacher effects? *Educational Evaluation and Policy Analysis*, 26(3), 237–257. <https://doi.org/10.3102/01623737026003237>
- Nykqvist, S., & Mukherjee, M. (2016). Who am I? Developing pre-service teacher identity in a digital world. *Procedia-Social and Behavioral Sciences*, 217, 851–857.
- Omang, T. A., & Angioha, P. U. (2021). Assessing the impact COVID-19 pandemic on the educational development of secondary school students. *JINAV: Journal of Information and Visualization*, 2(1), 25–32.
- Onyema, E. M., Eucheria, N. C., Obafemi, F. A., Sen, S., Atonye, F. G., Sharma, A., & Alsayed, A. O. (2020). Impact of coronavirus pandemic on education. *Journal of Education and Practice*, 11(13), 108–121.
- Ortlipp, M. (2008). Keeping and using reflective journals in the qualitative research process. *The Qualitative Report*, 13(4), 695–705.
- Oyserman, D., Gant, L., & Ager, J. (1995). A socially contextualized model of African American identity: Possible selves and school persistence. *Journal of Personality and Social Psychology*, 69(6), 12–16.
- Oyserman, D., Elmore, K., & Smith, G. (2012). Self, Self-Concept. *Handbook of Self and Identity*, 69–104.
- Özüdoğru, G. (2021). Problems faced in distance education during Covid-19 Pandemic. *Participatory Educational Research*, 8(4), 321–333.
- Pajares, F. (1993). Preservice teachers' beliefs: A focus for teacher education. *Action in Teacher Education*, 15(2), 45–54.
- Pajares, F., & Schunk, D. (2005). Self-efficacy and self-concept beliefs. *New Frontiers for Self-Research, March H. Craven R, McInerney D (Eds.). IAP*, 95–120.
- Pan, W., & Hawryszkiewicz, I. T. (2005). Facilitating Constructivist Learning through managing learning processes. In *IASTED Interantional Conference on Computers and Advanced Technology for Education*. ACTA Press.
- Patton, M. Q. (1999). Enhancing the quality and credibility of qualitative analysis. *Health Sciences Research*, 34, 1189–1208.

- Pasaribu, T. A., & Harendita, M. E. (2018). English language anxiety of pre-service teachers: Causes and coping strategies. *LLT Journal: A Journal on Language and Language Teaching*, 21(2), 134-147.
- Pellikka, A., Lutovac, S., & Kaasila, R. (2018). The nature of the relation between pre-service teachers' views of an ideal teacher and their positive memories of biology and geography teachers. *Nordic Studies in Science Education*, 14(1), 82-94. <https://doi.org/10.5617/nordina.4368>
- Pellikka, A., Lutovac, S., & Kaasila, R. (2022). The change in pre-service primary teachers' possible selves in relation to science teaching. *European Journal of Teacher Education*, 45(1), 43-59.
- Postholm, M. B. (2012). Teachers' professional development: A theoretical review. *Educational Research*, 54(4), 405-429.
- Purkey, W. W. (1988). An Overview of Self-Concept Theory for Counselors. Highlights: An ERIC/CAPS Digest.
- Ralph, E., Walker, K., & Wimmer, R. (2007). Practicum in professional education: Pre-service students' experiences. *Transformative Dialogues: Teaching and Learning Journal*, 1(2).
- Rapanta, C., Botturi, L., Goodyear, P. *et al.* Online University Teaching During and After the Covid-19 Crisis: Refocusing Teacher Presence and Learning Activity. *Postdigit Sci Educ* 2, 923-945 (2020). <https://doi.org/10.1007/s42438-020-00155-y>
- Reimers, F., & Schleicher, A. (2020). Schooling disrupted, schooling rethought. *How the Covid-19 pandemic is changing education*.
- Richardson, V. (1996). The role of attitudes and beliefs in learning to teach. In J. Sikula (Ed.), *Handbook of research on teacher education*, 2(2), 102-119.
- Rodgers, C. R., & Scott, K. H. (2008). The development of the personal self and professional identity in learning to teach. In *Handbook of Research on Teacher Education* (pp. 732-755). Routledge.
- Rodgers, C., & Skelton, J. (2014). Professional development and mentoring in support of teacher retention. *Journal on School Educational Technology*, 9(3), 111.
- Ronfeldt, M., & Grossman, P. (2008). Becoming a professional: Experimenting with possible selves in professional preparation. *Teacher Education Quarterly*, 35(3), 41-60.
- Roth, G., Assor, A., Kanat-Maymon, Y., & Kaplan, H. (2007). Autonomous motivation for teaching: How self-determined teaching may lead to self-determined learning. *Journal of Educational Psychology*, 99, 761-774.
- Rushton, E. A., Gibbons, S., Brock, R., Cao, Y., Finesilver, C., Jones, J., ... & Towers, E. (2023). Collaborative identity development during a global pandemic: exploring teacher identity through the experiences of pre-service high school teachers in England. *European Journal of Teacher Education*, 1- 24.
- Russell, T. (1993). Teachers' professional knowledge and the future of teacher education. *Journal of Education for Teaching*, 19(4), 205-215.
- Russell, G. M., & Kelly, N. H. (2002). Research as interacting dialogic processes: Implications for reflexivity. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 3(3). <https://doi.org/10.17169/fqs-3.3.831>
- Sahakyan, T., Lamb, M., & Chambers, G. (2018). Language teacher motivation: From the ideal to the feasible self. *Language Teacher Psychology*, 53-70. <https://doi.org/10.21832/9781783099467-008>

- Saka, İ. & Merç, A. (2021). The Relationship among Turkish EFL Learners' Willingness to Communicate in English, Self-efficacy Perceptions and Linguistic Self-confidence. *The Literacy Trek*, 7 (2) , 1-36 . <https://doi/10.47216/literacytrek.770371>
- Sánchez-Cruzado, C., Santiago Campión, R., & Sánchez-Compañía, M. T. (2021). Teacher digital literacy: The indisputable challenge after COVID-19. *Sustainability*, 13(4), 1858.
- Saumure, K., & Given L. M. (2008). Convenience Sample. In *The SAGE Encyclopedia of Qualitative Research Methods*. (pp. 124-125). Sage.
- Schwarzer, R., & Hallum, S. (2008). Perceived teacher self-efficacy as a predictor of job stress and burnout: Mediation analyses. *Applied Psychology*, 57, 152-171.
- Segolsson, M., & Hirsh, Å. (2019). How skilled teachers enable success in their teaching with respect to inclusion and knowledge development: A qualitative study based on teachers' experiences of successful teaching. *International Journal of Teaching and Education*, 7(2), 35-52.
- Sharbain, I. H. A., & Tan, K. E. (2012). Pre-service teachers' level of competence and their attitudes towards the teaching profession. *Asian Journal of Social Sciences & Humanities*, 1(3), 14-22.
- Sides, C., & Mrvica, A. (2017). *Internships: Theory and practice*. Routledge.
- Simm, D. (2005) Experiential learning: Assessing process and product. *Planet*, 15(1), 16-19.
- Simon, E. (2012). *The impact of online teaching on higher education faculty's professional identity and the role of technology: The coming of age of the virtual teacher* (Doctoral dissertation, University of Colorado at Boulder).
- Sutherland, L., Howard, S., & Markauskaite, L. (2010). Professional identity creation: Examining the development of beginning preservice teachers' understanding of their work as teachers. *Teaching and Teacher Education*, 26(3), 455-465.
- Stahl, N. A., & King, J. R. (2020). Expanding approaches for research: Understanding and using trustworthiness in qualitative research. *Journal of Developmental Education*, 44(1), 26-28.
- Stansbie, P., Nash, R., & Jack, K. (2013). Internship design and its impact on student satisfaction and intrinsic motivation. *Journal of Hospitality & Tourism Education*, 25(4), 157-168.
- Stronge, J., Ward, T., Grant, L. (2011). What makes good teachers good? A crosscase analysis of the connection between teacher effectiveness and student achievement. *Journal of Teacher Education*, 62(4), 339-355.
<https://doi.org/10.1177/0022487111404241>
- Symes, W., Lazarides, R., & Hußner, I. (2023). The development of student teachers' teacher self-efficacy before and during the COVID-19 pandemic. *Teaching and Teacher Education*, 122, 103941.
- Stolz, S. (2020). New pathways to the profession and teacher identity development. *Teacher Education Quarterly*, 47(2), 183-186.
- Şahin, F., & Şahin, Y. L. (2022). Drivers of technology adoption during the COVID-19 pandemic: The motivational role of psychological needs and emotions for pre-service teachers. *Social Psychology of Education*, 25(2-3), 567-592.
- Tannenbaum, S. I., Mathieu, J. E., Salas, E., & Cannon-Bowers, J. A. (1991). Meeting trainees' expectations: The influence of training fulfillment on the development of commitment, self-

- efficacy, and motivation. *Journal of Applied Psychology*, 76(6), 75-769. <https://doi.org/10.1037/0021-9010.76.6.759>
- Teng, F. (2017). Emotional development and construction of teacher identity: Narrative interactions about the pre-service teachers' practicum experiences. *Australian Journal of Teacher Education*, 42(11), 117-134.
- Tillema, H. H. (1998). Stability and change in student teachers' beliefs about teaching. *Teachers and Teaching*, 4(2), 217-228.
- Timperley, H., Wilson, A., Barrar, H., & Fung, I. (2008). *Teacher professional learning and development* (Vol. 18). International Adacemy of Education.
- Tomlinson, C., Brighton, C., Hertberg, H., Callahan, C., Moon, T., Brimijoin, K., Reynolds, T., et al. (2003) Differentiating instruction in response to student readiness, interest, and learning profile in academically diverse classrooms: A review of the literature. *Journal for the Education of the Gifted*, 27(2-3), 119-145. <https://doi.org/10.1177/016235320302700203>
- Turhan, B. (2022). Professional identity of language teacher trainees during practicum: A metaphor analysis. *The Literacy Trek*, 8(2), 165-185
- Tzifopoulos, M. (2020). In the shadow of Coronavirus: Distance education and digital literacy skills in Greece. *International Journal of Social Science and Technology*, 5(2), 1-14.
- UNESCO. (2020, March 4). 290 million students out of school due to COVID-19: UNESCO releases first global numbers and mobilizes response.
- UNESCO. (2020, April 17). COVID-19 Educational Disruption and Response.
- Urdu, T., & Schoenfelder, E. (2006). Classroom effects on student motivation: Goal structures, social relationships, and competence beliefs. *Journal of School Psychology*, 44(5), 331-349.
- Varghese, M., Morgan, B., Johnston, B., & Johnson, K. A. (2005). Theorizing language teacher identity: Three perspectives and beyond. *Journal of Language, Identity, and Education*, 4(1), 21-44.
- Varghese, M. M., Motha, S., Park, G., Reeves, J., & Trent, J. (2016, September). In This Issue. *TESOL Quarterly*, 50(3), 545-571. <https://doi.org/10.1002/tesq.333>
- Van den Berg, R. (2002). Teachers' meanings regarding educational practice. *Review of Educational Research*, 72(4), 577-625.
- Vandamme, R. (2018). Teacher identity as a dialogical construction. *The dialogical self-theory in education: A multicultural perspective*, 5, 111-127. https://doi.org/10.1007/978-3-319-62861-5_8
- Vygotsky, L. S. (1986). Thought and language. Cambridge, MA: MIT Press.
- Young, W. (1995). Internship: integrating theory and practice. *South Pacific Journal of Teacher Education*, 23(1), 97-107.
- Wall, C. R. G. (2016). From student to teacher: changes in preservice teacher educational beliefs throughout the learning-to-teach journey. *Teacher Development*, 20(3), 364-379. <https://doi.org/10.1080/13664530.2016.1149509>
- Wilson, M., & Sapsford, R. (2006). Asking questions. In R. Sapsford & V. Jupp (Eds.) *Data Collection and Analysis*, 2, 93-123.

- Wright, S. P., Horn, S. P., & Sanders, W. L. (1997). Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*, 11, 57-67.
- Wu, Y., & Kang, X. (2023). Relationship between perceived teacher support and learning engagement in EFL context: The mediating role of achievement emotions. *International Journal of Education and Humanities*, 3(1), 85-98.
- Wurf, E., & Markus, H. (1991). Possible selves and the psychology of personal growth. *Perspectives in Personality*, 3, 39-62.
- Xu, L. (2012). The role of teachers' beliefs in the language teaching-learning process. *Theory & Practice in Language Studies*, 2(7), 1397-1402.
- Xu, K. M., Koorn, P., De Koning, B., Skuballa, I. T., Lin, L., Henderikx, M., Paas, F., et al. (2021). A growth mindset lowers perceived cognitive load and improves learning: Integrating motivation to cognitive load. *Journal of Educational Psychology*, 113(6), 1177.
- Yüksel, H. G. (2014). Teachers of the future: Perceived teaching competences and visions of pre-service English language teachers. *Journal of Human Sciences*, 11(2), 27-39.
- Zembylas, M. (2005). Beyond teacher cognition and teacher beliefs: The value of the ethnography of emotions in teaching. *International journal of qualitative studies in education*, 18(4), 465-487.
- Zhang, Q., Clarke, A., & Lee, J. C. K. (2018). Pre-service teachers' professional identity development within the context of school-based learning to teach: An exploratory study in China. *The Asia-Pacific Education Researcher*, 27, 477-486.
- Zhao, H., & Zhang, X. (2017). The influence of field teaching practice on pre-service teachers' professional identity: A mixed methods study. *Frontiers in psychology*, 8, 1264.
- Zhang, W., Y. Wang, L. Yang, and C. H. Wang. 2020. "Suspending classes without stopping learning: China's education emergency management policy in the COVID-19 outbreak." *Journal of Risk and Financial Management*, 13(58): 1-6. <https://doi.org/10.3390/jrfm13030055>

APPENDICES

Appendix 1: Open-ended Survey

1. Why do you become a teacher?
2. What kind of teacher do you hope to be? And what kind of teacher do you fear of becoming?

Hope to be:

Fear of becoming:

3. Now that you have finished your practicum, on a scale of 1 to 10, how confident are you in your teaching ability now?

<i>Not confident</i>			<i>Sort of Confident</i>				<i>Very confident</i>		
1	2	3	4	5	6	7	8	9	10

What experiences have you had that make you feel this way?

4. On a scale of 1 to 10, how much do you feel like a teacher now?

<i>Not very much at all</i>			<i>Sort of Like a teacher</i>		<i>Very much feel like a teacher</i>				
1	2	3	4	5	6	7	8	9	10

Why do you feel this way?

Appendix 2: Reflective journal questions

1. How effective was your teaching experience? Consider your weaknesses and strengths?
2. How confident are you in your teaching experience?



Appendix 3: Focus-group interview questions

INTERVIEW QUESTIONS

1. Do you intend to do the teaching profession? Why?

Pre ERT

2. What kind of teacher did you think you would be? How much of a teacher did you see yourself as?
3. How did you see yourself as a teacher? How effective did you think you would be as a teacher?

During ERT

4. How would you evaluate your own teaching role? How effective did you think you would be as a teacher?

Before Practicum Experience

5. What kind of teacher did you hope to become? What kind of teacher did you feared to be?
6. How confident were you professionally? How effective did you think you would be as a teacher?

During Practicum Experience

7. After the distance education, what change did you observe about your teaching identity during the teaching practice process?

After Practicum Experience

8. How would you describe yourself as a teacher after your face-to-face teaching experience? What kind of teacher do you think you will be? Have you noticed any change?
9. Can you describe your current teaching identity that you hope to be? What are the most prominent features?
10. What are the ideal teacher characteristics according to you with your current experience? What ideal teacher traits will help you become the teacher you hope to be?
11. Can you describe your teaching identity that you are afraid to be now? What are the most prominent features?

12. What are the identity traits that will keep you from being the teacher you fear right now? (What are your strengths?)
13. On a scale of 1 to 10, how confident are you in your teaching ability right now? What experiences have you had that made you feel this way?
14. On a scale of 1 to 10, how much of a teacher do you feel now? What experiences have you had that made you feel this way?

